**IMPERIAL VALLEY COLLEGE**

**Student Learning Outcomes (SLO) Identification Form**

|  |  |  |  |
| --- | --- | --- | --- |
| Department Name: | Business |  |  |

|  |  |
| --- | --- |
| Course Number/Title or Program Title: | BUS 176 Office Transcription |

|  |  |
| --- | --- |
| Contact Person: | Angie Ruiz |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| If course is part of a major(s), and/or certificate program(s), please list all below: | |  |  |  |  | |
| Major(s): | Certificate(s): | | | | |  | |  |  |  |  |
| Business Accounting Technician | Business Accounting Technician | | | | |  | |  |  |  |  |
| Business Office Technician | Business Office Technician | | | | |  | |  |  |  |  |
| Business Administrative Assistant | Business Administrative Assistant | | | | |  | |  |  |  |  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Does course satisfy a community college GE requirement(s)? |  | Yes | x | No |  | N/A |

If yes, check which requirement(s) below:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | | American Institutions |  | Language and Rationality – English Composition | | | |
|  | | Health Education |  | Language and Rationality – Communication and Analytical Thinking | | | |
|  | | Physical Education / Activity |  | Natural Science | | | |
|  | | Math Competency |  | Humanities | | | |
|  | | Reading Competency |  | Social and Behavioral Sciences | | | |
|  |  | | | |  |  |
|  | **Student Learning Outcome** | | | | **Assessment Tool**  (e.g., exam, rubric, portfolio) | **Institutional Outcome\***  (e.g., SLO1, SLO2) | | |
|  | Demonstrate the use of a transcription/dictation machine using the proper ergonomics posture | | | | Ergonomic Rubric | ISLO3 | | |
|  | Transcribe business documents displaying correct formatting for business documents and demonstrating knowledge of proper grammar usage, and proofreading skills | | | | Format, spelling & Grammar Rubric | ISLO1, ISLO2, ISLO3, SLO4 | | |
|  | Transcribe a one-page business document in 15 minutes with no more than two errors. | | | |  |  | | |

**Each SLO should describe the knowledge, skills, and/or abilities students will have after successful**

**completion of course or as a result of participation in activity/program.** A minimum of one SLO is required

per course/program. You may identify more than one SLO, but please note that you will need to collect and

evaluate data for each SLO that you list above. Attach separate pages if needed. *For assistance contact: Toni Pfister* [*toni.pfister@imperial.edu*](mailto:toni.pfister@imperial.edu) *or X6546*

**\*Institutional Outcomes: SLO1** = communication skills; **SLO2** = critical thinking skills;

**SLO3** = personal responsibility; **SLO4** = information literacy; **SLO5** = global awareness

*3.2.2011 SLO Committee Rep./ Date:*

|  |  |
| --- | --- |
| **1. Course Number & Date of Assessment Cycle Completion** | **Course:** BUS 176 **Date:** December 10, 2010 |
| **2. People involved in summarizing and evaluating data** | Angie Ruiz, Business Professor  Valerie Rodgers, Business Department Chair |
| **3. Data Results**  Briefly summarize the results of the data you collected. | **Outcome 1:** Students were successful following the proper posture, while managing the dictation machine, as well as the new dictation software installed in each computer station.  **Outcome 2:** By the end of the course a 90% of the students were formatting the documents correctly and a 75% were applying proper grammar and proofreading skills. This is a challenging course for students who are learning English as a Second Language.   |  |  |  |  |  | | --- | --- | --- | --- | --- | | A | 22% |  | D | 0% | | B | 22% |  | F | 17% | | C | 35% |  | W | .04% |   **Outcome 3:** Due to the net words per minute students’ type, it takes at least 50% of our students more than 15 minutes to type a medium size letter. |
| **4. Course / Program Improvement**  Please describe what change(s) you plan to implement based on the above results. | Recommend websites were students can go to and practice pronunciation and listening techniques.  Review vocabulary words with students before dictation.  **\*\*Will this include a change to the curriculum (i.e. course outline)?** |
| **5. Next Year** Was the process effective? Will you change the outcome/ assessment for next year? (e.g., alter the SLO, assessment, faculty discussion process, strategy for providing SLO to student)? If so, how? |  |

**The ASSESSMENT CYCLE: Closing the Assessment Loop**

You may elaborate as much as you need to in order to complete this form. Instructions are on the following page.

1. Please list the course number. In case page 1 is separated from page 2, this will help with

organization. Please include the date that assessment cycle was fully completed.

1. To encourage collaboration and the sharing of ideas, each form must be completed by at least

two people. If you are the only one teaching the course, you are encourage to share your data

results and improvement methods with at least one other staff or faculty member. Please list

the names of all faculty, staff, and students who were involved in summarizing or evaluating

the data. These names may be the same or different than those on the original SLO ID form.

1. Your original data results, or your raw data, should be kept within your department for three

years. At this time you do not need to submit the raw data, but please keep it for future quality

control measures. Please summarize the data that you collected. You should include how well

students scored on the assessment. You might also include: how many instructors submitted

data(full-time, part-time); the type of data that was submitted (rubric scores, practical test

results, etc); and, if appropriate, if a cross-section of classes (day, evening, online) were

assessed. If a rubric was used, you might discuss the number of students who scored 1, 2, 3,

or 4, for example, on the rubric.

1. This is an opportunity to have a rich discussion with others involved in education. Please

describe any changes that can be made based on the data. Changes might be made to class

activities, assignment instructions, topics taught in class, or the course outline of record, etc.

You might include when the changes will be implemented and, if a comparison is to be made,

when the next round of data will be collected (e.g. Fall 2009).

Then, answer “Yes” or “No” to the curriculum question – no explanations required but please

answer the question.

1. This may provide an opportunity to discuss what went well and what could be improved.

If the SLO needs to be tweaked or more outcomes/assessments need to be included you might

want to do that now while the information is fresh. This may allow faculty to modify SLO(s)

for next year and be prepared to include them on next year’s syllabus.

1. Please share your thoughts, feelings, and ideas on IVC’s SLO process thus far.

When completed, please email this form to your division secretary or chair (whoever is managing it locally) **AND** send a hard paper copy to the SLO coordinator. Thanks.