**IMPERIAL VALLEY COLLEGE**

**Student Learning Outcomes (SLO) Assessment Cycle Form – Phase I**

|  |  |  |  |
| --- | --- | --- | --- |
| Date: | 01/21/2010 |  |  |
| Department Name: | Public Safety Department |  |  |

|  |  |
| --- | --- |
| Course Number/Title or Program Title: | AJ 122 Criminal Investigation |

|  |  |
| --- | --- |
| Contact Person/Others Involved in Process: | Lead: Jeff Mason Others: |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| If course is part of a major(s), and/or certificate program(s), please list all below: | |  |  |  |  | |
| Major(s): | Certificate(s): | | | | |  | |  |  |  |  |
| Administration of Justice (A.S.) | Administration of Justice | | | | |  | |  |  |  |  |
|  |  | | | | |  | |  |  |  |  |
|  |  | | | | |  | |  |  |  |  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| 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 | X | Social and Behavioral Sciences | | | |
|  |  | | | |  |  |
|  | **Student Learning Outcome** | | | | **Assessment Tool**  (e.g., exam, rubric, portfolio) | **Institutional Outcome\***  (e.g., ISLO1, ISLO2) | | |
|  | **Example:** Identify, create, critique, and refute oral and written arguments. | | | | Debate + Debate rubric | ISLO1, ISLO2 | | |
|  | Outcome 1: Explain the evolution of criminal investigations and criminalization | | | | Examination | ISLO1, ISLO2, ISLO3, ISLO4 | | |
|  | Outcome 2: Demonstrate knowledge and abilities to gather note and compile information to assist in a criminal investigation. | | | | Report | ISLO2, ISLO3 | | |
|  | Outcome 3: Identify key elements of preservation of evidence identification of evidence and recreation of crime scene. Understand the chain of custody. | | | | Through case studies, role play demonstrating the ability to exercise and investigate a crime scene. | ISLO2, ISLO4 | | |
|  | Outcome 4: | | | |  |  | | |
|  | Outcome 5: | | | |  |  | | |

**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 Student Learning Outcomes: ISLO1** = communication skills; I**SLO2** = critical thinking skills;

**ISLO3** = personal responsibility; I**SLO4** = information literacy; I**SLO5** = global awareness

**Student Learning Outcomes (SLO) Assessment Cycle Form – Phase II**

|  |  |
| --- | --- |
| **1. Course Number & Date of Assessment Cycle Completion** | **Course:** **AJ 122** **Date: May 28, 2010** |
| **2. People involved in summarizing and evaluating data** |  |
| **3. Data Results**  Briefly summarize the results of the data you collected. | **Outcome 1:** Students were able to comprehend through the taking of examinations the evolution of criminal investigations and criminalization. Overall scores on the examinations were running 85-90%.  **Outcome 2:** This learning activity was met with mixed success. I am finding those students who have little background in writing composition struggle with this task.  **Outcome 3:** This case study seems to work well with all students. Interactive participation in a small group setting allows students to learn from each other, while allowing me to facilitate more and lecture less. |
| **4. Course / Program Improvement**  Please describe what change(s) you plan to implement based on the above results. | I will eliminate SLO2. In its place I will assign take home work in the form of essay questions that make the student create a written document involving critical thinking. The questions will be based upon the course text and incorporate the student’s use of outside resources such as the internet, professional publications and books of state legal codes. All resources are readily available to the student. |
| **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? |  |
| **6. After-Thoughts** Feel free to celebrate, vent, or otherwise discuss the process. | The limited English competency of some students really hinders their progress or even their success in this class. I find those students limited their active participation in the course and they often sought assistance from a fellow student while I am lecturing, facilitating or while the class is otherwise engaged in learning activities. Such actions while an act of “self preservation” on the part of the one student, is not fair to others in the class and can be distruptive. |

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

**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.

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 forward to SLO Coordinator and the designee in your department. Thanks.