**IMPERIAL VALLEY COLLEGE**

**Student Learning Outcomes (SLO) Assessment Cycle Form**

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| --- | --- | --- | --- |
| Date: | June 4, 2010 |  |  |
| Department Name: | Office Administration |  |  |

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| --- | --- |
| Course Number/Title or Program Title: | Bus 156 Keyboarding: Speed and Accuracy |

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| --- | --- |
| Contact Person/Others Involved in Process: | Lead: Judy Santistevan Others: |

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| --- | --- | --- | --- | --- |
| 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 Administrative Assistant | Business Administrative Assistant |  |  |  |  |  |
| Business Office Technician | Business Office Technician |  |  |  |  |  |
| CIS | CIS |  |  |  |  |  |

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

If yes, check which requirement(s) below:

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| --- | --- | --- | --- | --- | --- |
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|   | 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., ISLO1, ISLO2) |
|  | **Example:** Identify, create, critique, and refute oral and written arguments. | Debate + Debate rubric | ISLO1, ISLO2 |
|  | Outcome 1: Demonstrate keyboarding speed and accuracy proficiency on a 5-minute timed writing. | Textbook 5-minute timed writings  | ISLO1, ISLO2, SLO3, ILSO4 |
|  | Outcome 2: Measure overall keyboarding speed and accuracy skill-development progress on a 5-minute timed writing. | Textbook 5-minute timed writings  | ISLO1, ISLO2, ISLO3, ILSO4 |
|  | Outcome 3: Demonstrate proper keyboarding techniques. | Observation  | ISLO1, ISLO3 |

**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* *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

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| --- | --- |
| **1. Course Number & Date of Assessment Cycle Completion**  | **Course:** Bus 156 **Date:** Fall 2009 |
| **2. People involved in summarizing and evaluating data** | Judy Santistevan |
| **3. Data Results****Briefly summarize the results of the data you collected.** | **Outcome 1**: Based on 5-minute timed writings: gross minus errors (10 error or less) equals net score.11% Exceeded standard (60+net) 15% Above standard (50+)30% Meets standard (40+)33% Below standard (30+)11% Does not meet standard (0-29)56% of students earned a Keyboarding Skill Level Certificate |
| **4. Course / Program Improvement****Please describe what change(s) you plan to implement based on the above results.** | Based on the above result, I don’t plan to make any changes. **\*\*Will this include a change to the curriculum (i.e. course outline)? No**  |
| **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?** | Yes, it was effective. After the third week, Timed Writings are taken on a daily basis. Therefore, students are able to demonstrate and verify their speed and accuracy each day.No, I don’t plan to change the assessment for next year.  |

**BUS 156**

**KEYBOARDING: SPEED AND ACCURACY**

**Assessment**

NAME BASE SCORE

SEMESTER GOAL DATE

**The following is a breakdown of how your final grade is determined in BUS 156:**

**50% Speed Average (net words a minute)**

60+ . . . . . . . . . . . . . . . . . . A Exceeds standard

50 – 59 . . . . . . . . . . . . . . . . . . B Above standard

40 – 49 . . . . . . . . . . . . . . . . . . C Meets standard

30 – 39 . . . . . . . . . . . . . . . . . . D Below standard

Below 29 . . . . . . . . . . . . . . . . F Does not meet standard

**50% Progress\*(Speed Average minus Base Score)**

 20+ . . . . . . . . . . . . . . . . . . A Outstanding accomplishment

 15 – 19 . . . . . . . . . . . . . . . . . . B Better than average accomplishment

 10 – 14 . . . . . . . . . . . . . . . . . . C Average accomplishment

 5 – 9. . . . . . . . . . . . . . . . . . D Limited accomplishment

 0 – 4. . . . . . . . . . . . . . . . . . F Little or no accomplishment

 **\***Progress is determined by subtracting your base score from your speed average.

 Example:

 42 Speed Average (which is a “C”)

−20 Base Score

1. Progress (which is an “A”)