

# IMPERIAL VALLEY COLLEGE

## Student Learning Outcomes (SLO) Identification Form

Department Name:

Course Number/Title or Program Title:

Contact Person:

If course is part of a major(s), and/or certificate program(s), please list all below:

Major(s):	Certificate(s):
Business Administration	
Business Accounting Technician	Business Accounting Technician
Business Administrative Assistant	Business Administrative Assistant
Business Financial Services	Business Financial Services
Business Management	Business Management
Business Marketing	Business Marketing
Computer Information Systems	Computer Information Systems
	Court Services Specialist

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

If yes, check which requirement(s) below:

<input type="checkbox"/> American Institutions	<input type="checkbox"/> Language and Rationality – English Composition
<input type="checkbox"/> Health Education	<input checked="" type="checkbox"/> Language and Rationality – Communication and Analytical Thinking
<input type="checkbox"/> Physical Education / Activity	<input type="checkbox"/> Natural Science
<input type="checkbox"/> Math Competency	<input type="checkbox"/> Humanities
<input type="checkbox"/> Reading Competency	<input type="checkbox"/> Social and Behavioral Sciences

Student Learning Outcome	Assessment Tool (e.g., exam, rubric, portfolio)	Institutional Outcome* (e.g., SLO1, SLO2)
<b>Example:</b> identify, create, critique, and refute oral and written arguments	Debate rubric	SLO1, SLO2
Analyze web information sources for relevance and accuracy; and synthesize, evaluate and communicate the results, demonstrating writing competencies at the college level.	Web Site Evaluation Assignment Rubric	SLO1, SLO2, SLO4
Describe the general characteristics of a computer system and identify types of computer hardware and software and explain their functions.	Midterm and Final Exams	SLO1, SLO2, SLO4
Demonstrate the use of a word processor, spreadsheet, and database application program by completing projects that require students to extend course content to real-world situations and manage and organize files and use data storage devices	Microsoft Office Assignments	SLO1, SLO2, SLO4

**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

<b>1. Course Number &amp; Date of Assessment Cycle Completion</b>	<b>Course:</b> CIS 101 <span style="float: right;"><b>Date:</b> March 3, 2009</span>										
<b>2. People involved in summarizing and evaluating data</b>	Walid Ghanim, Valerie Rodgers, Tom Paine, Michael Carr, and Shane Jones										
<b>3. Data Results</b>  Briefly summarize the results of the data you collected.	<p><b>Outcome 1:</b> Three full time instructors and two adjunct instructors reviewed Web evaluation assignments for nine sections of CIS 101. The assignments were administered fall 08 and were graded using a common rubric. Two of the sections were taught online. Ten assignments from each section were reviewed.</p> <p>The results for were</p> <table border="0"> <tr><td>25%</td><td>90 - 100</td></tr> <tr><td>21%</td><td>80 - 89</td></tr> <tr><td>30%</td><td>70 - 79</td></tr> <tr><td>08%</td><td>60 - 69</td></tr> <tr><td>14%</td><td>Below 59</td></tr> </table> <p>Instructors noted that most students who did not succeed had problems with conventions of standard English; including grammar, usage, and paragraph development.</p>	25%	90 - 100	21%	80 - 89	30%	70 - 79	08%	60 - 69	14%	Below 59
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<b>4. Course / Program Improvement</b>  Please describe what change(s) you plan to implement based on the above results.	<p>Instructors involved in evaluating the results deemed them satisfactory. However, the group did decide to briefly review principles of writing as part of introducing the assignment. Instructors will also make it a point to reiterate to students that services are available on campus to assist them.</p> <p>After implementing these changes, a comparison will be made of results using spring 09 data.</p> <p><b>**Will this include a change to the curriculum (i.e. course outline)? <u>No</u></b></p>										
<b>5. Next Year</b> 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.
2. 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.
3. 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.
4. 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.

5. 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.
6. 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.