

IMPERIAL VALLEY COLLEGE

Student Learning Outcomes (SLO) Identification Form

Department Name:

Course Number/Title or Program Title:

Contact Person/Others Involved in Process: Lead: Others:

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

Major(s):	Certificate(s):

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

Student Learning Outcome	Assessment Tool <small>(e.g., exam, rubric, portfolio)</small>	Institutional Outcome* <small>(e.g., ISLO1, ISLO2)</small>
Example: Identify, create, critique, and refute oral and written arguments.	Debate + Debate rubric	ISLO1, ISLO2

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; ISLO2 = critical thinking skills; ISLO3 = personal responsibility; ISLO4 = information literacy; ISLO5 = global awareness

Now & Later: Student Learning Outcome & Assessment (SLO) Plan

8 Self-Paced Steps to the IVC Student Learning Outcomes & Assessment Cycle

1. Have as many members as possible from your department or discipline meet to discuss philosophy of learning values; the most important knowledge, skills, abilities (and/or attitudes) for students to have as they complete your course/program; and goals for the department or program. If only one instructor teaches the course, she or he should discuss her or his SLO plan with others in the discipline. In order to get fresh feedback and ensure the plan is transparent, everyone is encouraged to discuss course SLOs with those in other disciplines. Please involve part-time faculty whenever possible.
2. Create a list of over-arching student learning outcomes that are of value to the department or program. This can be a long list; capture all ideas. No need to limit this list. Yes, even though you are only being asked to identify one SLO per course for now, you can have a longer list from which to choose.
3. **September 30, 2008: Identify one SLO and Assessment Method for 50% of all courses offered at IVC.** Ideally, SLOs should be identified before the semester begins. This would allow SLO's, rubrics, and assessment plans, etc., to be implemented into the curriculum, included in the syllabus, and provided to students, as necessary. Whenever possible, make any SLO transparent to the student by including it on the syllabus or other handout; reviewing with students how they will be scored/graded on this assignment; and, if possible, providing students with time to practice and prepare for it. However, in order to allow faculty more time to design their outcomes and assessments, the deadline has been extended to 9/30/08, after the fall semester has begun.

Submit your SLO Identification sheet to the coordinator by sending one hard copy to her mail box AND emailing it as an attachment (this will help make it a "green" project – please save the file like this with the course name and lead instructor's name "ENG100Heumann.doc"). Identify the SLO(s) you will assess in Fall '08 and the assessment tool to be used (paper, activity, presentation, portfolio, or performance, along with any necessary rubric or scoring method) and decide when the assessment will be completed (eg Week 14). Chairs might consider some type of timeline grid to keep track of this.

4. **Fall '08: SLO Data should be collected for 50% of the classes (the ones with identified SLOs).** 50% of the courses, not 50% of the offered sections. For example, if English offers 10 different English courses, then they will need to collect SLOs on 5 different courses in the Fall and 5 different courses in the Spring. (If English offers 10 sections of English 89, which is only one course, they can choose to collect SLO's from all 10 sections or conduct a "randomized sampling" from a few representative English 89 sections.)

5. **Spring '09: Evaluate the SLO data collected in Fall '08 and use it for course/program improvement** (plans and forms on program SLOs and improvement methods will be forth-coming). Given identified trends and/or gaps, document that you have a plan for improving student learning (curriculum review, staff development, etc) or that you are satisfied with student learning on this measure and that you will move on to another outcome assessment.

6. **March 15, 2009: SLO identification should be completed by March 15, 2009 for the other 50% of the classes. Collect data from this remaining 50% in Spring '09.**

7. **Fall '09: Evaluate the SLO data collected in Spring '09 and use it for course/program improvement** (plans and forms on program SLOs and improvement methods will be forth-coming). Given identified trends and/or gaps, document that you have a plan for improving student learning (curriculum review, staff development, etc) or that you are satisfied with student learning on this measure and that you will move on to another outcome assessment.

Identify - Collect - Evaluate - Improve