

IMPERIAL VALLEY COLLEGE

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

Date:

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 (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:		
Outcome 2:		
Outcome 3:		
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 or X6546*

***Institutional Student Learning Outcomes:** ISLO1 = communication skills; ISLO2 = critical thinking skills; ISLO3 = personal responsibility; ISLO4 = information literacy; ISLO5 = global awareness

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

The ASSESSMENT CYCLE: Closing the Assessment Loop

1. Course Number & Date of Assessment Cycle Completion	Course: _____	Date: _____
2. People involved in summarizing and evaluating data		
3. Data Results Briefly summarize the results of the data you collected.	Outcome 1:	
	Outcome 2:	
	Outcome 3:	
	Outcome 4:	
	Outcome 5:	
4. Course / Program Improvement Please describe what change(s) you plan to implement based on the above results.	**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?		
6. After-Thoughts Feel free to celebrate, vent, or otherwise discuss the process.		

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

1. Please list course number. Attach this page to the sequential folder page 2, 1 will help with organization.

Please include the date the assessment cycle was fully completed.

2. To encourage color organization 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 forward to SLO Coordinator and the designee in your department. Thanks.