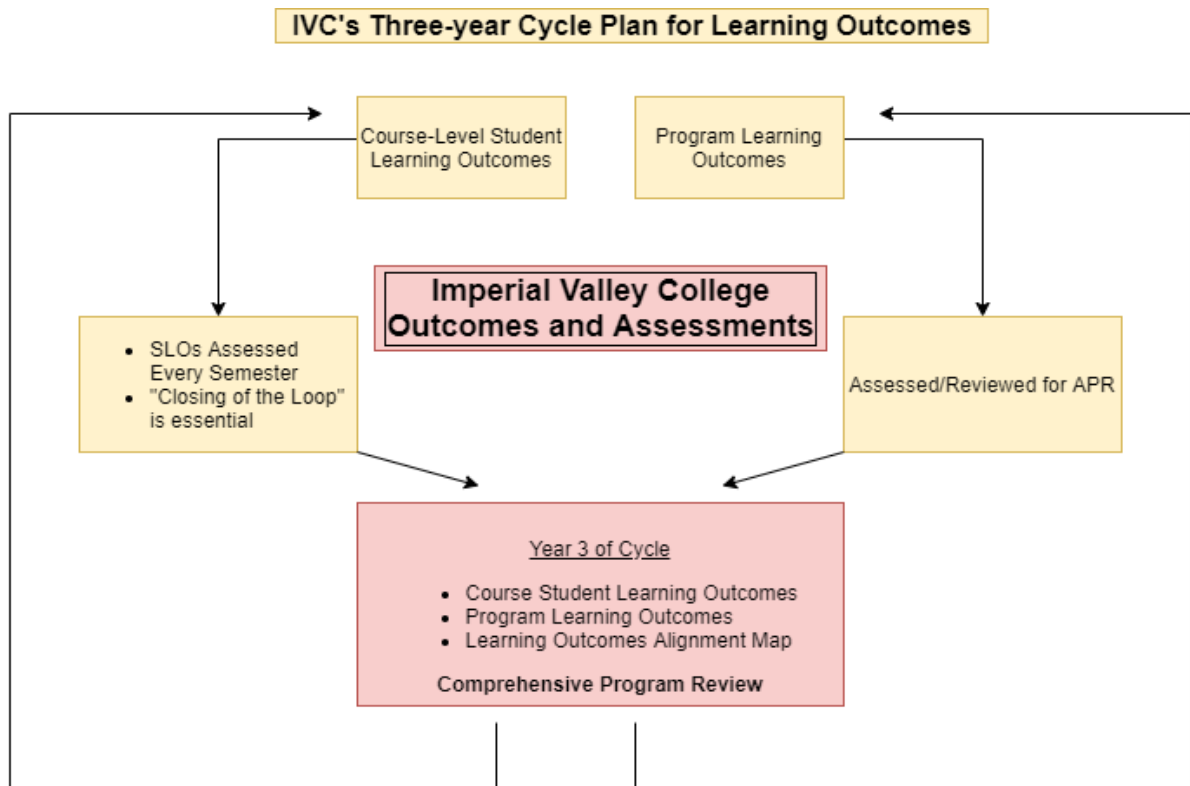


Outcomes and Assessments Handbook for Imperial Valley College

The learning and service area outcomes process is an essential part of the continuous quality improvement of the College. All courses, programs, service areas, and the institution are assessed within a three-year cycle and used as part of the reflective process of program review, which is followed by planning that includes budget enhancement requests. The summative operation builds to then include an integrated planning and budget allocation process. The Outcomes and Assessment Committee (OAC), led by the faculty Student Learning Outcomes Coordinator, oversees this College process.



Updated 4/3/20

BYLAWS:

OAC Committee Mission Statement:

The mission of the Outcomes and Assessment Committee is to assist Imperial Valley College's campus community in the ongoing assessment of courses, programs, and services that lead to student success. (Standard II.a.2.b)

OAC Purpose:

The vision of Imperial Valley College's OAC is



to nurture a culture of improvement by measuring student learning and service area outcomes across the institution by facilitating ongoing collegiality, promoting self-reflective dialog, and celebrating diversity.

Composition:

The Chairpersons of this Committee shall be the Student Learning Outcomes (SLO) Coordinator and an administrator will be appointed to serve as the co-chair. Representatives from a cross-section of instructional divisions and/or programs and support departments will make up the composition of the committee.

Committee Members:

- SLO Coordinator and Administrative co-chairs- Kevin Howell and Betsy Lane
- Academic Senate appointees from each division on campus
 - Arts and Letters (2) – Romano Sanchez-Dominguez and Pearlie Baluyut
 - Math and Science (2) – Jill Kitzmiller and Patrick Kjellander
 - Economic and Workforce Development (2) – VACANT

- Health and Public Safety Division (2) – Carmen Bravo, Rosalba Jepson, and Kathy Rodriguez
- Counseling (3-4) - VACANT
- Student Affairs & Enrollment Services - VACANT
- Library/Instructional Resources (1) - Helena Quintana
- one Adjunct Instructor - VACANT
- One dean from Student Services - VACANT
- One dean from Academic Affairs - VACANT
- One representative from Institutional Effectiveness - Yolanda Catano
- One Classified employee - Dixie Krimm
- One Confidential Employee
- One ASG representative (non-voting)

Meeting Day and Time:

- **The Outcomes and Assessment Committee will meet on the 2nd Tuesday of each month in room 402/Zoom from 2 to 3. This was updated beginning in the Spring 21 Semester.**

****Part I- The Closing of the Course-Level SLOs Loop:**

Defined:

- Closing the loop refers to the use of assessment results to improve student learning through collegial dialog informed by the results of student service or instructional learning outcome assessment. It is part of the continuous cycle of collecting assessment results, evaluating them, using the evaluations to identify actions that will improve student learning, implementing those actions, and then cycling back to collecting assessment results, etc (The Academic Senate for California Community Colleges 4).

Overview:

- When your department completes the closing of the loop form, keep the following in mind:
 - You may complete and analyze each course separately, or you may decide to group similar courses and close the loop for these at one time. (In the picture below, it shows how the English Department could group the developmental classes and close the loop for those together.)

- When you discuss the data, keep in mind that this data analysis and its improvements will be used to help you complete the Program Learning Outcomes (PLOs). Therefore, the more thorough you are at this point, the more information you will have to complete the PLOs.
- If you would like to close the loop for each course that is the department's decision. Each department will know what works best for it.

Subject Code	Course Title	Course Outcomes	15-16 SLO Data Assessed-COMPLETED	15-16 SLO Dialogue/Improvements COMPLETED
ENGL 008	Basic English Composition I	1 Generate essays with a clear thesis statement or controlling idea. (ILO1, ILO2, ILO4)		
		2 Write essays showing support for a thesis statement or controlling idea. (ILO1, ILO2, ILO4)		
		3 Construct complete sentences with few errors in sentence structure such as fragments, comma splices, run-on sentences. (ILO1, ILO2)	completed	
		4 Compose a multi-paragraph essay that responds to a reading. (ILO1, ILO2, ILO4)	completed	
ENGL 009	Basic English Composition II	1 Compose a multi-paragraph essay with a clear thesis statement or controlling idea or thesis. (ILO1, ILO2, ILO4)		
		2 Compose a multi-paragraph essay with support. (ILO1, ILO2, ILO4)		
		3 Compose a multi-paragraph essay with virtually no sentence-level or grammar errors. (ILO1, ILO2, ILO4)	completed	
		4 Develop a research paper that effectively synthesizes ideas and information from multiple sources and utilizes correct MLA formatting of citations. (ILO1, ILO2, ILO3, ILO4, ILO5)		
ENGL 010	English Composition Accelerated	1 Compose a multi-paragraph essay that responds to a prompt and is structured around a controlling idea or thesis. (ILO1, ILO2, ILO5)		
		2 Compose a multi-paragraph essay with few errors in sentence structure such as fragments, comma splices, and run-on sentences. (ILO1, ILO2)		
		3 Demonstrate an understanding of basic research strategies, including appropriate use and correct documentation of research materials. (ILO1, ILO2, ILO3, ILO4)	completed	
		4 Demonstrate critical thinking skills by analyzing and responding to a selected reading. (ILO1, ILO2, ILO4, ILO5)	completed	

For the closing of the loop, it may be easier for your department to evaluate the data for multiple classes at one time. For example, the English Department could submit on Closing of the Loop form its developmental classes.

SLOs for PLOs Evaluation:

- All SLOs will be completed and saved to Nuventive.
- Along with these SLOs, PLOs, and ILOs will be mapped to ensure all outcomes are aligned.
- Once these two steps are completed, the Chairs or Point Person will be able to complete the Comprehensive Program Review (CPR) in Nuventive. They can pull up the SLOs, PLOs, and alignment maps to use for evidence to support the CPR.

Institutional Learning Outcomes

Student success at Imperial Valley College will include improvement of the following skills/abilities/knowledge:

Communication Skills

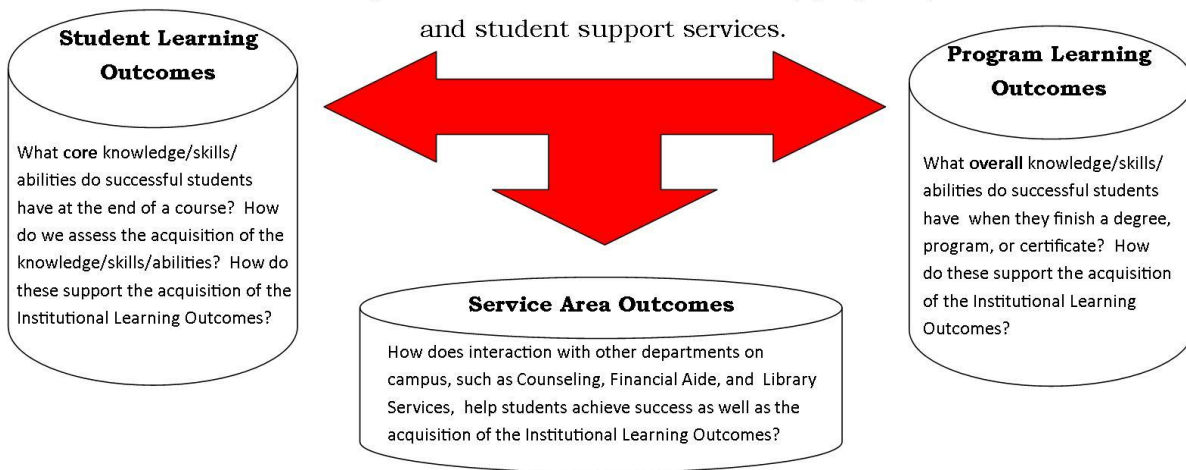
Critical Thinking Skills

Information Literacy

Personal Responsibility

Global Awareness

These guide our assessments for courses, programs,
and student support services.



SLOs Defined-

- The Student Learning Outcomes (SLO) assessment process is a means to discover if students are learning what they are expected to learn in courses and programs throughout IVC.
- Course-level Student Learning Outcomes (SLOs) course-level SLOs focus on what a student will be able to do as a result of completing a course.
- These address the measurable and observable outcomes you expect to see in a student at the end of the semester in terms of knowledge, skills, and attitude.
- The assessment of SLOs is useful in helping professors know where their teaching and learning activities have and have not been successful.

- SLOs also let students know what they can expect to attain as a result of completing the course. Here are some examples: 1- Upon successful completion of this course, students will be able to change the oil and the oil filter to industry standards. 2- Upon successful completion of this course, students will be able to identify anatomical differences between monocotyledonous and dicotyledonous plants. 3- Upon successful completion of this course, students will be able to cite all sources used for their speeches in the form of a bibliography attached to their preparation outlines.
- The accrediting agency for California Community Colleges (ACCJC) has elected to use SLOs as an integral part of its accrediting standards ([ACCJC Accreditation Standards](#))

Objectives vs. Outcomes-

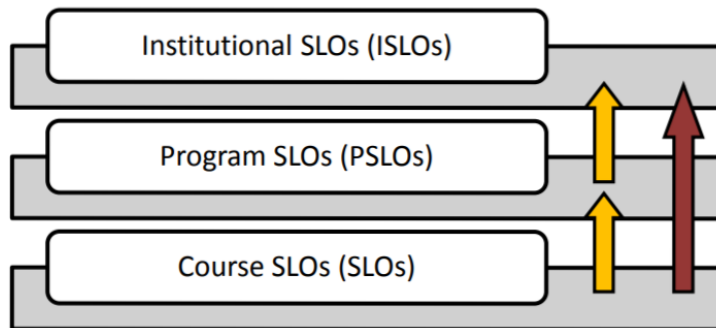
- When faculty construct or adjust their curriculum, performing what is known as a “course outline of record” update, part of the process includes affirming both the course objectives and the course learning outcomes.
- Sometimes, the difference between objectives and outcomes can be difficult to discern, as they both play an important role in the learning process. The ASCCC has written an “SLO Terminology Glossary” to help local academic senates and faculty to understand and communicate the lexicon of assessment. In this glossary, the difference between objectives and outcomes is made as follows:
 - Objectives are small steps that lead toward a goal; for instance, the discrete course content that faculty cover within a discipline. Objectives are usually more numerous and create a framework for the overarching Student Learning Outcomes which address synthesizing, evaluating, and analyzing many of the objectives.
 - Student learning outcomes are the specific observable or measurable results that are expected after a learning experience. These outcomes may involve knowledge (cognitive), skills (behavioral), or attitudes (affective) that provide evidence that learning has occurred as a result of a specified course, program activity, or process.
- An SLO refers to an overarching outcome for a course, program, degree or certificate, or support service area (such as the library). SLOs describe a student's ability to synthesize many discrete skills using higher-level thinking skills and to produce something that asks them to apply what they've learned. SLOs usually encompass a gathering together of smaller discrete objectives (see definition above) through analysis, evaluation, and synthesis into more sophisticated skills and abilities. CLOs, then, comprise the measurable

evidence of student learning that occurs as a result of taking classes through IVC.

- The CLOs for any given course are expected to be attained when students are successful, and they are guiding “big ideas” faculty want students to comprehend and utilize during and after their learning experience.

Process-

- The U.S. Department of Education has called for colleges and universities to engage in a process of continual self-examination and reflection with the goal of improvement.
- As part of this process, the outcomes and means of assessment are determined by members of a particular department or program for each course and the program as a whole.
- Course-level SLOs are linked to Program SLOs (PSLOs) and Institutional SLOs (ISLOs), as shown in the chart below:



(From Saddleback College Website)

Beyond Collecting Data- Closing the Loop-

- The use of assessment results is meant to stimulate discussion and direct activities that can improve instructional delivery and support systems on campus: Closing the Loop.
- This part of the assessment cycle is very important. The discussions that assess the data and use the outcomes of the discussions are to be used to improve student learning.

Faculty and SLO Coordinator Responsibilities-

- Results will not be used as the basis for evaluation or disciplinary action for individual faculty members.

- However, as part of the regular professional duties of faculty, instructors are expected to participate in the SLO process.
- The SLO Coordinator works directly with departments to assist in developing their outcomes, determining the means of assessment, compiling the results of that assessment, analyzing those results, and making changes to their program or unit if necessary to improve student learning.

SLO Assessment Cycle/Timeline:

- All SLOs should be assessed within three years and data submitted through the Nuventive system.
- It is each department's decision on how to accomplish this.
 - For example, some departments may assess all SLOs in the Fall semester and then evaluate the data in the Spring semester.
- PLOs should be assessed every three years and data submitted through the Nuventive system. It is recommended that this corresponds to your department's Comprehensive Program Review.
- However, departments may choose to assess both SLOs and PLOs more often than the suggested cycle. One advantage of doing these assessments more often is that more data can be collected and improved upon.

Works Cited:

The Academic Senate for California Community Colleges. *SLO Terminology Glossary: A Resource for Local Senates*.

****Part II- Program Learning Outcomes**

PLO Forms:

- Although there is a standard form to complete for PLOs, there is specific information needed for each department's PLO assessments, so please contact the Outcomes and Assessment Coordinator.

How to Complete Program Learning Outcomes:

Step 1- Mapping the SLOs, PLOs, and ILOs:

- Course SLOs, PLOs, and ILOs must be aligned.
- In Nuventive under each program, there are two alignment maps to complete.

Sample of Nuventive Map of Course SLOs to ILOs

Institutional Learning Outcomes (ILOs)	CDEV 100 - Principles and Practices of Teaching Young Children * * is owned by another Unit(Department		
ILOs	SLO 1 Compare and contrast historical and current early childhood education perspective ***	SLO 2 Describe the role of the early childhood educator, including ethical conduct, and professional***	SLO 3 Identify quality in early childhood programs related to environment, curriculum, and ***
ILO 1 Communication Skills		✓	
ILO 2 Critical Thinking Skills	✓		✓
ILO 3 Personal Responsibility		✓	
ILO 4 Information Literacy			
ILO 5 Global Awareness	✓		

Step 2- Decide on the Assessment:

- Your department may use a portfolio, a capstone course(s), an essay, a licensure pass rate, or any other assessment that your department chooses. What assessment tool did you use?

Step 3- Review the SLOs:

- Each course should be assessed before the PLOs are assessed.
- The best way to analyze the course-level SLOs is to revisit the Closing of the Loop forms that were previously submitted. SLO reports can be easily created in the Nuventive Dashboard.

Step 4: Review the PLOs:

- Analyze and discuss the results of the PLOs within the department.
 - What improvements need to be made?
 - Were there any course-level SLOs that need to be improved upon?
 - Do the PLOs truly align with the ILOs? This section will be on the PLO data collection form.

- Overall, what are the PLOs telling you? What are the weaknesses and strengths? What improvement can be made and how?

Step 5- Submittal:

- Complete the Nuventive PLO assignments via email that the OAC Coordinator will send to you.
- Complete the Outcomes Alignment Map by logging in to Nuventive and going to the program that is being reviewed. In Nuventive, there is a video to walk you through the process if needed.
- Now that these steps have been completed, they can be pulled up from the dashboard while the CPR is completed in Nuventive.

Overview:

Through the planning and conduct of student learning outcome assessments (course level), faculty from each degree program improve student learning with continuous effort.

For each program, the faculty is required to

- Articulate expected program learning outcomes.
- **Program learning outcomes are the “big ideas”** students should be able to articulate, put into action, or utilize (theoretically or pragmatically) after the completion of a degree, certificate or skills recognition award.
- Identify where and how in the curriculum or co-curriculum faculty create learning experiences for students to achieve the program learning outcomes.
- Gather evidence of student learning about expected program learning outcomes using either quantitative, qualitative or both approaches.
- Conclude from the evidence and plan ways to improve student learning.

What Constitutes a Program?

PLO Defined:

- The ASCCC’s “SLO Terminology Glossary” notes that “program” can be confusing: In Title 5 §55000(g), a “Program” is defined as a cohesive set of courses that result in a certificate or degree. However, in Program Review, colleges often define programs to include specific disciplines. A program may refer to support service programs and administrative units, as well (The Academic Senate for California Community Colleges 10).

Degree or Certificate:

- CSU General Education Breadth (GE-B) students do not get a degree, but they will get a "certificate of general education" once completed.
- Local General Education Pattern- Goes along with any local AA or AS, not transfer degrees. So it will not have a PLO.
- IGETC- Intersegmental General Education Transfer Curriculum- ADT (Associate degree for the transfer- AA-T or the AS-T).

How Often Should PLOs Be Assessed?

- They should be assessed at least once every three years to coincide with the CPR.
- However, if they are assessed more often, then more data can be analyzed and improved upon.

What Assessment Tools Can Be Used for Evidence of Student Learning?

- Evidence of student learning outcomes plays an increasingly important role in the discussion of higher education accountability, quality, and effectiveness.
- The evidence of student learning should be linked to program learning outcomes.
- Evidence can be the result of quantitative and qualitative approaches to gathering information. They may include:
 - Faculty-designed comprehensive or capstone examinations and assignments
 - Performance on external or licensure examinations
 - Authentic performances or demonstrations
 - Portfolios of student work over time
 - Samples of representative student work
- Multiple approaches to collecting evidence of student learning are essential to give faculty confidence in making appropriate decisions. Listed above are direct measures. Faculty can also use indirect measures such as surveys, interviews, focus groups, and students' reflections to supplement direct measures.
- Review of the validity and reliability of faculty-designed comprehensive examinations or capstone projects should be part of the program assessment.

- Performance on external or licensure examinations will allow programs to benchmark where they stand in achieving the targeted learning outcomes.
- Based on the evidence collected and analyzed, report and share the program's conclusions about the extent to which students have achieved the program learning outcomes; identify program strengths and weaknesses.
- Example(s):
 - An Essay from a Capstone Course
 - Licensure passing rate made available from the Nursing Program.

Mapping and Syllabus:

- Curriculum review (mapping) is an important exercise in identifying where and how the program learning outcomes are addressed in the curriculum, and (or) co-curriculum. It also clarifies how multiple courses are related to each other in contributing to the program learning outcomes.
- Course syllabi should include statements of expected course-level learning outcomes, as well as the course's contribution to developing program-level learning outcomes.

Work Cited:

The Academic Senate for California Community Colleges. *SLO Terminology Glossary: A Resource for Local Senates*.

****Part III- Service Area Outcomes**

SAO Overview:

- Service Area Outcomes (SAOs) are for non-instructional areas, which include Administrative Unit Outcomes as well.
- An SAO is a statement about what a student, faculty, or staff will experience, receive, or know as a result of a given service.
- This overview will introduce you to all the key components of SAOs:

SAO Commonly Asked Questions:

- SAOs assessment data is collected and evaluated every year by the selected departments listed below.
- The assessment data is kept on this website and is no longer attached to the end of the Program Review report.

- The number of SAOs is up to the department to establish. Many schools have between one and two. These can always be changed later if the department decides to do so.

SAO Assessments by Department at Imperial Valley College:

- [List of all Department SAOs and their Assessment Tools](#)

**Part IV- Institutional Learning Outcomes (ILOs)

Defined:

Institutional Learning Outcomes (ILO). Institutional Learning Outcomes are the knowledge, skills, and abilities a student is expected to leave an institution as a result of a student's total experience. Because GE Outcomes represent a common core of outcomes for the majority of students transferring or receiving degrees, some but not all, institutions equate these with ILOs. ILOs may differ from GE SLOs in that institutional outcomes may include outcomes relating to institutional effectiveness (degrees, transfers, productivity) in addition to learning outcomes. Descriptions of ILOs should include dialog about instructional and student service outcomes (The Academic Senate for California Community College 9).

ILOs Listed:

- **ILO1**-communication skills
- **ILO2** = critical thinking skills
- **ILO3** = personal responsibility
- **ILO4** = information literacy
- **ILO5** = global awareness

ILOs- Full description-

ILO #1 Communication Skills	ILO #2 Critical Thinking	ILO #3 Personal Responsibility	ILO #4 Information Literacy	ILO #5 Global Awareness
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<p>Definition: Communication is the activity of conveying information visuals, signals/symbols, writing, or behavior. It's the meaningful exchange of information from one person to another. Communication may be intentional or unintentional and may take linguistic or nonlinguistic forms.</p>	<p>Definition: Critical thinking is the disciplined process of actively analyzing, synthesizing, and evaluating information gathered from observation, reasoning, and communication, used to draw conclusions and take action.</p>	<p>Definition: Personal responsibility is the development of one's personal character and skills designing a life that honors values and purpose. It includes recognizing that the choices and obligations we make in life impact us and others mentally, physically, and emotionally. Personal responsibility includes learning how to respond wisely to opportunities and challenges. It can also involve learning how to recognize and correct mistakes; monitor and judge our own actions and motivations; and develop respect for ourselves and others.</p>	<p>Definition: Information literacy is the ability to identify an information need, and locate, analyze, evaluate, and effectively use that information. Information literacy forms the basis for lifelong learning. It is common to all disciplines, to all learning environments, and to all levels of education.</p>	<p>Definition: Global awareness is the acknowledgement that we live and work with people with diverse backgrounds. It includes an understanding of how the individual fits within evolving social, cultural, and economic contexts at global, national, and local levels.</p>
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Purpose:

- "One of the primary goals of ILO assessment is to provide insight into how the overall student experience and learning might improve.
- Dialogue is central to the process. Assessing ILOs and talking about them—especially in department, committee, and council meetings—is to converse about the goals of an institution and to strategize ways to improve student success. What kinds of instructional styles, methods, or activities are working for faculty in the classes? What kinds of non-instructional experiences might hinder student learning? What are some of the obstacles to student success at the college? What might help students be more successful? Are resources needed in particular areas? Broad dialogue across the college, and throughout our governance bodies, is a key feature of the SLO process.
- ILOs provide us with direct data that can help us make better institutional decisions. ILOs and their assessment provide different data than grades or the completion of a degree, certificate or award (what we might refer to as "indirect data"). ILOs help to inform the whole college what students are learning in the classroom and what their broad experience at the college indicates; by analyzing ILOs, the college can better strategize how to increase student success based on actual results—direct data—of student learning" (Modesto Junior College 47).

Data Collection:

- ILOs are collected via a Canvas Survey from the Spring graduating students.
- The ILO information will be stored in Nuventive.

Works Cited:

Modesto Junior College. Student Learning Outcomes and Assessment Handbook. Fall of 2013.

The Academic Senate for California Community Colleges. *SLO Terminology Glossary: A Resource for Local Senates*.

**Part V- Learning and Service Area Outcomes Evaluation Survey

- At the end of each academic term, in addition to the committee evaluation, there will be a learning and service area outcomes evaluation survey issued for all constituents. The survey will serve to evaluate the effectiveness of the learning and service area outcomes processes toward supporting academic quality and accomplishing the mission. The results of the evaluation survey will be reviewed by ICC and used for planning improvements to the learning and services area outcomes processes. The survey has four major components: 1) General Information, 2) Integration, 3) Culture, and 4) Operations. The Offices of Institutional Effectiveness and Research will prepare the survey in spring 2022. The survey will be developed by the Institutional Effectiveness and Development Committee and final input will be provided by OAC. Once final voting has taken place, the survey will be distributed. The results will be presented in the following academic year.
- [The Evaluation Survey](#)

Learning and Service Area Metasystem Evaluation Timeline

- **November/December**- Draft evaluation survey instrument is vetted with Academic Senate and OAC
- **February/March**- ICC approves evaluation survey instrument
- **April/May**- Evaluation survey sent out to stakeholders to complete
- **June**- Survey results collected and assessed by IEDC and OAC along with the committee evaluation for presentation to the ICC.
- **August/September**- Survey Results presented to ICC.
- **September/October**- Based on survey results, ICC makes recommendations for process improvements.

- **October to December-** OAC and/or relevant bodies respond and implement or develop a schedule to implement the improvements.
- **The cycle continues**