Outcomes Assessment Handbook
Imperial Valley College

Imperial Valley College
Outcomes Assessment Committee Bylaws

ARTICLE I - NAME

The committee shall be named the Outcomes Assessment Committee, hereinafter referred to as OAC.

ARTICLE II - PURPOSE

OAC shall serve as a subcommittee of the Academic Senate. OAC's purpose is to continuously improve the assessment of student learning outcomes (SLOs), program learning outcomes (PLOs), service area outcomes (SAOs), and institutional learning outcomes (ILOs) at Imperial Valley College (IVC).

ARTICLE III - FUNCTIONS

OAC's functions are:
- establish, coordinate, and review the process for authentic outcomes assessment to ensure that student learning outcomes (SLOs), program learning outcomes (PLOs), and service area outcomes (SAOs) align with institutional learning outcomes (ILOs)
- foster a culture of meaningful dialogue about assessment; emphasizing its relevance to accreditation, its impact on innovative teaching and equitable learning, and its role in informed decision-making and continuous institutional improvement
- train and assist faculty in the effective use of assessment tools and analysis of data related to student success and equity
- participate in the accreditation process and preparation of reports
- provide support and data in program review
- act as a resource and liaison to Academic Senate

ARTICLE IV - MEMBERSHIP

The chairpersons of this committee shall be the outcomes assessment coordinator and an administrator appointed by the Academic Senate in consultation with the outcomes assessment coordinator.

Voting Members

- outcomes assessment coordinator (faculty cochair)
- administrator (cochair)
- eight (8) teaching faculty with at least two (2) faculty from each division
- two (2) non-teaching faculty
- one (1) classified confidential employee
- one (1) classified employee
- associate dean of institutional effectiveness
- dean of student services and special projects

Resource Members (non-voting)

- associated student government (ASG) representative
- recorder

ARTICLE V – TERMS

The terms of administrative member shall be determined by Academic Senate in consultation with the outcomes assessment coordinator. The terms of classified members shall be determined by CSEA. The terms of the student member shall be determined by ASG. It is the responsibility of the voting members to inform cochairs and/or recorder in advance if an alternate will be representing that member in a meeting.

ARTICLE VI - MEETINGS

OAC meets on the second Tuesday from 2:30 - 3:30 p.m. in the Board Room.
Special meetings may be called at the discretion of OAC co-chairs. Advance notice of special meetings shall be given.

Business:

- Call to Order
- Consent to Agenda
- Presentations
- Action Items
- Discussion Items
- Information Items
- For the Good of the Order
- Adjournment

Quorum:

- To constitute a quorum at any meeting fifty-one percent (51%) of the voting members of OAC must be present.
- A vote can only take place if quorum is met.
- Record of dissenting and minority opinion shall be recorded in the minutes.
- Robert's Rules of Order shall be used to conduct meetings and adopt motions.

ARTICLE VII- AMMENDMENTS TO THE BYLAWS

Amendments to the bylaws can be made with prior notice to OAC members. An amendment requires a two-thirds vote of those voting members present and voting at the meeting in which the amendment is proposed.

The committee will review bylaws every two years to propose any changes necessary to improve effectiveness.

All recommended updates shall be recorded.

Assessment 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. The Accrediting Commission for Community and Junior Colleges (ACCJC) has elected to use SLOs as an integral part of its accrediting standards. The review criteria most relevant to the Outcomes Assessment Committee can be found in Standards 1.3 and 2.9. (https://accjc.org/wp-content/uploads/ACCJC-2024-Accreditation-Standards-with-Review-Criteria-Evidence.pdf)

IVC's Assessment Cycle/Timeline

- All SLOs are assessed within a three-year cycle. As part of this process, the SLOs and means of assessment are determined by members of the department or program for each course and program. Course-level SLOs are linked to program learning outcomes (PLOs) and institutional learning outcomes (ILOs).
- As stated above, each department and program decides how it will accomplish this assessment. For example, some departments may assess all SLOs in the fall semester and then evaluate the data in the spring semester. Other departments may decide to assess one SLO for a given course one year and a different SLO for that same course the following year. As long as all SLOs for all courses are assessed within the three years leading up to the comprehensive program review (CPR), a department may choose its own method of meeting that goal.
- PLOs are assessed once every three years, which should correspond with the department/program comprehensive program review (CPR).
- 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.
- SLOs and PLOs are mapped to ILOs to ensure all outcomes are aligned.
- All of these steps take place in Nuventive. Once they are completed, department chairs and area administrators have access to them for use in creating the CPR.

ASCCC Resolutions

The Academic Senate for California Community Colleges (ASCCC) has affirmed its opposition to using SLO assessments/results as the basis for evaluation or disciplinary action for faculty members.* However, as part of the regular professional duties of faculty, instructors are expected to participate in the SLO process (CTA Contract). See below:

- *Resolved, That the Academic Senate for California Community Colleges affirm its opposition to including the attainment of student learning outcomes as an aspect of individual faculty evaluations; and*

- *Resolved, That the Academic Senate for California Community Colleges work with the Accrediting Commission for Community and Junior Colleges and with other concerned statewide faculty organizations to ensure that accreditation recommendations do not use student learning outcomes in any manner that would undermine either local bargaining authority or the academic freedom of individual faculty members.*

The complete ASCCC Resolution 02.01 can be found here: https://www.asccc.org/resolutions/opposition-using-slos-faculty-evaluation

Assessment of Course-Level Learning Outcomes (SLOs)

The student learning outcomes (SLO) assessment process is a means to discover if students are learning what they are expected to learn in courses throughout IVC. Course-level SLOs focus on what a student will be able to do as a result of completing a course. They 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 of measurable SLOs:

- Upon successful completion of this course, students will be able to change the oil and the oil filter to industry standards.
- Upon successful completion of this course, students will be able to identify anatomical differences between monocotyledonous and dicotyledonous plants.
- 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.

SLOs Versus Objectives

When faculty construct or adjust their curriculum, performing what is known as a course outline of record (COR) update, they review both the course objectives and the course learning outcomes. The ASCCC's 2017 *Course Outline of Record Guide* (https://www.asccc.org/sites/default/files/COR_0.pdf) offers a helpful distinction between objectives and outcomes:

- *Course objectives state the concepts or skills faculty introduce to students in a course or program in order to prepare students to meet a student learning outcome (SLO). Objectives are the means, not the ends.*

- *Course SLOs are the intended abilities and knowledge students can demonstrate after successfully completing the course objectives. SLOs must be written in measurable or observable terms and as actions that a student will perform in order to display the skills necessary to meet the SLO.*

Course objectives tend to focus on the *instructor's* plan (i.e., the means) to help their students achieve the course outcomes - What do I need to teach the student in order for them to meet the outcomes of this course? SLOs focus on the *student's* abilities, skills, and knowledge (i.e., the ends) - What will my students be able to do after completing the course objectives? Here is an example of an objective and SLO for an introductory swimming course:

- **Course objective:** *Demonstrate proper breathing techniques and arm position for the backstroke.* (what the instructor plans to teach the students to prepare them to swim the backstroke)

- **SLO:** *Swim the backstroke ten yards.* (what the students will be able to do once they complete the objectives)

Closing the Loop

Closing the loop refers to the use of assessment results to improve student learning through dialogue 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. See below image from ASCCC *Student Learning Outcomes Handbook.* (https://www.asccc.org/sites/default/files/SLOs.pdf)
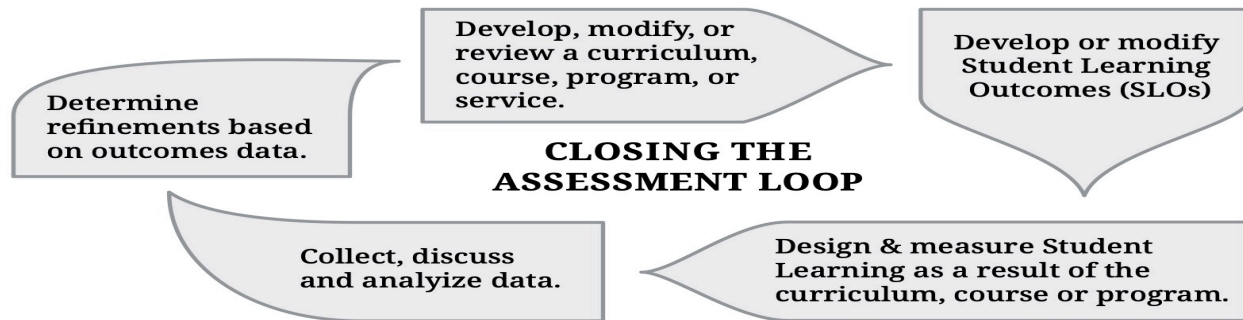
Options for Closing the Loop

- 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. (See example below of how the English Department might choose to group developmental classes and close the loop for those together.)
- When you discuss data, keep in mind that the data analysis and 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.
- How you choose to close the loop is a departmental decision. Each department chooses a system that works best for its people.

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, ILO...)	completed	
		4	Compose a multi-p... d tense in respons... to a reading. (ILO1,...	completed	
ENGL 009	Basic English Composition II	1	Compose a multi-p... ...pt with a clear controlling idea or...		
		2	Com... multi-p... ...ture and adequate support. (ILO1, ILO2...		
		3	Compose a multi-p... ...ences with virtually no sentence-lev... 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)	compeleted	
		4	Demonstrate critical thinking skills by analyzing and responding to a selected reading. (ILO1, ILO2, ILO4, ILO5)	compeleted	

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 Deparment could submit on Closing of the Loop form its developmental classes.

Assessment of Program Learning Outcomes (PLOs)

Title 5 §55000(g) defines an educational program as "an organized sequence of courses leading to a defined objective, a degree, a certificate, a diploma, a license, or transfer to another institution of higher education."

Frequency of PLO Assessment

PLOs are assessed at least once every three years to coincide with the comprehensive program review (CPR).

PLO Assessment Tools

Your PLO assessment tool is decided upon by your department/program. Some programs/departments use a licensure pass rate; others use the percentage of passing grades on an upper-level course essay   For example, in the Spanish Department, they use an essay that is assigned in an upper-level Spanish course (Span 225) to assess their program learning outcomes. Evidence can be the result of quantitative and qualitative approaches to gathering information. Some examples:

- comprehensive or capstone examinations and assignments
- performance on licensure examinations
- performances or demonstrations of student work
- portfolios of student work
- representative samples of student work
- SLO data from key courses in the program

Listed above are direct measures. Faculty can also use indirect measures such as surveys, interviews, focus groups, and student reflections to supplement direct measures. Based on the evidence collected and analyzed, the PLO report should include conclusions about the extent to which students have achieved the program learning outcomes and identify program strengths and weaknesses. A discussion of the validity and reliability of the assessment tools should also be included in the PLO report.

Assessment Report

Each department decides how and who will complete the PLO assessment report. Typically, the department chair is the only faculty member with the necessary access in Nuventive to complete PLO form and mapping. However, the chair can request the assessment tool and results from the department leads in order to complete the form. Here are questions that can be useful when the department is discussing the results of the PLOs:

- What is the data telling us?
- Is the data helpful? Are there any SLOs that need to be updated on the COR (course outline of record) to better assess student success?
- What are the strengths and weaknesses in the program? What improvements could be made?
- How should we implement those improvements?
- Do the PLOs align with ILOs and the college mission?

Example of PLO Assessment

Below is an example of how art history completed its PLO form in Nuventive.

Assessment Tool

In art history for transfer program, their first program learning outcome (PLO #1) is: *Upon completion of the program, students will be able to assess and evaluate the contributions of artists throughout history.* They have chosen to assess PLO #1 by using a 70% success rate on SLOs from two different art history courses and one studio art course:

- ART 100; SLO #3 - Appreciate the cultural and historical significance of famous works of art.
- ART 102; SLO #3 - Analyze, discuss, and distinguish the roles of art, architecture, and the artist from the Renaissance to the contemporary period.
- ART 124; SLO #2 - Critique works of art.

PLO Outcome Data/Evidence

- ART 100 SLO #3 was assessed Spring 2022 using a variety of exams. One of these exams consisted only of a cumulative essay, given as the final exam; the others combined essay sections with image identifications, multiple choice questions, and/or short answer questions. These were assessed within the course itself, section by section. 236 students were assessed and 162 (69%) were successful. This is a representative sample of the students taking ART 100; the only students not included in this number is those who failed to submit anything for the assessment in question.
- ART 102 SLO #3 was assessed Spring 2022 using essays and/or an exam. Two instructors used an essay assignment, one used an essay exam, and one used an exam that included essay along with image IDs and multiple choice questions. These were assessed within the course itself, section by section. 198 students were assessed and 169 (85%) were successful. This is a representative sample of the students taking ART 102; the only students not included in this number is those who failed to submit anything for the assessment in question.
- ART 124 SLO #2 was assessed Spring 2021 using the Final Critique. This assessment occurred within the course itself; one section was assessed. 14 students were assessed and 13 (93%) were successful. This is a small sample but represents all the students in ART 124 during that semester.

Evaluation Process

- In ART 100, the instrument used to evaluate SLO #3 was a variety of exams, which varied by instructor. Most of the exams consisted of image identification, multiple choice, and essay questions, and most were timed. One instructor's exam was entirely essay-based.
- In ART 102, the primary instrument used to evaluate SLO #3 is an essay, assessed using a rubric. Some instructors also use an exam that incorporates an essay component.
- In ART 124, the instrument used to evaluate SLO #2 is the final critique.

Results and Reflection

PLO 1 is historically mapped to SLOs from two art history courses and one studio art course:

- ART 100 SLO #3 was assessed Spring 2022, using a variety of exams. 236 students were assessed and 162 (69%) were successful. This did not meet our target of at least 70% of students.
- ART 102 SLO #3 was assessed Spring 2022, using an essay assignment and exams. 198 students were assessed and 169 (85%) were successful. This met our target of at least 70% of students.
- ART 124 SLO #2 was assessed Spring 2021, using the Final Critique. 14 students were assessed and 13 (93%) were successful. This met our target of at least 70% of students.

We aim for at least 70% success on these SLOs, and two of the three easily met that threshold with the third missing it by 1%. Overall, these results do indicate that this target was met.

Mapping SLOs to PLOs

Once SLOs and PLOs have been assessed, they are mapped on Nuventive. To map SLOs to PLOs, choose "Program Assessment" from drop-down menu (see photo below of how American Sign Language mapped AMSL 100 SLOs to its PLOs.)

Mapping/Alignment Options: Program Assessment ⌄ Apply Filters	SLO 1 Differentiate between basic similar signs.	SLO 2 Recognize basic differences between simple ASL and English sentence structures.	SLO 3 Identify basic differences between Deaf and Hearing cultures.
PLO 1 Ability to interact clearly and effectively in ASL with both hearing and deaf peers, and members of the Deaf community in a variety of settings.	X	X	X
PLO 2 Demonstrate cultural sensitivity and knowledge of cultural adjustments necessary when interacting with Deaf community members.			X
PLO 3 Analyze ASL production through written linguistic evaluation of their own videotaped signing samples as well as native ASL users' language samples.		X	

Mapping SLOs to ILOs

To map SLOs to ILOs, choose "Institutional Learning Outcomes" from drop-down menu (see photo below of how American Sign Language mapped the same course (AMSL 100) to IVC's ILOs.

Mapping/Alignment Options: Institutional Learning Outcomes ... ⌄	SLO 1 Differentiate between basic similar signs.	SLO 2 Recognize basic differences between simple ASL and English sentence structures.	SLO 3 Identify basic differences between Deaf and Hearing cultures.
ILO 1 Communication Skills	X	X	
ILO 2 Critical Thinking Skills	X	X	X
ILO 3 Personal Responsibility			
ILO 4 Information Literacy			
ILO 5 Global Awareness			X

Mapping PLOs to ILOs

Department chairs map PLOs to ILOs in Nuventive via assignments sent via email. Below is an image of AMSL's mapping on Nuventive.

Program Learning Outcomes Assessment > Program Learning Outcomes Assessment

🔍 PLO 1

▪ PROGRAM LEARNING OUTCOME	MAPPING	▪ RESULTS AND REFLECTION	

Mapping/Alignment Options: Institutional Learning Outcomes (I... ⌄

Program Assessment

X = X - Selected

🔍 Search by Keyword	PLO 1
ILO 1 Communication Skills	×
ILO 2 Critical Thinking Skills	×
ILO 3 Personal Responsibility	×
ILO 4 Information Literacy	×
ILO 5 Global Awareness	×

8

Service Area Outcomes (SAOs)

Service Area Outcomes (SAOs) are for non-instructional areas, which include administrative areas as well and student services areas. SAOs statements are about what a current or prospective student, faculty, staff, and/or community member will experience, receive, or know as a result of a given service. The number of SAOs is up to each area to establish. Most schools have one or two SAOs.

Frequency of Assessment

SAO assessment data is collected and evaluated every year by the service areas listed below.

Composing SAOs

When composing a SAO, be sure to write it as a user-centered statement - a sentence about what the student, faculty, staff, and/or community member will be able to do or how they will benefit as a result of interacting with your service area. SAOs should NOT be written as goals or objectives.

Examples of SAOs

Below is a list of user-centered SAOs, describing knowledge, skills, abilities, and/or attitudes that the student, faculty, staff, community member will be able to demonstrate at the end (or as a result) of their engagement with a service area.

- **Admissions and Records:** Students and faculty will successfully access and utilize resources to help them understand and comply with admissions and records policies and procedures.
- **Academic Senate**: Faculty members will report an increased sense of participation in institutional planning and policy development after engagement with Academic Senate activities.
- **Art Gallery:** Students, faculty, staff, and community members will engage with artwork that promotes dialogue and cultural awareness.
- **Art Gallery:** Students, faculty, staff, and community members will experience opportunities to show their artwork in a professional manner.
- **Campus Safety:** Employees, community members, and students will report that they feel safe while on campus.
- **Facilities**: Faculty and staff will receive accurate and regular operational updates on facilities projects.
- **Financial Aid:** Students will be able to locate and utilize on-campus and online resources to resolve questions or issues about their financial aid status.
- **IT:** Employees will experience a decrease in the amount of time taken to address and resolve IT tickets.
- **Military & Veteran's Center:** MVSC students will identify a desired program of study and develop a plan to meet their educational and career goals.
- **MESA** MESA students will report increased confidence in STEM subjects and career paths as a result of MESA mentoring and academic advising.
- **Transfer Center:** After participating in transfer center activities, students will gain increased awareness of transfer options and university admission requirements and feel better prepared to achieve their transfer goals.

Service Areas

Below is a list of service areas at IVC. Please note that this list may not be exhaustive.

Academic Senate
Academic Services
Admissions and Records
Application Services
Art Gallery
Arts & Letters Division
Athletics
Business Services
CalWorks Assessment (offsite)
CalWorks Counseling
Campus Safety
Career & Economic Development
Career Center
Community Education Counseling
Disabled Students Programs and Services
Distance Education
District Counseling
DOE Grant
Dual Enrollment
Educational Talent Search
Extended Opportunities and Services
Facilities/Maintenance and Operations
Financial Aid
Foster Care and Kinship
High School Articulation
Human Resources
Institutional Effectiveness
Library
Math & Science Division
MESA
Military & Veteran's Center
Non-Traditional Instruction
Nursing Learning Center
Parking Control
President's Office
Public Relations
Special Projects
Student Affairs
Student Development & Activities
Student Equity & Achievement
Student Health Center
Student Success and Support
Student Support Services
Study Skills Center
Teaching and Learning Center
Technology Security Services
Title V Grant
Transfer, Articulation, & University Partnership
TRIO
Upward Bound

Institutional Learning Outcomes (ILOs)

Institutional learning outcomes are the knowledge, skills, and abilities with which a student is expected to leave an institution as a result of a student's total educational 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 GE SLOs with ILOs. ILOs may differ from GE SLOs in that institutional outcomes may include outcomes relating to institutional effectiveness—such as degrees, transfers, and productivity—in addition to learning outcomes. Descriptions of ILOs should include dialogue about both instructional and student service outcomes. (from 2019 ASCCC **SLO Glossary** https://www.asccc.org/sites/default/files/SLOs.pdf)

Imperial Valley College's ILOs

ILO1 Communication Skills: Communication skills include 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.

ILO2 Critical Thinking: 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.

ILO3 Personal Responsibility: 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.

ILO4 Information Literacy: 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.

ILO5: Global Awareness: Global awareness is the acknowledgment 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.

Assessing ILOs

One of the primary goals of ILO assessment is to provide insight into the overall student experience. Dialogue is central to the process. In committees, departments, and council meetings, ILOs are assessed when members talk about the college's goals and formulate strategies as to how to improve student success. ILO assessment provides data beyond grades, and the completion of degrees and certifcates. Possible discussion questions:

- What kinds of non-instructional experiences are increasing student success?
- What types of experienes are hindering student success?
- Are more resources needed in a particular area to close an equity gap?

Student surveys also provide invaluable data for ILOs. IVC completes ILOs and stores ILO data in Nuventive.