

Victor Valley College – Instructional SLO Assessment Report

Department and Discipline: _____

Chair: _____ **Date:** _____

Course Number and Title: _____

Semester of Assessment: _____

Number of Sections Assessed and Section Numbers (Optional): _____

Instructor(s) (Optional): _____

1. Course SLO(s) assessed for this report:

2. Certificate Program SLO(s):

3. General Education SLO(s):

4. Assessment Method(s):

5. Assessment Results:

6. Analysis of Results:

7. Plans for Improvement and Reassessment:

Instructions:

1. Course SLO(s):

State here each student learning outcome (and corresponding learning objectives, if desired) for which assessment data is reported and analyzed. SLOs and objectives should be identical with those listed on the current Course Outline.

2. Certificate Program SLO(s):

List by name the vocational certification program(s) (if any) for which this course is required. Identify each program student learning outcome that is aligned with the course SLO(s) covered by this assessment report. The identified program SLO(s) should be a curriculum-approved program outcome.

3. General Education SLO(s):

Indicate the number and name of each general education category for which the course is approved. List each General Education student learning outcome that is aligned with the course SLO(s) covered by this assessment report. See the attached list of General Education categories and SLOs.

4. Assessment Method(s):

List the methods and tools used to measure student achievement of the SLO(s) covered by this report. Assessment tools should be course-embedded and included among the methods of evaluation used to determine credit for the course. Examples of assessment methods include quizzes, exams, essays, presentations, research papers, skill demonstrations, reports, performances, and student surveys.

5. Assessment Results:

Summarize the level of student success in achieving each SLO covered by this report. Class averages in percentages or letter grades, grade distributions, success rates, and narrative evaluations are examples of ways to report assessment results.

6. Analysis of Results:

Comment here on the reported assessment results. For example, identify areas of particularly strong or weak performance; note any relevant factors about the term or section that may have influenced performance; discuss whether or not the results indicate a satisfactory level of student learning.

7. Plans for Improvement and Reassessment:

Describe and briefly comment on plans for improving student learning that are relevant to the above assessment results and analysis. If possible, include a summary of collaborative discussion and planning by faculty in the discipline. Indicate a term for reassessment of the SLO(s) covered by this report. The following are examples of plans for improvement that might be included in responses to this item:

- Provide clearer information to students about the goals or objectives of the relevant assignments or assessment methods.
- Revise content of assignments or assessment methods.
- Revise the scope or amount of writing/oral/visual/clinical or similar work in the assignments or assessment methods.
- Revise activities leading up to and/or supporting assignments or assessment methods.
- Increase in-class discussions and activities.
- Increase student collaboration and/or peer review.
- Provide more frequent or more detailed feedback on student progress.
- Increase guidance for students as they work on assignments.
- Use methods of questions that encourage competency
- State criteria for grading more explicitly, for example, by distributing scoring rubrics.
- Increase interaction with students outside of class.
- Ask a colleague to critique assignments or assessment methods.
- Collect more data.
- Revise the stated SLO and/or objectives for the course.
- Nothing; assessment indicates no improvement necessary.

Victor Valley College General Education Student Learning Outcomes

Students who complete the General Education requirements at Victor Valley College will attain the knowledge and skills listed below for each category.

Category I: Natural Sciences

1. Define and discuss the basic principles, concepts, and theories of the natural sciences.
2. Explain and apply the methods scientists use to explore natural phenomena, including observation, hypothesis, measurement, experimentation, evaluation of evidence, and quantitative analysis.
3. Critically evaluate the limitation, sustainability and social impact of scientific study.

Category II: Social and Behavioral Sciences

1. Discuss and apply the central theoretical concepts and methods of contemporary social or behavioral science.
2. Critically analyze individual or social behavior in a variety of contexts, including contemporary, historical, Western, non-Western, and minority.
3. Identify and evaluate the foundations and principles of responsible citizenship, including the rights, responsibilities, and routes of participation for citizens.

Category III: Humanities

1. Identify, discuss, and evaluate works of major philosophical, historical, literary, artistic, and/or cultural importance.
2. Critically analyze conceptions of human meaning and forms of self-expression and self-understanding that represent the perspectives of different periods of time, cultures, social and ethnic groups.
3. Reason effectively about values, including the application of ethical principles and ethical analysis of proposed solutions to social problems.

Category IV: Language & Rationality

A. English Composition

1. Compose a variety of essays and revise these compositions for clarity, organization, and mechanical and grammatical correctness.
2. Summarize, synthesize, and paraphrase various types of source materials.
3. Define, access, and evaluate research information from a variety of sources and using a variety of tools.
4. Prepare documented research papers using a variety of resource material and MLA citation/documentation.

B. Communication & Analytical Thinking

1. Create and deliver oral presentations that are suitable to the topic, purpose, and audience.
2. Communicate orally with civility and attention to diversity using a wide range of media and in a variety of settings.
3. Actively listen with literal and critical comprehension of ideas and information transmitted in oral language.
4. Recognize, analyze, and evaluate arguments, including the identification of common logical errors or fallacies of language and thought.
5. Reason soundly using elementary inductive and deductive processes.
6. Distinguish fact from judgment, belief from knowledge, and assumption from conclusion.

Category V: Mathematics

1. Communicate mathematical concepts formally, using appropriate notation and terminology, and informally by using everyday language.
2. Effectively organize, present, interpret and summarize quantitative information using symbolic, numerical and graphical methods.
3. Solve problems by evaluating the available information and type of problem, choosing an appropriate technique, applying the technique, and verifying whether or not the solution is reasonable.
4. Use mathematical concepts and methods to understand, analyze, and express applications in quantitative terms.

Category VI: Information Competency*

1. Determine the nature and extent of information needed and identify a variety of types of formats of potential sources of information.
2. Utilize research tools and/or the Internet to effectively locate and retrieve information resources.
3. Analyze and evaluate information using the criteria of credibility, relevance, authority, currency, and point of view or bias.
4. Organize and communicate information for a specific purpose and in accordance with legal and academic standards.

*Demonstrated by successful completion of English 101 or an Information Competency project.