

Plan for Developing and Implementing Measures of Student Learning Outcomes
Resolution No. 06-07-03

WHEREAS, the faculty, working through their respective Divisions, is in the process of developing and measuring student learning outcomes in fulfillment of accreditation standards; and

WHEREAS, the faculty wishes to implement the student learning outcome process in a timely manner;

THEREFORE, the faculty adopts the following plan:

1. Incorporate course-level student learning outcomes as evidenced in course outlines of record for all courses taught at Palo Verde College. **Completed**

2. Incorporate certificate- and degree-level learning outcomes as evidenced in Division records, including minutes, assessment instruments, assessment results and plans for improvement. **In Progress**

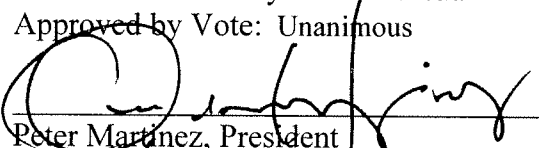
3. Adhere to the time lines established in the "Distribution Among Divisions of Certificate- and Degree-Level Learning Outcomes," which is attached to and made a part of this Resolution, and which shall be reviewed monthly by the Divisions and Academic Senate, and amended as needed by the Divisions and Academic Senate. **In Progress**

Motion to Approve Resolution by: Robert Robertson

Date: March 27, 2007

Motion Seconded by: Joe Jondreau

Approved by Vote: Unanimous



Peter Martinez, President
Palo Verde College Academic Senate



Recording Secretary
Victor Hernandez

Distribution Among Divisions of Certificate- and Degree-Level Learning Outcomes—Page 1
 Made a part of Academic Senate Resolution 06-07-03, adopted by the Academic Senate March 27, 2007

DIVISIONS and SLOs	Techniques divisions will use to measure SLOs	How divisions will implement improvements
<p><u>Language Arts and Communications Division</u> SLO: Demonstrate college-level proficiency in communication, whether oral or written.</p>	<p>Division faculty to devise a rubric to evaluate writing skills, and apply the rubric to artifacts drawn from existing course assignments. Implement measures Fall 06 and Spring 07, evaluate results and implement improvements Fall 07. Continue the process.</p>	
<p><u>Math and Science Division</u> SLO: Demonstrate research, analytical reasoning, applied science and technological skills for real life expectations.</p>	<p>Division faculty to devise and implement pre- and post-tests for assessing: 1) mathematical concepts and skills; and 2) quantitative reasoning concepts. Implement measures Spring 07, evaluate results and implement improvements Fall 07. Continue the process.</p>	
<p><u>Language Arts and Communications Division</u> SLO: Describe and evaluate critically the role and significance of written, oral and artistic expression in the community and world.</p>	<p>Division faculty to devise a rubric assessing appreciation of the humanities (e.g., literature), and apply the rubric to artifacts drawn from existing course assignments. Note: Faculty may decide to combine, in a single rubric, this assessment with the writing assessment described above. Implement measures Spring 07, evaluate results and implement improvements Fall 07. Continue the process.</p>	<p>Faculty to discuss strategies, such as changes in teaching methods and emphases, to remedy identified deficiencies in outcomes. Other strategies for improvements may include changes in course outlines and textbooks.</p>
<p><u>History, Social and Behavioral Sciences Division</u> SLO: Describe and evaluate critically the role and significance of history, social and behavioral sciences in the community and the world.</p>	<p>Division faculty to devise a rubric to assess mastery of research essay concepts and skills, and apply the rubric to student work drawn from existing course assignments. Implement measures Spring 07, evaluate results and implement improvements Fall 07. Continue the process.</p>	
<p><u>Student Academic Support Services Division</u> SLOs:</p> <ol style="list-style-type: none"> 1. Library—Students will be information literate upon completion of their educational goals. 2. Learning Skills Center—Students are able to articulate their need for Learning Skills Center services and can access tutoring services, access online material related to their course work and identify and access supplemental materials (computer programs, videos, DVD's) related to their course work. 3. Counseling—Students will demonstrate understanding of the matriculation process. 	<p>1. Library—Librarian to develop a pre-test and post-test assessment of information literacy skills in cooperation with faculty of the History, Behavioral and Social Sciences division. Implement measures Spring 07, evaluate results and implement improvements Fall 07. Continue the process.</p> <p>2. Learning Skills Center—LSC Director to employ a combination of measures to assess: a) student learning about LSC resources and services; 2) student usage of LSC resources and services; 3) student satisfaction with LSC resources and services. Continue ongoing measures, evaluate results and implement improvements Fall 07. Continue the process.</p> <p>3. Counseling—Counselors to employ a combination of measures to assess: a) student learning about matriculation services (in cooperation with the GES 115 instructors); b) effectiveness of matriculation services as measured by course completions, program awards, and transfer, among others; and 3) student satisfaction with matriculation services. Implement measures Spring 07, evaluate results and implement improvements Fall 07. Continue the process.</p>	<p>1. Library—Librarian to meet periodically with faculty of the History, Behavioral and Social Sciences to provide seminars and tutorials and to offer resources to remedy identified weaknesses in outcomes.</p> <p>2. Learning Skills Center—LSC Director to evaluate results periodically (for example, during orientation) and implement improvements to address deficiencies in outcomes.</p> <p>3. Counseling—Counselors to meet periodically (for example, during orientation) to evaluate assessment results and implement improvements to address deficiencies in outcomes.</p>

Distribution Among Divisions of Certificate- and Degree-Level Learning Outcomes—Page 2
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DIVISIONS and SLOs	Techniques divisions will use to measure SLOs	How divisions will implement improvements
<p><u>Business Division</u></p> <p>SLO applicable to the institutional requirement of the AA and AS: Demonstrate proficiency in the practical applications of the computer.</p> <p>SLOs applicable to all students enrolled in business division courses (BUS, CIS, MAN, ECO, ACC, and OFA):</p> <ol style="list-style-type: none"> 1. Describe and evaluate critically the role and significance of business in the community and the world. 2. Exhibit multiple skills, including written and oral communication, problem-solving, teamwork and leadership. 	<p>Division faculty will implement pre-test and post-test in CIS and selected courses in ACC and BUS Implement measures Spring 07, evaluate results and implement improvements Fall 07. Continue the process.</p>	<p>Division faculty will meet by the 2nd week of the semester, and a minimum of 3 times during the semester to periodically evaluate student learning outcomes. At the 1st meeting faculty will examine previous semester outcomes and identify weak areas. Faculty to discuss and implement strategies, such as changes in teaching methods and emphases, to remedy identified deficiencies in outcomes.</p>
<p><u>Nursing-Allied Health Division</u></p> <p>SLO applicable to the institutional requirement of the AA and AS: Demonstrate an understanding of the importance of healthful living through sound emotional health, self-actualization and self-esteem.</p> <p>SLOs applicable to nursing licenses and certificates:</p>	<p>Division faculty use tests, projects, and portfolios to measure and evaluate student learning.</p>	<p>Faculty to discuss and implement strategies, such as changes in teaching methods and emphases, to remedy identified deficiencies in outcomes</p>
<p><u>Professional (Vocational) Technologies Division</u></p> <p>SLOs:</p> <ol style="list-style-type: none"> 1. Automotive Technology 2. Building Construction 3. Welding 		