

San Joaquin Valley College

INSTITUTIONAL ASSESSMENT PLAN

Program: Institutional ILO/CCLO

Date: 6/2019

Section 1: Alignment Statements

The following statements show how SJVC's Mission and Vision aligns with CCLOs, and ILOs.

Mission Alignment ([Click Here](#))

SJVC prepares graduates for professional success by offering Baccalaureate and Associate of Science Degrees and Certificates of Completion in business, medical, and technical career fields. The College serves a diverse student population with a common interest in professional development through career-focused higher education. The College is committed to student development through the achievement of measurable learning outcomes, emphasizing a balance of hands-on training and academic instruction. The College identifies and responds to the educational and employment needs of the communities it serves. *The College is committed to the success of every student.*

Values Alignment ([Click Here](#))

Success – The College Community is committed to the personal, academic, and professional success of its students, employees, and graduates by providing high-quality education programs, instruction, professional development opportunities, support services, and guidance.

Integrity – The College Community expects personal and professional integrity in the fulfillment of its mission.

Excellence – The College Community sets excellence as a standard in all areas of operation.

Diversity – The College Community celebrates and embraces diversity, emphasizing inclusion and open dialogue.

Community Involvement – The College Community encourages and supports student and employee involvement in their respective communities to mutually enhance civic, personal, and intellectual development.

Lifelong Learning – The College Community fosters an environment where students and employees actively pursue lifelong learning.

Institutional Learning Outcomes (ILOs)

The ILOs at SJVC apply to all students regardless of program.

- Include a one-two sentence explanation of how this program aligns with SJVC's ILOs.

1. Critical Thinking

Demonstrate critical thinking through examination of ideas and evidence before formulating an opinion or conclusion.

2. Written Communication

Demonstrate the ability to compose coherent, supported, and sensibly structured written work.

3. Oral Communication

Demonstrate the ability to communicate verbally in an effective and professional manner.

4. Quantitative Reasoning

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Demonstrate the ability to problem-solve using numerical and logical evidence.

5. Information Literacy

Demonstrate the ability to recognize, locate, evaluate, and relate information.

Co-Curricular Learning Outcomes (CCLOs)

The CCLOs at SJVC apply to all students regardless of program.

- Include a one-two sentence explanation of how this program aligns with SJVC's CCLOs.

1. Professionalism

Demonstrate professional behavior and effective interactions with other professionals, community members, and/or patients.

2. Intercultural Awareness

Demonstrate awareness of and responsiveness to social and cultural differences by using effective interpersonal skills.

3. Self-Awareness and Learning

Demonstrate self-awareness through reflection and the development of appropriate plans for self-directed learning and development.

4. Responsible Citizenship

Demonstrate responsible citizenship through relationship development and service to others on campus and in their community.

5. Leadership and Teamwork

Demonstrate the ability to lead, work collaboratively with others, and resolve conflict to accomplish a shared goal.

Section 2: Delivery of Outcomes (Development)

Description of what students do in the course to prepare for mastering the ILOs. When you identify where the opportunity for the learning to be delivered resides, you can better determine whether the outcomes will be met in the opportunity provided. This also ensures that you have provided an opportunity for the outcome to be developed, rather than just expecting it to be mastered. Identifying where and how outcomes are delivered also provides reviewers with opportunities to identify where that outcome may be evaluated. Each ILO should:

- Provide several opportunities for development before mastery.
- Provide several types of delivery methods.

ILOs	Delivery Methods
1 (CT)	Lecture; Reading Companion; Course readings including textbook and other secondary materials, MyWritingLab; Class discussion and debates; Written assignments and reflections; Research

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	opportunities; Homework and in-class worksheets; Oral presentations; Group projects.
2 (WC)	Lecture; Course readings including textbook and other secondary materials, MyWritingLab; Written assignments and reflections; Research opportunities; Homework and in-class worksheets; Group projects; Game Center.
3 (OC)	Lecture; Course readings including textbook and other secondary materials, Class discussion and debates; Research opportunities; Oral presentations; Group projects.
4 (QR)	Lecture; Presentation; Projects; Assignments; Reading Companion, Discussion, Exams; Practical applications; MyMathLab; Homework and in-class worksheets; Puzzles/Games.
5 (IL)	Presentation; Reading Companion; Discussion; Homework; Exam; Game Center

Section 3: Delivery of Outcomes (Development)

Description of what students do in the course to prepare for mastering the CCLOs. When you identify where the opportunity for the learning to be delivered resides, you can better determine whether the outcomes will be met in the opportunity provided. This also ensures that you have provided an opportunity for the outcome to be developed, rather than just expecting it to be mastered. Identifying where and how outcomes are delivered also provides reviewers with opportunities to identify where that outcome may be evaluated. Each CCLO should:

- Provide several opportunities for development before mastery.
- Provide several types of delivery methods.

CCLOs	Delivery Methods
1 (P)	Presentation; Reading Companion; Discussion; Homework; Exam, Game Center
2 (IA)	Interview; Discussions; Homework; Exams; Presentation; Reading Companion
3 (SAL)	Interview; Game Center
4 (RC)	Survey
5 (LT)	Interview; Exam

Section 4: Assessment of Outcomes (Mastery)

Describe the tools and/or evaluation methods used to collect the evidence of ILOs. All data is collected within the eCourse unless specifically noted below.

- Assessment tools or evaluation methods are the summative assessments used to assess the mastery level of the ILOs.
- Criteria are rubrics, skill sheets or other tools used to determine whether the outcome has been met.
- Achievement target describes the expected achievement level of the ILO (e.g. 70%); this is a calculated average of all tools/methods.

ILOs	Degree Level	Assessment or Evaluation Method	Data Collection Method	Achievement Target
Critical Thinking	Cert	BA/MA/CJ/HVACR	<ul style="list-style-type: none"> • BUSN131 CLO3: Solving Business Problems Rubric – Overall Score 	70%

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			<ul style="list-style-type: none"> • BUSN160 CLO2: CLO 2 Assessment Rubric – Overall score • MAP501 PLO5: Extern Grading and Assessment - Professional Skills Rubric – Overall Score • CO3 CLO1: Court and Trial Processes Rubric – Overall Score • HVACR102 CLO1: Exam Questions <ul style="list-style-type: none"> • Basic AC System Ladder Diagram Rubric – Overall Score • Pictorial Using a Ladder Diagram Rubric – Overall Score 	
	A.S.	PHIL200 (Bridge)	Homework, Discussion and Exams	70%
	B.S.	HC470	Homework	70%
Written Communication	Cert	BA/CJ	<ul style="list-style-type: none"> • BUSN120 CLO 2 Preparing Business Documents Rubric – Overall score • CO3 CLO2: Case Brief Rubric – Overall Score 	70%
	A.S.	ENG121/ENG122	<ul style="list-style-type: none"> • Elements of the Writing Process Rubric—Overall Score • Rhetorical Modes of Writing Rubric – Overall Score 	70%
	B.S.	HC470	Homework	70%
Oral Communication	Cert	Exit Interview	Rubric	Meets Expectation
	A.S.	Exit Interview	Rubric	Meets Expectation
	B.S.	Exit Interview	Rubric	Meets Expectation
Quantitative Reasoning	Cert	BUSN100/CON115/MAP115	<ul style="list-style-type: none"> • BUSN100: Mastery Assessment Questions; Worksheet; Project 	70%

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			<ul style="list-style-type: none"> • CON115: Homework (Units 4 and 5)-Overall Score • MAP115: Skill Rubric- Overall Score; Final Exam Questions 	
	A.S.	MTH121/MTH122	Mastery Assessment Questions	70%
	B.S.	STS301	Homework and Exams	70%
Information Literacy	Cert	Game Center	InfoLit challenges	Varies by badge
	A.S.	Game Center	InfoLit challenges	Varies by badge
	B.S.	ENG321	Homework and Discussions	70%

Section 5: Assessment of Outcomes (Mastery)

Describe the tools and/or evaluation methods used to collect the evidence of CCLOs. All data is collected within the eCourse unless specifically noted below.

- Assessment tools or evaluation methods are the summative assessments used to assess the mastery level of the CCLOs. It is recommended that each tool or method is only assessing one CCLO to prevent skewed data.
- Criteria are rubrics, skill sheets or other tools used to determine whether the outcome has been met.
- Achievement target describes the expected achievement level of the CCLO (e.g. 70%); this is a calculated average of all tools/methods.

CCLOs	Degree Level	Assessment or Evaluation Method	Data Collection Method	Achievement Target
Professionalism	Cert	Exit Interview	Rubric	Meets Expectation
	A.S.	Exit Interview	Rubric	Meets Expectation
	B.S.	CSS100	<ul style="list-style-type: none"> • Complete Optimal Employment Profile • Final Interview 	Pass
Intercultural Awareness	Cert	Exit Interview	Rubric	Meets Expectation
	A.S.	Exit Interview/HUM125	Rubric	Meets Expectation
	B.S.	HUM325	Discussion; Homework; Exams	70%
Self-Awareness & Learning	Cert	Exit Interview	Rubric	Meets Expectation
	A.S.	Exit Interview	Rubric	Meets Expectation

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	B.S.	Pending	Pending	Pending
Responsible Citizenship	Cert	Institutional Survey	Survey Question #19	70%
	A.S.	Institutional Survey	Survey Question #19	70%
	B.S.	Institutional Survey	Survey Question #19	70%
Leadership & Teamwork	Cert	Exit Interview	Rubric	Meets Expectation
	A.S.	Exit Interview/PSY200	Rubric	Meets Expectation
	B.S.	PSY302	Unit 3 Exam	Meets Expectation

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Section 6: Program Review Process

This section outlines the cycle of the evaluation.

Program Review Components	Data Interpretation Team Members May Include (but not limited to)	Data Interpretation Owner	Outcome(s)	Report Writing Owner
Course Reflection Form (Quarterly)	Faculty and Administration	Faculty & Academic Dean	<ul style="list-style-type: none"> Determine action steps to improve student learning Complete survey 	N/A
Program Reflection Form (Annually)	Faculty and Administration	Faculty & Academic Dean	<ul style="list-style-type: none"> Determine action steps to improve academic success Complete survey 	N/A
Program Review eCourse (Every 7 years)	Faculty, students, administration, student services, career services, admissions, alumni, employers, advisory board members, community members, and Board of Governors members.	Faculty, Academic Dean, & Curriculum Department	<ul style="list-style-type: none"> Complete program review training Determine effectiveness from previous action items Utilize effective data to evaluate the program's academic quality Evaluate instructional practices, resources and organizational structures to ensure quality and sustainability Evaluate the financial sustainability of the program (ATL, equipment list, etc, program too long/short, dark starts, etc.) Evaluate the effectiveness of program review 	Director of Curriculum and Assessment

Section 7: Communication of Program Review Results

This section identifies how results will be disseminated and communicated to stakeholders:

- A draft of the Program Review Report is completed by the Curriculum Department or designee and made available to program constituents for evaluation. After the evaluation period, all documentation is uploaded to InfoZone where it is permanently housed.
- ILO and CLO achievement data (aggregated and disaggregated) are displayed on our consumer website. Campus Leadership, staff and faculty may direct Advisory Board members, employers, potential employers or other stakeholders here www.sjvc.edu.