SLO Cycle Assessment Form

1. Course Number & Date form was completed	Course: English/Humanities 226	Date: December 12, 2011
2. People involved in summarizing & evaluating data (minimum of two)	Michael Heumann, Brian McNeece, Christina Shaner, Judy Cormier	
3. Semester data was collected (ex. Spring 2011)	Fall 2011	
4. Please list the SLO(s) that was (were) assessed. Write it out.	SLO3: Access and interpret literary texts via various sources (drawn from internet, library catalogue, and electronic databases); and evaluate publishers/authors.	
5. Data results Briefly summarize the results of the data.	19 students turned in the research paper assignment. Exemplary: 7 Satisfactory: 7 Unsatisfactory: 5	
6a. Course/Program Improvements Please describe what change(s) you plan to implement based on the above results 6b. Will this include a change to the curriculum (i.e. course outline)? Yes_____ No____x____	The high number of "unsatisfactory" for this SLO is due to a preponderance of students who failed to include a Works Cited page with their research paper. Most did demonstrate some level of research, but without the proper documentation, that research is only partially complete. More time and attention will be paid in future semesters to ensuring that students properly understand the rules regarding research papers, documenting sources, and interpreting literary texts.	

7. When SLOs were previously written, Institutional Learning Outcomes (ILOs) were identified as part of that process. **How did the SLO(s) contribute to student acquisition of the Institutional Learning Outcome(s) (ILOs)?** For example, if ILO #1 (communication skills) was identified as being related to this SLO, then please write a sentence or two supporting the relationship. **IVC's 5 ILOs:** **ILO1= Communication Skills** **ILO2 = Critical Thinking Skills** **ILO3 = Personal Responsibility** **ILO4 = Information Literacy** **ILO5 = Global Awareness**	The ILOs identified here are ILO1, ILO2, and ILO4. This SLO does a decent job assessing each of these ILOs. ILO1 is related to this SLO because the students must demonstrate communication skills through the analysis of literary texts. ILO2 is related to this SLO because interpreting literary texts drawn from various sources requires complex critical thinking skills. ILO4 is related to this SLO because accessing and interpreting literary texts via various sources (not to mention evaluating publishers and authors) requires a high level of information literacy.
8. Next year **Was the process effective? Will you change the outcome/assessment for the next year (e.g. alter the SLO, assessment, faculty discussion process, strategy for providing SLO to students)?** **If so, how?**	I think this process is effective, though I think that SLOs #2 and #3 are too similar to one another. We will investigate combining them into one SLO.
9. After Thoughts **Feel free to celebrate, vent, or otherwise discuss the process**	

The ASSESSMENT CYCLE: Closing the Assessment Loop

You may elaborate as much as you need to in order to complete this form. Instructions are on the following page.

1. Please list the course number and date that cycle assessment form was completed.

2. To encourage collaboration and the sharing of ideas, each form must be completed by at least two people. If you are the only one teaching the course, you are encourage to share your data results and improvement methods with at least one other staff or faculty member. Please list the names of all faculty, staff, and students who were involved in summarizing or evaluating the data.

3. Include the semester when the data was included (e.g. Spring 2011).

4. List the SLO(s) that was (were) assessed (e.g. "identify, create, and critique oral argument").

5. Please summarize the data that you collected. Include how well students scored on the assessment. You might also include: how many instructors submitted data (full-time, part-time); the type of data that was submitted (rubric scores, practical test results, etc); and, as appropriate, if a cross-section of classes (day, evening, online) were assessed. For example, if a rubric was used, you might discuss the number of students who scored 1, 2, 3, or 4, on the rubric. Your original data results, or your raw data, should be kept within your department for three years.

6a. This is an opportunity to have a rich discussion with others involved in education. Please describe any changes that can be made based on the data. Changes might be made to class activities, assignment instructions, topics taught in class, or the course outline of record, etc. You might include when the changes will be implemented and, if a comparison is to be made, when the next round of data will be collected (e.g. Fall 2012).

6b. Answer "Yes" or "No" to the curriculum question – if yes, please briefly explain.

7. This recently added section is very important because it allows us to document different ways that students are acquiring the 5 ILOs. We state that "Upon completion of a degree, program, or certificate, a student will complete coursework at Imperial Valley College demonstrating competency in communicating skills, critical thinking skills, personal responsibility, information literacy, and global awareness." We need to demonstrate that this is occurring. Please refer to the "Strive for Five" form for more of an in depth description of ILOs.

8. This provides an opportunity to discuss what went well and what could be improved. If the SLO needs to be tweaked or more outcomes/assessments need to be included you might want to do that now while the information is fresh. This may allow faculty to modify SLO(s) for next year and include them on next year's syllabus.

9. Please share your thoughts, feelings, and ideas on IVC's SLO process thus far.