**SLO 2: Cycle Assessment Form**

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| **1. Course Number &**  **Date form was completed** | Course: BUS 210 | Date: April 24, 2012 |
| **2. People involved in summarizing & evaluating data (minimum of two)** | Todd Hansink | |
| **3. Semester data were collected (e.g., Spring 2011)** | Spring 2012 | |
| **4. Please list the SLO(s) that was (were) assessed. Write it out.** | SLO #1: Create a trial balance from a list of accounts.  SLO #2: Put debit balances on the left and credit balances on the right.  SLO #3: Calculate any missing number in a trial balance. | |
| **5. List all forms of assessment that were used for this cycle assessment (e.g., research paper rubric, skills scenario, multiple choice exam)** | Students were give a list of accounts and their balances and were asked to prepare a trial balance in good form. | |
| **6. Data results**  Briefly summarize the data. | Students were asked to show their work when finished and received immediate feedback. If anything was not correct, I asked them to make corrections immediately. The assignment was pass or fail but everybody passed eventually. I stressed that the goal was “not to finish fast” but “to understand.” | |
| **7a. Course/Program Improvements**  **Please describe what change(s) you plan to implement based on the above results**  **7b**. **Will this include a change to the curriculum (i.e., course outline)?**  Yes  No X | I think that having pass or fail assignments are effective in guaranteeing that a student can demonstrate a competency and removes some of the subjectivity of grading. One key to be successful implementation of the pass/fail demonstration is to help the student feel that there is no pressure to finish fast, just to get everything correct. Also, with this method, a student cannot get by with only partial understanding. The advantage to the instructor is that I can see what common questions and problems the students have and how quickly they finish. | |
| **8.** 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** | SLO #1: This assignment assessed communication through a written accounting report. It also fostered direct conversation with the instructor.  SLO #2: Critical thinking was assessed by mixing up the accounts using alternative language, giving extra information, and giving some numbers indirectly.  SLO #3: The fact that the assignment was not accepted until error free, forced the student to care about all errors and not settle with handing in work with likely errors. | |
| **9. Next year**  **Was the process effective? Will you change the outcome/assessment (e.g., alter the SLO, assessment, faculty discussion process, strategy for providing SLO to students)?**  **If so, how?** | I really thought that this assessment was very effective in helping me know exactly what (if any) confusion that the students were experiencing. It was a near perfect assessment method; its only shortcoming was that it requires time and therefore cannot be employed for every learning objective. However, I intend to use it more. | |
| **10. After Thoughts**  **Feel free to celebrate, vent, or otherwise discuss the process** | I fail to see the logic in that I was directed to put these SLOs on my course syllabus. | |

**The SLO Cycle Assessment Form Guidelines**

1. Please list the course number and date that the 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 member of the faculty, administration, staff or student population. Please list the names of all who were involved in summarizing or evaluating the data.

3. Include the semester when the data were collected (e.g., Spring 2011).

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

5. Include any and all assessment tools that were used to collect data for this cycle assessment. They do not need to be attached, but listed. For example, if five faculty members were part of the process, maybe all faculty members used a research paper rubric. In another example, maybe the five faculty members all used a different assessment tool: research paper rubric, oral presentation rubric, multiple choice exam, skills scenario, and short essay.

6. Please summarize the data that you collected. Include how well students scored on the assessment. You might also include: how many instructors submitted data (fulltime, part-time); the types of data that were 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.

7a. This is an opportunity to have a rich discussion with others involved in education. Please describe any changes that will be implemented based on the data. Changes might be made to class activities, assignment instructions, evaluations, 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).

7b. Answer “Yes” or “No” to the curriculum question – if yes, please briefly explain.

8. 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.

9. 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.

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