**SLO 2: Cycle Assessment Form**

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| **1. Course Number &**  **Date form was completed** | Course: BUS 220 | 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.** | Use the scattergraph method of separating fixed and variable costs, create a cost formula, and then use the formula to predict a flexible manufacturing overhead budget. | |
| **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 asked to plot data points in a coordinate plane, find the fixed costs at the y-intercept by visually fitting a line through the data points, then use a point on the line plus the y-intercept to compute the variable costs per unit (slope), then create a cost formula, then use the formula. | |
| **6. Data results**  Briefly summarize the data. | Approximately two thirds of the students produced a graph with a neat appearance. The rest of the students had obviously poor penmanship but mathematical accuracy seemed not to be correlated to neatness. It took three attempts before most students understood all the concepts. And then, I found that half the class could not perform the same task in the next class even though they had performed it correctly in the previous class. | |
| **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 plan to (whenever possible) give similar assignments on two separate days to reinforce through repetition. This is a practice that I already had but will try to do even more repetition as time permits in the future. | |
| **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: Students communicated with a graph, a formula of the graph, and a verbal explanation of their work to the professor.  SLO #2: Critical thinking was assessed by the comprehensive nature of the task from data, to graph, to formula, to prediction of costs.  SLO #3: Since accounting is a system of recording, classifying, and reporting financial information, then students could not help but improve their information literacy. However, the assignment was done by hand so that the students could appreciate all of the logical steps that a computer program goes through. | |
| **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?** | The process was a healthy exercise in self evaluation for next time. I would like to try a different SLO and assessment method. | |
| **10. After Thoughts**  **Feel free to celebrate, vent, or otherwise discuss the process** | I don’t see the logic in being forced to put a few SLOs on my 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.