**SLO Cycle Assessment Form**

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| **1. Course Number &**  **Date form was completed** | * 1. Course: WELD 100   Welding Technology | 1.1Date: May 14, 2012 |
| **2. People involved in summarizing & evaluating data (minimum of two)** | 2.1 Gonzalo Huerta, Adjunct Welding Technology (Teacher for WELD 100 Welding Technology Section Sp 2012)  Sam Colton, Adjunct Welding Technology | |
| **3. Semester data were collected (e.g., Spring 2011)** | 3.1 Spring 2012 | |
| **4. Please list the SLO(s) that was (were) assessed. Write it out.** | 4.1 SLO #3 Upon course completion, the successful student will have acquired news skills, knowledge, and attitudes as demonstrated by being able to: Perform Oxy-Acetylene Welding (OFW) and Cutting (OFC) procedures safely to include; **safe set-up of OFW and OFC equipment.** (ILO #1, ILO #2, and ILO#3.) | |
| **5. List all forms of assessment that were used for this cycle assessment (e.g., research paper rubric, skills scenario, multiple choice exam)** | 5.1 The forms of SLO assessment used for **“the safe set-up of OFW and OFC equipment”** were;   * + 1. Lab assignments which required the student to set-up the OFC and OFW equipment,     2. Unit exam that included cognitive recall for the procedures needed for the safe set-up of OFC and OFW equipment,     3. Observation of students using the OFC equipment during the semester for cutting coupons and for repair of welds. | |
| **6. Data results**  Briefly summarize the data. | * 1. The OFC **Lab Assignment** had **16/18** (89%) of students complete the activity,   3/16 …….. “A”……Score 18-20….90% to 100%  3/16 …….. “B”……Score 16-18…..80% to 90%  6/16………”C” ……Score 14-16…..70% to 80%  3/16………”D” …….Score 12-14….60% to 70%  1/16 ………”F”……. Score < 12…… <60%  Therefore 12/16 **(75%)** of students **“Succeeded”**     * 1. **Unit** **Exam #1** which included OFC and OFW had **10/18** (56%) of students complete the activity,   3/10……..”A” …..…Score 270-300…90% to 100%  1/10 ……..”B” ……..Score 240-270.. 80% to 90%  3/10 ……...”C” …….Score 210-240…70% to 80%  1/10……….”D”…….Score 180-210…60% to 70%  2/10……….”F”…….Score < 180……. < 60%  Therefore 7/10 **(70%)** of students **“succeeded”**   * 1. Observation during the Semester, **not-graded** with corrective intervention when necessary. | |
| **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 | 7a.1. The addition of a **written quiz specific to OFC** and **OFW equipment set-up** might focus the student on the cognitive requirements for this necessary learning activity.  Because OFC is a necessary skill to master that is used for the majority of Welding applications, it is essential the students command a high level of competency before progressing to other the learning of other welding processes.    7a.2. The addition of a **“Hands-on” graded activity** which will require each student to demonstrate, from start to finish, Cognitive mastery and Psychomotor mastery of all elements necessary for the safe set-up of OFC and OFW equipment.  Because there are approximately 30 elements associated with the correct sequence that needs to be followed for the safe set-up of OFC equipment, the student needs to; (a) learn all the terms related to this activity, (b) remember and implement the correct sequence of events, and (c) understand the “Science” upon which the OFC and OFW processes are based.  7b.1. This will not require a change in COR. | |
| **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** | 8.1 WELD 100, SLO #3, **“Safe set-up of OFC and OFW equipment,”**  Contributed to the acquisition of;  ILO#1, **Communication Skills** by;   1. Having the student participate in **“Communication”** related activities associated with the teaching and learning components of the OFC/OFW instructional module which included;   1. **reading** the textbook assignment related to OFC and OFW,  2. **listening and note taking** during class room setting lecture,  3. **viewing and listening** to instructional media presentations,  4. **viewing, witnessing,** and listening during instructional demonstrations,  5. **using** the technical terms associated with OFC and OFW during question and answer sessions during lecture and lab sessions, and  6. **reading and writing** during quizzes and exams using the newly acquired OFC/OFW technical terminology .  ILO#2, **Critical Thinking** by;   1. Having the students execute assignments based on the result of their **“Critical Thinking”** activities associated with the safe set-up of OFC/OFW equipment which included; 2. **Assessing** the safe condition and readiness for use of high pressure gas cylinders, 3. **Selecting** the correct gases ( O2 and C2H2) for the OFC/OFW process, 4. **Determining** which gas regulator belongs on which cylinder and which threads (Left/Right) are the correct ones for the cylinder, and 5. **Assuring** that the correct pressure (PSI) is set for the correct torch for a given application.   ILO # 3, **Personal Responsibility** by;   1. Having each student demonstrate safe and acceptable practices when suing the OFC/OFW equipment which includes; 2. **Being** responsible for his own safety, the safety of others, and the safe use of the equipment. 3. **Managing** the work environment and being responsible for “House-Keeping” per OSHA standards. | |
| **9. Next Year**  **9.1 Was the process effective?**  **9.2 Will you change the outcome/assessment (e.g.,**  **alter the SLO, assessment,**  **9.3 faculty discussion process,**  **9.4 strategy for providing SLO to students)?**  **9.5 If so, how?** | 9. WELD 100 SLO #3, **“the safe set-up of OFW and OFC equipment”** for next year (2012-2013), will reflect several **modifications** which include;  9.1 **Continue to use of the SLO Cycle Assessment Process** and Form(s) beyond the five SLO’s that are part of the COR because the process has **proven to be acceptable** for determining the effectiveness of teaching, training, and learning associated with, not only the specific WELD 100 SLO of “the safe set-up of OFC/OFW equipment “, but just about all instructional activities associated with teaching and learning Welding Technology.  9.2 The **outcome and the assessment will not** be significantly altered.  9.3 The **sharing of information** and the discussion process associated with the SLO assessment **will be altered** to be more inclusive with regard to the number of experts involved such as more faculty, industry representatives, and Program Advisory Committee Members.  9.4 The strategy for providing the SLO to students **will be enhanced** to include not only listing in the syllabus and postings, but repeated references and more often use of SLO’s by students which will help they internalize the message.  9.5 How, has been **included** in the above statements. | |
| **10. After Thoughts**  **Feel free to celebrate, vent, or otherwise discuss the process** | 10.1 None. | |

**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.

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