**SLO Cycle Assessment Form**

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| **1. Course Number &**  **Date form was completed** | Course: Water Distribution  Systems, WT - 140 | Date: May 6, 2012 |
| **2. People involved in summarizing & evaluating data (minimum of two)** | Felix de Leon, Ramiro Salas | |
| **3. Semester data were collected (e.g., Spring 2011)** | Spring 2012 | |
| **4. Please list the SLO(s) that was (were) assessed. Write it out.** | 1-Correctly perform basic operational adjustments and calculations for  the operation of a water distribution system.  2-State and observe the implied responsibilities related to the operation  of the water distribution systems. | |
| **5. List all forms of assessments that were used for this cycle assessment (e.g., research paper rubric, skills scenario, multiple choice exam)** | True-False & Multiple Choice exam and skills scenario. | |
| **6. Data results**  Briefly summarize the data. | * 17 % of students scored “excellent” observing implied respon-   sibilities related to the operation of water distribution systems.  They demonstrated full understanding in the basic operations  and maintenance aspects of the distribution systems.   * 44 % of students scored “good” observing related responsibi-   lities to the operation of water distribution systems.  They demonstrated good understanding of basic operations  and maintenance aspects of the distribution systems.   * 17 % of students scored “satisfactory” demonstrated fair under-   standing of the operation of distribution systems.   * 22 % of students scored “need improvement” showing lack of   knowledge in the basic operational procedures of distribution  systems.   * Overall, just 4 % of students demonstrated to have good skills   performing math calculations for operation of water distribution  systems, 67% showed lack of math skills, and 29% of students  did not even try to solve the math section. | |
| **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 class demonstrated to have good knowledge regarding  basic operational procedures and implied responsibilities in  the water distribution system which is responsible in delive- ring safe and pleasant drinking water to customers.  However, the class struggled while trying to perform math  calculations related to the operation of a water distribution  system.  Although this is not a math class, it is very important for the  students to know how to calculate basic data for the proper  maintenance and operation of distribution systems and as a complement for their general knowledge in this field.  At this time, there are no suggested changes to the course  other than reinforce the class math section. | |
| **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** |  | |
| **8. 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?** |  | |
| **9. After Thoughts**  **Feel free to celebrate, vent, or otherwise discuss the process** |  | |

**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. 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, parttime); 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.

6a. 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).

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.

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