**SLO Cycle Assessment Form**

**Please type on this form. Do not submit handwritten forms.**

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| **Course:** **AMSL 102** | **Semester data collected:**  **Fall 2012** | **Date this form was completed:** **13 December, 2012** |
| **# of sections offered:****1** | **# of sections assessed:****1** | **Data Collected from: (Check all that apply)**FT Faculty \_\_\_x\_\_\_ PT Faculty \_\_\_\_\_\_Day \_\_\_x\_\_\_ Evening \_\_\_\_\_ Hybrid/Online\_\_\_\_\_ Weekend\_\_\_\_\_\_ |
| **1. People involved in summarizing & evaluating data (minimum of two)** | Liisa MendozaJose Ruiz |
| **2. Please list the SLO(s) that was (were) assessed. Include the description listed on the Course Record of Outline.**  | SLO #3 – Convert simple written English sentences to grammatically correct ASL sentences. |
| **3. Data results**Briefly summarize the data. (Please see instructions). | The students were given a section of glossing (converting written English to written ASL) on their third exam. Five of the eight sentences were used to analyze this SLO. Three of the sentences were rhetorical sentences, while two were conditional sentences. In ASL, the rhetorical question appears in the middle of the sentence and the answer is considered a part of the sentence. The condition must be signed first in an ASL sentence. The sentences were analyzed for correct placement of the grammatical structure. As there were 5 sentences, only even percentages were possible as a grade.66% of the 29 students in the course (19) achieved 100% in this section; 3% (1) achieved an 80%; 14% (4) received a 60%; and 17% (5) received less than 60%. Of the failing grades, one student did not take the exam.  |
| **4a. Course/Program Improvements****Please describe what change(s) you plan to implement based on the above results****4b**. **Will this include a change to the curriculum (i.e., course outline)?** Yes No x  | Both the SLO and the assessment seem valid. Some students appear to need more practice with their glossing skills. While many homework assignments in ASL 2 require glossing, some students do not complete them. Others may not remember the concept when in a testing situation.I think that I will do more review in the classroom of the homework and more examples as a class. |
| **5. 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** | This SLO is linked to ISLOs #1 and #2. The individuals must know what the ASL structure is for the two sentence types. They must understand and apply the structure to the sentences. The rhetorical sentences are presented as declaratives in English; they must analyze the sentence to convert it to an ASL rhetorical. |
| **6. Next Steps****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?** | This process seems generally effective: 69% of the students overall achieved a grade of B or better in this area. I do not think the outcome should be changed at this time. |
| **7. After Thoughts****Feel free to celebrate, vent, or otherwise discuss the process** |  |

For instructions on how to fill out this form, click here:

[SLO Cycle Assessment Form Guidelines](http://www.imperial.edu/ivc/files/student_learning_outcomes/Forms/DRAFT%20SLO%20Cycle%20Assessment%20Form%20Guidelines.docx)

Or visit the IVC SLO Website: http://www.imperial.edu/faculty-and-staff/campus-committees/student-learning-outcomes/slo-forms-and-handouts/