**SLO Cycle Assessment Form**

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

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| **Course:**  **BIOL 204** | | **Semester data collected:**  **FALL 2012** | | **Date this form was completed:**  **December 6, 2012** |
| **# of sections offered:**  **2** | **# of sections assessed:**  **2** | | **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)** | | | Susan Moss (primary)  Tom Morrell | |
| **2. Please list the SLO(s) that was (were) assessed. Include the description listed on the Course Record of Outline.** | | | SLO 2  Display knowledge of anatomy and dissection competency using preserved specimens and/or a human cadaver. | |
| **3. Results** | | | Students worked in small groups to dissect a preserved cat and locate a list of about 70 structures. The structure list covered several human organ systems and required careful dissection. Students were tested on the material as a group by being asked to correctly point to some of the structures on the list without the aid of any resources. They lost points if their identification was incorrect or if the structure had been destroyed during the dissection process. The quiz was worth 30 pts.  7 groups of 4-6 students  Total number of students involved: 31  Average grade of the 7 groups = 89% | |
| **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 | | | I thought this went well and will not make any changes. The activity helped them review some of the anatomy covered during the semester and gave them valuable hands-on dissection experience. | |
| **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** | | | ILO1  Students worked in groups and so communicated with each other throughout the process and helped each other with identifications.  ILO2  The dissections required careful thought and planning so as to find what they needed to find without damaging surrounding structures and tissues. | |
| **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?** | | | Process was effective, so no changes. | |
| **7. After Thoughts**  **Feel free to celebrate, vent, or otherwise discuss the process** | | | *Nothing’s better than hands-on learning experiences!* | |

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

[SLO Cycle Assessment Form Guidelines](file:///C:\Users\susan.moss\Downloads\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/