**SLO Cycle Assessment Form**

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

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| **Course: ESL 003** | **Semester data collected:** **Fall 2012** | **Date this form was completed:**  |
| **# of sections offered:****6** | **# of sections assessed:****3** | **Data Collected from: (Check all that apply)**FT Faculty \_\_\_\_x\_\_ PT Faculty \_\_\_\_\_\_Day \_\_\_\_\_\_ Evening \_\_\_\_\_ Hybrid/Online\_\_\_\_\_ Weekend\_\_\_\_\_\_ |
| **1. People involved in summarizing & evaluating data (minimum of two)****Don Martini****Scott Simpson** | Don MartiniScott Simpson |
| **2. Please list the SLO(s) that was (were) assessed. Include the description listed on the Course Record of Outline.**  | Demonstrate the ability to choose correct verb tenses:( present perfect vs the simple past) to complete a sentence.  |
| **3. Data results**Briefly summarize the data. (Please see instructions). | Scott Simpson: 19 of the 30 students showed up for the assessment. total averaged percentage: 65%Don Martini: 50 students took the assessment: Total averaged percentage: 81%.  |
| **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  | This semester I included the SLO as part of the final exam. I believe that this is one way to insure maximum student participation in the assessment.  |
| **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** | Teaching, discussing, and exposing students to the differences between the present perfect and the simple past is extremely important to help sensitize students to the differences (at times nuanced) between these two very important tenses. Students need this because these two tenses are ubiquitous in the "real" world outside the classroom. This applies to ILO1 ILO2. |
| **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?** | Making the SLO part of the final exam is one way to insure maximum student participation. If there are instructors who are having difficulty with student participation, they might consider simply including the SLO on the final exam.  |
| **7. After Thoughts****Feel free to celebrate, vent, or otherwise discuss the process** | Of the three adjuncts, I only received an email reply from Javier Bernal. I am still waiting for his SLOs. He stated that he was going to put them in my mailbox. I emailed all three adjuncts twice.  |

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/