**SLO Cycle Assessment Form**

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

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| **Course:**  Health Education 102 | | **Semester data collected:**  Fall 2012 | | **Date this form was completed:**  12/14/12 |
| **# 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)** | | | David Drury & Jim Mecate | |
| **2. Please list the SLO(s) that was (were) assessed. Include the description listed on the Course Record of Outline.** | | | #3 – Identify basic health terms | |
| **3. Data results**  Briefly summarize the data. (Please see instructions). | | | A vocabulary test was given in both sections on the second day of class. Neither class scored higher than 60% collectively. Another vocabulary test was given in both sections on the last day of the semester. Both sections showed much improvement. Section one scored 74% collectively, while section two scored 89% collectively. | |
| **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 | | | 4a. While the above results show vast improvement. The difference between the two sections was notable. This was due in part to a much higher number of students for whom English is not their first language. Since that can often be the case here at IVC, I plan on handing out vocabulary lists for each chapter as we go. In the past, a vocabulary study guide would be given to the students a week before the final test. | |
| **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 – As students learn the new health terms it permits them to engage in more meaningful discussions with others and with health professionals regarding their health and the health of others in general.  ILO2 – During the course of the semester as the students learned new health terms, they were able to apply them to various health related situation while working to find solutions to the many health issues.  ILO4 – Throughout the semester we watched film clips, made students gather information from online sites, and from newspapers, magazines, and journals. | |
| **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?** | | | The process was effective. I hope that in the coming semesters the change stated in 4a will be fruitful for our English language learners. In the next cycle assessment with this SLO, I will be able to compare the two results. | |
| **7. After Thoughts**  **Feel free to celebrate, vent, or otherwise discuss the process** | | | This SLO is a really good barometer for both the students and the instructor. It allows the students to see how much they have progressed. And it provides the instructor valuable insight into his methodologies. | |

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/