**SLO Cycle Assessment Form**

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| **1. Course Number &**  **Date form was completed** | Course: DSPS 50 | Date: 06/14/2012 |
| **2. People involved in summarizing & evaluating data (minimum of two)** | Paige Lovitt & Norma Nava | |
| **3. Semester data were collected (e.g., Spring 2011)** | Spring 2012 | |
| **4. Please list the SLO(s) that was (were) assessed. Write it out.** | To improve communication between IVC personnel and student, the student will be taught to create a personal email address. They will be taught how to add it to their information on Webstar. | |
| **5. List all forms of assessment that were used for this cycle assessment (e.g., research paper rubric, skills scenario, multiple choice exam)** | Skills scenario, observation. | |
| **6. Data results**  Briefly summarize the data. | 100% of the 18 students that received credit for DSPS 50 either created their own personal email address or learned how to access the email address that is now being provided by Imperial Valley College via information provided on Webstar. Over 50% of the students already had their own email accounts, however, they requested assistance with accessing the one from IVC, or help with linking it to their personal email address. | |
| **7a. Course/Program Improvements**  **Please describe what change(s) you plan to implement based on the above results**  **7b**. **Will this include a change to the curriculum (i.e., course outline)?**  Yes  No X | Based upon the need for students to be able to access information from IVC and other educational resources such as Financial Aid from their email accounts, I plan on continuing to implement this SLO. Now that IVC automatically provides students with email addresses, I believe that it is essential for students to be knowledgeable about learning how to access their accounts and also linking them to other personal email accounts if they wish to do so. | |
| **8.** 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** | IL01: **Communication Skills** were greatly improved between the students, the instructor and the college as a result of this SLO because the students now have access to email and are more competent in accessing the information in their accounts.  ILO3: Students had to demonstrate **Personal Responsibility** by following through with this SLO. If they did not, they would not have been able to access emails from the instructor or the college.  IL04: The student demonstrated **Information Literacy** by showing that they were able to access information in their email accounts. They also needed to be able to protect their information by carefully closing their accounts so that other students in the lab would not be able to get into them.  IL05: Students were able to demonstrate **Global Awareness** by being able to use their email addresses to communicate with others outside of IVC, including friends and family. | |
| **9. 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?** | This process was very effective, and the students seemed to appreciate the additional access to communication with IVC. I found that it also made it much easier to access the students by using an email format, rather than having to rely on leaving messages with family members or having to deal with frequently changed cell phone numbers. Due to the success of this goal, and the positive benefits from the outcome, I will continue with the same SLO and assessment procedure. | |
| **10. After Thoughts**  **Feel free to celebrate, vent, or otherwise discuss the process** | Process was successful with a positive outcome for both the students and the program. | |

**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. Include any and all assessment tools that were used to collect data for this cycle assessment. They do not need to be attached, but listed. For example, if five faculty members were part of the process, maybe all faculty members used a research paper rubric. In another example, maybe the five faculty members all used a different assessment tool: research paper rubric, oral presentation rubric, multiple choice exam, skills scenario, and short essay.

6. 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, part-time); 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.

7a. 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).

7b. Answer “Yes” or “No” to the curriculum question – if yes, please briefly explain.

8. 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.

9. 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.

10. Please share your thoughts, feelings, and ideas on IVC’s SLO process thus far.