**SLO Cycle Assessment Form**

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| **1. Course Number &**  **Date form was completed** | Course:  Span 110 | Date:  02/14/2012 |
| **2. People involved in summarizing & evaluating data (minimum of two)** | Romano Sánchez-Domínguez, José Ruiz and Javier Rangel | |
| **3. Semester data was collected (e.g., Spring 2011)** | Fall 2011 | |
| **4. Please list the SLO(s) that was (were) assessed. Write it out.** | Communication Skills:  Research, organize and communicate a cultural topic in Spanish using complex grammatical structures. | |
| **5. Data results**  Briefly summarize the results of the data. | As in Span 100, this semester we focused our attention in the communication skills outcome. As part of their final exam, students were asked to prepare an oral presentation using complex grammatical structures. Students were given a guide and an oral presentation rubric in order for them to be aware of the areas being assessed. This semester we focused our attention in the correct pronunciation in their presentations. Most of students were able to articulate the words in Spanish correctly. Three classes of 50 students were used for this assessment, 32% of students passed the oral final with an A, 32% passed with a B, 28% passed with a C and 2% and no percentages with a F. | |
| **6a. Course/Program Improvements**  **Please describe what change(s) you plan to implement based on the above results**  **6b**. **Will this include a change to the curriculum (i.e., course outline)?**  Yes  No X | The results were positive for the oral presentation. Therefore, there is no plans to change the course. | |
| **7.** 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** | This course SLO is directly linked to the ILO 1 (Communication Skills) since we were trying to assess the use of complex grammatical structures. Even if students were preparing their assignment in a language other than English, the very exercise of thinking and studying grammar has an impact in their communication skills in their mother language. | |
| **8. 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?** | The correct pronunciation as well of use of the preterit and the imperfect tense is a very important aspect in acquiring proficiency level communication skills. For that reason, we believe we should keep using the same SLO next year. | |
| **9. After Thoughts**  **Feel free to celebrate, vent, or otherwise discuss the process** |  | |

**The SLO Cycle Assessment Form Guidelines**

1. Please list the course number and date that 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 was included (e.g., Spring 2011).

4. List the SLO(s) that was (were) assessed (e.g., “identify, create, and critique oral argument”).

5. 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, parttime); the type of data that was 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.

6a. 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).

6b. Answer “Yes” or “No” to the curriculum question – if yes, please briefly explain.

7. 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.

8. 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.

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