**SLO Cycle Assessment Form**

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| **1. Course Number &**  **Date form was completed** | Course:  VN 112 | Date: 05/10/2012 |
| **2. People involved in summarizing & evaluating data (minimum of two)** | SUE HIGGINS, CRAIG LUOMA, TINA AGUIRRE | |
| **3. Semester data were collected (e.g., Spring 2011)** | SPRING 2012 | |
| **4. Please list the SLO(s) that was (were) assessed. Write it out.** | 1. On the dosage calculation exam, the student will achieve a score of 92% or better on the first attempt.  2. Utilizing principles of medical and surgical asepsis, student will demonstrate safe and effective insertion of urinary catheter in a clinical setting.  3. Student will identify & document long and short term goals/ expected outcomes for simulated and actual client situations.  4. Utilizing principles of asepsis, student will successfully create a sterile field.  5. Perform common methods used to assess respiratory functions in actual or simulated client settings. | |
| **5. List all forms of assessment that were used for this cycle assessment (e.g., research paper rubric, skills scenario, multiple choice exam)** | 1. Math exam. 2. Skills check-list. 3. Care Plan. 4. Clinical Evaluation Tool | |
| **6. Data results**  Briefly summarize the data. | 1. All students (18) passed the math exam on the first attempt.  2. 100% (18) successfully demonstrated insertion of foley catheter utilizing principles of medical and surgical asepsis.  3. At the end of VN 112 all students have made significant improvement in identifying and documenting long and short term goals/ expected outcomes for actual patients.  4. All students (18) are able to successfully create a sterile field utilizing principles of asepsis.  5. All students are able to perform common methods used to assess respiratory function in actual patients. | |
| **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 | No changes | |
| **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** | 1. Competency in math exam requires communication skills, personal responsibility, critical thinking skills and information literacy. 2. This skill requires the student to possess good communication skills, critical thinking skills, personal responsibility, information literacy and global awareness. 3. Building upon the skills required in VN 110, students are expected to identify and document long and short term goals and expected outcomes. This requires competency in communication skills, critical thinking skills, personal responsibility, information literacy and global awareness. 4. Communication skills, critical thinking skills, personal responsibility, information literacy and global awareness are all learning objectives required for successful creation of a sterile field. 5. In order to assess respiratory function in a client the student must possess all of IVC’s institutional learning objectives. | |
| **,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?** | PROCESS WAS EFFECTIVE  NO CHANGES EXPECTED | |
| **10. 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 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.