**SLO Cycle Assessment Form**

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| **1. Course Number &**  **Date form was completed** | Course: PE 150 | Date: 08/31/12 |
| **2. People involved in summarizing & evaluating data (minimum of two)** | Jim Mecate and David Drury | |
| **3. Semester data was collected (ex. Spring 2011)** | Spring 2012 | |
| **4. Please list the SLO(s) that was (were) assessed. Write it out.** | 1. Perform with an increasing degree of proficiency, the offensive skills, and techniques of competitive baseball.  2. Perform with an increasing degree of proficiency, the  Defensive skill, techniques of competitive baseball. | |
| **5. List all forms of**  **Assessment that were used**  **For this cycle assessment**  **(e.g., research paper rubric,**  **Skills scenario, multiple**  **Choice exam)** | 1.Offensive skills proficiency was assessed using the box  score from the games (team runs scored in first half of the PCAC compared to team runs scored in the second half of the PCAC season.)  2.Defensive skills proficiency was assessed using the box  score from the games (team errors committed in the first  Half of the PCAC compared to team errors committed in the second half of the PCAC season | |
| **6. Data results**  Briefly summarize the results of the data. | 1. The offensive skills (runs) improved by 107% in the second half of PCAC season compared to the first half of the PCAC season. 62 runs were scored in the second half compared to 30 runs in the first half  2. Defensive skills (errors) decreased by 114 % in the second half of the PCAC season compared to the first half of the PCAC season. There was 24 more errors in the second half (45) compared to the first half (21). | |
| **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 on the above results, I will continue the offensive practice adjustment. Next year I will implement earlier in the season a defensive contingency practice plan to address the negative defensive outcome of decreasing defensive proficiency in the second half of the PCAC season. | |
| **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** | The two student learning outcomes that were identified contributed to Institutional Learning Outcomes 1,2 and 3. In intense, and competitive athletic competition, the student athlete must be able to communicate with his teammates and coaches, think critical in various situations, and take personal responsibility on physical and mental preparation, and their performance. | |
| **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?** | The process was effective, and I will keep using the same outcome/assessments for next year. | |
| **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 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 (full-time, part-time); 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.