**SLO Cycle Assessment Form**

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

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| **Course: AHP 130 Calculation & Pharmacology for Pharmacy Technicians** | **Semester data collected: Fall 2012** | **Date this form was completed: 12/13/12** |
| **# of sections offered:**  1 | **# of sections assessed:**  1 | **Data Collected from: (Check all that apply)**  Final Exam  FT Faculty \_\_\_\_\_\_ PT Faculty \_\_X\_\_\_\_  Day \_\_\_\_\_\_ Evening \_\_\_X\_\_ Hybrid/Online\_\_\_\_\_ Weekend\_\_\_\_\_\_ |
| **1. People involved in summarizing & evaluating data (minimum of two)** | Lead Instructor: Cynthia Ramirez |  |
| **2. Please list the SLO(s) that was (were) assessed. Include the description listed on the Course Record of Outline.** | Outcome 2: solve proportion and ratio problems as required in the pharmacy.(ILO 2, ILO 4) |  |
| **3. Data results**  Briefly summarize the data. (Please see instructions).  In Final exam there will be quetions regarding problem solving and students will need to set up the problem and solve using ratio and proportions. | Average of 86% correct. |  |
| **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 | Give more examples. Get student to ask questions. I would ask them if they had any and got no respond back from them so I moved on. I had students come to the board but was on volunteer bases. I feel this time I will pick not just volunteers but students who do not participate.  No changes in the curriculum. |  |
| **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** | ILO 2 was identified as being related to this SLO because the students are given a word problem based on a prescription that they will get in the pharmacy and they have to use what they learn to set up the problem and solve it.  ILO 4 was identified as being related to this SLO because students have to literate what the prescription says. |  |
| **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. But I do plan on getting more interaction with the students. |  |
| **7. After Thoughts**  **Feel free to celebrate, vent, or otherwise discuss the process** | Need to get student to memorize conversion. Notice that on some questions asked for milligrams but gave them grams (needed to convert) and they left it as gram therefore got the answer wrong. |  |

For instructions on how to fill out this form, click here:

[SLO Cycle Assessment Form Guidelines](file:///C:\Documents%20and%20Settings\User\Local%20Settings\Temporary%20Internet%20Files\Content.Outlook\MJ0C8W89\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/