**SLO Cycle Assessment Form**

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

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| **Course:** **AMSL 200** | **Semester data collected:**  **Fall 2012** | **Date this form was completed:** **13 December, 2012** |
| **# of sections offered:****1** | **# of sections assessed:****1** | **Data Collected from: (Check all that apply)**FT Faculty \_\_\_x\_\_\_ PT Faculty \_\_\_\_\_\_Day \_\_\_x\_\_\_ Evening \_\_\_\_\_ Hybrid/Online\_\_\_\_\_ Weekend\_\_\_\_\_\_ |
| **1. People involved in summarizing & evaluating data (minimum of two)** | Liisa MendozaJose Ruiz |
| **2. Please list the SLO(s) that was (were) assessed. Include the description listed on the Course Record of Outline.**  | SLO #2 – Identify the correct facial grammar for a given description. |
| **3. Data results**Briefly summarize the data. (Please see instructions). | The students were given two quizzes, each with five English adjectives or adverbs. The students had to determine which ASL facial adverb or adjective was correct for the description given. The best quiz score was used for the SLO analysis. As only five items were given, all grades were even percentages and no C was possible. Answers were either right or wrong. Only 0, 20%, 40%, 60%, 80% or 100% were possible for results.Of the 27 students in the course, 6 students (22%) received 100%; 11 students (41%) received 80%; 4 students (15%) received 60%; 6 students (22%) received less than 60%. Overall, 60% of students grasped the material at a level of B or greater. |
| **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 x  | I don’t think any changes need to be implemented at this time regarding the SLO itself. I do think that the SLO is important and necessary for this course. Facial grammar is a fundamental component of ASL.Next time when analyzing this SLO, I will use the exam. This material is quizzed at least twice before it appears on the exam. It is possible that there were fewer D’s and F’s on this section when students took the exam.  |
| **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** | This SLO is linked to ISLOs #1 and #2. It requires both analyzing and applying the knowledge of ASL linguistic features. The students must know the facial adjectives or adverbs associated with the descriptions given. No list of possible facial adjectives/adverbs was provided for the students to pick from; they had to know the many possible meanings for the facial adverbs and adjectives we covered in class. Beyond identification on quizzes and exams, the students must integrate these structures into their signing for their presentations. They must produce them in labs conducted in class as well. |
| **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?** | I believe the overall process was effective. I am disappointed by the percentage (37%) that did not manage to score well on either quiz. Perhaps the first quiz should have a list of the facial adjectives and adverbs on it, so the students do not have to recall both the facial structures and their meanings. It is also possible that they scored higher overall on the exam portion.  |
| **7. After Thoughts****Feel free to celebrate, vent, or otherwise discuss the process** | As previously stated, I am disappointed that some students did not manage to score well on either quiz. I do know that some students in the course did not attend to the material – despite it being distributed to them in a written form, presented on video homework, lectured in class in both ASL and English, and integrated into performances. I am not sure how much more can be done to get the material through. |

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

[SLO Cycle Assessment Form Guidelines](http://www.imperial.edu/ivc/files/student_learning_outcomes/Forms/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/