

SLO Cycle Assessment Form

1. Course Number & Date form was completed	Course: <u>English 010</u>	Date: June 22
2. People involved in summarizing & evaluating data (minimum of two)	Judy Cormier, Kathleen Dorantes, Michael Heumann, Terry Norris	
3. Semester data was collected (ex. Spring 2011)	Spring 2012	
4. Please list the SLO(s) that was (were) assessed. Write it out.	SLO #3: Demonstrate an understanding of basic research strategies, including appropriate use and correct documentation of research materials. SLO#4: Demonstrate critical thinking skills by analyzing and responding to a selected reading.	
5. Data results Briefly summarize the results of the data.	SLO #3: Exemplary=28% Satisfactory=30% Unsatisfactory=41% SLO #4: Exemplary=35% Satisfactory=30% Unsatisfactory=37%	

<p>6a. Course/Program Improvements</p> <p>Please describe what change(s) you plan to implement based on the above results</p> <p>6b. Will this include a change to the curriculum (i.e. course outline)? Yes _____ No _____</p>	<p>The unsatisfactory numbers for these SLOs are not acceptable, and we plan to focus more intensely on improving not only student understanding of basic research strategies but on responding to readings. We will do this by spending more time throughout the semester reading and analyzing essays and book-length works, and we will focus more on having students applying research strategies for all essays, not just the research paper.</p>
<p>7. When SLOs were previously written, Institutional Learning Outcomes (ILOs) were identified as part of that process.</p> <p>How did the SLO(s) contribute to student acquisition of the Institutional Learning Outcome(s) (ILOs)?</p> <p>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.</p> <p>IVC's 5 ILOs: ILO1= Communication Skills ILO2 = Critical Thinking Skills ILO3 = Personal Responsibility ILO4 = Information Literacy ILO5 = Global Awareness</p>	<p>SLO #3 is tied to ILOs 1, 2, 3, and 4. It ties to all of these because it centers on research strategies, which involves communication, critical thinking, personal responsibility, and information literacy.</p> <p>SLO #4 is tied to ILOs 1, 2, 4, and 5. Critical thinking requires communication, and it requires information literacy and global awareness.</p>

<p>8. Next year</p> <p>Was the process effective? Will you change the outcome/assessment for the next year (e.g. alter the SLO, assessment, faculty discussion process, strategy for providing SLO to students)? If so, how?</p>	<p>Yes</p>
<p>9. After Thoughts</p> <p>Feel free to celebrate, vent, or otherwise discuss the process</p>	

SLO Cycle Assessment Form

1. Course Number & Date form was completed	Course: <u>English 59</u>	Date: 24 May 2012
2. People involved in summarizing & evaluating data (minimum of two)	Prof. David Zielinski Prof. Frank Rapp	
3. Semester data was collected (ex. Spring 2011)	Spring 2012	
4. Please list the SLO(s) that was (were) assessed. Write it out.	SLO #1: Demonstrate ability to use present-tense verbs correctly. SLO #2: Demonstrate ability to use past-tense verbs correctly.	
5. Data results Briefly summarize the results of the data.	Two sections of English 059 were assessed: 14 students in Zielinski's class, and 16 students in Rapp's class. (Three students in Zielinski's class received final grades of "F" and were not factored in to the assessment since those three students did not take the final examination.) Exemplary performance = 26.7% Satisfactory performance = 73.3% Unsatisfactory performance = 0.0%	

<p>6a. Course/Program Improvements</p> <p>Please describe what change(s) you plan to implement based on the above results</p> <p>6b. Will this include a change to the curriculum (i.e. course outline)? Yes _____ No <u> X </u></p>	<p>All in all, the data suggests that the two courses of English 059, taught by two separate instructors, produced students who were clearly competent in the zone of assessment (effective use of verb tenses). Additionally, the two instructors used different textbooks and came at the issue of grammar instruction from slightly different angles—nonetheless, the results of a side-by-side comparison are clearly similar. Accordingly, these results seem to indicate that no major changes need to be made to the curriculum. However, some thought should be given to perhaps adding new SLOs or modifying existing SLOs (see #8, below).</p>
<p>7. When SLOs were previously written, Institutional Learning Outcomes (ILOs) were identified as part of that process.</p> <p>How did the SLO(s) contribute to student acquisition of the Institutional Learning Outcome(s) (ILOs)?</p> <p>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.</p> <p>IVC's 5 ILOs: ILO1= Communication Skills ILO2 = Critical Thinking Skills ILO3 = Personal Responsibility ILO4 = Information Literacy ILO5 = Global Awareness</p>	<p>This SLO is connected to Institutional Learning Outcome #1: “Communication skills.”</p> <p>According to one of the grammar textbooks used in English 059, “Communication is the essence of human experience.” A student’s ability to communicate clearly—employing English sentences that meet appropriate grade-level and appropriate academic expectations—is crucial for success in college and beyond. Consequently, the SLOs in English 059 strongly relate to ILO #1.</p>

<p>8. Next year</p> <p>Was the process effective? Will you change the outcome/assessment for the next year (e.g. alter the SLO, assessment, faculty discussion process, strategy for providing SLO to students)? If so, how?</p>	<p>The positive results from this assessment indicate that the curriculum in English 059 in Spring 2012 was effective. Striking similar results from two different instructors bode well for the effectiveness of the course content. Nonetheless, there is always room for improvement. Also, in the Fall semester of 2012, Mr. Rapp will no longer be teaching English 059. Ms. Audrey Morris will be taking over the section he taught previously. Therefore, consideration between Morris and Zielinski regarding the efficacy of the current SLOs needs to ensure. Teaching strategies can be compared, and possibly some of the current SLOs could be modified, or new SLOs could be created.</p>
<p>9. After Thoughts</p> <p>Feel free to celebrate, vent, or otherwise discuss the process</p>	<p>This assessment process allows for effective appraisal of the English 059 curriculum with respect to anticipated and expected outcomes. The students will continue to benefit from this process.</p>

SLO Cycle Assessment Form

1. Course Number & Date form was completed	Course: <u>English 86/87</u>	Date: June 22, 2012
2. People involved in summarizing & evaluating data (minimum of two)	Xochitl Tirado, James Patterson, Audrey Morris	
3. Semester data was collected (ex. Spring 2011)	Spring 2012	
4. Please list the SLO(s) that was (were) assessed. Write it out.	Show growth in reading skills by attending and completing assignments (blocks) in the online reading lab program.	
5. Data results Briefly summarize the results of the data.	Exemplary=25% Satisfactory=18% Unsatisfactory=57%	
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 <input checked="" type="checkbox"/> _____	Discipline faculty will review the rubric, which requires 100% completion for satisfaction on this SLO.	

<p>7. When SLOs were previously written, Institutional Learning Outcomes (ILOs) were identified as part of that process.</p> <p>How did the SLO(s) contribute to student acquisition of the Institutional Learning Outcome(s) (ILOs)?</p> <p>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.</p> <p>IVC's 5 ILOs: ILO1= Communication Skills ILO2 = Critical Thinking Skills ILO3 = Personal Responsibility ILO4 = Information Literacy ILO5 = Global Awareness</p>	<p>This SLO is connected to ILOs 1 and 2 because reading assignments require communication and critical thinking skills. It also relates directly to personal responsibility, as it is the students responsibility to complete these reading assignments on time and successfully.</p>
<p>8. Next year</p> <p>Was the process effective? Will you change the outcome/assessment for the next year (e.g. alter the SLO, assessment, faculty discussion process, strategy for providing SLO to students)? If so, how?</p>	<p>Yes, and we might make changes based upon discussions that will take place later.</p>
<p>9. After Thoughts</p> <p>Feel free to celebrate, vent, or otherwise discuss the process</p>	

SLO Cycle Assessment Form

1. Course Number & Date form was completed	Course: <u>English 88</u>	Date: June 22, 2012
2. People involved in summarizing & evaluating data (minimum of two)	Xochitl Tirado, James Patterson, Audrey Morris	
3. Semester data was collected (ex. Spring 2011)	Spring 2012	
4. Please list the SLO(s) that was (were) assessed. Write it out.	Show growth in reading skills by attending and completing assignments (blocks) in the online reading lab program.	
5. Data results Briefly summarize the results of the data.	Exemplary=24% Satisfactory=25% Unsatisfactory=51%	
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 <input checked="" type="checkbox"/> _____	Discipline faculty will review the rubric, which requires 100% completion for satisfaction on this SLO.	

<p>7. When SLOs were previously written, Institutional Learning Outcomes (ILOs) were identified as part of that process.</p> <p>How did the SLO(s) contribute to student acquisition of the Institutional Learning Outcome(s) (ILOs)?</p> <p>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.</p> <p>IVC's 5 ILOs: ILO1= Communication Skills ILO2 = Critical Thinking Skills ILO3 = Personal Responsibility ILO4 = Information Literacy ILO5 = Global Awareness</p>	<p>This SLO is connected to ILOs 1 and 2 because reading assignments require communication and critical thinking skills. It also relates directly to personal responsibility, as it is the students responsibility to complete these reading assignments on time and successfully.</p>
<p>8. Next year</p> <p>Was the process effective? Will you change the outcome/assessment for the next year (e.g. alter the SLO, assessment, faculty discussion process, strategy for providing SLO to students)? If so, how?</p>	<p>Yes, and we might make changes based upon discussions that will take place later.</p>
<p>9. After Thoughts</p> <p>Feel free to celebrate, vent, or otherwise discuss the process</p>	

SLO Cycle Assessment Form

1. Course Number & Date form was completed	Course: <u>English 89</u>	Date: June 22, 2012
2. People involved in summarizing & evaluating data (minimum of two)	Xochitl Tirado, James Patterson, Audrey Morris	
3. Semester data was collected (ex. Spring 2011)	Spring 2012	
4. Please list the SLO(s) that was (were) assessed. Write it out.	Use visuals as secondary source to interpret written material.	
5. Data results Briefly summarize the results of the data.	Exemplary=44% Satisfactory=36% Unsatisfactory=20%	
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 <input checked="" type="checkbox"/>	Discipline faculty will discuss changing the wording, specifically "use visuals as <i>secondary source</i> "	

<p>7. When SLOs were previously written, Institutional Learning Outcomes (ILOs) were identified as part of that process.</p> <p>How did the SLO(s) contribute to student acquisition of the Institutional Learning Outcome(s) (ILOs)?</p> <p>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.</p> <p>IVC's 5 ILOs: ILO1= Communication Skills ILO2 = Critical Thinking Skills ILO3 = Personal Responsibility ILO4 = Information Literacy ILO5 = Global Awareness</p>	<p>This SLO is connected to ILOs 1 and 2 because interpretation connotes communication and critical thinking skills.</p>
<p>8. Next year</p> <p>Was the process effective? Will you change the outcome/assessment for the next year (e.g. alter the SLO, assessment, faculty discussion process, strategy for providing SLO to students)? If so, how?</p>	<p>Yes, and we might make changes based upon discussions that will take place later.</p>
<p>9. After Thoughts</p> <p>Feel free to celebrate, vent, or otherwise discuss the process</p>	

SLO Cycle Assessment Form

1. Course Number & Date form was completed	Course: <u>English 96/97</u>	Date: June 22
2. People involved in summarizing & evaluating data (minimum of two)	Judy Cormier, Kathleen Dorantes, Michael Heumann, Terry Norris	
3. Semester data was collected (ex. Spring 2011)	Spring 2012	
4. Please list the SLO(s) that was (were) assessed. Write it out.	Compose clear sentences that correctly use subjects without subject omission or subject doubling.	
5. Data results Briefly summarize the results of the data.	Exemplary=27% Satisfactory=60% Unsatisfactory=14%	
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 _____	This class has been deleted and replaced with English 8 (a one-semester version of English 96 and 97).	

<p>7. When SLOs were previously written, Institutional Learning Outcomes (ILOs) were identified as part of that process.</p> <p>How did the SLO(s) contribute to student acquisition of the Institutional Learning Outcome(s) (ILOs)?</p> <p>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.</p> <p>IVC's 5 ILOs: ILO1= Communication Skills ILO2 = Critical Thinking Skills ILO3 = Personal Responsibility ILO4 = Information Literacy ILO5 = Global Awareness</p>	<p>This SLO is tied to ILO1, since it focuses on clear communication.</p>
<p>8. Next year</p> <p>Was the process effective? Will you change the outcome/assessment for the next year (e.g. alter the SLO, assessment, faculty discussion process, strategy for providing SLO to students)? If so, how?</p>	<p>Yes</p>
<p>9. After Thoughts</p> <p>Feel free to celebrate, vent, or otherwise discuss the process</p>	

SLO Cycle Assessment Form

1. Course Number & Date form was completed	Course: <u>English 98</u>	Date: June 22
2. People involved in summarizing & evaluating data (minimum of two)	Judy Cormier, Kathleen Dorantes, Michael Heumann, Terry Norris	
3. Semester data was collected (ex. Spring 2011)	Spring 2012	
4. Please list the SLO(s) that was (were) assessed. Write it out.	Construct complete sentences with few errors in sentence structure such as fragments, comma splices, and run-on sentences.	
5. Data results Briefly summarize the results of the data.	Exemplary=33% Satisfactory=47% Unsatisfactory=20%	
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 _____	This class has been deleted and replaced with English 9 (a combination of English 98 and 99).	

<p>7. When SLOs were previously written, Institutional Learning Outcomes (ILOs) were identified as part of that process.</p> <p>How did the SLO(s) contribute to student acquisition of the Institutional Learning Outcome(s) (ILOs)?</p> <p>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.</p> <p>IVC's 5 ILOs: ILO1= Communication Skills ILO2 = Critical Thinking Skills ILO3 = Personal Responsibility ILO4 = Information Literacy ILO5 = Global Awareness</p>	<p>This SLO is tied to ILO1, ILO2, ILO3, and ILO4. Since it focuses directly on developing writing skills, it fits nicely into developing both communication and critical thinking skills. As it connects to both writing and reading, it corresponds to information literacy as well. As it centers on eliminating sentence skill problems, it also ties to personal responsibility.</p>
<p>8. Next year</p> <p>Was the process effective? Will you change the outcome/assessment for the next year (e.g. alter the SLO, assessment, faculty discussion process, strategy for providing SLO to students)? If so, how?</p>	<p>Yes</p>
<p>9. After Thoughts</p> <p>Feel free to celebrate, vent, or otherwise discuss the process</p>	

SLO Cycle Assessment Form

1. Course Number & Date form was completed	Course: <u>English 99</u>	Date: 18 September 2012
2. People involved in summarizing & evaluating data (minimum of two)	Dorantes, Kemp, Ferrell, Sandoval, Morris, Baukholt, Guijarro, Tirado, Patterson	
3. Semester data was collected (ex. Spring 2011)	Spring 2012	
4. Please list the SLO(s) that was (were) assessed. Write it out.	<ol style="list-style-type: none"> 1. Compose a multi-paragraph essay that responds to an essay prompt with a clear controlling idea or thesis statement. 2. Compose a multi-paragraph essay with a clear organizational structure and adequate support. 3. Compose a multi-paragraph essay that uses correctly formed sentences with virtually no sentence-level or grammar errors. 	
5. Data results Briefly summarize the results of the data.	460 students at census / 258 student essays submitted Exemplary (7 or 8 pts): 22 Satisfactory (5 or 6 pts): 154 Unsatisfactory (2-4 pts): 82 (Additional data attached)	

<p>6a. Course/Program Improvements</p> <p>Please describe what change(s) you plan to implement based on the above results</p> <p>6b. Will this include a change to the curriculum (i.e. course outline)? Yes _____ No _____</p>	<p>Comparative data covering multiple semesters indicates that student learning of grammar is improving. The Spring 2012 semester was the first semester that the majority of student essays demonstrated 'satisfactory' use of grammar and sentence structure.</p> <p>The instructors present felt it is appropriate to continue current practices and track improvement in future assessments.</p> <p>No changes to the curriculum were suggested.</p>
<p>7. When SLOs were previously written, Institutional Learning Outcomes (ILOs) were identified as part of that process.</p> <p>How did the SLO(s) contribute to student acquisition of the Institutional Learning Outcome(s) (ILOs)?</p> <p>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.</p> <p>IVC's 5 ILOs: ILO1= Communication Skills ILO2 = Critical Thinking Skills ILO3 = Personal Responsibility ILO4 = Information Literacy ILO5 = Global Awareness</p>	<ol style="list-style-type: none"> 1. Compose a multi-paragraph essay that responds to an essay prompt with a clear controlling idea or thesis statement. (ILO1, ILO2, ILO4) 2. Compose a multi-paragraph essay with a clear organizational structure and adequate support. (ILO1, ILO2, ILO3, ILO4) 3. Compose a multi-paragraph essay that uses correctly formed sentences with virtually no sentence-level or grammar errors. (ILO1, ILO2, ILO4)

<p>8. Next year</p> <p>Was the process effective? Will you change the outcome/assessment for the next year (e.g. alter the SLO, assessment, faculty discussion process, strategy for providing SLO to students)? If so, how?</p>	<p>The Common Essay Examination (Common Final) is a useful tool for gathering summative data on three of the four student learning outcomes for this course. Instructors will examine how they teach and assess the mini research paper this semester with an eye to gathering appropriate assessment data for SLO #4 in the spring.</p>
<p>9. After Thoughts</p> <p>Feel free to celebrate, vent, or otherwise discuss the process</p>	<p>There was round robin discussion about emphasis and strategies for teaching grammar. All instructors participated actively in the discussion and several teaching tips were shared.</p>

SLOAC English 9 – Basic English Composition II
 Student Learning Data Review from Spring 2012

Spring 2012: 15 sections of ENG 99 (12 sections reporting)
 460 students at census (258 CF student essays)

Common Final Essays were scored 1-4 by two readers for a total of eight points possible. An essay was recorded as a PASS if the two readers awarded 3 or 4 points to the essay. If the readers disagreed (one reader passed the essay while the second reader did not pass the essay), then the essay was read by a third instructor.

176 essays were Passed (68%):
 7 essays with a total of 8 points
 15 essays with a total of 7 points
 112 essays with a total of 6 points
 36 essays with a total of 5 points
 6 essays with a total of 4 points

1. Compose a multi-paragraph essay that responds to an essay prompt with a clear controlling idea or thesis statement. (ILO1, ILO2, ILO4)

	<u>Spring 2011</u>	<u>Spring 2012</u>
Controlling Idea	2.97	2.88
		Passing: 3.07 Failing: 2.49

2. Compose a multi-paragraph essay with a clear organizational structure and adequate support. (ILO1, ILO2, ILO3, ILO4)

	<u>Spring 2011</u>	<u>Spring 2012</u>
Organization	2.67	2.75
		Passing: 2.94 Failing: 2.33
Support	2.61	2.77
		Passing: 2.98 Failing: 2.30

3. Compose a multi-paragraph essay that uses correctly formed sentences with virtually no sentence-level or grammar errors. (ILO1, ILO2, ILO4)

	<u>Spring 2011</u>	<u>Spring 2012</u>
Grammar	2.48	2.54
		Passing: 2.78 Failing: 2.04

Breakdown by Questions

Question	Exemplary (7-8)	Satisfactory (5-6)	Unsatisfactory (2-4)
#1 – The essay contains a controlling idea (or thesis) that responds to the prompt.	58 (22%)	167 (65%)	33 (13%)
#2 – The essay supports the main idea using fully developed reasons and examples.	48 (19%)	167 (65%)	43 (16%)
#3 – The essay has a clear organization that avoids repeating ideas.	36 (14%)	172 (67%)	50 (19%)
#4 – The essay demonstrates clear command of grammar and punctuation skills.	32 (12%)	142 (55%)	84 (33%)

Passing Rates by Instructor* (Common Final Passes / Census Number**)

Instructor V	55%
Instructor N	55%
Instructor S	50%
Instructor R	50%
Instructor M	47%
Instructor T	45%
Instructor L	43%

* (instructors are listed anonymously with randomly determined letters.)

** (instructors with multiple sections are given as average per section.)

SLO Cycle Assessment Form

1. Course Number & Date form was completed	Course: <u>English 101</u>	Date: June 22, 2012
2. People involved in summarizing & evaluating data (minimum of two)	Judy Cormier, Kathleen Dorantes, Michael Heumann, Terry Norris	
3. Semester data was collected (ex. Spring 2011)	Spring 2012	
4. Please list the SLO(s) that was (were) assessed. Write it out.	Develop an essay of multiple pages that effectively presents and strongly supports a clear thesis statement	
5. Data results Briefly summarize the results of the data.	Exemplary=42% Satisfactory=44% Unsatisfactory=14%	
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 <input checked="" type="checkbox"/> _____ No _____	We will work on moving the satisfactory to exemplary by focusing more attention on sentence skills We will work on converting our Basic Skills-funded writing pods into a regular one-unit class to provide students with more one-on-one time with a qualified instructor We will work getting more buy-in from faculty in regards to our regular writing workshops, so that we can offer more of them.	

<p>7. When SLOs were previously written, Institutional Learning Outcomes (ILOs) were identified as part of that process.</p> <p>How did the SLO(s) contribute to student acquisition of the Institutional Learning Outcome(s) (ILOs)?</p> <p>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.</p> <p>IVC's 5 ILOs: ILO1= Communication Skills ILO2 = Critical Thinking Skills ILO3 = Personal Responsibility ILO4 = Information Literacy ILO5 = Global Awareness</p>	<p>This SLO contributes to ILO1 and ILO2 in very clear ways: it focuses on clear articulation of a thesis sentences and fully-developed ideas to support that thesis statement. As such, it corresponds perfectly to communication skills and critical thinking skills.</p>
<p>8. Next year</p> <p>Was the process effective? Will you change the outcome/assessment for the next year (e.g. alter the SLO, assessment, faculty discussion process, strategy for providing SLO to students)? If so, how?</p>	<p>This was very effective, but as always we would like to get more buy-in from all faculty so that the data results reflect close to 100% involvement from faculty members.</p>
<p>9. After Thoughts</p> <p>Feel free to celebrate, vent, or otherwise discuss the process</p>	

SLO Cycle Assessment Form

1. Course Number & Date form was completed	Course: <u>English 102</u>	Date: June 22, 2012
2. People involved in summarizing & evaluating data (minimum of two)	Judy Cormier, Kathleen Dorantes, Michael Heumann, Terry Norris	
3. Semester data was collected (ex. Spring 2011)	Spring 2012	
4. Please list the SLO(s) that was (were) assessed. Write it out.	Identify symbolism within works of fiction, poetry, and drama.	
5. Data results Briefly summarize the results of the data.	Exemplary=46.6% Satisfactory=46.6% Unsatisfactory=6.7%	
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 _____	The numbers are decent, but to move the satisfactory to exemplary, we will look at focusing more attention on symbolism as we teach the course—particularly in the poetry area.	

<p>7. When SLOs were previously written, Institutional Learning Outcomes (ILOs) were identified as part of that process.</p> <p>How did the SLO(s) contribute to student acquisition of the Institutional Learning Outcome(s) (ILOs)?</p> <p>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.</p> <p>IVC's 5 ILOs: ILO1= Communication Skills ILO2 = Critical Thinking Skills ILO3 = Personal Responsibility ILO4 = Information Literacy ILO5 = Global Awareness</p>	<p>This SLO contributes to ILO1 and ILO2 in very clear ways: it deals with communication of ideas and the subtle ways that language can shape thought.</p>
<p>8. Next year</p> <p>Was the process effective? Will you change the outcome/assessment for the next year (e.g. alter the SLO, assessment, faculty discussion process, strategy for providing SLO to students)? If so, how?</p>	<p>Yes</p>
<p>9. After Thoughts</p> <p>Feel free to celebrate, vent, or otherwise discuss the process</p>	

SLO Cycle Assessment Form

1. Course Number & Date form was completed	Course: <u>English 111</u>	Date: June 22, 2012
2. People involved in summarizing & evaluating data (minimum of two)	Xochitl Tirado, James Patterson, Audrey Morris	
3. Semester data was collected (ex. Spring 2011)	Spring 2012	
4. Please list the SLO(s) that was (were) assessed. Write it out.	Identify, analyze, and critique inference and its effects.	
5. Data results Briefly summarize the results of the data.	Exemplary=35% Satisfactory=41% Unsatisfactory=24%	
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 <input checked="" type="checkbox"/> _____	No changes	

<p>7. When SLOs were previously written, Institutional Learning Outcomes (ILOs) were identified as part of that process.</p> <p>How did the SLO(s) contribute to student acquisition of the Institutional Learning Outcome(s) (ILOs)?</p> <p>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.</p> <p>IVC's 5 ILOs: ILO1= Communication Skills ILO2 = Critical Thinking Skills ILO3 = Personal Responsibility ILO4 = Information Literacy ILO5 = Global Awareness</p>	<p>This SLO is connected to ILOs 1 and 2 because analyzing and critiquing are both communication and critical thinking skills.</p>
<p>8. Next year</p> <p>Was the process effective? Will you change the outcome/assessment for the next year (e.g. alter the SLO, assessment, faculty discussion process, strategy for providing SLO to students)? If so, how?</p>	<p>Yes</p>
<p>9. After Thoughts</p> <p>Feel free to celebrate, vent, or otherwise discuss the process</p>	

SLO Cycle Assessment Form

1. Course Number & Date form was completed	Course: <u>English 201</u>	Date: June 22, 2012
2. People involved in summarizing & evaluating data (minimum of two)	Judy Cormier, Kathleen Dorantes, Michael Heumann, Terry Norris	
3. Semester data was collected (ex. Spring 2011)	Spring 2012	
4. Please list the SLO(s) that was (were) assessed. Write it out.	Demonstrate command of rules regarding plagiarism and academic ethics.	
5. Data results Briefly summarize the results of the data.	Exemplary=48% Satisfactory=30% Unsatisfactory=22%	
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 _____	We need to spend more time in class focusing on plagiarism and ethics in an effort to minimize the unsatisfactory numbers here.	

<p>7. When SLOs were previously written, Institutional Learning Outcomes (ILOs) were identified as part of that process.</p> <p>How did the SLO(s) contribute to student acquisition of the Institutional Learning Outcome(s) (ILOs)?</p> <p>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.</p> <p>IVC's 5 ILOs: ILO1= Communication Skills ILO2 = Critical Thinking Skills ILO3 = Personal Responsibility ILO4 = Information Literacy ILO5 = Global Awareness</p>	<p>This is an ILO3, Personal Responsibility, SLO. There is no SLO more attached to personal responsibility than one focusing on plagiarism and academic ethics.</p>
<p>8. Next year</p> <p>Was the process effective? Will you change the outcome/assessment for the next year (e.g. alter the SLO, assessment, faculty discussion process, strategy for providing SLO to students)? If so, how?</p>	<p>Yes</p>
<p>9. After Thoughts</p> <p>Feel free to celebrate, vent, or otherwise discuss the process</p>	