**IMPERIAL VALLEY COLLEGE**

**Student Learning Outcomes (SLO) Assessment Cycle Form**

|  |  |  |  |
| --- | --- | --- | --- |
| Date: | March 3 2010 |  |  |
| Department Name: | Science Math Engineering  |  |  |

|  |  |
| --- | --- |
| Course Number/Title or Program Title: | Introduction to Chemistry |

|  |  |
| --- | --- |
| Contact Person/Others Involved in Process: | Lead: James Fisher Others: |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| If course is part of a major(s), and/or certificate program(s), please list all below:  |  |  |  |  |
| Major(s): | Certificate(s): |  |  |  |  |  |
| **AGRICULTURAL BUSINESS MANAGEMENT****AGRICULTURAL SCIENCE****GENERAL SCIENCE****UNIVERSITY STUDIES** |  |  |  |  |  |  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Does course satisfy a community college GE requirement(s)?  | X | Yes  |  | No  |  | N/A |

If yes, check which requirement(s) below:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |   |  |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
|   | American Institutions |  | Language and Rationality – English Composition |
|  | Health Education |  | Language and Rationality – Communication and Analytical Thinking |
|  | Physical Education / Activity | X | Natural Science |
|  | Math Competency |  | Humanities |
|  | Reading Competency |  | Social and Behavioral Sciences |
|  |  |  |  |
|  | **Student Learning Outcome** | **Assessment Tool**(e.g., exam, rubric, portfolio) | **Institutional Outcome\***(e.g., ISLO1, ISLO2) |
|  | **Example:** Identify, create, critique, and refute oral and written arguments. | Debate + Debate rubric | ISLO1, ISLO2 |
|  | Outcome 1: Investigate  | Public speaking rubric | ISLO4 |
|  | Outcome 2: Summarize | Public speaking rubric | ISLO4 |
|  | Outcome 3: Presentation | Public speaking rubric | ISLO1 |

**Each SLO should describe the knowledge, skills, and/or abilities students will have after successful**

**completion of course or as a result of participation in activity/program.** A minimum of one SLO is required

per course/program. You may identify more than one SLO, but please note that you will need to collect and

evaluate data for each SLO that you list above. Attach separate pages if needed. *For assistance contact: Toni Pfister* *toni.pfister@imperial.edu* *or X6546*

**\*Institutional Student Learning Outcomes: ISLO1** = communication skills; I**SLO2** = critical thinking skills;

**ISLO3** = personal responsibility; I**SLO4** = information literacy; I**SLO5** = global awareness

|  |  |
| --- | --- |
| **1. Course Number & Date of Assessment Cycle Completion**  | **Course:** Chemistry 100 **Date:** Spring 2009, Summer 2009, Fall 2009 |
| **2. People involved in summarizing and evaluating data** | 181 |
| **3. Data Results**Briefly summarize the results of the data you collected. | **Outcome 1, Outcome 2, and Outcome 3:** Each student received a score-card on how well they preformed each of the three SLO outcomes. A total score was recorded for each student. The points from each outcome were combined into a score reflecting their overall performance, and how well they investigated, summarized and presented their topic. The average score for all 34 students for all 181 students. Each student’s SLO score represented 1% of their total score, or equivalent to 1/5 of an exam. |
| **4. Course / Program Improvement**Please describe what change(s) you plan to implement based on the above results. | Am switching this SLO to an exam problem. There are three instructors teaching this course, and grading in a similar fashion is difficult.  |
| **5. Next Year** Was the process effective? Will you change the outcome/ assessment for next year? (e.g., alter the SLO, assessment, faculty discussion process, strategy for providing SLO to student)? If so, how? | Switching to a single exam question.  |
| **6. After-Thoughts** Feel free to celebrate, vent, or otherwise discuss the process. | The range in quality is amazing, from very high to very low. A lot is based on language, but has nothing to do where their born.  |

|  |  |
| --- | --- |
|  |  |