**IMPERIAL VALLEY COLLEGE**

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

|  |  |  |  |
| --- | --- | --- | --- |
| Date: | June 4 2010 |  |  |
| Department Name: | Science Math Engineering |  |  |

|  |  |
| --- | --- |
| Course Number/Title or Program Title: | General Inorganic Chemistry II |

|  |  |
| --- | --- |
| 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: Submit a procedure before lab | | | | Laboratory portfolio and assessment | ISLO2 | | |
|  | Outcome 2: experimental documentation | | | | Laboratory portfolio and assessment | ISLO3 | | |
|  | Outcome 3: post experiment assessment. | | | | Laboratory portfolio and assessment | ISLO4 | | |

**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*](mailto: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 202 **Date:** Fall 2009, Spring 2010 |
| **2. People involved in summarizing and evaluating data** | 36 |
| **3. Data Results**  Briefly summarize the results of the data you collected. | **Outcome 1, Outcome 2, and Outcome 3:** Each student submitted a prelab, based on the experiment they were going to perform. Each student was observed working in the lab. At the end of lab, each student submitted their results. Each student was graded all three outcomes as a combined score. The average score was 9 out of 10. |
| **4. Course / Program Improvement**  Please describe what change(s) you plan to implement based on the above results. | Students read the prelab, and understood the procedure for doing this SLO. |
| **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? | I won’t change anything. |
| **6. After-Thoughts** Feel free to celebrate, vent, or otherwise discuss the process. | A wide range of how students handle the reports. Some students are more comfortable with digital documents than others. |

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

**The ASSESSMENT CYCLE: Closing the Assessment Loop**