**IMPERIAL VALLEY COLLEGE**

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

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| --- | --- | --- | --- | --- |
| Date: | |  | | --- | |  |   Feb 27 2012—for Fall 2011 |  |  |
| Department Name: | Science Math Engineering |  |  |

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| --- | --- |
| Course Number/Title or Program Title: | Chemistry 200/General Inorganic Chemistry I |

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

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| If course is part of a major(s), and/or certificate program(s), please list all below: | | | | |  |  | |  |  | |
| Major(s): | Certificate(s): | | | | | | | | |  | | |  |  |  |  |
| **COMPUTER SCIENCE**  **GENERAL SCIENCE**  **LIFE SCIENCE**  **PHYSICAL SCIENCE**  **PRE-ENGINEERING**  **UNIVERSITY STUDIES**  **WATER TREATMENT TECHNOLOGY** |  | | | | | | | | |  | | |  |  |  |  |
| Does course satisfy a community college GE requirement(s)? | | X | Yes |  | No | |  | N/A | | | |

If yes, check which requirement(s) below:

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|  | | | 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** | **Institutional Outcome** | | |
| Students demonstrate ability to perform dimensional analysis calculations as they relate to problems involving percent composition and density | | | | | | Laboratory Exam 2 | ISLO2 | | |
| Student write chemical formulas, and name inorganic compounds | | | | | | Laboratory Exam 2 | ISLO2 | | |
| Students relate chemical equations and stoichiometry as they apply to the mole concept. | | | | | | Laboratory Exam 2 | ISLO2 | | |
| Students identify the basic types of chemical reactions including precipitation, neutralization, and oxidation-reduction. | | | | | | Laboratory Exam 2 | ISLO4 | | |
| Students demonstrate knowledge of atomic structure and quantum mechanics and apply these concepts to the study of periodic properties of the elements. | | | | | | Laboratory Exam 2 | 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

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| --- | --- |
| **1. Course Number & Date of Assessment Cycle Completion** | **Course:** Chemistry 200 **Date:** Fall 2011 |
| **2. People involved in summarizing and evaluating data** | 25 |
| **3. Data Results**  Briefly summarize the results of the data you collected. | E1 Q2 & 3 Density Spring 2011: 91.52, Fall 2011 87.47  Students demonstrate ability to perform dimensional analysis calculations as they relate to problems involving percent composition and density  Laboratory Exam 2  ISLO2  The present correct for students answering that question are above. A two semester overview is not enough information to draw a conclusion on. |
| **4. Course / Program Improvement**  Please describe what change(s) you plan to implement based on the above results | Nothing. Have been giving this style of exam in lab for over 15 yrs. The scores are consistent, and it helps the student with the concept. |
| **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 | No-keeping this question |
| **6. After-Thoughts** Feel free to celebrate, vent, or otherwise discuss the process. | Not unhappy with this. Testing students’ knowledge is important, lab exams work well. |