**IMPERIAL VALLEY COLLEGE**

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

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| Date: | 4-21-12 |  |  |
| Department Name: | Humanities |  |  |

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| Course Number/Title or Program Title: | French 110 |

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| Contact Person/Others Involved in Process: | Lead: Glenn Swiadon 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): | | | | |  | |  |  |  |  |
| French |  | | | | |  | |  |  |  |  |
| Humanities |  | | | | |  | |  |  |  |  |
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| 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 |  | Natural Science | | | |
|  | | Math Competency | X | Humanities | | | |
|  | | Reading Competency |  | Social and Behavioral Sciences | | | |
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|  | **Student Learning Outcome** | | | | **Assessment Tool**  (e.g., exam, rubric, portfolio) | **Institutional Outcome\***  (e.g., ISLO1, ISLO2) | | |
|  | Read a short text on an every-day aspect of French/francophone culture and demonstrate comprehension by answering questions based on the text. | | | | Read aloud two-paragraph, written text about shopping for groceries in France, including glossary. Written questions asked orally to which students provided oral answers. | ISLO1, ISLO2, ISLO3, ISLO4, ISLO5 | | |
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**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:** French 110 **Date:** 9-26-12 |
| **2. People involved in summarizing and evaluating data** | Glenn Swiadon |
| **3. Data Results**  Briefly summarize the results of the data you collected. | **Outcome 1:** I read a one-paragraph text to students and then solicited and answered their questions about the text’s meaning. The text was then read a second time straight through. Students were then asked to respond to five questions. Students were able to answer three of the questions with 100% accuracy. Two of the questions appeared ambiguous to students, due to misunderstanding of vocabulary. When I gave additional explanations, students were able to respond with 100% accuracy to all the questions. ral problems with the assignment. Since the rubric included a category on research to be done by the students, a large number of them simply downloaded information from a website and read it to the class, in spite of the fact that the rubric included an injunction against reading and instructed them to use their own language to interpret their research. As a result, spontaneity and originality were absent from some of the presentations. To avoid reading, several students even attempted to memorize the texts they had copied from a given website. In some of these cases, they clearly had little or no understanding of the words they were mouthing. This, of course, resulted in limited comprehension on the part of students who listened to the presentations. Research was originally included in the rubric in order to acquaint students with online investigation of an academic subject, in accordance with ISLO4 but, unfortunately, it had a detrimental effect on the whole assignment. Since some student did not analyze and interpret their research, they did not make progress in ISLO1, ISLO2, ISLO3 and ISLO5. |
| **4. Course / Program Improvement**  Please describe what change(s) you plan to implement based on the above results. | There will be no changes made to course curriculum, outline or syllabus. The oral presentation will still be assigned; however, a new, simplified, rubric will be used, excluding the research part of the assignment, and ISLO4 will be addressed in the course content through other means. |
| **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? | The process was effective in that it revealed the need to eliminate the research component of the oral presentation assignment in order to improve student achievement in the areas of ISLO1, ISLO2, ISLO3 and ISLO5. It also suggested the need to address ISLO4 in other course content. |
| **6. After-Thoughts** Feel free to celebrate, vent, or otherwise discuss the process. |  |

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