**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. | 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* *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 two-paragraph text to students and solicited and answered their questions about the text’s meaning every couple of lines. Students were then asked ten questions based on the text. They were able to answer eight of the questions with 100% accuracy. I think that since these questions were strictly informational, the text was too easy, as it did not require students use higher-level thinking skills. The two questions students missed required them to interpret a graph. My belief is that the inferences students were asked to make based on information in the graph were not of sufficient interest to students to motivate them to interpret the data. |
| **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. For the next assessment cycle, a different text will be chosen in order to provide students increased motivation and additional opportunities to develop higher-level think skills. |
| **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 provide students with reading material that is intellectually stimulating and challenging. |
| **6. After-Thoughts** Feel free to celebrate, vent, or otherwise discuss the process. |  |

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