**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: | Introduction to Chemistry |

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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): | | | | | | | | |  | | |  |  |  |  |
| **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:

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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 calculate English and metric unit conversions and measurements using dimensional analysis. | | | | | | Laboratory Exam 1 | ISLO4 | | |
| Students derive and write formulas and names for chemical compounds. | | | | | | Laboratory Exam 1 | ISLO2 | | |
| Students write symbols for elements and know common ionic charges. | | | | | | Laboratory Exam 1 | ISLO2 | | |
| Students write and balance common chemical equations and identify reaction types. | | | | | | Laboratory Exam 1 | 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 100 **Date:** Fall 2011 |
| **2. People involved in summarizing and evaluating data** | 48 |
| **3. Data Results**  Briefly summarize the results of the data you collected. | **Students derive and write formulas and names for chemical compounds.**  **Laboratory Exam 1**  **ISLO2**  Q2 Nomenclature Spring 2011: 80.52%, Fall 2011 84.57%  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. | Switched to a lab exam style of SLO. This is new for this class. |
| **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’m going to keep with this kind of SLO. I like the how lab exams can bring all the information together, for a whole semester together right at the end of the semester for a student. |
| **6. After-Thoughts** Feel free to celebrate, vent, or otherwise discuss the process. | Funny, having the lab exam at the end of the semester, was actually a way for students to get ready for the final. I noticed a slight improvement in final exam scores over the last couple of semesters. |