**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 100 |

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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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| --- | --- | --- | --- | --- | --- |
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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) |
|  | Upon reading a text based on an aspect of French/francophone culture, with the aid of a dictionary, effectively demonstrate comprehension by answering questions related to the text. | Written text about the “Tour de France”, including glossary. Written questions asked orally to which students provided oral answers. | ISLO1, ISLO2, ISLO3, 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 100 **Date:**11-14-11 |
| **2. People involved in summarizing and evaluating data** | Glenn Swiadon |
| **3. Data Results**Briefly summarize the results of the data you collected. | **Outcome**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.  |
| **4. Course / Program Improvement**Please describe what change(s) you plan to implement based on the above results. | A greater focus on those specific terms that confused students is recommended for subsequent readings of the text before asking for their responses to the questions.**\*\*Will this include a change to the curriculum (i.e. course outline)?**  No change to course outline will be made next semester. Two semesters ago, course outlines were updated to reflect current course goals. |
| **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. The text read was of great interest to students. This was shown by their ability to comprehend and retain information from the text. The process pointed up a couple of ambiguities in the vocabulary. These should be addressed prior to asking students to answer questions.  |
| **6. After-Thoughts** Feel free to celebrate, vent, or otherwise discuss the process. |  |

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