

Evidence for:	Standard II.A.3
SPOL Naming Convention:	SC-Website-SLOACAssessmentExamples-20180731
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- SLOAC
- Overview
- Examples**
- Framework
- Steps / Tips / Worksheets
- ISLO Assessments
- ISLO Assessment Results
- ISLO Icons
- PSLOs
- Resources
- Three Year Assessment Plans
- TracDat
- Contact Us

Examples

Below are examples of course level assessments across the curriculum. The last third of the page features program level assessments for both instruction and student services. Instruction PSLO examples employ alternative assessments to the usual "rolling up" of course level assessments. Student services examples illustrate the various ways of assessing.

Evidence Based Decision Making: Course Level Assessment Plans, Instruments, Results, and Action Plans

Business

BCM 225: Spreadsheets 1

Assessments— We assessed the two SLOs with three assessments: (1) students completed an excel spreadsheet project, which was evaluated with a three-point analytic rubric whose emphasis was on formulas, functions, formatting, and the printed product; (2) students also were expected to score at least 70% on the 34 T/F and multiple choice midterm, and (3) for both SLOs, students took a survey in which they assessed their own abilities.

Action Plans—Students achieved the SLOs in all areas except one question on the survey. Only 60% of students felt prepared to go on to the next level. As a result, we reconfigured the class so that students would do more projects that require them to apply the skills covered in the class. We also reconfigured the grading so more emphasis was on the projects and less on the quizzes and homework. The next time we administered the survey, students reached the benchmark in regards to feeling prepared to go on to the next level.

FCS 310: Nutrition

Assessments—We used the same three assessments to assess all four of our SLOs, which made for more efficient assessment. Students took a comprehensive pre-post test; we identified which questions pertain to which SLOs for the assessment. Students also completed a visual and oral presentation, which was assessed with a 100 point checklist with ten criteria. And third, students assessed how well they mastered the four courses' SLOs with a survey.

Action Plan— Students achieved the benchmark for all but one of the SLOs, the latter of which was negligible. However, we will review the questions for clarity and revise or replace accordingly.

WELL 701: Massage Therapy 1

Assessment—The assessed learning outcome covers activities in several segments of WELL 701; therefore, we designed an assessment method that would take all relevant student activities (quizzes, practical palpation exams, etc.) into account. Scores on all activities were aggregated and converted to a performance percentage. We were very gratified to find that the standard we set (90% of students would achieve an aggregated percentage of 70% or better) was exceeded!