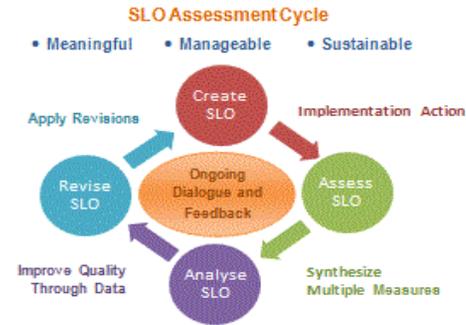




Evergreen Valley College

Course Level SLO and Assessment Matrix



Course: English 322L: Intro to College Reading Lab

Student Learning Outcomes (SLOs) As listed on EVC ACCC Course Outline “On completion of this course, the student will...”	Assessment Tool List the tools to assess each SLO (such as rubrics, projects, assignment, survey, etc.)	Evaluation Timeline When will the SLO be assessed?	Assessment Results Summarize collected data including how data were collected and number of students.	Analysis/Action Plan and Timeline What, if any, changes will be made to instruction, or the SLO and when?
SLO #1 Explain the exact definition of vocabulary words in a paragraph or a passage by using a dictionary	Assignments that include both practice exercises plus review and mastery tests	Fall 2011	All 184 students in the lab worked on in-class assignments with objective-type questions. 73% were successful (133 students) in scoring 70% or better.	There are no changes to instruction or SLO needed as current instruction methodologies are effective in meeting SLOs.
SLO #2 Define vocabulary words in a paragraph or a passage by using context clues	Assignments that include both practice exercises plus review and mastery tests	Fall 2011	All 184 students in the lab worked on in-class assignments with objective-type questions. 73% were successful (133 students) in scoring 70% or better.	There are no changes to instruction or SLO needed as current instruction methodologies are effective in meeting SLOs.
SLO #3 Identify the implied main idea of a paragraph or a passage	Assignments that include both practice exercises plus review and mastery tests	Fall 2011	All 184 students in the lab worked on in-class assignments with objective-type questions. 73% were successful (133 students) in scoring 70% or better.	There are no changes to instruction or SLO needed as current instruction methodologies are effective in meeting SLOs.
SLO #4	Assignments that	Fall 2011	All 184 students in the lab	There are no changes to

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List the major and the minor supporting details of a paragraph or a passage	include both practice exercises plus review and mastery tests		worked on in-class assignments with objective-type questions. 73% were successful (133 students) in scoring 70% or better.	instruction or SLO needed as current instruction methodologies are effective in meeting SLOs.
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Instructions to complete the EVC Course Level SLO Assessment Matrix

Course: Each course offered should have one of these forms completed. If there are multiple sections of the same course, please collaborate with colleagues to identify the same assessment tool and complete one form for the course (representing all of the sections). For example, if 5 sections are offered of ACCTG 020, identify an assessment tool to utilize in all sections or sub-set of sections and complete one form summarizing the results.

Student Learning Outcomes: Please type all the student learning outcomes that are on the ACCC Course Outline. If there are greater than 5 outcomes, fill out additional pages as needed. Not all the SLOs have to be assessed at one time; however, they need to be placed on an assessment timeline so that they will be assessed at least within a 6-year cycle for academic courses and 2-years for Career Technical Education Courses (based on program review requirements). If you currently have an assessment tool that measures all SLOs, it may also be utilized.

Assessment Tool: Please list the assessment tool that will be used to measure a specific SLO or multiple SLOs. Be as specific as possible, i.e. Laboratory assignment vs. assignment. When possible, please attach a sample of the assignment or grading rubric. This should be a blank sample, not including any student information.

It is necessary to only identify the assessment tool for the SLO that is currently being assessed. However, if other assessments are already identified and will be used to measure an SLO at an alternate time, it may also be listed.

Evaluation Timeline: Please indicate when the SLO will be assessed. This indication needs to be noted for the current SLO(s) being assessed as well as when the remaining SLOs will be assessed. At a minimum, all SLOs need to be assessed within a 6-year cycle for academic courses and a 2-year cycle for Career Technical Education courses (based on program review requirements).

Assessment Results: Please summarize the data they has been collected, including how the data was collected and the number or students reviewed. If the course has many sections, it may be determined to randomly select student work to review. Indicate themes noted in success of the SLO and identify any areas to improve learning.

Analysis/Action Plan and Timeline: As a result of the data analysis, indicate changes to be made to instruction and/or the SLO. Identify when the changes will be made.

Upon completion of the Course SLO Assessment Matrix, please keep a copy, and provide an electronic copy to the division office. This process will be repeated each semester an SLO is assessed, as indicated by the timeline on the assessment Matrix. In the near future, the SLO sub-committee strives to have electronic submission of the Matrix, so as to maintain a repository of completed course assessments.

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