



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, use the email link at the bottom of the document to send a copy to the SLO Coordinator. In the email, please `cc your division dean, any other faculty teaching the course and yourself. You can also print and save the document for your records.



Course Level SLO and Assessment Matrix

Course:

	Student Learning Outcomes (SLOs) As listed on EVC ACCC Course Outline <i>"On completion of this course, the student will..."</i>	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?
Add	SLO #1 Identify the basic sociological concepts and theoretical perspectives and their applicability to the Chicana/o community.	Exam question	Each semester	[Spring 2018] Success Rate: out of 30 students 87% scored above 70% on this assessment	Continue to reassess to insure success rates in the future match current results as per the evaluation timeline
Add	SLO #2 Examine and evaluate the research done on the Chicana/o by non-Chicanas/os and the role of the Chicana/o sociologists.	Exam question	Each semester	[Spring 2018] Success Rate: out of 30 students 77% scored above 70% on this assessment	Continue to reassess to insure success rates in the future increase; possible revision of exam question.
Add	SLO #3 Analyze and document the relationship among institutional systems (schools, church, police, etc.) and the Chicana/o community.	Research/ written assignment	Each semester	[Spring 2018] Success Rate: out of 30 students 72% scored above 70% on this assessment	Continue to reassess to insure success rates in the future is increased.

	Student Learning Outcomes (SLOs) As listed on EVC ACCC Course Outline <i>"On completion of this course, the student will..."</i>	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?
Add	SLO #4 Define and relate an understanding of social issues and problems in the Chicana/o community and the role and function of the community organizations working toward the betterment of the Chicana/o.	Written essay	Each semester	[Spring 2018] Success Rate: out of 30 students 83% scored above 70% on this assessment	Continue to reassess to insure success rates in the future match current results as per the evaluation timeline
Add	SLO #5 Relate practical experience in field research relative to a social problem or issue in the Chicana/o community and propose steps towards addressing Chicana/o needs.	Individual project	Each semester	[Spring 2018] Success Rate: out of 30 students 87% scored above 70% on this assessment	Continue to reassess to insure success rates in the future match current results as per the evaluation timeline
Add	SLO #6 Build a foundation of approaches used by the Chicana/o communities to enrich the quality of their lives and also to respond to attacks resulting from historic forms of discrimination.	Group project	Each semester	[Spring 2018] Success Rate: out of 30 students 92% scored above 70% on this assessment	Continue to reassess to insure success rates in the future match current results as per the evaluation timeline

Print Form

E-mail Form

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* Modified from Bakersfield College; Approved by SLO Sub-committee 3/9/12