OUTCOMES EVALUATION CHECKLIST

Student Learning Outcomes (SLOs) are a means to determine what students know, think, feel, or do as a result of a given learning experience. In this process, department membersshould write clear, explicitly stated outcomes. Assessment of the outcomes allows departments to discover if the students are, in fact, learning what they are expected to learn. The use of results obtained from an assessment should stimulate discussion and lead toward activities that can improve instructional delivery, curricula, programs, and/or services.
Assessment works best when conducted over multiple iterations.

Arts **Division**
ARTD 21 **Course**

Course Assessment Plan	Course Information
COURSE OUTCOMES **Criteria:** • Indicates a course-level assessment • Is reasonable given the ability of the students • States what the students will know, do, think, or feel • Is measurable (can be observed or tested)	Students will be able to identify 4 color harmonies.
Comments: We appreciate the listed course outcome.	
MEANS OF ASSESSMENT / CRITERIA FOR SUCCESS **Criteria:** • Means of Assessment: o Identifies specific assessment method category (course embedded test,focus group, portfolio, standardized test, survey, etc.) for the outcome o Details the assessment method used to measure the outcome • Criteria for Success: o Establishes minimum score for success at achieving outcome o Quantifies (% fraction or actual number) of students who are expected to meet minimum score o Establishes minimum score for any sub-categories within the outcome,if applicable • Schedule o Specifies the time frame in which outcome will be assessed	Students will be shown 4 images and asked to identify the basic color harmonies operating in each. 75% of students will be able to identify 4 basic color harmonies with 75% accuracy. (At least 3 of the 4 harmonies will be correctly identified.) Spring 2013, Spring 2015
Comments: Assessment criterion is being met. Would you consider raising it?	
SUMMARY OF DATA **Criteria:** • The number of students assessed (actual number) • The number of students (actual number, percentage) that met criteria of success • Included additional data for sub-category (include comparisons with any minimum sub-scores) (if applicable)	95% of students were able to identify 4 basic color harmonies with 75 or better accuracy. 47% were able to identify the harmonies with 100% accuracy.

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USE OF RESULTS

Criteria:
- Includes date of meeting where use of results was discussed
- Highlights key findings from the data above
- States significance of findings, including:
- Changes to be implemented as a result of key findings
- Benefit of continuing the assessment
- Impact on the course or program
- Indicates time frame in which other outcomes will be assessed

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The images will be changed for the next assessment, as it appears that students are having difficulty identifying one of the images (the analogous image) more than the others. This image appears similar to a monochromatic harmony.

6/3/2019

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7/13/2021

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Course Assessment Plan	Course Information
COURSE OUTCOMES **Criteria:** • Indicates a course-level assessment • Is reasonable given the ability of the students • States what the students will know, do, think, or feel • Is measurable (can be observed or tested)	Course completers will demonstrate the ability to isolate defective components on physical (as opposed to simulated) circuit boards.
Comments: We appreciate the listed course outcome.	

MEANS OF ASSESSMENT / CRITERIA FOR SUCCESS
 	
Criteria:
• Means of Assessment:
  o Identifies specific assessment method category (course embedded test,focus group, portfolio, standardized test, survey, etc.) for the outcome
  o Details the assessment method used to measure the outcome
• Criteria for Success:
  o Establishes minimum score for success at achieving outcome
  o Quantifies (% fraction or actual number) of students who are expected to meet minimum score
  o Establishes minimum score for any sub-categories within the outcome,if applicable
• Schedule
  o Specifies the time frame in which outcome will be assessed
	Students will be able to troubleshoot physical circuits (in contrast to those built on circuit-simulation software) on printed-circuit boards and correctly isolate, to component level, what needs to be fixed and how to fix it in order to obtain full functionality.
	
	All students will be able to correctly locate the fault in at least 70% of the bad circuit boards. Correctness will be based on what action student suggests taking in order to fix the problem.
	
	Assessment to be conducted as part of a lab exercise which is worth a percentage of their grade.

Comments: Means of Assessment and Criterion for Success are fine	
SUMMARY OF DATA **Criteria:** • The number of students assessed (actual number) • The number of students (actual number, percentage) that met criteria of success • Included additional data for sub-category (include comparisons with any minimum sub-scores) (if applicable)	In this SLO, students were asked to troubleshoot to component level 12 surface mount printed circuit boards. This assignment was given within the first third of the semester. Each board had its own specific bug purposefully put in it. This was given as an assignment through a laboratory exercise. Students were given 1.5 hours to complete the assignment. Students were told to work in pairs and were given the liberty to pick their partner. Rather than merely pointing out the problem in the circuit, full credit was given to students who were able to correctly identify what corrective action must be taken in order to remedy the problem. Only 2/3rd's of the points were awarded to students who pointed out the problem, but not what should be done to fix it. Students were also graded on the correctness of the problem they thought existed. In several of the electronics boards there were multiple problems. Students were told that some boards will have multiple problems, but not which specific boards they

	were or how many of these types there were. Only 2 of the students did not complete the assignment within the time allotted. These 2 students completed 83% of the assignment. Points were not deducted for this. In summary, 82.6% of students correctly completed at least 70% of the assignment. The average score was 81.2%. This is less than the goal of 100% of students scoring 70% or higher.
Comments:	We appreciate all of the data collected and the clear report. In the future, please include number of assessed/enrolled students as well. In future assessments, please use both numbers and percentages of students.

| **USE OF RESULTS**

Criteria:
• Includes date of meeting where use of results was discussed
• Highlights key findings from the data above
• States significance of findings, including:
• Changes to be implemented as a result of key findings
• Benefit of continuing the assessment
• Impact on the course or program
• Indicates time frame in which other outcomes will be assessed | The goal and hope for this SLO was to have all students be able to correctly locate the fault in at least 70% of the bad circuit boards based on what actions students suggested taking in order to remedy the problem. While this goal was not met, 82.6% of s

08/12/2013 |

Comments: Did you complete the intervention? Did it lead to greater student achievement?

OUTCOMES EVALUATION CHECKLIST

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Assessment works best when conducted over multiple iterations.

Natural Sciences **Division**

Math 140 **Course**

Course Assessment Plan	Course Information
COURSE OUTCOMES **Criteria:** • Indicates a course-level assessment • Is reasonable given the ability of the students • States what the students will know, do, think, or feel • Is measurable (can be observed or tested)	Students will understand the use of the derivative and be able to accurately differentiate a given function as suggested by the notation and/or the wording of the problem.
Comments: We appreciate the listed course outcome.	
MEANS OF ASSESSMENT / CRITERIA FOR SUCCESS **Criteria:** • Means of Assessment: o Identifies specific assessment method category (course embedded test,focus group, portfolio, standardized test, survey, etc.) for the outcome o Details the assessment method used to measure the outcome • Criteria for Success: o Establishes minimum score for success at achieving outcome o Quantifies (% fraction or actual number) of students who are expected to meet minimum score o Establishes minimum score for any sub-categories within the outcome,if applicable • Schedule o Specifies the time frame in which outcome will be assessed	Businesses can buy multiple licenses for PowerZip data-compression software at a total cost of approximately $C(x) = 24x^{2/3}$ dollars for x licenses. At what rate is the total cost changing when 64 licenses are purchased. Rubric 1a.) Did the student recognize the need to perform a derivative? i.e., Did the student attempt to differentiate the function? 1b.) Did the student differentiate the function correctly? 1c.) Did the student know to evaluate the derivative at x = 64? 1d.) Did the student find the correct value of C'(64) ? 1a.) 70% of students will attempt to perform a derivative. 1b.) 70% of students will perform the derivative correctly. 1c.) 70% of students will know to evaluate the derivative at x=64. 1d.) 85% of those students who tried to find will have found it correctly.
Comments: Means of Assessment and Criterion for Success are fine	

SUMMARY OF DATA
 	
Criteria:
 	
• The number of students assessed (actual number)
• The number of students (actual number, percentage) that met criteria of success
• Included additional data for sub-category (include comparisons with any minimum sub-scores) (if applicable)
	1a.) 70% of students will attempt to perform a derivative.
	∗ 72.3% of ALL students attempted to differentiate the function:
	>> criteria for success WAS met
	--- 	
	1b.) 70% of students will perform the derivative correctly.
	  * 64.3% of ALL students differentiated correctly
	>> criteria for success NOT met
	  * 88.9% of those students who ATTEMPTED the derivative, differentiated correctly: >> criteria for success WAS met.
	--- 	
	1c.) 70% of students will know to evaluate the derivative at x=64.
	∗ 64.3% of ALL students knew to evaluate the derivative at x = 64:
	>> criteria for success NOT met.
	
	* 88.9% of those students who ATTEMPTED the derivative, knew to evaluate the derivative at x = 64:
	>> criteria for success WAS met.
	* 100% of those students who differentiated the function correctly, knew to evaluate it at x = 64:
	>> criteria for success WAS met.
	--- 	
	1d.) 85% of those students who tried to find will have found it correctly.
	* 56.3% of ALL students evaluated the derivative at x = 64 correctly:
	∗ 87.5% of those students who tried to evaluate the derivative at x = 64 did so correctly:
	>> criteria for success WAS met.

Comments: <mark>We appreciate all of the data collected and the clear report. In the future, please include number of assessed/enrolled students as well.</mark>

USE OF RESULTS **Criteria:** • Includes date of meeting where use of results was discussed • Highlights key findings from the data above • States significance of findings, including: • Changes to be implemented as a result of key findings • Benefit of continuing the assessment • Impact on the course or program • Indicates time frame in which other outcomes will be assessed	The Math 140 committee views the data as an indication that our Math 140 students understand the use of the derivative and are able to accurately differentiate a given function as suggested by the notation and/or the wording of the problem (SLO #1). Movi 06/08/2016

Comments: <mark>Congratulations on exceeding your goal. In the future, you may want to investigate a different area of the courses where students may not be achieving the same level of success. We look forward to how you will use the results of this outcome to improve t</mark>

OUTCOMES EVALUATION CHECKLIST

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Tech & Health **Division**

ADJU13 **Course**

Course Assessment Plan	Course Information
COURSE OUTCOMES **Criteria:** - Indicates a course-level assessment - Is reasonable given the ability of the students - States what the students will know, do, think, or feel - Is measurable (can be observed or tested)	Demonstrate the ability to accurately diagram a traffic collision.
Comments: We appreciate the listed course outcome.	
MEANS OF ASSESSMENT / CRITERIA FOR SUCCESS **Criteria:** - Means of Assessment: - Identifies specific assessment method category (course embedded test,focus group, portfolio, standardized test, survey, etc.) for the outcome - Details the assessment method used to measure the outcome - Criteria for Success: - Establishes minimum score for success at achieving outcome - Quantifies (% fraction or actual number) of students who are expected to meet minimum score - Establishes minimum score for any sub-categories within the outcome,if applicable - Schedule - Specifies the time frame in which outcome will be assessed	Demonstrate the ability to accurately diagram a traffic collision 60% of the students will receive a grade of 70 or higher in the proper completion of a traffic collision report
Comments: Assessment method is unclear. Please provide more details.	
SUMMARY OF DATA **Criteria:** - The number of students assessed (actual number) - The number of students (actual number, percentage) that met criteria of success - Included additional data for sub-category (include comparisons with any minimum sub-scores) (if applicable)	.75% of the students received a score of 70 or higher in demonstrating the ability to accurately diagram a traffic collision report.

Comments:	Assessment method is unclear. Please provide more details.

	Criteria met 04/25/2019
USE OF RESULTS **Criteria:** • Includes date of meeting where use of results was discussed • Highlights key findings from the data above • States significance of findings, including: • Changes to be implemented as a result of key findings • Benefit of continuing the assessment • Impact on the course or program • Indicates time frame in which other outcomes will be assessed	

Comments: Congratulations on meeting your criterion for success.Use of results is unclear. Please provide more details.   How do you plan to use this information to improve this course?

7/21/2022