

**Example Course SLO Assessments with Comments from the SLO Committee**  
Spring 2018

**HIST 308**

SLO 3 - Critically analyze the chronology of events that make up our world's past to understand change and/or continuity and cause and/or effect in history.

**2016 - 2017: Spring 2017**

Criteria Met

08/18/2017

**Result** 91% of students who successfully completed the class scored a C or better on the written midterm and final questions which addressed the chronology of events, change and/or continuity, and cause and/or effect in history.

**Method of Assessment** To evaluate students ability to analyze the chronology of events, change and/or continuity, and cause and/or effect in history, students were given essay questions on the midterm and final exam that required them to write an argument proving a thesis regarding the chronology of events, change and/or continuity, and cause and/or effect in history and supporting their thesis with historical evidence. For example: To assess a student's ability to analyze change and/or continuity, students were give the essay question on the final, "To what extent and in what ways did relations between the U.S. and the Soviet Union change from 1945 to 1975?"

**Describe the Criteria for having met the SLO** Attainment of the SLO was defined as scoring 25 out of 35 on the rubric for the essay.

**Location** FLC

**Other Location(s)**

**Modality** Face to Face

**Number of Sections** Assessed 1

**Number of Students** Assessed 33

**Percentage of Students Who Met the SLO** 91

**Areas of Outstanding Student Performance** Statement of thesis and structure of argument

**Areas of Student Performance in Need of Improvement** A few students need improvement in analysis of evidence

**SLO Identified Resource Needs (See Instructions)** Other

**Explanation of Resources Needed** Since we give written midterm and final exams and require multiple additional writing assignments as required for UC transfer, our department would like to be able to pay a qualified reader to give feedback on student writing assignments.

**Is this assessment complete?** Yes

**Comment:** The instructor selected an assignment that assessed their students ability to meet the specific SLO that was assessed and provided a clear explanation of the assignment so that non-content experts can see the connection between the assignment and the SLO.

**Comment:** A clear explanation of the needed resource is provided and it is clear how the resource would help students meet the SLO.

**STAT 300**

SLO 5 - Analyze data by computing measures of central tendency, variation, and position.

**2017 - 2018: Fall 2017**

Criteria Met

02/12/2018

**Result** Of those that received an A, 6/6 answered at least 5 of the 7 questions correctly. Of those that received a B, 6/6 answered at least 5 of the 7 questions correctly. Of those that received a C, 6/6 answered at least 5 of the 7 questions correctly. Of those that received a D, 5/6 answered at least 5 of the 7 questions correctly. Of those that received an F, 5/6 answered at least 5 of the 7 questions correctly.

**Method of Assessment** 100 Students were given 7 multiple choice exercises on their first exam. 6 people were randomly selected from each grade level of A,B,C,D,F that they received for the course. For the first 5 exercises a data set of six numbers were given and students were asked to find the mean, median, range, standard deviation and find the percentile of one of the data points. The 6th exercise asked to give the value of Q3. The 7th exercise asked to find the z-score.

**Describe the Criteria for having met the SLO** A student met the SLO if they answered 5 of the 7 questions correctly.

**Location** RCC

**Other Location(s)**

**Modality** Face to Face

**Number of Sections** Assessed 3

**Number of Students** Assessed 30

**Percentage of Students Who Met the SLO** 93

**Areas of Outstanding Student Performance** Students are very good at finding the mean, median, and z-score. They have been exposed to these concepts from grade school and have the formulas memorized.

**Areas of Student Performance in Need of Improvement** Students have a hard time finding the standard deviation, quartile values and percentile values. It is hard for them to remember the formula for standard deviation if they have never seen it. Consider exposing them to the notation and formula in math 120 when square roots are covered.

**SLO Identified Resource Needs (See Instructions)** Tutors

**Explanation of Resources Needed** Students asked for additional tutoring but none was available at RCC. Student would greatly benefit from an embedded tutor.

**Comment:** The instructor selected an assignment that assessed their students ability to meet the specific SLO that was assessed and provided a clear explanation of the assignment so that non-content experts can see the connection between the assignment and the SLO.

**Comment:** The instructor provides a clear summary of the general strengths and weaknesses of their students performance as it relates to the SLO.

*This information is used by the SLO committee to look for themes across the college related to student performance.*

**Comment:** A clear explanation of the needed resource is provided and it is clear how the resource would help students meet the SLO.

**COMM 301**

SLO 4 - Compose formal written outlines that reflect fully developed, logically structured, and unified oral presentations.

**2016 - 2017: Spring 2017**

Criteria Met

09/21/2017

**Result** 85% (24 out of 28) of students successfully completed an outline and used it effectively during their speech.

**Method of Assessment** To evaluate a student's ability to "compose formal written outlines that reflect fully developed, logically structured, and unified oral presentations" students are required to complete an outline for both their informative and persuasive speeches. Outlines are required to provide enough information to ensure a smooth delivery and have a clear general purpose, specific purpose, central idea (thesis statement) and organizational pattern.

**Describe the Criteria for having met the SLO** Attainment of the SLO was defined as scoring 70% or higher on the "outline" section for both the informative and persuasive speeches.

**Location** EDC

**Other Location(s)**

**Modality** Online

**Number of Sections** Assessed 1

**Number of Students** Assessed 28

**Percentage of Students Who Met the SLO** 85

**Areas of Outstanding Student Performance**

**Areas of Student Performance in Need of Improvement** Although 85% of the students successfully completed an outline, students struggled with the concept of outlining. Keeping an outline short (to keep students from reading their speech during delivery) caused students apprehension due to the fear of forgetting what they planned on saying. Having more time to spend on the art of outlining would be beneficial.

**SLO Identified Resource Needs (See Instructions)** None

**Explanation of Resources Needed** none

**Is this assessment complete?** Yes

**Comment:** Instructor provides both percentage and number of students that met the SLO.

**Comment:** The instructor selected an assignment that assessed their students ability to meet the specific SLO that was assessed and provided a clear explanation of the assignment so that non-content experts can see the connection between the assignment and the SLO.

**Comment:** The instructor provides a clear summary of the general weaknesses in their students performance as it relates to the SLO.

**FITNS 307**

SLO 2 Calculate a personalized target heart rate zone and self monitor exercise intensity via pulse monitoring, the talk test or rate of perceived exertion (RPE).

**2016 - 2017: Spring 2017**

Inconclusive

05/22/2017

**Result** Five of the six students (83%) sampled were able to correctly calculate their own target heart rate zone.

Six of the six students sampled (100%) were successful at achieving and maintaining their target heart rate without the use of a heart rate monitor or timing device.

**Method of Assessment** To assess a student's ability to "calculate a personalized target heart rate zone," students were given one question on the Principles of Fitness exam that required them to determine their own target zone based on their maximum heart rate and their current level of fitness.

**Describe the Criteria for having met the SLO** Attainment of the SLO was defined as correctly calculating their own target heart rate zone (within 5 bpm).

Attainment of part 2 of the SLO was defined as achieving and maintaining their target heart rate (within 10 bpm) during exercise without the use of a heart rate monitor or clock.

**Location** FLC

**Other Location(s)**

**Modality** Face to Face

**Number of Sections Assessed** 1

**Number of Students Assessed** 6

**Percentage of Students Who Met the SLO** 83

**Areas of Outstanding Student Performance** Both areas of the assessment produced outstanding student results. No improvement needed.

**Areas of Student Performance in Need of Improvement** none

**SLO Identified Resource Needs (See Instructions)** None

**Explanation of Resources Needed** n/a

**Is this assessment complete?** Yes

**Comment:** The instructor selected an assignment that assessed their students ability to meet the specific SLO that was assessed and provided a clear explanation of the assignment so that non-content experts can see the connection between the assignment and the SLO.

**Comment:** Instructor provides clear criteria for meeting the SLO, and clearly conveys in their description how the assignment relates to the SLO.

General Comments