

Standardize SLO Assessment Methods and Criteria

The Curriculum Instruction Committee sees a range of SLO Assessment Methods and Assessment Criteria.

I looked up in Title 5 on the assessment requirements and the manual from the Curriculum Instruction Committee:

The following summary is from the Program and Course Approval Handbook June 2016:

- 1) Credit courses must:
 - a) Demonstrated proficiency in the subject matter, and
 - b) (degree) The ability to demonstrate proficiency, at least in part, by means of essays, or, in courses where the curriculum committee deems them to be appropriate, by problem solving exercises or skills demonstrated by students.
(nondegree) The ability to demonstrate proficiency, in part, through essays, problem solving exercises, or skills demonstrations, as deemed appropriate by the curriculum committee.
- 2) Methods of Evaluation: Merely taking attendance or asking if students are satisfied with the course is not sufficient to constitute evaluation of the extent to which students are making progress toward the learning objectives of the course.

The following summary is from the CIC Manual 2012:

- 1) For credit, fifty-percent of the assessment must be based on critical thinking, problem-solving, and/or skills demonstration.
- 2) The course must require critical thinking, college-level concepts, & college-level learning skills. It must also require one of the following assessments (degree credits require either essay, computational skills, or non-computational problem solving):
 - a) Essay
 - b) Computational Skills
 - c) Non-computational Problem Solving
 - d) Skill Demonstration
 - e) Objective Examinations
 - f) Other
- 3) All of the example assessment criteria contain numerical measurements.

9. Student Evaluation: Provide the methods of assessment and the percentage of total grade for each of them.

DEGREE-CREDIT and NON-DEGREE CREDIT courses must assign grades. TITLE V requires that certain methods of evaluation must be used to assess student outcomes. Fifty percent of the grade must be based on critical thinking, problem-solving and/or skills demonstration.

NON-CREDIT COURSES must have some method(s) of assessment, but do not need to assign grades. Non-credit courses should indicate the methods that will be used to evaluate how well the course objectives are met.

Examples	Intended Outcome	Assessment Method	Assessment Criteria
1.	Students will improve their ability to communicate in writing.	Writing samples from the start of the semester will be compared with writing samples at the end of the semester. Samples will be evaluated for clarity, vocabulary, organization and grammar using a rubric designed by the department.	At least three-fourths of the students will demonstrate at least a 20 percent increase in all evaluated aspects listed in the rubric.
2.	Students will exhibit expertise in their knowledge of earthquake fault systems and how they relate to plate tectonic processes.	Students will answer embedded questions in midterm and final exams. A scantron scanner will be used to assess the results for each of the relevant questions.	Each question will be answered correctly by 75% of students.
3.	Students will be able to understand an article published in the Wall Street Journal evaluating the state of the economy.	As part of a regularly scheduled exam, students will be asked a series of questions about a WSJ article. A random selection of exams from all sections will be evaluated using a rubric.	Of the randomly selected exams, at least 75 percent of the students will score an average of 3 points on a 5 point rubric