Course Assessment in a Box

Course Assessment in a Box is a practical tool for you to conduct assessment of course Student Learning Outcomes (SLOs). By following these simple steps, using assessment tools you already use to evaluate student work, you can easily produce a course assessment of SLOs.

These steps align with the course SLO assessment page in the CurricUNET Program Review Module. Once the steps are completed, it should be easy to transfer your work to, or simply attach it to, the Program Review.

1. Number and name of the course being assessed:

   BSM 101 – Fundamentals of Supervision

2. Course SLOs from the Course Outline of Record (simply cut and paste from the COR):

   1. Acquire and evaluate skill sets needed for being a successful leader, manager or supervisor in the 21st century.
   2. Identify effective communication techniques and develop a process for performance feedback to employees.
   3. Compare and evaluate various techniques for motivating, leading, and managing personnel.

3. If you have had any dialogue about the Course SLOs amongst faculty who teach this course, please describe it here (leave blank if there has been no specific dialogue):

4. List the SLO(s) you are assessing in this particular instance:

   SLO #2: Identify effective communication techniques and develop a process for performance feedback to employees.

5. Describe the assessment strategy or tool that addresses the SLO(s):

   Assessment of this SLO occurs in two separate learning units in the course. In both parts of the assessment the student is required to submit a written assignment and participate in either an all-class or small group online discussion. Together the assignments requires students to 1) define communication and performance feedback for employees; 2) identify, describe and give examples of formal and informal communications in the workplace in general and in performance feedback specifically; and 3) identify potential problems, advantages and disadvantages of using specific types of communications in the workplace and give examples of effective uses of each type. (e.g. written, verbal face/face or telephone, etc.)

NOTE: Try to use assessment strategies you are already using to evaluate student work as part of your grading system. Examples: Rubrics for Evaluating Projects or Assignments, Portfolio Evaluation, Culminating Projects, Final Exams, Writing Assignments, Performance Assessment, Department Testing, Pre and Post Tests, Vendor or Industry Certification Examinations, Indirect Assessments (Student Surveys, Focus Group Discussions, Interviews), or others....
6. Describe how the criteria or standards in this assessment tool link to the SLO(s) being assessed:

Criteria for the successful completion of this assignment are outlined in the *Written Assignment Rubric* and the *Online Discussion Rubric* available to students at the onset of the assignment.

7. By looking holistically at the results from all students, describe your findings:

Students who are still enrolled in the course at the time of assessment of this SLO are generally able to demonstrate their competence of this SLO and complete the assignment successfully. The majority of the students receive high scores equating to As and Bs. However, like all performance distribution patterns there are one or two students who received average or below average scores for their submissions.

8. Describe faculty dialogue (if any) involved in the assessment process:

9. Based on an analysis of your findings and dialogue, describe revisions (if any) in curriculum or teaching strategies implemented to promote student success:

Based on the comments to questions 7 above, there is no revisions necessary.

10. After the improvements are implemented, describe the results: