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, simply attach it to your Program Review.

1. Number and name of the course being assessed:

   CNET 114 (xref ENGI 114)

2. List all the Course SLOs from the Course Outline of Record:

   1. Understand and apply scientific principles as used in common technological systems.
   2. Formulate hypotheses based on observation, experimentation, and deconstruction.
   3. Demonstrate increased science and technical literacy, including increased technical vocabulary.
   4. Demonstrate an ability to explain technical ideas orally and in writing.

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):

   Adjunct Faculty member Lily Swift is the sole instructor for this course. Lily and the de-facto department head, Richard Grotegut, are in frequent discussion regarding this course – what the content should be, how the courses support CNET and Engineering students, and how the content should be best delivered.

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

   1. Understand and apply scientific principles as used in common technological systems.
   4. Demonstrate an ability to explain technical ideas orally and in writing.

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

   SLO #1 is being assessed by a water filtration lab that requires students to put together a filtration system using the scientific principles discussed in that week’s lecture along with experimentation. SLO #4 is being assessed by the final project (paper + presentation) in which students have to explain how an object of the student’s choosing works by deconstructing the object into components and applying the scientific principles discussed over the course of the semester.

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:

Results from the lab, final paper, and final presentation.

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

As a whole, the students did very well on the water filtration lab. They demonstrated an understanding of various scientific principles that make up a typical system and showed creativity in adapting those principles to the sample system that was created in class.

There was a bit more variation in the results from the final paper and presentation. Students that had been diligent at completing their homework and participating in the lab activities were more successful in being able to explain how their subject matter works, both in print and orally. Overall, two-thirds of the students showed an above average understanding (85% or better) of how their subject matter works based on their ability to explain the technical details in writing. Students were less successful explaining the technical details in their oral presentations, with only fifty (50) percent of the students doing above average work.

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

Lily and the de-facto department head, Richard Grotegut, reviewed the overall class performance

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

This semester students have been asked to participate more in classroom discussions of lecture material to improve their ability to communicate technical ideas orally.

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

TBD: Oral presentations will happen at the end of the current semester. Results will be evaluated at that time. Additional revisions will be made to the course if needed.