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:

   TD 152 – Introduction to Lighting and Sound

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

   1. Correctly identify and use lighting equipment in a safe and appropriate manner.
   2. Demonstrate and apply knowledge of basic concepts of electricity and electrical safety.
   3. Apply concepts presented in class in practical laboratory projects.
   4. Demonstrate an understanding of basic sound concepts as well as the ability to identify basic sound equipment and an understanding of its use.

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):

   I have had dialog with colleagues regarding assessment of courses using rubrics. We also discussed ways to evaluate student performance as it relates to practical skills and exercises to demonstrate an understanding of the material taught in the course.

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

   I’m evaluating SLO # 3 & 4

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

   I created a rubric for better assessment of the applied and demonstrated concepts taught in the lecture and lab included in this course. This will create a foundation that students can build upon as they apply the concepts and professional practices taught in the lecture and lab of this course.
   
   Class Participation/Effort: 20%
   Applied Concepts: 30%
   Demonstration of Concepts: 20%
   Comprehensive Quality of Course Concepts: 30%

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:

| SLO’s #3 and #4 would not be possible if the student did not follow the required standard for this course. Applied and demonstrated concepts are essential to achieve these SLO’s. |

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

| SLO #3: Students have achieved more success in the lecture portion of the class when they practice the concepts in lab. Lab for this course is very hands-on and students achieve success in both lecture and lab when they apply concepts learned in lecture in the laboratory environment. SLO #4: Students learn basic sound concepts through lecture and lab. The midterm stresses audio concepts and equipment identification. The lab puts the students hands on the equipment and they learn by applying the lecture concepts in the laboratory environment. |

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

| We in the Theatre and Dance Dept. meet every week as a policy. We discuss student success strategies on a regular basis. We have specifically discussed assessment strategies at least 3 or 4 times in our meetings. Janel Tomblin-Brown worked with me to help develop this new strategy. |

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

| I am changing my assessment process by adding more quizzes on specific concepts and skill sets. These quizzes will work as building blocks for students to achieve more success in the course. |

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

| I found that students did respond when they knew that a quiz was coming up and studied the material in preparation. This helped students achieve more success learning these concepts. |