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:

14 SU-Operations Management – 9714

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

1. Compare and contrast operation strategy in a global environment.
2. Evaluate location and layout strategies, operations management and job design.
3. Demonstrate proficiency in using the latest project management technology tools

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):

Daniel Edwards, previous instructor for many years, had helped me in Summer 2013 with SLO’s.

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

1. Compare and contrast operations strategy in a global environment.
3. Demonstrate proficiency in using the latest project management tools.

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

A generic rubric containing a scale from 0 to 4 was applied. It can be used as a holistic rubric for an SLO, or a rubric for each component of the SLO. In this case faculty used it as a holistic rubric for an SLO. Rubric levels:

0. No measurable achievement “F”
1. Beginning “D”
2. Developing “C”
3. Competent “B”
4. Accomplished “A”

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:

| Grading rubrics | Measurement of level of competency |

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

<table>
<thead>
<tr>
<th>SLO #1</th>
<th>SLO #3</th>
</tr>
</thead>
<tbody>
<tr>
<td>0. No measurable achievement “F” 30.00%</td>
<td>0. No measurable achievement “F” 20.00%</td>
</tr>
<tr>
<td>1. Beginning “D” 5.00%</td>
<td>1. Beginning “D” 10.00%</td>
</tr>
<tr>
<td>2. Developing “C” 0.00%</td>
<td>2. Developing “C” 25.00%</td>
</tr>
<tr>
<td>3. Competent “B” 30.00%</td>
<td>3. Competent “B” 15.00%</td>
</tr>
<tr>
<td>4. Accomplished “A” 35.00%</td>
<td>4. Accomplished “A” 30.00%</td>
</tr>
</tbody>
</table>

The weakness in the “D and F” students have a high fall-out. Bi-model graph.

The weakness is that approx. 30% of the class is having trouble, but 70% of the class is passing or better.

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

Dan Edwards used similar rubric in his courses.

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:

Perhaps incorporating more videos and excel files which pertain to the end of each chapter. Although complex, perhaps students can review them to enhance their knowledge of the material.

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

TBD. Follow-up, Spring 2015.