



Chabot College Student Learning Outcome (SLO) Meta Assessment Template

MAIN PAGE

Instructor Name:

Assessment Term (Term & Year):

Is this course cross-listed, leveled, or mirrored? (Yes or No)

Subject:

Course:

OUTCOME TO BE ASSESSED PAGE

Copy & paste the outcomes from the COR. You can locate the COR by going to [Meta](#) and using the Search button, on the top right, to locate the course you are assessing.

Outcome 1:

Target Score for the selected outcome %:

Outcome 2:

Target Score for the selected outcome %:

Outcome 3:

Target Score for the selected outcome %:

ENTER CRN PAGE

CRN:

Modality:

Number of Students Enrolled:

ASSESSMENT PLAN PAGE

Outcome 1:

Tools used for assessment:

- | | |
|---|--|
| <input type="checkbox"/> ATI exams | <input type="checkbox"/> Lab Activities |
| <input type="checkbox"/> Auditions with instructor | <input type="checkbox"/> Laboratory exercises |
| <input type="checkbox"/> BAR required examinations on each section of the class | <input type="checkbox"/> Legal structure plan |
| <input type="checkbox"/> Class Participation | <input type="checkbox"/> Mandatory completion of BAR attendance criteria |
| <input type="checkbox"/> Class Performance | <input type="checkbox"/> Midterm Examination |
| <input type="checkbox"/> Class Work | <input type="checkbox"/> Online Assignments |
| <input type="checkbox"/> Clinical performance | <input type="checkbox"/> Oral Presentation |
| <input type="checkbox"/> Competency | <input type="checkbox"/> Papers |
| <input type="checkbox"/> Critical thinking exercises | <input type="checkbox"/> Peer student evaluation of student demonstrations |
| <input type="checkbox"/> Critique | <input type="checkbox"/> Periodic review of assigned musical selections |
| <input type="checkbox"/> Demonstration of practice and skills | <input type="checkbox"/> Portfolios |
| <input type="checkbox"/> End of the semester jury | <input type="checkbox"/> Practical Examination |
| <input type="checkbox"/> Essay Exams | <input type="checkbox"/> Pre and post testing |
| <input type="checkbox"/> Exams/Tests | <input type="checkbox"/> Progress testing of assigned technical studies |
| <input type="checkbox"/> Field Trips | <input type="checkbox"/> Projects |
| <input type="checkbox"/> Final Class Performance | <input type="checkbox"/> Quizzes |
| <input type="checkbox"/> Final Examination | <input type="checkbox"/> Research Projects |
| <input type="checkbox"/> Final Examination or Project | <input type="checkbox"/> Semester recital performance |
| <input type="checkbox"/> Final Performance | <input type="checkbox"/> Simulation |
| <input type="checkbox"/> Final Performance Evaluation | <input type="checkbox"/> Skills performance examination |
| <input type="checkbox"/> Financing plan | <input type="checkbox"/> Student Teaching Demonstrations |
| <input type="checkbox"/> Group Projects | <input type="checkbox"/> Written assignments |
| <input type="checkbox"/> Homework | |
| <input type="checkbox"/> Implementation plan | |
| <input type="checkbox"/> Journals | |

Are budgetary resources needed to complete this assessment? (Yes or No)

Describe the assessment plan, including what assessment method(s) will be used, and tie these methods to the SLOs being assessed:

Outcome 2:

Tools used for assessment:

- | | |
|---|--|
| <input type="checkbox"/> ATI exams | <input type="checkbox"/> Lab Activities |
| <input type="checkbox"/> Auditions with instructor | <input type="checkbox"/> Laboratory exercises |
| <input type="checkbox"/> BAR required examinations on each section of the class | <input type="checkbox"/> Legal structure plan |
| <input type="checkbox"/> Class Participation | <input type="checkbox"/> Mandatory completion of BAR attendance criteria |
| <input type="checkbox"/> Class Performance | <input type="checkbox"/> Midterm Examination |
| <input type="checkbox"/> Class Work | <input type="checkbox"/> Online Assignments |
| <input type="checkbox"/> Clinical performance | <input type="checkbox"/> Oral Presentation |
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| <input type="checkbox"/> Final Class Performance | <input type="checkbox"/> Quizzes |
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| <input type="checkbox"/> Final Examination or Project | <input type="checkbox"/> Semester recital performance |
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| <input type="checkbox"/> Financing plan | <input type="checkbox"/> Student Teaching Demonstrations |
| <input type="checkbox"/> Group Projects | <input type="checkbox"/> Written assignments |
| <input type="checkbox"/> Homework | |
| <input type="checkbox"/> Implementation plan | |
| <input type="checkbox"/> Journals | |

Are budgetary resources needed to complete this assessment? (Yes or No)

Describe the assessment plan, including what assessment method(s) will be used, and tie these methods to the SLOs being assessed:

Outcome 3:

Tools used for assessment:

- | | |
|---|--|
| <input type="checkbox"/> ATI exams | <input type="checkbox"/> Lab Activities |
| <input type="checkbox"/> Auditions with instructor | <input type="checkbox"/> Laboratory exercises |
| <input type="checkbox"/> BAR required examinations on each section of the class | <input type="checkbox"/> Legal structure plan |
| <input type="checkbox"/> Class Participation | <input type="checkbox"/> Mandatory completion of BAR attendance criteria |
| <input type="checkbox"/> Class Performance | <input type="checkbox"/> Midterm Examination |
| <input type="checkbox"/> Class Work | <input type="checkbox"/> Online Assignments |
| <input type="checkbox"/> Clinical performance | <input type="checkbox"/> Oral Presentation |
| <input type="checkbox"/> Competency | <input type="checkbox"/> Papers |
| <input type="checkbox"/> Critical thinking exercises | <input type="checkbox"/> Peer student evaluation of student demonstrations |
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Are budgetary resources needed to complete this assessment? (Yes or No)

Describe the assessment plan, including what assessment method(s) will be used, and tie these methods to the SLOs being assessed:

ENTER SCORES PAGE

Outcome 1:

Number of students enrolled in the class at census:

Number of students taking assessment:

Number of students meeting the target score:

How did the results match the plan's standard or expectation: (Select one of the following)

- Exceed the standard/expectation
- Met the standard/expectation
- Narrowly missed the standard/expectation
- Fell below the standard/expectation

Outcome 2:

Number of students enrolled in the class at census:

Number of students taking assessment:

Number of students meeting the target score:

How did the results match the plan's standard or expectation: (Select one of the following)

- Exceed the standard/expectation
- Met the standard/expectation
- Narrowly missed the standard/expectation
- Fell below the standard/expectation

Outcome 3:

Number of students enrolled in the class at census:

Number of students taking assessment:

Number of students meeting the target score:

How did the results match the plan's standard or expectation: (Select one of the following)

- Exceed the standard/expectation
- Met the standard/expectation
- Narrowly missed the standard/expectation
- Fell below the standard/expectation

COURSE SUMMARY PAGE

How well do the current learning outcomes reflect what students need to learn, how it was taught, and how it was assessed/evaluated? (Select one of the following)

- The outcomes are complete and well defined, no changes are needed
- The outcomes may be reviewed for slight changes or alterations to make them current
- The outcomes need significant revisions to accurately reflect course content and student learning

What course-level strengths has this assessment revealed? What about areas for improvement?

Based on the assessment data results, what recommendations do you have for this course and what resources would you need to implement them? Have you requested these resources in Program Review?

Describe any reflections or discussions that have taken place in your discipline based on the assessment data results and what, if any, actions your discipline has determined might be taken?