Student Learning Outcomes Assessment Guidelines
Method 1 Embedded SLO Concepts

Design an assignment with the SLO being assessed in mind. Any assignment, research paper, poster project, presentation, dance recital, singing performance, PowerPoint, newsletter, can be geared towards testing the student's understanding of the material being taught. A grading rubric can then be created to evaluate the student's level of achievement in specific skills.

- Create a grading rubric that clearly identifies the range of competency or levels of ability demonstrated by the individual student in the overall assignment.

- Identify a section of the grading rubric that aligns to the SLO expected to be demonstrated in the assignment. E.g., if assessing an SLO from ChemV20 students should be able to:

    - Conduct various quantitative and qualitative hands-on experiments with adherence to safety protocols, record observations and express numerical values appropriately, analyze acquired data, and formulate proper conclusions through written expression of results.

Determine the Outcomes

- Ensure that your outcomes framework is equity-minded and includes the experiences of marginalized populations.
- Evaluate learning outcomes and learning outcomes frameworks for dominant epistemologies and beliefs.
- Include students in drafting outcomes.
- Engage students in mapping learning outcomes to learning experiences.
- Reflect on the motivation for outcomes (e.g., reflection? employability? learning?).

Design or Select Methods and Collect Data

- Select methods that balance demand for rigor and generalizability with cultural attentiveness and justice.
- Engage students in determining methods for showcasing their learning.
- Engage students in the design of the method or tool.

- Solicit student feedback on the questions and prompts developed.
- For standardized surveys, examine the theory supporting the survey development.
- Consider multiple methods (e.g., storytelling circles, rubrics, ePortfolios, narratives, photo, voice, document analysis, video blogs, existing data analysis).
- Triangulate findings for robust and dynamic reporting.
- Examine and evaluate language for bias (implicit or explicit), inclusion, signals of "normalcy" or homogeneity, and supportive identity orientation.

Analyze the Data

- Create a spreadsheet (excel, Data Tools etc.) that lists all of your students in the course, with their student id's and a column for their score on the SLO embedded concept in your assignment.
- Grade the assignments and input the individual scores for all of the students into the spreadsheet. Create an average for the whole class on the specific section of the assignment rubric. E.g., using the previous example about following lab procedures, data analysis and interpretation; total the scores for all students in the grading rubric section previously identified, divide this number by the total number of students that completed the assignment, then divide total possible points for this section of the assignment. To obtain a percentage of how well the class did in this section of the assignment, and by extraction the SLO, multiply this number by 100.
- Analyze the scores, analyze the types of responses that scored below the average, maybe consult your role sheet to see if students missed any discussion regarding the topic, consider what the students did well, or didn't do well in their responses.
- Identify areas of on-going concern where you would like to conduct further assessment by modifying the course material, presentation of the topic in class, your teaching style for the topic assessed, adding assignments, in-class activities etc.
- Submit your results via the SLO Results Entry Form on the SLO Assessment webpage.
- After you submit your results, they will be aggregated with all other instructors. Then, the department chair and/or faculty lead can print/distribute an aggregated report to review.
- Be sure to keep a copy of the assignment, rubric and your scoring systems/spreadsheet