

**Guidelines for the Approval of ALCs**  
**For review and adoption by the Academic Assessment Committee**

**1. Student Learning Outcomes (SLOs)**

- In general, SLOs should be broad statements of student accomplishment.
- Since all must be assessed, it is preferable, in most cases, to have fewer of these rather than more.
- In units that have external accreditation requirements, SLOs should match those requirements, as appropriate, to simplify faculty workload.
- Since all SLOs must be assessed, they should address knowledge and skills that are assessable, and should be formulated with this factor in mind.

**2. Assessment**

- All SLOs must be assessed by a measure specific to the outcome addressed.
- During the approval consideration process, the committee should review:
  - the type of assessment used and its alignment with the SLO, and
  - when assessments are measured using rubrics, specific statements regarding how the rubric was developed and how it is administered.
- The following are reported by program faculty as the assessment types they are using to measure SLOs:
  - Course-embedded assignments/exams
    - Final Paper/Project/Presentation
    - Capstone assignment
  - Course grades
    - Course grades are appropriate to assess individual SLOs only under the following conditions
      - the course grade focuses almost exclusively on a single SLO,
      - the course grade is based entirely on performance criteria rather than extraneous factors such as attendance,
      - performance is calibrated according to a faculty-approved rubric
  - Standardized exams
  - Evaluations
  - Practica/Internships
  - Surveys
  - Portfolios
  - External Reviews
  - Exit interview
  - Other – critiques, weekly journals, seminars, etc.

**3. Rubric definition**

A rubric is a concise, clear description of level of achievement and expectations of quality. It is designed to produce fair and consistent grading results among professors and from semester to semester.