

AAC Subcommittee Recommendations for ALC Approvals
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Guidelines for the Approval of ALCs

1) 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. However, 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.

Assessments must either be based on a rubric (defined below) developed or approved by a group of faculty, or performed by a faculty committee.

Course grades are almost never appropriate to assess individual SLOs, as they may include factors unrelated to a specific outcome, e.g., attendance and class participation. They are also typically reflective of knowledge and skills contained in many SLOs, such that they cannot reflect achievement of individual outcomes.

Assessments should be appropriate for each specific SLO. It is hard to envision, for example, a multiple-choice exam being used to assess oral communication.

3) Data generated by assessment should be reviewed regularly and used for program improvement.

A rubric is a focused 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.