

Guidelines for the Approval of ALCs – Draft 2 – 5-15-12
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 assessment types are used to measure SLOs:
 - Course-embedded assignments/exams
 - Final Paper/Project/Presentation
 - Capstone assignment
 - Standardized exams
 - Evaluations of student performance/competency reviews
 - Practica/Internships
 - Portfolios
 - External Reviews
 - Other – critiques, weekly journals, seminars, etc.

3. Course grades

Course grades are appropriate to assess individual SLOs *only under the following conditions:*

- a. the course grade focuses almost exclusively on a single SLO,
- b. the course grade is based entirely on performance criteria rather than extraneous factors such as attendance,
- c. performance is calibrated according to a faculty-approved rubric

4. Rubric definition

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