

## SOME USEFUL TIPS FOR A WELL-DEVELOPED AND MEANINGFUL ASSESSMENT PROCESS

### Alignment

- Align SLOs with PLOs or program goals (if a program has multiple options) and institutional goals. SLOs do not need to align with all institutional goals.
- Courses in which assessment occurs are aligned across all documents i.e., Assessment Plan, Curriculum Matrix etc.

### Assessment Plan

- Programs with multiple options may have assessment occur in shared courses but should consider also having assessment occur in courses specific to each option.
- Consult discipline-specific accreditation, licensing, or professional organizations to help orient and inform your SLOs.
- The recommended number of SLOs is 5-7. This would help you manage the scope of the various assessment activities including data collection, analysis, and closing the loop.
- Create a realistic multi-year assessment cycle during which you would be able to assess each SLO at least twice in that timeframe.
- Consider the extent to which rubrics address the specific SLO. This may differ from your regular course grading rubric, and should not be calculated as part of students' grades.

### Curriculum Matrix

- Students should have ample opportunity to develop sophistication for each SLO in the program. This may be reflected by offering at least two opportunities for students to be introduced (indicated by "I") to the requirements of the SLO, two opportunities for students to develop ("D") the expectations, and two opportunities for students to demonstrate mastery "M.")
- Data collection for assessment should occur in courses where mastery is demonstrated. There may be instances where data collection may occur in courses where SLO expectations are introduced or developed, such as when a pre- and post-test methodology is employed.
- Consider involvement (but not required) of academic support services and/or other co-curricular entities that contribute to your SLOs (e.g., Library, supplemental instruction, student organizations within your program; marked with "X" rather than "I, D, or M.")

### Data Collection, Analysis, and Discussion

- A combination of direct (exam questions, presentation, paper) and indirect (self-reported in surveys, focus groups) measures is ideal.
- If the program collects and/or analyzes data for more than 5 SLOs in a given year, provide a rationale for doing so (e.g., accreditation requirement, multiple SLOs assessed in a single course, course has low enrollment and collecting data over multiple years to obtain a higher N for more meaningful analysis etc.)
- Maximize the involvement of individuals within your program when discussing the results of the assessment data. This may include tenure-line faculty, lecturers, and academic support staff.
- Discuss the data for 1-3 SLOs per year. Addressing too many SLOs may impact the manageability of "closing the loop" strategies (please see next section.)
- Consider the criteria used to assess the SLO, the instrument's utility, the program's courses and practices etc.

### Closing the Loop

- From discussions of the program's assessment data, develop an action plan to implement specific change strategies aimed at improving the SLO, including the individual responsible, the action to be completed, timeframe, special resources needed etc.
- Prepare to collect data again to determine if change strategies made an impact on SLOs.