



## SLO ASSESSMENT FOUR-COLUMN TEMPLATE

**Course Outcomes and Assessment Methods:** An assessment plan lists your SLOs and identifies your assessment methods, scoring methods, and minimum acceptable performance for each SLO. Ideally the student work that is assessed counts toward the final grade and aligns with one of more of the SLOs. For more efficient assessment, you may want to identify, revise or create a major assignment that enables you to assess all of the SLOs; this approach is recommended but not required.

**Results and Action Plans:** Arguably the heart of assessment lies in the resultant dialogue, particularly making meaning from the results, which may impact departmental priorities for the near and long-term future. An action will address assessment results, and identify the who, what, when and how of the plan.

For an overview of what's entered on to [Tracdat/ Improve](#), please see the other side of this handout.

**COURSE NUMBER AND TITLE:**

<b>COURSE OUTCOMES</b> <i>(Framework 12-16)</i>	<b>ASSESSMENT METHOD(S)</b> <i>(Framework 22-27)</i>	<b>RESULTS</b> <i>(Framework 27-28; 57- 60)</i>	<b>ACTIONS</b> <i>(Framework 27-28; 61- 61)</i>
<p><b>Outcome:</b> What will the students think, feel, know or be able to do as a result of the class?</p> <p>Note each of the SLOs in separate rows.</p>	<p><b>What will be assessed</b> (e.g., essay, presentation, performance, portfolio, exam, self-assessment)?</p> <p><b>What instruments, if any, are needed to establish and measure success</b> (e.g., rubrics, checklists, surveys, etc.)? If you are using a rubric, indicate which parts of the rubric apply to which SLOs. Similarly, if using an exam or survey, identify which questions apply to which SLOs.</p> <p><b>What is the success criterion?</b> What are the performance standards that determine whether or not a student has achieved a given level of knowledge or skill proficiency?</p>	<p><b>Reporting Cycle:</b> Note which academic year the SLOs were assessed.</p> <p><b>Result Type:</b> Met/ Unmet/ Inconclusive</p> <p>How close were the results to the criteria for success? In which areas did students excel? Which issues and needs were revealed?</p> <p>Did the assessment work, and if not, what needs to be revised?</p> <p><b>Who discussed the assessment, results, and/or action plans? When? Where?</b> Leveraging SLOs and assessment for conversations about teaching and learning is their primary intent.</p>	<p><b>What, if anything, does the department need to do to strengthen learning?</b> What resources are necessary? Among the possibilities are:</p> <ul style="list-style-type: none"> <li>• Use new or revised teaching methods;</li> <li>• Engage in professional development;</li> <li>• Reconfigure student support service;</li> <li>• Conduct further assessment;</li> <li>• Develop new evaluation/ assessment methods;</li> <li>• Request purchase of new equipment or supplies;</li> <li>• Make staffing changes;</li> <li>• Revise course sequence or prerequisites;</li> <li>• Review course outline of record or syllabus.</li> </ul> <p><b>If an action was implemented, note its status.</b></p>