Means of Student Learning Outcomes (SLO) Assessment

Thomas Angelo has defined assessment as, “an ongoing process aimed at understanding and improving student learning. It involves making our expectations explicit and public; setting appropriate criteria and high standards for learning quality; systematically gathering, analyzing, and interpreting evidence to determine how well performance matches those expectations and standards; and using the resulting information to document, explain, and improve performance. When it is embedded effectively within larger institutional systems, assessment can help us focus our collective attention, examine our assumptions, and create a shared academic culture dedicated to assuring and improving the quality of higher education.”

While the following is by no means an exhaustive list of possible methods of assessment, it serves to illustrate the many diverse ways in which Student Learning Outcomes (SLOs) can be assessed.

1) Licensing exams (e.g., the National Council Licensing Exam (NCLEX)) for registered nurses.
2) Certification exams from professional groups (e.g. the National Institute for Certification in Engineering Technologies (NICET)).
3) Portfolio of all student work produced.
4) Focus groups.
5) Student evaluations at the end of a course.
6) Self-reflection essays prepared by the students.
7) Employer evaluations of former students.
8) Writing projects from students (e.g., essay, research paper, etc.).
9) Pre/post research designs.
11) Evaluations of students by supervisors during internships.
12) Field-Tested Learning Assessment Guide (FLAG), a classroom assessment tool kit for math, science and engineering instruction.
13) Capstone projects or courses.
14) Evaluations of students by supervising practitioners during clinical site rotation assignments.
15) Classroom Assessment Techniques (CATs).
16) Simulations.
17) Exit interviews of students as they complete their programs of study.
18) Exams and “test blueprint” prepared by the instructor.
19) Time series, “longitudinal” studies.
20) Oral presentations with a focus on the communications aspects.

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21) Oral presentations with a focus on the subject matter aspects.
22) Performing arts concerts, presentations, or shows.
23) Grades earned by basic skills students in their first college-level course or all college-level work completed.
24) Grades earned by transferring students from the community college in their first year at the four-year institution or all their upper division work completed after transfer.
26) Employment within six months of graduating in the occupational field that the student studied.
27) Responses prepared by students to case studies.
28) Survey of graduating students.
29) Survey of alumni at one or more points after they complete their educational program.
30) Role-playing activities
31) Problem-based exercises
32) Traditional essays
33) Research reports
34) Oral examinations
35) Team or group projects
36) Learning contracts
37) Autobiographies
38) Debate
39) Poster sessions
40) Case Studies
41) Preparing a presentation (e.g., PowerPoint presentation)
42) Assessment by panel of experts
43) Videotaped performance
44) Standardized assessment instruments such as:
   ♦ Measure of Academic Proficiency and Progress (MAPP) from the Educational Testing Service, formerly the Academic Profile exam.
   ♦ Community College Student Experiences Questionnaire (CCSEQ) now managed by the College of Education at the University of Memphis.
   ♦ Collegiate Assessment of Academic Progress (CAAP) from the American College Testing (ACT) Corporation.
   ♦ Watson-Glaser Critical Thinking Appraisal from Harcourt Assessment Inc.
   ♦ California Critical Thinking Skills Test (CCTST) from Academic Press.
   ♦ Community College Survey of Student Engagement (CCSSE) managed by the Community College Leadership Program at the University of Texas, Austin.
   ♦ Your First College Year (YFCY) survey from the Higher Education Research Institute (HERI) at UCLA.
♦ College Base Exam from the Assessment Resource Center, University of Missouri-Columbia.
♦ Area Concentration Achievement Test (ACAT) from the College Outcomes Organization.
♦ Freshman Year Survey as part of the Cooperative Institutional Research Program (CIRP) conducted by the Higher Education Research Institute (HERI) at UCLA.
♦ Work Keys from the American College Testing (ACT) organization.