Rubric For Outcomes Approval plus Examples

- SLOs follow from, and are different from, Objectives/Exit Skills
  - Course Outline of Record (COR) has detailed objectives that follow from lecture/lab content
  - objectives (which can use Bloom's verbs) are the detailed exit skills, and may group in ways that lead to more big-picture outcomes
  - strongly recommended no more than 3 SLOs per course (may have fewer if course is under 3 units, or more if department desires and is committed to regularly assessing all outcomes within a four-year cycle)

- Bloom's Taxonomy appropriately used
  - verbs that indicate what students should be able to DO upon completion of the course
  - generally, at least half of SLOs should involve higher order skills
  - lower level courses may have more basic level outcomes

- The outcomes are assessable, and the assessment method captures the desired information
  - For example, "explain" requires short answer or essay assessment tools, while a multiple choice exam could be used to assess a verb like "define" or "identify"
  - assessment method includes what the teacher does (analyze student work) and assignments (what the students do to show they've achieved the outcome)
  - the COR is what you will pass to new instructors – is it clear what the instructors will analyze to assess the outcome?

- PLOs follow from core-course SLOs

- In the Program of Study, core-course SLOs are mapped to PLOs, and PLOs are mapped to ILOs
  - Each core course will typically have at least one SLO that maps to each PLO
  - Each PLO will typically have multiple SLOs mapped to it, from various courses (may include elective courses)
  - Each PLO should map to only one ILO (choose the best fit)

- For stand-alone and non-core program courses only, SLOs map to ILOs
  - Each SLO maps to no more than one ILO (choose the best fit)
  - Core courses that are part of a program should map only through the program

Example 1: ENGL 010A Creative Writing

Student Learning Outcomes	Assessment Method
1. Create original works in poetic and prose forms, applying strategies such as freewriting, clustering and collaborative dialog.	1. Analyze student writing products using creative writing rubric. Institutional Outcomes: Communication, Critical Thinking. Assignments: Writing poems, short stories, and plays; Portfolio and/or chapbook development of 10-20 + pages.
2. Identify, examine and critically	2. Exam or quiz; Analyze student writing products that apply craft

appraise craft elements of poetry, short fiction and drama.	elements using assignment-specific rubrics; Analyze student reflective responses that examine craft elements in a text. Institutional Outcome: Critical Thinking. Assignments: Reading, analyzing, and critiquing students' and established authors' works.
3. Critique peer writing in workshops, accept and evaluate peer and instructor feedback, and synthesize feedback to revise their own work.	3. Peer review worksheets; Analysis of student reflective writing about revision process. Institutional Outcomes: Communication, Critical Thinking. Assignments: Reading, analyzing, and critiquing students' and established authors' works; Portfolio and/or chapbook development of 10-20 + pages.

Example 2: ANTHR 00 Introduction to Visual Anthropology of Film

Student Learning Outcomes	Assessment Method
1. Evaluate the historical representation of culture and society in ethnographic and other films.	1. Film analysis of how a particular society/culture is represented. Quizzes on how much the student understands the contexts of ethnographic and other documentary films. Student presentations on film and how the director contextualizes the culture and society. Short paper on how director contextualizes culture and society in the historical representation of that particular culture and society.
2. Analyze multi-dimensional, sensory experience of cultures in contemporary ethnographic and other films.	Film analysis of how the director created a multi-dimensional, sensory experience of a culture. Quizzes on comprehension of a director's creation of multi-dimensional sensory experiences for the film viewer. Student Presentations of effects of multi-dimensional sensory experience in film, this is contrasted with Holistic field research of anthropologists. Short Paper on a particular film's use of multi-dimensional sensory experience.
3. Evaluate and comprehend colonial and post-colonial representations of indigenous cultures.	Film analysis of how a particular film contextualizes colonial and/or post colonial representations of indigenous cultures. Quizzes on students understanding the complexity of colonial and post-colonial representations of indigenous cultures in film. Student presentations on a particular film and how the director did or did not effectively represent colonial and post-colonial portrayals of indigenous cultures.

Example 3: ESL 287A English Language Skills for Technology

Student Learning Outcomes	Assessment Method
1. Identify and follow written and oral instructions (with technology-related vocabulary) to complete tasks and assignments online, offline and with multimedia.	In response to oral and written instructions, students will find and produce written or digital items, or produce specified results. Assignment used for assessment: In-class exercise in which students demonstrate information literacy and critical thinking skills in order to access items of information online, offline and in multimedia presentations.

2. Ask for assistance with applications, hardware and software using appropriate vocabulary.	Assessment method: Teacher will analyze written and spoken questions using technology-related vocabulary. Assignment used for assessment: Written and spoken dialogs containing questions asking for assistance in the use of technology.