

SAN DIEGO MESA COLLEGE
OUTCOMES COURSE MATRIX (SLOAC Form 2)
for (department/discipline/service area/administrative unit)

Class/Service Unit	<u>CHOOSE:</u> Which outcome is being assessed?	<u>ASSESS:</u> How is it being assessed (the assessment method/criteria)?	<u>ANALYZE:</u> What are the results (data/feedback)?	<u>EVALUATE:</u> Based on the data, is change justified?
	The outcome can be one of the college "global" outcomes <i>or</i> one that's tailored more to your particular discipline or service areas; e.g., Critical Thinking or Interpreting Quantitative Data	Try to talk this through with colleagues: how do you <i>know</i> that the students have gained this skill or acquired this knowledge? There could be many possibilities: tests, surveys, projects, presentations, etc.	This can be quantitative or qualitative, based on direct observation or indirect reports by students (the results of the assessment, whatever it is, should be "measurable")	How can/ will this data be used to improve student success? What does it say about our current practices?
So for example, assessment results in one class might look like this . . . Business 119	Outcome: Communication (This space might also include the particular components of communication the instructor finds important or wants to assess, written as an SLO statement with active verbs)	Method: Students compile internal or external proposals to conduct research for a firm, showing understanding of particular problems or opportunities and also their audiences' needs; proposals should include costs, benefits, and evaluations.	Results: Proposals are graded by a committee of teachers working from a rubric; they either do or don't show measurable growth in clear and coherent communication, thus indicating the students' potential for success.	Analysis: Departments & individual teachers need to ascertain what % of passing proposals is acceptable, why, and whether any changes should be made to the assignment.

Outcomes assessment does, I think, require slightly different procedures than our typical grading or tabulating, and might involve some training. We have to think about *how we know that our students have learned*, focusing on things we've actually observed (presentations, portfolios, group work, capstone projects, etc.) and things they report – using, for the most part, techniques and strategies we've practiced in the past and will use again because we believe that students learn from them: i.e., nobody's asking us to change what we already do, but we *might* have to articulate it a bit differently.
