

Guidelines for Assessing General Education Student Learning Outcomes (SLOs)

Effective assessment important questions: What outcomes—that is, what blend of skills, knowledge, and values—are students expected to learn in our core curriculum? Which courses address these general educational SLOs? What specific activities in these courses teach and/or reinforce discrete, assessable parts of these SLOs?

1. Become familiar with SGC's eight General Education Goals and their student learning outcomes (SLOs). These goals and outcomes are available at [].
2. Identify courses in your team's area that address the student learning outcomes.
3. Identify or develop assessment activities that measure how well students have mastered the SLO.
 - a. Consider the long-term logistical issues involved. Since General Education assessment will be on-going, assessment activities should yield information that is
 - easy to store
 - easy to retrieve
 - easy to assess
 - b. Consider factors that will affect the type and amount of information you need to collect and the best instruments for doing so.
 - What is the average class size for the courses?
 - What kind of assignments do these courses typically use?
 - c. The assessments you select should meet the following criteria:
 - They are sustainable. Effective activities are ones that will provide enough information to make constructive changes while requiring the least amount of time and effort.
 - They are unobtrusive. They fit naturally into the course and do not interrupt the normal flow of activities. Ideally, they are part of the current schedule of course assignments.
 - They are typical. (If faculty members who teach the course are not already using the activity, then they can easily incorporate it into their syllabi.)
4. Select an appropriate format.
 - a. Exam questions: These could include specifically targeted word problems or equations to be solved as part of an algebra test. On the other hand, they might include strategically worded short answer questions or paragraph-length discussion questions on a semester exam.
 - b. In-class activities: Examples could include exercises designed to assess students' ability to apply crucial concepts or skills that reflect General Education proficiencies, such as the ability to interpret data presented in statistical format or the ability to apply a set of ethical criteria to a real-world example.
 - c. Out of class assignments: Appropriate activities might include the following:
 - a formal class presentation,
 - a research exercise,

- a short response or reaction paper,
- a documented research paper, or
- any other regularly scheduled activity designed to assess students' ability to synthesize knowledge or demonstrate mastery of essential skills.

5. Identify specific achievement targets that the assessment method directly addresses.