SLO Assessment Overview

Properties of Good Assessment

- Valid—reflects the learning outcome being assessed
- Reliable—the reproducibility of results over time; measure of consistency
- Actionable—results point reviewers toward challenges that can be approached
- Efficient ---cost-effective in time and money
- Engaging--students can demonstrate the extent of their learning
- Interesting---encourages stakeholders to care about results so they are willing to act
- Triangulation—multiple lines of evidence to help point to the same conclusion

Assessment Strategies

Formative: An assessment strategy used to assess on-going progress or learning for the purpose of providing corrective feedback. Helps to establish or define a foundation for next steps in the learning process.

Summative: An assessment strategy used to evaluate completed activities or learning and to determine proficiency. Informs decisions regarding readiness for next step/ role/learning experience.

Assessment Methods

Quantitative: Data that are collected as numerical counts or statistical values. These data are used to express quantities and are often used to categorize, compare or generalize. These data are frequently used to capture rates or trends and to explore patterns and correlations.

Qualitative: Data that are collected as descriptive information such as narratives or verbatim responses from open-ended questions on surveys or interviews. These data require a content analysis in order to understand underlying themes. Often used to capture a wide array of feedback or to evaluate depth of understanding.

Assessment Techniques

**Direct** – These assessment techniques require students to directly demonstrate their learned knowledge, skills, abilities, attitudes or behavior. For example:

1. Locally developed tests and quizzes
2. Portfolios or Capstone Projects
3. Explicit self-reflective writing or journaling on what has been learned
4. Pre/post assessment of learning

**Indirect** – These assessment techniques either ask students to reflect on their learning rather than demonstrate it, or imply learning through indirect measures. For example:

1. Perception/Attitudinal Surveys
2. Focus group studies
3. Success, retention and persistence rates
4. Number of students who complete an Student Education Plan

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