

College Day Conversations

Selecting a shared SLO is a key first step in ensuring the assessment process is intentional, collaborative, and aligned with your department's goals.

The questions below are designed to help you and your colleagues select an outcome that reflects your instructional values and supports your equity goals. These questions can be used in department conversations or individual reflection to guide thoughtful, equity-minded selection.



Assessing Learning Outcomes

- Which course-level SLO feels most important to understand more deeply at this point in time?
- Which outcome would give us meaningful insight into how students are learning—and how we are teaching?
- Consider where faculty have noticed uneven performance, engagement gaps, or persistent student difficulties;
- Examine SLOs that represent key skills or knowledge that are built upon in later courses;
- Consider assessing outcomes that might reveal equity gaps or support culturally responsive teaching.

Once your department has selected the outcome, you're ready to identify the assessment tool you'll use to measure it. The next step is to collect and reflect on your students' results.



Identify One Assessment

Once the outcome is selected, each instructor teaching the course should review their course materials and identify an assignment, project, or exam that most effectively measures student proficiency in the chosen outcome.

Departments may opt for a shared assessment across all sections, but faculty are free to design or adapt assessments that best fit their teaching style.