**Tracking –** To accurately assess and report the achievement of student learning outcomes, programs must track how students did on the direct assessments. This can be done for all students in the program, or for a sample of students. Below are tips and suggestions for developing tracking methods to collect information from student work to then be able to summarize and analyze the achievement of the learning outcomes across an entire program.

**DIRECT ASSESSMENT EXAMPLES:**

**Quiz/Exam/Test Question:** Whole quizzes, exams, or individual questions are aligned to the achievement of a student learning outcome. Examples:

* Questions 3, 7, 8, & 15 on the final exam test a student’s ability to demonstrate SLO 1
* Weekly quizzes in the Chemistry series test a student’s ability to demonstrate SLOs 1, 2, and 3 respectively
* Students must demonstrate achievement of all SLOs in the final exam in course AAA 400

If an SLO is aligned to a specific exam, set of questions, or series of assessments, it is helpful to record each individual score by student. It is also helpful to record the cohort or year the student began the program[[1]](#endnote-1). After all relevant scores are recorded, the scores can easily be used to assess how the students have done compared to the desired benchmark[[2]](#endnote-2). It may also be useful to include a reference or note of what the benchmark for each assessment is in the data collection table.



**Rubrics:** Assignments such as reports, papers, presentations, and labs may utilize rubrics for scoring. Rubrics help to identify specific areas in which students are exceeding, meeting, or not meeting minimum standards to be considered successful in various skills.



In the example above, the achievement of the SLO is based on the total points a student received in a particular area of a rubric over three separate assignments. Several rubric areas may be used to draw conclusions about student achievement of a particular SLO.

**Experiential Learning:** If the achievement of an SLO is dependent on a student’s work in a lab, as part of an internship, or outside the typical coursework, it may be helpful to track the completion of the work and also if there were any particular strengths or weaknesses identified in the students’ work. Tracking qualitative feedback may help summarize the strengths and areas of improvement within the preparation for the experiential learning opportunity.



**GUIDELINES**

* *Only include the scores or results that are directly related to the student learning outcome.* When totaling and summarizing the results of student learning assessment, exclude any points or elements of a grade that are not directly aligned with the student learning outcome in question.
  + For example, if a final exam is being used as a direct measure, remove any points awarded to a student for demonstrating any other skill besides the learning outcome, or for things like providing reflection or feedback to the instructor.
  + In general, course grades are granular enough to provide useful and informative feedback about student achievement of learning outcomes.

1. Tracking the student ID number and first term in the program/cohort can be very useful when analyzing improvements in equity and achievement over time for various groups of students within the program. With the ID number and year, it becomes possible to analyze the data for inequities in achievement based on characteristics such as race, gender, and incoming placement scores. Tracking students individually also makes it possible to look for trends in terms of which assessments are most challenging for students. [↑](#endnote-ref-1)
2. For help setting and using benchmarks, please refer to the Benchmarks handout from APAA [↑](#endnote-ref-2)