Student Learning Outcomes Review Sheet

Department**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Overall? Or for each objective, circle how well each criteria is met.

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| Criteria | 3 Above target | 2 Target—meet expectation/satisfactory | 1 Approaching Target | Notes |
| Clarity | Very clear: Anyone in or out of the discipline could understand | Somewhat clear. Reader might need additional information to understand. | Not clear. |  |
| Student-centered  Do the outcomes describe what the program intends for students to know (cognitive), think (affective, attitudinal: or do (behavioral, performance)? | Every outcome focuses on what students will know, think, or do (student learning and performance) | Most outcomes focuses on what students will know, think, or do (student learning and performance) | Focus not on students; may focus on activity/teaching more than student learning and performance |  |
| Measurable | Every outcome is stated in terms of measurable knowledge, skills, or behaviors. | Most outcomes were stated in terms of measurable knowledge, skills, or behaviors. | Outcomes were too broad; not stated in terms of measurable knowledge, skills or behaviors. |  |
| Meaningful  Connection between the outcomes and the overall program goal  Appropriate—meaningful for students to learn in the program | It is clear why every outcome is critical to the program.  People within and outside the discipline could understand how each outcome contributes to the overall program goal. | It is clear why most outcomes are critical to the program. | It is not clear why the outcomes are included. |  |
| Useful  Can the outcome be used to make decisions on how to improve the program? | Evidence from every outcomes will greatly inform program decision making and contribute highly to student performance. | Evidence from most outcomes will inform program decision making and contribute highly to student performance. | Limited evidence that outcomes will inform program decision making and contribute to student performance. |  |
| Feasible and Reasonable  Appropriate—within the faculty’s control to effect change | Every outcome appears to be achievable for both students and the program/department. | Most outcomes appear to be achievable for both students and the program/department. | What the what? |  |
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Reflective Questions for Departments: Moving Forward

Do measures/tools already exist, have clear relevance to objective and data is easily accessed?

Is the outcome important/worthwhile?