Criteria for Review of Course-Level SLOs

The series of questions below will be used in the evaluation of all course-level SLOs.

For each SLO listed for the course:

- ❑ Is the statement actually an outcome, or is it something else (course description, description of a particular assignment or an assessment tool, etc.)?
- ❑ Is the SLO measurable?
- ❑ Can the SLO be assessed through multiple assessment methods? (Note: it is possible that some outcomes may only be assessed by one method, particularly in vocational or performance-related areas)
- ❑ Is the SLO concise and well-written?
- ❑ Does each outcome employ verbs or verb phrases which are unambiguous as to the skills or traits being evaluated? ("Demonstrate knowledge" is an example

For each active SLO:

- ❑ Are the major skill(s) addressed in the rubric split into multiple proficiency standards (criteria for evaluation) on the rubric?
- ❑ Do the benchmarks seem to be set at a reasonable level for each standard?
- ❑ Is enough information provided in the rubric to ensure that assessment of the SLO is unambiguous for all faculty members?

Considering all SLOs for a given course as a whole:

- ❑ Do the SLOs provide a reasonably broad coverage of the course?
- ❑ Do at least half of the SLOs address higher-level thinking skills (as per Bloom's Taxonomy)?
- ❑ Are enough SLOs designated as active? See attached guidelines.
- ❑ If the course is a G.E. course, is it linked with at least one G.E. Outcome?
    - o If so, has the rubric for that outcome been adjusted at the course-level in order to make assessment unambiguous? This only needs to be checked for active SLOs.