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?
  - 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.