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.