



STUDENT LEARNING OUTCOMES (SLOs) RUBRIC

Outcomes statements must be *measurable* and *specific*. They are learning-centered rather than teacher centered and are expressed in active verbs such as those found in Bloom’s Taxonomy. There is at least one outcome per unit of instruction, but generally no more than **3-5 outcomes** for 3-unit courses is required. *Examples provided on the following page.*

	DOES NOT MEET STANDARDS OF PRACTICE	MEETS STANDARDS OF PRACTICE	COMMENTS		
			Rec	Meet	T
Purpose	<p>Some or all outcomes and objectives are identical.</p> <p>Some or all outcomes demonstrate a lack of logical progression and relationship between content/activities, objectives, and outcomes.</p>	<p>All outcomes and objectives are distinct from one another.</p> <p>All outcomes demonstrate logical progression and relationship between content/activities, objectives, and outcomes.</p>			
Measurement	<p>Some or all outcomes are not written as measurable, specific and student-centered statements, nor do they utilize Bloom’s Taxonomy.</p>	<p>All outcomes are written as measurable, specific, and student-centered statements and utilize Bloom’s Taxonomy.</p>			
Alignment to Program-Level Outcomes	<p>Some or all student learning outcomes are not aligned with program-level outcomes.</p>	<p>All student learning outcomes are aligned with program-level outcomes.</p>			
Conventions	<p>Some or all outcomes contain errors in writing, grammar, spelling, and punctuation.</p> <p>Some or all outcomes are not written clearly, and details are missing.</p>	<p>All outcomes are free from errors in writing, grammar, spelling, and punctuation.</p> <p>All outcomes are written clearly and with detail to ensure understanding.</p>			

ADDITIONAL FEEDBACK:

Outcome 1:
REVISED:
Outcome 2:
REVISED:
Outcome 3:
REVISED:
Outcome 4:
REVISED:
Outcome 5:
REVISED:
Outcome 6:
REVISED:
Outcome 7:
REVISED:
Outcome 8:

REVISED:

Poor Outcome ☹️ Too general and difficult to measure.	Better Outcome 😊 ... But still very general and challenging to measure.	Best Outcome 😊😊😊 Specific and measurable.
<i>Students will appreciate dance.</i>	<i>Students will appreciate dance in a live or recorded concert.</i>	In a live or recorded dance concert, students will successfully analyze the salient components of the work including the categories of body, effort, space, and shape.
<i>Students will understand the use of correct grammar and literary devices.</i>	<i>Students will demonstrate the use of correct grammar and various literary devices.</i>	In a final research paper, students will appropriately utilize grammar and various literary devices.
<i>Students will list the benefits of exercise science.</i>	<i>Students will explain the purpose of exercise as a stress reduction tool.</i>	Provided with an anonymous sample health history, students will devise a personalized exercise plan focused on reducing stress.
<i>Students will understand the scientific method.</i>	<i>Students will apply the scientific method in problem solving.</i>	Provided with a dataset from the previous semester, students will successfully design a grounded research study based on the scientific method.
<i>Student will understand various essay types.</i>	<i>Student will write in various essay styles, such as descriptive and persuasive.</i>	Presented with a topic, students will distinguish between and compose three different style essays: descriptive, process, and persuasive.

HOW ARE OUTCOMES DIFFERENT FROM OBJECTIVES?

Outcomes are typically broader and may be themed clusters of course objectives identified in the course outline of record (COR). Some practitioners believe outcomes are more student-centered than objectives, whereas objectives are more teacher-centered.

Objectives: A course *objective* describes what a faculty member will cover in a course. Objectives are generally less broad than goals, and broader than student learning outcomes. Analogy: Objectives are like the *ingredients* and the *recipe*; outcomes are the final product—the *cake*.

Examples of Objectives:

- Students will gain an understanding of the origins of art history.
- Students will read and analyze seminal works in twentieth-century American literature.
- Students will study the major regulatory agencies.

Outcomes: An *outcome* is a detailed description of what students must be able to do at the conclusion of a course. The best outcomes will include a description of the conditions (i.e., when given x , the student will be able to y), and the acceptable performance level.

Examples of Outcomes:

- Government: Given a major decision by a governmental leader, students will identify the major factors that the leader had to consider, and discuss why the action was taken and what apparent trade-offs were made.
- Economics: In a final paper, students will demonstrate graphically and explain how a change in expectation will affect the loanable funds market.
- Music: Presented with musical selections, students will identify the one that are examples of chamber music, and be able to identify form, texture, and makeup of the ensemble.
- Art: Provided with a print, students will identify whether it is a woodcut, etching, or lithograph, and list the characteristics on which this identification is based.
- Psychology: Given a case study, students will identify whether it describes a case of schizophrenia, and if so, which of the following schizophrenic reactions are involved: hebephrenic, catatonic, or paranoid.
- Management: Based on readings, case studies, or personal experience, students will identify those activities most likely to distinguish effective, well-managed technology development programs from ineffective programs.
- Statistics: Given two events, students will determine whether they are independent, or whether there is a relationship between them; on the basis of this determination, students will select and use the appropriate rules of conditional probability to determine the probability that a certain event will occur.

ON SPECIFICITY

Words Open to Many Interpretations	Words Open to Fewer Interpretations
<i>To know</i>	To write
<i>To understand</i>	To recite
<i>To really understand</i>	To identify
<i>To appreciate</i>	To sort
<i>To full appreciate</i>	To solve
<i>To grasp the significance of</i>	To construct
<i>To enjoy</i>	To compare
<i>To believe</i>	To contrast