Student Learning Outcomes (SLOs) Checklist

1. *A Student Learning Outcome Should…*
- ☐ Answer the question "What will students know, think, or be able to do" at the end of the program.
- ☐ Be clearly and succinctly stated (not bundled).
- ☐ Be under the control or responsibility of the program.
- ☐ Be ascertainable/measurable.
- ☐ Lead to results other than "yes/no."
- ☐ Be at the program level.

2. *An Assessment Method Should…*
- ☐ Be directly related to the outcome.
- ☐ Address all aspects of the outcome (over time).
- ☐ Provide measurable/ascertainable results.
- ☐ Provide adequate data for analysis.
- ☐ Provide details of what data will be collected, what assessment tool will be used and how the data will be analyzed.

NOTE: Two assessment methods should be identified for each SLO.

3. *An Assessment Target Should…*
- ☐ Use component (not individual student) as unit of analysis.
- ☐ Be specific ("x% of student scores for each component will be 4 or 5 …").
- ☐ Avoid vague or unrealistic targets, such as "most," "majority."
- ☐ Directly relate to the outcome and assessment method
- ☐ Be identified for each Assessment Method.

4. *Data Collected Should…*
- ☐ Provide detailed data (avoid "most" or "majority")
- ☐ Use specific numbers (not rounded)
- ☐ Avoid technical language
- ☐ Be clearly and succinctly presented
- ☐ Align with outcome and target
- ☐ Support actions taken later to improve program
- ☐ Be reported for each Assessment Method.

5. *Use of Results Should…*
- ☐ Address gaps identified by assessment results
- ☐ Be directly related to the outcome
- ☐ Provide details of improvement made
- ☐ Avoid "continue" or "maintain" or "refer to committee"
- ☐ Be substantive, not trivial
- ☐ Be stated in past tense
- ☐ Be reported for each Assessment Method.

Evaluation Rubric for
Student Learning Outcomes (SLOs)

ASSESSMENT PLAN	1: Acceptable	0: Not Acceptable
OUTCOME		
Describes student learning	Outcome is stated in terms of what <u>graduates</u> know, think or are able to do; present tense	a: Outcome indirectly suggests student learning
		b: Outcome is stated in terms of program processes or characteristics
Is succinctly stated	Outcome is focused and clear (not bundled)	a: Outcome describes multiple, somewhat related statements of learning
		b: Outcome reflects multiple unrelated statements of learning (bundled)
Is under control of program	Program has control or responsibility for Outcome	a: Program has modest control or responsibility for Outcome
		b: Program has little or no control or responsibility for Outcome
ASSESSMENT METHOD		
Directly measures student learning	All Assessment Methods directly measure student learning	a: At least one Assessment Method directly measures student learning
		b: Only indirect methods are proposed (i.e., grades, job placement, student surveys)
Addresses all aspects of the Outcome	Assessment Methods measure all aspects of outcome	a: Assessment Methods measure some, but not all aspect of the outcome
		b: Assessment Methods do not effectively measure Outcome
Multiple methods reported	Multiple Assessment Methods are proposed	a: A single direct Assessment Method is proposed
		b: No Assessment Methods are proposed that measure the Outcome
ASSESSMENT TARGET		
Is appropriately stated	Uses component (not student) as unit of analysis	a: Sometimes uses component (not student) as unit of analysis
		b: Uses overall scores or grades
ASSESSMENT REPORT	**1: Acceptable**	**0: Not Acceptable**
DATA COLLECTED		
Are detailed and sufficient	Sufficient data are reported in adequate detail to assess the Outcome	a: Data are reported, but more data would increase confidence in results
		b: Inadequate data were reported to assess the Outcome

Are linked to Target and Assessment Method	Data clearly aligns with Assessment Method and Target	a: Data somewhat align with Assessment Method and/or Target
		b: Data are not aligned with Assessment Method and/or Target
USE OF RESULTS		
Are detailed and sufficient	Program improvements that clearly stem from Assessment Data are proposed; OR Target was met	a: Vague statement of program improvements are proposed
		b: No improvements are proposed, despite Target not being met
Are linked to Target and Assessment Method	Program improvements are already in place; OR Target was met	a: Program improvements are scheduled for implementation
		b: Needed program improvements have not been identified

Tips for Student Learning Outcomes (SLOs)

Outcome Statement

What are Student Learning Outcomes (SLO)?

- They specify what learners will know, be able to do or be able to demonstrate when they complete or participate in a program/activity/course/project.
- They are expressed as knowledge, skills, attitudes or values.
- They focus on the end result of your program
  - How do you know the students have learned what you want them to learn?
  - What does it look like?
  - How will you identify it?
- They relate to the mission of UAH, the mission and goals of your college and/or your department or program.
- They define what the graduate should know and be able to do at the end of your program.
- They typically begin, "Program graduates will be able to …."
- They use simple, specific action verbs to describe what the students are expected to demonstrate upon completion of your program.
  - Action verbs result in overt behavior that can be observed and measured such as analyze, apply, compare, create, estimate, demonstrate, or illustrate.
  - Avoid verbs that are unclear and call for behavior that cannot be observed or measured such as appreciate, understand, learn, know, or become familiar with.
- They follow the action verb with the subject of learning and context in which the learning will occur.

SLO Examples

Example #1: By the end of this program, successful students will be given opportunities to learn effective communication skills.
This outcome statement is incomplete. It describes what the program provides but not attributes of successful students.

Example #2: By the end of this program, successful students will have a deeper appreciation for good communication practices.
This outcome statement is vague. It does not include an observable action verb or define the level of learning. It does not provide any context. It is very general.

Example #3: By the end of this program, successful students will understand principles of effective communication.
This outcome statement is unclear. It does not include an observable action verb.

Example #4: By the end of this program, successful students will communicate effectively in a professional environment through technical reports and presentations.
This outcome statement is good. It begins with observation action verb. It defines level of learning. It provides context to ensure it is specific and measurable.

Assessment Methods
- Provide enough information that someone outside your unit could understand the process and criteria.
- Use Direct Measures for most if not all assessments. Examples include …

Essays/papers	Presentations
Portfolios	Test questions
Standardized exams	Labs
Exhibits	Performances

- Use Indirect Measures for the second assessment method if needed. Examples …

Student surveys	Exit interviews
Job placement rates	Graduate follow-ups
Focus groups	

Note: Course grades, final exam scores, and similar assessments are not typically appropriate since these grades or scores represent a combination of elements. They do not typically provide direct information on student learning in specific knowledge, skill, or belief/attitude.

Assessment Targets
- Describe what level of student performance is desired or expected.
- Can be realistic (what are students like to do) or aspirational (where would we like students to be in 5 years).

Data Collected
- Includes the assessment completed during this assessment cycle, regardless of when the student is likely to graduation. This should represent how the students this year are doing.
- Is stated in the same format as the Assessment Target. If the assessment target references the percentage of students scoring 3 or better, then the data collected should be reported out as the percentage of students scoring 3 or better.

Note: Specific scores or detailed data can be included if desired. It can be copied/pasted into the report or uploaded as a supporting document.

Use of Results
What do the results mean for your program? Questions to consider:
- Why did you or did you not reach your target?
- What strategies were successful or not successful?
- What strengths do the results reflect about your unit?
- How can you strengthen this area?
- Is there additional information that you need in order to understand the results?
- Are there changes that need to be made to the assessment method to get better data?