IE Student Learning Outcome Technical Review Rubric

Student Learning Outcome (SLO)

Simply stated, a student learning outcome should indicate what a student will be able to do at the end of a course of study that she or he couldn’t do at the beginning of that course of study. It is the knowledge, skills, and abilities that a student has attained at the end (or as a result) of his or her engagement in a particular set of higher education experiences. It should not describe a process.

Student Learning Outcomes must be framed as specific, measurable results whose attainment can be assessed after undertaking a set of education experiences.

Writing a Student Learning Outcome

- What specific behaviors or skills do you wish to assess?

The definition of a student learning outcome should include the following:

Who is responsible for conducting the activities you include in your outcome;
What specifically will be the measurable results of your activities;
When do you expect the attainment of your outcome; and
Where will the program activities occur which will assist you in meeting your outcome.

What comprises a good assessment?

- How do you know that progress is or is not being made?

The assessment and evaluation process statement identifies the:

Specific behaviors you are looking for as evidence of the learning outcome and indicate what information you will seek;
Standard or criterion against which the outcome will be judged successful;
Measure and method by which the assessment will occur;
Validity of the measure and method used in the assessment;
Time frame indicates when the assessment will occur;
Responsibility indicates who is to review and store the assessment; and
Conditions in which the assessment will occur and the reasons why the specific conditions (or course or courses) were chosen.

What must be included in the results and analysis statement?

The results statement should address the following requirements:
Results should be summarized and related to the content of the outcome; Relationship to Standard should be specifically noted; Analysis includes more than reporting of results. It should include the results of internal discussions regarding the data and which changes could be made to improve the program; Deviation from Standard clearly indicates to the reader or reviewer whether or not the standard was met and by how much the results differed from the standard; Responsibility for collection of the data at the correct time from all data sources; Insights Uncovered include findings from the analysis of your data and will likely be your most significant finding; and Evaluation of assessment method to ensure it is providing the information needed.

What must be present in an acceptable improvements made/action plan description?

- What are you going to do to improve learning or the program? Alternately, what are you going to do to keep your department or program operating at its high level? Who is responsible?

Your Action Plan/Improvements Made section should include the following:

- Improvement envisioned should be specifically stated;
- Time Frame should be indicated within which the improvement will be implemented;
- Responsibility identifies who should ensure implementation or planning for the improvement is complete (or on schedule);
- Actions to retain results are required even if you are already performing at a high level;
- Resources should be identified if necessary; and
- Budgetary Implications should be noted if warranted.