

University of North Carolina Greensboro

Rubric for Evaluating Course Student Learning Outcomes

Each course must have student learning outcomes identified. SLOs are specific *measurable* skills, knowledge, or understanding that students will be able to demonstrate after successful completion of the course. These are the SLOs that every section of the course in every semester will give students the opportunity to learn. Each learning outcome should be developed with one action verb indicating the highest level of expected performance. SLOs may reflect cognitive, psychomotor, and/or affective domains of learning.¹ While UNCG does not mandate the use of verbs found in Bloom's Taxonomy, that is a good resource to find action verbs that reflect different levels of student learning. (You can find one example of a Blooms' webpage here: <http://www.nwlink.com/~donclark/hrd/bloom.html>)

4 = Very Good, ready for distribution
3 = Good, some revisions suggested

2 = Fair, needs significant revision
1 = Poor, start over

¹See <https://thepeakperformancecenter.com/educational-learning/learning/process/domains-of-learning/psychomotor-domain/> and <https://www.honolulu.hawaii.edu/sites/www.honolulu.hawaii.edu/files/assessment-bloom-taxonomy-affective.pdf>

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Specific	Measurable	Achievable	Relevant
4 Each SLO describes unique learning that can be achieved in the course. There is clear and descriptive language for each.	4 All SLOs are expressed with concrete action verbs that indicate specific knowledge or skills that will be demonstrated. All SLO statements avoid compound outcomes. They present clear opportunities for measurement in the course.	4 Given the curriculum, the SLOs present outcomes that are appropriate for the class. Students understand what they will know or be able to do upon successful completion of the course.	4 Each SLOs represents essential learning in the course. Taken as a whole, the list of SLOs represents a cohesive set of learning outcomes that aligns with the curriculum.
3 Each SLO describes different learning that can be achieved in the course. Each SLO seems to be distinct.	3 SLOs are expressed with action verbs that essentially indicate knowledge or skills that will be demonstrated, although there may be more specific language that could be used to describe the learning to students. They can be measured with course assignments.	3 Given the curriculum, the SLOs present outcomes that are appropriate for the class. Students generally understand what they will know or be able to do upon successful completion of the course.	3 Each SLOs represents learning in the course. The list of SLOs generally represent learning outcomes that align with the curriculum.
2 Most SLOs describe different learning that can be achieved in the course, but one or more seem to repeat other SLOs or to be too vague or general for the course.	2 All SLOs do not have action verbs, there are multiple outcomes, or there are other general issues with measurability.	2 The SLOs are generally appropriate for the class, but students may not understand what they will know or be able to do upon successful completion of the course.	2 Some SLOs represent learning in the course, but as a whole, the list of SLOs does not represent a cohesive set of learning outcomes that align with the curriculum.
1 SLOs are too vague or general.	1 SLOs presented do not indicate knowledge or skills that will be demonstrated in the program. SLOs need to be completely rewritten to be measurable.	1 The SLOs are not appropriate for the class, and students will not understand what they will know or be able to do upon successful completion of the course.	1 The SLOs are not a cohesive set of learning outcomes and do not align with the curriculum.