

Student Learning Objective and Assessment Plan Guidelines

Components	Examples
Department Goals	
<ul style="list-style-type: none"> Focus on the general learning outcomes for graduates of the department. 	<ul style="list-style-type: none"> “Students will develop skills useful to functioning as a professional in their field of study.” “Students should develop a critical understanding of a significant portion of the field of psychology.” “Students who major in one of the social sciences will learn that they have responsibilities to themselves, their families, peer groups, communities, and society.” “Students who major in the natural sciences will become critical thinkers who are able to judge scientific arguments created by others and see relationships between science and societal problems.”
<ul style="list-style-type: none"> May focus on discipline-specific outcomes relevant to the department or a program. 	<ul style="list-style-type: none"> “Students who complete the degree major in Organizational Communication should feel that it is important to exercise ethical responsibility in their communication with others.”
Program Objectives	
<ul style="list-style-type: none"> Specifies a minimum of three student learning objectives for each program of study. It is recommended that a rotating planning and assessment cycle be used so that no more than three objectives are being assessed in a planning cycle. 	
<ul style="list-style-type: none"> Focus on student knowledge, skills, or beliefs, attitudes and values. Focus on observable behavior. Focus upon the student. 	<ul style="list-style-type: none"> Students will demonstrate... Students can apply... Students can identify... Students can discuss... Students can differentiate... Students can compare and contrast...
<ul style="list-style-type: none"> May include objectives pertaining to student satisfaction but should not be limited to satisfaction objectives. 	<ul style="list-style-type: none"> Students will be satisfied with...
	Social Sciences Examples: <ul style="list-style-type: none"> “Students can identify the role that cultural diversity plays in defining what it means to be a social being.” “Students can identify the origins, workings, and ramifications of social and cultural change in their own identity.” Students can compare the distinctive methods and perspectives of two or more social science disciplines.”
	Natural Science Examples: <ul style="list-style-type: none"> “Students can apply scientific methodology.” “Students can evaluate the validity and limitations of theories and scientific claims in experimental results.” “Students will demonstrate an understanding of basic scientific principles by restating the principle in their own words and giving a real-world example of the principle in action.”

	<p>English Examples:</p> <ul style="list-style-type: none"> • “Students will write five-page essays reflecting on the work of an author of their choice that presents a clear and well-organized argument and uses examples from the author’s work to support the argument.” • “Students will use the conventions of Standard Written English in all writing assignments.”
	<p>Education Examples:</p> <ul style="list-style-type: none"> • “Students will clearly demonstrate an understanding of curriculum theory and standards.” • “Students will show an understanding of real-world curriculum needs including content, order of the curriculum, appropriate grade level, and time frame for implementation.”
Assessment Methods	
<ul style="list-style-type: none"> • Identifies multiple methods for each objective. • Identifies a minimum of one direct measure for each objective. 	<p>Direct Measures-require students to display their knowledge and skills as they respond to the instrument itself. Such as: objective tests, essays, presentations, and classroom assignments.</p> <p>Indirect Measures-ask students to reflect on their learning rather than to demonstrate it. Such as: surveys and interviews.</p>
<ul style="list-style-type: none"> • May include qualitative as well as quantitative methods. • Recommended that for initial assessment existing measurement methods be used, where available. 	
<ul style="list-style-type: none"> • Provides enough information to use for making changes, if indicated. 	<p>A passing overall score on a national exam will not identify in which areas students may be having difficulty. Sub-scores for content areas or thematic areas will provide more information while content analysis will provide in-depth information that can be used to target areas in need of attention.</p>
<ul style="list-style-type: none"> • Specifies criteria for each measure. 	<p>Clearly articulates what aggregate score or aggregate level of performance is desired. For example: 85% will achieve a score of 90 or higher.</p>
<ul style="list-style-type: none"> • Specifies a frequent and systematic schedule for conducting the assessment method. 	<ul style="list-style-type: none"> • “Every semester” • “Annually” • “Every three years”
<ul style="list-style-type: none"> • Specifies who will use the data and how and when. 	<ul style="list-style-type: none"> • “Findings will be reviewed annually by a standing committee. Their suggestions for curricular improvements or modifications based on the assessment results will be presented at the November faculty meetings for consideration by the full faculty.”