

HANDOUTS

Step 1 Set program goals and student learning outcomes

Program mission

Program Goal 1

Student Learning Outcomes (for program goal 1)

1.

2.

Program Goal 2

Student Learning Outcomes (for program goal 2)

1.

2.

Step 1 Checklist for goals and student learning outcomes

	Yes	No
Are your goals consistent with your mission?		
Do the goals describe the desired performance/abilities of your graduates?		
Is it clear what you are assessing?		
Is the intended outcome measurable?		
Does it use action verbs?		
Is the outcome measuring something useful AND meaningful?		

Step 2 Align curriculum and activities with student learning outcomes

	Introduce outcome Course # or activity	Reinforce outcome Course # or activity	Outcome mastered Course # or activity
SLO 1			
SLO 2			
SLO 3			
SLO 4			

Rubric Example 1

Senior Seminar Major Project Rubric

Criterion	4 High Proficiency (90–100)	3 Proficiency (80–89)	2 Some Proficiency (70–79)	1 or 0 No or Limited Proficiency (60–69 or below 60)	Score
Overview / Summary Description	Describes and analyzes market very clearly and thoroughly; chooses objectives that are most relevant and states them clearly; mission statement is very well stated and complete	Describes and analyzes market well; objectives and mission statement are well stated	Describes and analyzes market and states objectives and mission statement in an adequate manner	Does not describe and analyze market or does so poorly; fails to state objectives and mission statement or states them poorly	
Strategic Plan	Strategic plan is complete and clearly stated, including all of the following: value chain, targeted segment(s), target market, design offer, distribution plan, and communication plan	Strategic plan is almost complete, including most of the following: value chain, targeted segment(s), target market, design offer, distribution plan, and communication plan	Strategic plan is somewhat complete, including some or many of the following: value chain, targeted segment(s), target market, design offer, distribution plan, and communication plan	Strategic plan is not complete, including few or none of the following: value chain, targeted segment(s), target market, design offer, distribution plan, and communication plan	
Implementation: Description of Marketing Mix	Describes marketing mix fully and well, including specifics of product/service, pricing, distribution tiers, media, Customer Relationship Management plan, and Management Information System plan	Describes marketing mix, including most of the specifics of product/service, pricing, distribution tiers, media, Customer Relationship Management plan, and Management Information System plan	Describes marketing mix with some omissions of specifics of product/service, pricing, distribution tiers, media, Customer Relationship Management plan, and Management Information System plan	Does not describe marketing mix or does so poorly, omitting many or all of specifics of product/service, pricing, distribution tiers, media, Customer Relationship Management plan, and Management Information System plan	
Financial Information	Presents detailed, realistic, and appropriate financial information including a budget and five-year forecasts of costs and revenues	Presents specific, realistic, and appropriate financial information including a budget and five-year forecasts of costs and revenues	Presents financial information that in some ways is not specific, realistic, and/or appropriate; the budget and/or five-year forecasts of costs and revenues are not complete	Does not present a budget and/or five-year forecasts of costs and revenues or does so with many gaps	

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Legal Information	Presents detailed, up-to-date, and prudent legal information. Includes sources of legal documents (legal counsel and/or thorough legal analysis).	Presents pertinent legal information, yet lacks minor details. Includes sources of legal documents (legal counsel and/or thorough legal analysis).	Presents some legal information, yet lacks major details. Includes sources of legal documents (legal counsel and/or thorough legal analysis).	Presents limited information legal information. Documents no legal sources.	
Plan Evaluation	Identifies key performance metrics of the business plan in a complete and clear manner	Identifies key performance metrics of the business plan in an above-average manner	Identifies key performance metrics of the business plan in an adequate manner	Does not present an evaluation of the business plan or does so in an incomplete or incorrect way	
Applied Research/Documentation and support	Resources used to prepare plan are effectively used and are clearly attributed	Plan is generally supported; attribution is mainly clear	Although attribution is present, some statements are unsubstantiated and the source of some ideas is unclear	Attribution is missing, or sources given are poorly chosen	
Written Communication	Writing demonstrates a sophisticated clarity, conciseness, and correctness	Writing is accomplished in terms of clarity and conciseness and contains only a few errors	Writing lacks some clarity or conciseness and contains some errors	Writing is unfocused, rambling, or contains serious errors	
Oral Communication	The speaker makes very few grammatical mistakes, and uses language in an highly effective, engaging manner which emphasizes the message. Communication style is characterized by complex grammatical structure and abstract vocabulary.	The speaker makes a few grammatical mistakes and uses language which is appropriate for the task. Communication style is characterized by complex grammatical structure and abstract vocabulary.	The speaker makes significant grammatical mistakes or uses very simplistic, blended language. Communication style is characterized by simple grammatical structure and concrete vocabulary.	The grammar and vocabulary are so poor that the meaning of the message cannot be conveyed.	
Interpersonal Communication	Makes obvious and significant contributions on projects in terms of timeliness in completing assigned work, making genuine effort to work	Provides high quality work that often reflects best effort; makes moderate effort to improve work; shows positive, proactive behavior; is always honest;	Provides work that reflects a good effort and occasionally needs to be checked or redone; rarely shows negative behavior; is honest; does not	Provides work that reflects very little or no effort; shows negative behavior; is often not honest; knowingly violates class, college, or university academic dishonesty policies	

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	effectively with others and providing valuable, creative, competent skills to the team; often takes leadership role	always adheres to class, college, and university academic dishonesty policies	knowingly violate class, college, or university academic dishonesty policies		
Professionalism	<p>Individual always is present, timely, prepared, and respectful of self and others.</p> <p>Individual always adheres to professional dress codes – as set forth by instructor.</p> <p>Individual consistently puts forth quality levels of work.</p>	<p>Individual is present, timely, prepared, and respectful of self and others most of the time.</p> <p>Generally, the individual adheres to professional dress codes – as set forth by instructor, but may miss minor elements regarding dress.</p> <p>Individual consistently puts forth quality levels of work.</p>	<p>Individual is not consistently present, timely, prepared, and generally lacks respect for self and others.</p> <p>Attempts are made to adhere to the dress codes set forth by the instructor, but it fails to meet the professional standard.</p> <p>Individual occasionally puts forth quality levels of work.</p>	<p>Individual is rarely present, timely, prepared, and generally lacks respect of self and others</p> <p>The individual may attempt to adhere to professional dress codes – as set forth by instructor, but may fail to meet the professional standard. OR, the individual may make no attempt to adhere to the dress code set forth by the instructor.</p> <p>Individual rarely puts forth quality levels of work.</p>	
Technology Proficiency	The combination of visual and multimedia elements with words and ideas takes communication and persuasion to a high level, superior to what could be accomplished with either alone. The combination brings about energy and dramatic effects which reach the intended audience.	Visual and multimedia elements combine effectively to deliver a high impact message with the visual representations and the words reinforcing each other.	Visual and multimedia elements accompany content but there is little sign of mutual reinforcement. There is some tendency toward random graphics/images.	Visual and multimedia elements are poorly incorporated and are more distracting than supplementary to the main message.	
Overall would you be likely to invest in this venture?	Very likely as the need and plan of action is clearly communicated and supported.	Somewhat likely, but the need and plan of action could be communicated more effectively and/or further supported.	Not likely as the need and plan of action was not clearly communicated and/or supported.	No, as the need was not clearly defined and there was very little support for the venture.	

Rubric Example 2

Case Study Rubric

Topic Area of Case: _____

Criterion	4 High Proficiency (90–100)	3 Proficiency (80–89)	2 Some Proficiency (70–79)	1 or 0 No or Limited Proficiency (60–69 or below 60)	Score
Problem Recognition	Demonstrates the ability to construct a clear and insightful problem statement with evidence of all relevant contextual factors.	Demonstrates the ability to construct a problem statement with evidence of most relevant contextual factors, and problem statement is adequately detailed.	Begins to demonstrate the ability to construct a problem statement with evidence of most relevant contextual factors, but problem statement is superficial.	Demonstrates a limited ability in identifying a problem statement or related contextual factors.	
Identify Strategies	Identifies multiple approaches for solving the problem that apply within a specific context.	Identifies multiple approaches for solving the problem, only some of which apply within a specific context.	Identifies only a single approach for solving the problem that does apply within a specific context.	Identifies one or more approaches for solving the problem that do not apply within a specific context.	
Propose Solutions	Proposes one or more solutions that indicates a deep comprehension of the problem. Solution are sensitive to contextual factors as well as all of the following: ethical, logical, and cultural dimensions of the problem.	Proposes one or more solutions that indicates comprehension of the problem. Solutions are sensitive to contextual factors as well as the one of the following: ethical, logical, or cultural dimensions of the problem.	Proposes one solution that is “off the shelf” rather than individually designed to address the specific contextual factors of the problem.	Proposes a solution that is difficult to evaluate because it is vague or only indirectly addresses the problem statement.	
Evaluate Potential Solutions	E valuation of solutions is deep and elegant (for example, contains thorough and insightful explanation) and includes, deeply and thoroughly, all	E valuation of solutions is adequate (for example, contains thorough explanation) and includes the following: considers history	E valuation of solutions is brief (for example, explanation lacks depth) and includes the following: considers history of problem,	E valuation of solutions is superficial (for example, contains cursory, surface level explanation) and includes the following: considers history of problem, reviews logic/ reasoning, examines	

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	of the following: considers history of problem, reviews logic/reasoning, examines feasibility of solution, and weighs impacts of solution.	of problem, reviews logic/reasoning, examines feasibility of solution, and weighs impacts of solution.	reviews logic/reasoning, examines feasibility of solution, and weighs impacts of solution.	feasibility of solution, and weighs impacts of solution.	
Implement Solution	Implements the solution in a manner that addresses thoroughly and deeply multiple contextual factors of the problem.	Implements the solution in a manner that addresses multiple contextual factors of the problem in a surface manner.	Implements the solution in a manner that addresses the problem statement but ignores relevant contextual factors.	Implements the solution in a manner that does not directly address the problem statement.	
Plan Evaluation	Identifies key performance metrics of the business plan in a complete and clear manner	Identifies key performance metrics of the business plan in an above-average manner	Identifies key performance metrics of the business plan in an adequate manner	Does not present an evaluation of the business plan or does so in an incomplete or incorrect way	
Applied Research/Documentation and support	Resources used to prepare plan are effectively used and are clearly attributed	Plan is generally supported; attribution is mainly clear	Although attribution is present, some statements are unsubstantiated and the source of some ideas is unclear	Attribution is missing, or sources given are poorly chosen	
Evaluate Outcomes	Reviews results relative to the problem defined with thorough, specific considerations of need for further work.	Reviews results relative to the problem defined with some consideration of need for further work.	Reviews results in terms of the problem defined with little, if any, consideration of need for further work.	Reviews results superficially in terms of the problem defined with no consideration of need for further work	

Step 3 Example – Choose outcomes and select criteria

	Measure 1	Direct or Indirect (D or I)	Measure 2	Direct or Indirect (D or I)
<p>SLO 1</p> <p>Students will be able to think critically and be capable of solving sport-related industry problems, so as to be prepared to add value to sport organizations</p>	<p>HSTM Senior Capstone Project Rubric (Marketing Information Scores)</p> <p>80% will successfully complete or score 80% or higher</p>	D	<p>HSTM Senior Capstone Project Rubric (Legal Information Scores)</p> <p>90% will be proficient or score 80% or higher</p>	D
<p>SLO 2</p> <p>Students will be able to comprehend and effectively analyze issues, make decisions, and form sound, well-based judgments</p>	<p>Internship Supervisor evaluation</p> <p>90% will score 80% or higher on their supervisor evaluations.</p>	I	<p>HSTM 4443 Case Study Rubric</p> <p>80% will successfully complete or score 80% or higher</p>	D
SLO 3				
SLO 4				

Step 3 Worksheet - Choose outcomes and select criteria

	Measure 1	Direct or Indirect (D or I)	Measure 2	Direct or Indirect (D or I)
SLO 1				
SLO 2				
SLO 3				
SLO 4				

Outcomes Assessment Matrix

UNDERGRADUATE Student Learning Outcomes

Identify Each Intended Outcome	Identify the Assessment Tool	Assessment Results: Total Number of Students Meeting Expectation		Assessment Results: Total Number of Students Observed	Assessment Results: Percentage of Students Meeting Expectation	Assessment Results: 1. Does not meet expectation 2. Meets expectation 3. Exceeds expectation 4. Insufficient data
PROGRAM MISSION						
PROGRAM GOAL 1						
SLO 1						
CRITERIA	MEASURE	LOCATION	# Meeting Expectation	# Observed	% Meeting Expectation	
		Traditional				
		Online				
		Total				
		Traditional				
		Online				
		Total				
SLO 2						
		Traditional				
		Online				
		Total				
		Traditional				
		Online				
		Total				
PROGRAM GOAL 2						
SLO 3						
CRITERIA	MEASURE	LOCATION	# Meeting Expectation	#Observed	% Meeting Expectation	
		Traditional				

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		Online				
		Total				
		Traditional				
		Online				
		Total				
SLO 4						
CRITERIA	MEASURE	LOCATION	# Meeting Expectation	# Observed	% Meeting Expectation	
		Traditional				
		Online				
		Total				
		Traditional				
		Online				
		Total				
PROGRAM GOAL 3						
SLO 5 Students will be able to articulate their professional preparedness.						
CRITERIA	MEASURE	LOCATION	# Meeting Expectation	# Observed	% Meeting Expectation	
		Traditional				
		Online				
		Total				
		Traditional				
		Online				
		Total				
SLO 6						
CRITERIA	MEASURE	LOCATION	# Meeting Expectation	# Observed	% Meeting Expectation	
		Traditional				
		Online				
		Total				
		Traditional				
		Online				
		Total				