

Rubric for Evaluating Course Outcome Statements

Date: Reviewer:

1— *Well Developed* 2— *Adequate* 3— *Developing* 4— *Absent*

Outcome Statements (at least 3 to less than 7, unless more are measured)	1	2	3	4	Suggestions or Comments <small>12/7/07</small>
Action: • Do outcome statements on the course outline use measurable verbs? • Could the statements be considered important learning outcomes such that the student learns to think/act like a person in the discipline? • Is the outcome a life-skill that the student will use beyond the end of the course?					
Context: • Do the outcome statements provide specifics about materials, situation, or context for the student to display the newly learned skill or behavior?					
Scope: • Do the outcome statements represent reasonable expectations of the students, given the time and resources available? • Do the outcome statements cover enough of the course material without being too detailed (2-6 outcome statements)?					
Complexity: • Do the outcomes statements cover what students need to learn in this course? • In other words are they defined enough to drive the content of the course?					
Brevity and Clarity: • Is the language in the statement concise and clear, so that it is easily understood by students and stakeholders?					

Sources:

- (1) Jerry Somerville. (Spring 2007.) Napa Valley College.
- (2) Stiehl, R., & Lewchuk, L. (2002). *The outcomes primer: Reconstructing the college curriculum* (2nd ed.). Corvallis, OR: The Learning Organization.
- (3) Stiehl, R., & Lewchuk, L. (2004). *The mapping primer: Tools for reconstructing the college curriculum*. Corvallis, OR: The Learning Organization.
- (4) Norton, Grubb & Norena Badway . (January 2004) Higher Education Evaluation & Research Group. Nine Characteristics of a Robust SLO.

Rubric for Evaluating Course Outcome Assessment Plan

Date: Reviewer:

Course Outcome Assessment Plan (at least one plan for one course outcome statement)	1	2	3	4	Suggestions or Comments
Relevant: • Will the Assessment Plan result in a reasonable indicator for at least one outcome? Is the Assessment Plan clearly linked to course outcome(s)?					12/7/07
Research Design: • Can the Assessment Plan be implemented in a classroom setting? • Evidence of research design, sampling and statistical analysis?					
Challenging: • Has the passing criteria for the outcome been stated and is it appropriate for course level?					
Culminating: • Is the Assessment Plan focused on demonstration of culminating knowledge, understanding and skill?					

Sources:

- (1) Jerry Somerville. (Spring 2007.) Napa Valley College.
- (2) Stiehl, R., & Lewchuk, L. (2002). *The outcomes primer: Reconstructing the college curriculum* (2nd ed.). Corvallis, OR: The Learning Organization.
- (3) Stiehl, R., & Lewchuk, L. (2004). *The mapping primer: Tools for reconstructing the college curriculum*. Corvallis, OR: The Learning Organization.
- (4) Norton, Grubb & Norena Badway . (January 2004) Higher Education Evaluation & Research Group. Nine Characteristics of a Robust SLO.