Checklist for Student Learning Outcomes

Ш	Are the student learning outcomes aligned with the vision, mission, values, and goals?
	Are the student learning outcomes measuring something useful and meaningful?
	Is it clear what the student learning outcomes are assessing?
	Can assessment of the student learning outcomes be used to identify areas to improve?
	Are they written using action verbs to specify clear, observable behaviors?
	Is it possible to collect accurate and reliable data for each student learning outcome?
	Are they written so that more than one measurement method can be used?
	Are the student learning outcomes simply stated? Are they written in "student-friendly" language?
	Are there a reasonable number of learning outcomes so that advisors and students aren't overwhelmed?
	Are the learning outcomes listed sequentially in order of developmental achievement-least to most complex?
	Are the learning outcomes reasonable for advisors to facilitate and students to achieve? For example, if advisors have no strategies for teaching advisees to be better world citizens, don't list it as a learning objective.
	When will the students initially be told about the student learning outcomes? How often will they be referred to again?
	When will you plan to review and revise the student learning outcomes to ensure they reflect changes to the student body, advising program, and institution?
	ed from: Ini, M. (2001). Writing Measurable and Meaningful Outcomes. Retrieved from Ini, M. (2001). http://studentaffairs.uga.edu/assess/ateam/sessions/200708/Session_2/Writing%20Measurable%20and%20Meaningful%20Outcomes-%20Bresciani%20Article.pdf
How to	Write Program Objectives/Outcomes. University of Connecticut. Retrieved from http://assessment.uconn.edu/docs/HowToWriteObjectivesOutcomes.pdf
Martin	, H. (2007) Constructing Learning Objectives for Academic Advising. Retrieved from NACADA Clearinghouse of Academic Advising Resources Web site: http://www.nacada.ksu.edu/Resources/Clearinghouse/View-Articles/Constructing-student-

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