

Eastern Kentucky University  
Academic Unit  
Student Learning Objective and Assessment Plan Guidelines

Components	Examples
<b>Department Goals</b>	
<ul style="list-style-type: none"> <li>Focus on the general learning outcomes for graduates of the department.</li> </ul>	<ul style="list-style-type: none"> <li>“Students will develop skills useful to functioning as a professional in their field of study.”</li> <li>“Students should develop a critical understanding of a significant portion of the field of psychology.”</li> <li>“Students who major in one of the social sciences will learn that they have responsibilities to themselves, their families, peer groups, communities, and society.”</li> <li>“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.”</li> </ul>
<ul style="list-style-type: none"> <li>May focus on discipline-specific outcomes relevant to the department or a program.</li> </ul>	<ul style="list-style-type: none"> <li>“Students who complete the degree major in Organizational Communication should feel that it is important to exercise ethical responsibility in their communication with others.”</li> </ul>
<b>Program Objectives</b>	
<ul style="list-style-type: none"> <li>Specifies a minimum of three student learning objectives for each program of study.</li> <li>Specifies a minimum of three student learning objectives for each option of 12 credit hours or more (at least one unique objective for the option).</li> <li>Specifies at least one student learning objective for each minor</li> <li>Specifies at least one student learning objective for each certificate program with less than 30 credit hours (if more than 30 credit hours, then need at least one additional objective).</li> <li>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.</li> </ul>	
<ul style="list-style-type: none"> <li>Focus on student knowledge, skills, or beliefs, attitudes and values.</li> <li>Focus on observable behavior.</li> <li>Focus upon the student.</li> </ul>	<ul style="list-style-type: none"> <li>Students will demonstrate...</li> <li>Students can apply...</li> <li>Students can identify...</li> <li>Students can discuss...</li> <li>Students can differentiate...</li> <li>Students can compare and contrast...</li> </ul>
<ul style="list-style-type: none"> <li>May include objectives pertaining to student satisfaction but should not be limited to satisfaction objectives.</li> </ul>	<ul style="list-style-type: none"> <li>Students will be satisfied with...</li> </ul>
	Social Sciences Examples: <ul style="list-style-type: none"> <li>“Students can identify the role that cultural diversity plays</li> </ul>

	<p>in defining what it means to be a social being.”</p> <ul style="list-style-type: none"> <li>• “Students can identify the origins, workings, and ramifications of social and cultural change in their own identity.”</li> <li>• Students can compare the distinctive methods and perspectives of two or more social science disciplines.”</li> </ul>
	<p>Natural Science Examples:</p> <ul style="list-style-type: none"> <li>• “Students can apply scientific methodology.”</li> <li>• “Students can evaluate the validity and limitations of theories and scientific claims in experimental results.”</li> <li>• “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.”</li> </ul>
	<p>English Examples:</p> <ul style="list-style-type: none"> <li>• “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.”</li> <li>• “Students will use the conventions of Standard Written English in all writing assignments.”</li> </ul>
	<p>Education Examples:</p> <ul style="list-style-type: none"> <li>• “Students will clearly demonstrate an understanding of curriculum theory and standards.”</li> <li>• “Students will show an understanding of real-world curriculum needs including content, order of the curriculum, appropriate grade level, and time frame for implementation.”</li> </ul>
<b>Assessment Methods</b>	
<ul style="list-style-type: none"> <li>• Identifies multiple methods for each objective.</li> <li>• Identifies a minimum of one direct measure for each objective.</li> </ul>	<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"> <li>• May include qualitative as well as quantitative methods.</li> <li>• Recommended that for initial assessment existing measurement methods be used, where available.</li> </ul>	
<ul style="list-style-type: none"> <li>• Provides enough information to use for making changes, if indicated.</li> </ul>	<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"> <li>• Specifies criteria for each measure.</li> </ul>	<p>Clearly articulates what aggregate score or aggregate level of performance is desired.</p> <p>For example: 85% will achieve a score of 90 or higher.</p>
<ul style="list-style-type: none"> <li>• Specifies a frequent and systematic schedule for conducting the assessment method.</li> </ul>	<ul style="list-style-type: none"> <li>• “Every semester”</li> <li>• “Annually”</li> <li>• “Every three years”</li> </ul>
<ul style="list-style-type: none"> <li>• Specifies who will use the data and</li> </ul>	<ul style="list-style-type: none"> <li>• “Findings will be reviewed annually by a standing</li> </ul>

how and when.	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.”
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