## UTD Student Learning Outcomes Rubric

<table>
<thead>
<tr>
<th></th>
<th>Needs Work</th>
<th>Acceptable*</th>
<th>Outstanding</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student centered:</strong></td>
<td>☐ SLO is not a learning outcome, instead is:</td>
<td></td>
<td>☐ Faculty have agreed on explicit criteria for assessing students’ level of mastery</td>
</tr>
</tbody>
</table>
| Are the SLO describing what a student can do, believe, or knows? | ☐ an aspirational statement  
☐ a learning process (e.g. internship)  
☐ a goal for teaching |             |                                                                              |
| **Comprehensive:**                 | ☐ National standards ignored  
☐ Significant areas of discipline overlooked  
☐ Too narrow: Single assessment data point |             | ☐ SLOs cover all major discipline areas  
☐ Well organized | |
| Does the SLO cover what a student will gain from the program? | | |                                                                 |
| **Alignment/Related:**             | ☐ No relationship between SLO & mission  
☐ No relationship betwen SLO & curriculum |             | ☐ Curriculum map used  
☐ SLO are explicitly and intentionally related and aligned | |
| Is the SLO related and aligned to the program mission? | | |                                                                 |
| **Assessment Plan:**               | ☐ No formal plan for assessment (or plans are for the short term only)  
☐ Arbitrary use of the results |             | ☐ Sustainable plan  
☐ Plan is examined and revised  
☐ Clear plan for the use of results | |
| Is there plan for regular assessment? | | |                                                                 |
| **Degree Appropriate:**            | ☐ No identifiable difference in outcomes between degree programs |             | ☐ Clear distinction between degree programs outcomes  
☐ Increasing complexity in learning with higher degree levels | |
| Do the SLO fit the level of learning for that degree level? | | |                                                                 |
| **Meaningful Metrics:**            | ☐ Terms like “exams” and “assignments” are generically used  
☐ Passing grades are used as metrics |             | ☐ Assessment measures are specific to each learning outcome statement  
☐ Metrics measure what students can do, believe, or knows | |
| Are measures meaningful and metrics beyond grades used? | | |                                                                 |

*The acceptable column has been left intentionally blank.*