



OHSU Scoring Rubric for Program-Level Student Learning Outcomes (SLOs)

Program: [Click here to enter text.](#)

Review Date: [Click here to enter a date.](#)

Summary Score: ____ out of 21

Award Level(s): [Click here to enter text.](#)

Reviewers: [Click here to enter text.](#)

Action:

- Approved, ready for posting to Assessment Webpage & other documents. 80% (17 point) score required.
- Minor improvement/edits needed & resubmit to Office of Assessment & Evaluation for admin review
- Major improvement/edits needed & resubmit to Office of Assessment & Evaluation for secondary review

Commendation(s)/Recommendation(s):

Program Purpose & SLO Stem

	Early Stage = 1 point	Mid-stage = 2 points	Developed = 3 points	Score
Purpose	Does not clearly and/or concisely state the program purpose from the perspective student point of view.	States program purpose but somewhat wordy, irrelevant, and/or unfocused from a perspective student point of view	Clearly and concisely states program purpose from perspective student point of view.	
SLO Stem	Does not begin with, " <i>At the end of the program, the graduate will be able to:</i> "	-----	Begins with, " <i>At the end of the <name> program, the graduate will be able to:</i> "	

Program-Level SLOs:

	Early Stage = 1 point	Mid-stage = 2 points	Developed = 3 points	Score
Number	Too many or too few statements to reflect essential outcomes upon program completion.	-----	Appropriate number of statements reflects essential outcomes upon program completion.	
Student Perspective	States too few learning outcomes from the student perspective.	States some of the learning outcomes from the student perspective.	States all of the learning outcomes from the student perspective..	
Bloom's Domains: Cognitive, Affective, & Psychomotor (Knowledge, Skills, and Abilities)	Reflects only one domain.	Reflects two domains.	Reflects three domains.	
Measureable	Statements do not reflect measureable knowledge, skills, and abilities.	Statements inconsistently reflect measurable knowledge, skills, and abilities.	Statements consistently reflect measureable knowledge, skills, and abilities.	
Progression (if applicable)	Reflects no difference in statements for different degree/certificate levels.	Reflects limited or unclear differences in statements for different degree/certificate levels.	1. Reflects appropriate and clear progression in statements for different degree/certificate levels. 2. Or, program does not have multiple levels.	
			TOTAL POINTS	/21