

	Evaluating Learning Goals

	Key Elements of Good Learning Goals
	<ul style="list-style-type: none">■ Reflective of Essential Learning■ Clear and Commonly Understood■ Student Focused and Assessable

	<h2 style="text-align: center;">Are Learning Goals Reflective of Essential Learning?</h2>
	<p>Questions:</p> <ul style="list-style-type: none"> ■ Are the learning goals reflective of the most essential learning in the department? ■ Do they address student learning as a multi-dimensional and integrated process rather than trivial outcomes (ie. higher order thinking skills rather than memorization of facts or simple conceptual understanding)?

	<h2 style="text-align: center;">Essential Learning Example</h2>
	<p>Original Learning Goal: To know the chronology of the major works of visual art in the 20th Century</p> <p>One Possible Revision: To examine the relationship and influence of the visual arts in an historical and cultural context</p>

	<h2 style="text-align: center;">Are the Learning Goals Clear and Commonly Understood?</h2>
	<p>Questions:</p> <ul style="list-style-type: none"> ■ Is the learning goal stated clearly and cogently? ■ Is the importance of the goal obvious to us? ■ Would it appear obvious to students? ■ Is the learning goal sufficiently explicit enough for all stakeholders to have a common understanding of its meaning?

	<h2 style="text-align: center;">Clarity and Common Understanding Example</h2>
	<p>Original Learning Goal: Students will exhibit proficiency in conducting research</p> <p>One Possible Revision: Students will learn the statistical, organizational, writing, and analytical skills necessary to conduct meaningful and valid scientific research</p>

	<h2 style="text-align: center;">Are the Learning Goals Student Focused and Assessable?</h2>
	<p>Questions:</p> <ul style="list-style-type: none"> ■ Is the learning goal focused on what the student will learn rather than what the department will teach? ■ Is the learning goal theoretically measurable either through direct or indirect methods? ■ How might departments know that students have indeed accomplished the learning?

	<h2 style="text-align: center;">Assessable Example</h2>
	<p>Original Learning Goal: Students will develop a strong sense of personal identity.</p> <p>One Possible Revision: Students will have the ability to gain insight into their own identities including their interests, skills, values, personalities, and future goals through self-assessment, self-reflection, and active exploration.</p>

Additional Resources

- <http://www.stlawu.edu/assessment/resources.html>
- Members of the University assessment committee
<http://www.stlawu.edu/assessment/committee.html>
- Assessment literature in the CTL (see in particular:
Linda Suskie (2004): *Assessing Student Learning*)