

**St. Lawrence University Assessment Committee
Departmental Learning Goal Feedback Form**

Are the learning goals *reflective of essential learning*?

Goals which are reflective of essential learning focus on more complex and higher order learning rather than simple comprehension or memorization. In addition, the departmental learning goals as a whole should reflect the core learning within the department rather than the specifics of individual courses or programs. While the committee will provide feedback on the tendency toward or absence of attention to higher order learning only, we encourage departments to evaluate their own goals with an attention to core learning within the department.

Committee Feedback:

Are the learning goals *clear and commonly understood*?

Student learning goals which are clear and commonly understood define in greater detail terms that have multiple understandings and meanings. Multiple constituencies, including students, should be able to gain a similar understanding from written goals of what learning should occur. Using more precise language will facilitate both clarity and common understanding.

Committee Feedback:

Are the learning goals *student focused and assessable*?

Goals should be focused on what students will learn rather than what we will teach. In addition, an underlying assumption in establishing learning goals is that they are theoretically assessable either through direct or indirect methods, but preferably through both. It is important in shaping our pedagogy to know whether or not students have indeed learned what we intended.

Committee Feedback: