

Worksheet to Assess a Faculty Learning Outcome

Candidate _____

Peer Reviewed by _____

FLO #1 Statement _____

Characteristics	Yes	Not Yet	Comments
Faculty Learning Outcome Statement (FLO)			
• <u>Addresses the Identified Need:</u> connection to needs assessment is obvious to reader			
• <u>Describes a Result:</u> specifies what the faculty member will be able to do in terms of student learning, as applicable			
• <u>Specific:</u> addresses no more than one single trait/result			
• <u>Action-oriented:</u> the action verb (Bloom's Taxonomy Thesaurus of Verbs) specifies definite, assessable behaviors			
• <u>Cognitively Appropriate:</u> the action verb (Bloom's Taxonomy Thesaurus of Verbs) identifies the desired cognitive level of student thinking			
• <u>Clearly Stated:</u> the meaning is easily understood by readers in different disciplines			
• <u>Assessable:</u> measurable results achievable			
• <u>Manageable:</u> time frame, course availability, etc. realistic for the purpose of the ILP/Portfolio process			
Essential Competencies of a Valencia Educator (ECs)			
• <u>Essential Competencies (ECs) Demonstrated:</u> ECs the candidate intends to demonstrate for the Faculty Learning Outcome are identified			
• <u>EC Performance Indicators:</u> Performance Indicators the candidate intends to demonstrate in the FLO are identified. Indicators provide evidence of how ECs can be demonstrated in an ILP. *While all competencies need to be demonstrated, only some indicators need to be demonstrated.			
Conditions of the FLO Implementation Phase			
• <u>Conditions:</u> clearly articulated ○ i.e., timeline, course (if applicable), unit (if applicable)			
Products of the FLO			
• <u>Evidence used to demonstrate FLO</u> is/are stated in general terms, i.e. ARPs, assessment tools, assignments, etc.			