

## Rubric for Assessment of Progress Towards Implementing a Student Learning Outcomes Framework at a Community College

### Stage 1 – Awareness Building

### Stage 2 – SLO Framework Development

### Stage 3 – SLO Framework Complete

### Stage 4 – Sustained Change is Occurring

Themes	Stage 1 – Awareness Building	Stage 2 – SLO Framework Development	Stage 3 – SLO Framework Complete	Stage 4 – Sustained Change is Occurring
<b>Student Learning Outcomes</b> <i>The Complete Cycle-Framework</i>	<ul style="list-style-type: none"> <li>No progress.</li> <li>Recognition of existing practices, such as course objectives &amp; institutional research, &amp; how existing practices relate to SLO framework.</li> <li>“Pilot” projects &amp; efforts may be in progress</li> </ul>	<ul style="list-style-type: none"> <li>Complete SLO framework is in development.</li> <li>SLOs are being developed for all courses, programs &amp; degrees.</li> <li>Means of assessment are being developed for SLOs and implemented.</li> </ul>	<ul style="list-style-type: none"> <li>SLOs are in place for all three levels. Refinement of SLOs where needed is taking place.</li> <li>Means of assessment for SLOs are fully implemented.</li> <li>Results of assessments are being used for improvement and further alignment of practices.</li> </ul>	<ul style="list-style-type: none"> <li>College is evaluating SLO framework &amp; making changes as needed.</li> </ul>
<b>Dialogue</b> <i>Meaningful Dialogue</i>	<ul style="list-style-type: none"> <li>Preliminary, investigative dialogue includes: “what is this about? How do we do this?”</li> <li>Exploration of models, definitions, issues taking place by a few people.</li> </ul>	<ul style="list-style-type: none"> <li>Dialogue is embedded within structural practices, across the college, and is taking place on a routine &amp; widespread basis. Student learning outcomes assessment is the focus.</li> </ul>	<ul style="list-style-type: none"> <li>Faculty &amp; staff are fully engaged &amp; aware of SLO framework.</li> <li>Collaboration for student learning improvement &amp; decision making is widespread.</li> </ul>	<ul style="list-style-type: none"> <li>Dialogue is ongoing, pervasive &amp; robust. Student learning improvement is featured topic.</li> <li>Dialogue includes topic of strategies to improve SLO framework and components.</li> <li>Part-time faculty are part of dialogue.</li> </ul>
<b>Organization</b> <i>Alignment of SLOs with Structures</i>	<ul style="list-style-type: none"> <li>No linkage yet exists between existing organizational structures and SLO framework.</li> </ul>	<ul style="list-style-type: none"> <li>Existing organizational structures are incorporating and supporting SLO framework within their structured processes.</li> <li>Leadership groups, e.g., Academic Senate and management have accepted responsibility for SLO framework development.</li> </ul>	<ul style="list-style-type: none"> <li>Implementation of SLO framework is supported &amp; embedded within new &amp; established organizational structures, such as:                             <ul style="list-style-type: none"> <li>Assessment Committee</li> <li>program review</li> <li>curriculum processes</li> <li>planning processes</li> <li>staff development</li> </ul> </li> <li>A timeline for SLO framework implementation is in evidence &amp; being implemented.</li> </ul>	<ul style="list-style-type: none"> <li>Evaluation and fine-tuning of organizational structures for SLO framework is ongoing.</li> <li>Organizational structures routinely address SLO framework &amp; assessment within their responsibilities.</li> </ul>
<b>Institutional Commitment</b>	<ul style="list-style-type: none"> <li>Vague acknowledgement that “something needs to be done” re SLOs.</li> <li>No resources committed yet.</li> <li>Minimal or uneven “buy-in”.</li> <li>Little established leadership.</li> </ul>	<ul style="list-style-type: none"> <li>Appropriate resources are being allocated to implement an SLO framework, including:                             <ul style="list-style-type: none"> <li>assignment &amp; support of faculty leadership,</li> <li>ongoing staff development,</li> <li>research,</li> <li>technology, &amp;</li> <li>use of institutional structures.</li> </ul> </li> <li>Leadership “walks the talk”.</li> </ul>	<ul style="list-style-type: none"> <li>Appropriate resources continue to be allocated &amp; fine-tuned, where appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>Commitment to student learning improvement is a visible priority in all practices &amp; structures, across college, including mission statement.</li> </ul>

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<b>Results</b>				
<p><b>Alignment of Practices - <i>with SLOs &amp; Assessment</i></b></p>	<ul style="list-style-type: none"> <li>• Little recognition of SLOs in developing college practices &amp; pedagogy except within individual course content &amp; within individual academic departments.</li> </ul>	<ul style="list-style-type: none"> <li>• Development of SLO framework includes processes for alignment of practice &amp; pedagogy with SLOs and assessment findings, e.g., SLOs reflected in course syllabi; grading is aligned with SLOs.</li> </ul>	<ul style="list-style-type: none"> <li>• Practices, in academic &amp; co-curricular programs, are intentionally aligned &amp; delivered to address SLOs.</li> <li>• Learning is a focus addressed collaboratively across disciplines, departments and services. Coordination is enhanced across the college.</li> </ul>	<ul style="list-style-type: none"> <li>• Practices are continually reviewed, reflecting assessment findings &amp; dialogue, and resulting in innovative practices.</li> <li>• A progressive sequence of SLO attainment is recognized within course &amp; co-curricular service delivery.</li> </ul>
<p><b>Evidence <i>Artifacts-How Do We Know?</i></b></p>	<ul style="list-style-type: none"> <li>• Little organized, cohesive evidence exists related to SLOs &amp; student learning other than student achievement outcomes, i.e., grades, transfer rates.</li> </ul>	<ul style="list-style-type: none"> <li>• SLOs for courses, programs &amp; degrees are available and are identified in institutional documents, such as:                             <ul style="list-style-type: none"> <li>○ course outlines</li> <li>○ college catalogue</li> <li>○ Web site</li> <li>○ student handbook</li> <li>○ mission statement</li> </ul> </li> <li>• A “tool kit” or other staff development resources, e.g., material re assessment strategies &amp; college SLO framework, is available.</li> <li>• Means of assessment are identified for most course, program, &amp; degree SLOs.</li> </ul>	<ul style="list-style-type: none"> <li>• An assessment plan exists, is widely available, &amp; has been implemented.</li> <li>• Assessment findings are compiled and in evidence in published reports.</li> <li>• Multiple assessment strategies are used, indirect &amp; direct, &amp; they are available, meaningful, &amp; reliable.</li> <li>• Meeting minutes routinely reflect dialogue about SLOs and improvement of learning.</li> <li>• Job descriptions, hiring brochures, &amp; other human resources literature include a focus on learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Comprehensive college assessment report(s) exists and is completed on a regular basis.</li> <li>• SLOs and student achievement of SLOs are documented.</li> <li>• Course SLOs are reflective of degree SLOs.</li> <li>• SLOs are key effectiveness indicator for college.</li> <li>• Students demonstrate awareness of goals &amp; purposes of courses they are enrolled in.</li> </ul>