

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

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