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

### Stage 1 – Awareness Building

**Themes**

**Student Learning Outcomes The Complete Cycle-Framework**
- 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

- 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.

- 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.

### Stage 2 – SLO Framework Development

**Dialogue Meaningful Dialogue**
- Preliminary, investigative dialogue includes: “what is this about? How do we do this?”
- Exploration of models, definitions, issues taking place by a few people.

- 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.

- Faculty & staff are fully engaged & aware of SLO framework.
- Collaboration for student learning improvement & decision making is widespread.

### Stage 3 – SLO Framework Complete

**Organization Alignment of SLOs with Structures**
- No linkage yet exists between existing organizational structures and SLO framework.

- 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.

- Implementation of SLO framework is supported & embedded within new & established organizational structures, such as:
  - Assessment Committee
  - program review
  - curriculum processes
  - planning processes
  - staff development

- A timeline for SLO framework implementation is in evidence & being implemented.

- Evaluation and fine-tuning of organizational structures for SLO framework is ongoing.
- Organizational structures routinely address SLO framework & assessment within their responsibilities.

### Stage 4 – Sustained Change is Occurring

**Institutional Commitment**
- Vague acknowledgement that “something needs to be done” re SLOs.
- No resources committed yet.
- Minimal or uneven “buy-in”.
- Little established leadership.

- Appropriate resources are being allocated to implement an SLO framework, including:
  - assignment & support of faculty leadership,
  - ongoing staff development,
  - research,
  - technology, &
  - use of institutional structures.
- Leadership “walks the talk”.

- Appropriate resources continue to be allocated & fine-tuned, where appropriate.

- College is evaluating SLO framework & making changes as needed.
- Dialogue is ongoing, pervasive & robust. Student learning improvement is featured topic.
- Dialogue includes topic of strategies to improve SLO framework & components.
- Part-time faculty are part of dialogue.
- Evaluation and fine-tuning of organizational structures for SLO framework is ongoing.
- Organizational structures routinely address SLO framework & assessment within their responsibilities.
- Commitment to student learning improvement is a visible priority in all practices & structures, across college, including mission statement.
## Results

### Alignment of Practices - with SLOs & Assessment

- Little recognition of SLOs in developing college practices & pedagogy except within individual course content & within individual academic departments.

### Evidence

**Artifacts-How Do We Know?**

- Little organized, cohesive evidence exists related to SLOs & student learning other than student achievement outcomes, i.e., grades, transfer rates.

### Stage 1 – Awareness Building

- 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.

### Stage 2 – SLO Framework Development

- 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.

### Stage 3 – SLO Framework Complete

- 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.

### Stage 4 – Sustained Change is Occurring

- 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.

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