

Rubric for the Assessment of Student Learning Outcomes (SLOs)

Category	Problematic	Developing	Adequate	Excellent
Student focus (that is, with students as the primary audience for the SLOs)	Little or no sense of any student audience, or inappropriate sense of audience, for all of the SLOs	Sense of other faculty as audience for some SLOs, minimal awareness of student perspective	Inclusion of students as audience although not in a consistent way; students and non-professionals may have difficulty with some terminology	Consistently and clearly student centered in its sense of audience; avoids jargon and defines key terms (such as “critical thinking”) to clarify expectations
Discipline (the SLOs are consistent with the most important concepts and skills within the field of study)	No relation to field of study	Some linkages to field of study	Identified general knowledge and skills that students can acquire from the field of study	Effectively articulates the most important knowledge, skills, and dispositions from the discipline with the SLOs
Connected (the SLOs are linked to broader mission and goals)	No connection to broader mission and goals of the program	Potential for connection, but not clearly stated	Identified basic link to program	SLOs align and are incorporated with the broader mission and goals of the program
Course level (within the overall curriculum)	SLOs are inappropriate for this particular level of the course	SLOs might be appropriate for this level although not adequately clear on this point	SLOs are largely appropriate for this level, although some of this match is still not fully specified	SLOs are fully and clearly appropriate for this course level
Mastery level (that is, the extent to which the learning should be mastered by the end of the course)	Unclear sense of the level of mastery at which the learning should occur	Emerging but still unclear sense of the level of mastery at which student learning should occur	The main elements are clear about the level of mastery at which student learning should occur, although specific applications remain unspecified	Clearly defined and described set of expectations about the level of mastery that student learning should demonstrate
Observable and measurable behavior (to be observed and measured by the end of the course)	Impossible to observe or measure any of the SLOs or to apply the learning in the course through any activity	Possible to observe or measure some of the learning but not all; unclear how the levels of mastery are observable or measurable	Possible to observe or measure the main elements of the SLOs, but unclear how some areas will be observed or measured. Still not fully articulated how the student will apply the learning from the course	The SLOs are all clearly observable and measurable; the SLOs avoid terms such as “understands, values, and appreciates,” and instead uses terms such as “identifies, compares, or explains”
Overall evaluation of the SLOs	Missing SLOs or unrelated to (or inappropriate for) the course description, not connected to program	SLOs are unclear or seem incomplete, some connection to program	SLOs are clearly written and also compatible with the course description as well as the program	SLOs are observable, measurable, and useful for both students and instructors and clearly link to the program goals