### Rubric for Evaluating Institutional Effectiveness – Part III: Student Learning Outcomes

(See cover letter for how to use this rubric.)

| Levels of Implementation | Characteristics of Institutional Effectiveness in Student Learning Outcomes  
(Sample institutional behaviors) |
|-------------------------|---------------------------------------------------------------------------------|
| **Awareness**           | • There is preliminary, investigative dialogue about student learning outcomes.  
                          | • There is recognition of existing practices such as course objectives and how they relate to student learning outcomes.  
                          | • There is exploration of models, definitions, and issues taking place by a few people.  
                          | • Pilot projects and efforts may be in progress.  
                          | • The college has discussed whether to define student learning outcomes at the level of some courses or programs or degrees; where to begin.  
| **Development**         | • College has established an institutional framework for definition of student learning outcomes (where to start), how to extend, and timeline.  
                          | • College has established authentic assessment strategies for assessing student learning outcomes as appropriate to intended course, program, and degree learning outcomes.  
                          | • Existing organizational structures (e.g., Senate, Curriculum Committee) are supporting strategies for student learning outcomes definition and assessment.  
                          | • Leadership groups (e.g., Academic Senate and administration), have accepted responsibility for student learning outcomes implementation.  
                          | • Appropriate resources are being allocated to support student learning outcomes and assessment.  
                          | • Faculty and staff are fully engaged in student learning outcomes development.  
| **Proficiency**         | • Student learning outcomes and authentic assessments are in place for courses, programs, support services, certificates and degrees.  
                          | • There is widespread institutional dialogue about the results of assessment and identification of gaps.  
                          | • Decision-making includes dialogue on the results of assessment and is purposefully directed toward aligning institution-wide practices to support and improve student learning.  
                          | • Appropriate resources continue to be allocated and fine-tuned.  
                          | • Comprehensive assessment reports exist and are completed and updated on a regular basis.  
                          | • Course student learning outcomes are aligned with degree student learning outcomes.  
                          | • Students demonstrate awareness of goals and purposes of courses and programs in which they are enrolled.  
| **Sustainable Continuous Quality Improvement** | • Student learning outcomes and assessment are ongoing, systematic and used for continuous quality improvement.  
                          | • Dialogue about student learning is ongoing, pervasive and robust.  
                          | • Evaluation of student learning outcomes processes.  
                          | • Evaluation and fine-tuning of organizational structures to support student learning is ongoing.  
                          | • Student learning improvement is a visible priority in all practices and structures across the college.  
                          | • Learning outcomes are specifically linked to program reviews.  

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