

Rubric for the Assessment of Student Learning Outcomes

| Category | Problematic | Some questions | Adequate | Excellent |
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| Student focus (that is, with students as the primary audience for the SLO's) | Little or no sense of any student audience, or inappropriate sense of audience, for all of the SLO's | Sense of other faculty as audience for some SLO's, 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 |
| Course level (within the overall curriculum) | SLO's are inappropriate for this particular level of the course | SLO's might be appropriate for this level although not adequately clear on this point | SLO's are largely appropriate for this level, although some of this match is still not fully specified | SLO's 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 SLO's 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 SLO's, 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 SLO's are all clearly observable and measurable; the SLO's avoid terms such as "understands, values, and appreciates," and instead uses terms such as "identifies, compares, or explains" |
| Overall evaluation of the SLO's | Missing SLO's, or unrelated to (or inappropriate for) the course description | SLO's are unclear or seem incomplete | SLO's are clearly written and also compatible with the course description | SLO's are observable, measurable, and useful for both students and instructors |

- Developed by the UC Provost Office and the Center for the Enhancement of Teaching & Learning (November 2009)