

## Rubric to Assess the Strength of Your SLOs

	Ineffective Outcomes Application (Back to the drawing Board)	Try It Out – Useful Outcomes Application (Good for first go-around but may require tweaking after it's assessed.)	Expert Outcomes Application (Excellent SLO and assessment – you should mentor others.)
Language	<ul style="list-style-type: none"> <li>• Written in jargon that a student wouldn't understand</li> <li>• Doesn't include active verbs and doesn't describe what student will be able to do at the end of the course</li> </ul>	<ul style="list-style-type: none"> <li>• Written in mostly student-friendly language with some jargon/discipline code words</li> <li>• Includes some active verbs that mostly describe what student will be able to do at course end</li> </ul>	<ul style="list-style-type: none"> <li>• Written in student-friendly language that's easily understood but true to the discipline</li> <li>• Includes active verbs that describe what student will be able to do at the end of the course</li> </ul>
Content	<ul style="list-style-type: none"> <li>• Asks student to use lower level thinking skills that reflect/restate discrete course objectives</li> <li>• Addresses content coverage rather than student competency</li> </ul>	<ul style="list-style-type: none"> <li>• Asks students to use some higher-level thinking skills and to sometimes synthesize several discrete course objectives</li> <li>• Mostly addresses student competency but does include some content coverage</li> </ul>	<ul style="list-style-type: none"> <li>• Asks students to use higher-level thinking skills and synthesizes several discrete course objectives</li> <li>• Addresses student competency rather than content coverage</li> </ul>
Appropriateness	<ul style="list-style-type: none"> <li>• Isn't consistent with the Course Outline of Record</li> <li>• Doesn't represent a fundamental result of the course</li> <li>• Doesn't align with other courses in a sequence (if applicable)</li> <li>• Doesn't represent college-level work</li> </ul>	<ul style="list-style-type: none"> <li>• Mostly consistent with the Course Outline of Record</li> <li>• Mostly represents a fundamental result of the course</li> <li>• Doesn't align with other courses in a sequence (if applicable)</li> <li>• Mostly representative of college-level work</li> </ul>	<ul style="list-style-type: none"> <li>• Consistent with the course outline of record</li> <li>• Represents a fundamental and valued result of the course</li> <li>• Aligns with other courses in a sequence, if applicable</li> <li>• Represents collegiate level work</li> </ul>
Measurability	<ul style="list-style-type: none"> <li>• Can't be measured readily</li> </ul>	<ul style="list-style-type: none"> <li>• Measurable, but the method may prove difficult</li> </ul>	<ul style="list-style-type: none"> <li>• Clearly measurable</li> </ul>

## Foothill College Learning Outcomes and Assessment Cycle: Assessing SLO Strength

	Ineffective Outcomes Application (Back to the drawing Board)	Try It Out – Useful Outcomes Application (Good for first go-around but may require tweaking after it's assessed.)	Expert Outcomes Application (Excellent SLO and assessment – you should mentor others.)
Assessment Method (may or may not be specified in the language of the SLO but if not, is recorded elsewhere)	<ul style="list-style-type: none"> <li>• Assessment method is unclear and isn't written elsewhere</li> <li>• Assessment method doesn't include a venue for dialog</li> <li>• Assessment method is not sustainable</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment method may be clear, but if not, may be written elsewhere</li> <li>• Assessment method may include a venue for dialog</li> <li>• Assessment method is mostly sustainable</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment method is clear; may also include where data will be housed</li> <li>• Assessment method includes a venue for dialog</li> <li>• Assessment method is easily repeatable and sustainable</li> </ul>
External Outcomes or Standards (if applicable)	<ul style="list-style-type: none"> <li>• Doesn't address external outcomes relevant to the course of study</li> <li>• Doesn't consider other colleges or external standards important to course or program</li> </ul>	<ul style="list-style-type: none"> <li>• Mostly addresses external outcomes relevant to course of study</li> <li>• Mostly considers other colleges or external standards important to the course or program</li> </ul>	<ul style="list-style-type: none"> <li>• Addresses external outcomes relevant to course of study</li> <li>• Considers other colleges or external standards important to the course or program</li> </ul>