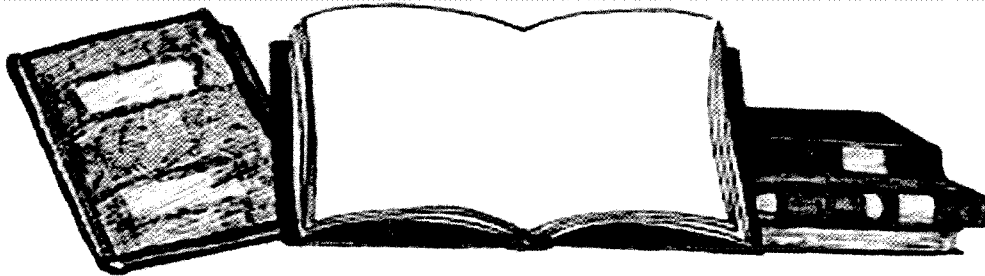# ASSESSING STUDENT LEARNING

CAÑADA COLLEGE SLOAC HANDBOOK

Handbook materials adapted with permission from the following sources:

Assessing Student Learning in Community Colleges (2004)
Janet Fulks, Bakersfield College
http://online.bc.cc.ca.us/courseassessment/Section_3_SLOs/Section3_1.htm

El Camino College Student Learning Outcomes and Assessment
http://www.elcamino.edu/academics/slo/

Assessing Student Learning
Marcy Alancraig, Cabrillo College
http://www.cabrillo.edu/services/instruction/learneroutcome/home.html

Contents

Instructional SLOAC Philosophy Statement for Cañada College

Cañada College is committed to facilitating student success. One means to fulfill this mission is through the Student Learning Outcomes Assessment Cycle (SLOAC), which asks campus constituents to engage in reflective practice. SLOAC will not interfere with the academic freedom and professional rights of faculty under the 10+1 agreement.

What is SLOAC?
SLOAC: Student Learning Outcomes and Assessment Cycle.
- Student Learning Outcomes (SLO's) are explicit statements describing knowledge, skills, abilities, and attitudes that a student will be able to demonstrate at the end (or as a result) of his or her engagement in a particular lesson, course, program, or collegiate experience.
- Assessment is the systematic collection of information about student learning and the use of that information to improve the learning and teaching process.
- After reflecting on the results, we "close the loop" by addressing ways to improve our services. The cycle continues for self-reflection and continuous conversations with our colleagues regarding curriculum. The results of this cycle will improve teaching

Why SLOAC?
- To improve student learning and services.
  A student-centered institution should be self-reflective in order to gauge its effectiveness in an institutional, student-services, departmental, and course level because it is mandated by the accreditation commission.
  In 2002, Western Association of Schools and Colleges (WASC) revised their standards to include the language of SLO's and assessments.

Who will be involved with SLOAC?
All the different college constituents must have a part in SLOAC. However, SLOAC must be a faculty driven initiative.
- Instructional SLOAC: Faculty are the experts! In collaborative settings within departments, the faculty will identify SLO's and assessments, and develop criteria by which student progress may be evaluated. Faculty shall maintain ownership of SLOAC.
- Institutional SLOAC: The faculty, in consultation with the entire college community, will shape, design, and disseminate institutional activities and will identify the core knowledge and skills that our students need to master.
- Student Services SLOAC: The division and departments of student services will develop and design student outcomes and develop assessments.

Where can we expect to see and implement SLOAC?
Program review:
  Our program reviews ask for bi-annual reports on sample results of assessments of student learning outcomes. The bi-annual results of some assessments can stimulate departmental conversations regarding programs, curricula as well as on going student feedback.

Website:
  Our institution will develop and maintain as SLOAC website to document the progress of our campus programs.

What is SLOAC for?

- SLOAC provides improved feedback, guidance, and mentoring to students in order to help them better plan and execute their educational goals
- SLOAC provides improved feedback about student learning to support faculty in their work.
- SLOAC helps us design and modify programs to better promote student learning and success.
- SLOAC develops common definitions for and gauges of important student abilities that will enable us to act more coherently and effectively to promote student learning.
- SLOAC helps us understand how different groups of students experience the college differently so as to adapt our courses and programs to the needs and capacities of all students.
- SLOAC helps us understand how our different courses and programs affect students over time so that we can better coordinate and sequence the student's experience to produce more and deeper learning.
- SLOAC provides staff and students with opportunities to reflect on their practice and their learning.

What is SLOAC NOT for?

- SLOAC will NOT use assessment of student learning as an end to itself. Assessment that does not help us to promote student learning is a waste of time.
- SLOAC will NOT use assessment of student learning punitively or as a means of determining faculty or staff salaries or rewards. The purpose of assessment is to evaluate student learning, not to reward or punish faculty or staff.
- SLOAC will NOT use any single mode of assessment to answer all questions or strictly determine program decisions.
- SLOAC will NOT use assessment in a way that will impinge upon the academic freedom or professional rights of faculty. Individual faculty members must continue to exercise their best professional judgment in matters of grading and discipline.
- SLOAC will NOT assume that assessment can answer all questions about all students. We need not directly assess all students in order to learn about the effectiveness of our programs and policies.
- SLOAC will NOT assume that assessment is quantitative. While numerical scales or rubrics (such as the four-point grading scale) can be useful, their accuracy always depends on the clear understanding of the concepts behind the numbers. Often the best indicator of student learning can be expressed better as a narrative or a performance than as a number.
- SLOAC will NOT use assessment only to evaluate the end of the student's experience or merely to be accountable to outside parties. Assessment must be ongoing observation of what we believe is important.
- SLOAC will NOT assume that **assessment is only grading.**

Adopted by the Academic Senate: Oct. 27, 2005

Principles That May Help Other Colleges and Universities

From Raymond Walters College

- Assessment structures must be built upon an understanding of the institution's culture

- A strong faculty committee, with strong leadership. The AAC has at least one faculty representative from each department - volunteers.

- The committee must be willing to do themselves what they ask other faculty to do.

- Use assessment procedures already in place

- Mission statement may have to be narrowed or made more concrete before the institution begins to assess student learning outcomes.

- Need time to make mistakes.

- It helps if the person who brings ideas to the faculty is trusted.

- Pilot projects are an excellent idea.

- Communication. Inclusiveness of all faculty at all stages is crucial.

- Compromise as necessary to keep the process moving. We decided critical thinking was discipline specific, didn't spend any time arguing over a generic description.

- Go for quality NOT quantity. Limit your plans to what you can do. Decided we could only measure two general education outcomes well.

- Must allow time for a discussion that enables faculty to see that primary trait assessment is what they ARE already doing and that it linked to their teaching.

- There will be difficulties along the way. All problems can be dealt with.

- Significant non-intrusive administrative commitment and support is vital.

Academic Assessment Goals *From Raymond Walters College*

The goals of our assessment program are to improve student learning and to meet accreditation requirements. To achieve these goals we must assess the things we say we do in our mission statement. On the academic side, this involves assessing all our programs, technical, transfer, and certificate, the general education component of the curriculum, and the developmental education courses.

The NCA lists the following as hallmarks of a successful assessment program:

- it flows from the institution's mission
- emerges from a conceptual framework
- has faculty ownership and responsibility
- has institution-wide support
- uses multiple measures
- provides feedback to the students and the institution
- is cost effective
- does not restrict or inhibit the college's goals of access, equity and diversity
- leads to improvement
- includes a process for evaluating the assessment program

At RWC the departments are responsible for assessing the technical degree and certificate programs; the Academic Assessment Committee (AAC) is working with the departments to assess the transfer degree program, the general education component, and the developmental education courses.

How do Objectives and Goals Differ From Learning Outcomes?

Student learning outcomes build upon, but are different from, course or program objectives and goals because they represent a new perspective.

Outcomes	Objectives
SLOs represent overarching products of the course.	Objectives represent valuable skills, tools, or content (nuts and bolts) that enable a student to engage a particular subject.
Outcomes express higher level thinking skills that integrate the content and activities and can be observed as a behavior, skill, or discrete useable knowledge upon completing the class.	Objectives focus on content and skills important within the classroom or program: what the staff and faculty will do. Often termed the input in the course.
An assessable outcome is an end product that can be displayed or observed and evaluated against criteria.	Objectives can often be numerous, specific, and detailed. Assessing and reporting on each objective for each student may be impossible.

"Outcomes demonstrate an understanding and application of a subject beyond the nuts and bolts which hold it together; objectives represent the nuts and bolts." (Bakersfield College Chemistry Prof)

Course Goal – the purpose of the course.

- The goal of this general art course is to cultivate a sense of aesthetic significance through analysis of problems and interpretations as they apply to a variety of disciplines
- The goal of this general education biology course is to help students acquire and retain relevant biologic knowledge/information, teach them to think/apply this knowledge, and stimulate them to continue learning in the field.
- The goal of this nutrition course is to prioritize key nutrition behaviors, identify health and nutrition needs, and integrate these behaviors into health interventions, educational training, and policy.

Course SLO – This is an outcome that describes what a student will do at the end of this nutrition course. Example: A student will be able to analyze a documented nutritional problem, determine a strategy to correct the problem, and write a draft nutritional policy addressing the broader scope of the problem.

Course Objectives – the specific teaching objectives detailing course content and activities. (see examples for the nutrition course)

- Review nutritional recommendations and components.
- Discuss differences in nutritional requirements associated with sex, age, and activity.
- Describe causes and consequences of nutritional problems.
- Explain complications of underlying physiologic conditions (e.g. diabetes & mal-absorption).
- Identify key factors involved in correcting nutritional behaviors.
- Describe resources and strategies to treat nutritional disorders.

Bakersfield College

Writing Your Own SLOs

Getting started: Faculty members have reported that the hardest aspect of writing SLOs is simply getting something on paper. That time is now. Plan to brainstorm and draft SLOs right now. There are resources to the right for help with language, and examples of some profession standards and criteria that have been articulated but begin with your own knowledge and goals for the course or program.

1. REALIZE –you have been doing this all along, operating from intuitive and professional experience; the task is to communicate and articulate your goals, outcomes, and criteria.

2. Select your favorite course or program. Take the online Angelo and Cross Teaching Inventory Test to see if your teaching correlates with what you value: http://www.uiowa.edu/~centeach/tgi/index.html

3. Now that you have considered your values and practices think about the course or program dynamics. The box below can be downloaded as a worksheet by clicking here.

Instructional Course & Programs Outcomes	Student Services Programs
Name a specific course or program	Name a specific program or service (e.g. counseling, financial aid, DSPS, Admissions and Records, International Studies, etc.)
Are there any prerequisites for this course?	This program must interface with what other key areas?
Does this course serve as a prerequisite for any other courses?	
Course Purpose	Purpose, Mission, or Function that best describes this programs role in student learning:

4. As the expert in this discipline and course, begin by thinking about the 3-7 most important things a student should leave your class being able to DO. 3-7 may not seem like enough, you may have 20-50 objectives for a course - but these represent the 3-7 things you will assess - most people would not want to assess and make public 20-50 different objectives.

5. Spend 15 minutes brainstorming; write down words that express knowledge, skills, or values that integrate the most important aspects of your class.

BRAINSTORM: In the boxes below briefly list words or descriptions of attitudes, skills, or knowledge that you would like your students to know or do as a result of this course or student services program.

Attitudes or values developed as a result of this course	
Skills or performance ability as a result of this course	
Knowledge and concepts they will have as a result of this course	

6. Use active verbs and the domain charts to craft sentences that are clear and assessable (measurable).

7. Use the checklist to compare your SLOs to some criteria.

8. Share these draft SLOs with other faculty to sharpen the focus.

9. Compare the your SLO drafts with:

 ▪ Official Course Outline of Record
 ▪ Core concepts articulated by professional organizations
 ▪ External expectations such as board requirements or standards
 ▪ Articulation and prerequisite agreements

Bakersfield College

SLOs, Bloom's Taxonomy, Cognitive, Psychomotor, and Affective Domains.

Bloom (1948) developed classifications of intellectual behavior and learning in order to identify and measure progressively sophisticated learning. College faculty are hired because of their discipline expertise and are sometimes unfamiliar with important pedagogical theories that contribute to effective learning. Bloom's taxonomy is especially important in higher education where outcomes need to address the student ability to use information, not just recall and regurgitate concepts. Lower levels of learning are easier to assess but do not adequately display what the student can DO with the knowledge. Refer to the next page for a diagram of Bloom's increasing levels of complex learning.
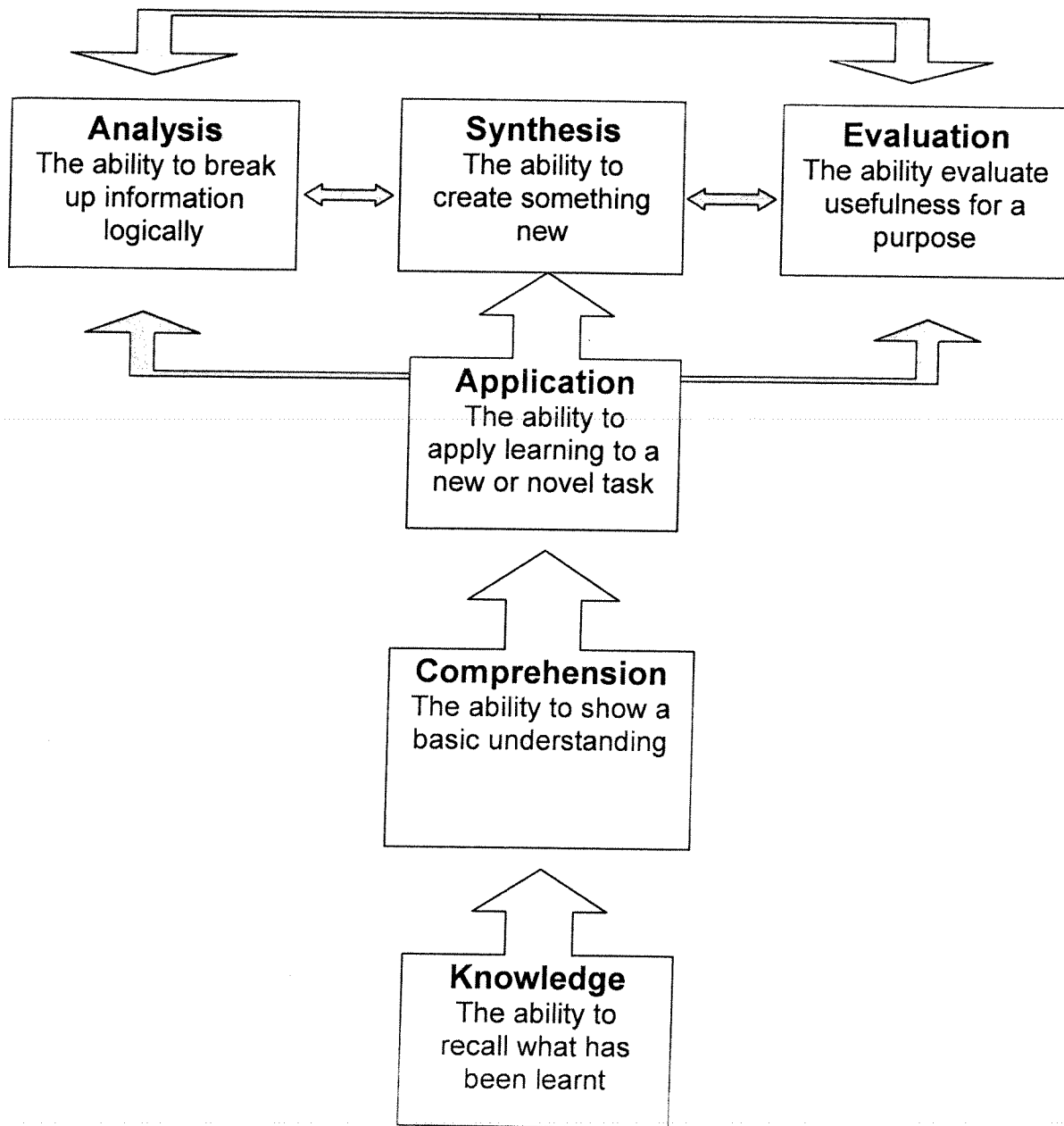
However, learning is not a purely cognitive function; learning occurs differently when it entails performing a skill or re-evaluating behavior. Three domains of learning are recognized:

- Cognitive domain defining knowledge classification. See the following page for a table describing increasing complexity in cognitive learning. Each level has examples of verbs that could be used in writing an SLO at this level. These verbs are not magic or mandatory, our faculty found them helpful, so we used a variety of models and created our own.

- Psychomotor domain (Gronlund, 1970; Harrow, 1972; Simpson, 1972) defining physical skills or tasks classification. Check out the psychomotor table on the following page.

- Affective domain (Krathwhol, Bloom, and Masia, 1964) defining behaviors that correspond to attitudes and values. Please refer to the affective table. Affective outcomes tend to be the hardest to articulate initially and often appear difficult to assess at first glance. However, cognitive outcomes often represent the outcomes most closely related to deeper thinking and life-long learning, as well as the outcomes we value most.

NOTE: Student learning outcomes should address relevant outcomes for each of these domains but must be appropriate to the course.

Think about possible means of assessing the outcomes. The essence of student learning outcomes lies in focusing on the results you want from your course rather than on what you will cover in the course. Ask yourself how you will know when you have accomplished those outcomes

Interrelationships Between Bloom's Cognitive Levels

Analysis
The ability to break up information logically

⟷

Synthesis
The ability to create something new

⟷

Evaluation
The ability evaluate usefulness for a purpose

Application
The ability to apply learning to a new or novel task

Comprehension
The ability to show a basic understanding

Knowledge
The ability to recall what has been learnt

Hall, C. & Johnson, A. (1994) Module A5: Planning a Test or Examination. In B. Imrie & C. Hall, Assessment of Student Performance. Wellington, New Zealand: University Teaching Development Centre, Victoria University of Wellington.
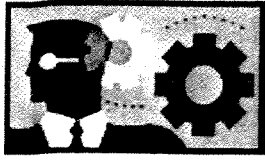
Cognitive Domain

Learning Outcomes Related To Knowledge

Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
Student remembers or recognizes information or specifics as communicated with little personal assimilation.	Student grasps the meaning behind the information and interprets, translates, or comprehends the information.	Student uses information to relate and apply it to a new situation with minimal instructor input.	Student discriminates, organizes, and scrutinizes assumptions in an attempt to identify evidence for a conclusion.	Student creatively applies knowledge and analysis to integrate concepts or construct an overall theory.	Student judges or evaluates information based upon standards and criteria, values and opinions.
Cite Label List Enumerate Identify Imitate Match Name Quote Recall Reproduce State Write	Convert Define Describe Discuss Estimate Explain Generalize Identify Illustrate Locate Paraphrase Restate Summarize	Apply Chart Compute Demonstrate Determine Dramatize Establish Make Manipulate Prepare Project Solve Use	Analyze Compare Contrast Correlate Diagram Dissect Differentiate Distinguish Infer Investigate Limit Outline Separate	Assemble Create Construct Design Develop Formulate Generate Hypothesize Initiate Invent Modify Reframe Synthesize	Access Appraise Conclude Critique Decide Defend Diagnose Evaluate Judge Justify Rank Recommend Support

Basic
Knowledge
Level

More Sophisticated
Higher Level Thinking
Critical Thinking

Psychomotor Domain

Learning Outcomes Related To Skills

Observe	Model	Recognize Standards	Correct	Apply	Coach
Students translate sensory input into physical tasks or activities.	Students are able to replicate a fundamental skill or task.	Students recognize standards or criteria important to perform a skill or task correctly.	Students use standards to evaluate their own performances and make corrections.	Students apply this skill to real life situations.	Students are able to instruct or train others to perform this skill in other situations.
Hear Identify Observe See Smell Taste Touch Watch *Usually no outcomes or objectives written at this level.	Attempt Copy Follow Imitate Mimic Model Reenact Repeat Reproduce Show Try	Check Detect Discriminate Differentiate Distinguish Notice Perceive Recognize Select	Adapt Adjust Alter Change Correct Customize Develop Improve Manipulate Modify Practice Revise	Build Compose Construct Create Design Originate Produce	Demonstrate Exhibit Illustrate Instruct Teach Train

Basic Knowledge
Basic Skills
Level

More Sophisticated Skills
Higher Level Abilities
Critical Understanding of Performance
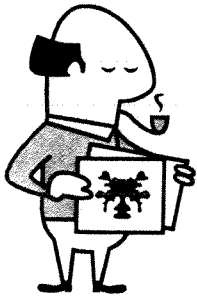
Affective Domain

Learning Outcomes Related To Attitudes, Behaviors, and Values

Receiving	Responding	Valuing	Organizing	Characterizing
Students become aware of an attitude, behavior, or value.	Students exhibit a reaction or change as a result of exposure to an attitude, behavior, or value.	Students recognize value and display this through involvement or commitment.	Students determine a new value or behavior as important or a priority.	Students integrate consistent behavior as a naturalized value in spite of discomfort or cost. The value is recognized as a part of the person's character.
Accept Attend Describe Explain Locate Observe Realize Receive Recognize	Behave Comply Cooperate Discuss Examine Follow Model Present Respond Show Studies	Accept Adapt Balance Choose Differentiate Defend Influence Prefer Recognize Seek Value	Adapt Adjust Alter Change Customize Develop Improve Manipulate Modify Practice Revise	Authenticate Characterize Defend Display Embody Habituate Internalize Produce Represent Validate Verify

Elementary Values and Behaviors
Inherited Value System
Egocentric View

More Highly Developed Attitudes
Well Thought-out Value System
Higher Level Abilities to Identify and
Articulate Others' Values

Student Learning Outcomes Checklist	Yes	No
Do the SLOs include active verbs?		
Do the SLOs suggest or identify an assessment?		
Are the SLOs written as outcomes rather than as objectives? • Language indicates an important overarching concept versus small lesson or chapter objectives. • Outcomes address what a student will be able to **do** at the completion of the course. • SLOs address student competency rather than content coverage.		
Do the SLOs address the expected level of learning for the course using Bloom's Taxonomy as a guideline?		
Do the SLOs address more than one domain (cognitive, psychomotor, and affective)?		
Are the SLOs appropriate for the course? • Consistent with the curriculum document of record • Represents a fundamental result of the course • Aligns with other courses in a sequence, if applicable • Represents collegiate level work		
Will students understand the SLOs?		

As you talk to others about SLOs keep these things in mind:

- Each course and classroom has unique factors.
- Disciplines have unique language and culture.
- Cross disciplinary conversations are invaluable.
- Ultimately discipline-specific conversations best define competencies for students.
- Everyone is a learner when it comes to assessment.
- As professionals, we are guided by the principles of academic freedom.

Bakersfield College

Advice on Developing Measurable Course Level SLOs

What do you look for?

1. **Course Level SLOs are student centered.**
   Bad Idea: We will go over the causes of the Civil War.
   Better Idea: The students will compare and contrast the two sides of the Civil War and discuss the pressures that lead to the conflict.

2. **Course Level SLOs should have action verbs.**
   Bad Idea: The students will be better theologians.
   Better Idea: The students will describe several major attributes of God and support these attributes with Bible verses.

3. **Course Level SLOs should use higher level thinking skills.**
   Bad Idea: The students will learn the words to "You Ain't Nothin' but a Hound Dog"
   Better Idea: The students will identify and analyze the imagery in early Rock and Roll and describe the impact of key songs upon the genre.

4. **Course Level SLOs should be measurable.**
   Bad Idea: The students will hone river-dancing skills.
   Better Idea: The students perform a 4 minute river dancing routine with minimal errors.

5. **Course Level SLOs should be summative.**
   Bad Idea: The student will demonstrate the ability to play an "A" on the pan-flute.
   The student will be demonstrate the ability to play a "G" on the pan-flute.
   The student will demonstrate the ability to play an "F" on the pan-flute
   Better Idea: The students will perform "Ode to Joy" on the pan-flute with minimal errors.

6. **Course level SLOs should cover affective, cognitive, and kinesthetic domains.**
   Affective: The students will view theology as a science and apply the scientific process to a major tenet of Islam or Christianity.
   Cognitive: The students will analyze the Magna Carta and compare the rights of criminals then and now.
   Kinesthetic: The students will hit 5 of 8 pitches thrown by the pitching machine.

Bakersfield College

Cañada College

Cañada College Home

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For any comments regarding this
site, please email Ray Lapuz at
lapuz@smccd.edu

The Student Learning Outcomes and Assessment Cycle at Cañada College

Links within the page

Welcome

SLOAC @ Cañada

Note from the SLOAC Coordinator

Welcome

Information about Special SLOAC Day, March 28, 2008

"Student Learning Outcomes" and "Assessments" have been around for a long time. While they are sometimes defined in multiple ways, they are tools used to expose strategies for increasing student success on three levels: institutional, program, and course. At all three levels, these tools should help faculty and students identify what knowledge, skills, and attitudes that students will gain from completing their educational plan. Engaging in the Student Learning Outcomes and Assessment Cycle will ultimately enhance student success.

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SLO's and Assessments in Cañada College

The Student Learning Outcomes and Assessment initiative at Cañada College is led by the Academic Senate and the Senate's Curriculum Committee. Faculty use a team approach toward developing student learning outcomes and assessments for their courses and the programs at the college. Along the Curriculum Committee, the Student Learning Outcomes Coordinator led the effort to develop the institutional/degree level student learning outcomes. A record of student learning outcomes will be kept on the Student Learning Outcomes website, in a binder in the Office of Instruction, and in program review documentation. As faculty move through the Student Learning Outcomes and Assessment Cycle, we ask that they submit their updates to the Curriculum Committe and the Student Learning Outcomes Coordinator.

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A Note from the SLO Coordinator

Because of the evolutionary nature of the Student Learning Outcomes and Assessment Cycle, this website will always be a work in progress. I hope it will serve as a useful resource for faculty and staff in developing their student learning outcomes and assessments and reporting on their progress. If you have any comments or materials that you might be interested in adding to the website, please send me an email at lapuz@smccd.net.

Ray Lapuz

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Cañada College

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The Student Learning Outcomes and Assessment Cycle at Cañada College

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SLOAC Day
March 28, 2008

Agenda:

8:30 - 9:00	Continental Breakfast	Theatre Lobby
9:00 - 10:30	Orientation and Inspiration	Main Theatre
10:30 - 12:30	Working Sessions	Buildings 3, 13, 17
12:30 - 1:15	BBQ Lunch and Fun Stuff	Frisbee Lawn
1:30 - 3:30	Working Sessions	Buildings 3, 13, 17

Handouts:

Today's Powerpoint Presentation

Information:

- Cañada SLOAC Philosophy Statement
- SLO Checklist (pdf version)
- SLO Rubric (pdf version)

Forms

Instructions: Download a form. Each form is a doc file with specific fields to fill in. When finished with the document, Save As... the form number and the course number.
For example, suppose I am submitting an SLO and Assessment plan for Math 110, I would download Form #1, fill in the fields, and save as "Form1Math110.doc" (most of the time, MS Word automatically adds the ".doc" at the end.
**Submit completed forms to your deans and to canslo@smccd.edu.

- Form #1: Use this for submitting an assessment plan for ONE SLO. If submitting muliple files for the same course, you can save as: "Form1Math110-1.doc," followed by "Form1Math110-2.doc," etc...
- Form #2: Report assessment results (not yet available)
- Form #3: Report reflection on assessment results (not yet available)
- Form #4: Use this to report a SET of SLOs for a specific course.

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Helpful Links

- Cañada's list of Course Outlines of Record
- List of SLOs for Cañada

SLO Support

- Writing SLO's (online manual)

Assessment Support:

- Creating Rubrics (Rubistar)
- CalState Assessment Page
- Assessments (Bakersfield's online manual)

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Professional Links

PSYCHOLOGY
Psychology Outcomes for Majors:
http://www.apa.org/ed/psymajor_guideline.pdf

HISTORY
Student Learning Outcomes in History
http://www.historians.org/teaching/ACE/TaskForceReport.cfm

SOCIOLOGY
Creating an Effective Assessment Plan for the Sociology Major
http://www.asanet.org/galleries/APAP/Assessment%20Final%20Copy%202002005.pdf

POLITICAL SCIENCE
Student Assessment and Learning Outcomes
http://www.apsanet.org/section_563.cfm

PHILOSOPHY
Assessing Undergraduate Philosophy Programs
http://www.apa.udel.edu/apa/governance/committees/teaching/assessing.html

ANTHROPOLOGY
For Teachers Resource Page—not much here, but can find stuff FROM here.
http://www.aaanet.org/resources/teachers/

VISUAL AND PERFORMING ARTS

ART HISTORY
See page 8.
http://www.collegeart.org/pdf/caa-news-09-07.pdf

THEATER
ATHE OUTCOMES ASSESSMENT GUIDELINES FOR THEATRE
PROGRAMS IN HIGHER EDUCATION
http://www.athe.org/files/pdf/OutcomesAssessment.pdf

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Cañada College Student Learning Outcomes & Assessment Reporting
Form #1 Assessment Development for a Student Learning Outcome

Complete this document when developing an SLO and accompanying assessment instrument or rubric.

A. General Info

Division:	<please select one>
Program/Department:	
Course #:	
Date:	

B. Student Learning Outcome

C. SLO Type (Check One)
☐ Course ☐ Program ☐ Certificate ☐ Degree

D. Assessment Instrument or Mechanism

E. Timeline for Assessment

F. Resources Needed for Assessment

G. Team Members

Names	Phone Extension	Email Address

H. Additional Comments

After filling out this form, send an electronic copy to your Division Dean and the SLOAC Coordinator. Approval is not needed before proceeding to the assessment phase.

Cañada College Student Learning Outcomes & Assessment Reporting
Form #2: Report on Assessment Results

Complete this form to report results of the assessment that you proposed on Form #1.

A. General Info

Division:	<please select one>
Program/Department:	
Course #:	
Date:	

B. Student Learning Outcome

C. SLO Type (Check One)
  ☐ Course ☐ Program ☐ Certificate ☐ Degree

D. Assessment Instrument or Mechanism

E. Description of Data (Check all that apply)
  ☐ Formative Evaluation ☐ Summative Evaluation
  ☐ One-time ☐ Multiple-Step
  ☐ Direct Evidence ☐ Indirect Evidence
  ☐ Qualitative ☐ Quantitative

F. Narrative Description of Data

G. Team Members

Names	Phone Extension	Email Address

H. Additional Comments

After filling out this form, send an electronic copy to your Division Dean and the SLOAC Coordinator. Be sure to attach a copy of the data that you collected. Approval is not needed before proceeding to the reflection phase.

Cañada College Student Learning Outcomes & Assessment Reporting
Form #3: Reflection on Assessment Results

Complete this form to report results of your reflection on the data reported on Form #2.

A. General Info

Division:	
Program/Department:	
Course #:	
Date:	

B. Student Learning Outcome

C. SLO Type (Check One)
☐ Course   ☐ Program   ☐ Certificate   ☐ Degree

D. What were the most important findings from the data?

E. What changes can be made to address these implications (e.g. changes to the program, curriculum, teaching method, etc.)

F. What resources may be needed to make these changes?

G. Next time this assessment is performed, what changes need to be made to the SLO statement, assessment, rubric, or method to get better results?

H. How does this SLO tie to other SLOs; course, program, certificate or degree?

I. What is the projected semester for this assessment to be performed again?

J. Assessment Team Members

Names	Phone Extension	Email Address

K. Additional Comments

After filling out this form, send an electronic copy to your Division Dean and the SLOAC Coordinator. Congratulations! You have completed the SLOAC Cycle.

Have You Heard About the Two-Year Rule and Accreditation?

Janet Fulks, Chair , Accreditation and Student Learning Outcomes Committee
State Academic Senate for California Community Colleges

The is a reprint of an article in the February 2008 Rostrum.

At the second annual ASCCC Accreditation Conference (Jan 25-27, 2008), many were surprised to hear about the impact of the "two-year rule" implementation on our accreditation process. The "two-year rule" is a federally imposed mandate that requires accrediting agencies to place a two-year deadline on correction of all recommendations that relate to deficiencies. Following an accreditation visit, colleges usually receive commendations (indicating outstanding areas of quality education) and recommendations which may be either: 1) recommendations for improvement or 2) recommendations for correcting deficiencies. Since the Accreditation Standards represent the minimum qualifications for accreditation, fulfilling the standards are not something colleges must attempt to do, but rather are the minimum expected level of performance. If your college has not shown evidence that it meets this minimum expectation, the result will be a recommendation to correct this deficiency. But why haven't we heard of this short two-year timeline before?

When the ACCJC was being reauthorized as an accrediting agency this fall, the reviewers discovered that this rule had not been enforced in the past, even though the federal government had required it for many years. The federal motivation for enacting this rule was to guarantee that students attending a deficient institution had an opportunity to see that corrected during the course of their study so that they did not receive a deficient college education. This is also why, when being accredited for the present year, the visiting team reviews the previous accreditation reports to see that recommendations have been addressed. So how will this impact your college?

Many faculty have commented that in the process of reviewing previous accreditation reports to write their current self-study, they found that some of the same problems were still alive and well. Recommendations have often indicated that institutions failed to meet previous recommendations adequately, allowing the deficiencies to extend into the next 6-year cycle (and some for two accreditation cycles). In January, the ACCJC sent out a letter explaining that the two-year rule must be enforced and that it requires recommendations be corrected within a two-year period or increasing sanctions will be placed on the institution. This means that sitting on your laurels, waiting for the midterm report, will not be an option; instead, you may receive a one year visit to check on your progress.. Perhaps even more significantly, factor in the timeline. The official report is received approximately 3-4 months behind the visitation date. Suddenly you only have about a year and a half to correct a deficiency and document that improvement with evidence. So what should your college do?

Begin early and gain a good understanding of the expectations. Create committees and action plans for the self study that can realistically address issues sooner rather than later. The ACCJC has found that three main areas often lead to recommendations about deficiencies and sanctions. Below is a summary of what we have learned about them:

1. **Program Review** – If colleges have not completed program review, have only spotty reviews, or have a review process that lacks objective data and analyses (thus ultimately failing to evaluate the program's effectiveness) the institution will most likely see a recommendation. The ACCJC *Rubric for Evaluating Institutional Effectiveness – Part I: Program Review* provides criteria used to evaluate the program review processes. The commission expects colleges to be on the highest level called **Sustainable Continuous Quality Improvement,** which includes data on student achievement including course completion, persistence, program completion, graduation, and if appropriate job placement and licensure pass rate (such as for the Board of Registered Nursing or BRN). The programs should show evidence that they use relevant data to make decisions and improve student learning. See the ACCJC rubric for a more complete summary of the criteria.

2. **Insitutional Planning** - If an institution lacks a substantive planning processes to identify strengths and weaknesses and mechanisms to improve, they are likely to see a recommendation concerning institutional planning. These processes should have clearly documented timelines, communications and strategies, that enable the college to set priorities, allocate resources, implement improvements, and engage in continuous assessment and improvement practices. Again, the commission expects institutions to be at the highest level (**Sustainable Continuous Quality Improvement**) of the ACCJC *Rubric for Evaluating Institutional Effectiveness – Part II: Planning.* At this level there should be ongoing and systematic review cycles that inform planning and are aimed at improving student learning. See the ACCJC rubric for a more complete summary of the criteria.

3. **Governance** – Problems with governance (either between the governing board and the college administrative leadership and/or faculty leadership) that keeps the college focused on politics rather than achieving and improving mission is another major area where deficiencies are noted. Governance problems may be the result of many different issues, but when any entity has a vested interest in preserving dysfunctional governance, rather than correcting dysfunctional governance, quality education is at risk. There is no rubric for governance but Standard 4 states the standard very clearly: "The institution recognizes and utilizes the contributions of leadership throughout the organization for continuous improvement of the institution. Governance roles are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief administrator."

For a thorough discussion of these major areas of deficiency by the ACCJC President, have a look at the power point on the ACCJC website under the President's Desk tab at http://www.accjc.org/directors_desk.htm **PowerPoint Presentation "What Executives Need to Know"** *by Dr. Barbara Beno, ACCJC President*

Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

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 assessment are in place for courses, programs and degrees. • Results of assessment are being used for improvement and further alignment of institution-wide practices. • There is widespread institutional dialogue about the results. • Decision-making includes dialogue on the results of assessment and is purposefully directed toward improving student learning. • Appropriate resources continue to be allocated and fine-tuned. • Comprehensive assessment reports exist and are completed 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 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.

JP;DB: cg 8/2007

Commission Actions Based on the Standards

Accreditation Standards	Reaffirmation of
minimum qualifications	Accreditation = Meets Standards

Distance below the standard

Warning

Probation

Show Cause

Loss of Accreditation

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Rubric Examples*

*Rubrics were taken *verbatim* from campus websites and were sometimes lightly reformatted to fit the printed page.

Writing Rubric

6 = Essay demonstrates excellent composition skills including a clear and thought-provoking thesis, appropriate and effective organization, lively and convincing supporting materials, effective diction and sentence skills, and perfect or near perfect mechanics including spelling and punctuation. The writing perfectly accomplishes the objectives of the assignment.

5 = Essay contains strong composition skills including a clear and thought-provoking thesis, although development, diction, and sentence style may suffer minor flaws. Shows careful and acceptable use of mechanics. The writing effectively accomplishes the goals of the assignment.

4 = Essay contains above average composition skills, including a clear, insightful thesis, although development may be insufficient in one area and diction and style may not be consistently clear and effective. Shows competence in the use of mechanics. Accomplishes the goals of the assignment with an overall effective approach.

3 = Essay demonstrates competent composition skills including adequate development and organization, although the development of ideas may be trite, assumptions may be unsupported in more than one area, the thesis may not be original, and the diction and syntax may not be clear and effective. Minimally accomplishes the goals of the assignment.

2 = Composition skills may be flawed in either the clarity of the thesis, the development, or organization. Diction, syntax, and mechanics may seriously affect clarity. Minimally accomplishes the majority of the goals of the assignment.

1 = Composition skills may be flawed in two or more areas. Diction, syntax, and mechanics are excessively flawed. Fails to accomplish the goals of the assignment.

Revised October 2003

Subject A Scoring Guide (University of California)

In holistic reading, raters assign each essay to a scoring category according to its dominant characteristics. The categories below describe the characteristics typical of papers at six different levels of competence. All the descriptions take into account that the papers they categorize represent two hours of reading and writing, not a more extended period of drafting and revision.

Score 6

A 6 paper commands attention because of its insightful development and mature style. It presents a cogent analysis of or response to the text, elaborating that response with well-chosen examples and persuasive reasoning. The 6 paper shows that its writer can usually choose words aptly, use sophisticated sentences effectively, and observe the conventions of written English.

Score 5

A 5 paper is clearly competent. It presents a thoughtful analysis of or response to the text, elaborating that response with appropriate examples and sensible reasoning. A 5 paper typically has a less fluent and complex style than a 6, but does show that its writer can usually choose words accurately, vary sentences effectively, and observe the conventions of written English.

Score 4

A 4 paper is satisfactory, sometimes marginally so. It presents an adequate analysis of or response to the text, elaborating that response with sufficient examples and acceptable reasoning. Just as these examples and this reasoning, will ordinarily be less developed than those in 5 papers, so will the 4 paper's style be less effective. Nevertheless, a 4 paper shows that its writer can usually choose words of sufficient precision, control sentences of reasonable variety, and observe the conventions of written English.

Score 3

A 3 paper is unsatisfactory in one or more of the following ways. It may analyze or respond to the text illogically; it may lack coherent structure or elaboration with examples; it may reflect an incomplete understanding of the text or the topic. Its prose is usually characterized by at least one of the following: frequently imprecise word choice; little sentence variety; occasional major errors in grammar and usage, or frequent minor errors.

Score 2

A 2 paper shows serious weaknesses, ordinarily of several kinds. It frequently presents a simplistic, inappropriate, or incoherent analysis of or response to the text, one that may suggest some significant misunderstanding of the text or the topic. Its prose is usually characterized by at least one of the following: simplistic or inaccurate word choice; monotonous or fragmented sentence structure; many repeated errors in grammar and usage.

Score 1

A 1 paper suggests severe difficulties in reading and writing conventional English. It may disregard the topic's demands, or it may lack any appropriate pattern of structure or development. It may be inappropriately brief. It often has a pervasive pattern of errors in word choice, sentence structure, grammar, and usage.

http://www.sdcoe.k12.ca.us/score/actbank/subja.htm

California State University, Fresno
Scoring Guide for Writing

Scoring Level	Knowledge of Conventions	Clarity and Coherence	Rhetorical Choices
4 - Accomplished	In addition to meeting the requirements for a "3," the writing is essentially error-free in terms of mechanics. Models the style and format appropriate to the assignment.	In addition to meeting the requirements for a "3," writing flows smoothly from one idea to another. The writer has taken pains to assist the reader in following the logic of the ideas expressed.	In addition to meeting the requirements for a "3," the writer's decisions about focus, organization, style/tone, and content made reading a pleasurable experience. Writing could be used as a model of how to fulfill the assignment.
3 - Competent	While there may be minor errors, the paper follows normal conventions of spelling and grammar throughout and has been carefully proofread. Appropriate conventions for style and format are used consistently throughout the writing sample. Demonstrates thoroughness and competence in documenting sources; the reader would have little difficulty referring back to cited sources.	Sentences are structured and word are chosen to communicate ideas clearly. Sequencing of ideas within paragraphs and transitions between paragraphs make the writer's points easy to follow.	The writer has made good decisions about focus, organization, style/tone, and content to communicate clearly and effectively. The purpose and focus of the writing are clear to the reader and the organization and content achieve the purpose well. Writing follows all requirements for the assignment.
2 - Developing	Frequent errors in spelling, grammar (such as subject/verb agreements and tense), sentence structure and/or other writing conventions distract the reader. Writing does not consistently follow appropriate style and/or format. Source documentation is incomplete. It may be unclear which references are direct quotes and which are paraphrased.	Sentence structure and/or word choice sometimes interfere with clarity. Needs to improve sequencing of ideas within paragraphs and transitions between paragraphs to make the writing easy to follow.	The writer's decisions about focus, organization, style/tone, and/or content sometimes interfere with clear, effective communication. The purpose of the writing is not fully achieved. All requirements of the assignment may not be fulfilled.
1 - Beginning	Writing contains numerous errors in spelling, grammar, and/or sentence structure which interfere with comprehension. Style and/or format are inappropriate for the assignment. Fails to demonstrate thoroughness and competence in documentation.	Sentence structure, word choice, lack of transitions and/or sequencing of ideas make reading and understanding difficult.	The writer's decisions about focus, organization, style/tone, and/or content interfere with communication. The purpose of the writing is not achieved. Requirements of the assignment have not been fulfilled.

June 6, 2002
http://www.csufresno.edu/cetl/assessment/ (click on WritingScoring.doc)

Rubrics - 4

California State University, Fresno
General Education Scoring Guide for Integrative Science

Scoring Level	Science and Society	Basic Concepts and Fundamental Principles	Scientific Approach	Nature of Science
4 - Accomplished	Develops and defends an informed position, integrating values, science, and technology.	Integrates and applies basic scientific concepts and principles.	Demonstrates comprehension of the scientific approach; illustrates with examples	Demonstrates scientific reasoning across multiple disciplines.
3 - Competent	Correctly describes perspectives concerning the scientific aspects of a societal issue.	Shows clear comprehension of basic scientific concepts and principles.	Accurately expresses concepts relating to the scientific approach	Interprets and relates scientific results in a way that shows a clear recognition of the nature of science.
2 - Developing	Recognizes the place of science in human affairs, but is unable to communicate its roles.	Able to state basic scientific concepts and principles.	Uses vocabulary related to scientific methods in a rote manner or showing simple conceptualization	Provides simplistic or incomplete explanations of the nature of science.
1 - Beginning	Does not visualize a role or need for science in human affairs.	Lacks understanding of basic scientific concepts and principles.	Shows minimal understanding of scientific methods	Does not distinguish between scientific, political, religious, or ethical statements.

http://www.csufresno.edu/cetl/assessment/ (click on IBScoring.doc)

Rubrics - 5

Writing Rubric
Northeastern Illinois University
(adapted from: Barbara Walvoord, Winthrop Univ., Virginia Community College System, Univ. of Washington)

Quality Criteria	No/Limited Proficiency	Some Proficiency	Proficiency	High Proficiency	(Rating)
1. Thesis/Focus: (a) Originality	Thesis is missing	Thesis may be obvious or unimaginative	Thesis is somewhat original	Develops fresh insight that challenges the reader's thinking;	
2. Thesis/Focus: (b) Clarity	Reader cannot determine thesis & purpose OR thesis has no relation to the writing task	Thesis and purpose are somewhat vague OR only loosely related to the writing task	Thesis and purpose are fairly clear and match the writing task	Thesis and purpose are clear to the reader; closely match the writing task	
3. Organization	Unclear organization OR organizational plan is inappropriate to thesis. No transitions	Some signs of logical organization. May have abrupt or illogical shifts & ineffective flow of ideas	Organization supports thesis and purpose. Transitions are mostly appropriate. Sequence of ideas could be improved	Fully & imaginatively supports thesis & purpose. Sequence of ideas is effective. Transitions are effective	
4. Support/ Reasoning (a) Ideas (b) Details	Offers simplistic, undeveloped, or cryptic support for the ideas. Inappropriate or off-topic generalizations, faulty assumptions, errors of fact	Offers somewhat obvious support that may be too broad. Details are too general, not interpreted, irrelevant to thesis, or inappropriately repetitive	Offers solid but less original reasoning. Assumptions are not always recognized or made explicit. Contains some appropriate details or examples	Substantial, logical, & concrete development of ideas. Assumptions are made explicit. Details are germane, original, and convincingly interpreted	
5. Use of sources/ Documentation	Neglects important sources. Overuse of quotations or paraphrase to substitute writer's own ideas. (Possibly uses source material without acknowledgement.)	Uses relevant sources but lacks in variety of sources and/or the skillful combination of sources. Quotations & paraphrases may be too long and/or inconsistently referenced	Uses sources to support, extend, and inform, but not substitute writer's own development of idea. Doesn't overuse quotes, but may not always conform to required style manual	Uses sources to support, extend, and inform, but not substitute writer's own development of idea. Combines material from a variety of sources, incl. pers. observation, scientific data, authoritative testimony. Doesn't overuse quotes.	

http://www.neiu.edu/~neassess/gened.htm#rubric

Rubrics - 6

Oral Presentation Holistic Scoring Rubric
Southeast Missouri State University

SCORE 6
*Designates a **Clearly Excellent** speech.*

A. Focus: the thesis is very clearly stated; the topic is narrowed sufficiently; the specific audience has clearly been taken into account when delivering the speech

B. Organization: the speech has a clear introduction that catches the audience's attention effectively and is connected to the whole; effective transitions recap each main point; the conclusion effectively summarizes the speech and is related to the whole

C. Development: all main points begin with a clear topic sentence; all main and supporting points are supported by specific and highly effective examples/evidence; the main and supporting points all relate to each other

D. Style: language is memorable; language usage is felicitous; tone is appropriate

E. Delivery: eye contact is effectively established with the audience; gestures and paralinguistic cues are used to reinforce particularly important ideas; no excessive use of vocalized pauses (e.g., "ah, um"); student is extremely articulate

F. References: outside sources and incorporated logically, insightfully, and elegantly; sources are documented accurately

SCORE 5
*Designates a **Still Impressive** speech.*

A. Focus: the thesis is clearly stated; the topic is limited; the specific audience has clearly been considered when delivering the speech

B. Organization: the introduction catches the audience's attention and is connected to the whole; transitions signal movement to another point; the conclusion is clean and related to the whole

C. Development: almost all main points begin with a clear topic sentence; the main and supporting points include concrete, specific evidence/examples; almost all the main and supporting points relate to each other

D. Style: most language is memorable; language usage is accurate; tone is appropriate

E. Delivery: eye contact is established with the audience; gestures and paralinguistic cues are mostly used to reinforce particularly important ideas; some vocalized pauses are used; student is articulate

F. References: source material is used logically and proficiently; sources are accurately documented

SCORE 4
*Designates an **Adequate** speech.*

A. Focus: the thesis is clear or clearly implicit; the topic is partially limited; it is implied that the specific audience has been considered when delivering the speech

B. Organization: the introduction and conclusion are clear and somewhat related to the whole; some transitions are used

C. Development: some main points begin with a clear topic sentence; some main and supporting points include specific evidence/examples; most main and supporting points relate to each other

D. Style: most language is somewhat memorable; language usage is correct; tone is usually appropriate

E. Delivery: eye contact with the audience is somewhat established; gestures and paralinguistic cues are sometimes used to reinforce particularly important ideas; several vocalized pauses are used; student is somewhat articulate

F. References: source material is incorporated logically and adequately; sources are documented accurately for the most part

NON-MASTERY SCORES
SCORE 3
Designates a Developing speech

A. Focus: the thesis is unclear; the topic is only partially limited; the specific audience has been partially considered when delivering the speech

B. Organization: the introduction and conclusion may be ineffective and not related to the whole; the logical plan must be inferred, as no transitions are used

C. Development: some main points have stated or implied topic sentences; some main points are supported by specific evidence/examples; some main and supporting points relate to each other

D. Style: language is not very memorable; language usage is generally accurate; tone is often inappropriate

E. Delivery: eye contact with the audience is hardly established; gestures and paralinguistic cues are seldom used to reinforce particularly important ideas; vocalized pauses are used frequently; student is not very articulate

F. References: source material is incorporated but sometimes inappropriately or unclearly; sources are documented accurately only occasionally

SCORE 2
Designates a Rudimentary speech.

A. Focus: the thesis is unclear; the topic is not limited; the specific audience has been considered vaguely when delivering the speech

B. Organization: the introduction and conclusion are ineffective and not related to the whole; the logical plan must be inferred, as no transitions are used

C. Development: few main points have stated or implied topic sentences; few main points are supported by specific evidence/examples; supporting material is imprecise, unclear, or redundant; few main and supporting points relate to each other

D. Style: language is not memorable; language usage is inaccurate; tone is inappropriate

E. Delivery: almost no eye contact with the audience; gestures and paralinguistic cues are seldom used to reinforce particularly important ideas; vocalized pauses are used frequently; student is not very articulate

F. References: source material is inappropriately or unclearly incorporated; documentation is infrequent

SCORE 1
Designates an Incoherent speech

A. Focus: the topic and thesis are unclear; no apparent attempt has been made to limit the topic; the specific audience has not been considered at all

B. Organization: no attempt has been made to compose an effective introduction or conclusion; these is no logical plan to the speech

C. Development: main points contain no topic sentences; main points are not supported by specific examples/evidence; little or no supporting material is used; main and supporting points do not relate to each other
D. Style: language is not memorable or is confusing; language usage is inaccurate; tone is inappropriate or distracting
E. Delivery: no eye contact is made with the audience; gestures and paralinguistic cues are not used to reinforce particularly important ideas; vocalized pauses are used in abundance and distract from the overall message
F. References: source material is never incorporated or incorporated inappropriately or unclearly; documentation is inaccurate

SCORE 0

Designates a speech that has clearly not been developed on the assigned topic or makes no attempt to answer the given question or relate to the given topic.

This rubric is based upon the scoring rubric used by the Writing Outcomes Program at Southeast Missouri State University.

Holistic Critical Thinking Scoring Rubric
Facione and Facione

4	Consistently does all or almost all of the following: Accurately interprets evidence, statements, graphics, questions, etc. Identifies the salient arguments (reasons and claims) pro and con. Thoughtfully analyzes and evaluates major alternative points of view. Draws warranted, judicious, non-fallacious conclusions. Justifies key results and procedures, explains assumptions and reasons. Fair-mindedly follows where evidence and reasons lead.
3	Does most or many of the following: Accurately interprets evidence, statements, graphics, questions, etc. Identifies relevant arguments (reasons and claims) pro and con. Offers analyses and evaluations of obvious alternative points of view. Draws warranted, non-fallacious conclusions. Justifies some results or procedures, explains reasons. Fair-mindedly follows where evidence and reasons lead.
2	Does most or many of the following: Misinterprets evidence, statements, graphics, questions, etc. Fails to identify strong, relevant counter-arguments. Ignores or superficially evaluates obvious alternative points of view. Draws unwarranted or fallacious conclusions. Justifies few results or procedures, seldom explains reasons. Regardless of the evidence or reasons, maintains or defends views based on self-interest or preconceptions.
1	Consistently does all or almost all of the following: Offers biased interpretations of evidence, statements, graphics, questions, information, or the points of view of others. Fails to identify or hastily dismisses strong, relevant counter-arguments. Ignores or superficially evaluates obvious alternative points of view. Argues using fallacious or irrelevant reasons, and unwarranted claims. Does not justify results or procedures, nor explain reasons. Regardless of the evidence or reasons, maintains or defends views based on self-interest or preconceptions. Exhibits close-mindedness or hostility to reason.

Retrieved September 2, 2005 from http://www.insightassessment.com/pdf_files/rubric.pdf

Levels of Leadership

Bowling Green University, http://folios.bgsu.edu/assessment/Rubrics.htm, downloaded March 21, 2002

"Leading" involves guiding a group to achieve its goal. It does not require formal authority or power, but is more a matter of influence, integrity, spirit, and respect. Leadership quality in this course will be evaluated using the features defining the four levels shown below.

Level 1 Leadership (Beginner)

- Gives an impression of reluctance or uncertainty about exercising leadership
- Focuses exclusively on the task to be accomplished without regard to the people, or focuses exclusively on the interpersonal relations and attitudes of people in the group without regard to the task
- Asks for ideas or suggestions without intending to consider them
- May show favoritism to one or more group members
- Takes the group off track

Level 2 Leadership (Novice)

- Shows occasional signs of insecurity about leading, or is overly confident about own leadership skills
- Gives too much attention to the task or to interpersonal relations in the group
- Asks for ideas and suggestions but neglects to consider them
- Lets the group ramble or stray off track too much, or keeps the group so rigidly on track that relevant issues or concerns are ignored
- Has an agenda and goals for the group

Level 3 Leadership (Proficient)

- Looks comfortable and confident in exercising leadership duties
- Circulates a prepared agenda in advance
- Balances the need for task accomplishment with the needs of individuals in the group
- Listens actively and shows understanding by paraphrasing or by acknowledging and building on others' ideas
- Shows respect to all group members
- Shares information openly
- Assigns tasks by seeking volunteers, delegating as needed
- Checks for agreement, acceptance, buy-in
- Gives recognition and encouragement

Level 4 Leadership (Advanced)

All of the positive features of proficient leadership, plus:
- Engages all group members
- Keeps the group on track by managing time, providing coaching or guidance, using humor, or resolving differences, as needed
- Intervenes when tasks are not moving toward goals
- Involves the group in setting challenging goals and planning for their accomplishment
- Helps others to provide leadership