



**ALL IN IT
TOGETHER**

**SLO COMMON ASSESSMENT
AND
RUBRIC CREATION**

WHY WE USE AND ASSESS SLOS

- **Use staff meetings for discussion (ongoing)**
- **Emphasize**
 - **Consistency for the quality of course content**
 - **Most important aspects of class are assessed**
 - **Normal part of the curriculum planning cycle (observe/assess, reflect, plan, implement)**
 - **Able to deliver material (content) as you see fit**
- **All our faculty are teachers by trade/training**
 - **Understand the importance of assessment**
 - **Understand the need for consistency for the student's sake**
 - **Understand how one class builds on another in our department**

STAFF MEETINGS FOR SLO CREATION

- **Divided all courses into common groups**
- **Meeting for each group set up**
- **Invited faculty who taught the classes being reviewed to attend**
 - **If not able to attend in person, to review what the group had done and offer additional thoughts/suggestions via email**
- **Reached consensus among faculty teaching the same course**
 - **Essential knowledge to be assessed so students will be able to succeed in the next courses they take**
 - **Consensus steamed from the CORs and professional expertise**

COMMON ASSESSMENTS

- Kept course groupings
- Invited faculty to participate in deciding on common assessments
- Between completing the new SLOs and the creation of common assessment, continued conversation happened at staff meetings
 - Willingness to use common assessments
 - Willingness to pilot use of Canvas
 - Faculty consensus after time to process, ask questions, and be heard

COMMON ASSESSMENTS

- **Discussion within each group that met**
 - **How individual teachers assess the SLO currently**
 - **Compared how assessments were similar or different**
 - **Some liked others' way of assessing better**
 - **All willing to adapt what they were doing as needed for common assessment**
 - **Emphasis continued to be that the ONLY common assessments required would be for the SLOs or if written into the CORs**
 - **In reality, there are a handful of core assignments that faculty had already agreed to do in a similar or the same fashion**
 - **So common assessment not an unusual idea**

CREATING RUBRICS

- **First cohort of classes to be assessed are taught by only 3 instructors**
- **Decision was made to start with these classes because**
 - **Classes are similar in theme**
 - **Few instructors makes it easier to pilot**
- **All faculty were informed of pilot class and they would be provided with lessons learned**

CREATING RUBRICS

- **Pulled rubrics used in the past from all instructors for the same course as a guide**
 - **Compared**
 - **Discussed most important aspects**
 - **Agreed on wording of rubric**
 - **Point value of assignment is up to individual instructor**
- **New rubrics being created**
 - **Discussion among the 3 instructors as to what type of criteria they've looked for in the past with assessing this or a similar SLO**
 - **Begin writing all ideas down**
 - **Decide on most important aspects**
 - **Decide on wording**
 - **Decide on progressive criteria for differentiation in grading**