Table E: Explicitness of Course-Level SLOs[1] by Term[2]								
	Emerging[2]		Developed[3]		Highly Developed		Total	
Term	#	%	#	%	#	%	#	%
Fall 2009	35	24%	70	49%	39	27%	144	100%
Spring 2010	34	25%	66	49%	34	25%	134	100%
Fall 2010	36	22%	83	50%	47	28%	166	100%

[1] Assessed according to the UC Merced Rubric for a Creating & Aligning Learning Outcomes. Includes both undergraduate and graduate syllabi.

[2] Includes syllabi judged to be Emerging and Emerging/Developed.

[3] Includes syllabi judged to be Developed and Developed/Highly Developed.

Tallies only include syllabi judged to contain SLOs.

Source: Center for Research on Teaching Excellence Syllabus Inventory Files

Table F: Syllabus Alignment[1] by Term								
	Emerging[2]		Developed[3]		Highly Developed		Total	
Term	#	%	#	%	#	%	#	%
Fall 2009	96	60%	31	18%	19	22%	146	100%
Spring 2010	106	70%	11	15%	18	15%	135	100%
Fall 2010	121	66%	21	13%	24	14%	166	100%

[1] Assessed according to the UC Merced Rubric for a Creating & Aligning Learning Outcomes. Includes both undergraduate and graduate syllabi.
[2] Includes syllabi judged to be Emerging and Emerging/Developed.
[3] Includes syllabi judged to be Developed and Developed/Highly Developed.

Source: Center for Research on Teaching Excellence Syllabus Inventory Files

Rubric for Creating & Aligning Student Learning Outcomes

Criteria	Emerging	Developed	Highly Developed
Syllabus Categories	Syllabus contains a category for course goals. *Student learning outcomes present but not necessarily separately categorized.*	Syllabus contains *specific, separate categories for goals and student learning outcomes.*	*Student learning outcomes (SLOs) clearly articulate what students will be able to do in order to meet course goals. That is, outcomes and goals are 'aligned'.*
Explicitness of Student Learning Outcomes (SLOs)	SLOs suggest what the instructor expects students to do. SLOs are sufficiently inexplicit as to be mostly difficult to measure meaningfully; relevant skills or knowledge are not clearly described.	SLOs state with some specificity what the student *will be able to do*. Most SLOs are measurable; relevant skills and knowledge are acknowledged or mentioned.	Using specific, active verbs,SLOs describe what the student will be able to do. All SLOs are measurable; *key* skills and knowledge are clearly specified.
Alignment (Matching course work & activities to student learning outcomes)	Assignments, assessments and weekly or daily topics are not connected (aligned) with the student learning outcomes.	Assignments, assessments and weekly or daily topics may be connected (aligned) to the student learning outcomes.	Most assignments, assessments weekly or daily topics, and course activities (ex. labs, discussion sections) are clearly connected (aligned) to specific outcomes.