

# Sustainability Tool: Organization-wide Level

Use this rating scale when assessing each indicator under the 4 critical factors.  
Y – yes, done consistently N – no, not on radar NI – needs improvement

Purpose of this tool:	To provide a systems and an appreciative inquiry approach to examining the effectiveness and sustainability of the organization-wide learning outcome and assessment process. The results will determine any next steps that will improve and sustain the flow of learning evidence.
Who should use this tool?	Assessment committee, assessment professionals, institutional research professionals.
How do you use this tool?	Use as a discussion guide, focusing on each of the four factors – one at a time. Involve those who can answer the questions best to ensure accurate information. Carefully document strengths found and improvements needed. Put together a short-term (one year) and long-term (3 – 5 years) action plan.
When do you use this tool?	<ul style="list-style-type: none"> <li>As a starting point to get baseline information for reporting to internal and external stakeholders.</li> <li>When there are issues with the process and you want to look at contributing factors.</li> <li>On an annual basis, to review the status, celebrate progress and determine next steps.</li> </ul>

Leadership	Y	N	NI	Notes
1. Is there a champion that is responsible for setting expectations and determining priorities about organization-wide learning outcomes and assessment?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. Is there is a committee/department that is responsible for creating, refining, and reviewing organization-wide learning outcomes, their assessment and related processes?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. Is there a succession and transition plan in place for the champion and committee/department leadership that assures the continuation of the organization-wide learning outcomes and assessment plan?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. Are the champion and committee/department able to share an organization-wide learning outcomes and assessment vision with instructors and stakeholders so everyone has a shared meaning?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5. Do the champion and committee/department involve all instructors in organization-wide outcome and assessment decisions?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6. Do the champion and committee/department systematically review organization-wide learning outcomes and evidence of learning as well as related design documents? (See books: <i>The OUTCOME Primer: Envisioning Learning Outcomes</i> , <i>The CONTENT Primer: Aligning Essential Content with Learning Outcomes</i> and <i>The MAPPING Primer: Mapping the Way to Learning Outcomes for design documents</i> .)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7. Do the champion, committee/department and college administration provide support necessary for the instructors and staff to sustain a flow of learning evidence over time (i.e. curriculum design and assessment, documentation, technology, and allocation of time)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
8. Do the champion and committee/department recognize, value and celebrate the efforts of instructors and staff to gather, track and use learning evidence to improve organization-wide learning outcomes?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
9. Do the champion and committee/department foster trust by being consistent, reliable, respectful and accountable for organization-wide learning outcomes?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	



# Sustainability Tool: Organization-wide Level

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Y – yes, done consistently    N – no, not on radar    NI – needs improvement

Instructor Involvement	Y	N	NI	Notes
1. Are instructor and committee/department roles and responsibilities for organization-wide learning outcomes and assessment documented and understood by all instructors?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. Do instructors take advantage of professional development opportunities to build their proficiency in developing, assessing and guiding outcome-based learning?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. Are instructors included when developing and revising organization-wide learning outcomes that all graduates must exhibit?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. Are instructors included when developing and revising organization-wide learning outcome assessment plans as well as the criteria and standards to be measured?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5. Are instructors involved in determining and documenting which organization-wide learning outcomes align best with the courses they teach?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6. Do the committee/department and instructors openly discuss learning evidence and make data-informed decisions about organization-wide learning outcomes and assessment?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7. Are instructors involved in developing and improving assessment criteria, instruments, processes, policy and culture related to organization-wide learning outcomes and assessment?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
8. Are instructors involved in assessing learner's work (i.e. learning artifacts)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
9. Do instructors interact and assist each other in assuring the flow of learning evidence for organization-wide learning outcomes and assessment?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
10. Are instructors made aware of learner performance in meeting organization-wide learning outcomes and involved in the discussion of potential changes based on that evidence?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
11. Do instructors foster trust by being consistent, reliable, respectful and accountable for organization-wide learning outcomes and assessment?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	



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# Sustainability Tool: Organization-wide Level

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Professional Development	Y	N	NI	Notes
1. Do the committee/department and instructors interpret the organization-wide learning outcomes the same way and know how to integrate and align them with their programs and courses?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. Can all instructors who teach courses that align with one or more organization-wide learning outcome(s) articulate how these outcomes are relevant for real-life roles?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. Can all instructors create institutional documents and other design documents that show the alignment of outcomes? (See books: <i>The OUTCOME Primer: Envisioning Learning Outcomes</i> and <i>The CONTENT Primer: Aligning Essential Content with Learning Outcomes</i> to learn how to create a COG (Course Outcome Guide) that aligns with a POG (Program Outcome Guide).)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. Can all instructors align their course learning outcomes with the organization-wide learning outcomes and other courses for which their course functions as a prerequisite?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5. Can all instructors create and align learning experiences with organization-wide learning outcomes?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6. Can all instructors guide learners and provide effective feedback to support the achievement of learning outcomes?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7. Can all instructors adjust, create or use assessment tools (rubrics, scoring guides, checklists, surveys) that align with the organization-wide learning outcomes?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
8. Can all instructors assess learner's work (i.e. artifacts) using an assessment tools that aligns with organization-wide learning outcomes?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
9. Can all instructors generate, analyze and use organization-wide learning evidence to determine and document how best to adjust and improve learning?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
10. Are organization-wide learning outcome and assessment skills and abilities acknowledged and supported?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	



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# Sustainability Tool: Organization-wide Level

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 Y – yes, done consistently    N – no, not on radar    NI – needs improvement

System Integration	Y	N	NI	Notes
1. Is there a common language used when talking about curricular and organization-wide outcome and assessment processes?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. Is there alignment between course, program and organization-wide outcomes?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. Is the process for organization-wide outcome and assessment well defined, documented and followed?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. Are the roles and responsibilities of those involved with organization-wide learning outcomes and assessment documented, understood and followed?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5. Are committees and the departments that are involved in related processes, communicating, collaborating, and coordinating their efforts to ensure integration and efficiency?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6. Are the organization-wide learning outcomes and assessment process, methods, and tools documented, centrally located, readily accessible, consistently used and routinely updated?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7. Is technology carefully selected and used to enhance consistency and efficiency?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
8. Is the organization-wide learning outcomes and assessment process integrated with related processes such as curriculum design, learning assessment, and program review?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
9. Is there is a plan and process to review and update organization-wide learning outcomes and related processes on a regular basis to make needed adjustments?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
10. Is organization-wide learning data used only for its intended purpose and shared with all stakeholders?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	



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# Sustainability Tool: Program Level

Use this rating scale when assessing each indicator under the 4 critical factors.

Y – yes, done consistently    N – no, not on radar    NI – needs improvement

Purpose of this tool:	To provide a systems and an appreciative inquiry approach to examining the effectiveness and sustainability of the program learning outcome and assessment process. The results will determine any next steps that will improve and sustain the flow of learning evidence. NOTE: This tool supports and integrates with a Program Quality Management System approach.
Who should use this tool?	Program coordinators, instructional staff and advisory groups.
How do you use this tool?	Use as a discussion guide, focusing on each of the four factors – one at a time. Involve those who can answer the questions best to ensure accurate information. Carefully document strengths found and improvements needed. Put together a short-term (one year) and long-term (3 – 5 years) action plan.
When do you use this tool?	<ul style="list-style-type: none"> <li>As a starting point to get baseline information for reporting to internal and external stakeholders.</li> <li>When there are issues with the process and you want to look at contributing factors.</li> <li>On an annual basis, to review the status, celebrate progress and determine next steps.</li> </ul>

Leadership	Y	N	NI	Notes
1. Is the program coordinator(s) a champion of outcome-based learning and assessment?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. Is there a succession and transition plan for the program coordinator's position that assures the continuation of the program outcomes and assessment plan?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. Is the program coordinator able to share the outcomes and assessment vision with instructors and stakeholders so everyone has a shared meaning?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. Does the program coordinator involve all instructors in program outcomes and assessment decisions?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5. Does the advisory group have representative(s) from organizations that could hire the graduates of this program?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6. Do the program coordinator, advisory committee, and other stakeholders systematically review the program's learning outcomes and evidence of learning as well as related design documents? (See books: <i>The OUTCOME Primer: Envisioning Learning Outcomes</i> , <i>The CONTENT Primer: Aligning Essential Content with Learning Outcomes</i> and <i>The Mapping Primer: Mapping the Way to Learning Outcomes for design documents</i> .)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7. Do the program coordinator and college administration provide the support necessary for the instructors and staff to sustain a flow of program learning evidence over time (i.e. curriculum design and assessment, documentation, technology, and allocation of time)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
8. Does the program coordinator recognize, value, and celebrate the efforts of instructors and staff to gather, track and use program learning evidence to improve the program?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
9. Does the program coordinator foster trust by being consistent, reliable, respectful, and accountable for program outcomes and assessment?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	



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# Sustainability Tool: Program Level

Use this rating scale when assessing each indicator under the 4 critical factors.

Y – yes, done consistently    N – no, not on radar    NI – needs improvement

Instructor Involvement	Y	N	NI	Notes
1. Are program instructor and related committee/departments roles and responsibilities for program outcomes and assessment documented and understood by all instructors?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. Do program instructors take advantage of professional development opportunities to build their proficiency in developing, assessing, and guiding outcome-based learning?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. Are program instructors included when developing and revising program outcome statements that prepare graduates for real-life roles?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. Are program instructors included when developing and revising program assessment plans as well as criteria and standards to be measured?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5. Do program instructors understand where their course fits in the learner's journey? Do they have appropriate program documentation (program maps, program sequence, program description, program outcomes, etc.). Were they involved in developing these? (See book: <i>The MAPPING Primer: Mapping the Way to Learning Outcomes.</i> )	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6. Do program coordinators and instructors openly discuss the program's learning evidence and make data-informed decisions about program changes?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7. Are program instructors involved in developing and improving program assessment criteria, instruments, processes, policy, and culture?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
8. Are program instructors included in assessing learner's work (i.e. learning artifacts)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
9. Do program instructors interact and assist each other in assuring the appropriate sequencing of the learner's journey as well as the flow of program learning evidence?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
10. Are program instructors made aware of learner performance on end-of-program assessments and involved in the discussion of potential changes based on that evidence?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
11. Do program instructors foster trust by being consistent, reliable, respectful, and accountable for program outcomes and assessment?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	



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# Sustainability Tool: Program Level

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Y – yes, done consistently    N – no, not on radar    NI – needs improvement

Professional Development	Y	N	NI	Notes
1. Do instructors in the program interpret the program learning outcomes the same way, and know how their courses contribute to those outcomes?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. Can all instructors who teach courses in this program (including general education) articulate how their course is relevant for learners in this program?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. Can all instructors create institutional documents and other design documents that show the alignment of outcomes? (See books: <i>The OUTCOME Primer: Envisioning Learning Outcomes</i> and <i>The CONTENT Primer: Aligning Essential Content with Learning Outcomes</i> to learn how to create a COG (Course Outcome Guide) that aligns with a POG (Program Outcome Guide).)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. Can all program instructors align their course learning outcomes with the program learning outcomes and other courses for which their course functions as a prerequisite?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5. Can all program instructors guide learners and provide effective feedback to support the achievement of the intended learning outcomes?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6. Can all program instructors create and align learning experiences with program learning outcomes?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7. Can all program instructors adjust, create, or use assessment tools (rubrics, scoring guides, checklists, surveys) that align with the program learning outcomes?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
8. Can all program instructors assess learner's work (i.e. artifacts) using an assessment instrument that aligns with program learning outcomes?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
9. Can all program instructors generate, analyze, and use program learning evidence to determine and document how best to adjust and improve learning?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
10. Are program learning outcomes and assessment skills and abilities acknowledged and supported?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	



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# Sustainability Tool: Program Level

Use this rating scale when assessing each indicator under the 4 critical factors.

Y – yes, done consistently    N – no, not on radar    NI – needs improvement

System Integration	Y	N	NI	Notes
1. Is there a common language used when talking about curricular and a program outcomes and assessment processes?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. Is there alignment between course, program, and organization-wide outcomes?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. Is the program outcomes and assessment process well defined, documented and followed?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. Are the roles and responsibilities of all stakeholders documented, understood and followed?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5. Are committees and departments that are involved in related processes, communicating, collaborating, and coordinating their efforts to ensure integration and efficiency?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6. Are the process, methods, and tools documented, centrally located, readily accessible, consistently used, and routinely updated?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7. Is technology carefully selected and used to enhance consistency and efficiency?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
8. Is the program outcomes and assessment process integrated with related processes such as organization-wide learning outcomes and assessment, program updates, program reviews?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
9. Is there a plan and process to review and update the program outcomes and related processes on a regular basis to make needed adjustments?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
10. Is program learning outcomes data used only for its intended purpose and shared with all stakeholders?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	



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# Sustainability Tool: Course (Multi-Section) Level

Use this rating scale when assessing each indicator under the 4 critical factors.  
Y – yes, done consistently    N – no, not on radar    NI – needs improvement

Purpose of this tool:	To provide a systems and an appreciative inquiry approach to examining the effectiveness and sustainability of the course learning outcome and assessment process for multi-sections. The results will determine any next steps that will improve and sustain the flow of learning evidence.
Who should use this tool?	Assessment professionals, institutional research, instructional staff.
How do you use this tool?	Use as a discussion guide, focusing on each of the four factors – one at a time. Involve those who can answer the questions best to ensure accurate information. Carefully document strengths found and improvements needed. Put together a short-term (one year) and long-term (3 – 5 years) action plan.
When do you use this tool?	<ul style="list-style-type: none"> <li>As a starting point to get baseline information for reporting to internal and external stakeholders.</li> <li>When there are issues with the process and you want to look at contributing factors.</li> <li>On an annual basis, to review the status, celebrate progress and determine next steps.</li> </ul>

Leadership	Y	N	NI	Notes
1. Is there a champion of multi-section course outcomes and assessment?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. Is there a succession and transition plan for the champion that assures the continuation of the multi-section course outcomes and assessment plan?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. Is the champion able to share the multi-section course outcomes and assessment vision with instructors and stakeholders so everyone has a shared meaning?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. Does the champion involve all instructors in the multi-section course outcomes and assessment decisions?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5. Does the champion and any related committee/department and instructors systematically review the course learning outcomes and learning evidence as well as related design documents? (See books: <i>The OUTCOME Primer: Envisioning Learning Outcomes</i> , <i>The CONTENT Primer: Aligning Essential Content with Learning Outcomes</i> and <i>The MAPPING Primer: Mapping the Way to Learning Outcomes for design documents</i> .)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6. Do the champion and college administration provide the support necessary for the instructors and staff to sustain a flow of multi-section course learning evidence over time (i.e. curriculum design and assessment, documentation, technology, allocation of time)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7. Does the champion recognize, value and celebrate the efforts of instructors and staff to gather, track and use multi-section course learning evidence to improve the course?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
8. Does the champion foster trust by being consistent, reliable, respectful and accountable for multi-section course outcome and assessment?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	



# Sustainability Tool: Course (Multi-Section) Level

Use this rating scale when assessing each indicator under the 4 critical factors.  
Y – yes, done consistently    N – no, not on radar    NI – needs improvement

Instructor Involvement	Y	N	NI	Notes
1. Are course instructor and any committee/department roles and responsibilities for multi-section course outcomes and assessment documented and understood by all instructors?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. Do course instructors take advantage of professional development opportunities to build their proficiency in developing, assessing and guiding outcome-based learning?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. Are course instructors included when developing and revising course outcome statements that align with real-life roles?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. Are course instructors included when developing and revising multi-section course assessment plans as well as criteria and standards to be measured?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5. Do course instructors understand where their course fits in the learner's journey? Do they have appropriate course documentation (course outcome guides, program map, etc.) Were they involved in developing these? (See books: <i>The OUTCOME Primer: Envisioning Learning Outcomes</i> and <i>The CONTENT Primer: Aligning Essential Content with Learning Outcomes</i> to learn how to create a COG (Course Outcome Guide) that aligns with a POG (Program Outcome Guide), <i>The MAPPING Primer: Mapping the Way to Learning Outcomes</i> .)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6. Do the champion and instructors openly discuss course learning evidence and make data-informed decisions about course changes?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7. Are course instructors involved in developing and improving course assessment criteria, instruments, processes, policy and culture?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
8. Are course instructors included in assessing learner's work (i.e. learning artifacts)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
9. Do course instructors interact and assist each other in assuring the appropriate sequencing of the learner's journey as well as the flow of course learning evidence?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
10. Are course instructors made aware of learner performance on capstone assessments and involved in the discussion of potential changes based on the evidence?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
11. Do course instructors foster trust by being consistent, reliable, respectful and accountable for course outcome and assessment?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	



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# Sustainability Tool: Course (Multi-Section) Level

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 Y – yes, done consistently    N – no, not on radar    NI – needs improvement

Professional Development	Y	N	NI	Notes
1. Do instructors that teach the same course interpret the course learning outcomes the same way, and know how their course contributes to any higher-level outcomes (program or organization-wide)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. Can all instructors create institutional documents and other design documents that show the alignment of outcomes? (See books: <i>The OUTCOME Primer: Envisioning Learning Outcomes</i> and <i>The CONTENT Primer: Aligning Essential Content with Learning Outcomes</i> to learn how to create a COG (Course Outcome Guide) that aligns with a POG (Program Outcome Guide).)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. Can course instructors align their course learning outcomes with related program learning outcomes and other courses for which their course functions as a prerequisite?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. Can all course instructors create and align learning experiences with course learning outcomes?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5. Can all course instructors guide learners and provide effective feedback to support the achievement of the intended learning outcomes?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6. Can all course instructors adjust, create or use assessment tools (rubrics, scoring guides, checklists, surveys) that align with the course learning outcomes?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7. Can all course instructors assess learner's work (i.e. learning artifacts) using an assessment instrument that aligns with the course learning outcomes?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
8. Can all course instructors generate, analyze and use learning evidence to determine and document how best to adjust and improve learning?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
9. Are multi-section course learning outcome and assessment skills and abilities acknowledged and supported?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	



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# Sustainability Tool: Course (Multi-Section) Level

Use this rating scale when assessing each indicator under the 4 critical factors.  
 Y – yes, done consistently    N – no, not on radar    NI – needs improvement

System Integration	Y	N	NI	Notes
1. Is there a common language used when talking about curricular processes and a multi-section course outcome and assessment processes?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. Is there alignment between course, program and organization-wide outcomes?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. Is the process for multi-section course outcomes and assessment well defined, documented and followed?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. Are the roles and responsibilities of all stakeholders documented, understood and followed?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5. Are committees/departments that are involved in related processes, communicating, collaborating, and coordinating their efforts to ensure integration and efficiency?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6. Is the multi-section course process, methods, and tools documented, centrally located, readily accessible, consistently used and routinely updated?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7. Is technology carefully selected and used to enhance consistency and efficiency?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
8. Is the process for multi-section course outcome and assessment integrated with related processes such as organization-wide learning outcome and assessment, course updates, and course review?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
9. Is there is a plan and process to review and update course outcomes and related processes on a regular basis to make needed adjustments?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
10. Is multi-section learning data used only for its intended purpose and shared with all stakeholders?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	



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# Sustainability Tool: Instructor Level

Use this rating scale when assessing each indicator under the 5 critical alignment factors.  
 Y – yes, done consistently    N – no, not on radar    NI – needs improvement

Purpose of this tool:	To provide a systems and an appreciative inquiry approach to examine course alignment of outcomes, content, learning activities and assessment tasks to ensure that valid assessment results can be produced. Without alignment, learners may not be able to provide evidence of learning outcomes because they are not prepared or not asked to provide appropriate learning evidence.
Who should use this tool?	Each instructor that teaches a course.
How do you use this tool?	Use as a guide to examine the five factors – one at a time. Make adjustments that will improve alignment and improve the flow of learning evidence.
When do you use this tool?	<ul style="list-style-type: none"> <li>As a starting point, to evaluate alignment and determine any improvements.</li> <li>When planning to teach a new course. It will guide decisions about learning activities, assessment tasks, and assignments.</li> </ul>

Outcomes and Professional Standards Alignment	Y	N	NI	Notes
1. Do the learning outcomes for this course align with any of the organization-wide outcomes?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. Do the learning outcomes for this course align with any of the outcomes of any program?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. Do the learning outcomes for this course align with any professional or certification standards associated with this course?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Outcomes and Content Alignment	Y	N	NI	Notes
1. Is the content ( <i>concepts, skills and issues</i> ) in this course relevant to real-life roles?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. Do the <i>concepts</i> learned in this course contribute to course, program and/or organization-wide learning outcomes?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. Do the <i>issues</i> learners must resolve in this course contribute to course, program and/or organization-wide learning outcomes?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. Do the <i>skills</i> developed in this course contribute to course, program and/or organization-wide learning outcomes?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	



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# Sustainability Tool: Instructor Level

Use this rating scale when assessing each indicator under the 5 critical alignment factors.  
 Y – yes, done consistently    N – no, not on radar    NI – needs improvement

<b>Outcomes, Learning Activities and Assignments Alignment</b>	<b>Y</b>	<b>N</b>	<b>NI</b>	<b>Notes</b>
1. Do the learning activities align with course, program and/or organization-wide learning outcomes?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. Do the assignments align with course, program and/or organization-wide learning outcomes?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. Are the learning activities relevant to the real-life roles?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. Are the assignments relevant to the real-life roles?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Outcomes and Assessment Tasks and Test Alignment</b>	<b>Y</b>	<b>N</b>	<b>NI</b>	<b>Notes</b>
1. Do the assessment tasks and tests used in this course provide evidence of the course learning outcomes?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. Do the assessment tasks and tests used in this course provide evidence of the program and/or organization learning outcomes?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Learning Outcome Evidence Cycling</b>	<b>Y</b>	<b>N</b>	<b>NI</b>	<b>Notes</b>
1. Are learning results tracked and made available to other instructors who have an invested interest in how well learners have done in this course?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. Is learning evidence used to make adjustments in the delivery, next time around?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. Is learning evidence used to update course documents that reflect the changes that need to be made by all instructors?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	



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