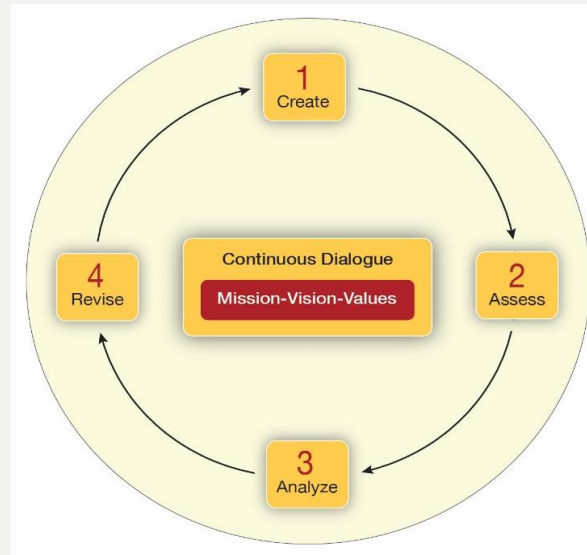# CRAFTING STUDENT LEARNING OUTCOMES(SLOs)

FACILITATOR:
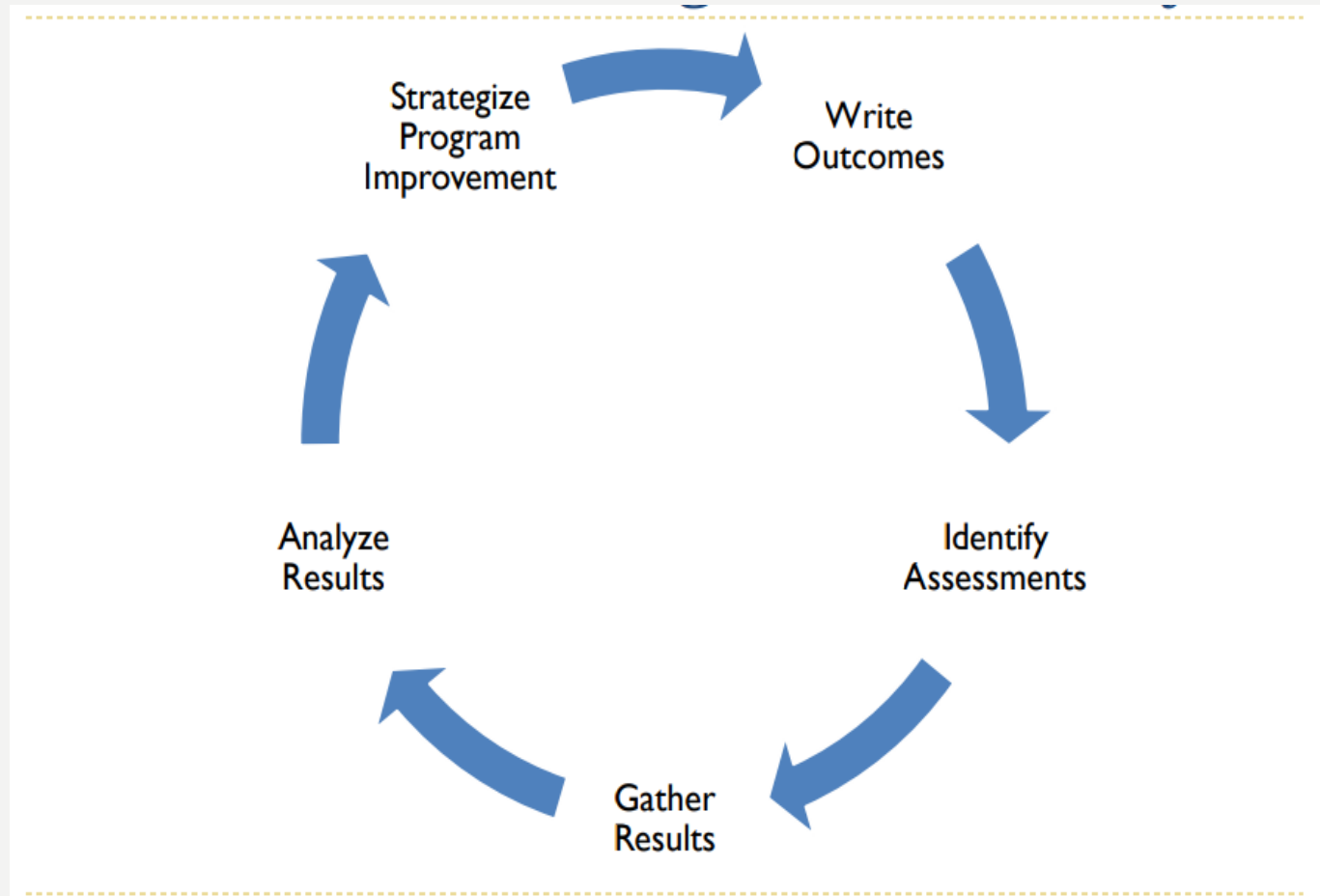
KAREN WONG, SKYLINE COLLEGE

WORKSHOP OUTCOMES

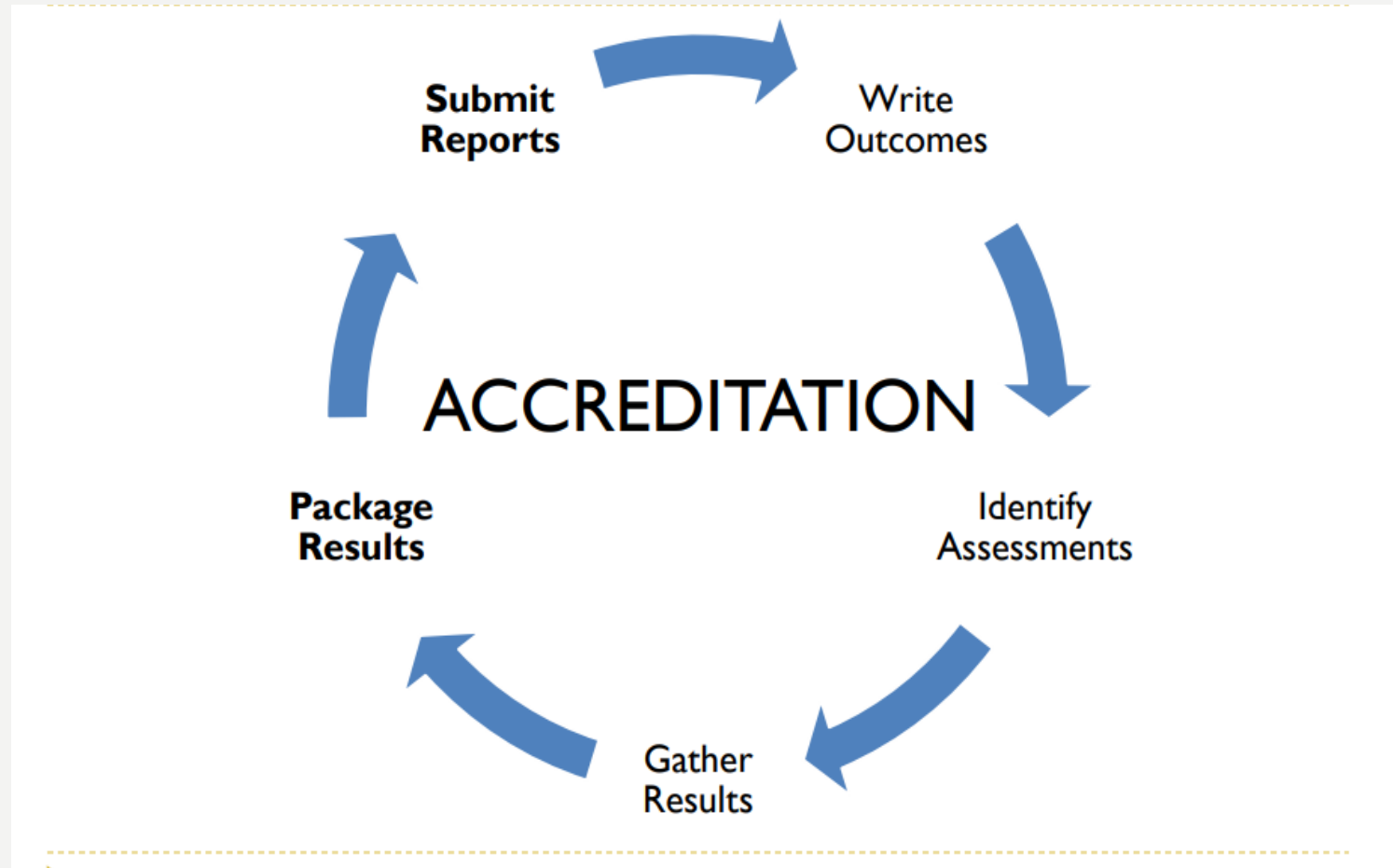**By the end of this workshop, participants will be able to:**

❑ **describe the student learning outcomes assessment cycle.**

❑ **use different ways to generate student learning outcomes (SLOs).**

❑ **evaluate existing SLOs.**

❑ **define and differentiate types of SLOs.**

❑ **determine how to put a "culture of intentionality" into practice regarding SLOs.**

STUDENT LEARNING OUTCOMES ASSESSMENT CYCLE

Source: David Marshall

PERCEPTION OF THE ASSESSMENT CYCLE BY FACULTY

Submit Reports → Write Outcomes → Identify Assessments → Gather Results → Package Results → (back to Submit Reports)
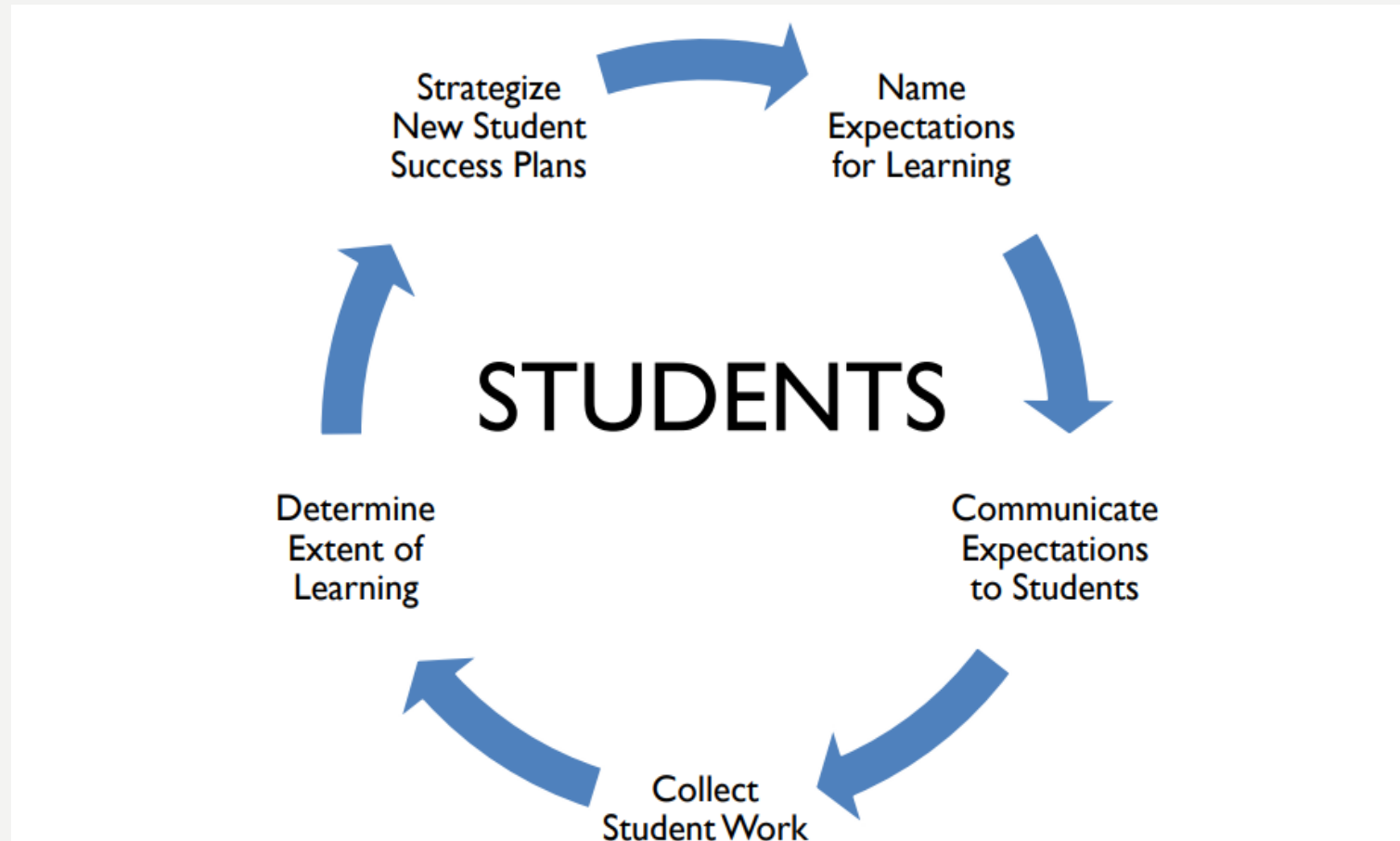
ACCREDITATION

Source: David Marshall

DAVID MARSHALL'S EXPLANATION OF THE CULTURE OF COMPLIANCE

The culture of compliance:

➢ **Sees accreditation as an end in itself.**

➢ **Seeks information on what accreditors want to see.**

➢ **Worries about whether what is reported matches accreditors' expectations.**

Students become unimportant elements of the assessment process.

A STUDENT- CENTERED CONCEPTION OF THE ASSESSMENT CYCLE

Strategize New Student Success Plans

Name Expectations for Learning

STUDENTS

Communicate Expectations to Students

Collect Student Work

Determine Extent of Learning

Source: David Marshall

DAVID MARSHALL'S
THE CULTURE OF INTENTIONALITY

The Culture of Intentionality:

- **Is student- centered;**

- **Seeks information about how well students are learning and/or how well various areas of the college are supporting the college experience;**

- **Reflects on what we teach or do and how we teach or do it;**

- **Accepts (some) responsibility for student learning and the student experience;**

- **Experiments with new strategies for student success.**

Students become the primary focus of the assessment process.

SLOs AND ASSESSMENT

An ongoing process designed to monitor and strengthen student learning, faculty and staff:

❑ **articulate what students will learn upon completing a course/ program or utilizing a student support service;**

❑ **evaluate how well the students are learning;**

❑ **use this information to inform how to best foster this learning.**

ASSESSMENT STEPS

❑ **Articulate outcomes.**

❑ **Develop a meaningful and sustainable assessment plan.**

❑ **Collect assessment results.**

❑ **Make meaning from the assessment results.**

❑ **Use assessment results to inform and implement action plans and/or leverage institutional resources to address gaps in learning.**

❑ **Begin the cycle anew…**

"Learning outcomes are goals that describe how a student will be different because of a learning experience. More specifically, learning outcomes are the knowledge, skills, attitudes, and habits of mind that students take with them from a learning experience."

-- Linda Suskie, 2009

THREE PRIMARY CHARACTERISTICS OF SLOs

❑ **state what a learner will be able to do upon successful completion of a course, program, service, and/or degree certificate;**

❑ **is expressed using active verbs, and as such, incorporates any or all of the domains of learning (cognitive, psychomotor, affective) and/or uses discipline specific terminology;**

❑ **is assessable and measurable.**

WAYS TO GENERATE SLOs

- **from more discrete objectives to overarching SLOs;**

- **from major assignments/ projects; and/or**

- **from articulating how the PSLOs and/or ISLOs manifest in the course.**

SLOs VS. OBJECTIVES

Objectives/ Teacher	Outcome(s)/ Student
Objectives describe skills, tools, and/or content (nuts and bolts) that enable a student to fulfill the outcome(s).	Outcome(s) describe overarching product(s) that students will generate by applying the skills, tools, or content.
Objectives may require the use of less sophisticated tasks such as comprehension or replication.	Outcome(s) require the use of higher level thinking such as analysis, synthesis, and evaluation in order to demonstrate students' ability to apply the skills, tools, and/or content in authentic contexts for learning.
Assessing all objectives may be impossible because they often are too numerous due to being so specific and detailed.	Outcome(s) are assessable; they result in product(s) that can be observed as a behavior, attitude, skill, or discrete usable knowledge *and* can be evaluated against criteria.

SLOs VS. OBJECTIVES EXERCISE

1) **(Spreadsheets) Create a professional looking spreadsheet using MS Excel spreadsheets which includes accurate functions, charting and is properly formatted adhering to good spreadsheet design.**

2) **(Music) Successfully perform a selection of choral ensemble pieces in English and other languages in front of a classroom audience.**

3) **(Fundamental Mathematics) Apply the "Pythagorean theorem" to find any side of a right triangle given the other two sides.**

4) **(Philosophy of Religion) Read primary works by (or secondary works about) the central figures in the history of the discipline.**

5) **(Public Speaking course) Critically listen to a publicly delivered speech and analyze the credibility of the content and the effectiveness of delivery.**

GENERATE SLOs FROM MAJOR ASSIGNMENTS

Optional Activity: **List your major assignments for a course that you teach (papers, presentations, projects, demonstrations, performances, art work, exams, etc.).**

Describe what students are being asked to demonstrate in these assignments. Each sentence should describe each major knowledge, skill, ability or attitude that a student will have gained by the end of your class.

GENERATE SLOs FROM ALIGNING WITH PSLOs AND/OR ISLOs

Consider how the following ISLOs may manifest at the course level:

- **Critical Thinking**
- **Effective Communication**
- **Information Literacy**
- **Citizenship**
- **Lifelong Wellness**

EVALUATE SLOs

❑ **Do the SLOs include active verbs?**

❑ **Can the SLOs be assessed?**

❑ **Do the SLOs address the expected level of learning using Bloom's Taxonomy as a guideline?**

❑ **Are the SLOs written as outcomes rather than as objectives?**

❑ **Are the SLOs appropriate?**

❑ **Will students understand the SLOs?**

EVALUATE SLOs

Activity: **Pair up to give and receive feedback about one course's set of SLOs.**

Be prepared to share your insights from the activity.

DIFFERENT SLO LEVELS TO ALIGN

- **Course: core knowledge, skills, attitudes, and/or habits of mind that a student attains within a course**

- **Program: core knowledge, skills, attitudes, and/or habits of mind that a student can demonstrate upon completion of a program**
  - **From Title V, an instructional "program" is identified as a cohesive set of courses that result in a certificate or degree.**

- **Institutional: core knowledge, skills, attitudes, and/or habits of mind that a student attains when securing an AA/ AS**

GENERATE PSLOs FROM:

- **how your discipline supports students' mastery of the ISLOs;**
- **similar types of course learning outcomes that run through multiple courses within a discipline;**
- **the discipline's key concepts or ways of thinking;**
- **the appropriate methodologies to examine questions within a discipline;**
- **industry standards and/ or licensure expectations;**
- **professional organizations' educational guidelines;**
- **input from key stakeholders such as students, alumni, and employers.**

ALIGNMENT OF COURSES WITH PSLOs VIA CURRICULAR MAPPING

- **Are the PSLOs clear and appropriate to the program?**

- **Are the courses right for achieving the program goals?**

- **Are the course student learning outcomes clear and appropriate?**

- **Are the course student learning outcomes and program student learning outcomes aligned to each other?**

- **Are the courses sequenced appropriately for the program?**

Source: David Marshall

ALIGNMENT OF COURSES WITH PSLOs

COURSE	PSLO 1	PSLO 2	PSLO 3
100	I		
101		I	
102	P		P
103			
200	P		P
229			
230			P
280			
290	D		D

I – Introduced
P – Practiced
D – Demonstrated at Mastery Level

BENEFITS OF MAPPING

- **Assembles program information in one place**

- **Relates all components of program design**

- **Reveals gaps in program design**

- **Enables identification of relevant PSLOs**

Adapted from: David Marshall

USING THE SLOs

THE CULTURE OF COMPLIANCE

- rarely communicates outcomes to students
- files outcomes with the appropriate office
- sticks with what has always been done
- works on outcome assessment for an accreditation cycle

THE CULTURE OF INTENTIONALITY

- makes outcomes visible to students
- incorporates outcomes into faculty practice
- assesses outcomes appropriately
- uses outcomes for ongoing conversations about teaching effectiveness

Source: David Marshall

Please take a moment to write a foggy/ clear statement about today's workshop:

a) one idea that is still vague or unclear to you, and

b) one idea that makes a lot of sense to you and that you're eager to reinforce or implement.