UNLEASHING THE POWER OF ASSESSING STUDENT LEARNING: CRAFTING STUDENT LEARNING OUTCOMES

RESOURCES

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…

THREE PRIMARY CHARACTERISTICS OF AN SLO

1. States what a learner will be able to do upon successful completion of a course, program, service, and/or degree or certificate;
2. Is expressed using active verbs, and as such, incorporates any or all of the domains of learning (cognitive, psychomotor, or affective);
3. Is assessable and measurable.

WAYS TO GENERATE COURSE 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.

DISTINGUISHING BETWEEN OBJECTIVES AND OUTCOMES

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.
Objectives may be impossible to assess because they can often be numerous, 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.

GENERATING COURSE SLOs FROM PSLOs AND/OR ISLOs

	Consider how the following ISLOs may manifest at the course level: • Critical Thinking • Effective Communication • Information Literacy • Citizenship • Lifelong Wellness

DIFFERENT SLOs to ALIGN

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

2. Program: core knowledge, skills, attitudes, and/or habits of mind that a student can demonstrate upon completion of a program

    a. From Title V, an instructional "program" is identified as a cohesive set of courses that result in a certificate or degree.

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

WAYS TO GENERATE PROGRAM SLOs

☐ 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.

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   More Sophisticated

Knowledge   Higher Level 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	Attempt	Check	Adapt	Build	Demonstrate
Identify	Copy	Detect	Adjust	Compose	Exhibit
Observe	Follow	Discriminate	Alter	Construct	Illustrate
See	Imitate	Differentiate	Change	Create	Instruct
Smell	Mimic	Distinguish	Correct	Design	Teach
Taste	Model	Notice	Customize	Originate	Train
Touch	Reenact	Perceive	Develop	Produce	
Watch	Repeat	Recognize	Improve		
	Reproduce	Select	Manipulate		
	Show		Modify		
*Usually no outcomes or objectives written at this level.	Try		Practice		
			Revise		

Basic Knowledge → More Sophisticated Skills

Basic Skills → Higher Level Abilities

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	Behave	Accept	Adapt	Authenticate
Attend	Comply	Adapt	Adjust	Characterize
Describe	Cooperate	Balance	Alter	Defend
Explain	Discuss	Choose	Change	Display
Locate	Examine	Differentiate	Customize	Embody
Observe	Follow	Defend	Develop	Habituate
Realize	Model	Influence	Improve	Internalize
Receive	Present	Prefer	Manipulate	Produce
Recognize	Respond	Recognize	Modify	Represent
	Show	Seek	Practice	Validate
	Studies	Value	Revise	Verify

Basic Knowledge   More Sophisticated Skills

Basic Skills   Higher Level Abilities

Student Learning Outcomes Checklist

	Yes	No
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? (See Appendix D.)		
Are the SLOs written as outcomes rather than as objectives? • Language indicates an important overarching concept versus small lessons or discrete objectives. • Outcomes address what a student will be able to **do** at the completion of the course, program or service. • SLOs address student competency rather than content coverage.		
Are the SLOs appropriate? • They are consistent with the course outline of record. • They represent a fundamental result of the course. • If applicable, they align with other courses in a sequence. • They represent collegiate-level work.		
Will students understand the SLOs?		
If "no" in any category, what will you revise?		

Notes