

Creating Student Learning Outcomes

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Student Learning Outcomes (SLOs)

- An **outcome** is a statement of what a student should **understand** and **be able to do** as a result of what he or she has learned in a course or program
- May pertain to **what students:**
 - Know
 - Think or appreciate
 - Do or perform
- Specify an **action** that is:
 - Observable
 - Measurable
 - Performed by the students (rather than by the instructor)

Why Learning Outcomes?

- **Provide direction** for all instructional activity
- **Inform students** about the curriculum, program, and faculty intentions
- Form the **basis of assessment** at the course and program levels

Writing Assessable Learning Outcomes

Considerations

- Focus
- Learning-Centered
- Language
- Context
- Complexity

SLOs: Broad in Focus

(observable and measurable)

- Focus on **overarching or general knowledge and/or skills**, rather than on details
- Focus on the **learning that results** from the course/program rather than describing specific details, lessons, activities, or courses
- Limit to **3-5 statements** for the entire course/program
 - Detailed specifics or competencies can be developed for individual assignments within the course
- **Base the Course-level SLOs on the Program SLOs**

SLOs: Learning-Centered

(observable and measurable)

- **Create statements that are learning-centered rather than teaching-centered**
 - *Not so good:* One objective of this course is to teach the names of the 50 states.
 - *Better:* Name the 50 states.
 - *Not so good:* This course will teach students about scholarly literature in the field of human geography.
 - *Better:* Select scholarly literature appropriate for analyzing a current issue in human geography.

Source: "Writing Effective Course Outcomes: No 'Understanding,' 'Appreciating,' or 'Learning' Allowed!", Whatcom Community College

SLOs: Active Verbs

(observable and measurable)

- **Use active verbs from Bloom's Taxonomy to start the outcome statements**
 - *Not so good:* Outside funding sources for libraries and information centers.
 - *Better:* Identify a source of outside funding and write a proposal for support of a project.
(higher level skill)
- **Bloom's Taxonomy identifies verbs for different levels of thinking skills:**
 - Basic cognitive skills to complex, higher-order or critical thinking skills.

Please refer to the Bloom's handouts for more information

SLOs: Be Specific

- **Use verbs that describe exactly what the learners will be able to do upon completion of the course**
- **Avoid vague verbs that are not measurable**, such as *know, be aware of, appreciate, learn, understand, comprehend, and become familiar with.*
 - *Not so good:* Appreciate the value of professional organizations.
 - *Better:* Compare and contrast relevant professional organizations.
(observable & measurable)
 - *Not so good:* Understand principles of fair use and how to apply them.
 - *Better:* Write a fair use policy as applied in an information center.
(observable and measurable)

Source: "Writing Effective Course Outcomes: No 'Understanding,' 'Appreciating,' or 'Learning' Allowed!", Whatcom Community College

SLOs: Other Considerations

Context

- Does the statement describe what we intend the learner will be able to do in the real world as opposed to activities in the classroom?

Complexity

- Is the outcome complex enough to embody a significant knowledge-base of concepts, issues, skills, etc.?

Expectations

- Does the outcome represent reasonable expectations and time to complete tasks within the course/program?

SLOs: Measurable Performance

- Does the outcome suggest assignment(s) that will clearly reflect achievement of skill/knowledge/ability?
- Good outcomes make assessment easy! Let's look at some examples.

Good Outcomes Make Assessment Easy!

- *Not so good:* Understand metric measurement of length.
- *Better:* Measure the length of a common linear object to the nearest millimeter.
- *Not so good:* Know how the digestive system works.
- *Better:* Illustrate how food is processed through the digestive system.

Source: "Writing Effective Course Outcomes: No 'Understanding,' 'Appreciating,' or 'Learning' Allowed!", Whatcom Community College

Good Outcomes Make Assessment Easy!

- *Not so good:* Demonstrate knowledge about basic human development theory.
- *Better:* Identify and describe two major theories of human development.
- *Not so good:* Appreciate music from other cultures.
- *Better:* Compare the characteristics of music from other cultures.

Source: "Writing Effective Course Outcomes: No 'Understanding,' 'Appreciating,' or 'Learning' Allowed!", Whatcom Community College

Remember...

- Learning outcomes should provide direction for ALL instructional activities.
- It is important to realize that courses may include material that does not meet any formal student learning outcome.
- Ensure that the material you present supports the course/program outcomes.
- Be sure to include formal assessment of the outcomes throughout the quarter.

The Year to Come

- Create/revise course-level Outcomes (deadline for the next catalog is March 6, 2015 @ 5:00 PM)
- Include the program & course-level outcomes in your syllabus
- Participate in an assessment project
- Identify course-level outcome alignment with program-level outcomes, where applicable
- Work with your colleagues to design a comprehensive assessment plan

Aligning Course & Program Outcomes

- This year, programs will identify how required courses contribute to achievement of program outcomes
 - Increases student achievement in meeting program outcomes
 - Encourages reflection (identify gaps or redundancies)
 - Demonstrates the role and importance of each course in attaining the program outcomes
 - Reduce the amount of formal Outcomes Assessment required (focus can shift to program-level assessment projects)

Aligning Course & Program Outcomes

- Each course should be linked to at least one program outcome
- Some courses will be associated with more than one outcome
- The best method for making these connections is to use a mapping matrix

Mapping Courses to Program Outcomes

Outcome Mapping Template

Required Courses & Course Outcomes	Program Outcome 1:	Program Outcome 2:	Program Outcome 3:	Program Outcome 4:	Program Outcome 5:

Directions

Enter an "X" to indicate where a course outcome supports the appropriate program outcome.

Optional: Indicate what evidence is collected and evaluated for program-level outcomes assessment.

Mapping Course Outcomes to Program Outcomes

Required Courses and Course Outcomes	Interior Design Program Outcomes			
	Apply design fundamentals, theories and concepts to interior design	Produce competent contract documents including coordinated drawings, schedules and specifications	Apply knowledge of history in art, architecture, and interior design to contemporary design	Apply knowledge of finishes and materials for appropriate selection, specification, installation, maintenance
ID 101: Intro to ID				
• Describe the role of the interior designer				
• Give examples of how the designer works with professionals in other disciplines				
• Compare different design styles that have been used throughout history			X (Research Paper)	
• Identify licensing and certification requirements				
ID 108: Residential Design				
• Conduct a site analysis and client interview for a new single family residence and produce schematic design drawings to communicate solutions	X	X		X
• Examine design principles, based on climate conditions and other environmental conditions	X (Proposal)			X
• Communicate with design professionals, clients and engineers using industry specific terminology and graphics		X		
ID 128: History of Design I				
• Demonstrate a global perspective of human achievements in architecture, interior design, and decorative arts and their relevance and impact on contemporary life			X	
• Associate key examples of architecture, interiors, furnishings and decorative arts and their character-defining features with influential developments in history			X	

For more information on outcome alignment/mapping, check out the OA website: http://www.clark.edu/tlc/outcome_assessment/

Now It's Your Turn!

- Look at the rubric in your packet. Work with your colleagues to assess each of your course or program outcomes
- Or, use the rubric to create or revise outcomes
- Visit the OA website:
http://www.clark.edu/tlc/outcome_assessment/

Thank you for attending!

Enjoy your day ☺

Questions?



Check out the OA website:

http://www.clark.edu/tlc/outcome_assessment/

Get in Touch!

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