SLO Development

East Los Angeles College
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SLO Mission Statement

The goal of the Student Learning Outcomes (SLO) process at East Los Angeles College is to develop and implement innovative and effective assessments of our academic and support programs. These assessments will lead to increased student success through the improvement of our basic skills classes, general education courses, transfer programs, and workforce education programs, as demonstrated by our course completion, certificate, graduation, and transfer rates. This SLO process will serve our multicultural community with its educationally diverse needs, and prepare our students for the challenges of the 21st century.
What are SLO’s?

Student Learning Outcome (SLO) describes the:

• knowledge
• skills
• abilities
• attitudes

that students have attained by the end of any set of college experiences – classes, occupational programs, degrees and certificates and even encounters with Student Services or the Library.

Source: Cabrillo College
What are SLO’s?

• A clear statement of what students will be able to know, understand and do as a result of a learning process.

• What students actually learn (take away)

• Shifts the focus from Student Satisfaction to Student Learning.

• Shifts the paradigm from Teaching to Learning-Centered.
Why?

• Helps us be **intentional in “our work”** by asking questions like “**what do we want our students to learn**” as a result of participating in our programs, services, and activities?

• **Purpose.**

• **Accountability**

• **Quantifies our impact as educators & shows a clear connection with learning.**

• **Vital to improvement cycle**

• **Part of College’s accreditation compliance**
# SLOs versus Course Objectives

<table>
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<tr>
<th>Objectives</th>
<th>Outcomes</th>
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<td>- represent valuable skills, tools, or content (nuts and bolts) that enable a student to engage a particular subject.</td>
<td>- express higher level thinking skills that integrate the content and activities and can be observed as a behavior, skill, or discrete useable knowledge upon completing the class.</td>
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<tr>
<td>- focus on content and skills important within the classroom or program: what the staff and faculty will do. Often termed the input in the course.</td>
<td>- express higher level thinking skills that integrate the content and activities and can be observed as a behavior, skill, or discrete useable knowledge upon completing the class.</td>
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<td>- can often be numerous, specific, and detailed. Assessing and reporting on each objective for each student may be impossible.</td>
<td>An assessable outcome is an end product that can be displayed or observed and evaluated against criteria</td>
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• **Course Goal** – the purpose of the course

**EX:** The goal of this nutrition course is to prioritize key nutrition behaviors, identify health and nutrition needs, and integrate these behaviors into health interventions, educational training, and policy.

• **Course Objectives** – the specific teaching objectives detailing course content and activities

**EX:** - Review nutritional recommendations and components.
  - Discuss differences in nutritional requirements associated with sex, age, and activity.
  - Describe causes and consequences of nutritional problems.

• **Learning Outcomes:** An easily identified action that a student is expected to demonstrate in terms of knowledge, skills, and attitudes upon completion of a course.

**EX:** A student will be able to analyze a documented nutritional problem, determine a strategy to correct the problem, and write a draft nutritional policy addressing the broader scope of the problem.

*Source: Bakersfield College*
Course Goal—the target for the course
EX: The goal of this computer science course is to develop proficiency with a variety of computer languages and to use these advanced computer languages to create, deploy, and test Web services including mobile applications.

Course Objectives—the specific teaching objectives usually detailing course content and activities
EX: - Distinguish among a variety of computer languages.
    - Evaluate the roles XML, XSD, SOAP, WSDI, and UDDI play in the architecture of Web services.
    - Develop applications using the SOAP toolkit and .net.
    - Write applications using private as well as public UDDI implementations.
    - Create secured Web services.
    - Develop Web services using a variety of advanced computer languages and applications.
    - Create, develop, and test Web services including a mobile application.

Computer Science Course SLO:
EX: The student will create, deploy, and test a Web service using advanced ASP.NET Web services.
Course Goals, Objectives, or SLOs

Worksheet #1
SLO Cycle

SAMPLE
Writing SLOs

1) In one sentence, describe one major piece of knowledge, skill, ability or attitude that a student will have gained by the end of your class. Describe what students will do -- not content, activities or hours.

2) Use action verbs. (Bloom’s Taxonomy)

3) Be student-focused and not content or teacher-focused.

4) Write it in language that a student will understand.

5) Make sure that the outcome can be assessed or tested. Be careful when describing attitudes in a learning outcome. They are hard to assess.
When Writing SLOs:

- Consistent with Mission Statement.
- Can be mapped to core competencies (College outcomes).
- Agreement between faculty or staff involved in the development of SLOs.
- Reasonable for the ability of our students.
- Measurable can be observed or assessed.
- Key Concepts - important to the course or program.
- Clarity - precise in description.
Checklist for Writing Student Learning Outcomes

1. Have you used action verbs in describing your SLOs?
2. Is it written as an outcome rather than objective?
   - Language indicates the BIG PICTURE rather than nuts and bolts
   - Describes what students can DO
   - Asks students to apply what they’ve learned by producing something
   - Addresses student competency rather than content coverage
3. Is the SLO appropriate for the course?
   - Represents a fundamental result of the course
   - Aligns with other courses in a sequence, if applicable
   - Represents collegiate level work
Examples of Academic SLOs

MUSIC (ACCJC)

Upon completing Music B4A the student will be able to:

• Compose a short diatonic piece adhering to the grammar of tonal music demonstrating a) command of four-part voice leading, b) the proper use of cadences to articulate the phrase structure, c) the proper use of non-chord tones to enliven the texture, and d) the use of harmonic progression consistent with common practice period music.
What do we need to consider when writing SLO’s?

• What can the student do? (SLO)
  *Write an effective resume*

• What learning experience does he/she need to gain this skill? (Activity)
  *Complete Resume Writing Workshop*

• How will you know the student has the skill? (Assessment)
  *Positive resume evaluation*
Examples of Academic SLOs

NUTRITION  (ACCJC)

After completing Nutrition B10 the student should be able to:

• Evaluate one’s own nutrition and food patterns in order to make appropriate choices.
• Demonstrate an understanding of the physiological processes involved in making nutrients available to body tissues.
• Analyze the role that nutrition and exercise play in the promotion of health and prevention of chronic disease.
Examples of Academic SLOs

INFORMATION COMPETENCY (ACCJC)
Upon completing Eng B34 students will be able to

• Develop a viable research topic for which information can be successfully located in a variety of college-level resources.

• Customize a search in the library catalog, electronic databases, and the Internet using the truncation, limiters and other advanced searching features that will narrow the results to the most relevant materials.
Key Question for Student Services to Consider

“Of those students who use the services, is there any effect on their learning, development, academic success or other intended outcomes, particularly when compared to non-users?”

Examples of Student Services Programs’ SLOs

Students are able to:

• ...read instructions and follow directions.
• ...complete standardized forms.
• ...create and complete an educational plan.
• ...create and manage a personal budget.
• ...identify a career goal(s), career preparation needed, and a career path.
• ...acknowledge a personal problem, identify sources(s) of assistance, and obtain assistance.
Core Competencies

Institutional Outcomes
What do we need to consider when writing SLO’s?

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