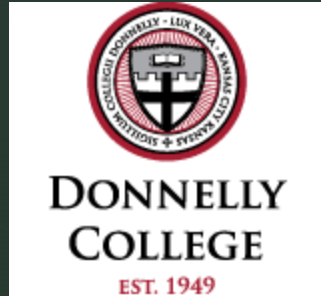


Student Learning Outcomes



Donnelly College
Presented By: Lisa Stoothoff
October 17, 2017

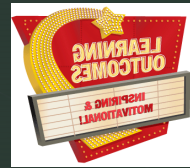
Where to
begin?

Let's start with
Prior General
Knowledge





You know what DCLO is right?



Donnelly College Learning Outcomes

1. **Communication Skills:** Students will communicate effectively in writing and speaking.
2. **Technology and Information Literacy Skills:** Students will demonstrate proficiency in information literacy skills.
3. **Symbolic Problem Solving:** Students will demonstrate competency in qualitative and quantitative problem solving.
4. **Analytical Thinking:** Students will employ reflective thinking to evaluate diverse ideas in the search for truth.
5. **Personal and Interpersonal Skills:** Students will develop an understanding across cultural differences locally, nationally, and internationally.
6. **Academic Inquiry:** Students will engage independently and effectively in lifelong learning.
7. **Values:** Students will demonstrate moral and ethical behavior in keeping with our Catholic identity.

You know what PLO stands for right?

Program Learning Outcomes-
Clearly articulated statements of
what the Institution expects its
students to learn at the program
level.



Today we are going to focus on
SLOs

- **Student Learning Outcomes**

- are the key component of an assessment plan. These are the concise statements that indicate the abilities students are expected to have at the end of the course, as well as at the conclusion of their studies.

Why SLOs?

The Higher Learning Commission Accreditation Standards have shifted from a **teaching-centered** to a **learning-centered** mentality.

This has created a shift in perspective.....

When planning for our courses and programs, the primary question is no longer "What will I teach (or what content will I cover) in this class or program?"

The primary question becomes "What will the students learn?"

Effective SLOs specify an action by the student that must be observable and measurable.

Effective SLOs ...

1. Will help the department/program understand how to better facilitate student learning
2. Will enable students to articulate what they are learning at Donnelly College
3. Will provide departments with feedback

Best Practices for SLOs

- •Clearly articulated statements of expected student learning outcomes
- •A systematic, well-documented assessment process
- •Assessment results must provide convincing evidence that students are achieving learning outcomes
- •Strategies for Assessing Student Learning Outcomes
- •Direct measures are best
- •Tests and exams: standardized or discipline-specific; locally produced, course-embedded
- •Portfolios of student work can demonstrate learning over time
- •Final projects, performances, or presentations for courses or programs
- •Capstone experiences, theses, and dissertations
- •Indirect measures can be used, but be careful about what they measure
- •Surveys can measure student experience, satisfaction, and their perception of their own learning
- •Post-graduation outcomes can be used as proxy evidence for student learning, but do not actually measure learning
- ••Middaugh, M. F. (2010). *Planning and assessment in higher education: Demonstrating institutional effectiveness*. San Francisco, CA: Jossey-Bass.

Writing Student Learning Outcomes...

Try using this template for writing learning outcomes:

- ▶ ***As a result of students participating in (academics, clubs, tutoring, career services, campus ministry, library services, financial aid workshops) they will demonstrate the ability to _____.***

Try it now with your tablemates!

Bloom's Taxonomy can be a useful resource in developing SLOs.

LOW LEVEL THINKING SKILLS				HIGH LEVEL THINKING SKILLS								
Knowledge		Comprehension		Application		Analysis		Synthesis		Evaluation		
Recall /regurgitate facts without understanding. Exhibits previously learned material by recalling facts, terms, basic concepts and answers.		To show understanding finding information from the text. Demonstrating basic understanding of facts and ideas.		To use in a new situation. Solving problems by applying acquired knowledge, facts, techniques and rules in a different way.		To examine in detail. Examining and breaking information into parts by identifying motives or causes; making inferences and finding evidence to support generalisations.		To change or create into something new. Compiling information together in a different way by combining elements in a new pattern or proposing alternative solutions.		To justify, Presenting and defending opinions by making judgements about information, validity of ideas or quality of work based on a set of criteria.		
Key words:		Key words:		Key words:		Key words:		Key words:		Key words:		
Choose Copy Define Duplicate Find How Identify Label List Listen Locate Match Memorise Name	Observe Omit Quote Read Recall Recite Recognise Record Relate Remember Repeat Reproduce Retail Select	Show Spell State Tell Trace What When Where Which Who Why Write	Ask Cite Classify Compare Contrast Demonstrate Describe Discuss Estimate Express Extend Generalise Give examples Illustrate Interpret Match Observe Outline Predict Purpose Relate Rephrase Report Restate Review Show Summarise Translate	Act Administer Apply Associate Build Calculate Categorise Choose Classify Construct Correlate Demonstrate Develop Dramatise	Employ Experiment with Group Identify Illustrate Interpret Interview Link Manipulate Model Organise Perform Plan	Practice Relate Represent Select Show Simulate Solve Summarise Teach Transfer Translate Use	Analyse Appraise Arrange Assumption Breakdown Categorise Cause and effect Choose Classify Differences Discover Discriminate Dissect Distinction Distinguish Divide Establish	Examine Find Focus Function Group Highlight In-depth Inference Investigate Isolate List Motive Omit Order Organise Point out	Prioritize Question Rank Reason Relation- ships Reorganise Research See Select Separate Similar to Simplify Survey Take part in Test for Theme Comparing	Adapt Add to Build Change Choose Combine Compile Compose Construct Convert Create Delete Devise Elaborate Estimate Experiment Extend Formulate Happen Hypothesise Imagine Improve Innovate Integrate Invent Make up Maximise Minimise Model Modify Original Originate Plan Predict Produce Propose Rearrange Revise Rewrite Simply Solve Speculate Substitute Support Tabulate Test Theorise Think Transform Visualise	Agree Appraise Argue Assess Award Bad Choose Compare Conclude Consider Convince Criteria Criticise Debate Decide Deduct Defend Determine Disprove Dispute Effective Estimate Evaluate Explain Give reasons Good Grade How do we Infer Importance Influence Interpret Judge Justify Mark	Measure Opinion Perceive Persuade Prioritise Prove Rate Recommend Rule on Select Support Test Useful Validate Value Why
Actions:	Outcomes:	Actions:	Outcomes:	Actions:	Outcomes:	Actions:	Outcomes:	Actions:	Outcomes:	Actions:	Outcomes:	
Describing Finding Identifying Label Listing Locating Naming Recognising Retrieving	Definition Fact Label List Quiz Reproduction Text Workbook Worksheet	Classifying Comparing Exemplifying Explaining Inferring Interpreting Paraphrasing Summarising	Collection Examples Explanation Label List Outline Quiz Show and tell Summary	Carrying out Executing Implementing Using	Demonstration Diary Illustrations Interview Journal Performance Presentation Sculpture Simulation	Attributing Deconstructing Integrating Organising Outlining Structuring	Abstract Chart Checklist Database Graph Mobile Plan Report Spread sheet Survey	Constructing Designing Devising Inventing Making Planning Producing	Advertising Film Media product New game Painting Project Song Story	Attributing Checking Deconstructing Integrating Organising Outlining Structuring	Abstract Chart Checklist Database Graph Mobile Report Spread sheet Survey	
Questions:	Questions:	Questions:	Questions:	Questions:	Questions:	Questions:	Questions:	Questions:	Questions:	Questions:	Questions:	
Can you list three...? Can you recall...? Can you select...? How did... happen? How is...? How would you describe...? How would you explain...? How would you show...? When did... happen? What is...? When did... happen? Where is...? Which one...? Who was...? Who were the main...? Why did...?	Can you explain what is happening... what is meant...? How would you classify the type of...? How would you compare...?contrast...? How would you rephrase the meaning...? How would you summarise...? What can you say about...? What facts or ideas show...? What is the main idea of...? Which is the best answer...? Which statements support...? Will you state or interpret in your own words...?	How would you use...? What examples can you find to...? Why do you think... using what you have learned...? How would you organise... to show...? How would you show your understanding of...? What approach would you use to...? How would you apply what you learned to develop...? What other way would you plan to...? What would result if...? Can you make use of the facts to...? What elements would you choose to change...? What facts would you select to show...? What questions would you ask in an interview with...?	How would you use...? What examples can you find to...? Why do you think... using what you have learned...? How would you organise... to show...? How would you show your understanding of...? What approach would you use to...? How would you apply what you learned to develop...? What other way would you plan to...? What would result if...? Can you make use of the facts to...? What elements would you choose to change...? What facts would you select to show...? What questions would you ask in an interview with...?	What are the parts or features of...? How is... related to...? Why do you think...? What is the theme...? What motive is there...? Can you list the parts...? What inference can you make...? What conclusions can you draw...? How would you classify...? How would you categorise...? Can you identify the difference parts...? What evidence can you find...? What is the relationship between...? Can you make a distinction between...? What is the function of...? What ideas justify...?	What changes would you make to solve...? What is your opinion of...? How would you prove/disprove...? Can you elaborate on the reason...? Can you propose an alternative...? Can you invent...? How would you adapt... to create a different...? How could you change (modify) the plot (plan)...? What could be done to minimise (maximise)...? What choice would you design...? Suppose you could... what would you do...? How would you test...? Can you formulate a theory for...? Can you predict the outcome if...? How would you estimate the results for...? What facts can you compile...? Can you construct a model that would change...? Can you think of an original way for the...?	Do you agree with the actions/outcomes...? What is your opinion of...? How would you prove/disprove...? Can you assess the value/importance of...? Would it be better if...? Why did they (the character) choose...? What would you recommend...? How would you rate the...? What would you cite to defend the actions...? How would you evaluate...? How could you determine...? What choice would you have made...? What would you select...? How would you prioritise...? What judgement would you make about...? Based on what you know, how would you explain...? What information would you use to support the view...? How would you justify...? What data was used to make the conclusion...?						
Bloom's Taxonomy: Teacher Planning Kit												



The Association of College and University Educators

85 Broad Street, 18th Floor, New York, NY 10004

Remember Arrange Choose Copy Define Describe Duplicate Find Identify Label List Locate Match Memorize Name Omit Order Quote Recall Recite Recognize Relate Repeat Reproduce Select Spell State Tell

Understand Arrange Associate Clarify Classify Compare Contrast Defend Describe Differentiate Discuss Exemplify Explain Express Grasp Identify Illustrate Indicate Infer Interpret Locate Paraphrase Organize Outline Recognize Reorganize Rephrase Report Restate Review Rewrite Select Summarize Transform Translate Visualize

Apply Appraise Break down Calculate Choose Classify Compute Construct Contrast Criticize Demonstrate Determine Develop Diagnose Dramatize Employ Estimate Examine Execute Formulate Give examples Identify Illustrate Implement Interpret Make use of Manipulate Modify Operate Practice Schedule Sketch Solve Use Utilize

Analyze Break down Calculate Categorize Change Classify Combine Compare Contrast Criticize Debate Deduce Derive Diagram Differentiate Discriminate Discuss Dissect Distill Distinguish Divide Examine Experiment Extrapolate Formulate Identify assumptions Illustrate Induce Inspect Investigate Figure Find Model Modify Organize Predict Probe Question Simplify Sketch Solve Survey Test

Evaluate Agree Appraise Argue Assess Award Challenge Check Choose Conclude Convince Criticize Critique Debate Decide Defend Detect Discount Discredit Disprove Dispute Estimate Evaluate Judge Justify Monitor Predict Prioritize Persuade Qualify Rank Rate Recommend Rule on Score Select Support Test Validate Value Verify Weigh

Create Adapt Arrange Assemble Build Change Collect Compose Conclude Construct Create Design Develop Devise Discover Estimate Extend Formulate Forward Generalize Imagine Infer Integrate Invent Make up Manage Modify Organize Originate Plan Posit Predict Prepare Produce Propose Rearrange Set up Suppose Theorize Transform Verify

Source: Adapted from Nilson, L. B. (2010). *Teaching at its best: A research-based resource for college instructors* (3rd ed.). San Francisco, CA: Jossey-Bass. Reproduced by permission.

After creating SLOs, reference this checklist:

- Does the SLO support the PLO? Y N
- Does the SLO describe what the program intends for students to know (cognitive), think (affective, attitudinal), or do (behavioral, performance)? Y N
- Is the SLO important/worthwhile? Y N
- Is the SLO detailed and specific? Y N

Teaching Goals Inventory

The *Teaching Goals Inventory (TGI)* is a self-assessment of instructional goals.

Select one course you are teaching this semester and respond to the items. There is a self-scoring table at the end.

K.P. Cross & T.A. Angelo, U.C. Berkeley School of Education, 1992.

Post Survey

Take out your Plickers!!

