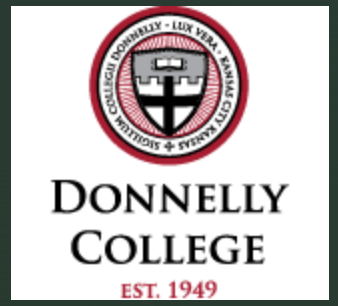
Student Learning Outcomes



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?

Pr*ogram 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.

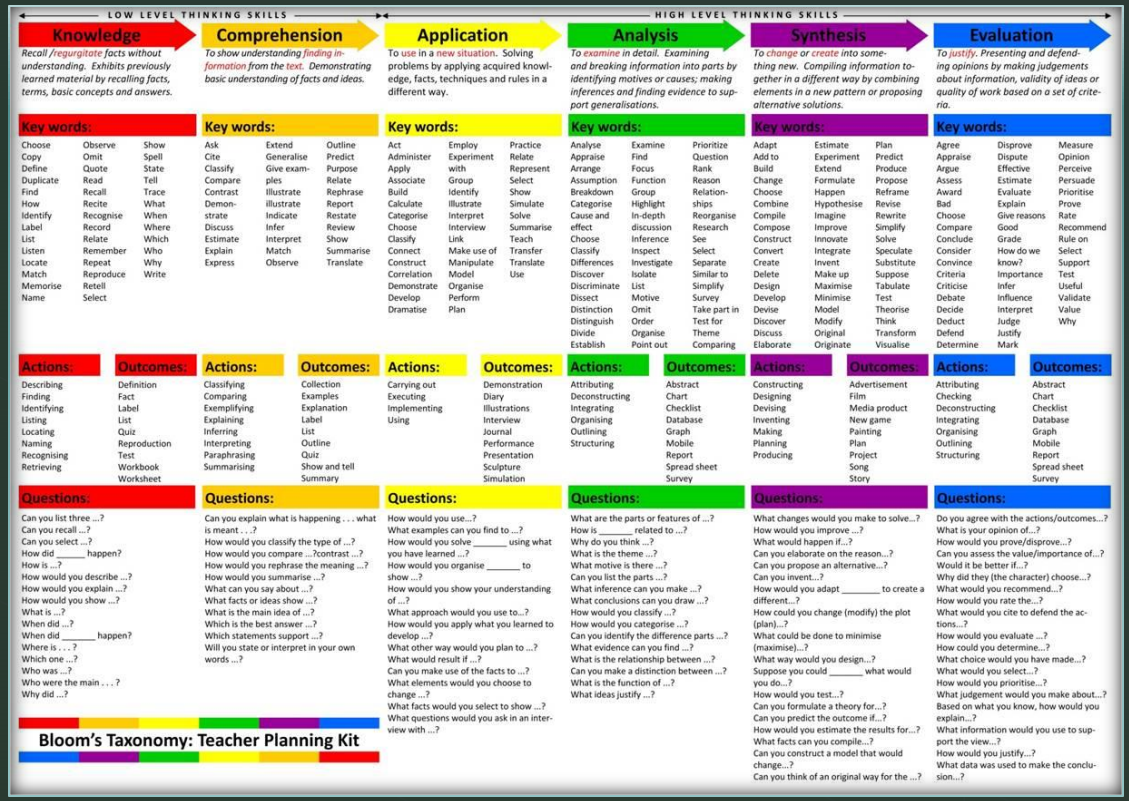
Writing Student Learning Outcomes…

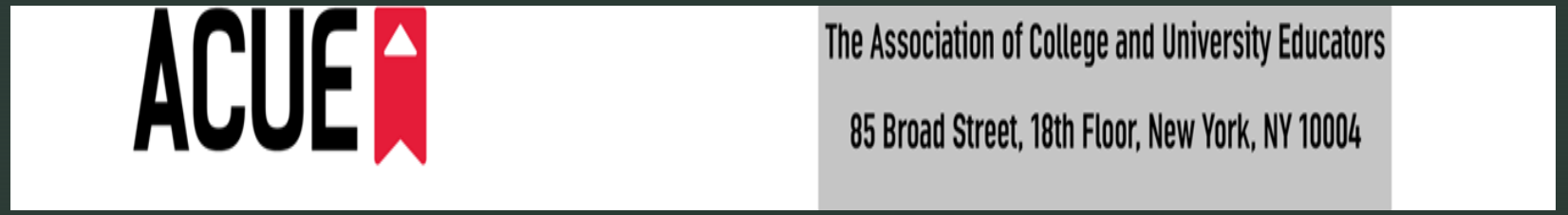
Try using this template for writing learning outcomes:

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.





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!!