

Introduction to Student Learning Outcomes Assessment

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Disclaimer:

The following demonstration is fictitious. Any resemblance to real people, places or entities is purely coincidental.

Well, sort of . . .



Welcome to “Clapping Hills College”

- Motto: “Let us give you a hand!!”
- Mission:
 - In a serene welcoming environment, C(L)HC cultivates within global-minded citizens the capacity to applaud life’s joys and challenges.
- Accredited by WASC:
 - Western Association of Screaming & Clapping



Evaluation Criteria:

- “Students will be judged on volume, precision and expression”



What did you observe?



Student Learning Outcomes...

- Specific measurable goals and results that are expected subsequent to a learning experience.
- Outcomes may involve knowledge (cognitive), skills (behavioral) or attitudes (affective) that display evidence that learning has occurred.



Student Learning Outcomes:

- Support faculty member's teaching goals.
- Integrates thinking complexity appropriate to the course. (Bloom's Taxonomy)
- Aligns with program/institutional goals & outcomes.
- Complies with professional standards.
- Incorporates modifications through dialogue.



The point of SLOs/Assessment?

- Determine if our curriculum is effective at producing the desired learning.
- To translate goals into associated, tangible learning objectives.
- Assessing ***visible indicators*** that provide ***evidence*** of the learning that is taking place.

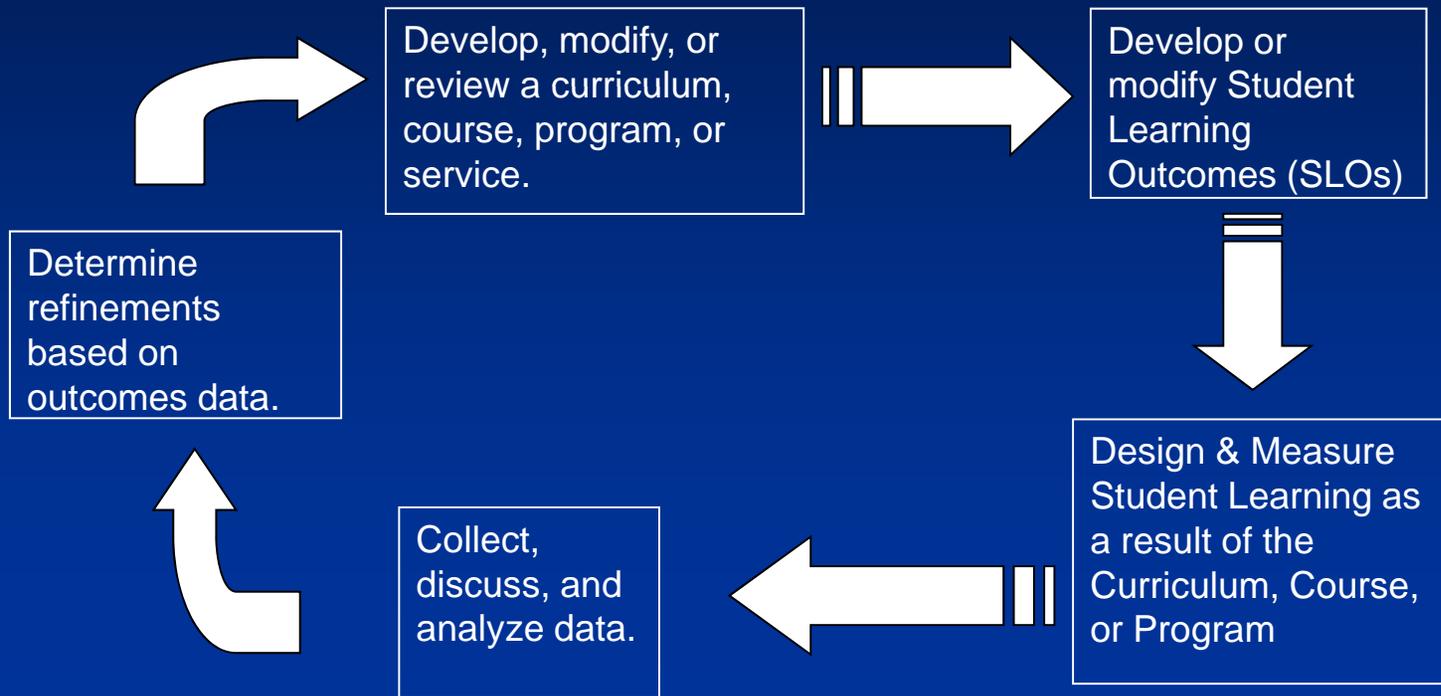


A shift in perspective . . .

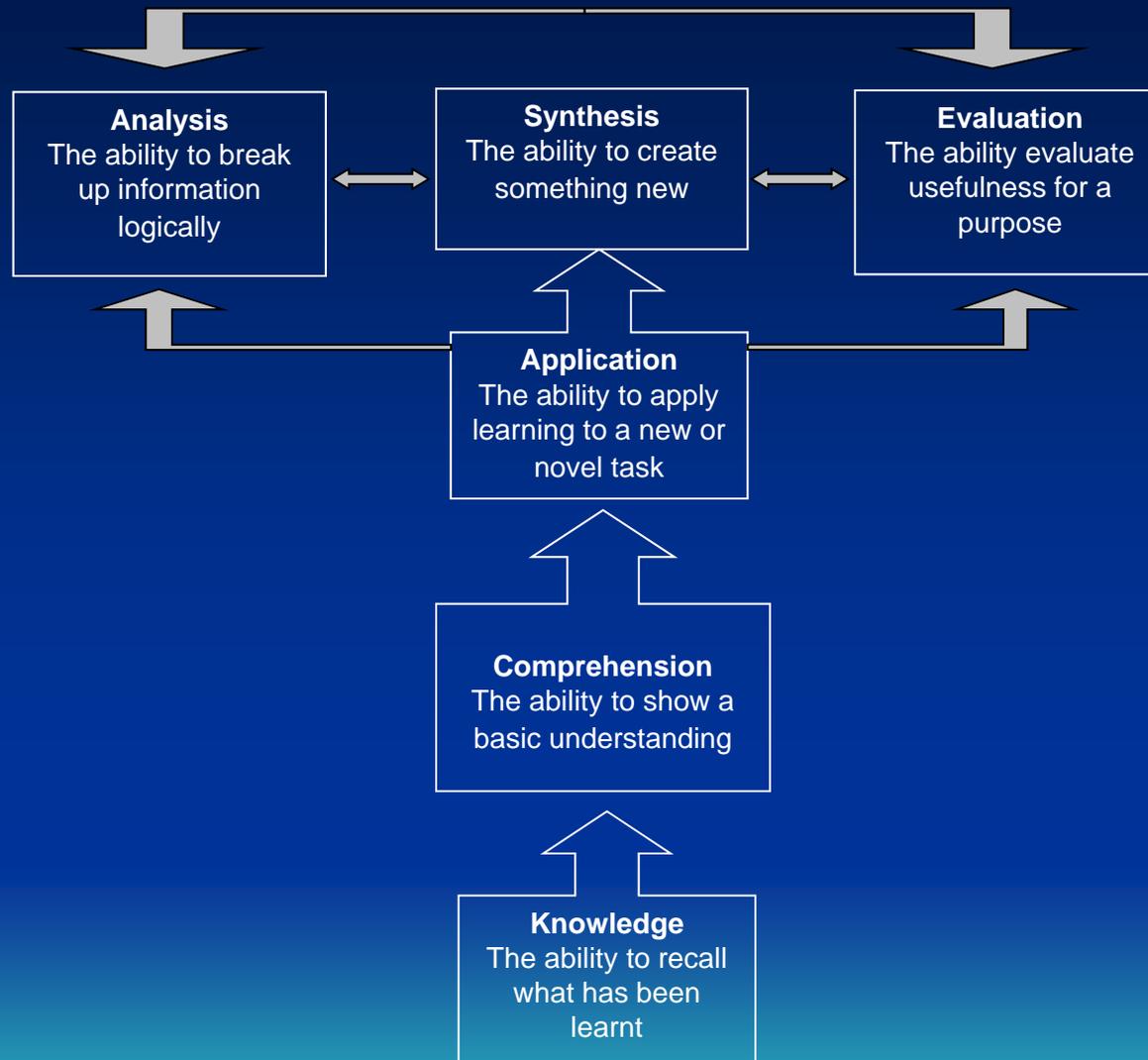
- From a teaching-centered to a learning-centered mentality.
- From a “process” perspective to an “outcomes” perspective.
- “What will I teach?” becomes “What will the students learn?”
- “How will I know what students can do?”
“How will they know?”



The SLO/Assessment Loop



Interrelationships between Bloom's cognitive levels



Hall, C. & Johnson, A. (1994) Module A5: Planning a Test or Examination. In B. Imrie & C. Hall, Assessment of Student Performance. Wellington, New Zealand: University Teaching Development Centre, Victoria University of Wellington.

SLOs vs. Goals & Objectives

- Goals indicate the purpose of the course.
- Objectives identify specific content, skills and process that will be used in a course.
- Outcomes are the observable, products of the course: measurable against criteria.



SLO, Goal or Objective?

“This course introduces senior engineering students to the design of concrete components of structure and foundation, and integrate them into overall design structures.”

Answer: Goal



SLO, Goal or Objective?

“The Student is able to function in teams”

Answer: Objective



SLO, Goal or Objective?

“Functioning as a member of a team, the student will design and present a concrete structure which complies with engineering standards.”

Answer: SLO



SLO, Goal or Objective?

“This course will develop perspectives on GIS for representing data, information, knowledge-interplay among reality, database and map display”

Answer: Goal



SLO, Goal or Objective?

“Define and assess an epidemic for a given population and recommend factors influencing the use of health services.”

Answer: SLO



SLO, Goal or Objective?

“Critically review and synthesize the findings in scientific literature and make appropriate ecological recommendations based on current knowledge.”

Answer: SLO



SLO, Goal or Objective?

“Students will understand that individuals (and their families) must be regarded uniquely as individuals with many contributing variables such as multicultural issues.”

Answer: Objective



SLO, Goal or Objective?

“In addition to interpersonal communication, we will cover key issues in contemporary mass media, with an emphasis on the nature of media competitions, entertainment and news, movies, television, newspapers and the internet.”

Answer: Objective



SLO, Goal or Objective?

“This course will provide students with a medically relevant foundation of knowledge regarding the components and basic principles of the immune system and the vocabulary and language of immunology.”

Answer: Goal



SLO, Goal or Objective?

“Given data, students will analyze information and create a graph that is correctly titled and labeled, appropriately designed and accurately emphasizes the most important data content.”

Answer: SLO



Assessment Revisited:

- An ongoing process aimed at understanding and improving student learning.
- Making expectations explicit and public.
- Setting appropriate criteria/high standards for learning quality.
- Systematically gathering, analyzing and interpreting evidence of how performance matches expectations/standards.
- Using data to document, explain and improve.



Assessment Revisited:

- When embedded within larger institutional systems, assessment can help us:
 - Focus our collective attention
 - Examine our assumptions
 - Create a shared academic culture dedicated to assuring and improving the quality of higher education.

Source: T.A. Angelo (1995) AAHE Bulletin No. 48, p.7.



Student Learning Improvement Cycle (SLIC) Committee

- Assessment is not an end in itself but a vehicle for educational improvement.
- To be successful, this process must engage faculty and be faculty-driven.
- SLOs are but one of several factors that measure quality of student learning.
- The process shall be institutionalized, and an integral part of decision-making and planning.

