GCC
GUAM COMMUNITY COLLEGE
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SLO

Student Learning Outcomes

Handbook

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Overview of Outcomes Assessment

Higher education institutions in recent years have demonstrated their full commitment to the teaching and learning process by recognizing the importance of assessment. This entails documenting what and how much students are learning and utilizing this information to improve the educational experiences being offered.

As educators, we have been engaging in assessment at the most basic level when we articulate the main objectives of the course, check to see whether students achieved them, and use the results to improve our courses. Guam Community College is capitalizing on what we are already doing by instituting a systematic and formalized process, creating a culture in which institutional effectiveness and student learning are highly valued by the college community, and encouraging an organizational-wide culture of dialogue, assessment, reflection, and collective effort.

Student Learning Outcomes (SLOs) were first formally published at GCC in the Spring of 2009 in an effort to sustain improvement in teaching and learning. In conjunction with the Institutional Learning Outcomes (ILOs), SLOs serve an important role by guiding our programs to ensure alignment with industry standards, to establish a baseline of consistency in the quality of education that students receive, to stimulate dialogue, and to establish high expectations for all. By 2010, all programs had established SLOs. By the Fall of 2011, the Student Learning Outcomes and Curriculum Mapping Booklet was published.

It is critical that the review and revision of SLOs be a systematic and continuous process as clear articulation of learning outcomes provide a solid foundation for evaluating our effectiveness in the teaching and learning endeavor.

This handbook serves two main purposes:

1). To provide all members of our college community with a valuable resource tool

2). To provide consistent guidance for the SLO review and revision process.

*This section is extracted from and details may be found in the Assessment Handbook.

Outcomes Assessment is the process of collecting information that will tell an organization whether the services, activities, or experiences it offers are having the desired impact. Otherwise stated, **is the organization making a difference in the lives of the individuals it serves?**

Outcomes

Defining the most important goals for students to achieve as a result of participating in a learning experience

Assessment

Evaluating how well students are actually achieving these goals

Closing the Loop

Using the results to improve the learning experience
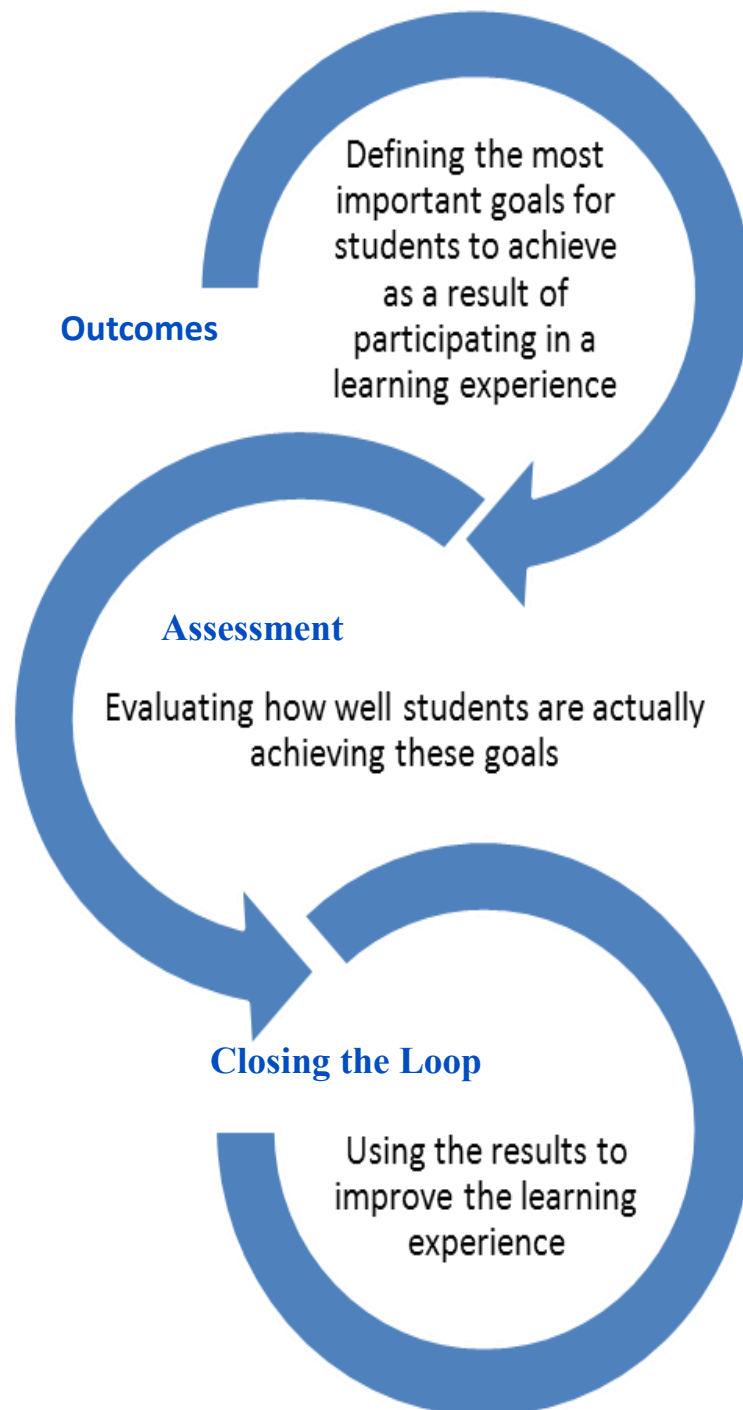
While it is of utmost importance for our College to satisfy accreditation requirements, in all honesty, the question that we should be asking ourselves is to what extent is there genuine commitment in the ongoing process of identifying our strengths and weaknesses in our programs as reflected in student performance?

WHO BENEFITS FROM ASSESSMENT?

For **students**, outcomes will:

♦ Communicate clear expectations about what's important in a course or program
♦ Will enable students to articulate what it is they are learning and have learned
♦ Will help students to explain what they can do and what they know
♦ Inform them that they will be evaluated in a consistent and transparent way
♦ Allow them to make better decisions about programs based on outcomes results

For **faculty**, outcomes will:

♦ Help determine what's working and what's not in their courses or programs
♦ Provide feedback
♦ Facilitate valuable interdisciplinary and intercampus discussions
♦ Provide powerful evidence to justify needed resources to maintain or improve programs

For **administrators**, implementing outcomes will:

♦ Demonstrate an institutional commitment to continually improving the academic programs and services offered by the College.

WHAT OVERALL QUESTIONS SHOULD THE ASSESSMENT PROCESS & SLO ADDRESS?

1. What **knowledge, skills, abilities**, and **dispositions** should the **ideal** student graduating from our program demonstrate?

2. How **will** they be able to demonstrate these capacities?

3. How **well** does our **program** prepare students for careers, further education, or lifelong learning?

4. What **assessments** can we use to demonstrate growth in students' knowledge, skills, abilities, and dispositions as they progress through our program?

WHAT ARE THE TYPES OF ASSESSMENT?

There are basically two **types** of assessments:

1. Program review—examines issues pertaining to enrollment, retention, curriculum, graduation, placement, and satisfaction.

2. Student learning outcomes—describes what students are expected to learn as a result of participating in academic activities or experiences at the College. They focus on knowledge gained, skills and abilities acquired and demonstrated, and attitudes or values changed. **These are outcomes that we as educators should be most concerned with** and are the most challenging to measure, and may require a number of iterations before the data collected are deemed valid and reliable.

WHAT IS SO IMPORTANT ABOUT SLOs?

♦   Students who know what is expected of them with respect to their learning are provided a framework for maximum learning to occur and are thus, more successful.

♦   Faculty who have a deep grasp of what they want their students to learn are able to align their instructional activities to these outcomes.

It is for these two reasons that **clearly articulated outcomes are critical to student learning**.

HOW IMPORTANT IS THE ROLE OF SLOs IN THE ASSESSMENT PROCESS?

The link between the assessment method and learning outcome must be logical. Too often, an assessment method is selected without giving serious consideration as to whether or not the method is appropriate.

Equally important in the process is that we ask ourselves the question:

Is my assessment accurately measuring what it is intended to measure?
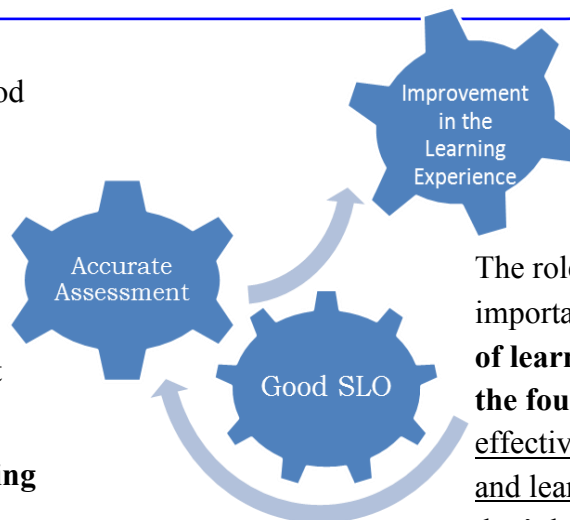
The role of the SLO is extremely important! **Clear articulation of learning outcomes serves as the foundation** to evaluating the effectiveness of the teaching and learning process. If you don't have a solid SLO, the rest of the process will be greatly affected.

Three central questions that remain important in the **review process** and in the **effective design** of SLOs are:

Cognitive
What do we want our students to know?

Student-Centered Learning

Affective/Attitudinal
What do we want our students to think or care about?

Behavioral /Performance
What do you want your students to be able to do?
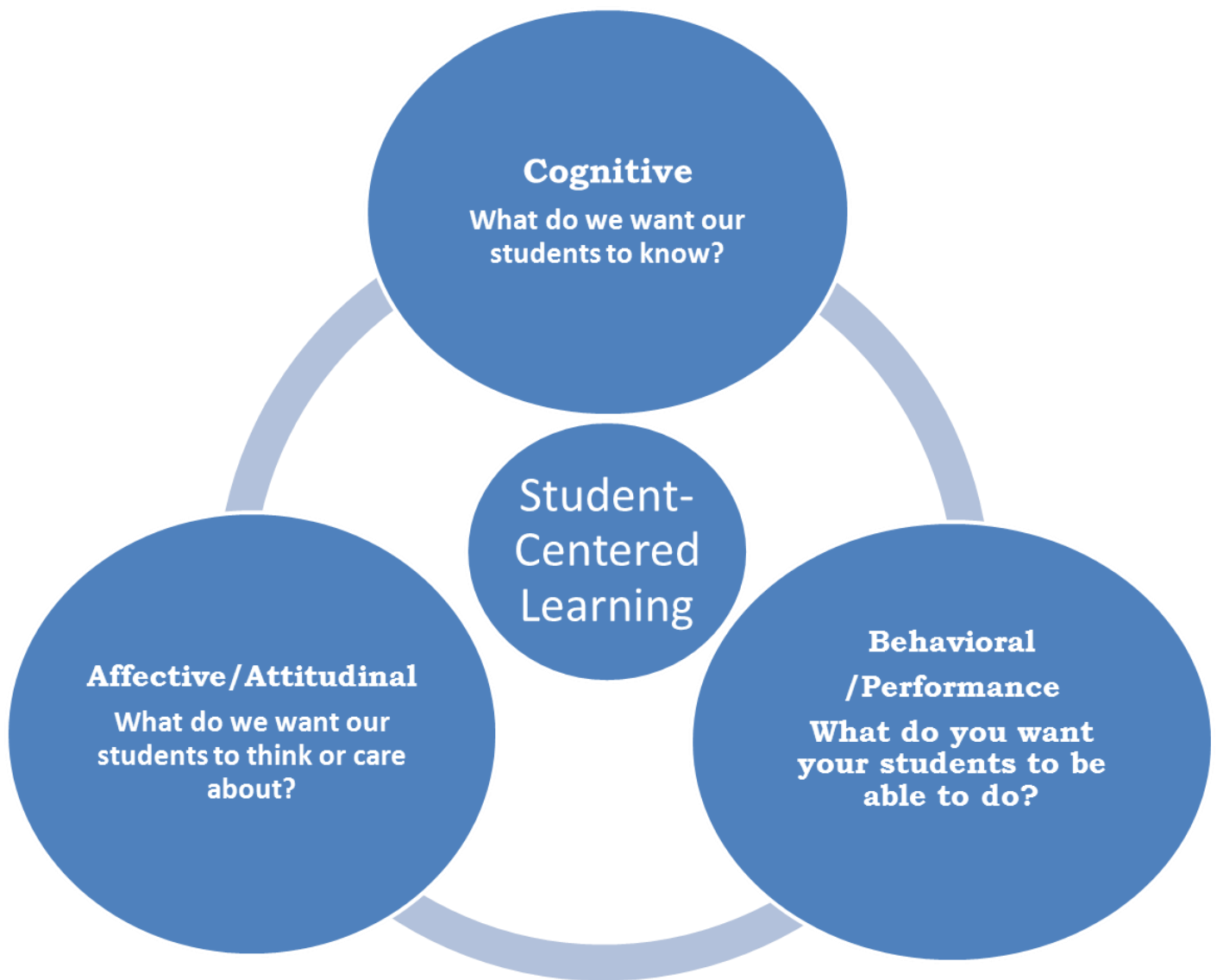
WHAT SHOULD YOU FOCUS ON WHEN DESIGNING SLOs?

In general and perhaps the most important is that **good learning outcomes focus on what students can do** instead of the effort we put into teaching them.

From ➤ Instructor-Directed   **To** ➤ Student-Centered
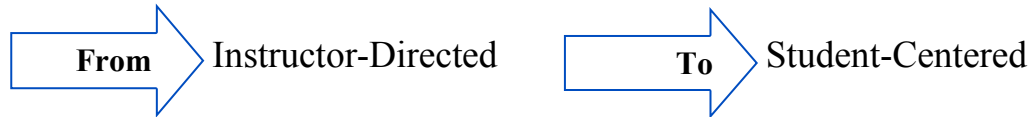
Second, college-wide outcomes must be **essential to the courses's goal**; something that everyone teaching the course agrees is important. It is wise to avoid outcomes that are idiosyncratic or tied to a particular instructor's approach to a course.

Third, design outcomes that are **meaningful for faculty and students**. If you cannot explain *why* a certain outcome is important, it probably isn't very meaningful.

Lastly, outcomes often reflect a **range of thinking skills**, from low level identification to higher level application of knowledge or skills.

Good outcomes **can be measured** in some way; they communicate what student learning will be evaluated in the course. Often courses will have two levels of outcomes; some broader based outcomes which reflect higher order thinking skills and broad topics, and some more narrow, lower level thinking skills outcomes which are essential to reaching the broader outcomes.

When defining student learning outcomes to assess, it is tempting to take the easy route and think only in terms of learning outcomes that represent lower order skills because they will be simpler to evaluate. Instead, concentrate on the skills and knowledge which are essential for a student to be considered competent at the end of the semester. While some lower order types of learning outcomes may be essential to reaching higher level outcomes, make sure that you define a range of outcomes which reflect higher order, complex application tasks in addition to any essential supporting learning outcomes which may reflect lower order thinking skills.

WHAT IS CONSTRUCTIVE ALIGNMENT AND HOW DOES IT RELATE TO SLOs?

The curriculum should be designed in a way so that the teaching activities, learning activities, and assessment tasks are coordinated with the learning outcomes. This process is called *constructive alignment.* Constructive refers to the type of learning and what the learner does. Alignment refers to what the teacher does. A good teaching system is characterized by the coordination of the method of teaching and assessment and learning activities that support student learning. The **basic tasks** involved in constructive alignment are:

1. **Clearly defining** the learning outcomes

2. **Selecting teaching and learning methods** that are likely to ensure that the learning outcomes are achieved.

3. **Assessing the student learning outcomes** and checking to see how well they match with what was intended.

The SLO PROCESS involves...

1. Developing Student Learning Outcomes

5. Utilizing data to improve learning

Student Learning

2. Determining a plan to assess

4. Analyzing and interpreting data

3. Assessing what students learned

WHAT IS THE DIFFERENCE BETWEEN PROGRAM AND COURSE LEVEL STUDENT LEARNING OUTCOMES?

Program Student Learning Outcomes

At this level, **3 to 5 central goals** describe what the students will have atttained by the end of the program

Characteristics of Student Learning Outcomes at the Program Level:

Encapsulates the knowledge, skills, and attitude that students are expected to learn from the program	Are the **broadest** goals for the program	**Require higher order thinking skills** (is a synthesis of distinct skills and specialized areas of content)	Are **evaluated or regularly updated** each academic year

Course Student Learning Outcomes

Characteristics of Student Learning Outcomes at the Course Level:

Are more **specific** and **identify the unique knowledge and skills** expected to be gained in a particular course	**clearly relate** to topics, assignments, and exams that are covered in the present course	Are **measurable**	**Use action verbs**

HOW DO WE KNOW THE SLO IS A GOOD ONE?

Two questions must be answered to make this determination.
You should be able to say **yes** to both otherwise, the SLO needs some more work:

1. **Can it be measured?**

2. **Is learning being demonstrated?**

Please keep in mind that writing SLOs is an on-going process which requires several iterations and collaboration.

COMMON EXAMPLES OF STUDENT LEARNING OUTCOMES THAT FAIL THE 2-QUESTION TEST

Examples that are **TOO general and DIFFICULT to measure**:

...will <u>appreciate</u> the benefits of learning a foreign language (too ambiguous; how would appreciation be measured?)

...will be able to <u>access</u> resources (too vague; how would the ability to access resources to measured?)

...will <u>develop problem-solving skills</u> (too general; how would development of problem-solving skills be measured and which ones?

...will have <u>confidence in their knowledge</u> of the subject matter (too vague; what is being measured: level of confidence or knowledge of the subject matter? How would degree to which one has confidence determine the extent of their knowledge of the subject matter?)

...will <u>demonstrate knowledge, skills, and attitudes</u> (too broad; covers too many at once; which knowledge, skills, and attitudes will be measured?

Examples that are **still general and hard to measure**:

...will <u>value</u> knowing a second language as a communication tool (how will value be measured?)

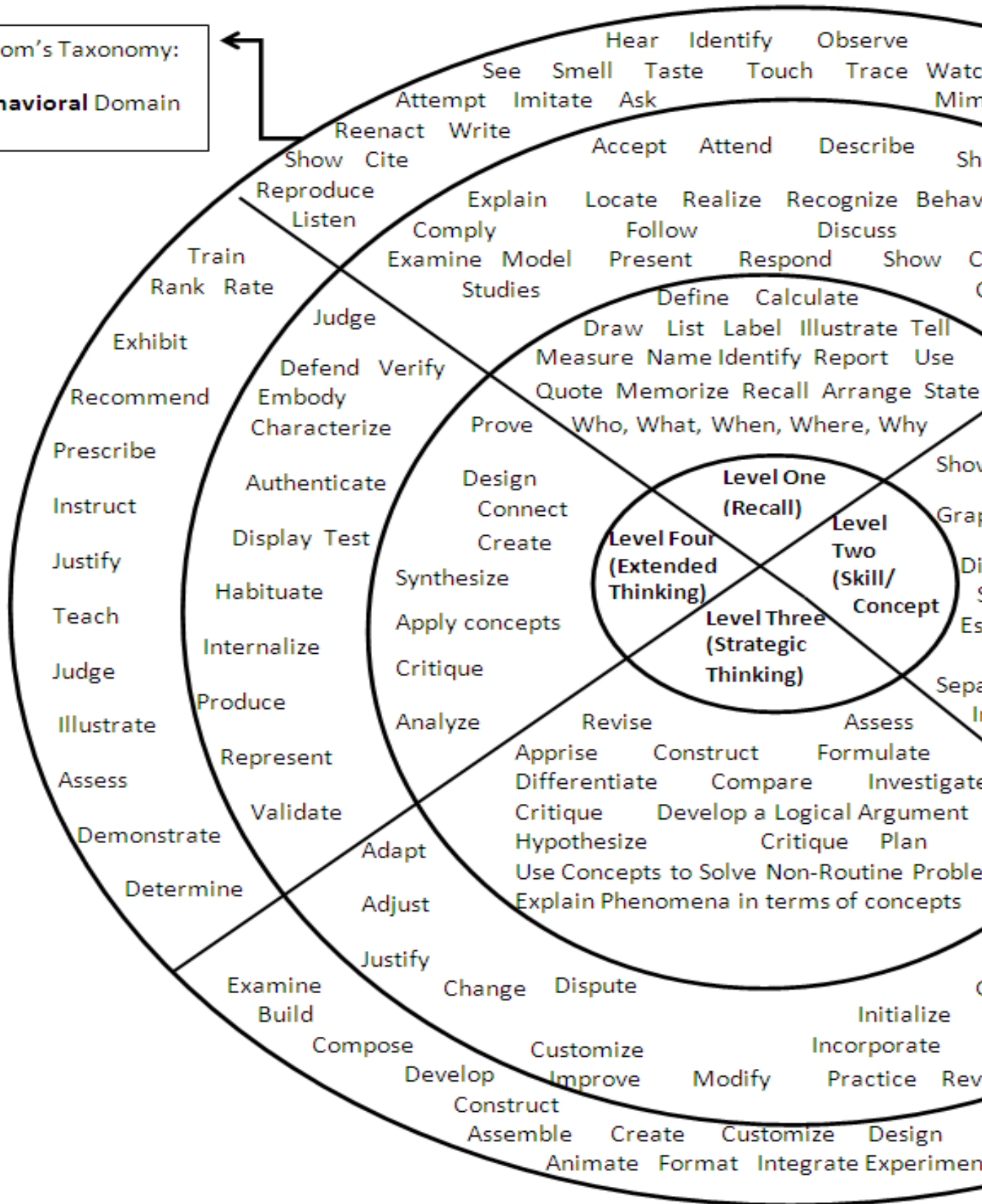...will <u>develop and apply effective problem-solving skills</u> (too general—how is development of the skills defined and how will it be measured? Also, how will effectiveness be defined?)
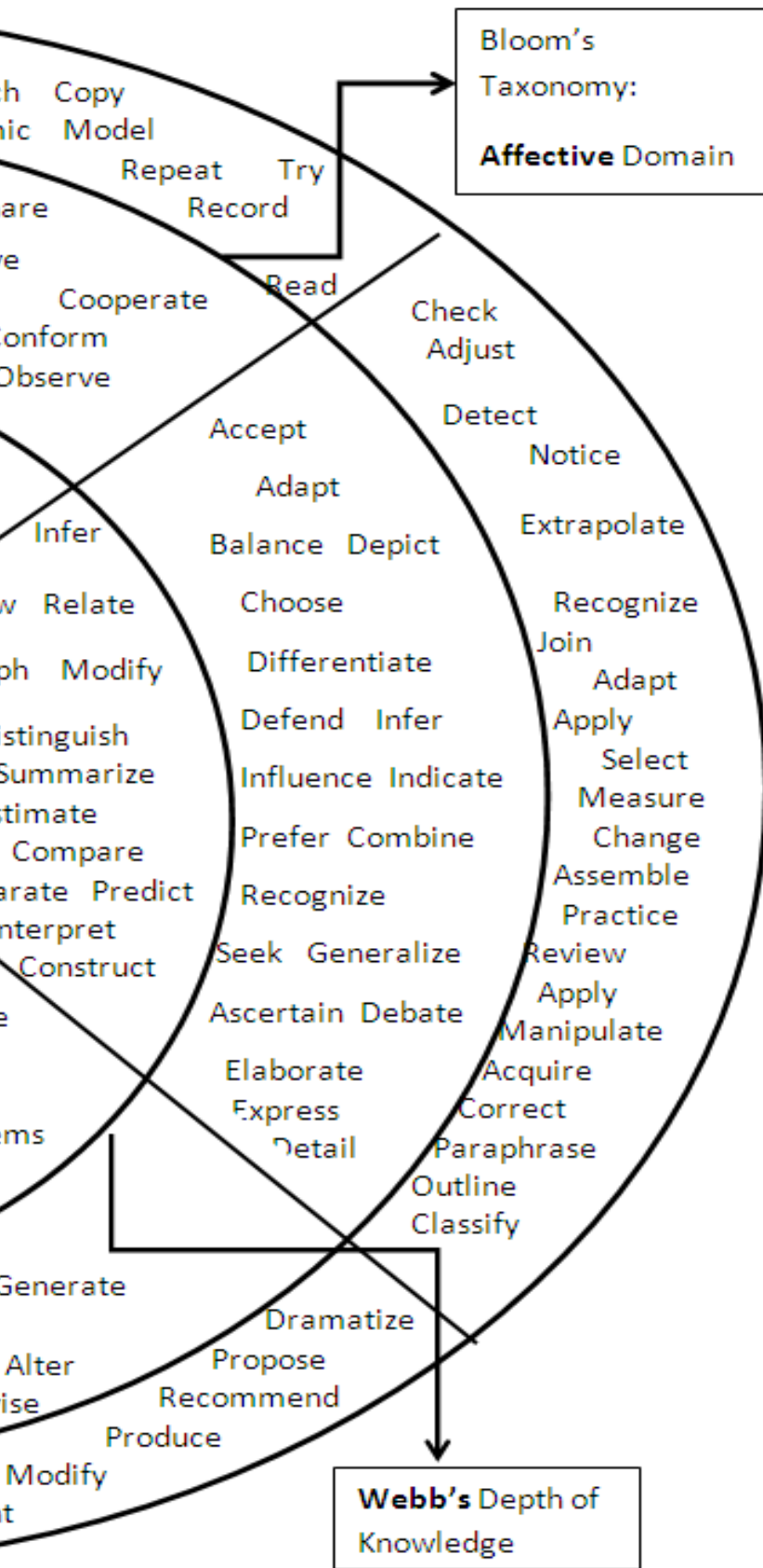
...will demonstrate the <u>ability to resolve problems</u> (to what extent would one's demonstration show ability?)

...will <u>demonstrate critical thinking ski</u>lls (too general; which critical thinking skills and how will these be measured?

Bloom's Taxonomy:

Behavioral Domain

Hear   Identify   Observe
See   Smell   Taste   Touch   Trace   Watc
Attempt   Imitate   Ask   Mim
Reenact   Write
Accept   Attend   Describe   Sh
Show   Cite
Reproduce   Explain   Locate   Realize   Recognize   Behav
Listen   Comply   Follow   Discuss
Train   Examine   Model   Present   Respond   Show   C
Rank   Rate   Studies   Define   Calculate
Judge   Draw   List   Label   Illustrate   Tell
Exhibit   Measure   Name   Identify   Report   Use
Defend   Verify   Quote   Memorize   Recall   Arrange   State
Recommend   Embody   Prove   Who, What, When, Where, Why
Characterize
Prescribe   Show
Authenticate   Design   Level One
Instruct   Connect   (Recall)   Level   Grap
Display   Test   Create   Two
Justify   Level Four   (Skill/   Di
Habituate   Synthesize   (Extended   Concept   S
Teach   Thinking)   Es
Internalize   Apply concepts   Level Three
Judge   Critique   (Strategic
Produce   Thinking)
Illustrate   Analyze   Revise   Assess   Sepa
Apprise   Construct   Formulate
Assess   Represent   Differentiate   Compare   Investigate
Validate   Critique   Develop a Logical Argument
Demonstrate   Hypothesize   Critique   Plan
Adapt   Use Concepts to Solve Non-Routine Proble
Determine   Explain Phenomena in terms of concepts
Adjust
Justify
Examine   Change   Dispute
Build   Initialize
Compose   Customize   Incorporate
Develop   Improve   Modify   Practice   Rev
Construct
Assemble   Create   Customize   Design
Animate   Format   Integrate   Experimen

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Verb Wheel: (Combined Bloom's Taxonomy & Webb's Depth of Knowledge)

These tools were combined to provide a resource of active/action verbs for you to select from in writing /designing your SLOs.

The verbs contained in the wheel are by no means exhaustive.

Depending on a number of factors such as cognitive complexity and tasks, there are verbs repeated at varying levels on the wheel.
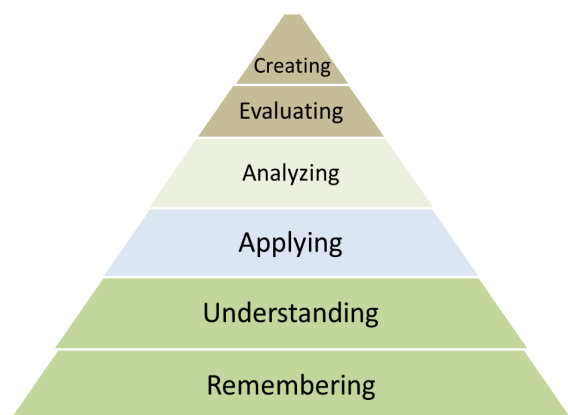
Please note: While there are similarities in the use and meaning of the verbs, these are two distinct systems that have different emphasis. Thus, the verb construct under Revised Bloom's Taxonomy (RBT) differs from the verb construct under Webb's Depth of Knowledge (DOK).

Revised Bloom's Taxonomy	Webb's Depth of Knowledge
Creating -Put elements together to form a coherent or functional whole; Reorganizing elements into a new pattern or structure through generating, planning, or producing	**Level 4: Extended Thinking** (Correlates to Bloom's 2 highest levels) -the most complex cognitive effort -students synthesize information from multiple sources, often over an extended period of time -requires investigation, complex reasoning, planning, developing, and thinking over an extended period of time.
Evaluating -Make judgments based on criteria and standards	
Analyzing -Break down material into component parts to explore understandings and relationships.	**Level 3: Strategic Thinking** -Thinking is more abstract -Students use planning and evidence -Requires reasoning, developing a plan or a sequence of steps, some complexity, more than one possible answer (students must justify their choices)
Applying -Use learned material in new and concrete situations	**Level 2: Skills and Concepts** -Engages mental process beyond habitual response using information or conceptual knowledge. Requires two or more steps. - Student makes some decision(s) about his/her approach
Understanding -Grasp the meaning of material so that the knowledge can be reproduced or communicated	**Level 1: Recall and Reproduction** (Correlates to Bloom's 2 lowest levels) -does not require any cognitive effort beyond remembering the right response or formula
Remembering -Recall appropriate information	

Revised Bloom's Taxonomy
(RBT) 2001

Webb's Depth of Knowledge
(DOK) 2002

Creating
Evaluating
Analyzing
Applying
Understanding
Remembering

Extended
Thinking
Strategic Thinking
Skills and Concepts
Recall and Reproduction

Main Distinction: Describes the type of thinking needed to interact with information during an activity

Categorizes the cognitive complexity of an activity. Measures the degree to which the knowledge elicited from students on assessments is as complex as what students are expected to know.
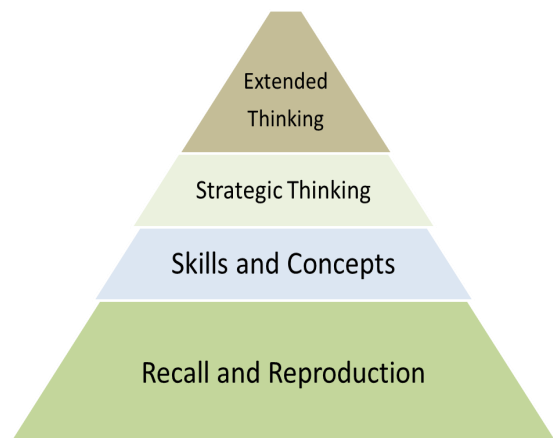
Bloom's Taxonomy of Learning

Bloom's taxonomy was originally published in 1956 under the leadership of educational Psychologist, Benjamin Bloom. The Taxonomy is a classification system used to define and distinguish different levels of human cognition—i.e., thinking, learning, and understanding. Educators have typically used Bloom's taxonomy to inform or guide the development of assessments (tests and other evaluations of student learning), curriculum (units, lessons, projects, and other learning activities), and instructional methods such as questioning strategies.

The most recent adaptation (referred to as Revised Bloom's Taxonomy [RBT] of Bloom's work released in 2001, came about as a result of the work of Krathwohl, an original member of Bloom's committee, and Anderson, a former student of Bloom. This latter group redefined Bloom's original concepts and considered many of his concerns and criticisms about the original taxonomy.

At first glance, rewordings from nouns to verbs, renaming some of the components, and repositioning are the obvious differences .

However, the major differences lie in the more useful and comprehensive additions of how the taxonomy intersects and acts upon the different types of

Webb's Depth of Knowledge (DOK)

A scale developed in 1997 by Norman Webb that measures the level of cognitive demand (thinking). Released in 2002, Webb's Depth of Knowledge (DOK) model has these main components:

- the context in which the verb is used and the depth of thinking that is required to successfully complete a task

- Each grouping of tasks reflects a different cognitive expectation or depth of knowledge required to complete a task

- The DOK level should reflect the complexity of the thinking process demanded by the task as opposed to whether or not the task itself is difficult.

This tool was included because it is being utilized for Common Core

WHAT ARE THE PITFALLS TO BE AVOIDED WHEN WRITING SLOs?

⇒ **The learning outcome does not follow department, division, or college goals**

All learning outcomes should have meaning for you, your department, and the students participating in the programs or receiving services. This meaning should be derived from the specific goals of your department

⇒ **The learning outcome includes words that are difficult or impossible to measure**

*Avoid words or phrases that are too general, ambiguous, vague, and difficult to measure such as **know, understand, appreciate, value, become familiar, learn, realize, comprehend**). These words are usually associated with teaching objectives and not SLOs.*

*Utilize Bloom's Taxonomy & Webb's Depth of Knowledge for **active** /action verbs (Diagram can be found on pages 20 & 21 of this handbook).* **Recommendation**: **One** active verb per learning outcome.

⇒ **The learning outcome includes too many skills in one statement**

Have only one skill per statement. If multiple skills are included , the outcome becomes complex and difficult to measure

⇒ **The learning outcome is written in a way that includes too many or all the possible things students can learn by participating in a learning activity**

Focus on the key things you want students to learn as a result of the learning activity

⇒ **The learning outcome is too broad**

The challenge of a broad SLO is that there is no discernible knowledge or skills that are identified

For example: 80% of the students will successfully pass the course as reflected in a "C" grade or higher

⇒ **The learning outcome joins too many elements (**is a **bundled** statement)**

Example: Engineering students will demonstrate knowledge of math, science, and engineering fundamentals, and gain competency in basic skills in writing reports, **communicating** research ideas and **make** oral presentations.

One challenge of this SLO is that too many skills need to be assessed which most likely will also require different assessment methods.

⇒ **The learning outcome is actually not a learning outcome**

WHAT IS SO IMPORTANT ABOUT USING ACTIVE/ACTION VERBS IN SLOs?

The **learner's performance** should be **observable** and **measureable**. The use of active/action verbs in an SLO will facilitate the teaching and learning process much more effectively because action verbs result in **overt behavior that can be observed and measured**.

COMMON ERRORS FOUND IN SLOs

Words to Avoid:

- Comprehend
- Learn
- Realize
- Hear
- Believe
- Value
- Know
- Understand
- Develop
- Appreciate
- Experience
- Perceive
- Feel

Phrases to Avoid:

- become aware of
- will be able to develop
- become acquainted with
- will demonstrate the ability to
- will appreciate
- will value
- Be able to have more confidence
- gain understanding of
- will develop problem-solving skills
- gain knowledge of
- become familiar with

Why should you avoid these words or phrases?

They are **too ambiguous/vague, too general,** and **difficult to measure**!

The key to the successful writing of learning outcomes is in the use of **correct** (active) verbs

...will gain **knowledge**

use these **action** verbs instead that will provide **evidence of knowledge**

...**define** the following medical terms...

...**memorize** the communication codes for emergency situations

collect forensic evidence following standard procedures

...**identify** what behaviors constitute good work ethics

...recall the steps in engine diagnostics

...**describe** why laws change and the consequences of these changes on society

...will **comprehend**

use these action verbs instead that will provide **evidence of comprehension**

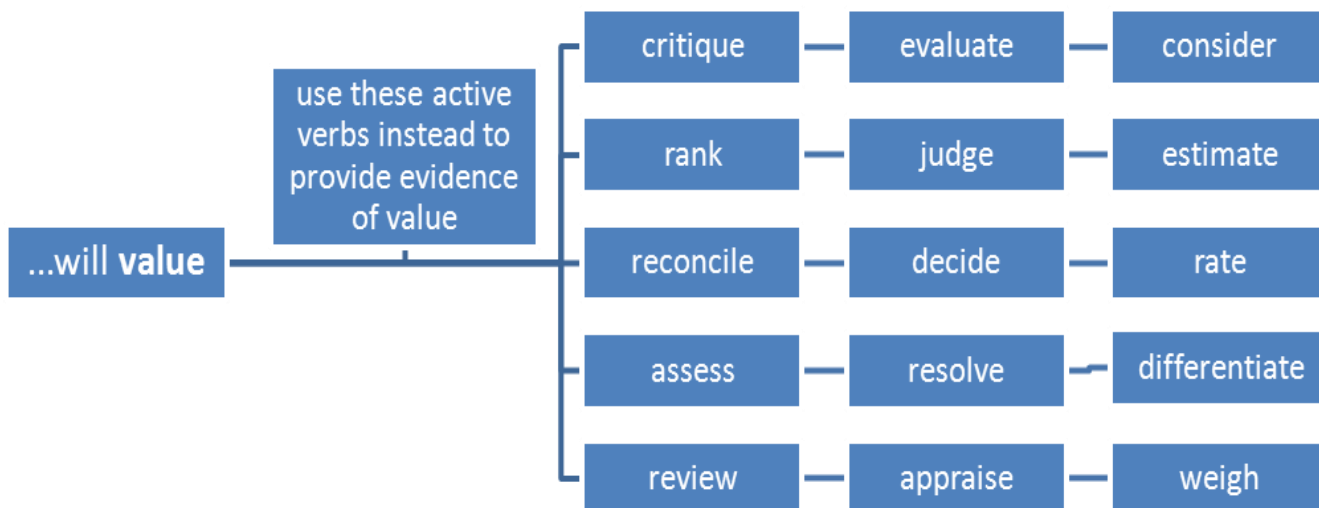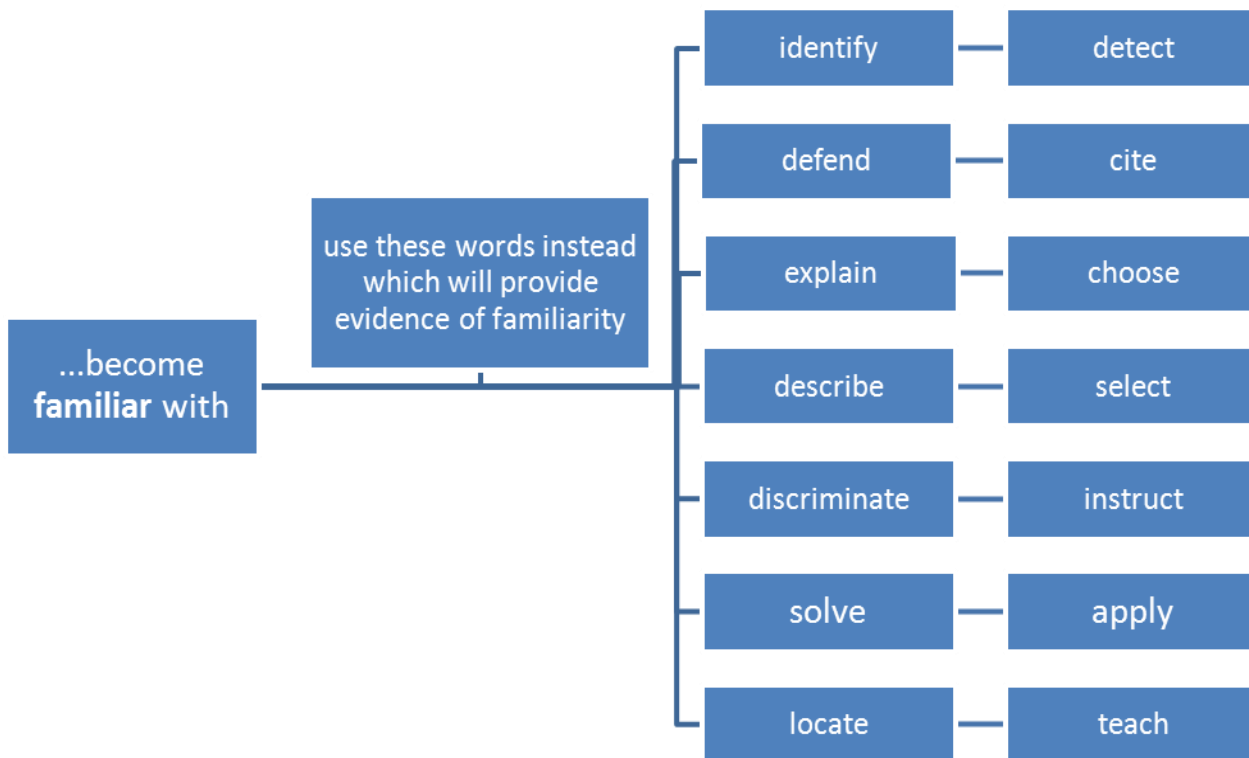...**differentiate** between criminal law and civil law

...**summarize** the steps of the accounting cycle

...**apply** graphical methods to solve three-dimensional space problems

...**explain** how the national building codes affect local codes

...**estimate** cost of building materials for a house projecr

...**interpret** survey data

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...become familiar with → use these words instead which will provide evidence of familiarity →

identify	detect
defend	cite
explain	choose
describe	select
discriminate	instruct
solve	apply
locate	teach

...will value → use these active verbs instead to provide evidence of value →

critique	evaluate	consider
rank	judge	estimate
reconcile	decide	rate
assess	resolve	differentiate
review	appraise	weigh

EXAMPLES OF GOALS/EXPECTATIONS THAT ARE NOT SLOs

...will review and prepare for the national exam

...will receive at least a C grade on all assignments

...will submit assignments by scheduled due date

...will arrive to class on time

...will dress appropriately

...demonstrate professionalism and appropriate work ethic

...offer opportunities for students to master integrated use of technology

...the program will engage a significant number of students in a formalized cultural studies program

...students will be exposed to exceptionality in learning disabilities

EXAMPLES OF SLOs IN THE THREE DOMAINS

Cognitive

...identify shop safety procedures

...name the elements in a periodic table

...interpret information from basic statistical graphs

Behavioral/Performance

...practice officer survival skills in mock situations

...apply hair coloring using the correct steps

...perform cylinder head and valve train diagnostics

...analyze a food and beverage establishment's standard operating procedure for proper implementation

...calculate house load requirements

Affective

...revises judgment in light of new evidence

...listens to others without interruption

...gives a presentation on the need for professional ethical standards

...prioritizes time to meet the needs of the group

...explain the importance of confidentiality in the professional-client relationship

...shows self-reliance when working independently

EXAMPLES OF STUDENT SERVICE UNIT OUTCOMES (SSUOs)

For Student Service Unit Outcomes (SSUOs), program outcomes are written to identify what the program staff <u>want the students to be able to do after completion of a service</u>.

Administrative support for our students' learning can be either direct or indirect. Administrative Unit Outcomes (AUOs) identify what we want <u>students to be able to do after completion of an administrative unit's direct service</u> or they identify <u>how the unit functions indirectly to support</u> student learning.

Examples- Upon successful completion of services rendered, students will be able to:

...access and successfully submit the FAFSA online.

...identify the steps in the student complaint process.

...complete a plan of action for the upcoming academic year.

...identify resources and procedures needed to organize a student event.

...apply for and receive a supplemental grant.

...register online using the Banner system.

..apply strategies and interventions to overcome barriers to academic success.

...identify accommodations related to his/her disability.

...complete the financial aid application independently.

...apply positive strategies for reducing stress and anxiety.

...locate a variety of library resources for information specific to topic/assignment.

...apply study skill techniques for reading textbooks and other course materials.

...use a time management schedule to complete assignments.

...identify their own learning styles.

SLO STATEMENT STEMS

Upon successful completion of services rendered by (Student Service Unit), students will be able to:

Upon successful completion of (name of program), students will be able to:

Upon successful completion of (name of the course), student will be able to:

Similarities

Objectives:	Goals:	Outcomes:
• Use the language of outcomes	• Use the language of outcomes	• Are **achieved** results or consequences of what was learned
• Describe intended purposes and expected results of teaching activities	• Describe intended purposes and expected results of teaching activities	• Are more precise, specific, clear, and focus on the ability to demonstrate learning on the part of the student
• Are **intended** results or consequences of instruction, curricula, program, or activities	• Express **intended** results *(in *general* terms)	• Usually expressed as knowledge, skills, attitudes, or values
• Express intended results in *specific* terms		• Specifies an **action by the student** that must be **observable**, **measurable**, and able to be **demonstrated**
*Key distinguishing feature between objectives & goals is the level of specificity		
• Brief, clear statements that describe the desired learning outcomes of instruction	• Statements about general aims or purposes of education that are broad, long-range intended outcomes and concepts	• Statements that describe significant and essential learning that learners have achieved and can demonstrate at the end of a course or program
i.e., the specific skills, values, and attitudes students should exhibit that reflect the broader goals		• Identifies what the learner will know and be able to do as a result of a learning activity
• May also reflect different levels of learning or specific types of performances:		• Base program and curriculum design ,content, delivery, and assessment on an analysis of the integrated knowledge, skills, and values needed by both students and society
Mastery—those learning tasks/skills that must be mastered before moving on to the next level of instruction		• **Is student-centered:** describes what the *learner should learn*
Developmental—those learning tasks students can be expected to demonstrate at varying degrees of progress		• Support the goal(s)
Instructional—describe in detail the behaviors that students will be able to perform a the conclusion of a unit of instruction and the conditions and criteria which determine the acceptable level of performance		• Focus on student behavior (it is not about what the instructors can provide but what the students can demonstrate)
• Written more in terms of teaching intentions and usually indicate the subject content that the instructor intends to cover		

Again, the **2-Question Test** has to be applied:

1. Can it be measured?

2. Is learning being demonstrated?

Examples follow to illustrate whether the SLO passes the 2-Question test:

-Participants will understand the 6 reasons for conducting a complete diagnostic test.

  learning is being demonstrated, but the extent of understanding will be difficult to measure

The fix: Students will list the six reasons for conducting a complete diagnostic test.

-The student will understand the importance of arriving on time during the internship period.

  can be measured, but learning is not necessarily being demonstrated

The fix: The student will articulate the necessity of maintaining office hours during the internship period.

-Students will develop an appreciation of cultural diversity in the workplace.

 Cannot be measured—you would have to know how a student will demonstrate appreciation and define what is meant by appreciation

The fix: Students will summarize in writing their feelings about cultural diversity in the workplace.

 -Students will gain knowledge of architectural skills

Too broad: what knowledge will be gained and which architectural skills?

The fix: Students will create variations of two and three dimensional designs

-develop an understanding of current payroll methods and procedures

How will understanding be measured and which payroll methods and procedures will be learned?

The fix: Students will be able to calculate wages.

　　　　Students will maintain employees' earning records

　　　　Students will process a four-month payroll period using manual and computerized methods.

WHAT ARE THE CHARACTERISTICS OF A GOOD SLO?

⇒ Contains an **action** verb that describes an **observable** or **identifiable** action

⇒ Is **learner-centered**; **focus is on the student as the performer** (or as the learner/alignment to institutional goal of student-centered education: what students are able to know, do, think/feel)

⇒ Is **specific** (to institutional and/or program level)

⇒ Is **easy to measure**

⇒ Is **written in a clear, concise, explicit manner** and is easily understood by multiple audiences (**free of ambiguities)**

⇒ Is in **alignment** with the course description, industry standards, and ILOs

⇒ **Emphasis is on critical thinking skills** and/or obvious progression to higher order thinking skills is evident (alignment to institutional goal of providing quality education)

⇒ Is **receptive to feedback** or comments on the quality and utility of the information provided

⇒ Is **constructively aligned** (with instructional/learning activities and method (s) of assessment)

⇒ Is **updated regularly** to ensure currency and responsiveness

SLO CHECKLIST

Once you create your SLO, use this checklist to verify its effectiveness and to determine whether revision is needed:

1. Are the outcomes aligned with the vision, mission, values, and goals?   Y   N

2. Does the outcome describe what the program intends for students to know   Y   N
   (cognitive), think (affective/attitudinal), and do (behavioral/performance)?

3. Is the outcome important/worthwhile?   Y   N

4. Is the outcome

   a. specific?   Y   N

   b. clear/easy to understand?   Y   N

   c. written using an action verb?   Y   N

   d. measurable?   Y   N

   e. a result of student learning?   Y   N

5. Do you have or can you create a learning activity that
   will facilitate students to learn the desired outcome?   Y   N

6. Taken together, would the indicators associated with the outcomes accurately   Y   N
   reflect the key results of the programs, operations, or service offered by your unit
   or program?

7. Are the outcomes stated which makes it possible to use a single method to   Y   N
   measure the outcome?

8. Are the outcomes states do that outcomes requiring different assessment   Y   N
   methods are not bundled into one statement?

9. Does the language describe student rather than teacher behaviors?   Y   N

10. Does the language describe a learning outcome and not a process?   Y   N