Session Outcomes

After this session, attendees will be able to:

• Outline the components of an effective student learning outcome (SLO)

• Develop learning outcomes for programs/experiences
Workshop Overview

Significance of SLOs
What + When + Why + How
Practice Time
Assessment & Improvement Cycle

- Foundational Documents (mission, goals, strategic plan)
- Establish Criteria for Success (outcomes)
- Provide Programs and Services
- Use Results for Improvement
- Determine Effectiveness
Establish Criteria for Success

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What is a SLO?

• **Measureable, observable, and specific** statement(s) that clearly communicate what a student should know and be able to do as a result of learning in a course, program, or experience

• Focus in on the application of knowledge - students should be able to use the information learned outside of the setting it's learned in

• Different "levels" of SLOs depending on their use:
  • Division
  • Department
  • Program/Experience
Outcomes ≠ Objectives

Learning Outcomes = What students will know or be able to do as a result of this program

Program Objectives = What will be achieved in the program
When SLOs Are Needed

SLOs are used to design programs where students are gaining knowledge, skills, and/or abilities. Also known as...

- Learning Experiences
- Educational Interventions

Not ALL programs need SLOs
SLOs = the key for intentional education

Start with the end in mind.

- Program design starts with clear SLOs
- Define "why" (why are we doing this) before "what" (what are we doing)
- Keep us focused on the end result
**Structure**

Stem + verb + target audience + demonstrated learning + criterion

As a result of **(program)**, **(target audience)** will be able to **(verb)** **(demonstrated learning)** **(criterion)**.

Example: As a result of attending the grilled cheese workshop, attendees will be able to describe each step of making a grilled cheese sandwich for improve crispiness.

Tip: Use student-focused language
Begin with an Action Verb

- Terms such as know, understand, learn, appreciate are generally not specific enough to be measurable
- Consider the level of learning you want students to achieve
- Use Bloom's to select an action verb
Bloom's Taxonomy

- Helps educators develop critical thinking and higher order cognitive abilities in students
- We can use Bloom's to build our programs and services
- Students must master lower levels before moving up through the hierarchy
- You will not use ALL of Bloom's in one program

Follow with an Action Statement

• Should describe the knowledge and abilities to be demonstrated
• Avoid complex topics or multiple areas to be measured
• Keep it short and simple
Add Criterion

• A broad statement or standard for acceptable performance
• Can provide better definition, if needed, to the outcome
How many do I write?

It depends!

• Generally 2-3 is plenty for a workshop
• For lengthy experiences where learning builds on itself, more might be needed
Questions to Ask Yourself

As a result of attending the grilled cheese workshop, attendees will be able to describe each step of making a grilled cheese sandwich for improve crispiness.

✓ Does the outcome support the program goals?
✓ Does the outcome describe what the program intends for students to know (cognitive), think (affective, attitudinal), or do (behavioral, performance)?
✓ Is the outcome:
  • Detailed and specific?
  • Measurable/identifiable?
  • A result of learning?
✓ Do you have or can you create an activity to enable students to learn and demonstrate the desired outcome?
✓ How will you assess the outcomes? Can the results from assessing this outcome be used to make decisions on how to improve the program?
Easy Generator
Learning Objectives

https://learning-objectives.easygenerator.com/

Choose the Level of Knowledge to Obtain

Based on Bloom’s Taxonomy

- **Remembering**
  - Arrange
  - Define
  - Describe
  - Duplicate
  - Identify

- **Understanding**
  - Label
  - List
  - Match
  - Memorize
  - Name

- **Applying**
  - Order
  - Outline
  - Recall
  - Recognize
  - Relate

- **Analyzing**
  - Repeat
  - Reproduce
  - Select
  - Show
  - State

Students will be able to + [verb] + [goal] + [condition]