



SLOS

STUDENT LEARNING OBJECTIVES

WHY NOW?

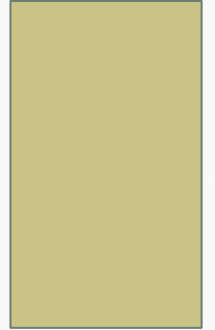
- Always important in guiding teaching
- Mid-term accreditation progress visit scheduled for April 29th, 2021
- SLOs are at the center of accreditation-- looking for evidence of how we are performing and students are learning
 - How are we increasing what students **know**?
 - How are we increasing what students can **do**?
 - How do students **feel** about themselves, others, and what they are learning?



What the



WHAT ARE SLOS?



WHAT ARE SLOS?

- SLOs are the end products of a course
- They describe what students should **know**, **think**, and **do** as a result of the teaching
- They are usually expressed as knowledge, skills, attitudes, or values
- They should be the same for all sections of a course to ensure consistency of outcomes for all students
 - However, each instructor may include additional, more specific outcomes/expectations on syllabi



PURPOSE OF SLOS

- To help educators understand how to better facilitate student learning
- Provides educators with feedback
- Helps set student expectations; they can better articulate what they are learning



PURPOSE OF SLOS

- SLOs are linking pins between SDCE & Emeritus mission and goals, and measures of educational effectiveness

Emeritus Mission Statement

The Emeritus Program provides adults 55+ the opportunity to acquire a quality education specifically designed to offer lifelong learning opportunities in the areas of positive aging: personal growth, critical thinking, independence, community engagement, advocacy for self and others, mental and physical well-being, creativity, self-expression, and economic self-sufficiency.



SLOs



Effective Outcomes

3 LEVELS OF SLOS

Student Learning Objectives



-
- Institutional (SDCE)
 - Program (Emeritus)
 - Course (E.g. ARTS 507, MUSI 505, HEAL 525)

MUST BE INCLUDED ON THE SYLLABUS

- Be sure to include the SLOs on your syllabus:
 - Institutional
 - Program
 - Course
 - Optional: Additional SLOs tailored to your individual class

Institutional Student Learning Outcomes

1. **Social Responsibility:** SDCE students demonstrate interpersonal skills by learning and working cooperatively in a diverse environment.
2. **Effective Communication:** SDCE students demonstrate effective communication skills.
3. **Critical Thinking:** SDCE students critically process information, make decisions, and solve problems independently or cooperatively.
4. **Personal and Professional Development:** SDCE students pursue short-term and life-long learning goals, mastering necessary skills and using resource management and self-advocacy skills to cope with changing situations in their lives.

Program Student Learning Outcomes

1. **Social Responsibility:** SDCE older adult students acquire interpersonal skills to function effectively in a multicultural and diverse environment by comparing and evaluating their work in a respectful manner.
2. **Effective Communication:** SDCE older adult students communicate facts, ideas, and feelings clearly by practicing verbal and non-verbal techniques.]



WRITING LEARNING OUTCOMES

[HTTPS://YOUTU.BE/WWDENG0R20](https://youtu.be/wwdengn0r20)

WRITING SLOS: WHERE TO START

- Ask yourself: what do you want students to **know** and be able to **do** when they complete your course?
- Create at least 2 (no more than 4-5) student learning outcome statements
- Better to focus on a smaller number of high priority outcomes
- Make outcomes as specific, focused, and clear as possible—they need to be assessable and measurable



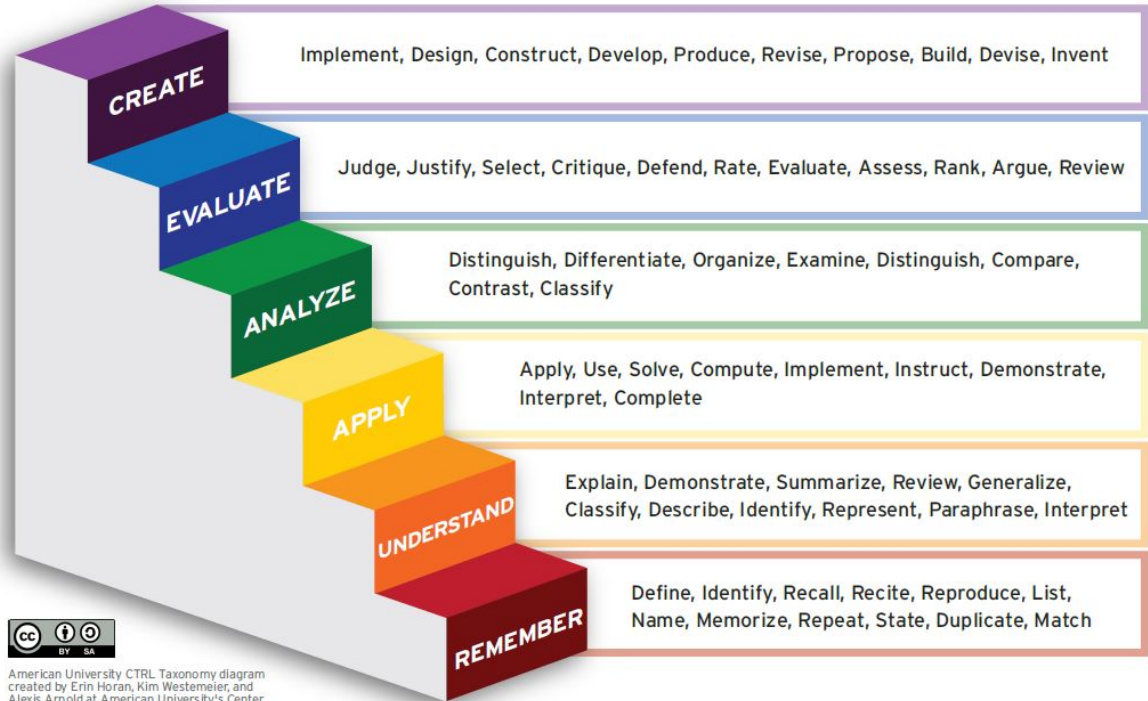
Write in 3 parts

- Identify population (*Art students . . .*)
- Use action verbs (*. . . will critically assess . . .*)
- Use verbs from new Bloom's Taxonomy to describe what successful students do; avoid unclear verbs that are difficult to measure (appreciate, be familiar with)
- Describe the performance criteria (*. . . works of art in regard to form, content, and technical concerns.*)



Bloom's Taxonomy

LEARNING OUTCOME VERBS



American University CTRL Taxonomy diagram created by Erin Horan, Kim Westemeier, and Alexis Arnold at American University's Center for Teaching, Research & Learning is licensed under a [Creative Commons Attribution-NonCommercial-ShareAlike license](#).
[American University CTRL Bloom's Taxonomy](#)

MUST BE ASSESSABLE & MEASURABLE

- Create assessments that fit your SLOs

Examples:

SLO: *Upon completion of this course, students will produce professional quality presentation art.*

Assessment: *Display portfolio of professional quality presentation art.*

SLO: *Upon completion of this course, students will demonstrate the use of correct grammar in creating an essay.*

Assessment: *Essay demonstrating correct use of grammar.*

Example of SLOs language and measuring outcomes:

Too general; too hard to measure:

. . . will appreciate the benefits of dance.

Still too general and hard to measure:

. . . will value art as a stress reduction tool.

Specific and relatively easy to measure:

. . . will be able to explain how exercise benefits one's health.



Assessments

- A process of determining whether the learning or performance outcome has been achieved
- Should be used to support and measure the learning goal
- Use an appropriate instrument/measure to assess the learning goal
 - Direct measures: tests, essays, presentations, portfolios, assignments
 - Indirect measures: self assessment, end of course evaluations, questionnaires, exit interviews
- Find a way to record data (spreadsheets, tables, etc.)
- Discuss results with other course instructors and leadership



WHERE TO FIND SLO INFORMATION

SDCE Outcomes and Assessment

Organization / Institutional Effectiveness / SDCE Outcomes and Assessment

Outcomes and Assessment

Welcome to the San Diego Continuing Education Outcomes and Assessment page. San Diego Continuing Education (SDCE) embraces the assessment of student learning and views it as one of the foundations of institutional effectiveness and student success.

Assessment of student learning outcomes (SLO) is supported by the Student Learning Outcomes Task Force and the SLO Coordinator –the committee chair. The SLO Task Force supports the mission of San Diego Continuing Education by cultivating a positive SLO culture through empowering, training and assisting SDCE stakeholders with the assessment process.

SLO Website

SLO Taskforce

SLO Dashboard

SLO Checklist

SLO Tools

-

SLO Newsletter

-

SDCE has a webpage
for everything SLOs!

<https://sdce.edu/content/sdce-outcomes-and-assessment>

(demonstrate)

SLO MANAGEMENT TOOL



Accessed by Program Chairs, the SLO Task Force, or anyone designated to make changes

sdce.edu □ Organization □ Institutional Effectiveness

Academic Ye... -



ALL ORGANIZATION UNITS

San Diego Continuing Education Institution ☆

ABE/ASE

Automotive

Business and Accounting

Child Development

Digital Media

Disability Support Programs and Services

Emeritus ☆

English as a Second Language

Fashion

Healthcare

Hospitality and Culinary Arts

Information Technology

Skilled and Technical Trades

San Diego Continuing Education

Academic Year 2019/20

Term: Overview ▾

1

Social Responsibility

SDCE students demonstrate interpersonal skills by learning and working cooperatively in a diverse environment.

Not Selected

▲ Apply

2

Effective Communication

SDCE students demonstrate effective communication skills.

Not Selected

▲ Apply

3

Critical Thinking

SDCE students critically process information, make decisions, and solve problems independently or cooperatively.

Not Selected

▲ Analyze, Create

4

Personal and Professional Development

SDCE students pursue short term and life-long learning goals, mastering necessary skills, and using resource management and self-advocacy skills to co...

Not Selected

▲ Uncategorized

Academic Year...



ALL ORGANIZATION UNITS

San Diego Continuing Education ☆

Emeritus Department ☆

COURSES WITHOUT SECTIONS

ARTS 507

ARTX 515

ARTX 548

CRTW 537

DRAM 550

ENGL 545

HEAL 525

LAWS 510

MUSI 505

MUSN 519

MUSN 536

MUSV 510

PASV 505

PASV 510

PASV 530

PASV 545

COCC 502

Emeritus

Academic Year 2019/20

Term: Overview

[Add Outcome -](#)

[Collapse Panel >](#)

1

Social Responsibility

SDCE older adult students acquire interpersonal skills to function effectively in a multicultural and diverse environment by comparing and evaluating...

▲ Uncategorized

Not Selected

2

Effective Communications

SDCE older adult students communicate facts, ideas, and feelings clearly by practicing verbal and non-verbal techniques.

▲ Understand

Not Selected

3

Critical Thinking

SDCE older adult students analyze their progress toward lifelong learning goals through engaging in interactive communicative activities that promote...

▲ Analyze

Not Selected

4

Personal and Professional Development

SDCE older adults prioritize, select, and engage in learning activities to promote positive aging in the 21st century.

▲ Remember, Evaluate

Not Selected

Progress

Summary of assessment efforts for this unit.

Fall 2019

Total Measurable Outcomes
0%

0 / 4 have results for all their assessments.
Spring 2020

Total Measurable Outcomes
0%

0 / 4 have results for all their assessments.



ALL ORGANIZATION UNITS

San Diego Continuing Education ☆

Emeritus ☆

ARTS 507 Course

ARTS 507

Academic Year 2019/20

Term: Overview ▾

[Add Outcome -](#)[Collapse Panel >](#)

1

Social Responsibility

Students develop an awareness of visual arts by comparing and contrasting various artistic styles from different historic eras, and through a cultural...

▲ Apply ▲ Nonfunctional Verb(s)

Not Selected

2

Effective Communication

Students examine and judge a broad range of foundational knowledge, appreciation, and experience in the area of art history by verbally appraising art...

▲ Analyze, Evaluate

Not Selected

3

Critical Thinking

Students appraise art media used by different periods of art by composing factual responses to art queries.

▲ Analyze, Evaluate

Not Selected

4

Personal and Professional Development

Students evaluate methods that will enable them to acquire effective personal and professional decision-making and problem solving skills that will th...

▲ Evaluate

Not Selected

Progress

Summary of assessment efforts for this unit.

Fall 2019

Total Measurable Outcomes
0%

0 / 4 have results for all their assessments.

Spring 2020

Total Measurable Outcomes
0%

0 / 4 have results for all their assessments.

MARNE FOSTER

STUDENT LEARNING OUTCOMES COORDINATOR

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SLO WEBPAGE:

[HTTPS://SDCE.EDU/CONTENT/SDCE-OUTCOMES-AND-ASSESSMENT](https://sdce.edu/content/sdce-outcomes-and-assessment)



TASK FOR BREAKOUT SESSIONS

1. Determine whether or not faculty teaching the same course have the same course SLOs. If not, schedule a meeting with to select common SLOs.
2. Organize a group to meet and select a Course SLO that faculty would be willing to assess during Spring 2021. Develop one assessment for that SLO that faculty will administer. Select a deadline and date to discuss assessment results before April 15, 2021.
3. Fill out and submit this survey:
<https://docs.google.com/forms/d/e/1FAIpQLSd4ktGGOxPq6LoSqB-isIBX5cjbimGMsMpO8p1Maw6lJjTNhw/viewform>