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SLO Basics & Using AI Prompting and Backward Design to Create SLO-Aligned Assessments and Lessons

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Part 1

SLO Basics

- 1.SLO for Part 1
- 2.Pre-Assessment
- 3.SLOs & Focus on Learning
- 4.Our Why
- 5.An SLO Talk
- 6.Post Assessment

SLO For This Presentation

Intention

Today's presentation is designed to foster a new appreciation for the SLO process at SDCCE and why we do what we do for assessment. My hope is this conversation sparks curiosity among colleagues for ways to collaborate around learning data to improve teaching and learning.

SLO

After today's workshop, participants will be able to explain the purpose and value of the SLO assessment process at SDCCE

A woman with dark hair, wearing a black graduation cap and gown, is smiling and standing outdoors. The image is overlaid with a purple gradient.

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SLO Multiple Choice Quiz

1. What are SLOs?

- A) Student Learning Outcry
- B) Student Learning Outcomes
- C) specific observable or measurable results expected after a learning experience
- D) B & C

2. Why should we assess SLOs?

- A) Accreditation (WASC Indicator 1.4)
- B) Blooms Taxonomy
- C) to improve teaching and learning
- D) Academic Senate for California Community Colleges

A woman with dark hair, wearing a graduation cap and gown, is smiling and standing outdoors. The image is overlaid with a purple semi-transparent filter.

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Western Association of Schools and Colleges

Indicator 1.4: The school establishes student learning outcomes that identify the broad, global goals for all students based on current and future student learning needs and current, research-based concepts.

- The student learning outcomes are developed, measured, communicated, and aligned with the school mission or purpose.



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The Academic Senate for California Community Colleges (ASCCC) Definition of SLOs

Student Learning Outcomes (SLO) are the specific **observable** or **measurable results** that are **expected subsequent to a learning** experience. These outcomes may involve knowledge (cognitive), skills (behavioral), or attitudes (affective) that provide **evidence** that **learning** has occurred **as a result of** a specified course, program activity, or process. An SLO refers to an overarching outcome for a **course, program, degree or certificate, or student services**. SLOs describe a **student's ability** to synthesize many discreet skills using higher level thinking skills and **to produce something that asks students to apply what they have learned**. SLOs usually encompass a gathering together of smaller discrete objectives through analysis, evaluation, and synthesis into more sophisticated skills and abilities ([ASCCC, Spring 2019, p. 5](#)).

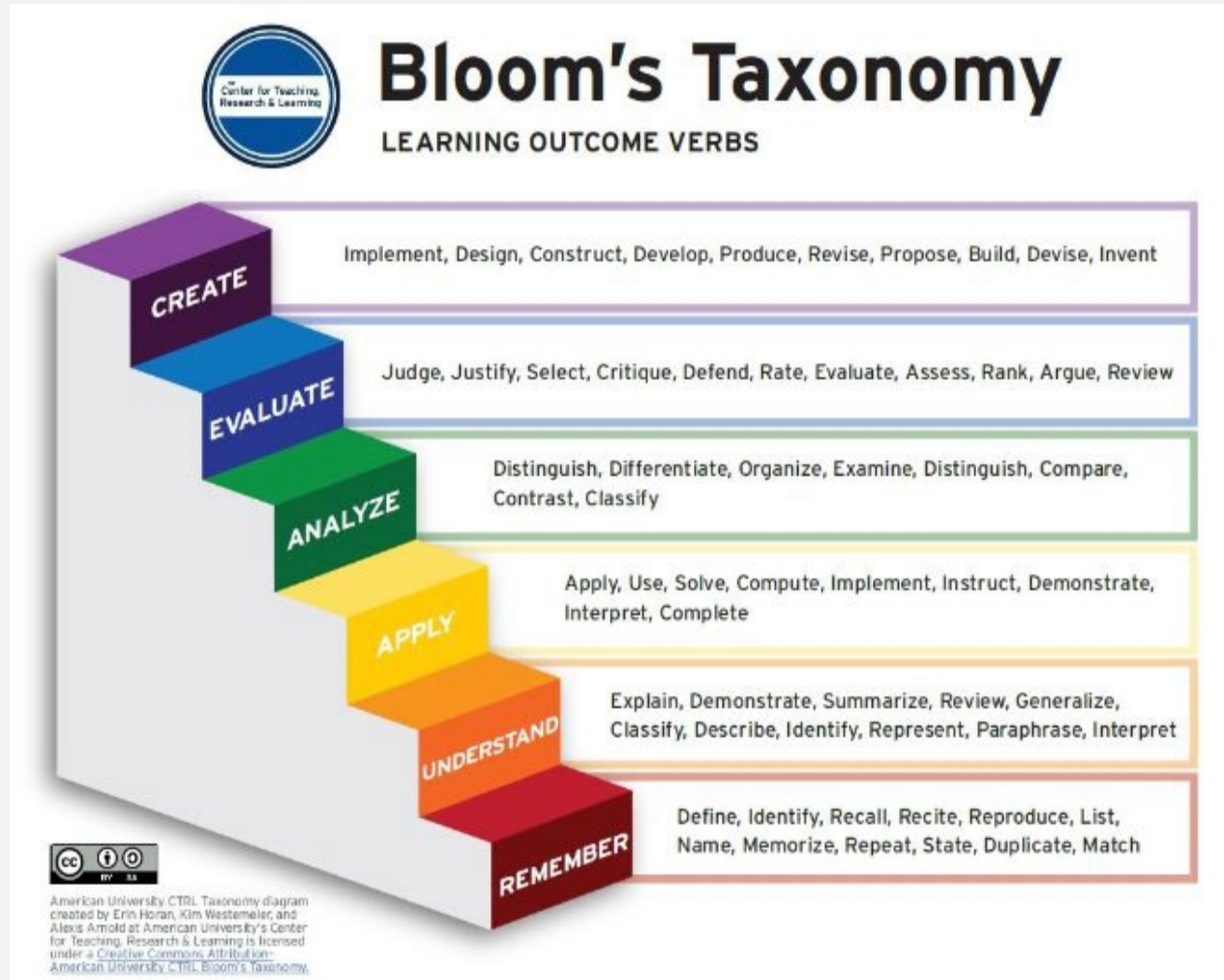


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SLO Statements & Blooms

Student learning outcome statements use measurable verbs to communicate clear expectations for what successful students will do.



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SLO Statements & Blooms

Elements of Strong Student Learning Outcomes

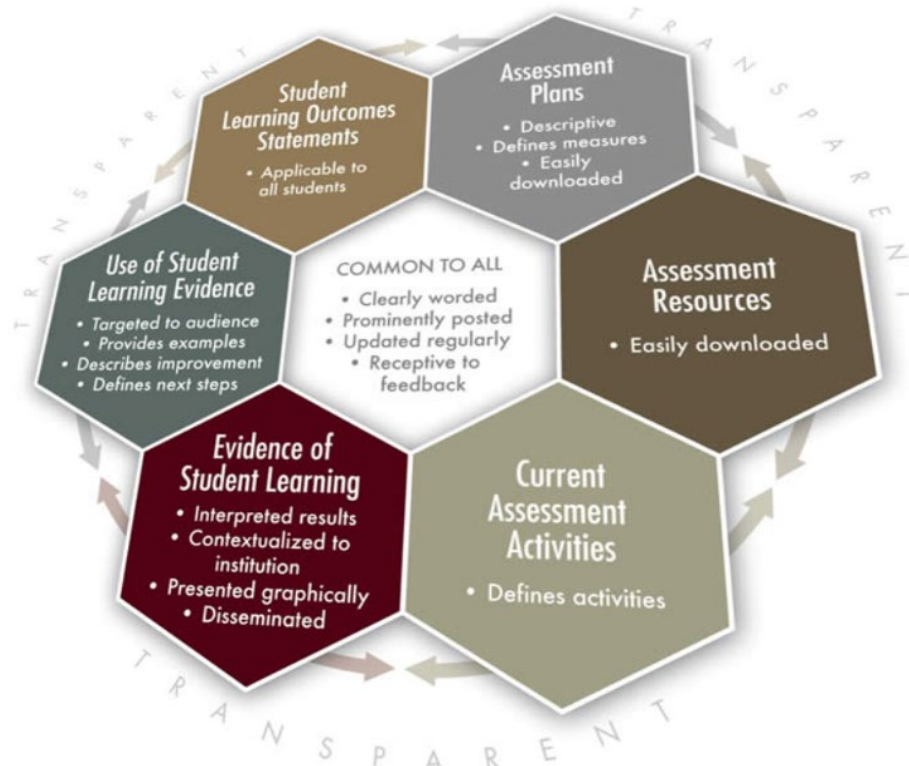
- Who, What, When/Where, Why
 - **ABCD** Model:
 - **(A)** Audience: Who does the outcome pertain to?
 - **(B)** Behavior: What do you expect the students to know/be able to do?
 - **(C)** Condition: Under what conditions or circumstances will the learning occur?
 - **(D)** Degree: How much will be accomplished, how well will the behavior need to be performed, and to what level?

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The SLO Process at SDCCE

Transparency Framework

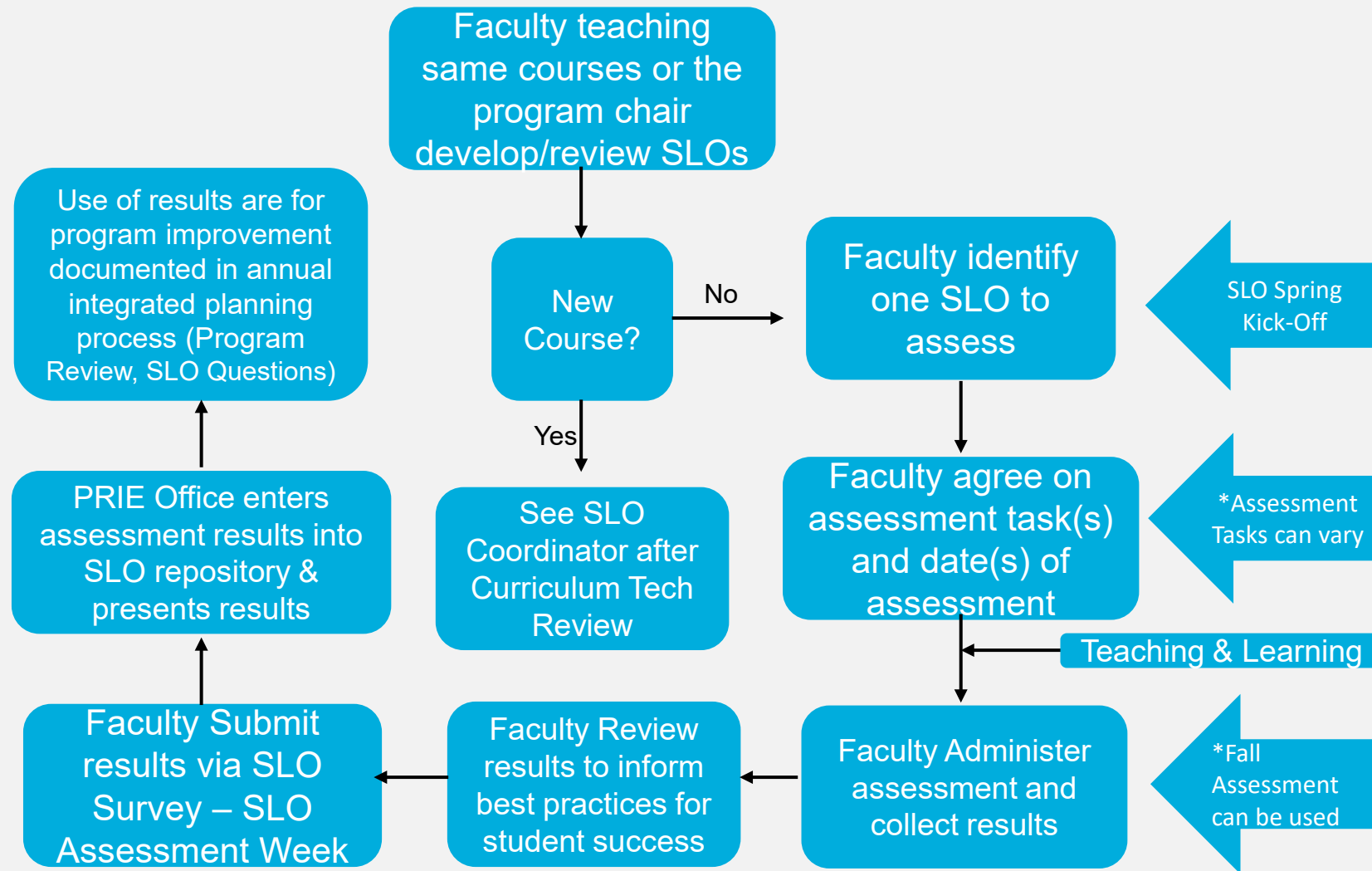


The National Institute For Student Learning Outcomes Assessment



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SLO Process



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SDCCE Institutional SLOs

Institutional Student Learning Outcomes

On October 27, 2008, permission was obtained from the WASC Schools Division to supplant Expected Student Learning Results with Student Learning Outcomes (SLOs). In its request, San Diego College of Continuing Education gave as reasons for the transition from ESLRs to SLOs as the need for consistency and efficiency within the District and its three colleges who were also requesting reaffirmation of accreditation in 2010. Following are the current institutional SLOs:

1 Social Responsibility

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

2 Effective Communication

SDCCE students demonstrate effective communication skills.

3 Critical Thinking

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

4 Personal and Professional Development

SDCCE 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.

5 Diversity, Equity, Inclusion, Anti-racism and Access

SDCCE students critically and ethically engage with local and global issues using principles of equity, civility, and compassion as they apply their knowledge and skills: exhibiting awareness, appreciation, respect, and advocacy for diverse individuals, groups, and cultures.

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Our Why

Yes!

No!

No!



[Image File] Retrieved from: <https://suffolkvcarhomes.com/2021/05/25/teaching-is-not-learning/>

**We want meaningful
teaching, assessments, and learning!
So, we assess for learning!**

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SLO Talk With California Community Colleges

BY
SADIE WHALEN

Faculty Learning Communities
&
GUIDED PATHWAYS PILLAR FOUR:
Ensure learning is happening with intentional
outcomes



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SLO Talk with California Community Colleges



Is this the SDCCE experience?

SLO Multiple Choice

3. When does the SLO assessment cycle begin and end?
- A) fall to spring semester
 - B) spring to fall semester
 - C) just before winter break and just after spring break
4. When do we report SLO assessment results?
- A) after instruction
 - B) during SLO assessment week
 - C) A & B
 - D) during Faculty Appreciation Day

A woman with long braids, wearing a graduation cap and gown, stands outdoors with trees in the background.

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Part 2

Using AI Prompting and Backward Design to Create SLO-Aligned Assessments and Lessons

1. Presentation Goals
2. What Are Student Learning Outcomes (SLOs)?
3. DEIAA SLO Example
4. Backward Design Approach
5. How AI Enhances the Process
6. Demonstration: Using AI to Develop a Rubric
7. Rubric Example
8. Assessment Generation Example
9. Faculty Practice Activity
10. Wrap Up

Goals for this Presentation

- The CCE's SLO process
- Demonstrate how AI and prompting can simplify lesson planning, assessment activities, and rubrics.

What Are Student Learning Outcomes (SLOs)?

- Statements that describe what students should know, do, or value after completing a course.
- Align teaching practices with measurable learning goals.
- Focus Today: DEIAA-aligned SLOs to promote equity, inclusion, and accessibility in student learning.

DEIAA SLO Example

- Proposed Student Learning Outcome (SLO)
Aligned to DEIA
 - Integrate equity and inclusion principles in workplace ethics, ensuring fair treatment of customers and coworkers in auto refinishing settings.
- Proposed Assessment Workplace Ethics Scenario & Written Response:
 - Students respond to workplace ethics scenarios involving issues such as discrimination, bias in hiring, or fair treatment of employees and customers. They propose solutions aligning with DEIA principles.

Connecting to SDCCE's DEIAA Institutional SLO

- Institutional SLO (ISLO):
 - Diversity, Equity, Inclusion, Anti-Racism, and Access (DEIAA): Demonstrate cultural competency, promote equity and inclusion, and advocate for accessibility in diverse environments.
- Highlighted Verbs/Language:
 - Demonstrate, Promote, Advocate—action-oriented verbs that align with measurable outcomes.
 - Cultural competency, Equity, Inclusion, Accessibility—core DEIAA principles embedded in institutional goals.
- Why This Matters:
 - Aligning program/course SLOs with this language ensures consistency across curriculum design.
 - Using similar language in AI prompts strengthens alignment with institutional priorities and enhances assessment relevance.

Backward Design: The Framework for AI-Enhanced DEIAA Learning

Backward Design = Start with the End in Mind

(<https://teaching.uic.edu/cate-teaching-guides/syllabus-course-design/backward-design/>)

- Start with your DEIAA-focused SLO. Think how you will know what students know, do, value?

Then, Design...

Assessments:

- How will you measure SLO achievement?
- Develop the rubric to guide assessment creation.
- Choose assessment modality, then develop scenarios, role-plays, and written responses.

Lessons:

- Which activities directly prepare students for assessment and SLO success?

Backward Design: The Framework for AI-Enhanced DEIAA Learning (continued)

AI is your partner in DEIAA SLO implementation.

- AI tools enhance, but don't replace, your teaching expertise.
1. Build rubric criteria and performance levels for DEIAA competencies.
 2. Create DEIAA-aligned assessment scenarios and prompts.
 3. Develop directly aligned lessons and activities that support student learning to meet DEIAA SLO success.

Demonstration: Using AI to Develop a Rubric

- SLO (from DIES 400): "Demonstrate cultural competence and professionalism in a diverse service shop environment, ensuring equitable customer service and workplace interactions."
- AI prompt for rubric: "Create a rubric for evaluating a student's ability to demonstrate cultural competence and professionalism when interacting with diverse customers in a diesel service shop. Include criteria for communication, cultural awareness, and professional conduct. Use scoring levels: Exceeded, Met, Almost Met, Not Met."

Rubric Example

Criteria	Not Yet Met	Almost Met	Met	Exceeded
Communication Skills	Fails to communicate effectively or show empathy.	Struggles with clarity, empathy, or active listening.	Communicates clearly, shows empathy, and listens actively.	Demonstrates exceptional clarity, empathy, and active listening.
Cultural Awareness	Shows no awareness of cultural differences or demonstrates bias.	Limited awareness of cultural differences or potential biases.	Identifies biases and shows good cultural awareness.	Proactively addresses biases and demonstrates deep understanding.
Professional Conduct	Demonstrates unprofessional behavior.	Occasionally lapses in professional tone or demeanor.	Maintains professional tone, demeanor, and ethics.	Maintains impeccable professional tone, demeanor, and ethics.

Assessment Generation Example

AI prompt, informed by rubric:

- Using the provided rubric, create a role-playing scenario for a DIES 400: Introduction to Diesel Technology course where a student technician interacts with a customer in a diverse service shop environment.
- The scenario should challenge the student to demonstrate competencies assessed in the following categories (from the rubric): communication skills, cultural awareness, and professional conduct.
- The scenario should be suitable for a written response assessed using the provided rubric, with levels for exceeded, met, almost met, and not yet met in each category.

Complete Assessment and Lesson Generation Example

Example DEIAA Assessment & Lesson Based on the Previous Rubric

DIES 400: Introduction to Diesel Technology

SLO: Demonstrate cultural competence and professionalism in a diverse service shop environment, ensuring equitable customer service and workplace interactions.

Sample Assessment: Role-Playing Scenario

Title: "Language Barrier at the Shop"

Scenario: A customer arrives at the diesel shop. They are visibly upset about a repair and speak limited English. As the technician, you need to understand their concerns, explain the repair process, and ensure they feel respected and valued. The customer is accompanied by their daughter who may or may not assist in translation.

Create a response as the technician that demonstrates how to:

- Listen actively (Rubric: Communication Skills): Demonstrate empathy, ask clarifying questions, and avoid interrupting.
- Address cultural factors (Rubric: Cultural Awareness): Be mindful of potential cultural differences in communication styles and expectations.
- Maintain professionalism (Rubric: Professional Conduct): Stay calm, respectful, and focused on finding a solution, even if the customer is angry.
- Propose a solution: What steps will you take to resolve the customer's complaint and regain their trust?

Complete Assessment and Lesson Generation Example (continued)

Sample Lesson Outline Based on the Assessment Scenario

1. Activity 1: Understanding Cultural Competence (20 minutes)
 - Discussion: What does cultural competence mean in a service setting? Brainstorm potential challenges.
2. Activity 2: Effective Communication Strategies (30 minutes)
 - Role-Playing: Practice active listening, using plain language, and non-verbal communication techniques.
3. Activity 3: Scenario Analysis (20 minutes)
 - Small Groups: Analyze the potential challenges and solutions in the sample "Language Barrier" scenario.
4. Activity 4: Reflection and application
 - Students record a video response and reflect on the impact.

Faculty Practice Activity

1. Select one DEIAA-aligned SLO from the provided list.
2. Use your preferred AI tool to generate a rubric, assessment activity, and one lesson plan outline for the chosen SLO.
 1. Example prompt starters:
 1. Create a rubric for evaluating a student's ability to...
 2. Create a role-playing scenario based on this rubric...
 3. Create a lesson outline that prepares students to exceed the criteria for each category in the rubric....

Share Out

1. How did the AI tool help you address equity and inclusion in your assessments, and where did it fall short?
2. How can we use AI to promote DEI/AA principles across CCE courses?

Wrap-up

1. Reflect - Consider the AI's strengths and weaknesses in incorporating DEIAA.
2. Adapt - Refine AI-generated content to ensure meaningful DEIAA impact.
3. Identify - What barriers might diverse students face?
4. Integrate - Implement equitable teaching strategies and DEIAA principles in the curriculum.
5. Leverage - Use AI to streamline SLO development and promote DEIAA across all courses.