

# **FOR OUR STUDENTS: WHY SLOs MATTER**

Program and Course Design: Teaching, Learning & Assessment for Equity

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# Purposes of Assessment

## ACCREDITATION



- Meet external demands
- Regional & national accrediting bodies

## ACCOUNTABILITY



- Demonstrate to outsiders what we do
- Legislators, boards, public
- Voluntary System of Accountability -VSA

## EFFECTIVENESS



- Provide evidence of effectiveness
- Use of measures for internal purposes
- External stakeholders, parents, students, alumni, institutional leaders, systems

## IMPROVEMENT



- Intentional and systematic measure of student learning
- Use for identifying gaps, developing methods to help students meet our expectations
- Student-focused, faculty-driven: Be our best selves.



# METRICS OF STUDENT SUCCESS

Retention, Persistence, Course Completion/DFW rates, Transfer Rates, Time-to-Degree, Graduation Rates

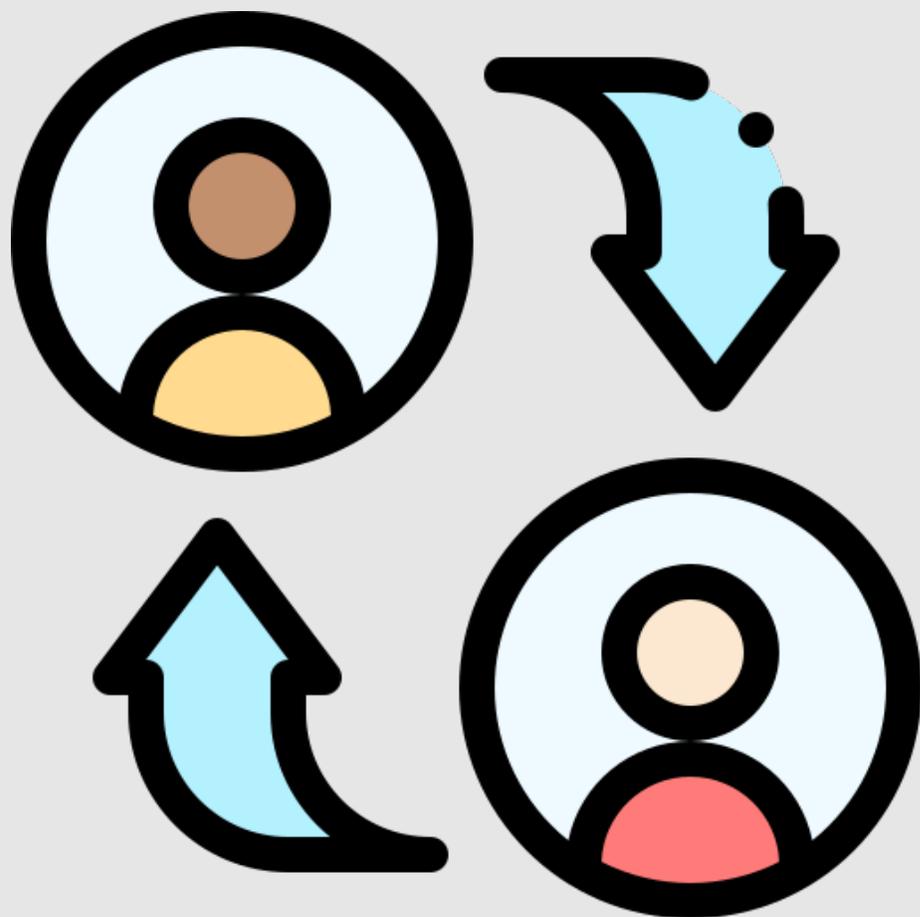


**GRADES AS PROXIES FOR  
STUDENT SUCCESS**

## Grades

- Evaluation of a single student
- May evaluate performance on a single or multiple assignments
- May not be linked to learning outcomes!
- Evaluation tool may or may not be used
- Evaluation may reflect other factors in student performance

# REFRAME: ASSESSMENT



- Emphasize *assessment of student learning*
- Improvement (T&L) and *equity* are ever-more important drivers of assessment
- Support learning for all students, mindful of cultural differences, sensitive to diverse experiences



# ASSESSMENT OF LEARNING: STUDENT SUCCESS METRICS

## Grades

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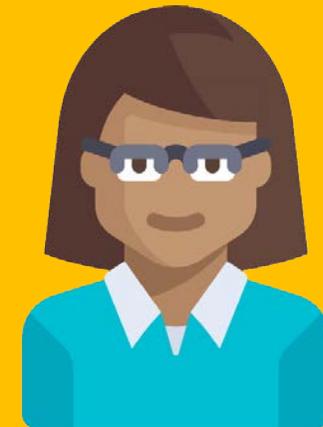
## Assessment

- Evaluation of a group of students
- Evaluates performance using a single artifact or assignment
- Evaluation is clearly aligned with learning outcome!
- Evaluation tool is used, raters are usually normed
- Measures achievement of specific outcome (no “radio interference”)

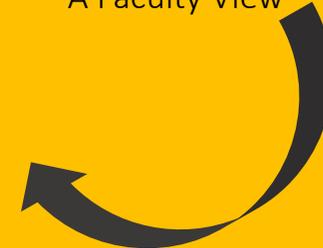
# FOR OUR STUDENTS: WHY SLOs MATTER

## STUDENT LEARNING OUTCOMES

1. Powerful Communication Devices for our Students:
  - What you will know, understand, and be able to do...
  - What a particular course or program will provide to you
2. Essential to Well-Designed Courses and Programs
  - Alignment, alignment, alignment (ILOs, PLOs, CLOs, MLOs)
  - Alignment provides curricular coherence, efficiencies
3. The Building Blocks of Good Assessment of Student Learning
  - Clear, measurable statements
  - Assessment ≠ Accountability



A Faculty View





# Student Learning Outcomes

Surfacing Intentional Learning



## DECODES

Clear, accessible language unmask intended learning



## COMMUNICATES

What is essential to student learning



## CLARIFIES

Specifies knowledge and skills attainment



## REINFORCES

Organizes, leads to learning systems

# Student Learning Outcomes

Communicating Essential Skills and Knowledge



*“Do I need it? Does it spark joy?”*

- Cliff Adelman’s FIVE WORD SLOs
- Prioritize what is essential
- “Marie Kondo” our SLOs



# Process of Assessment: Design Thinking

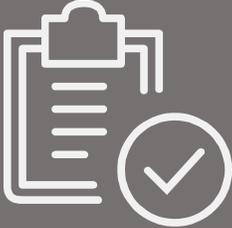


The diagram illustrates the process of assessment through design thinking, consisting of five sequential steps represented by overlapping circles. The circles alternate in color: grey, yellow, grey, yellow, and grey. The first circle is grey and contains the text 'Identify desired result'. A yellow banner with the text 'SLOs' is positioned over the bottom-left corner of this circle. The second circle is yellow and contains the text 'Determine Acceptable Evidence'. The third circle is grey and contains an icon of a clipboard with a checklist and a checkmark, with the text 'Design learning activities' below it. The fourth circle is yellow and contains the text 'Measure: Did our efforts work?'. The fifth circle is grey and contains the text 'Reassess, Improve'. A horizontal grey bar runs behind the circles.

Identify desired result

SLOs

Determine  
Acceptable  
Evidence



Design learning  
activities

Measure:  
Did our  
efforts  
work?

Reassess,  
Improve

At the course level, assignments *are* assessments – a way to measure student learning.

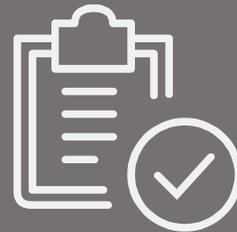


# Learner-Centered View of Assessment Cycle

Name  
Expectations  
for Learning

SLOs

Communicate  
Expectations  
to Learners



Collect Student  
Work

Determine  
Extent of  
Learning

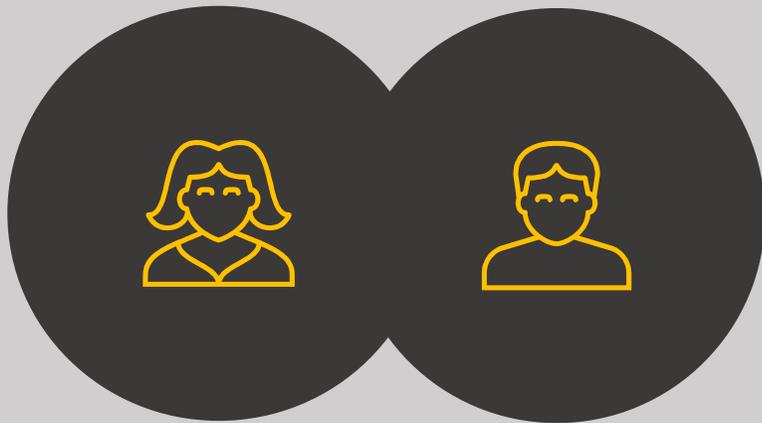
Strategize  
New  
Student  
Success  
Plans

In this model, assessment also begins with communicating SLOs.

# THE STUDENT VIEW



Students as discriminating consumers of higher education.



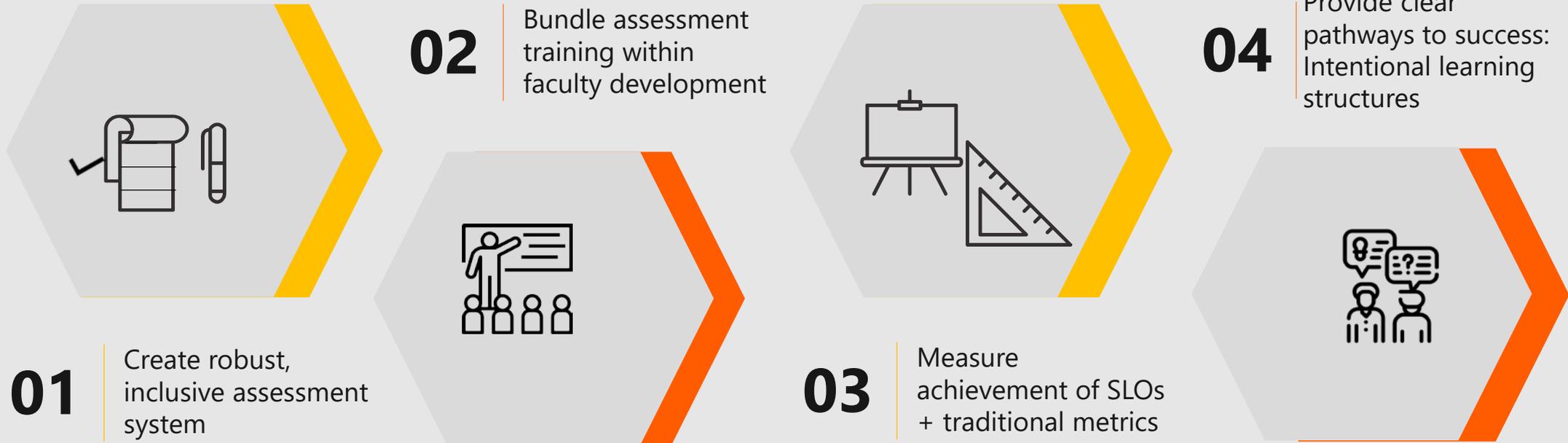
***Students view teaching and learning as relational activities, in which learning is a “two-way street.”***

## Desired Skills Practice in a GE course (n=807)



# SLOs, TEACHING, LEARNING, PATHWAYS

Learning Systems are Prioritized



**STUDENT SUPPORT SYSTEMS ARE INFUSED WITHIN SYSTEM**

87%

# SOME PRINCIPLES OF EQUITY



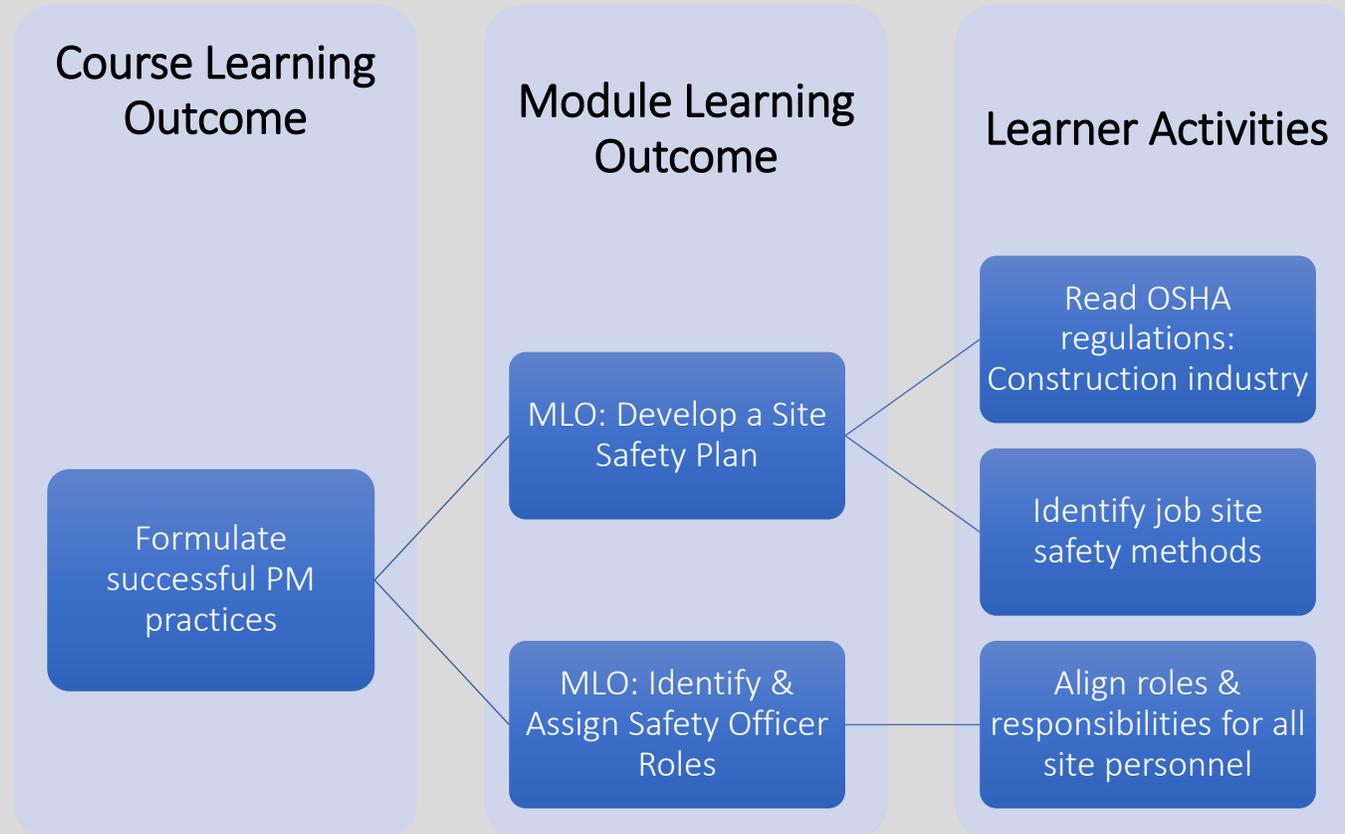
Equity in Teaching and Learning and in Assessment

- Use learning outcomes as a guide and means to focus educational offerings (and assessments)
- Determine what's essential
- Are your course materials, learner activities, and assessments *aligned* with your SLOs, at the course and module levels?
- Are you offering sufficient *and* varied opportunities to *practice* skills and manipulate and *apply* content?
- Have you incorporated active and collaborative pedagogies?
- Do you offer multiple supports for learning? On-ramps and off-ramps? *Opportunities for improvement?*
- Are your outcomes, goals, assessments clear and transparent? Are your assessments authentic?
- Do you create space for student voices to be heard? Do you listen to them?



# SLOs to PATHWAYS

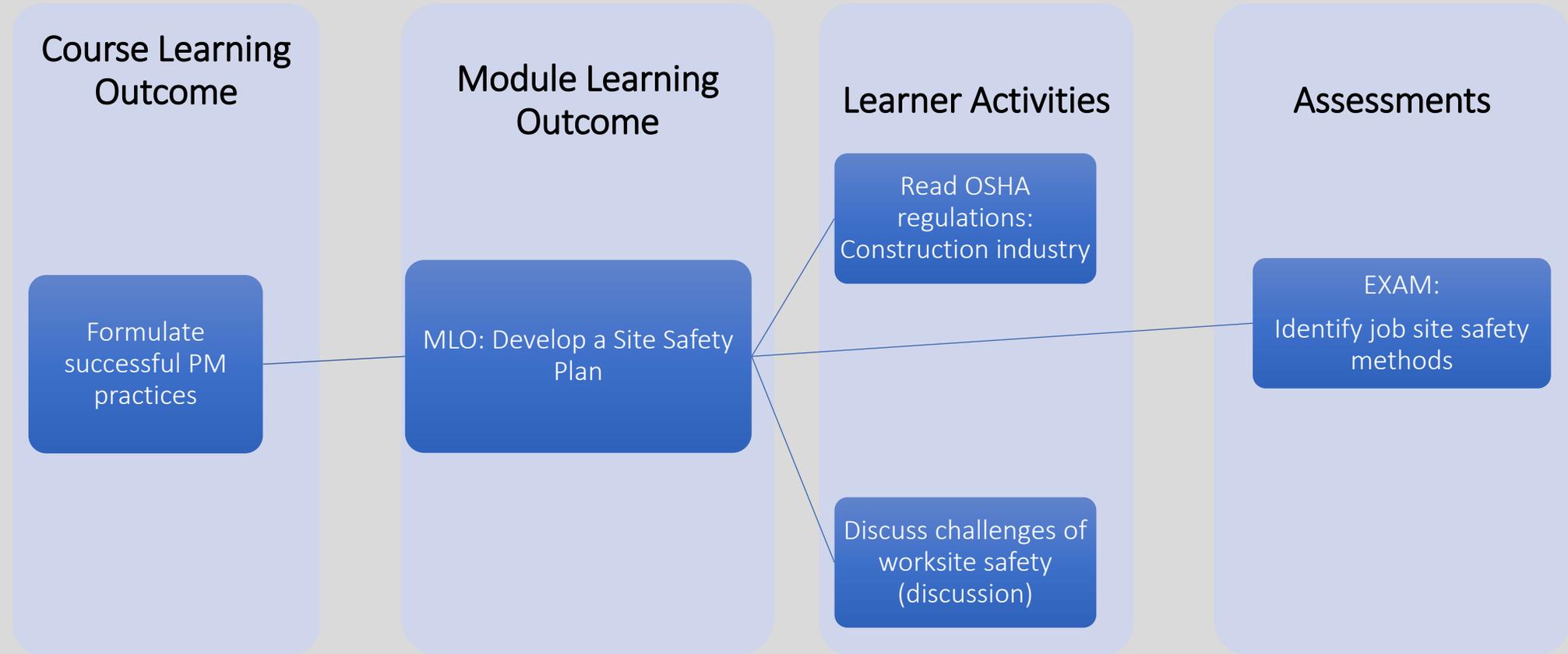
## VISUALIZING ALIGNMENT WITHIN A COURSE





# SLOs to PATHWAYS

## VISUALIZING ALIGNMENT WITHIN A COURSE + ASSESSMENT





# SLOs to PATHWAYS

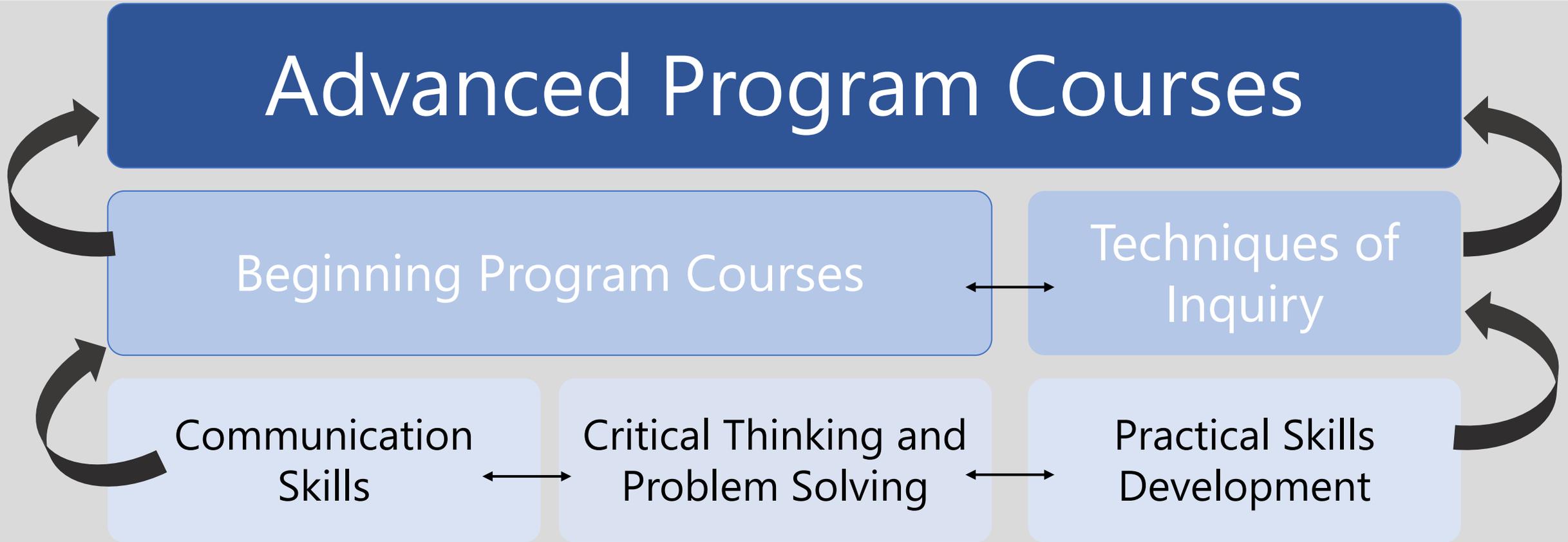
## TRADITIONAL CURRICULUM MAP

<b>Program Learning Outcomes</b>	<b>Core Course A</b>	<b>Core Course B</b>	<b>Core Course C</b>	<b>Core Course D</b>
Written Communication	D	-	-	M
Oral Communication	-	D	-	-
Information Literacy	-	I	-	D
Critical Thinking	I	-	M	-
Quantitative Literacy	-	-	D	-



# SLOs to PATHWAYS

VISUALIZING CURRICULAR COHERENCE





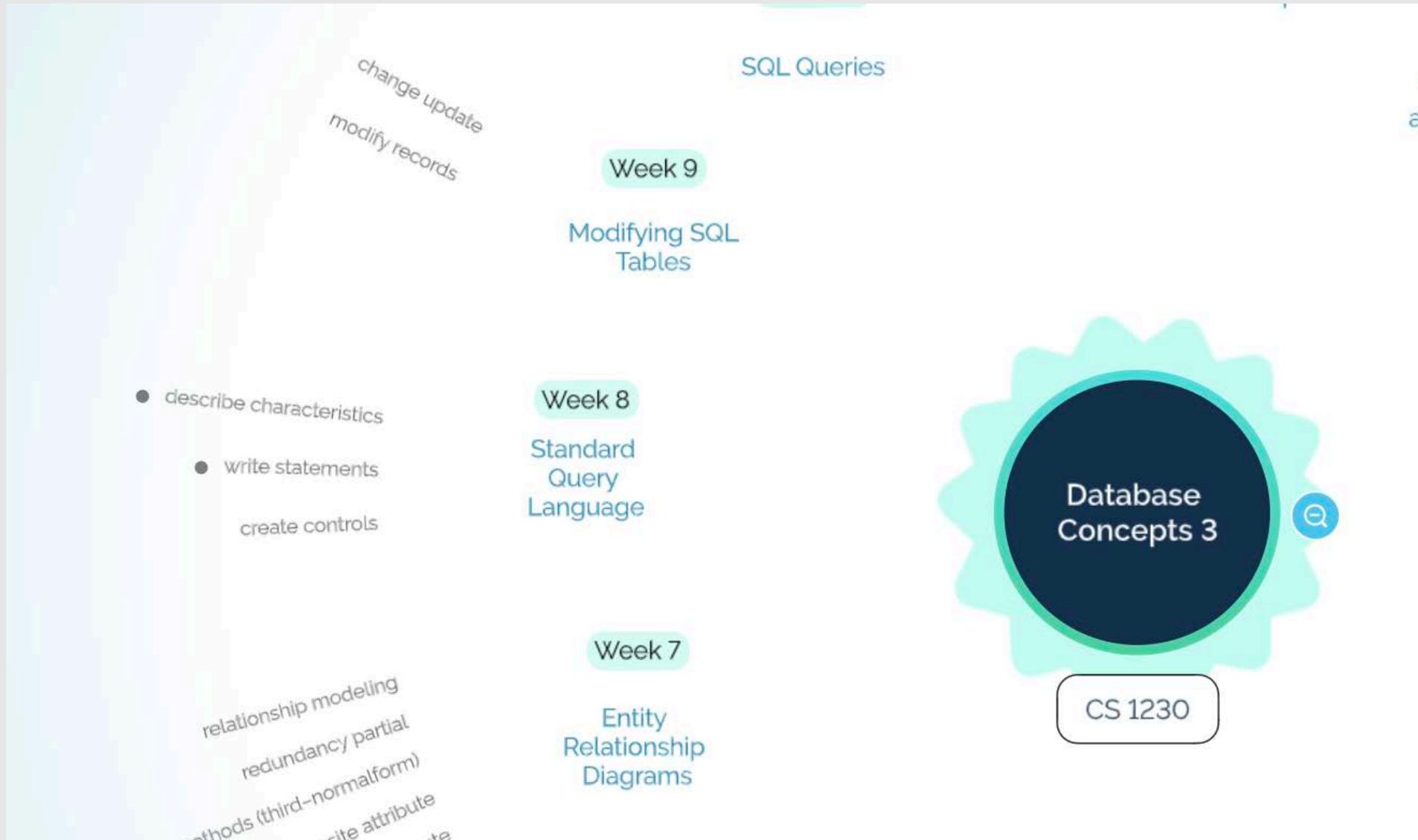
# SLOs to PATHWAYS

## VISUALIZATION OF LEARNING SYSTEMS



# SLOs to PATHWAYS

## VISUALIZATION OF LEARNING SYSTEMS



# Optimizing our Responses as Faculty

## 01 Teaching is a Relational Activity

Learning can be empowering, relationships can be transformative. Every time we interact with students, we engage these fundamental principles.

## 02 Faculty are the experts

Faculty expertise and autonomy is privileged – most clearly when we engage in self-reflective praxis.

## 03 Equity is a moral responsibility

Inclusive pedagogies embrace inclusivity, as faculty work intentionally to reduce inequitable outcomes.

## 04

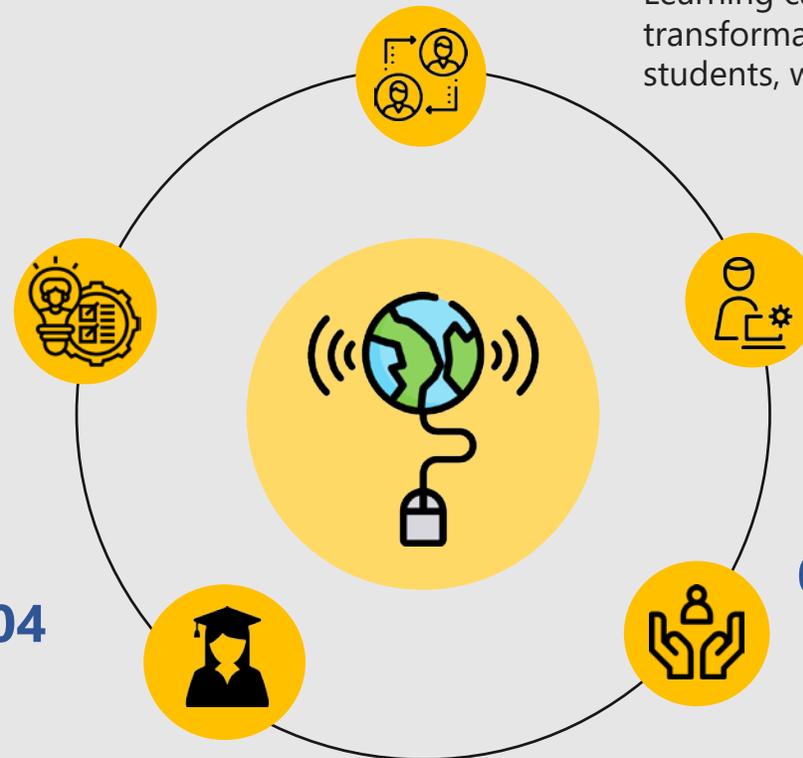
## Prioritize Student-Centered Learning

Evidence demonstrates multiple benefits of student-centered, active learning pedagogies.

## 05

## Recognize the power of assessment

Assessment “as a non-stop longitudinal commitment to student success.”





**Thank You**

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