

Student Learning Outcomes – Guidelines for Development.

SLO's can be broadly defined as changes in student:

- Knowledge
- Skills
- Behaviors
- Values

The SLO's must specify realistic, measurable outcomes appropriate for the topic.

SLO's should distinguish between the process of enhancing student learning and the resulting product of enhanced learning.

An SLO is an active statement of what the student will be able to do as a result of taking a particular course.

Some questions to consider when making SLO's for a course:

- What should students know post-course that they didn't know pre-course?
- What should students be able to do that they couldn't do before?

Grades are **NOT** student learning outcomes.

SLO's should be broad enough to encompass your entire course, but specific enough to separate it from other closely related courses (i.e. – HIS101, HIS102)

Examples:

PSY 200:

Students will be able to:

1. Identify various types of psychological disorders
2. Explore various methods of psychological research
3. Distinguish the major schools/perspectives of psychology.

SPH 107:

Students will:

1. Utilize effective delivery skills in a speech presentation
2. Utilize rhetorical devices and skills in a speech presentation
3. Utilize research skills in preparation of speeches
4. Construct a presentation outline that demonstrates understand of the basic elements of a speech
5. Demonstrate understanding of the speech communication process and audience adaptation.

Each course should have approximately 3-5 SLO's. Exceptions can be made for more or less through the program review board.



Program: _____ **Assessment period:** _____

Program or Department Mission:

Course Student Learning Outcomes & Assessment Plan

Intended Outcomes	Means of Assessment	Criteria for Success	Summary & Analysis of Assessment Evidence	Use of Results
<p>Each individual outcome gets one row</p>	<p>This is where you say how you will measure your SLO. Will you use embedded multiple choice questions on your final exam? An essay? A speech? The completion of a multi-step process?</p> <p>Also: how will you determine success and failure? Is it just right or wrong? Or will you apply a rubric (usually only used for subjective situations)</p>	<p>The criteria for success across the college is adopted from national benchmark studies.</p> <p>70% of students will show success in this outcome.</p> <p>“Success” may need to be defined if you are using a rubric</p>	<p>This is where you present your data:</p> <p>Number of students tested (N)</p> <p>Number of students who were successful =</p> <p>Number of students who were unsuccessful=</p> <p>% Successful =</p> <p>Number of students who did not attempt (optional)</p> <p>*Reporting your numbers and</p>	<p>This is the space where you discuss your results.</p> <p>If you met your success rate what do you think contributed to that? If you had a very high percentage (90%+) do you think your assessment is effective? Did you notice any trends throughout semesters or years in success rates?</p> <p>If you didn't meet your success rate why do you think that is? Is there anything you would try to</p>

			your percentage may seem redundant but having your raw data helps the IE office if we need to combine or separate data at a later point in time.	change in subsequent semesters that would help?
Plan submission date:			Submitted by:	