

# Module 5: SLOs

## Identifying and Assessing Student Learning Outcomes at the Program Level

# Program SLOs

What is a “Program”?

- Any organizational unit that exists to assist students in achieving specific learning outcomes

# Program Examples

- A discipline or cluster of disciplines in program review (e.g., Biological Sciences, ESL, etc.)
- Group of courses leading to a certificate or degree (e.g., AA in English, Professional Spanish Skill Certificate)
- Administrative or student service area (e.g., Personnel Office, Financial Aid Office, EOP&S, etc.)

# Getting Started

- What roles will program graduates hold and what must they be able to do **“out there”** in the real world or in the next course or upper division work?
- How will the outcomes be demonstrated **“in here?”**
- What skills and concepts need **to be learned?**

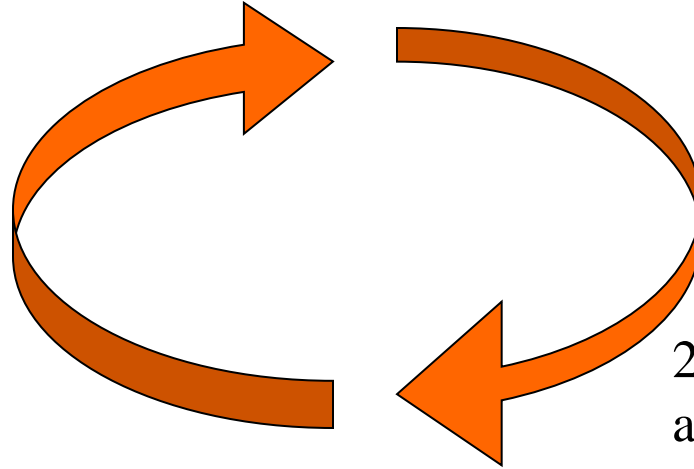
## When writing program outcomes:

- state the program purpose or mission
- consider other areas or programs that feed into or interact with your program
- analyze community expectations for the program
- survey program descriptors and accomplishments
- review the components (e.g., [core courses](#)) of the program and
- determine participant expectations



# Assessment Cycle

1. Articulate goals for student learning



2. Gather evidence about how well students are meeting the goals (and discuss/interpret this evidence)

3. Use this information to improve and to make learning visible

# Common Assessment Methods

- Tests
  - Locally developed or Standardized
- Performances
  - Recital, Presentation, or Demonstration
- Cumulative
  - Portfolios, Capstone Projects
- Surveys
  - Attitudes and perceptions of students, staff, employers
- Rubrics
  - A scoring method for presentations, written papers, etc.
- Embedded Assessment
  - Using existing exams, projects, etc. within the class
- Narrative
  - Staff and student journals, interviews, focus groups



# Embedded Assessments

- Embedded assessments make use of the actual work that students already produce in their courses (tests, papers, presentations, projects, etc).
- It is not the grades that are important. It is an evaluation of the assignments with the specific outcomes (SLOs) in mind.

# Steps in Embedding Exam Questions

- Determine the specific outcome to assess.
- Decide in which courses the outcome will be assessed.
- Conduct an inventory of the exam questions already being used.
- Determine the number of questions needed to adequately assess the SLO.
- Integrate the exam questions into all sections of the course.
- Devise a way to evaluate the results (point total, scoring sheet, rubric, etc)
- Discuss the results with the entire program faculty.

# Rubrics

- A rubric is a set of criteria and a scoring scale that is used to assess and evaluate students' work.
- Rubrics can be used to evaluate embedded essay questions or other examples of student work such as papers, oral presentations, portfolios, etc.
- Excellent way to norm faculty expectations and evaluation.

	<b>Beginning 1</b>	<b>Developing 2</b>	<b>Accomplished 3</b>	<b>Exemplary 4</b>	<b>Score</b>
<b>Stated Objective or Performance</b>	Description of identifiable performance characteristics reflecting a beginning level of performance.	Description of identifiable performance characteristics reflecting development and movement toward mastery of performance.	Description of identifiable performance characteristics reflecting mastery of performance.	Description of identifiable performance characteristics reflecting the highest level of performance.	
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# Questions to ask for your Assessment Plan

- Who is the target audience of my outcome?
- Who will collect and analyze the data?
- Where will it be done?
- How will data be collected?
- When and how often will it be done?
- Who will reflect on the results? When?
- How will results and implications be documented?
- Will it provide me with evidence that will lead me to make a decision for continuous improvement?

# Compare Statements for a Chemistry Program SLO:

- Be able to successfully perform an acid-base titration.
- Given appropriate equipment, a known solid standard acid, a standard base solution of approximate concentration, and a pure solid monoprotic acid, 1) standardize the base solution and 2) determine the molar mass of the solid acid. Minimum performance criterion is an accuracy of 10 ppt; 90% will perform at the 5 ppt level.

# Links to Examples of Program SLOs

- [http://www.grossmont.edu/student\\_learning\\_outcomes/](http://www.grossmont.edu/student_learning_outcomes/)
- [http://www.valenciaccc.edu/instassess/PLOA/outcomes\\_AS.cfm](http://www.valenciaccc.edu/instassess/PLOA/outcomes_AS.cfm)