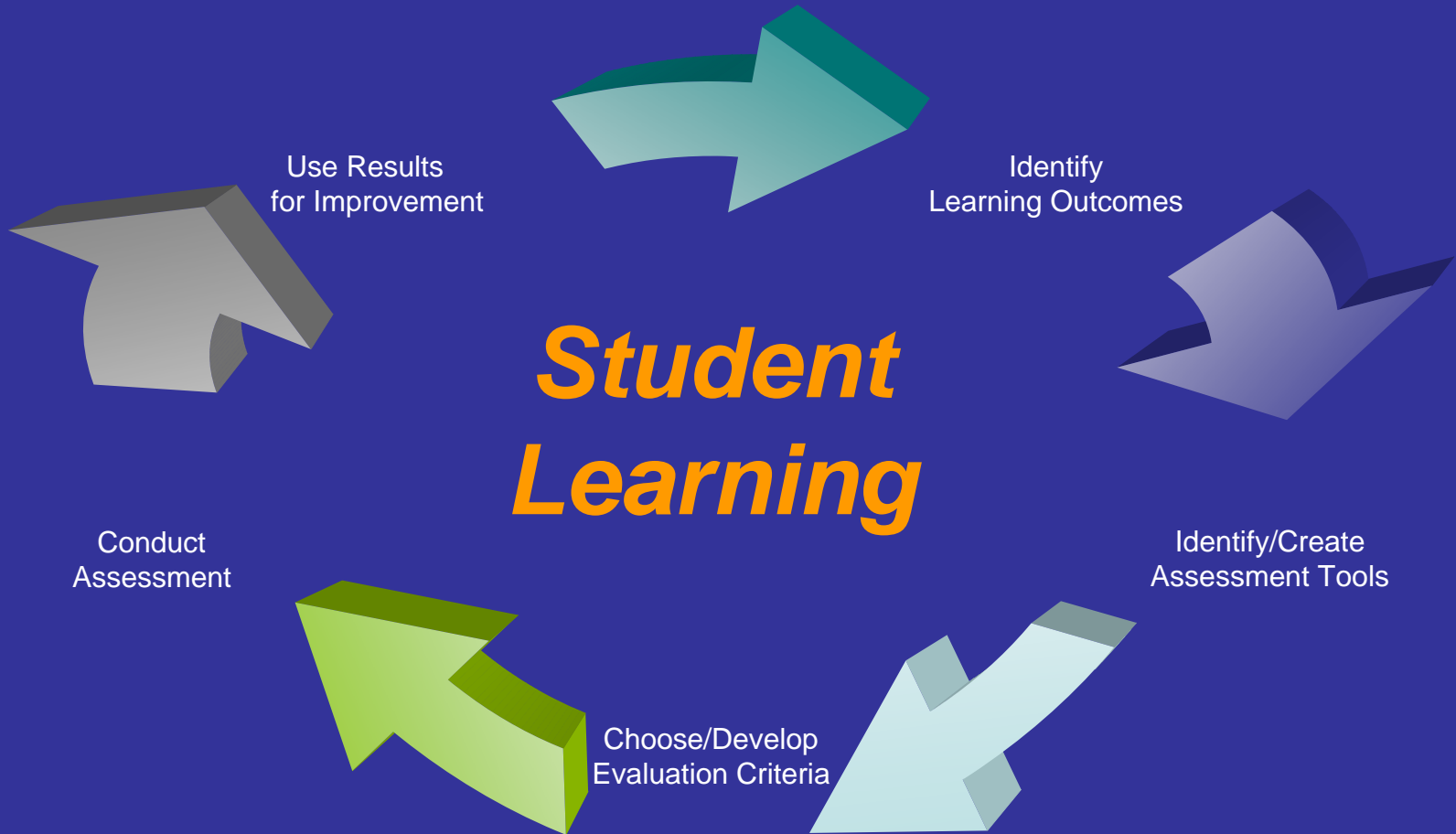
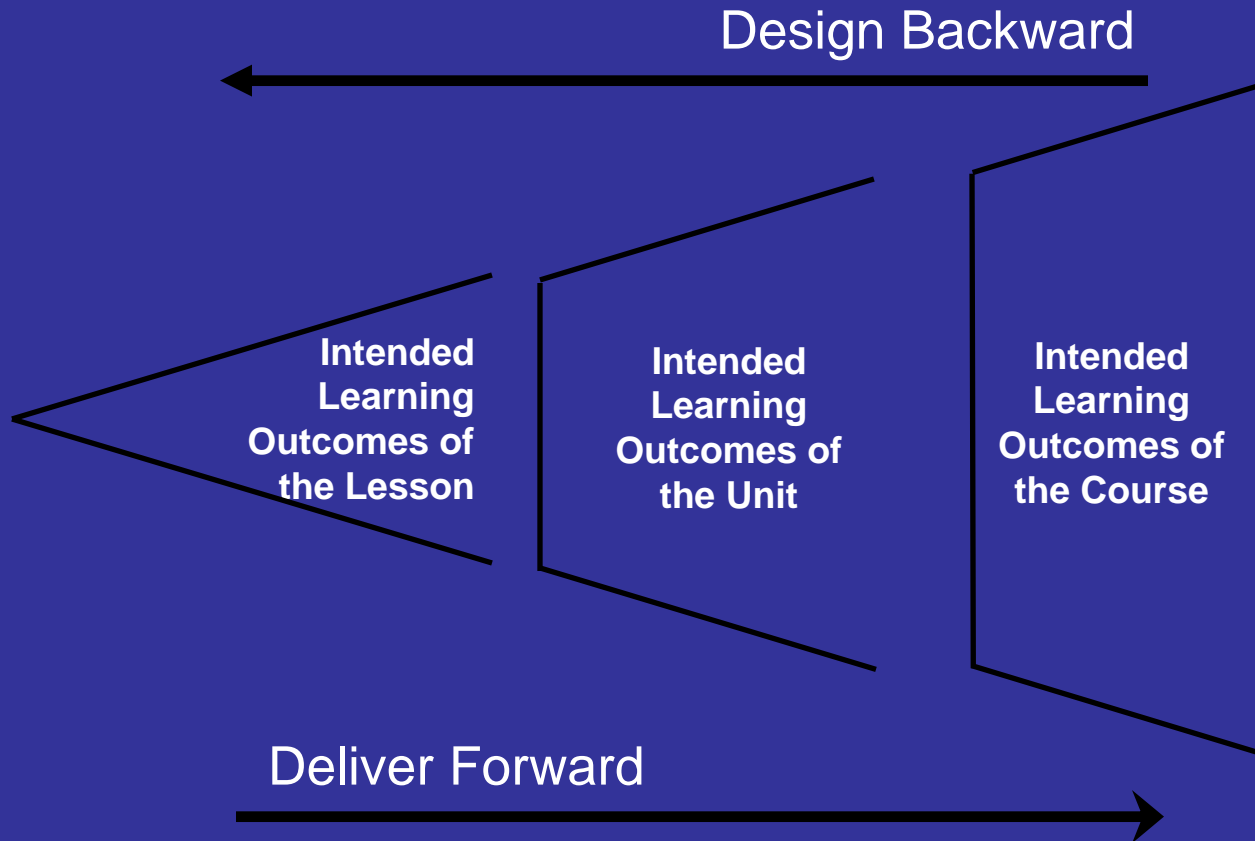


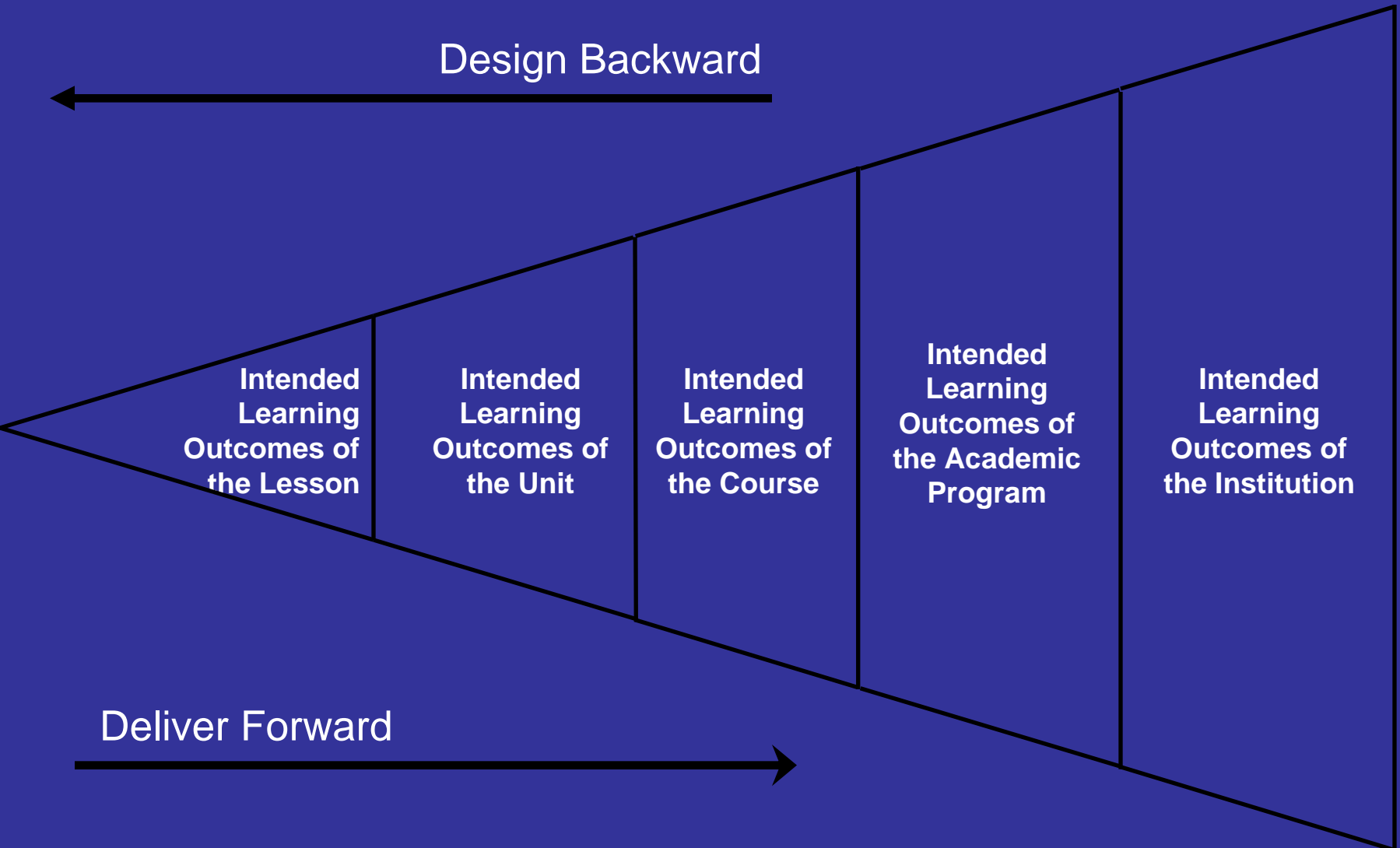
# The SLO / Assessment Cycle



# Alignment Within Courses



# Alignment Between Course Outcomes and Institutional Outcomes



## Course Objectives

vs.

## SLOs

“Nuts and Bolts”

Faculty-oriented

What you will cover,  
or present

The “input”

Numerous, specific  
and detailed

“Big picture”

Student-focused

What student will be  
able to do

The “output”

Fewer (3 – 6), broad,  
observable

# SLOs focus on:

- student learning, rather than instruction
- learning that will endure, but that can be assessed in some form now
- the learning resulting from an activity, not the activity itself
- active, observable, and measurable behaviors.

# Identifying Learning Outcomes

What do you intend students to *know*, *believe*, or *do* once they have completed your program or course?

# Course Objectives - Nutrition

- Review nutritional recommendations and components
- Discuss differences in nutritional requirements re: sex, age, activity
- Describe causes and consequences of nutritional problems
- Explain complications of underlying physical conditions
- Describe resources and strategies to treat nutritional disorders.

# Course SLO – Nutrition

*(what the student will be able to  
do at the end of this course)*

A student will be able to analyze a documented nutritional problem, determine a strategy to correct the problem, and write a draft nutritional policy addressing the broader scope of the problem.



# Correct wording of SLOs:

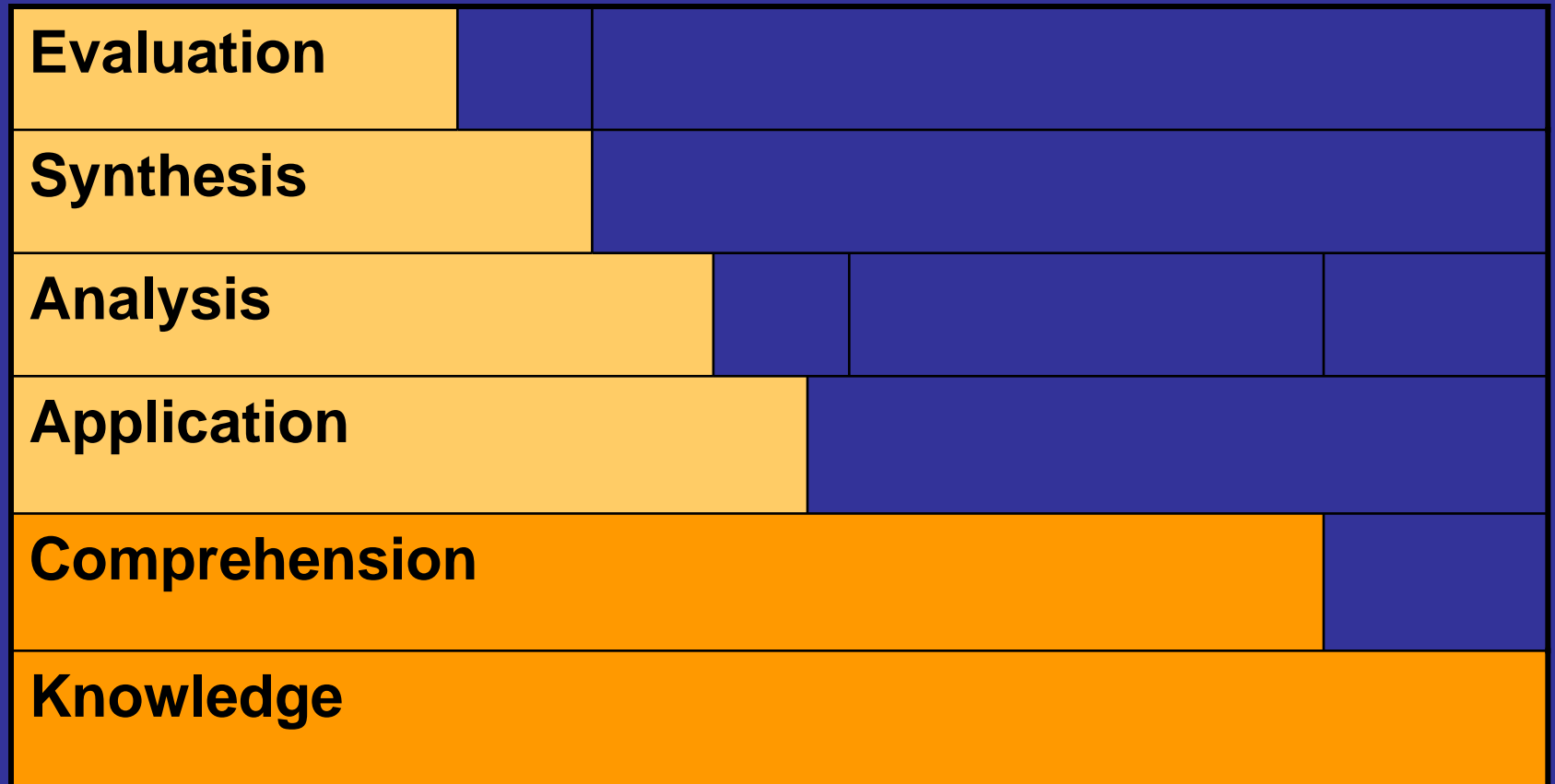
Upon successful completion of (insert name of course) the student will be able to (insert instructional measurable verb) \_\_\_\_\_ (fill in the blank).

# Measurable Verbs:

- Cognitive – What knowledge is essential to student success in your course or program??
- Affective – What dispositions are essential to student success in your course or program??
- Psychomotor – What performances are essential to student success in your course or program??

<http://slo.fullcoll.edu>

# 6 Levels of Cognitive Taxonomy



Lower Order

Higher Order



# Affective Outcomes

- Also known as Dispositions
  - Reception
  - Response
  - Value
  - Organization
  - Characterization by Value

# Performance/Psychomotor Outcomes

- Imitation
- Manipulation
- Precision
- Articulation
- Naturalization

# Examples:

## Too Narrow and Specific:

- Students will be able to conjugate the verb “avoir” using the worksheet provided.
- Students will read a passage on Paul Bunyan and identify unfamiliar words.
- Students will list three manufacturers of network operating systems.

# Examples:

## Too broad or vague:

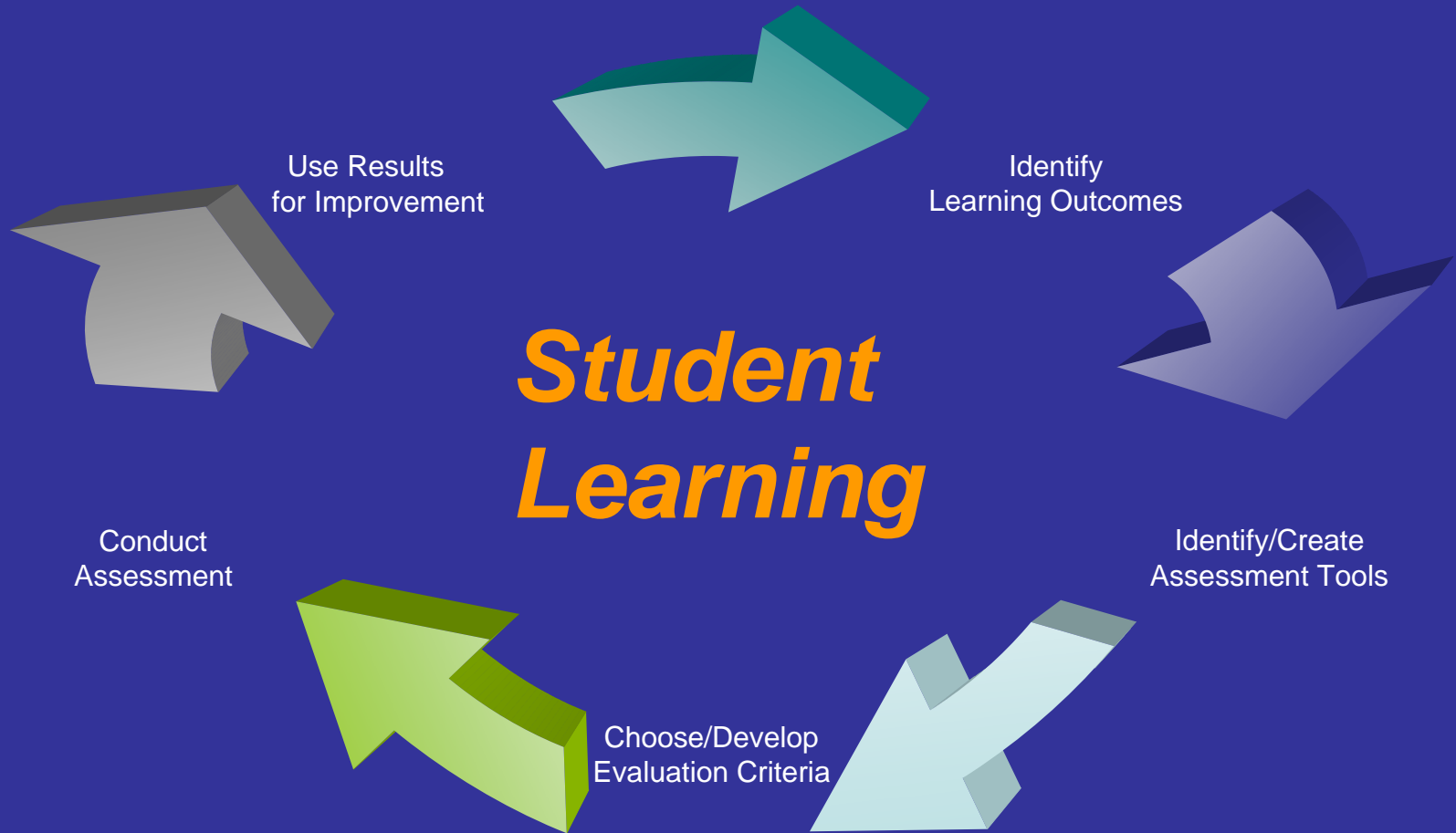
- At the end of the course, students will be able to understand the true function of the federal government.
- The students will learn to relish literature.
- Student will understand the importance of computer literacy.

# Examples:


- Just Right:
  - By the end of the chemistry course, students will be able to apply knowledge of ions, solutions, and solubility to explain the formation and properties of homogeneous mixtures.



# The SLO / Assessment Cycle



# Develop Divisional Timeline

- Identify Learning Outcomes
- Program  Course
- Identify/Create Assessment Tools
- Choose/Develop Evaluation Criteria

Complete by March 15, 2008