Writing SLOs for Course Proposals Workshop

Terry A. Senne, Ph.D. & Gray Scott, Ph.D.
September 7 & 14, 2018

Today's Workshop Outcomes

▸ *By the end of today's workshop, participants will be able to*

- ▸ Accurately _assess_ colleague's course proposal draft SLOs to determine whether all components of measurable student learning outcomes are present and to provide specific feedback recommendations.

- ▸ _Adapt or create_ one's own course proposal SLOs to appropriately address TWU guidelines for well-written SLOs.

Student Learning Outcomes

▸ SLOs focus on the _product (student performance)_, not the _process_.

▸ SLOs describe the desired _end product_.
  ▸ What should students be able to do _at the end of_ the course?
  ▸ What _exit competences_ will students possess?

▸ SLOs express what the student will be able _to do_.
  ▸ What _critical or essential_ knowledge, skills, and/or dispositions will students exhibit at the end of the course?

▸

Student Learning Outcomes…

▸ SLOs are _measurable_ (identifiable or observable).

▸ SLOs are _detailed_ and _specific_ (while goals are broad and general).

▸ SLOs include _action verbs_, such as _define_, _compare_, _create_, _design_, etc. and are frequently derived from Bloom's Taxonomy.

▸

Questions for Consideration and Discussion

▸ What purpose(es) do student learning outcomes serve?

▸ Why is it critical that we use them in education?

▸ In what ways do SLOs impact

    ▸ Students?

    ▸ Faculty?

    ▸ Departments?

    ▸ Institutions?

▸ How can SLOs be useful in a course with multiple sections taught by a variety of instructors (faculty, adjuncts, etc.)?

▸ How can SLOs be meaningful to you as a faculty member?

▸

Importance/Value of Student Learning Outcomes

They

▸ Set clear expectations for the students

▸ Provide cohesive and systematic direction for lesson, course, and/or program instructional design

    ▫ SLOs are the _map_ that should drive and direct instructional content (teaching & learning activities) and assessment.

    ▫ Integration and alignment of SLOs to teaching & learning activities and assessments help to ensure course continuity and cohesiveness.

▸

Importance/Value of Student Learning Outcomes…

- SLOs provide opportunities to assess student performance.
  - We can utilize student performance data to systematically improve student learning and the quality of teacher instruction.
  - We can use student learning evidence to make a case for needed instructional resources.
  - We can gather evidence of student learning over time to conduct or comply with periodic program-level reviews, institutional initiatives, accreditation standards and competencies.
- Other purposes?

The Design-Down Approach to Constructing SLOs

- Always start with the *end product* in mind.
- Consider the following questions to begin the process of constructing SLOs:
  - What should students be able *to do* at the end of the program/course/lesson?
  - What *intended* *student learning* is critical to program/course/lesson content knowledge?
    - And, what will students be able to do with content knowledge gained?
  - What are the essential knowledge, skills, and dispositions (behaviors/attitudes) that students should possess upon successful completion of the program/course/lesson?

Components of Student Learning Outcomes

▸ It's simple – Just remember your ABCCs!

   ▸ **A = Actor** (sometimes referred to as the *stem*) Identifies **who** will do the behavior, e.g. "The *student* will be able to…"

   ▸ **B = Behavior** (sometimes called an *action verb*) Identifies what the student will be able **to do**. Use Bloom's Taxonomy.

   ▸ **C = Conditions** (specific details) Identifies **context/setting** and/or **conditions** under which the behavior will occur.

   ▸ **C = Criteria** (often signified by an adverb) Identifies the **minimum acceptable level of performance**.

▸

Are these SLOs measurable? Why or why not?

▸ *By the end of the program/course/lesson, students will be able to*

1. Select the most appropriate investigative methods or information retrieval systems for accessing needed information.
2. Accurately apply mathematics, chemistry, biology, and/or physics to help clarify the mechanism behind major geological systems.
3. Effectively communicate interpretations and conceptualizations of theatrical material orally, in writing, and through performance or other means of artistic expression.
4. Describe the causes and consequences of change over time in and across various global regions in a comprehensive manner.

▸

Identification of SLOs Components

▸ *By the end of the program/course/lesson, students will be able to…*
  ▸ Select the most appropriate investigative methods or information retrieval systems for accessing needed information.

  ▸ Actor – Students
  ▸ Behavior – *Select* investigative methods or information retrieval systems
  ▸ Conditions – For accessing needed information
  ▸ Criteria/Criterion – Most appropriate

  This SLO is measurable since it contains all 4 components.

▸

Are these measurable student learning outcomes? Why or why not?

1. Demonstrate a comprehensive understanding of economic theory and modeling
2. Recognize appropriate concepts and theories of motivation to achieve group and organizational goals
3. Understand the basic origins of psychology and what psychologists do today
4. Appreciate the complexity of the human body structurally and systematically
5. Grasp the similarities and differences among political theories

▸

Rules of Thumb – Action verb selection

▸ Avoid use of verbs like *know*, *understand, recognize, value, demonstrate*, or *appreciate*, <u>unless</u> you describe the student performance actions that will indicate their knowledge, recognition, value, appreciation or ability to demonstrate.

▸ Note that once you've described the performance actions necessary to indicate those qualities, you may discover you no longer need the weaker verbs.

▸ Keep SLOs simple – best to use one action verb per SLO. Why?

▸

Is this a measurable student learning outcome? Why or why not?

▸ *By the end of the course, students will be able to…*

  ▸ Critically evaluate multiple arguments on a subject.

▸

Bloom's Taxonomy of Educational Objectives

▸ The use of action verbs ensures that a student learning outcome is measurable.

▸ Bloom's Taxonomy is a hierarchical design of ways of thinking (action or performance verbs), and classifies learning/cognition into 6 levels from less complex to more complex.

  ▸ Level 1 – Know
  ▸ Level 2 – Understand
  ▸ Level 3 – Apply
  ▸ Level 4 – Analyze
  ▸ Level 5 – Evaluate
  ▸ Level 6 – Create

▸ Due to the hierarchical design of the taxonomy, action verbs from lower levels of the taxonomy can be inferred at higher levels of the taxonomy.

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Bloom's Taxonomy…

▸ Consider the following SLO:

  ▸ *Clearly differentiate and apply early childhood theories.*

    ▸ What taxonomy level is the action verb *differentiate*?
    ▸ What taxonomy level is the action verb *apply*?
    ▸ Are both action verbs needed? Why or why not?
    ▸ Determine how the above SLO could be restated.

▸ Food for thought…

  ▸ Are there times when it makes sense to use multiple action verbs in a single SLO?

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What levels of action verbs are appropriate for designated course levels?

▸ Does it make a difference as to what levels of action verbs are used in constructing SLOs for various course levels (1000, 2000, 3000, 4000, 5000, & 6000)?

▸ SACS-COC Accreditation Principles Section 9.6 states that, "*Post-baccalaureate professional degree programs and graduate degree programs are progressively more advanced in academic content than undergraduate programs…*"

▸ What will help you to determine what action verbs are appropriate given a designated course level? *By the end of the course, students will be able to…*

▸

Rules of Thumb – Levels of action verb selection

▸ Be sure action verb selected is appropriate, given the designated course level

  ▸ Higher course level = typically more complex action verbs

    ▸ One would expect 3000 and 4000-level course SLOs to include action verbs derived from the higher levels of Bloom's Taxonomy (Levels 4-6).

    ▸ Graduate course SLOs would typically reflect action verbs found at the most complex levels of the taxonomy (Levels 5 & 6).

  ▸ But not always…
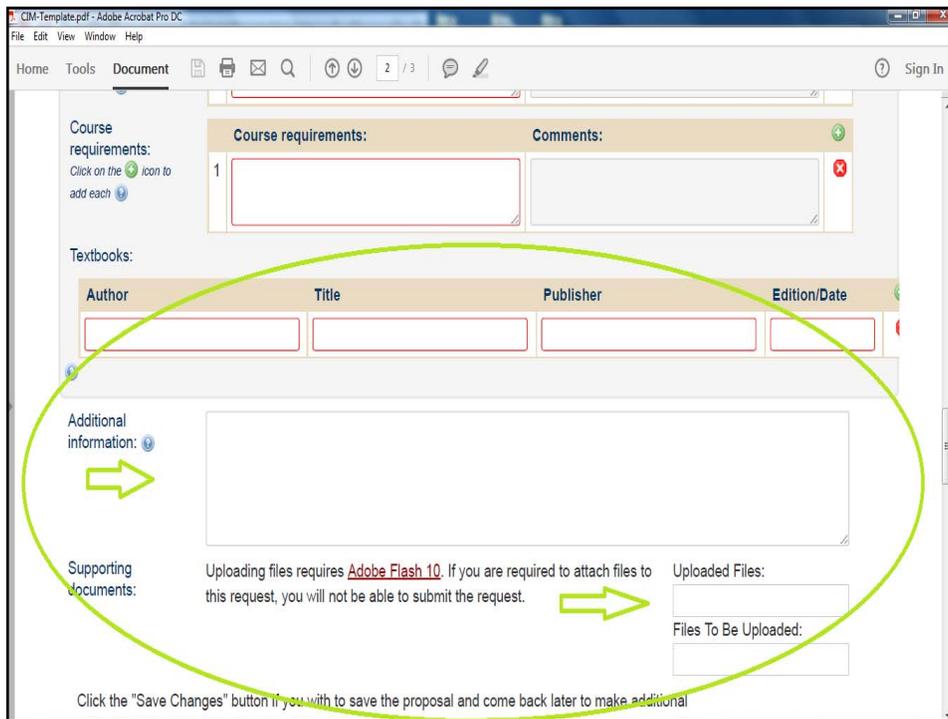
▸

When You Need to Color Outside the Lines

▸ Low-level verb, but advanced predicate or object

    ▸ *The student will be able to explain quantum mechanics in a two-page essay.*

    ▸ *(It's tougher to identify the cause of a symptom than to create a mud pie.)*

▸

When You Need to Color Outside the Lines

▸ Same verb, different objects at each level of a sequence

    ▸ *The student will be able to write a personal narrative.*

    ▸ *The student will be able to write a business letter.*

    ▸ *The student will be able to write a literature review.*

    ▸ *The student will be able to write a grant proposal.*

▸

File   Edit   View   Window   Help

Home   Tools   Document   2 / 3   ? Sign In

Course requirements:
Click on the ⊕ icon to add each ℹ

Course requirements: Comments:

1

Textbooks:

Author	Title	Publisher	Edition/Date

Additional information: ℹ

Supporting documents:

Uploading files requires Adobe Flash 10. If you are required to attach files to this request, you will not be able to submit the request.

Uploaded Files:

Files To Be Uploaded:

Click the "Save Changes" button if you with to save the proposal and come back later to make additional

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Section II: Alignment of Program Student Learning Outcomes to Department/Program Mission

Department/Program Mission
[Insert Department/Program Mission here.]

Program Student Learning Outcomes (SLOs) By the end of the academic program, students will be able to:	Alignment of Program Student Learning Outcomes to Department/Program Mission [Identify elements of the Department/Program Mission that align with the corresponding SLO.]
SLO 1:	1.
SLO 2:	1.
SLO 3:	1.

YOU MAY ADD FOOTNOTES HERE TO EXPLAIN, IF SLOs MUST DIVERGE FROM GUIDANCE.

On your own…

- Select 1-2 student learning outcome(s) from your syllabus.
- Determine whether the SLOs are measurable as written.
  - Do the SLOs contain all of the ABCCs?
- Revise SLOs as needed so that all components (ABCCs) of selected SLOs are included and are measurable.
- Pairs Check:
  - Provide feedback to a colleague on the revised SLOs he/she has drafted – switch roles

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Examples to share…

- Who will share his/her draft SLO and an improved version of the student learning outcome?

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Closing Thoughts

▸ Core course proposal submissions

▸ Course proposal submissions for Global Perspectives designation

▸ TWU CIMS course proposal submission approval process

  ▸ "The buck stops here." — Academic Assessment

  ▸ Course SLOs are reviewed first.

  ▸ If proposed course SLOs do not meet the *TWU Guidelines* as submitted, the course proposal will be sent back to the department for SLOs revision.

▸ Comments for the good of the group

▸

Contact Information

▸ Terry Senne, Director of Academic Assessment

tsenne@twu.edu

(940) 898-3029

▸ Gray Scott, Assistant Director of Academic Assessment

grayscott@twu.edu

(940) 898-2327

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