

## The who's, what's, why's, and how's of SLOs.

### Who will be creating Student Learning Outcomes and Assessments?

- You are the experts in your respective fields.
- You know what students need to get out of your lesson, course, program, and/or institution.
- Some motivation comes from
  - Inspired faculty and administration who want to improve student learning.
  - The new accreditation standards (as of 2002) now use the language of SLOs and Assessments.
- But this effort must be faculty-driven.

### What are SLOs and other associated terms?

- **Mission/Goals** are broad statements about educational purpose for a lesson, course, program or institution.
- **Objectives** are a set of statements of desired learning outcomes.
- **Student Learning Outcomes** are explicit statements describing knowledge, skills, and attitudes that a student will be able to demonstrate and the end (or as a result) of her or his engagement in a particular lesson, course, program, or collegiate experience.

*Note:* Student Learning Outcomes differ slightly from objectives in a sense that we are now looking at it from the students' point of view.

- **Assessment** is a systematic collection of information about student learning and the use of that information to improve the learning and teaching process in the classroom, department, or institution.

*Types of assessment:*

- **Direct Assessment** collects student products and information on their behaviors.
- **Indirect Assessment** collects opinions and surveys.
- **Formative Assessment** can be used to improve learning.
- **Summative Assessment** is an end result performance.
- **Embedded Assessment** make use of what students are already doing.
- **Developmental Assessment** usually tracks students over a period of time.
- **Authentic (Performance Based) Assessment** would be items or tasks that require students to apply knowledge in real-world situations.

### Why write student learning outcome statements?

- Identifying outcomes is a way to review curriculum and content with colleagues.
- It is effective in designing appropriate assessments.
- Instructors are able to evaluate the effectiveness of their teaching by asking if outcomes have been achieved.
- Students will know exactly what they are expected to learn; curriculum is more open to them.
- Students know exactly how they will be assessed.
- Students begin to take more responsibility for their own learning.

### How do we begin writing student learning outcome statements?

- Conversations with colleagues.
- Public forums and places to display results.
- Workshops like this.

