



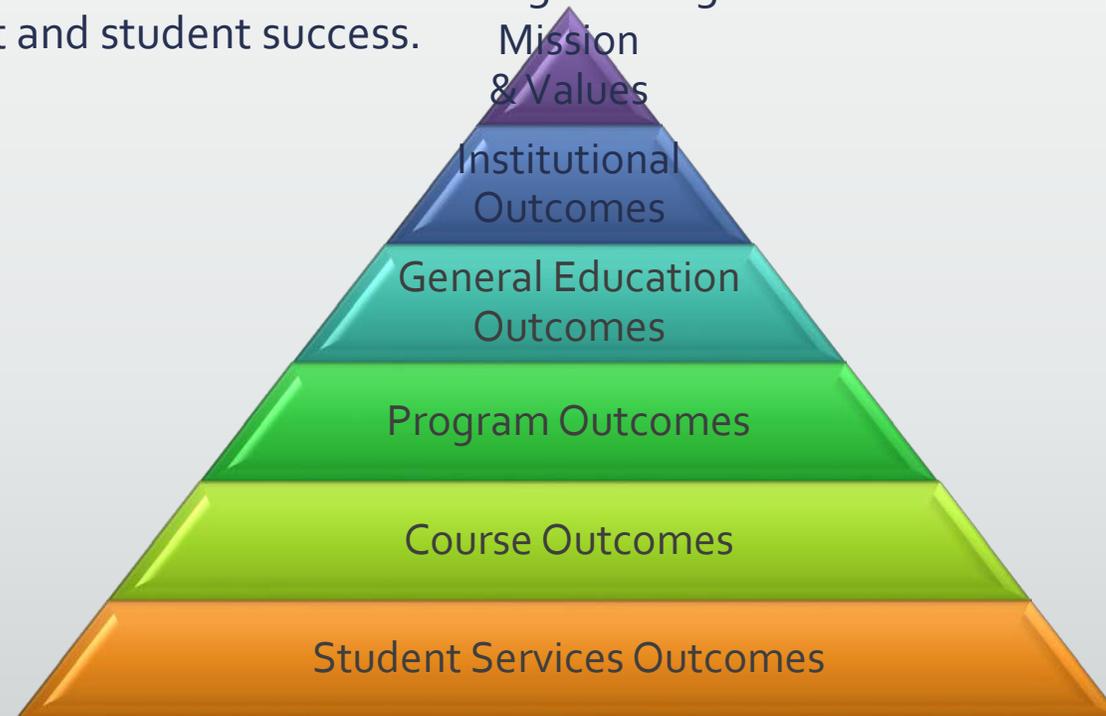
Creating Measurable and Effective Outcomes

Office of Assessment

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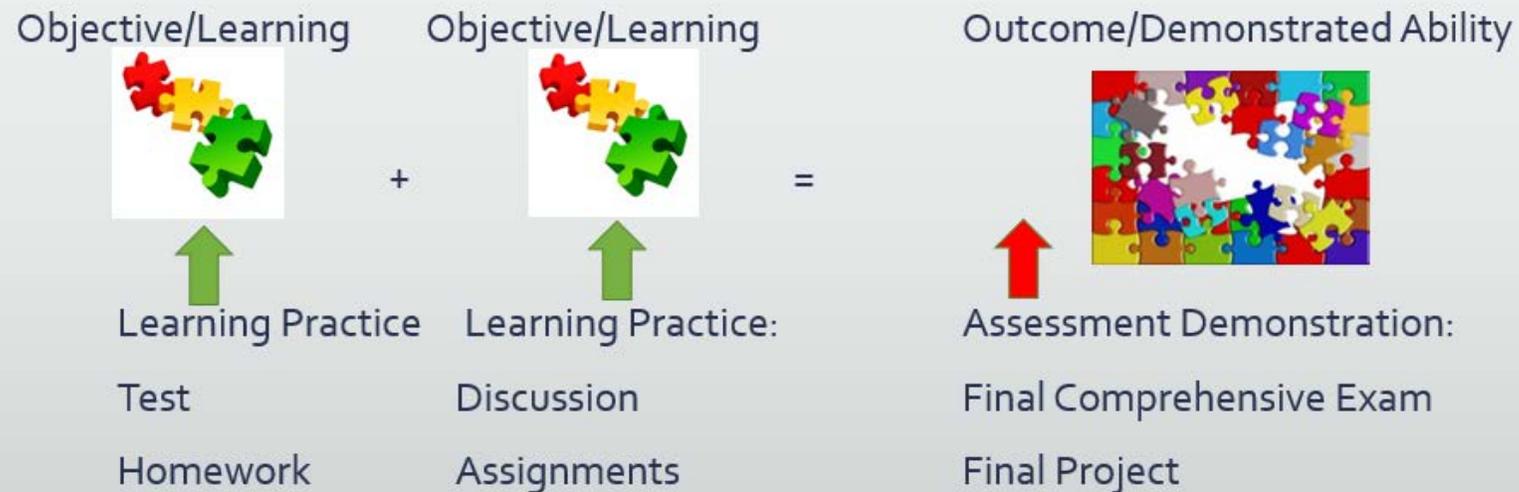
Student Learning Outcomes (SLOs)

- **Student Learning Outcomes (SLOs)** are measurable statements of overarching abilities consisting of knowledge and skills learned to a designated level in courses, and **reinforced throughout several courses to a designated level of competency in a specific program of study**. SLOs define what students will be able to **do** or demonstrate by the end of a course or a program.
- On an institutional level- outcomes should align through out all levels to support institutional mission fulfillment and student success.



Outcomes vs. Instructional Objectives

- Outcomes vs. Objectives
 - **Outcomes**- statements that clarify demonstrated comprehensive ability (knowledge and skills). These must be approved by the Faculty Senate Curriculum Committee and must appear in your course syllabus.
 - **Instructional Objectives**- statements of what you will teach and inform students what they must learn for each learning session, week or module. This should ensure that essential concepts are communicated and a pathway is provided for students to achieve the student learning outcomes. These are optional and do not need to be approved by the Faculty Senate Curriculum Committee.



Components of Outcomes & Objectives

- *Timeframe*
 - An specified timeframe for learning (objectives) or expected performance (outcomes) such as:
 - Instruction objectives covered during this module include: (objectives)
 - By the end of this course the learner should be able to: (outcomes)
- *Action verb*
 - An action verb, rather than passive verb, that states how learned knowledge is to be recalled and demonstrated with a particular level of critical thinking (see Bloom's Taxonomy or Student Learning Outcome Verb list in resources)
- *Essential Learning Components*
 - Specific key concepts that specify the cognitive (knowledge), psychomotor (skills), or affective (attitudes/beliefs) components that must be practiced and integrated during learning.

Performance Indicators

- A numeric quantity or categorical level that if attained determines successful achievement of the stated outcome
 - Quantitative
 - Passing score
 - Passing percentage
 - Passing rank- 3 out of 4, etc.
 - Categorical-
 - The level of attainment is specified and grading criteria are matched with demonstrated ability or used to determine points in grading.
 - Novice, **Minimally Competent**, Competent, Proficient
 - Emerging, Progressing, Partial Mastery, **Mastery**
 - Beginning, Developing, **Accomplished**, Exemplary

Measurable and Effective Outcomes

- **Effective outcomes...**
 - Identify essential **comprehensive** abilities
 - Indicate **observable** student behavior that can be **measured** (quantitatively or qualitatively)
 - Define clearly and succinctly what comprehensive abilities **students** should be able to **do at the end of a course or program.**
 - Are realistic to achieve within the **timeframe** of the course or program.
 - Facilitate learning of **complex or higher-order critical thinking skills** that students can demonstrate autonomously

Examples of measurable and effective outcomes

- By the end of the program, students should be able to:
 1. diagram the reproductive system and processes of various animals
 2. compare and contrast various child development theories
 3. interpret ideas from expressed written formulas
 4. utilize oral communication constructs to defend a current global issue of the 20th century.

Measurable and Effective Outcomes

- **Avoid** using verbs that are passive and difficult to measure or observe, such as...
 - appreciate
 - demonstrate understanding of
 - be aware of
 - be familiar with
 - become acquainted with
 - comprehend
 - cover
 - gain knowledge of
 - know
 - learn
 - realize
 - study
 - understand