

Student Learning Outcomes Notes and Resources

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Gavilan Institutional Learning Outcomes

Communication

Cognition

Information Competency

Social Interaction

Aesthetic Responsiveness

Personal Development and Responsibility

Bloom's Taxonomy for writing Learning Outcomes

<http://www.gavilan.edu/curriculum/Blooms.htm>

“Bad” verbs = Know, Understand, Appreciate, Learn, ...

“Good” verbs = Explain, Demonstrate, Write, Calculate, Classify, Critique, ...

Specific observable verbs are easier to measure.

Example program level Learning Outcomes

From Ventura College SLO Workshop

DSPS = Students will demonstrate self-advocacy skills with instructors and staff

EOPS = Student will identify and describe resources available on the campus.

Counseling = Student will be able to state informed academic goal(s).

Financial Aid = Faculty and staff will be able to describe basic aspects of financial aid available to students and how students can apply for financial aid.

Sinclair College

Math = Apply mathematical models to real world problems

Amer. Gov. = Communicate the significance of facts, concepts, and ideas in spoken and written English, which is clear, precise, and logical

ECE = Demonstrate professionalism in the child care setting

Parkland Community College

English = Students will create college-level written text for multiple purposes and diverse audiences that demonstrate depth of critical thought and that observe the conventions of standard written English.

Psychology = Our students will apply major theoretical perspectives and methodological approaches used in the discipline of psychology to particular social phenomena or autobiographical circumstances.

Assessment Methods

- Tests
 - Locally developed or Standardized
- Performances
 - Recital, Presentation, or Demonstration
- Cumulative
 - Portfolios, Capstone Projects
- Surveys
 - Attitudes and perceptions of students, staff, employers
- Database Tracked Academic Behavior
 - Grades, Graduation, Lab/Service Usage, Persistence
- Embedded Assessment
 - Using grading process to measure ILONarrative
 - Staff and student journals, interviews, focus groupsSave work by sampling and using systems and processes you already do.

Resources and examples for Learning Outcomes

- WASC
 - www.wasc.org
- California Assessment Institute
 - <http://cai.cc.ca.us/SLOworkshops/Strand3/index.htm>
- Center for Student Success
 - <http://css.rpgroup.org/index.php>
- City College of San Francisco Office of Research, Planning, and Grants
 - <http://www.ccsf.edu/Offices/administration.html>
- American Association for Higher Education
 - www.aahe.org/teaching/portfolio_db.htmPalomar College
 - www.palomar.edu/alp/
- Sinclair College
 - <http://www.sinclair.edu/about/assessment/>
- Parkland Community College
 - <http://www.parkland.edu/aac/9princ.htm>

- University of Washington SLO guide
 - <http://www.depts.washington.edu/grading/slo/SLO-Home.htm>
- Raymond Walters College
 - www.rwc.uc.edu/phillips/index_assess.html
- Alverno College
 - www.alverno.edu
- Cabrillo College SLO resources
 - <http://www.cabrillo.edu/~tsmalley/learneroutcomes.html>
- Maryland Health Education Learning Outcomes and Performance Indicators Grades 9-12
 - <http://www.aacps.org/aacps/boe/INSTR/CURR/health/hsout.html>
- Writing Measurable Learning Outcomes by Osters and Tiu
 - <http://www.tamu.edu/qep/conference/2003/Writing-Measurable-Learning-Outcomes.pdf>
- League of Innovation
 - <http://www.league.org>

Articles

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- Ewell, P. 2002. A Guide to Using Evidence in the Accreditation Process: A Resource to Support Institutions and Evaluation Teams. Alameda, California: Western Association of Schools and Colleges. http://www.wascweb.org/senior/Evidence_Guide.pdf
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- Harden, R. M. 2002. Learning outcomes and instructional objectives: is there a difference? *Medical Teacher*. 24.2: 151-155.
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