Chaffey College
Course Level SLOs

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Presentation Overview

- Introductions
- Debunking the Course Level SLO Myths
- A Course Level SLO Reality Check
- An Introduction to SMART Course SLOs
- Hands-on Course SLO Activity
- Where Do I Go From Here?
Outcomes for Today

Faculty completing this workshop should be able to...

- Debunk some course level SLO myths
- Assess their current understanding of course level SLOs and provide a reality check of Chaffey’s SLO progress
- Describe the requirements of a SMART course level SLO
- Identify the three components of the SLO framework
- Compose at least 1 course level SLO outcome statement
Do We **REALLY** Have To Do These?

- Yes...and you know you want to....

- Aren’t you curious about how your beautifully crafted course impacted your students?
• Rubric for Evaluating Institutional Effectiveness - Part III: Student Learning Outcomes – review handout
Chaffey SLO History

- 2004 – The WORD was created and delivered on high....
- 2005 – Pilot Project
- 2006 – Program level SLOs. Program level SLOs were incorporated into the PSR process. Assessments began; Spring 2008 – Taskforce of Faculty Senate and Curriculum Committee created a draft of Institutional SLOs.
- Spring 2008 – Task force from Faculty Senate and the Curriculum Committee created draft of Institutional Core Competencies; Wurtz Wheel was created and used to analyze assessment results.
Chaffey SLO History

- Fall 2008 – SLO Co-coordinator positions created and filled. Program level SLO activity resumes. Assessments and review continue. Core Competencies (institutional SLOs) begin working through shared governance process. Emphasis on course level SLOs is announced; Coordinators and Deans briefed; Small group presentations begin; SLO Taskforce becomes the Learning Outcomes and Assessment Committee (LOAC) – a standing committee under the Faculty Senate.
Chaffey SLO History

• Spring 2009 – Revised PSR process includes program SLOs which will be reviewed by the LOAC mid-March (times subject to change). Course level outcome statements developed with corresponding assessment statements; campus-wide Critical Thinking Assessment available to participate in;

• Fall 2009 – Flex activity to discuss spring campus-wide Critical Thinking Assessment;
However, Myths Still Persist…
Myth #1
SLOs can be used to evaluate Faculty

• The Facts:
  – WASC has clearly stated in their policies that SLOs are not a tool that should be used to evaluate faculty
  – The SLO Committee is working to develop a policy statement to address the use of SLOs in the faculty evaluation process
  – Chaffey’s Labor Management Committee is considering a “Best Practices” Statement
  – Language addressing this issue will also appear in the next contract.
Myth # 2
Course-level SLOs do not need to be developed

• The Facts:
  – Currently, we are working on completing the SLO Assessment Cycle on the program level; however, the WASC Accreditation Commission is mandating the SLOs be developed and integrated on the Institutional, Program and Course level.
  – At the WASC “Development” level, the college has established authentic assessment strategies for assessing student learning outcomes appropriate to intended course, program and degree learning outcomes.
Myth # 3
SLOs will force me to teach lock step, and I will not be able to do my own thing

• The Facts:
  – SLOs will not limit your ability to teach your course in the manner you want to teach it.
  – Remember, SLOs assess what students get out of your course not how you teach it.
  – Think of SLOs as a destination and your teaching pedagogy as the route you take to get your students there.
Myth # 4
We will have to assess every SLO, in every class, every semester

• The Facts:
  – The assessment of your SLOs does not have to be an overwhelming process. Who, what, when, how you assess will be determined by you the faculty member.
  – There are guidelines that will help you in completing the SLO cycle, but nothing mandating that you assess a certain number or certain class. We just need to keep an eye on that 2012 date....
Myth # 5
There is a magic number of SLOs for each course

• The Facts:
  – There is no mandate, standard or requirement for the number of SLOs for your program or course
  – The number of SLOs is determined by each individual program and may be based on professional association requirements, certification guidelines, accreditation committee recommendations or state licensing requirements
Myth # 6
There is no difference between a course objective from the COR and an SLO, they can be the same

• The Facts:
  – SLOs are different from course of objectives and are actually built on them.
  – Course objectives can be considered the “nuts and bolts” of the course.
  – SLOs are what we expects students to do with the “nuts and bolts” after they leave the course.
Two Remaining Areas of Confusion

• Difference between Grades and SLOs
• Being at the WASC level of “proficiency” by 2012 means all our students have to be receiving “higher grades”
What is an SLO?

• A **student learning outcome** is a statement of what a learner is expected to know, understand or be able to do as a result of a learning process. The intended educational outcomes must be consistent with the institutional mission.

• Therefore, you can select either the:
  – Knowledge (cognitive domain)
  – Skill (psychomotor or performance based)
  – Attitude (Affective domain)
To measure in your outcome statement.
What an SLO is not…

• An SLO is **not** a statement about what is covered in the course.

• An SLO is **not** the same as a grade.

• An SLO is **not** the same as a COR course objective.
### Difference Between Grades and SLOs

<table>
<thead>
<tr>
<th>Identified Learning Outcomes</th>
<th>Student 1</th>
<th>Student 2</th>
<th>Student 3</th>
<th>Student 4</th>
<th>Student 5</th>
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<td>15</td>
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<td>A</td>
<td>D</td>
<td>C</td>
<td>B</td>
<td></td>
</tr>
</tbody>
</table>

*Analyze down the column for individual student grading*

*Analyze across the rows for assessment of identified student learning outcomes*
Course Objective vs. SLO

• Nuts and bolts vs. the finished product

• the shift in focus from what we teach to what we expect students to learn and ideally master.

• An SLO should answer:
  – What are we trying to do?
  – How well are we doing it?
  – How can we improve what we are doing?
So Just Exactly WHERE Are We Here at Chaffey?
On the road again
The Big Picture at Chaffey

- **Core Competencies**
  
  Communication  
  Critical Thinking & Information Competency  
  Community/Global Awareness  
  Personal/Professional Development

- **Program Level SLOs**
  
  Based on Chaffey’s institutional definition of “program,” i.e., if area/service does not complete PSR, it does not require program level SLOs; Program SLOs are numerous and diverse; 95% of programs have some form of Program level SLO as of 12/08;

- **Course Level SLOs**
  
  Coming to a classroom near you, Spring 2009!
Institutional SLOs

Chaffey College strives to develop lifelong learners who exhibit the following:

• Communication

• Critical Thinking and Information Competency

• Community/Global Awareness and Responsibility

• Personal, Academic, and Career Development
Program SLO

• Program SLOs are required if the discipline or service completes a PSR;

• **Program-level SLOs:**
  – What is the purpose of your Program?
  – What skills or knowledge do you expect students who take multiple courses in the Program to come away with?
  – What are the consistent themes that carry over from course to course?
  – How do these themes relate to our Institutional goals?
Course SLOs

• **Course-level SLOs:**
  – What is the purpose of the course?
  – What particular skills or knowledge does it attempt to communicate?
  – What do you expect students who complete the course to have learned?
  – How does this relate to the overall content and purpose of your Program?
Informal Assessment Cycle

"What do we want students to know and be able to do?"

- Plan Instructional Activities AND Assessment Strategies
- Curriculum
- What is the Purpose for Assessment?
- Analyze Data from Assessment
- Assessment
- Instruction
- How will you Evaluate Student Performance?
- Develop Assessment Materials and Procedures
Tying It All Together

Example

- **Core Competency**: Critical Thinking

- **Definition**: Critical Thinking is the intentional application of rational or higher order thinking skills such as analysis, synthesis, problem recognition and problem solving, inference, and evaluation. Approved Curriculum Committee 11/05/08

- **Sample History Program Level SLO for Critical Thinking**:  
  - Students recognize causes, relationships and sequences of historical events.

- **Sample History 21 (The Sixties in American History) Course Level Outcome for Critical Thinking**:  
  - Students recognize causes, relationships and sequences of events related to the 1960’s in the United States.

- **Sample History 21 Assessment Statement for Critical Thinking**:  
  - 70% of History 21 students will score 80% or higher on post test than on the pre-test dealing with recognize causes, relationships and sequences of events related to the 1960’s in the United States.
Elements to Examine in Your Outcome Statements

• **Outcome Statement (Thursday’s Flex session)**
  – Should address the knowledge, attitudes and skills a student should walk away with from your class.

• **Assessment Statement (Friday’s Flex session)**
  – Should include the population being assessed
  – The point of assessment
  – The assessment tool being used
  – Criterion or norm-referenced unit of measurement…HUH?
Writing a Course SLO

• Different components to a well written course level SLO
• Helpful tools: your course syllabus, COR
• Keep an eye on those Core Competencies, your program SLOs (maybe) and what you submitted to PSR last year (maybe)
• Brainstorm with your colleagues
SMART SLOs

- **SPECIFIC** – be clear about what your students need to be able to accomplish, as well as when, where or how; use action or concrete verbs.

- **MEASURABLE** – write your outcomes so that it is quantifiable and a target can be set – so you will know when it has been reached!

- **ACHIEVABLE** – Know the outcome is something that your students can accomplish. Remember our mission and that we are a two year college.

- **REALISTIC** - make sure the outcome is practical in that it can be achieved in a specific time frame or for a specific amount of money.

- **TIME-BOUND** – when will the outcome be done? Identify a specific time frame.
Writing Course Level SLOs

• Student Learning Outcomes:
  – More specific statements & reflect broader goals
  – Should focus more on student learning than development and process
  – Primarily describe what the course (or program) is going to do AND what its impact will be on students
Examples of behavior components of the Course SLO framework

• Not so good:
  – … will appreciate the benefits of exercise.

• Better:
  – … will value exercise as a health activity.

• Best:
  – …will identify three health-related efforts exercise has on the body
Writing Course Level SLOs

• Verbs to Avoid:
  – APPRECIATE
  – BECOME AWARE OF
  – BECOME FAMILIAR WITH
  – KNOW
  – LEARN
  – UNDERSTAND
Want to Try Your Hand At This?

• Here is what you will need
  – COR – Do you know how to access Curricunet?
  – How to Write a SMART SLO Guidelines
  – Core Competencies and Chaffey College Mission Statement
  – Core Competencies and Course Activities Connection Matrix
  – Bloom’s Taxonomy Guidelines
Step 1: Identify a course and take a candid look at it

• Ask yourself the following questions:
  – What will my students know?
  – What will they understand?
  – What will they be able to do with their knowledge at the end of the course?
Step 2: Connect Course Activities to Core Competencies

• Think about the activities that you use in the course and complete the Core Competencies and Course Activities Connection Matrix

• When numbering the matrix, keep the following in mind:
  – How much time do you devote to any of the core competencies or course/service objectives?
  – How much weight do you give assignments involving any of the core competencies or course objectives?
  – How would our community stakeholders (employees within your fields) define the importance of the core competencies?
<table>
<thead>
<tr>
<th>Classrooms Activities</th>
<th>Core Competency #1 Communication - Both Written and Oral</th>
<th>Core Competency #2 Critical Thinking &amp; Info Competency</th>
<th>Core Competency #3 Community/Global Awareness &amp; Responsibility</th>
<th>Core Competency #4 Personal, Academic &amp; Career Development</th>
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<tr>
<td>current events reporting</td>
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<td>5</td>
<td>5</td>
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<tr>
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</table>
Step 3: Write a Course SLO

1. Pick out your 4s and 5s – use those to write course level SLOs
2. Outcomes must be observable so you can measure or record them
3. Remember the components of a SMART Course SLOs
4. Bloom’s taxonomy
5. Keep in mind that outcomes are tools to guide evidence collection for assessment
Writing Course SLOs Framework

To write smart student learning outcomes, the following approach is recommended:

Condition | Audience | Behavior

Condition: What Course
Audience: Who
Behavior: What will be done (Bloom’s Taxonomy)
Writing Course SLOs Framework Breakdown

Condition

By successfully completing CHEM 111 (Grade of ‘C’ or higher),

Audience

Behavior

students will demonstrate the ability to analyze sample laboratory data.
We Must Remember to Save “Evidence”

- Wurtz Wheel ([http://irsurvey.chaffey.edu/29233/29233.asp](http://irsurvey.chaffey.edu/29233/29233.asp))
- Memos
- Notes/minutes from department meetings
- SLO form
- Three Ring Binder

- For Reinforcement of this content: [http://www.league.org/gettingresults/web](http://www.league.org/gettingresults/web)
- Excellent self-paced
Why Are These Considered Bad Examples of SLOs?

• Students will write three papers in the course.
• The course offers students the opportunity to exercise their critical thinking skills.
• Students will be exposed to a wide range of theories currently practiced in the field.
• Students use logical, ethical, and emotional appeals, avoiding logical fallacies in thought and language and utilizing a variety of rhetorical strategies.
More bad examples

• Students will demonstrate information literacy skills.
• Students will be able to use Opposing Viewpoints database to retrieve information.
• Students will locate information and evaluate it critically for its validity and appropriateness.
Spring 2009

• Establish an assessment schedule for General Education courses
• Campus-wide Critical Thinking Assessment available for course level distribution
• Plan Fall 2009 Flex activity to “critically reflect” on results of Spring Critical Thinking Assessment
To Review:
Outcomes for Today

Faculty completing this workshop should be able to…

– Debunk some course level SLO myths
– Assess their current understanding of course level SLOs and provide a reality check of Chaffey’s SLO progress
– Describe the requirements of a SMART course level SLO
– Identify the three components of the SLO framework
– Compose at least 1 course level SLO outcome statement
Where do we go from here?

To tomorrow’s Flex session with Giovanni Sosa ATL 105
12:30-2:30