



**Institutional
Effectiveness and Research**

A&M-COMMERCE

Writing Student Learning Outcomes for Academic Program Assessment

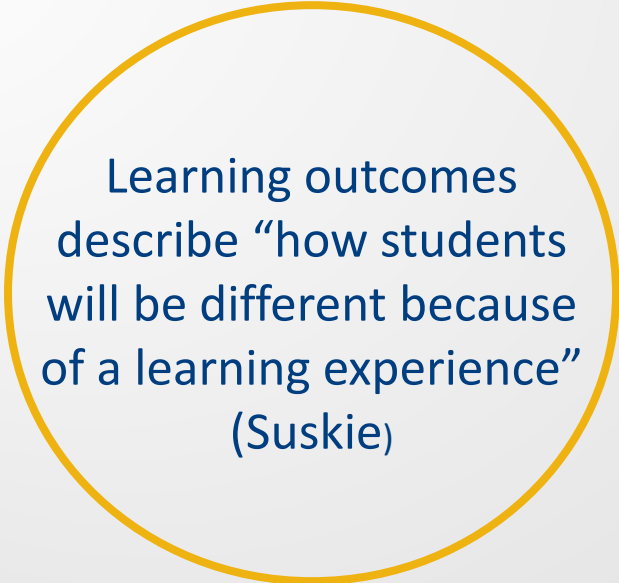
2020 IE Spring Series

Agenda

- I. Define SLOs and their importance
- II. Discuss how to develop and write SLOs
- III. Review common issues when writing SLOs
- IV. Activities
- V. Closing announcements

What is a student learning outcome?

- The Texas Higher Education Coordinating Board (2015) defines the term student learning outcomes as “what students are able to demonstrate in terms of the knowledge, skills, and attitude upon completion of a program”



Learning outcomes describe “how students will be different because of a learning experience”
(Suskie)

Why are student learning outcomes important?

- Informs students of the standards and expectations of the program and what they will get out of the program
- Guides curriculum planning
- Creates a framework for assessing overall effectiveness of program

“Assessment gives us several ways to gather, interpret, and use data to provide information we need to take appropriate action.” (Walvoord, 2010)

Developing SLOs

Questions to ask:

- What knowledge, skills or abilities should the ideal student be able to demonstrate upon graduation?
- How will students be able to demonstrate what they learned?

Developing SLOs

Sources to consult:

- Program mission/goals
- Program curriculum and course syllabi
- Industry or disciplinary standards
- Licensure or certification criteria
- Accreditation standards

Writing SLOs

There are a variety of formats and guides to structuring a student learning outcome. The below formula and the ABCDs of SLOs are two practical examples of what to include when writing a student learning outcome.

Graduating students will be able to
[action verb] + [clear description of measurable learning to be observed].

ABCDs of SLOs

Audience

Who is expected to learn?

Behavior

Specifies what the student will be doing

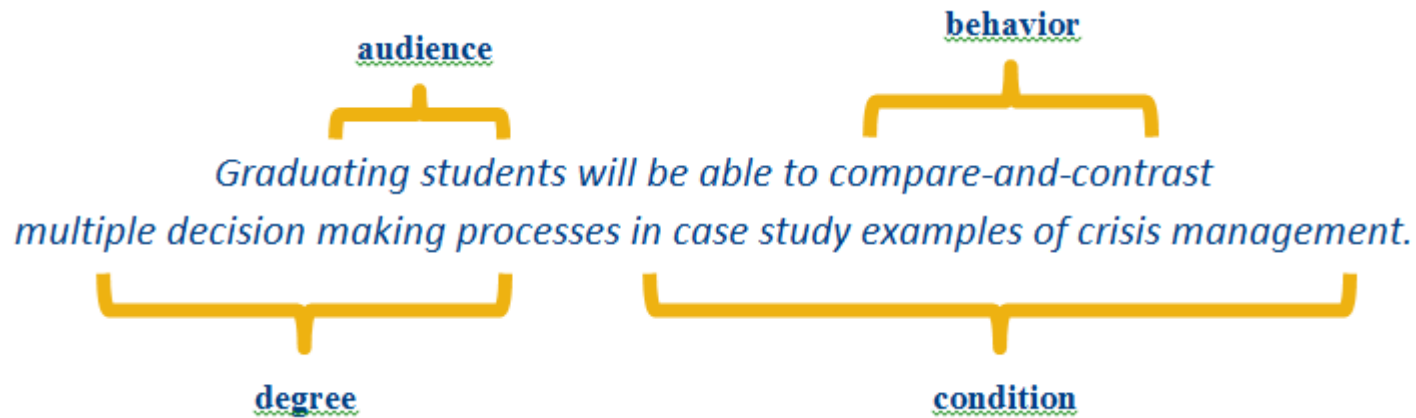
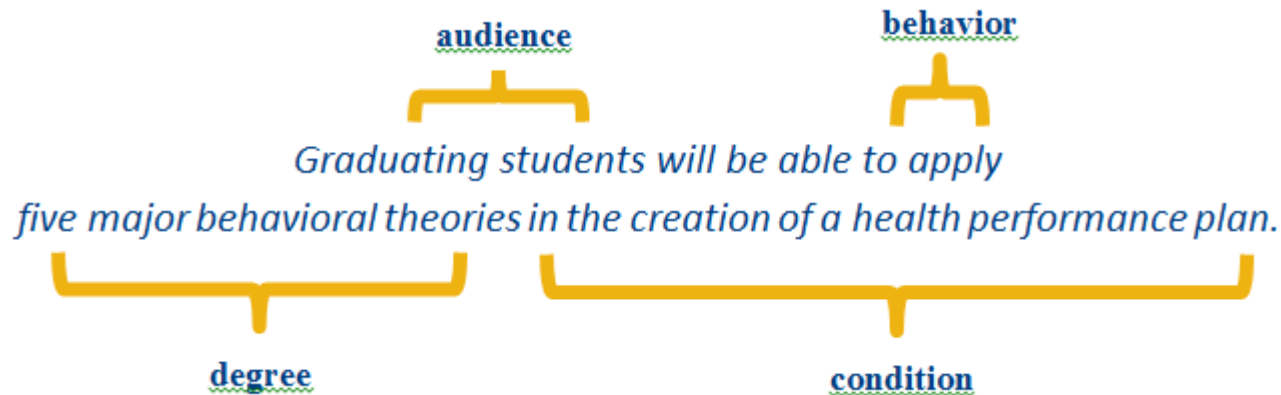
Condition

Condition under which the knowledge, skills or abilities will be demonstrated

Degree

How well will the behavior need to be performed and to what level?

Examples



REVISED BLOOM'S TAXONOMY OF ACTION VERBS

LEVEL	DEFINITION	SAMPLE VERBS					SAMPLE BEHAVIORS
REMEMBER	retrieve, recall, or recognize relevant knowledge from long-term memory	Cite	Label	Outline	Reproduce	State	The student will define the 6 levels of Bloom's taxonomy of the cognitive domain.
		Define	List	Quote	Retrieve	Tabulate	
		Describe	Match	Recall	Select	Tell	
		Identify	Name	Report	Show		
UNDERSTAND	demonstrate comprehension through one or more forms of explanation	Arrange	Compare	Distinguish	Illustrate	Represent	The student will explain the purpose of Bloom's taxonomy of the cognitive domain.
		Articulate	Compute	Estimate	Interpret	Restate	
		Associate	Conclude	Explain	Match	Summarize	
		Categorize	Contrast	Extrapolate	Outline	Translate	
		Clarify	Defend	Generalize	Paraphrase		
		Classify	Discuss	Give examples	Rephrase		
APPLY	use information or a skill in a new situation	Apply	Complete	Examine	Interpret	Predict	The student will classify action verbs according to their Bloom's taxonomy cognitive domain.
		Calculate	Compute	Execute	Manipulate	Solve	
		Carry out	Demonstrate	Generalize	Modify	Translate	
		Classify	Employ	Implement	Organize	Use	
ANALYZE	break material into its constituent parts and determine how the parts relate to one another and/or to an overall structure or purpose	Analyze	Compare	Diagram	Explain	Organize	The student will compare and contrast the cognitive and affective domains.
		Arrange	Connect	Differentiate	Identify	Relate	
		Break down	Contrast	Discriminate	Integrate	Separate	
		Categorize	Deconstruct	Distinguish	Inventory	Structure	
		Classify	Detect	Divide	Order		
EVALUATE	make judgments based on criteria and standards	Appraise	Consider	Discriminate	Persuade	Support	The student will evaluate the design of an assignment for its identified Bloom's taxonomy cognitive domain.
		Argue	Contrast	Evaluate	Rate	Test	
		Assess	Critique	Judge	Recommend	Validate	
		Compare	Decide	Justify	Review		
		Conclude	Determine	Measure	Select		
CREATE	put elements together to form a new coherent or functional whole; reorganize elements into a new pattern or structure.	Adapt	Compose	Devise	Make	Reconstruct	The student will design an assignment that reflects demonstrations of learning appropriate to a specific Bloom's taxonomy cognitive domain.
		Arrange	Constitute	Formulate	Perform	Revise	
		Assemble	Construct	Generate	Plan	Write	
		Build	Create	Hypothesize	Prepare		
		Combine	Design	Integrate	Produce		
		Compile	Develop	Invent	Propose		

Activity #1

- Draft one learning outcome which includes the 4 elements of a student learning outcome. (see worksheet)

Common Issues

- Measuring intervention instead of learning

Ex. 1: Review themes in twentieth century British literature

Ex. 2: Identify themes in twentieth century British literature

- Describe what the student will be able to demonstrate in terms of learning, not what you will do in the course

Common Issues

- Covering multiple outcomes in one statement

Ex. 1: The student will be able to identify, describe and analyze themes in twentieth century British literature

Ex. 2: The student will be able to analyze themes in twentieth century British literature

➤ The word “and” is typically a sign you’re doing too much.

Common Issues

- Learning that is difficult to observe or measure

Ex. 1: The student will demonstrate an appreciation for twentieth century British literature

Ex. 2: The student will demonstrate an understanding of twentieth century British literature

- Use a strong action verb that is measurable

Common Issues

- Learning that is unrealistic or unattainable given the conditions/time

Ex. 1: The student will successfully perform heart surgery on a patient.

Ex. 2: The student will be able to assess the vitals of a patient.

- Represents a level of learning that is realistic and matches instructional activities in the program

Activity #2

- Indicate where the following Student Learning Outcomes fall in the range of weak to strong. Rewrite any SLO you identify as weak to make it stronger. (see worksheet)

Final Considerations

Can the SLO be used to identify areas to improve?

Do the program SLOs accurately reflect the key results of the program?

Department of Institutional Effectiveness & Research

Institutional Effectiveness SPRING SERIES

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Register at [TAMUC.EDU/IER](https://www.tamuc.edu/ier)

ACADEMIC PROGRAM WORKSHOPS

Mar 25 Fundamentals of Assessment Methods

Apr 30 Using Results for Improvement

Location: RSC Ambition A&B **Time:** 2:00-3:00 pm

Visit www.tamuc.edu/ie to view details