PROCESS FOR WRITING COURSE LEVEL SLOS

1. Refer to the Course Outline of Record's Learning Objectives

2. Use the Taft College Course SLO Template

3. In the SLO column, state outcomes of the course. These should be things the student can do upon completing the course. Use higher order skills from Bloom's taxonomy. You don't need too many. Limit yourself to the most important knowledge, skills, and attitudes students can perform upon completing the course. Incorporate multiple learning domains (cognitive, affective, psychomotor) as appropriate to your course. Words like "know" and "understand" are too vague to measure. Don't use them. Think of it as what the student can do.

4. In the "assessments" column, list the means by which you and other faculty who instruct the course assess the extent to which the outcome has been met. This could include portfolios, essays, class presentations, and exams. Assessments are the means by which instructors measure SLOs.

5. In the "Institutional SLOs aligned with" column, list any of the five Taft College Institutional SLOs that your course SLOs align with. In other words, your SLO is one skill that contributes to the institutional SLO.

6. Have full time faculty who teach the course review for agreement. Dialog and make changes to ensure you all agree that these are the outcomes of the course and the means of assessment (faculty, of course, may use different assessments for the same SLO). Make changes as needed so that everyone's perspective is included and the SLOs relate directly to the course content listed on the COR. Have all fulltime faculty who teach the course sign off and date the document.

7. Send to SLO coordinator. If she has questions about the alignment, SLOs, or assessments, she will contact you. SLO Coordinator will upload most current course SLOs to eLumen.

8. Congratulate yourself on a job well done. Distribute to your students.

INCLUDED IN THIS PACKET FOR REFERENCE:

Blank Templates, completed Course SLOs, and more training materials available on Taft College SLO website at:
http://faculty.taftcollege.edu/slos/data/slo.shtml

Cognitive Domain

Learning Outcomes Related To Knowledge

Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
Student remembers or recognizes information or specifics as communicated with little personal assimilation.	Student grasps the meaning behind the information and interprets, translates, or comprehends the information.	Student uses information to relate and apply it to a new situation with minimal instructor input.	Student discriminates, organizes, and scrutinizes assumptions in an attempt to identify evidence for a conclusion.	Student creatively applies knowledge and analysis to integrate concepts or construct an overall theory.	Student judges or evaluates information based upon standards and criteria, values and opinions.
Cite Label List Enumerate Identify Imitate Match Name Quote Recall Reproduce State Write	Convert Define Describe Discuss Estimate Explain Generalize Identify Illustrate Locate Paraphrase Restate Summarize	Apply Chart Compute Demonstrate Determine Dramatize Establish Make Manipulate Prepare Project Solve Use	Analyze Compare Contrast Correlate Diagram Dissect Differentiate Distinguish Infer Investigate Limit Outline Separate	Assemble Create Construct Design Develop Formulate Generate Hypothesize Initiate Invent Modify Reframe Synthesize	Access Appraise Conclude Critique Decide Defend Diagnose Evaluate Judge Justify Rank Recommend Support

Basic — More Sophisticated

Knowledge — Higher Level Thinking

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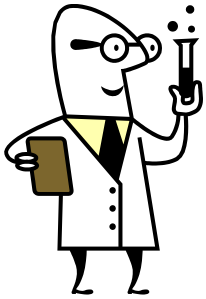

Psychomotor Domain

Learning Outcomes Related To Skills

Observe	Model	Recognize Standards	Correct	Apply	Coach
Students translate sensory input into physical tasks or activities.	Students are able to replicate a fundamental skill or task.	Students recognize standards or criteria important to perform a skill or task correctly.	Students use standards to evaluate their own performances and make corrections.	Students apply this skill to real life situations.	Students are able to instruct or train others to perform this skill in other situations.
Hear Identify Observe See Smell Taste Touch Watch *Usually no outcomes or objectives written at this level.	Attempt Copy Follow Imitate Mimic Model Reenact Repeat Reproduce Show Try	Check Detect Discriminate Differentiate Distinguish Notice Perceive Recognize Select	Adapt Adjust Alter Change Correct Customize Develop Improve Manipulate Modify Practice Revise	Build Compose Construct Create Design Originate Produce	Demonstrate Exhibit Illustrate Instruct Teach Train

Basic Knowledge — More Sophisticated Skills

Basic Skills — Higher Level Abilities

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Affective Domain

Learning Outcomes Related To Attitudes, Behaviors, and Values

Receiving	Responding	Valuing	Organizing	Characterizing
Students become aware of an attitude, behavior, or value.	Students exhibit a reaction or change as a result of exposure to an attitude, behavior, or value.	Students recognize value and display this through involvement or commitment.	Students determine a new value or behavior as important or a priority.	Students integrate consistent behavior as a naturalized value in spite of discomfort or cost. The value is recognized as a part of the person's character.
Accept Attend Describe Explain Locate Observe Realize Receive Recognize	Behave Comply Cooperate Discuss Examine Follow Model Present Respond Show Studies	Accept Adapt Balance Choose Differentiate Defend Influence Prefer Recognize Seek Value	Adapt Adjust Alter Change Customize Develop Improve Manipulate Modify Practice Revise	Authenticate Characterize Defend Display Embody Habituate Internalize Produce Represent Validate Verify

Elementary Values and Behaviors — More Highly Developed Attitudes — Well Thought-out Value System

Inherited Value System

Developed by Janet Fulks and Kate Pluta
Bakersfield College

Student Learning Outcomes (SLOs) versus Course Objectives

Student Learning Outcomes for the classroom describe the knowledge, skills, abilities or attitudes that a student can **demonstrate** by the end of your course.

- Don't think about content or coverage. Consider what students should be able to DO with what they've learned by the end of the semester.
- How will students demonstrate this?
- What can they produce to show faculty that they have learned to apply their new knowledge?

When trying to define Student Learning Outcomes for a course, think of the big picture. SLOs:

- Describe the broadest goals for the class, ones that require **higher-level** thinking abilities, as described in Bloom's Taxonomy.
- Require students to **synthesize** many discreet skills or areas of content.
- Ask them to then **produce** something – papers, projects, portfolios, demonstrations, performances, art works, exams, etc. – that **applies** what they have learned.
- Require faculty to **evaluate** or **assess** the product to measure a student's achievement or mastery of the outcomes.

Course objectives are on a smaller scale, describing small, discreet skills or "nuts and bolts" that require basic thinking skills. They are subset of outcomes. Think of objectives as the building blocks used to produce whatever is used to demonstrate mastery of an outcome. Objectives can be practice and assessed individually, but are usually only a portion of an overall project or application.

Objectives	Outcomes
Objectives describe skills, tools or content that a student will master by the end of a course.	Outcomes describe over-arching goals that a student will be able to demonstrate by the end of a course
Objectives require the use of basic thinking skills such as knowledge, comprehension, and application.	Outcomes require the use of higher level thinking skills such as analysis, synthesis, and evaluation (as described in Bloom's Taxonomy
Objectives do not necessarily result in a product. Most often, objectives are synthesized or combined to produce something that measures an outcome.	Outcomes result in a product that can be measured and assessed.

Course Level SLOs [Replace this with course title]

Course Level SLO	Institutional SLO(s) aligned with	Assessment(s)*

(You may add or delete as many cells as you need. Aim for a manageable amount of SLOs that indicate the most important outcomes of your course.)

*These assessments reflect multiple instructors. Not all instructors use all of the assessments listed here. [Delete this comment if you are a discipline of one instructor or if the comment does not apply to your discipline.]

Reviewed by: on:

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A Simple Model for SLOs

Course Level SLOs - Math 2100 (Calc I)

Course Level SLO	Institutional SLOs aligned with	Assessment
Calculate limits	(2) Computation (5) Discipline Content	Written exams.
Calculate and interpret instantaneous rates of change.	(2) Computation (5) Discipline Content	Written exams.
Calculate the area under a curve.	(2) Computation (5) Discipline Content	Written exams.

Reviewed by: Brian Jean on: 8/22/08

Diane Jones

Course Level SLOs - Spanish 1601

Course Level SLO	Institutional SLOs aligned with	Assessments
Exchange greetings and farewells orally in Spanish.	Communication Discipline Content	Class discussion scored with participation card rubric.
Using formulaic phrases and memorized vocabulary, the student will be able to order drinks at a Spanish speaking restaurant.	Communication Discipline Content	Class discussion scored with participation card rubric and written test.
Using formulaic phrases and memorized vocabulary, the student will be able to create a story.	Communication Discipline Content	Students will look at an illustration and use learned vocabulary and expression to create a short story aloud in class first then written in a test or homework assignment.

Reviewed by: Julian Martinez on: 10/7/08

Geofffrey Dyer 10/10/08

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Taft College Institutional Level Student Learning Outcomes

1. **Communication**
   Graduates should be able to deliver focused and coherent presentations; demonstrate active, discerning listening and speaking skills in lectures and discussions; demonstrate active reading skills and thorough comprehension; and write clearly and effectively.

2. **Computation**
   Graduates should be able to solve problems involving data gathering and analysis, apply mathematical concepts, and use technology in these processes.

3. **Critical and Creative Thinking**
   Graduates should be able to analyze, interpret, explain and evaluate texts, ideas, works of art, and scientific and mathematical problems.

4. **Community/Global Consciousness and Responsibility**
   Graduates should be able to demonstrate social and cultural awareness, ethical behavior, effective and sensitive communication, and a commitment to learning.

5. **Discipline Content**
   Graduates should be able to clearly demonstrate mastery and application of course content.

Sources

Fulks, Janet. *Assessing Student Learning in Community Colleges* Bakersfield College: 2004.

<http://online.bakersfieldcollege.edu/courseassessment/Section_1_Introduction/Introduction1.htm>

Santa Monica College. "Student Learning Outcomes (SLOs) versus Course Objectives."

<http://www.smc.edu/apps/pub.asp?Q=680>