

The Role of SLOs at Cuyamaca College

January 26, 2018
Professor Lisa Marchand
ESL Faculty Member
Cosumnes River College

Activity 1:

Lexicon and Lunch -- Do you and your tablemates agree on what these terms mean?

Course Objectives

Student Learning Outcomes

Exit Skills

Lessons

Learning Targets

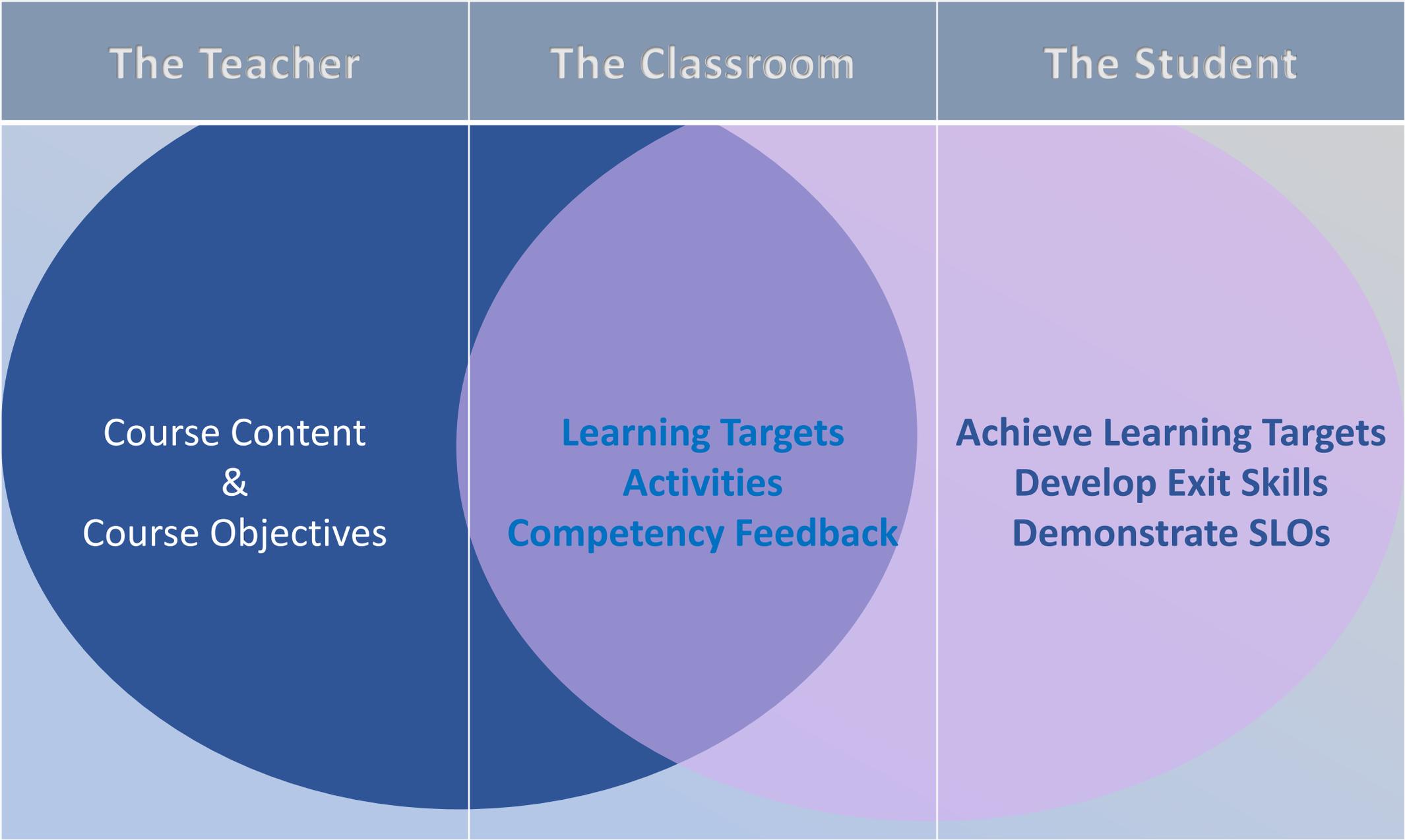
Assessment

Quizzes

Tests

Final Exams

Grades





All Accredited Community Colleges must provide:

- evidence that the college conducts program review, collects and uses appropriate research and data on student achievement and progress through educational programs in analyzing its own effectiveness
- evidence of how well the institution is achieving its mission by using data on student achievement and student learning
- evidence that the institution has set future “stretch goals” or targets or benchmarks for student achievement and student learning, or otherwise assessed its own satisfaction with levels of achievement and learning
- evidence the college uses data on student achievement and student learning to plan and implement improvements
- evidence of the use of student achievement data in all program review reports
- evidence the college has identified Student Learning Outcomes, designed appropriate assessments of learning, and uses the results of assessment for improving learning
- evidence the institution uses results of learning assessments, and that those analyses factor into institutional priority setting and agendas for change

“In recent years, considerable controversy has existed within the community colleges over the issue of Student Learning Outcomes (SLOs). It is an understatement to say that many within the college community, faculty and administrators alike, feel the ACCJC has gone too far in its demands regarding SLOs...” *quoted from a recent article in the LRCFT newsletter*

Activity 2: Flocks of Birds



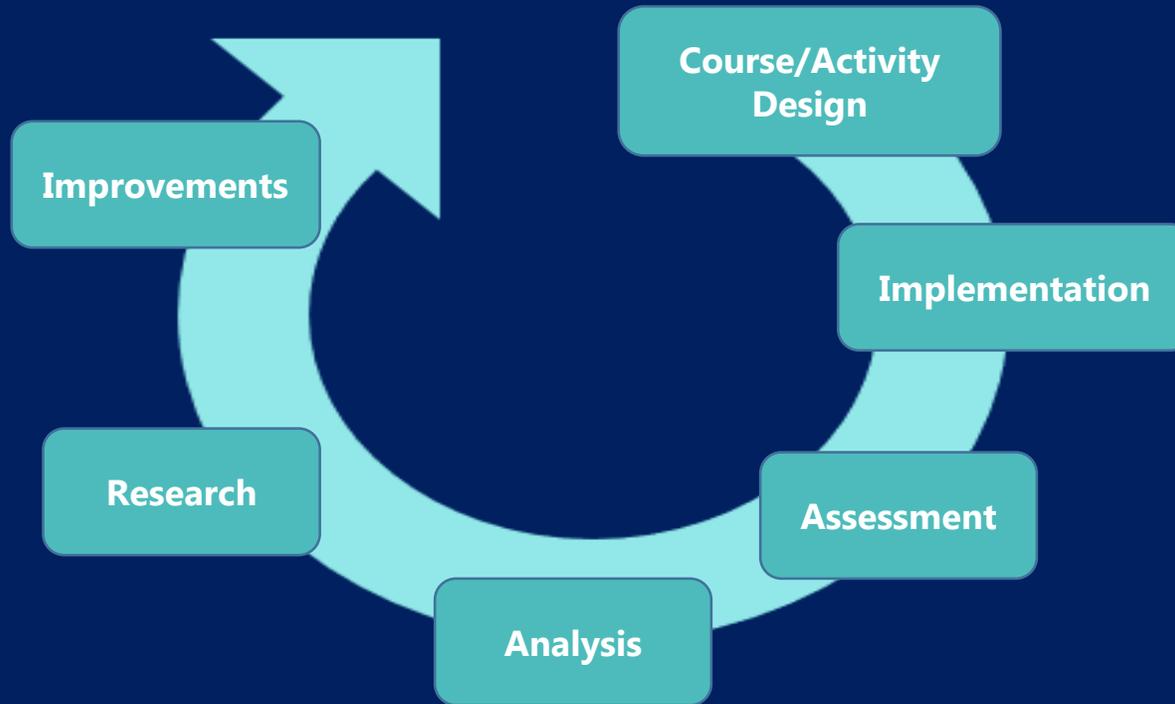
“Don’t cut off your nose to spite your face.”

There is a really great concept beneath the layers of confusion and controversy... and even if you are certain that SLOs are, at the very least, counterproductive ...

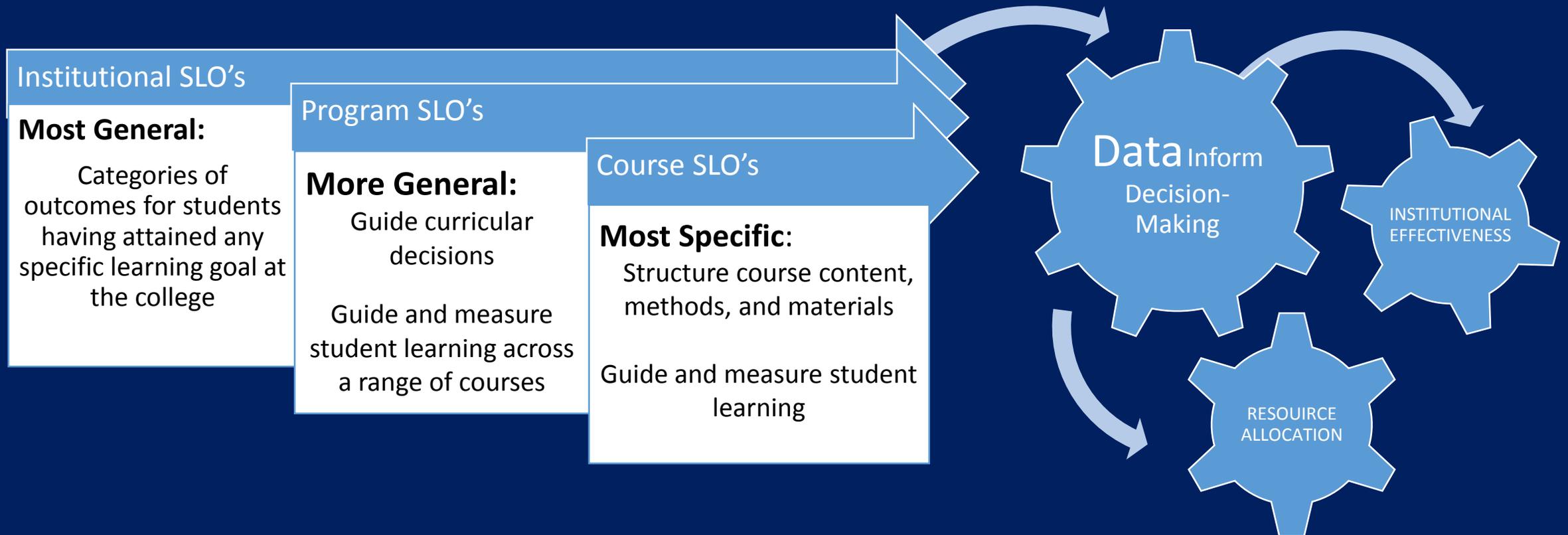
*“No hay mal
que por bien
no venga.”*

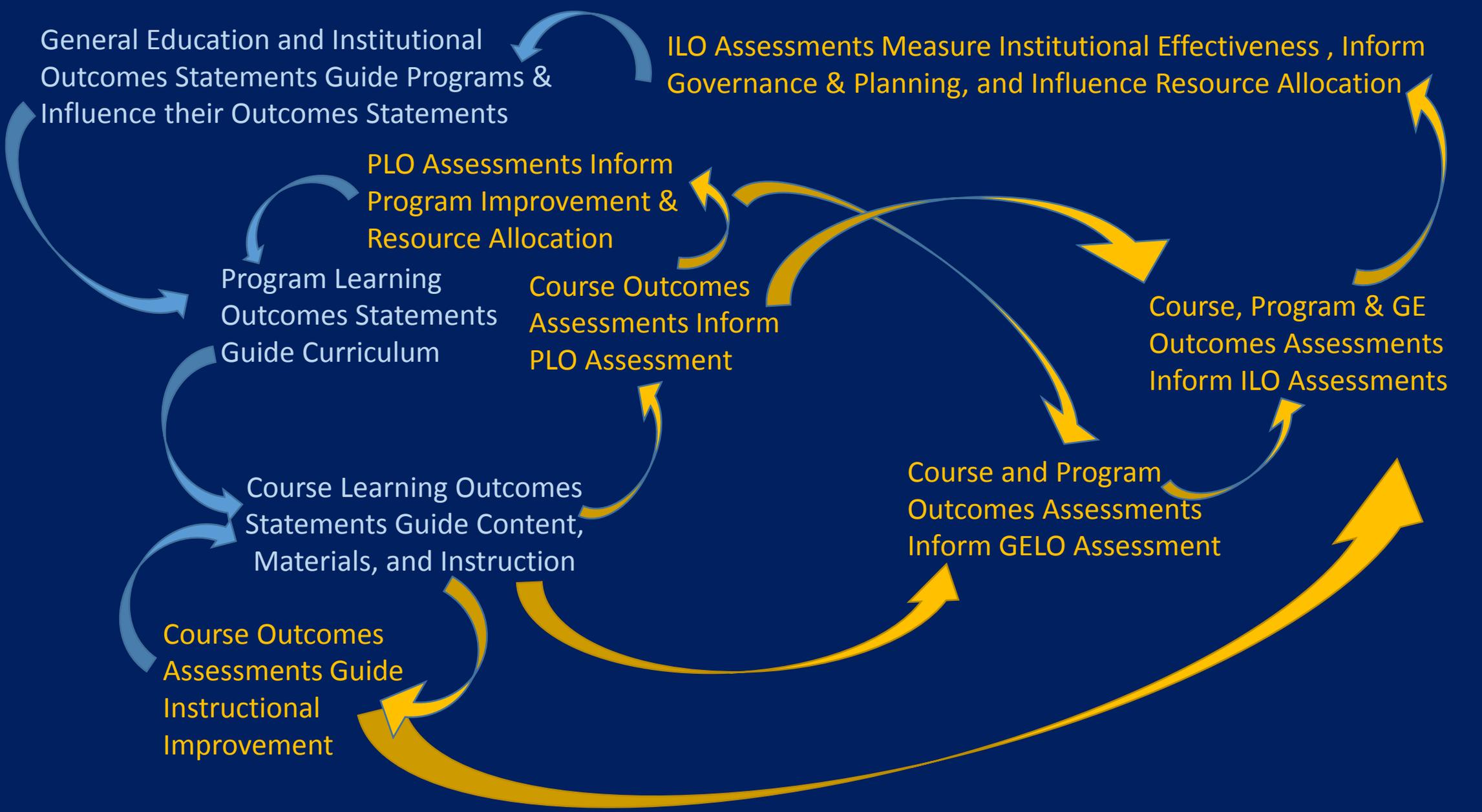
(There is no bad from which good cannot come.)

Evidence Based Decision-Making



The Hierarchy of Outcomes: Specific to General





Parameters for Conceiving, Evaluating, or Revising Learning Outcomes

The Concept of Outcomes Mapping

We talk about mapping SLO's in at least three ways.

- 1. SLO's at the course level** “map” to the instructional materials, methods, and activities that guide students toward achieving the habits of mind, skills, and knowledge that the course SLO's define.
- 2. SLO assessments from courses, programs (including “discipline clusters” or “metamajors”), and extracurricular activities** “map” to Institutional SLO's and General Education SLO's for students earning degrees or transferring. Course and Program SLO measures (should) play a direct role in assessing GELO's and ILO's.
- 3. Institutional Outcomes assessments** “map” to, and inform ongoing improvements to, all organizational units, their responsibilities, and their functions.

Institutional/College-wide Learning Outcomes

- **Over-arching categories of outcomes attained by students who have met any specific learning goal at the college**
- **Programmatic:** Students can master the learning outcome by following a designated pathway to achieve any of a variety of educational goals.
- **Measurable:** Attainment of the learning outcome can be measured by assessment of one or more SLO's in courses, programs of study, extracurricular activities, and student service programs.
- **Comprehensive:** Students who successfully complete *an educational goal* at the college will have achieved an appropriate set of learning outcomes that affirm ability to:
 - Use reasoning skills and critical habits of mind to collect and analyze information in order to solve problems.
 - Communicate effectively in a variety of modes.
 - Employ technology.
 - Participate in society as a culturally competent and socially responsible community member who promotes sustainability.

General Education Outcomes

- **Accommodate Articulation with Transfer Institutions**
- **Comprehensive:** General Education Program Outcomes delineate students' ability upon completing any **course of study for a degree or transfer**. Students transferring or earning degrees have met learning outcomes across a range of disciplines including:
 - **Languages and Rationality**
 - with competencies in English composition, Communication, Analytical Thinking, and Mathematics
 - **Humanities**
 - **Living Skills**
 - **Natural Science**
 - **Social and Behavioral Science**
 - including American Institutions and Ethnic/Multicultural Studies
- **Curricular:** Guide decisions about courses and their requirements within and across programs, majors, and discipline clusters.
- **Measurable:** On-going assessment informs revisions to improve educational opportunities in order to afford students a learning experience with goals and rigor parallel to those provided by any state college or university.

Program Outcomes

- **Curricular:** Guide decisions about courses and requirements for program completion.
- **Measurable:** On-going assessment informs revisions to improve programmatic efficacy.
- **Comprehensive:** Program Student Learning Outcomes delineate abilities of successful completers to:
 - Communicate a complex understanding of content matter of the discipline.
 - Demonstrate competence in the habits of mind and technical skills essential to entry into higher levels of study from the discipline cluster.
 - Use a range of reliable resources to gather appropriate information.
 - Apply the modes of analysis of the discipline cluster to solve significant problems.
 - Exhibit characteristics of ethical decision making based on cultural competence and personal responsibility for social justice and sustainability.
- **Accommodate Articulation with Transfer Institutions**
- **Prepare students to meet industry standards and or certification if needed**

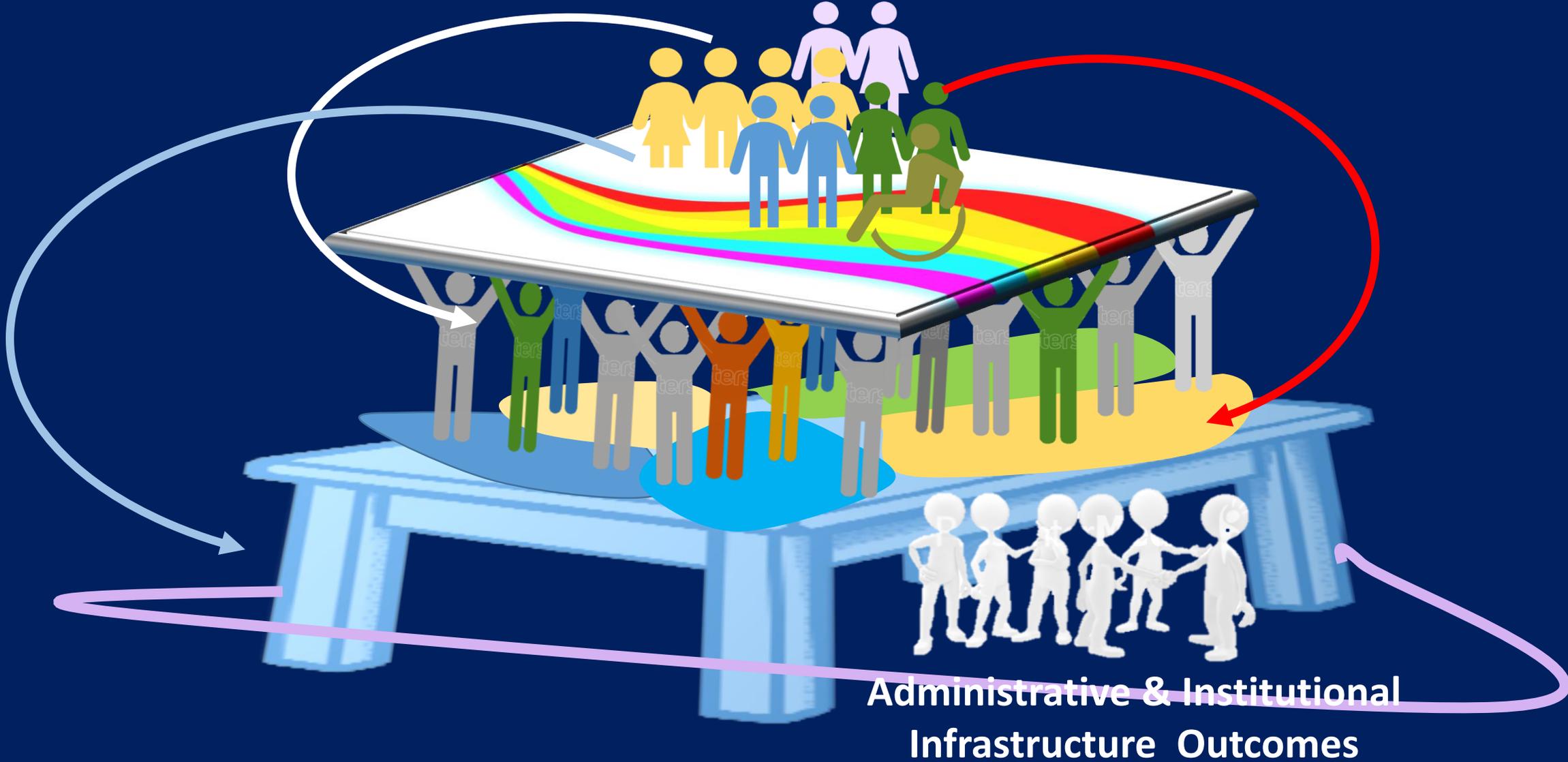
Course SLO's

- **Curricular:** They inform decisions about course content, materials, and instructional activities.
- **Learner Centric:** SLO language is accessible to students and guides their learning in the course.
- **Measurable:** Regular assessment of course SLO attainment guides decisions about how the course is taught, and allows immediate intervention when students fall behind.
- **Inform Program Learning Outcomes:** Achieving course level SLO's contributes significantly to achieving PLO's.
- **Some courses stand to support General Education Learning Outcomes (GELO's) as well as one or more PLO's.**

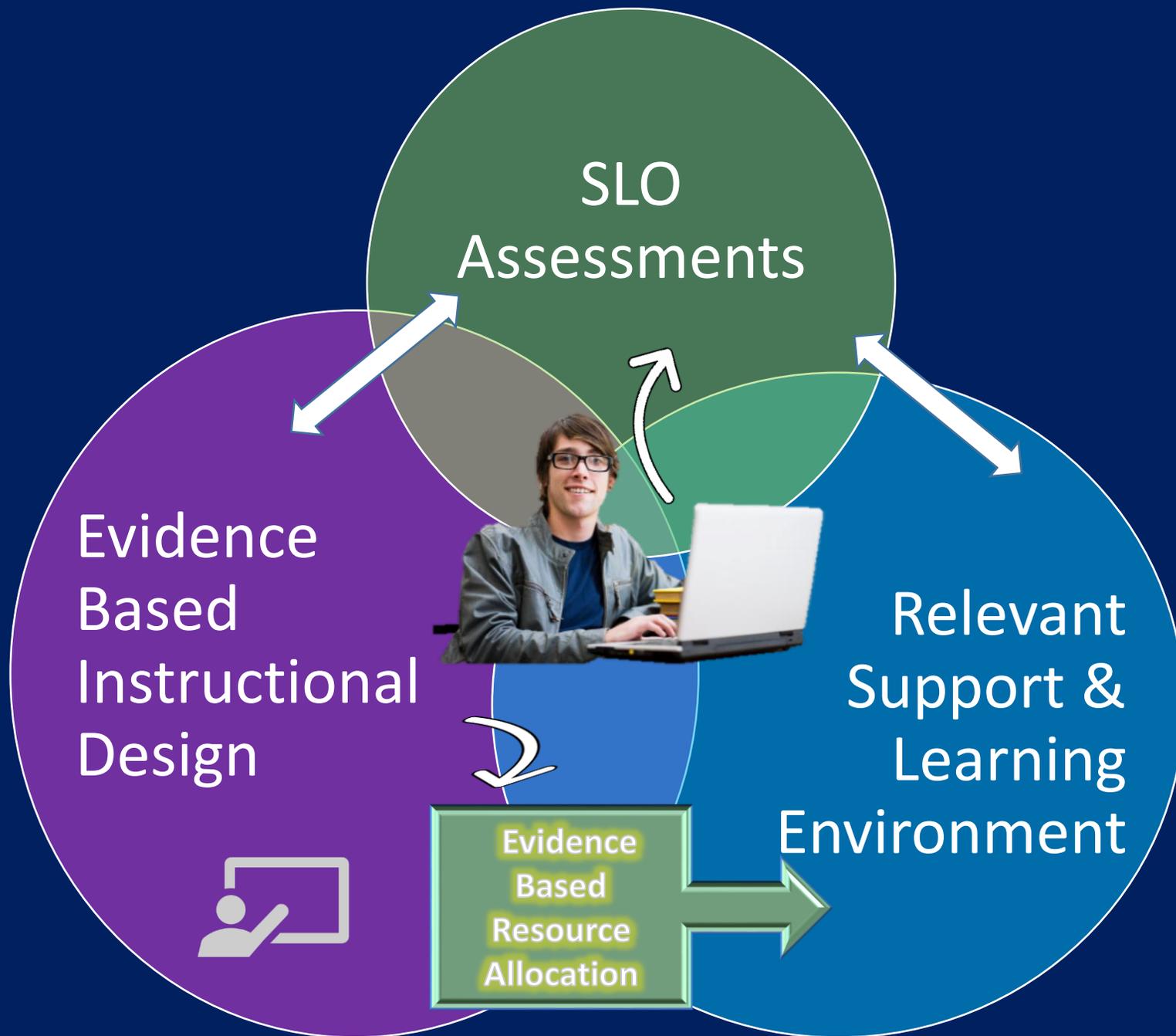


So ... how is all this
supposed to make
SLO work more
meaningful?

Student Learning Outcomes



Administrative & Institutional Infrastructure Outcomes



SLO
Assessments

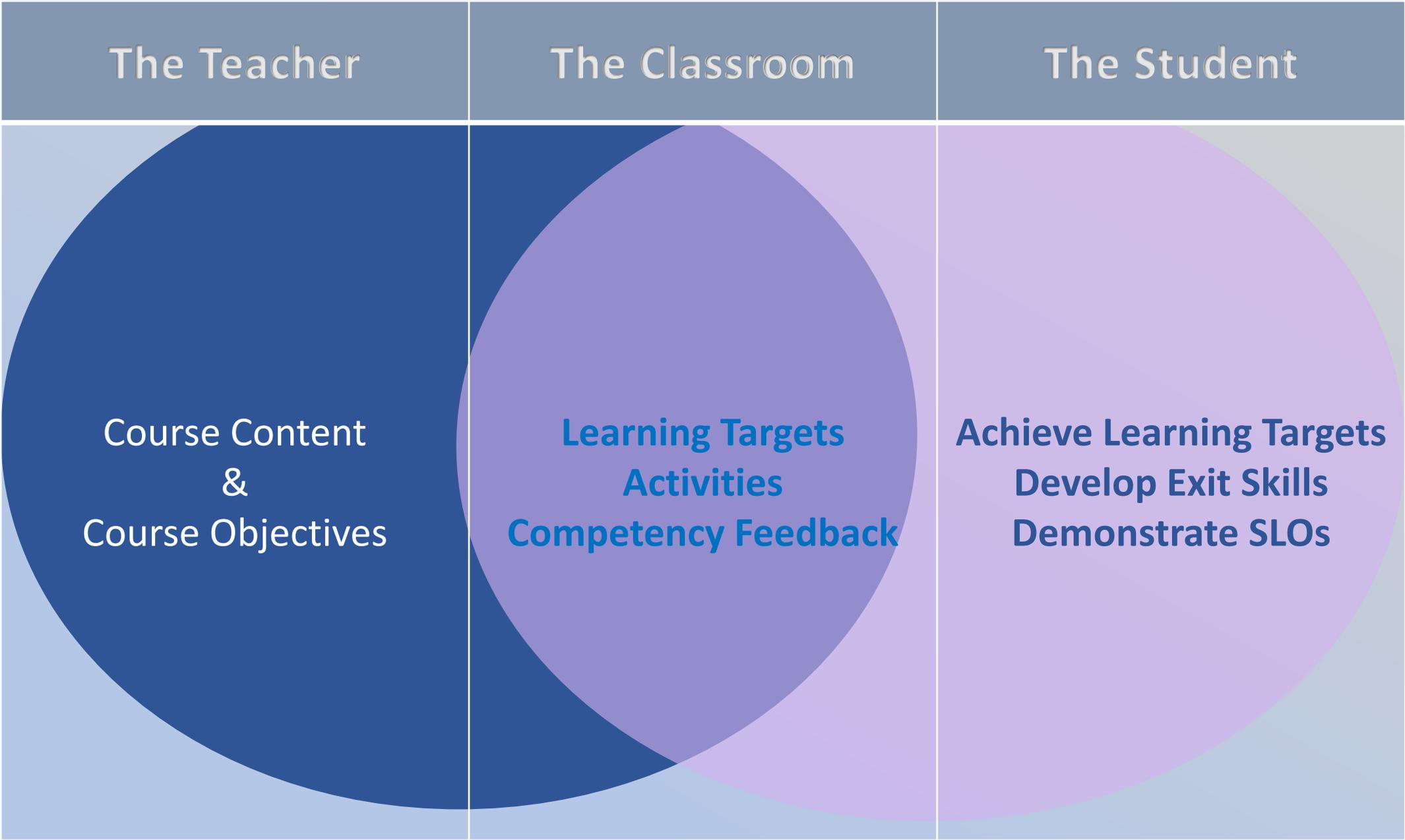
Evidence
Based
Instructional
Design



Relevant
Support &
Learning
Environment



Evidence
Based
Resource
Allocation



The Teacher

The Classroom

The Student

Course Content
&
Course Objectives

Learning Targets
Activities
Competency Feedback

Achieve Learning Targets
Develop Exit Skills
Demonstrate SLOs

Consider this schema...

COURSE CONTENT	LEARNING SOURCES	LEARNING PROCESS	LEARNING OUTCOMES	SUCCESS-DATA
<p><u>Course Objectives:</u></p> <ul style="list-style-type: none"> Objectives define course content. Objectives guide the teacher in selecting methods, materials, and activities that will facilitate students' acquisition of the course content. <p><u>Exit Skills</u></p> <p>Mental and actual tools successful students will be able to apply</p>	<p><u>Learning Targets</u></p> <ul style="list-style-type: none"> The knowledge, skills and habits of mind students know they are trying to master <p><u>Lessons</u></p> <ul style="list-style-type: none"> Lecture Text Activities Homework Research Experimentation Practice Explicit metacognitive skills instruction 	<p><u>Students</u></p> <ul style="list-style-type: none"> Know the learning targets Engage in lessons with attention to the learning targets Get feedback on progress through quizzes and tests Seek to improve Practice higher order skills such as analysis, integration, and evaluation Demonstrate ability to apply learning 	<p><u>Student Learning Outcomes</u></p> <ul style="list-style-type: none"> Statements that describe what successful students can do at the end of the course. Several Objectives and their component learning targets are integrated to meet an outcome. Students' products evidence acquisition of course content in measurable forms. 	<p><u>Assessment</u></p> <ul style="list-style-type: none"> Evaluation of student success Interpreted to identify patterns of strengths and challenges in teaching and learning Applied to improve course, methods, materials, and/or learning activities Integrated with other course-level data to inform Program Review

COURSE CONTENT

objectives

Learning Target

Learning Target

Learning Target

Exit Skills

objectives

Learning Target

Learning Target

Learning Target

Exit Skills

objectives

Learning Target

Learning Target

Learning Target

Exit Skills

Student Learning Outcome

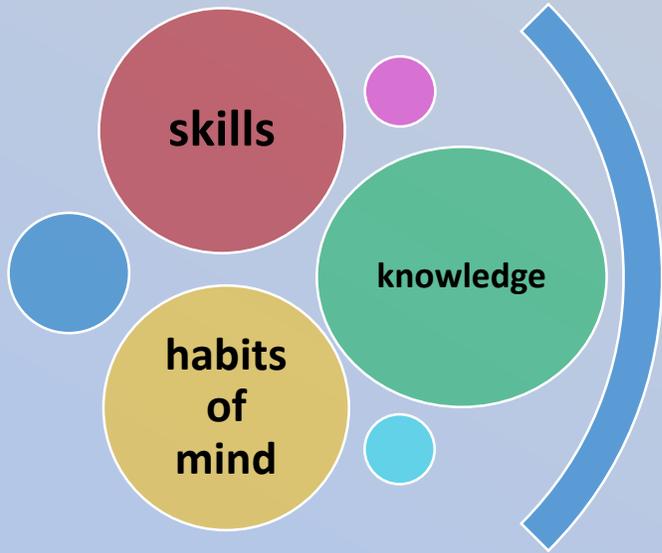
Activity 3:

Define these terms:

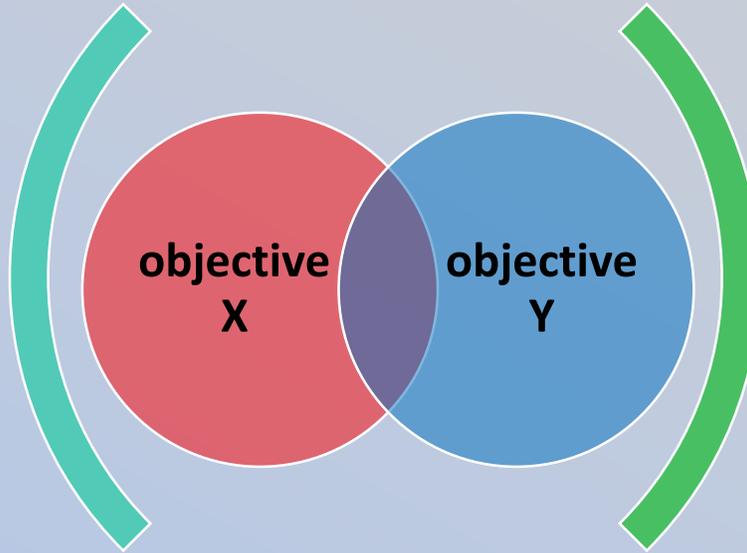
“Course Objective”

“Learning Target”

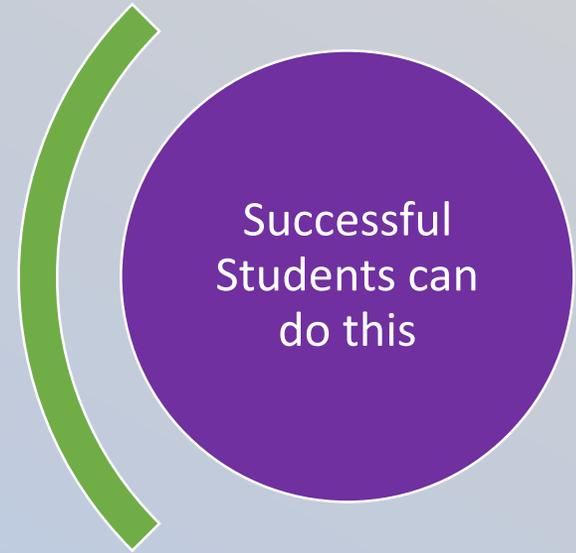
“Student Learning Outcome”



Learning Targets derived from course objectives



Course Objectives leading to a Student Learning Outcome



Student Learning Outcome

Course Objectives

- Determine course content
- Are addressed when we design or select the materials, activities and tasks that constitute opportunities for students to learn the course content.

For example:

Objective: Students will learn to write complex sentences.

Learning Targets

Discrete elements of knowledge, skills, and habits of mind that combine to enable one to demonstrate an outcome.

(students are often expected to have competence in certain learning targets BEFORE undertaking the course, but it is a good idea to identify the targets and identify which of them need more attention...not just review)

For example:

Objective: Students will learn to write complex sentences.

Learning Targets:

- Know and use phrase and clause structures
- Write a complete idea into one clause
- Add information to sentence constituents
- Use relative and reduced clauses to modify words and phrases in sentences
- Understand and use logical connectors
- Understand and use anaphora (pronouns)
- Punctuation conventions for complex sentences

Student Learning Outcome

What a student is
able to do because
s/he passed this
course

Student Learning Outcome:

Write a 500-word academic essay that effectively develops a thesis, employs rhetorical forms appropriate to the writer's purpose, and includes appropriately cited quotations.

Objectives:

- **The writing process**
- **Rhetorical forms and paragraph structures**
- **Logic and fallacies**
- **Write simple, compound, and complex sentences**
- **MLA citation**
- **Paraphrasing**
- **Sentence variety**

LEARNING TARGETS

- Know and use phrase and clause structures
- Write a complete idea into one clause
- Add information to sentence constituents
- Use relative and reduced clauses to modify words and phrases in sentences
- Understand and use logical connectors
- Understand and use anaphora (pronouns)
- Punctuation conventions for complex sentences

Students apply what they've learned to demonstrate a course SLO

Objective

A LEARNING TARGETS

- Understand:
- Know:
- Apply
- Perform:
- Solve:
- Find:
- Analyze:
- Etc...

Objective

B LEARNING TARGETS

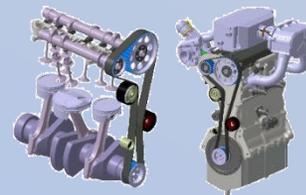
- Understand:
- Know:
- Apply
- Perform:
- Solve:
- Find:
- Analyze:
- Etc...

Objective

C LEARNING TARGETS

- Understand:
- Know:
- Apply
- Perform:
- Solve:
- Find:
- Analyze:
- Etc...

Learning Opportunities for Students



PRACTICE
makes
PROGRESS,
NOT
PERFECT.

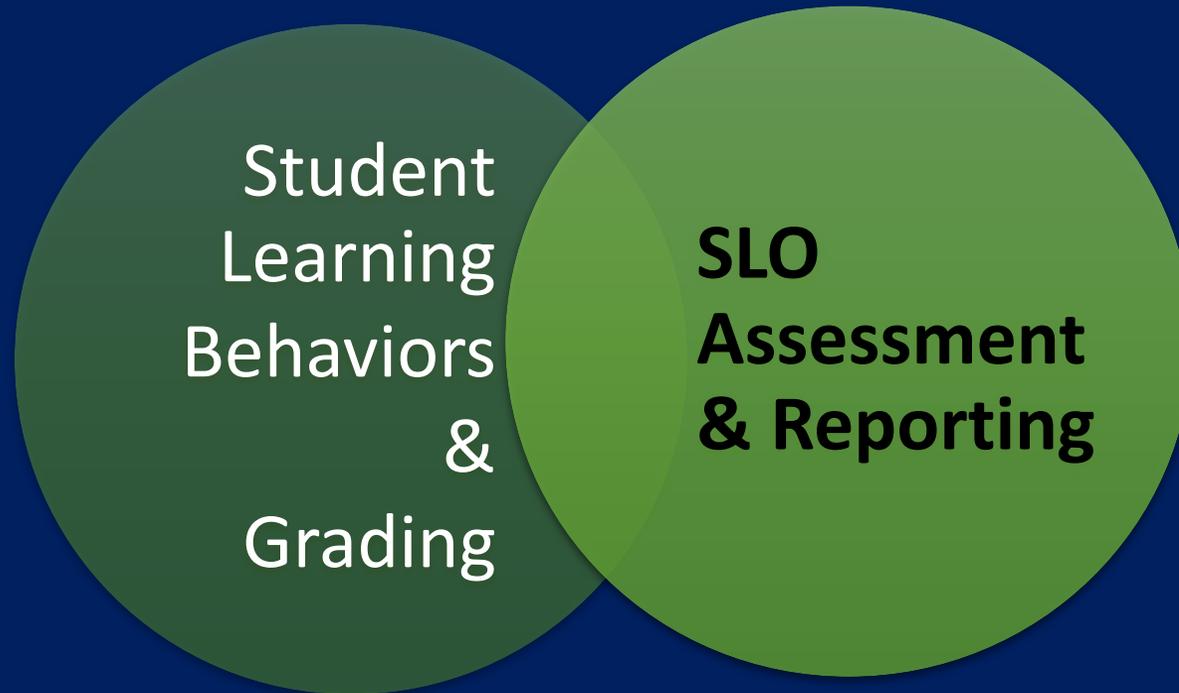


Activity 4:

Deconstruct one of your SLOs

Assessing Student Learning Outcomes

Current SLO Assessment Paradigm



5 courses x 150 students = 3,000 papers
+ meetings & SLO Assessments & Program Review

You've gotta be freakin' kidding me!



What we do for each course we teach:



Activity 5: Meaningful SLOs and Workload

SLO-Centric Instruction

Student Learning Outcomes

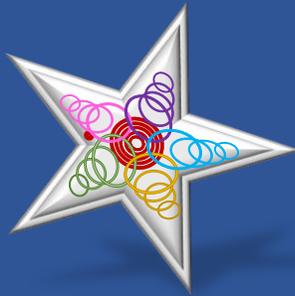
guide

student learning,

course content,

grading,

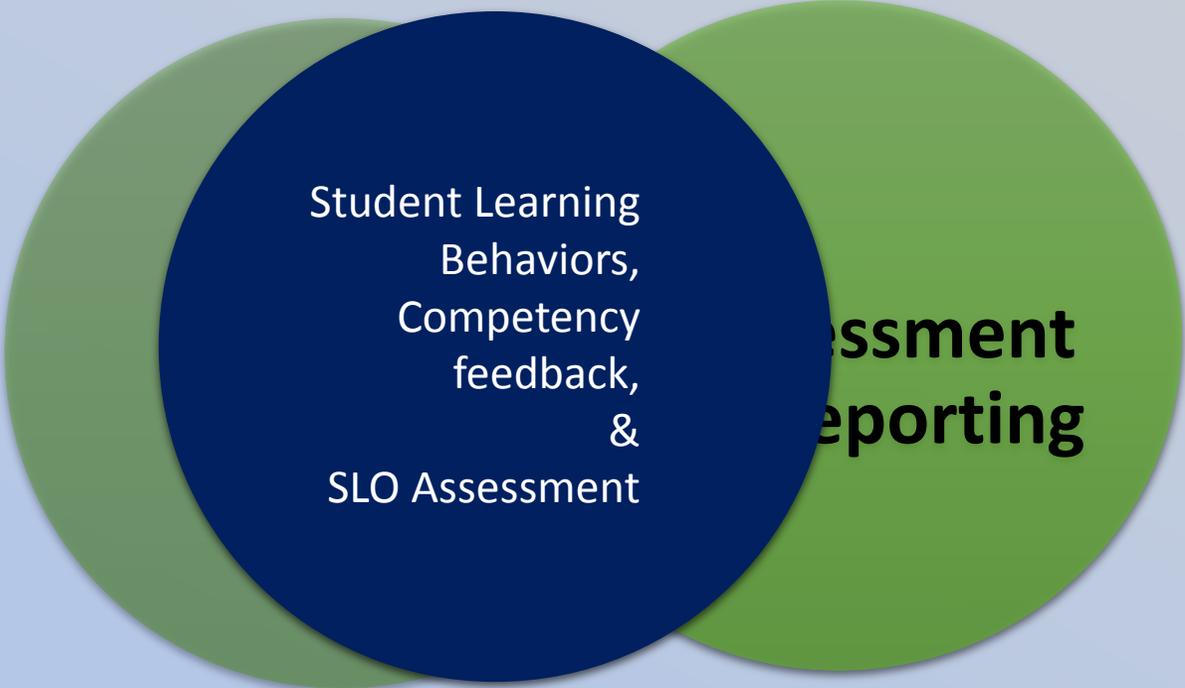
& robust outcomes assessment.



In SLO-Centric Instruction,

Student Learning Outcomes are “unpacked” to determine

- course content and lesson design
- materials and methodology selection
- channels for giving students feedback on their progress
- grading schemes that align course grades to outcomes achievement
- embedded outcomes assessment



Grades/Scores/Learning



What's going to be on the test?

Did you cover anything important yesterday?

How can I get an 'A' in this class?

I'll read the chapter after you tell us what it's about.

Another student who didn't read the syllabus...

Common Student Assumptions

- Learning happens at school.
- Learning means that teachers and books transfer knowledge to students.
- The primary avenue to successful learning is memorization.
- Answers to all questions can be found, fully formed, in the book.
- Grades come from the teacher.
- Good grades come from earning credit for doing assignments and taking tests.
- Bad grades come from not getting a total or average score equal to a stated NUMBER.

WHY?

Traditional grading encourages students to focus on **getting enough credit** to earn “a good grade.”

Does this look familiar?

Methods of Instruction

In-class work will include lecture, discussion, small group and pair work, and individual reading (both silently and aloud). Homework will include reading the assigned novel, making vocabulary journal entries, and doing assigned exercises from the text.

Methods of Evaluation

Students will be given a grade based on assignments, quizzes, and two major exams.

Grading

Participation	3%
Vocabulary Journals	15%
Quizzes	30%
Assignments	10%
Midterm	15%
Final Exam	27%

Title 5 division 6 section 55023

**“The course provides for
measurement of student
performance in terms of the
stated course objectives.”**

**“...culminates in a formal,
permanently recorded grade
based upon... ability to
demonstrate...proficiency...by
means of...skills demonstrations
by students.”**

“[Course] grades ...shall be averaged on the basis of the point equivalencies to determine a student's grade point average using only the following evaluative symbols...”

Symbol	Definition	Grade Point
A	Excellent	4
B	Good	3
C	Satisfactory	2
D	Less Than Satisfactory	1
F	Failing	0

Title 5 talks about averaging
course grades as a standard for
maintaining records of student
GPA --

Title 5 talks about awarding
course grades based on
demonstrated proficiency.

Math Example:

Student Learning Outcomes

Students will develop and advance their skills in each of the following:

1. Use mathematical operations (add/subtract/ multiply/divide) on real numbers (positive & negative integers, fractions, decimals, and square roots);
2. Apply rules for combining & simplifying algebraic expressions,
3. Solve single & multiple-step equations. Graphing solutions to linear equations.
4. Apply algebraic skills and critical thinking to solve problems.

Grading	Semester Grades
Exams 3 @ 20%	60%
Online Quizzes and Homework	8%
Pencil and Paper Assignments	8%
Final Exam	24%



Accounting Example:

GRADING POLICY

Your grades will be posted on the “Grades” page in Canvas on a regular basis. It is your responsibility to monitor your progress in the course. It is also your responsibility to drop the course if you decide you cannot complete it. If you do not drop the course, you will be awarded the grade you earned during the semester. Grades will be assigned based on points earned on assignments and assessments. A “C” grade (665 points or 70%) or better is required to pass this class.

Item	Total Points	% of Grade
Chapter Exams	500	53%
Comprehensive Final Exam	50	05%
Quizzes	150	16%
Homework Assignments	110	12%
LearnSmart Assignments	50	05%
Comprehensive Problems	90	09%
Total Possible Points	950	100%



SLO 1: APPLY ACCOUNTING CONCEPTS AND PRINCIPLES IN MAKING DECISIONS ABOUT BUSINESS OPERATIONS.

- Interpret financial statements of corporate entities.
- Use generally accepted accounting principles to develop and interpret financial information.
- Explain the importance of operating, investing and financing activities reported in the Statement of Cash Flows.
- Analyze and evaluate the use of accounting information for decision making by potential investors and creditors.
- Analyze financial statements and financial condition using solvency and profitability analysis based on historical and current data.

SLO 2: APPLY THE CONCEPTS AND PRINCIPLES UNDERLYING ACCOUNTING PROCEDURES.

- Explain the nature and purpose of generally accepted accounting principles (GAAP) and International Financial Reporting Principles (IFRS).
- Interpret the assumptions, concepts, and principles underlying generally accepted financial accounting procedures.
- Prepare financial statements following generally accepted accounting principles.
- Analyze the effect of financial transactions on the accounting equation.
- Apply generally accepted accounting principles in transactions related to cash and receivables, inventories, current liabilities and payroll, plant assets and intangible assets, stockholders' equity, and long-term liabilities.

SLO 3: ANALYZE, CLASSIFY, RECORD, AND INTERPRET FINANCIAL INFORMATION.

- Analyze and record business transactions following generally accepted accounting principles.
- Prepare end-of-period entries to adjust and close accounts following generally accepted accounting principles.
- Use special journals and subsidiary ledgers to record entries.
- Complete all phases of the accounting cycle from transaction analysis through financial statement preparation

SLO 4: IDENTIFY THE ETHICAL IMPLICATIONS INHERENT IN FINANCIAL ACCOUNTING AND REPORTING AND BE ABLE TO APPLY STRATEGIES FOR ADDRESSING THEM.



Begin with the Course SLO's

- Consciously design or select assignments that have relevance toward building or demonstrating SLO attainment.
- Align all materials and course activities to the SLO's
- Plan assessments and create rubrics to describe degrees of competency

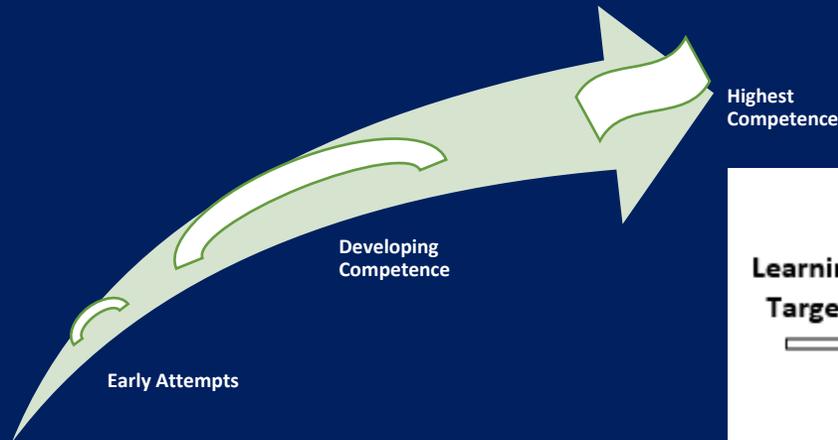
Learning opportunities explicitly linked to Learning Targets, Objectives, and SLOs



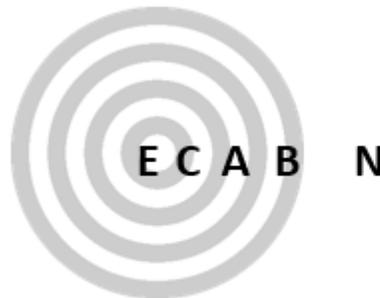
PRACTICE
makes
PROGRESS
NOT
PERFECT.



Rather than giving grades to assignments and tests, students receive feedback to help them monitor their progress toward meeting competency as they internalize and achieve Learning Targets and objectives required for each SLO.



Learning Target
→



Mark	Competence Level
E	Exceptional Competence
C	Competence
A	Adequate Competence
B	Basic Competence
N	No evidence that the student has made progress toward the learning target

Course Learning Targets

To successfully pass this class, students must show that they can:

- read English without translating
- recognize parts of speech from word forms and sentence structure
- recognize sentence parts and understand the effect of word order on meaning
- search for and use contextual clues to understand written English
- increase vocabulary through reading, not from assigned lists
- use context and grammar clues to understand word meanings
- recognize main ideas
- infer meaning by combining information from reading with previous knowledge
- identify implied ideas in readings from the text and the assigned novel
- locate topics and major supporting details of assigned readings
- discuss and write responses to readings
- answer comprehension and vocabulary-in-context questions about readings
- scan for and quickly locate specific information
- use an American English dictionary
- work collaboratively with students from other language backgrounds
- attend class regularly and meet schedule deadlines

Student Learning Outcomes	Instructional Activities	Assessments	% of Final Grade
SLO #1: EMPLOY "TOP-DOWN" COMPREHENSION STRATEGIES <ul style="list-style-type: none"> • use context clues and structural analysis as aids to understanding word meanings. • infer meaning through application of previous knowledge. • identify implied ideas in level appropriate texts. 	<ul style="list-style-type: none"> • Lecture • Textbook assignments • Extensive Reading Assignments 	<p style="text-align: center;">Quizzes</p>	<p style="text-align: center;">25%</p>
SLO #2: DEMONSTRATE EXPLICIT COMPREHENSION OF LEVEL-APPROPRIATE TEXTS <ul style="list-style-type: none"> • recognize main ideas in intermediate level reading passages. • locate topics and major supporting details of assigned readings. • discuss and write responses to ideas from both fiction and non-fiction readings. • answer literal comprehension and vocabulary-in-context questions after assigned readings. 	<ul style="list-style-type: none"> • Lecture • Textbook assignments • Reading: <u>A Long Walk to Water</u> 	<p style="text-align: center;">Quizzes Worksheets on A Long Walk to Water</p>	<p style="text-align: center;">20%</p>
SLO #3: DISTINGUISH THE MEANINGS CONVEYED BY FUNDAMENTAL ENGLISH GRAMMAR STRUCTURES <ul style="list-style-type: none"> • recognize parts of speech from word forms and sentence structure. • analyze sentences for their component parts and recognize the effect of word order on meaning. 	<ul style="list-style-type: none"> • Lecture • In-class practice • Textbook assignments • Word Web Journal 	<p style="text-align: center;">Sentence Journal Quiz</p>	<p style="text-align: center;">25%</p>
SLO #4: DEMONSTRATE ABILITY TO READ LEVEL-APPROPRIATE TEXTS ALOUD <ul style="list-style-type: none"> • use phonetic skills to attack and pronounce unfamiliar words. 	<ul style="list-style-type: none"> • Lecture • In-class practice 	<p style="text-align: center;">Teacher Observation</p>	<p style="text-align: center;">05%</p>
SLO #5: DEMONSTRATE ABILITY TO READ AND UNDERSTAND EXTENDED WORKS OF LEVEL-APPROPRIATE FICTION <ul style="list-style-type: none"> • increase vocabulary through reading. • search for contextual clues to meaning. • employ basic strategies to increase reading speed. • employ rudimentary scanning techniques to locate specific textual information. 	<ul style="list-style-type: none"> • A Long Walk to Water • "Reading Faster" exercises • Textbook assignments 	<p style="text-align: center;">Quiz Journal Student records of Reading Speed and Comprehension</p>	<p style="text-align: center;">15%</p>
SLO #6: BE AN AUTONOMOUS LEARNER <ul style="list-style-type: none"> • use an American English dictionary effectively in lieu of reliance on a translating dictionary 	<ul style="list-style-type: none"> • Lecture • Textbook assignments 	<p style="text-align: center;">Quiz</p>	
SLO #7: DEMONSTRATE APPROPRIATE PARTICIPATION BEHAVIORS IN SMALL AND LARGE GROUP ACTIVITIES.	<ul style="list-style-type: none"> • Classroom participation 	<p style="text-align: center;">Teacher Observation</p>	<p style="text-align: center;">10%</p>
SLO #8: EMPLOY TIME MANAGEMENT STRATEGIES TO COMPLETE OUT-OF-CLASS ASSIGNMENTS ACCORDING TO A GIVEN SCHEDULE	<ul style="list-style-type: none"> • Scheduled due dates • Unscheduled Progress Checks 	<p style="text-align: center;">Timeliness of Homework Completion</p>	

☰ ▾ SLO#2: Explicit Comprehension

20% of Total



☰	 <u>Read, Understand, Remember #1</u> Due Jan 17 at 11:59pm 100 pts	 
☰	 <u>Read and Answer</u> 100 pts	 
☰	 <u>Vocabulary Quiz --Textbook Part 3 -- Unit One</u> 100 pts	 
☰	 <u>Vocabulary Quiz - Textbook Part 3--Unit 2</u> 100 pts	 
☰	 <u>Vocabulary Quiz -- Textbook Part 3 --Unit 3</u> 100 pts	 
☰	 <u>Vocabulary Quiz -- Part 3---Units 4 and 5</u> 100 pts	 
☰	 <u>What do you know about paragraphs?</u> 100 pts	 
☰	 <u>Outlines and Paragraph Rules</u>	 
☰	 <u>Practice Making an outline.</u> 100 pts	 
☰	 <u>Timed Reading #1</u> 105 pts	 
☰	 <u>Timed Reading #2</u> 105 pts	 

Timed Reading Comprehension (2)



Criteria	Ratings					Pts
<p>Responses were thoughtfully selected</p> <p><i>successful students' mistakes were related to the context or the grammar of the question</i></p>	<p>50.0 pts E</p> <p><i>Excellent: the student shows outstanding control of this ability</i></p>	<p>42.0 pts C</p> <p><i>Clear Competence: the student is in control of this skill and is accurate most of the time</i></p>	<p>36.0 pts A</p> <p><i>Adequate Competence: Although there is room for improvement, student is working at a satisfactory skill level</i></p>	<p>32.0 pts B</p> <p><i>Basic Competence: This ability is developing, but is not yet satisfactory</i></p>	<p>25.0 pts N</p> <p><i>No evidence of progress toward the learning target</i></p>	50.0 pts
<p>comprehension and retention</p> <p><i>successful students answer all or most of the questions about the reading correctly</i></p>	<p>50.0 pts E</p> <p><i>Excellent: the student shows outstanding control of this ability</i></p>	<p>42.0 pts C</p> <p><i>Clear Competence: the student is in control of this skill and is accurate most of the time</i></p>	<p>36.0 pts A</p> <p><i>Adequate Competence: Although there is room for improvement, student is working at a satisfactory skill level</i></p>	<p>32.0 pts B</p> <p><i>Basic Competence: This ability is developing, but is not yet satisfactory</i></p>	<p>25.0 pts N</p> <p><i>No evidence of progress toward the learning target</i></p>	50.0 pts
<p>🎯 SLO #2: DEMONSTRATE EXPLICIT COMPREHENSION OF LEVEL-APPROPRIATE TEXTS</p> <p>view longer description threshold: 3.0 pts</p>	<p>5.0 pts E (Excellent)</p>	<p>4.0 pts C (Competence)</p>	<p>3.0 pts A (Adequate Competence)</p>	<p>2.0 pts B (Basic Competence)</p>	<p>1.0 pts N (No evidence of progress toward the learning target)</p>	5.0 pts

Total Points: 105.0

