Agenda

• Characteristics of good Student Learning Outcomes (SLO’s)
  – Examples of:
    • Effective
    • Acceptable
    • Un-measurable

• Building a solid curriculum map
Workshop Outcomes

• To write at least 3 measureable, practical, and meaningful program-level outcomes
• To create, or revise a draft curriculum map for your program of study
• To bring these materials back to your colleagues to continue this work
Student Learning Outcomes

• Help students, parents, and faculty alike to identify what they will learn, and what they will be able to do
• Shift focus from “what’s delivered” to “what’s learned”
• Address the central parts of the curriculum
• Create a cohesive curriculum that delineates how each learning opportunity contributes towards overall goals
• Help faculty design, and re-design courses, curriculum, and programs
Characteristics of Good SLO’s

Focus on the student

Students can compare and contrast major theories of human cognition

Use observable “action” verbs

Include a learning statement that describes an important outcome

Describe the ways in which students may demonstrate competency in individual and group-based assignments

Describe the level of proficiency desired

at a proficient level.
Examples and non-examples

• Exemplar
  – Students use statistical software to make accurate financial predictions from a variety of real-world data sources at the level of a beginning analyst.

• Acceptable
  – Students can use SPSS to make accurate predictions using multiple types of data.

• Non-example
  – This course will cover the use of statistical software to predict financial trends.
More Examples and non-examples

• Exemplar
  – Students compare and contrast historical events from the perspectives of multiple stakeholders through written, oral, and quantitative representations at a proficient level or above.

• Acceptable
  – Students can compare and contrast historical events from the perspectives of multiple stakeholders.

• Non-example
  – The roles of non-majority perspectives including women and non-whites will be addressed.
The language of good SLO’s use active verbs

<table>
<thead>
<tr>
<th>Cognitive Complexity</th>
<th>Action Verbs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge</td>
<td>cite, define, describe, identify, indicate, indicate, list, select</td>
</tr>
<tr>
<td>Comprehension</td>
<td>arrange, classify, convert, describe</td>
</tr>
<tr>
<td>Application</td>
<td>apply, change, compute, construct</td>
</tr>
<tr>
<td>Analysis</td>
<td>break down, calculate, contrast, solve</td>
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<tr>
<td>Evaluation</td>
<td>predict, explain, justify, interpret</td>
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</table>
Program SLO checklist

• Focus on student performance
• State what the student will do, through what kinds of demonstrations, and at what level
• Reflect the important knowledge, skills, and understandings of your discipline
• Are collaboratively determined and adopted
• Are reflected in the learning opportunities in your program (i.e., they are in the curriculum map)
• Incorporate professional standards and/or learning outcome statements from your discipline.
Your turn.

• Using the Google Doc shared with you (Click on the tab associated with your group number)
  – Consider the learning outcomes listed in the document.
  – Re-write these outcomes to better reflect what it is that students need to know and be able to do. Try to include how they will show this and at what level you expect them to demonstrate it.
  – Share SLO’s from your program (or a course) that could be improved
  – In the time provided (20 minutes), try to re-work two or three SLO’s from your program/course.
Report out

• What outcomes did you write?
• Why did you make the changes you did?
• What reflections do you have about the revisions you made to your own learning outcomes.
Measuring your outcomes

• Consider one of the SLO’s you wrote
  – In what course(s) is it taught?
  – Are there other learning opportunities where students demonstrate this outcome?
  – What are the best opportunities to observe students’ achievement of this outcome?
So, where will we measure these outcomes?

- What are the learning opportunities in your program? Hint, these are not courses...

<table>
<thead>
<tr>
<th>Debating</th>
<th>Reading</th>
<th>Presenting</th>
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</thead>
<tbody>
<tr>
<td>Watching</td>
<td>Role-playing</td>
<td>Performing</td>
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<td>Describing</td>
<td>Researching</td>
<td>Doing</td>
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<td>Teaching</td>
<td>Listening</td>
<td>Engineering</td>
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<td>Writing</td>
<td>Creating</td>
<td>Designing</td>
</tr>
</tbody>
</table>

Courses are containers for learning opportunities.
Curriculum Mapping

- Curriculum maps show where specific outcomes will be introduced, reinforced, and assessed
- Aligns learning opportunities with SLO’s
- Reveals potential gaps in the curriculum
- Makes students learning progressions more explicit
- Helps in the design of the assessment plan
- Increases program consistency
### Characteristics of a (pretty good) Curriculum Map

<table>
<thead>
<tr>
<th>Courses</th>
<th>Program Outcome 1</th>
<th>Program Outcome 2</th>
<th>Program Outcome 3</th>
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</thead>
<tbody>
<tr>
<td>CRN 100</td>
<td>I</td>
<td>I</td>
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</tr>
<tr>
<td>CRN 102</td>
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<tr>
<td>CRN 205</td>
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<td>CRN 208</td>
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<td>CRN 490</td>
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<tr>
<td>CRN 498</td>
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</tbody>
</table>

I = Introduced  
R = Reinforced  
M = Mastered  
A = Assessed
### Characteristics of a (not-so-good) Curriculum Map

<table>
<thead>
<tr>
<th>Courses</th>
<th>Program Outcome 1</th>
<th>Program Outcome 2</th>
<th>Program Outcome 3</th>
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</thead>
<tbody>
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<td>CRN 100</td>
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<td>I</td>
<td></td>
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<td>CRN 102</td>
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<tr>
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<td>CRN 208</td>
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<td>R</td>
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<tr>
<td>CRN 350</td>
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<td>M</td>
<td>I</td>
</tr>
<tr>
<td>CRN 490</td>
<td>M</td>
<td>A</td>
<td>R</td>
</tr>
<tr>
<td>CRN 498</td>
<td>A</td>
<td></td>
<td>A</td>
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</tbody>
</table>

I = Introduced  
R = Reinforced  
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<tr>
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<th>Program Outcome 2</th>
<th>Program Outcome 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRN 100</td>
<td>I (Persuasive essay)</td>
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<tr>
<td>CRN 102</td>
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<td>I (Exam questions)</td>
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<tr>
<td>CRN 105</td>
<td></td>
<td></td>
<td>I (Poster presentation)</td>
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<tr>
<td>CRN 205</td>
<td>R (Essay exam)</td>
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<tr>
<td>CRN 208</td>
<td></td>
<td>R (Paper abstract)</td>
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<tr>
<td>CRN 350</td>
<td></td>
<td></td>
<td>R (Course portfolio)</td>
</tr>
<tr>
<td>CRN 490</td>
<td>M (Internship observation)</td>
<td>M (Case study)</td>
<td>M (Case study)</td>
</tr>
<tr>
<td>CRN 498</td>
<td>A (Capstone)</td>
<td>A (Capstone)</td>
<td>A (Capstone)</td>
</tr>
</tbody>
</table>
Curriculum Mapping: First Steps

• Using the poster paper and sticky-notes (We will transfer your work to a spreadsheet), create a grid showing
  – your learning outcomes across the top, and;
  – your courses down the left side
• Label each course as to whether it:
  – Introduces
  – Reinforces
  – Or shows Mastery of the SLO
• What assessment opportunities exist in those courses?
  – Label them
Take aways...

• SLO’s are most useful when they
  – Describe what students must show they know and are able to do
  – Specify the level of mastery required
  – Are measurable
  – Are important

• Your curriculum map should
  – Show student learning progression
  – Show alignment across courses
  – Not have “gaps” or un-needed redundancy
Wrapping up

• What information/resources are you missing?
• How can your program proceed?
• What specific help can we provide?

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References

• Certain materials in this presentation were adapted from professional development sessions provided by the University of Hawaii Assessment Office: http://manoa.hawaii.edu/assessment/