



# How to Make SLOs Meaningful

Flex Day, January 2019

What are we measuring?

Don't we already do this with grades?

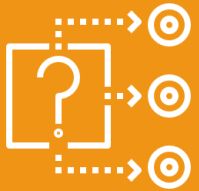
Why do we have to "add something?"

## SLOs are Viewed as a Problem!

I have no idea how to make SLOs

This is all "checking a box!"

We can just make stuff up, right?







# Course Objectives vs Learning Outcomes



Eating on a Dime.com

Imagine a class called  
“Lasagne 101”

The objectives in the class are learning about each part: the sauce, the cheese, the meat, the condiments, the pan.





# Course Objectives vs Learning Outcomes



Imagine a class called  
“Lasagne 101”

The learning outcomes are

1. Showing the student *knows* how to put together lasagne.
2. Demonstrating the *ability* to make the lasagne.

Outcomes are a layer of abstraction  
*above* the course objectives.

## Course Objectives

“Nuts and Bolts” of Learning in a Class

## Institutional Learning Outcomes

Things a student will know or be able to do when finished at an institution.



## Course Learning Outcomes

Things a student will know or be able to do when finished with a class.

## Program Learning Outcomes

Things a student will know or be able to do when finished with a particular program, degree or certificate

# The “Wheel” of Assessment





## Sociology M15 - Intro to Criminology

- 1. Sample Course Objectives:** i) Analyze how race, gender, sexual orientation, age and class affect arrest, charging, and sentencing. ii) Define and identify the types of crime and the people who commit them.
- 2. Sample Course Learning Outcome:** Students will be able to identify issues of class, race and gender in how they relate to crime and law enforcement.
- 3. Measurement:** In a short, two paragraph essay, using material learned during the semester, explain how issues of social class relate to the *kinds of crime* that people will commit, and *how* the criminal justice system will treat people differently based on their perceived social class.
- 4.** Use a rubric, created by the department, to “grade” this on a 10 point scale. 7+ means the desired threshold was reached for that student.

**SLOs and Measurements flow from Course Objectives**



## What should the student know or be able to do?

- When all the parts (objectives) are put together, what should the student know, or what should the student be able to do with this knowledge?

## How would this be measured?

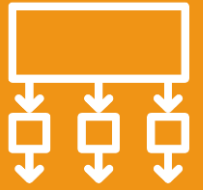
- Objective or subjective means?
- An assignment already given in the class works well.
- Something attached to an exam also
- Whatever the department thinks is the best method of measurement.

## What is to be done with the results?

- The most important part of SLO assessment is *dialog in the department*.
- Collection is to determine best practices in a department, not “checking a box.”



# Don't try to reinvent the wheel with SLOs!



- CLOs should flow right out of the course objectives.



- Use Assignments and tests that are already being given.



- SLOs assessments can easily be connected to a grade being given in the class.



- Most important is *dialog!* What do these assessments tell us as a department of what we are doing well and what could be improved?





**SLO Assessment Need Not be Onerous!**

**Questions  
and  
Comments?**

The background of the slide is a solid orange color. On the left side, there is a cluster of several interlocking gears of various sizes, rendered in a lighter shade of orange. The gears are arranged in a way that they appear to be meshing together. The overall aesthetic is clean and professional.