Measuring Student Learning Outcomes (SLOs) in your courses by Lora Lane
Accreditation requires reporting of how well students meet SLOs.
You must assess your students and collect, report and analyze the data.
An assessment cycle of all course outcomes must be completed by 2012.

1. Plan Assessment
2. Assess
3. Review and Make Changes
You have limited classroom time and numerous other faculty obligations!
Just review, refine, and document what you already do in your class.
Get ready to assess
The assessment process depends on measurable SLOs.
It must say what the student will be able to do, not the class goals

1. To provide all students with the opportunity to become reliable citizens through their athletic experiences.

2. The students will have a cursory knowledge of the central core of the theater, plays, and playwrights, thus arousing an investigative curiosity.

3. The student will learn to work with a supervisor and other students.
Start your SLOs with action words from Blooms Taxonomy Domains.

- Solve
- Identify
- Design
- Demonstrate
- Explain
- Create
Are these are easily measurable?

1. Understand the evolution of the universe, the Earth, and life on earth.
2. Attain further proficiency in methods of mathematical analysis.
3. Compare the influence of the English novel upon the American novel.
4. Read significant literature written from early beginnings to the Renaissance.
5. Explain the basic functioning of our economy and thus find it easier to evaluate economic policies and legislation.
Choose an Assessment Method.
The action word must match the type of assessment you use.

- **Describe ≠ Multiple Choice**
- **Describe, Discuss, Summarize = Short answer**
- **Identify, Match, Define = Multiple Choice**
- **Design, Construct, Develop = Product**
Assessment is not limited to multiple choice exams
All instructors for all sections must use the same assessment tool.
Describe the assessment in the Assessment Form.

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Assessment forms with SLOs for each class are on the campus web site.
Click the link for your class to download the document to Word.
LA HARBOR COLLEGE
Student Learning Outcomes (SLOs) Assessment Report
Course Assessment

Division: Physical Education

Course Number and Name: Health 012 Safety Education and First Aid

Program Contact Person: ___________________________ Phone: ________________

Reviewed by: ________________, Academic Dean Date: ________________

Attach additional pages as necessary.

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Determine the Criteria for Success - the desired student performance level.

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Your experience is key - should 90% or 70% or even 50% get C’s or better?
If your students fall short, you will analyze why and plan improvements.
Save the completed form to your PC and email it to your division chair.

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Use of Results

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Attach additional pages as necessary.
Deliver the assessment and collect the results

#2 Assess SLOS
Give the assessment to students – don’t tell them it’s “special”
Use the assessment as part of your grading process
Don’t worry about whether the results make you look good.
Present it to the students in a consistent way.
You need a rubric to score written work, a performance or a project.
The scoring must be quantitative (numeric), not subjective.

Every student in every section must be scored with the same rubric
It’s a good idea to provide the rubric to the students also.
Collect the data and use it for change.

#3
Review and Make Changes
Score the work and gather the data from all class sections that semester.
All faculty members teaching the class should participate in scoring.
Report results in the Assessment Form

LA HARBOR COLLEGE
Student Learning Outcomes (SLOs) Assessment Report
Course Assessment

Division: Business

Discipline/Program: Computer Applications and Office Technology

Course Number and Name: CAOT 033 Records Management and Filing

Program Contact Person: Phone:

Reviewed by: Academic Dean

Date:

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Set up a meeting to interpret the data
Do a thorough examination of the results
Request relevant research data
Should the assessment method be modified?
Are there changes needed in the class, the division or the college?
Use the information to improve for the next cycle.
Justify needs for class sections, faculty hiring and vocational funding
Try new things in your classroom

Lectures make me sleepy
Describe what you need to do in the Assessment Form and do it!

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