

Learning Outcomes as Teaching Tools

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What is an SLO?

- Student Learning Outcomes, or SLO's, refer to two things: generally, to all learning outcomes on the academic side of the District (as distinct from SAO's, which refer to service areas like counselling or the library).
- SLO's also refer specifically to course outcomes. There are also program learning outcomes (PLOs), General Education Learning Outcomes (GELOs), and Institutional Learning Outcomes (ILOs).

Where Can I Find My SLOs?

- SLOs (for courses) are part of the official course outline of record, which you can search for on Curricunet.
- They can also be found in TracDat. If you don't have TracDat access, ask your Dean if you need it and they can put through a request.
- Course outcomes are also listed in the official course schedule, and on the outcomes assessment website: <http://www.cos.edu/Academics/OA>
- You can also find PLOs, GELOs, and ILOs at the OA website, and listed in the COS Catalog.

Outcomes Mapping

- Just as Topics → Objectives → Outcomes within a given course, learning outcomes also serve as a way to shape a student's path through a program and ultimately, through their time at COS.
- In this way, Course Outcomes → PLOs/GELOs - → ILOs
- The Outcomes and Assessment Committee oversees assessment at the Institutional level.



ILO Assessment

- **2015–2016: Communication**

Students will communicate coherently and effectively, orally and in writing, adjusting to a variety of audiences and purposes, while synthesizing their positions and ideas with the thinking and writing of others.

- **2016 –2017: Research and Decision Making**

Students will locate and evaluate information, including diverse perspectives, to make informed and ethical decisions.

- **2017 –2018: Civic Engagement**

Students, informed by their academic experience, will assume the responsibilities of citizenship.

- **2018 –2019: Critical Thinking/Problem Solving/Analysis**

Students will apply quantitative and qualitative reasoning skills to obtain solutions to problems or equations through the use of creative and analytical methods.

- **2019 –2020: Life/Interpersonal Skills**

Students will take responsibility for their own well-being through effective self-management practices, as well as developing respect for diverse practices of others.

Research & Decision Making

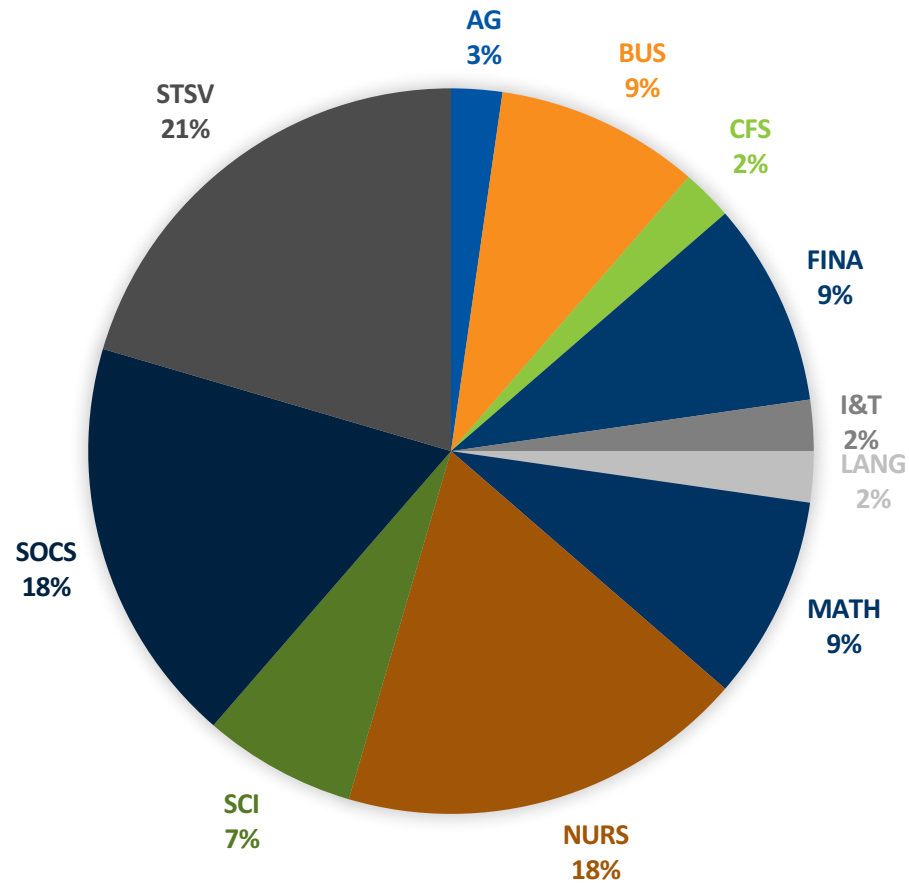
- In 2016 – 2017, the O&A Committee designed and conducted a two-part assessment of the Research & Decision Making ILO
 - We designed and included two survey items for each of the ILOs in the Student Support Services Survey. These items will be included in each survey, which is distributed to students triennially.
 - We solicited research work from a sample of students, and scored this work using a rubric designed & tested by the O&A committee.

Research & Decision Making

- Students invited to participate were selected using stratified sampling from a larger group containing all COS students who had completed 30+ units.
- Selected students were contacted via email and Canvas invite to submit work.
- Participants were asked to “Please submit a sample of your work completed here at COS that shows your ability to do research. Ideally, the sample you submit should show your ability to complete research and make decisions based on that research.”
- In total we received 48 samples from 44 students. Each was double-blind scored by trained faculty raters using the rubric developed by O&A committee.
- There were ~1900 respondents to the ILO items on the survey.

Research & Decision Making

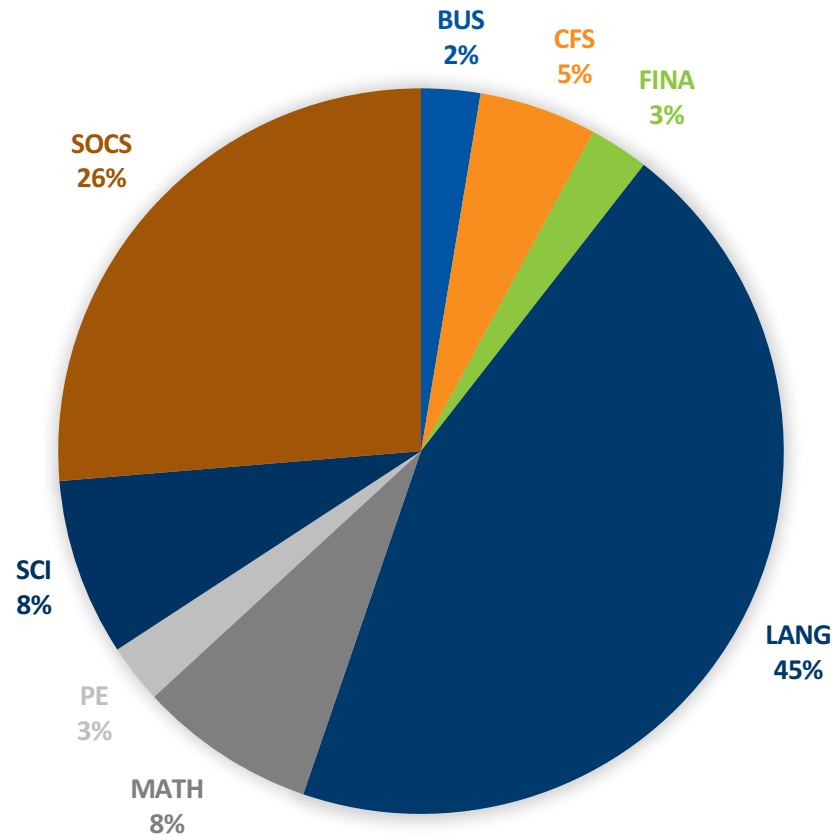
PARTICIPANTS BY DIVISION



N=44

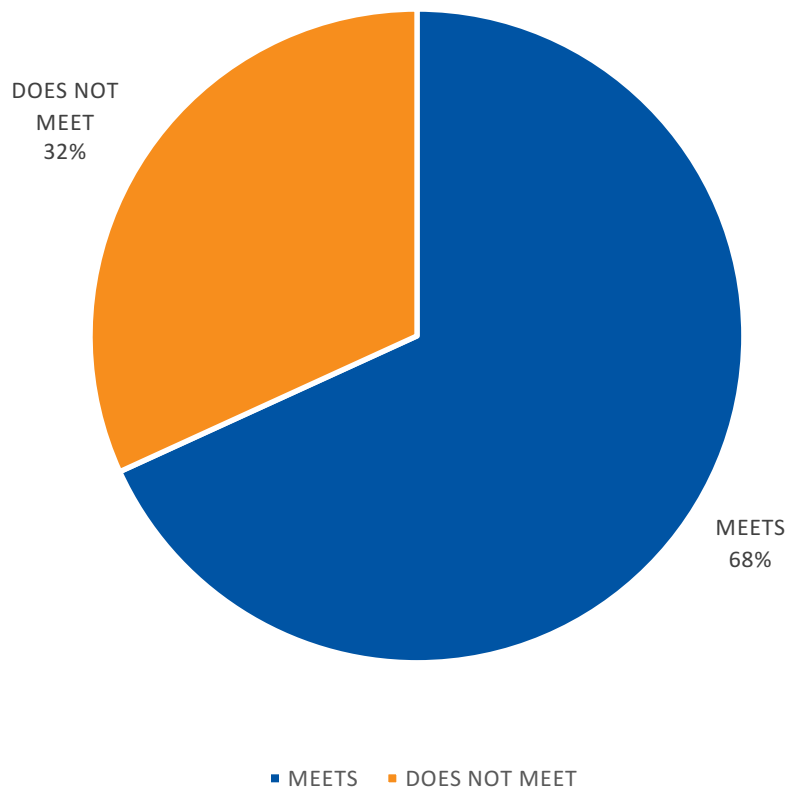
Research & Decision Making

WORK SUBMITTED BY DIVISION (EXCLUDING N/A)



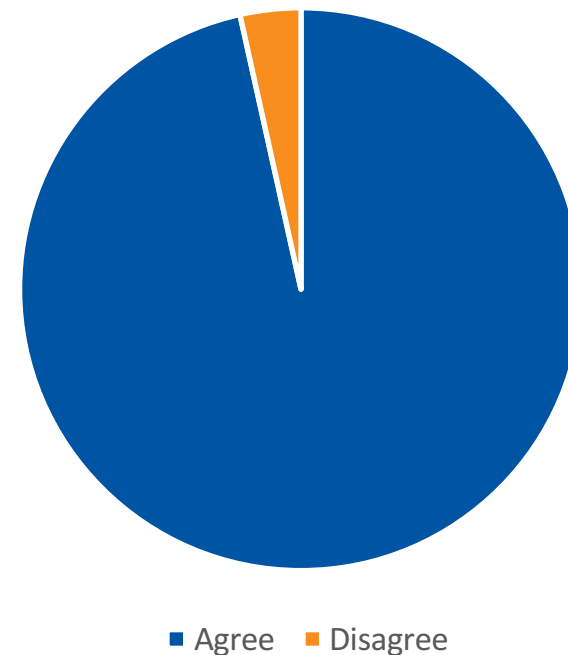
N=38

Overall Assessment Results*



*Where Meets = an average rubric score of 10 or higher (n = 44)

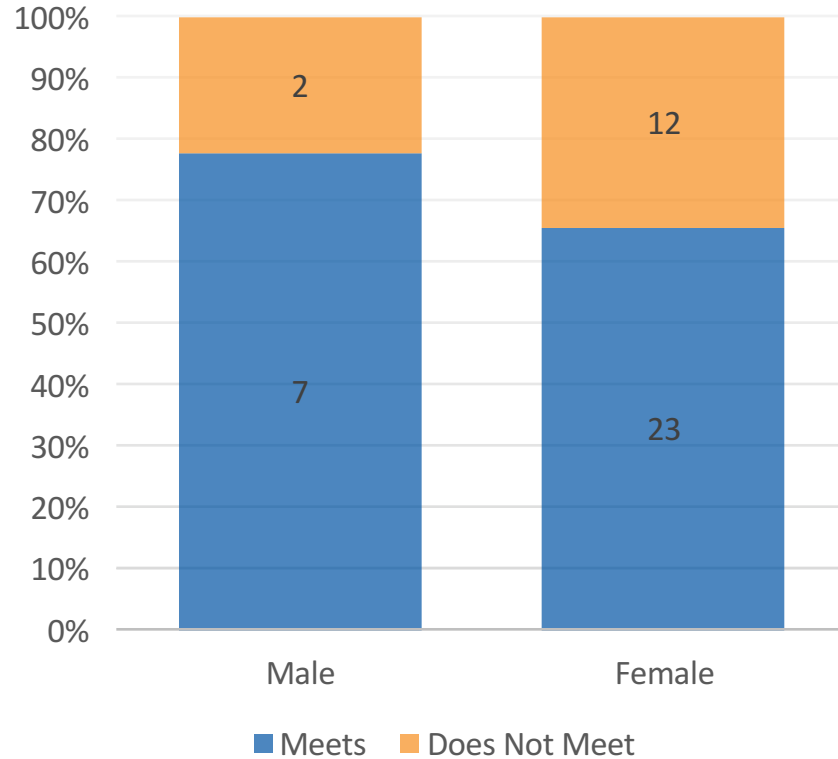
“I can use information from the research resources available at COS to complete my assignments.”



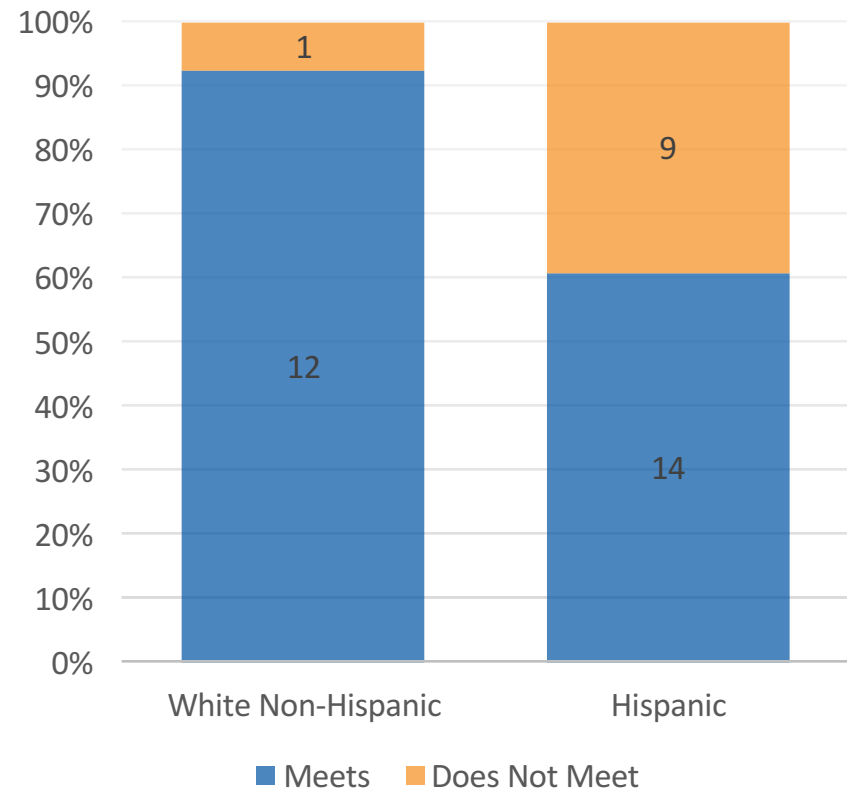
(n = 1,895)

Research & Decision Making

DIRECT ASSESSMENT RESULTS BY GENDER



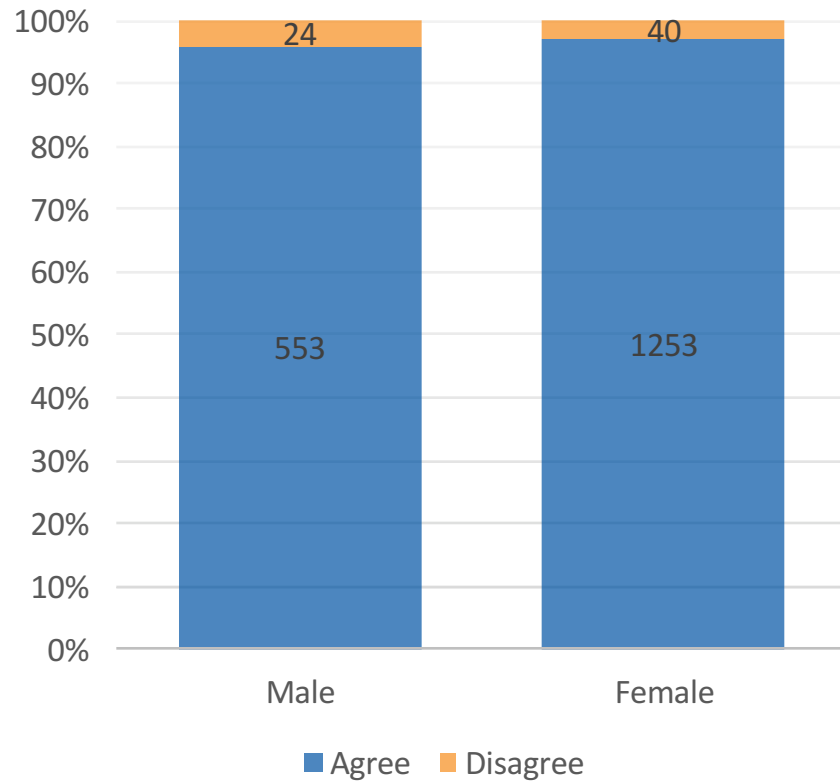
DIRECT ASSESSMENT RESULTS BY RACE/ETHNICITY



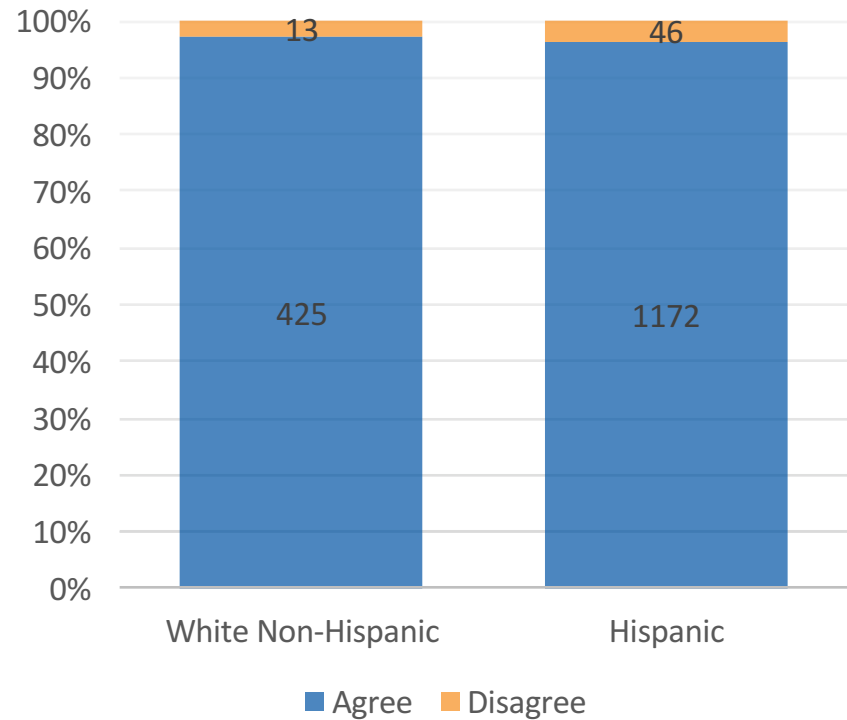
Research & Decision Making

I can use information from the research resources available at COS to complete my assignments.

SURVEY RESULTS BY GENDER



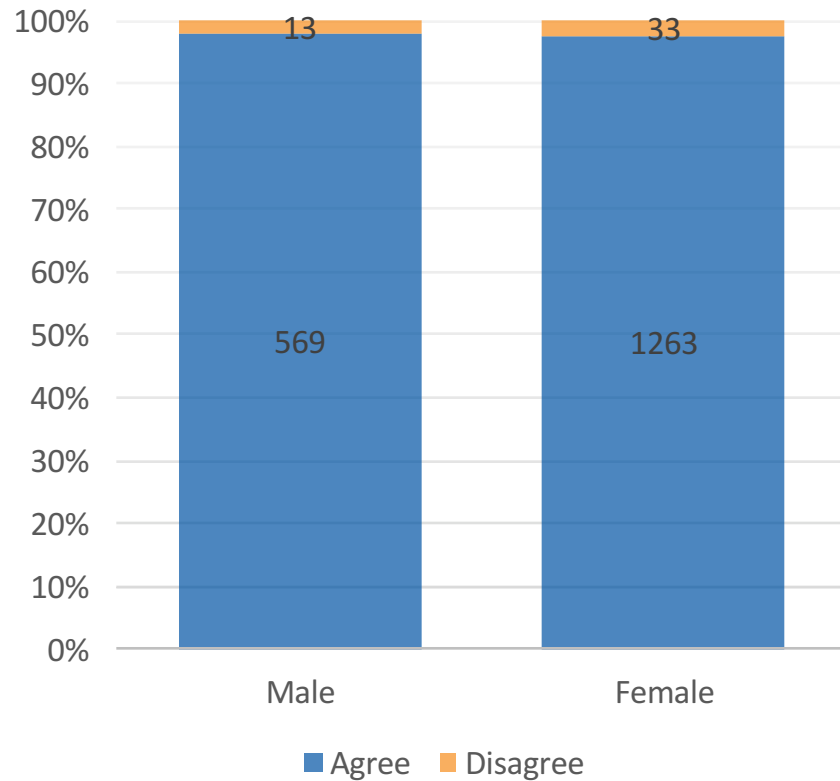
**SURVEY RESULTS BY RACE/
ETHNICITY**



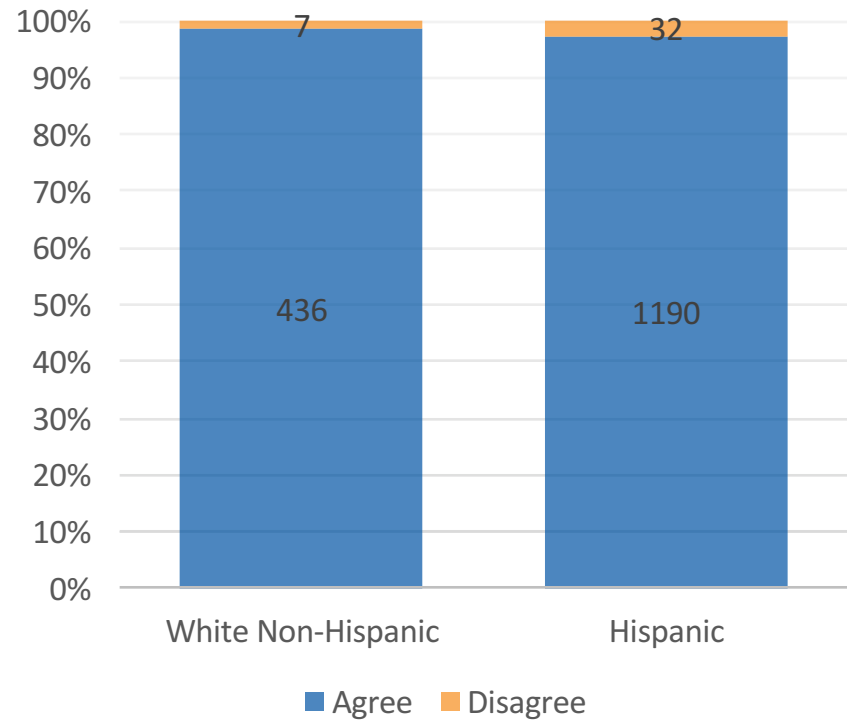
Research & Decision Making

I consider multiple perspectives when evaluating information.

SURVEY RESULTS BY GENDER

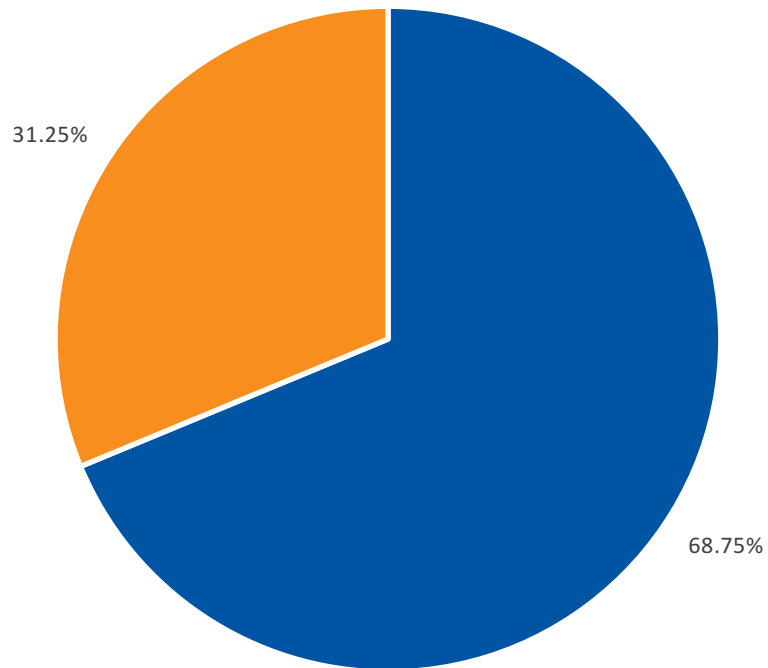


SURVEY RESULTS BY RACE/ETHNICITY



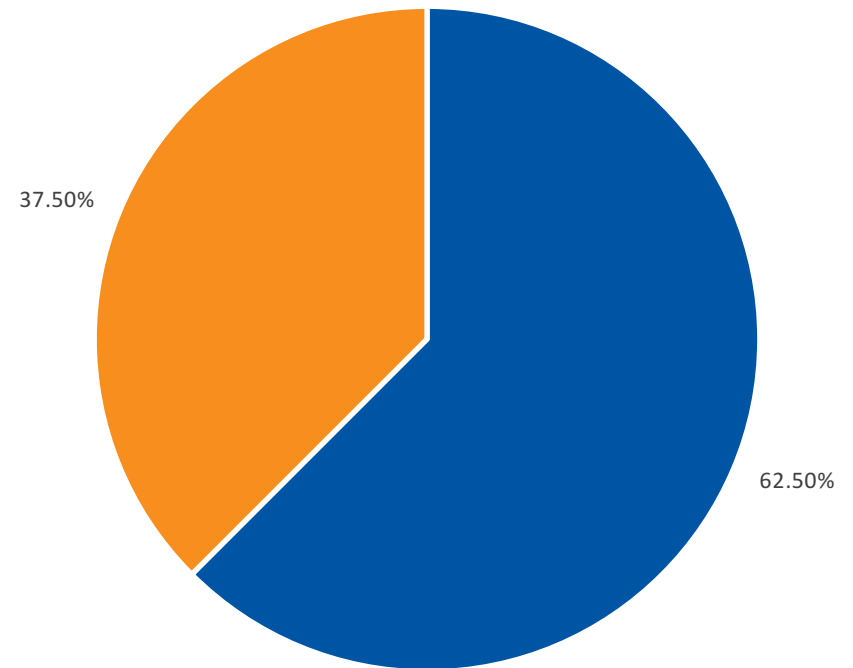
Research & Decision Making

Locate Information



■ MEETS ■ DOES NOT MEET

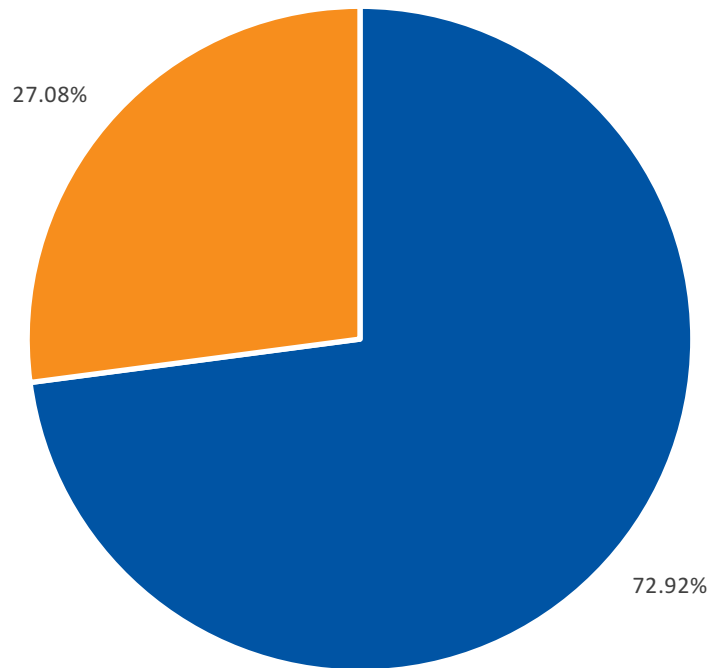
Evaluate Information



■ MEETS ■ DOES NOT MEET

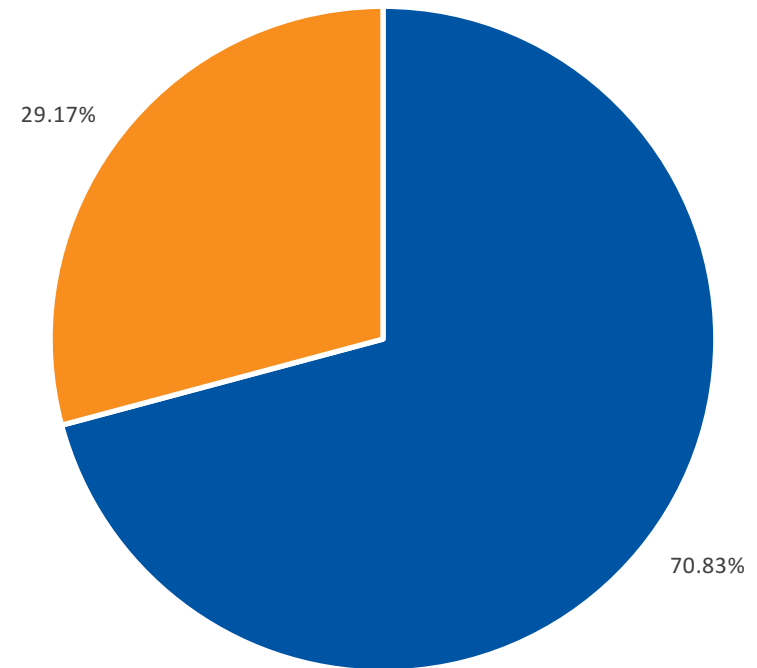
Research & Decision Making

Make Informed Decisions



■ MEETS ■ DOES NOT MEET

Make Ethical Decisions



■ MEETS ■ DOES NOT MEET

Pause for Discussion!

- What jumps out at you, as an instructor, about these results?
- What might you do in the classroom to improve students' awareness about what “counts” as research?
- What might you do in the classroom to improve students' ability to “do research”?
- What could COS do to make learning and doing research more equitable (think particularly about our female and Hispanic students)?

The Course Outline of Record

- The COR for your course is a blueprint—it has some requirements as well as recommendations.
- The COR will list: Topics, Objectives, and Outcomes.
 - Note: Local practice is that the most current course outcomes for any course are housed in TracDat. Check with your department to make sure the most current outcomes are listed on your syllabus.

Course Topics

- Topics are like the chapter headings in a textbook: They are primarily content-driven.
- A course organized around topics will then necessarily be focused on content-delivery.
 - Example: ENGR 001: Engineering Graphics
 1. The engineering design process
 2. Basic engineering drawing concepts
 3. Visualization skills
 4. Use of engineering/architect scales
 5. Multiview drawings
 6. Auxiliary Views

Course Objectives

- Objectives are like assignments. They focus on the activities students will complete in a course.
- A course organized around objectives will then necessarily be focused around in-class activities.
 - Example: ENGR 001: Engineering Graphics
 1. apply the rules of orthographic projection to create multiview drawings.
 2. create pictorial views from orthographic views of an object.
 3. use CAD software to create 2D engineering drawings, including working drawings and assembly drawings.
 4. use CAD software to create 3D models and assemblies.

Course Outcomes

- Outcomes are like exit skills. They focus on what students should know or be able to do once the course is complete.
- A course organized around outcomes will be focused on aggregate knowledge—on what students will be doing once the course is over.
 - Example: ENGR 001: Engineering Graphics
 1. Given a dimensioned pictorial drawing, students will be able to apply the rules of orthographic projection to create a multiview drawing.



An Outcomes Approach to Instruction

- In a course, topics → objectives → outcomes
- With an outcomes approach, all elements of the course (both content and assignments) should map to what students need to know at the end!
- This approach allows instructors to focus on what matters most: getting students *to* a goal, rather than getting them *through* the material.
- Thinking through your course in this way may also show what elements of a course outline would benefit from some revision—if something important is not reflected in these items, then the course outline should change! Have those conversations in your department.

Pause for Discussion!

- With a partner:
- Think of an outcome for one of the courses you teach that might map to the research ILO.
- What topics and objectives map to that ILO?
- How might you measure the outcome as part of these assignments?
 - Will you collect a single data point? Or can you record progress over time?

Tracking Outcomes in Canvas

Find Outcomes

- 📁 BUS 295
- 📁 CHLD 39
- 📁 CHLD 134
- 📁 ENGL 001
- 📁 ENGL 002
- 📁 ENGL 004
- 📁 ENGL 010
- 📁 ENGL 014
- 📁 ENGL 015
- 📁 ENGL 016
- 📁 ENGL 018
- 📁 ENGL 019
- 📁 ENGL 123
- 📁 ENGL 124
- 📁 ENGL 125
- 📁 ENGL 126
- 📁 ENGL 251
- 📁 ENGL 261
- 📁 ENGI 360

- 🎯 ENGL 001 #1
- 🎯 ENGL 001 #2
- 🎯 ENGL 001 #3

🎯 ENGL 001 #1

Students will locate, summarize, evaluate, and synthesize information from a variety of media sources and purposefully incorporate that information in their writing.

Exceeds Expectations	Meets Expectations	Does Not Meet Expectations	Total Points
5 Points	3 Points	0 Points	5 Points

Mastery: 3 Points

Calculation Method: Decaying Average

<p>Last Item: 65 <i>Between 1% and 99%</i></p>	<p>Calculation Method: 65/35 Decaying Average</p> <p>Example: Most recent result counts as 65% of mastery weight, average of all other results count as 35% of weight. If there is only one result, the single score will be returned.</p> <p>1- Item scores: 1, 4, 2, 3, 5, 3, 6</p> <p>2- Final score: 4.95</p>
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Curriculum & Outcomes Assessment

- I am always available to help you with curriculum proposals or completion of outcomes assessment!
- I keep regular office hours on the Visalia campus, 9 – 4:30, Monday – Friday.
- I am also available for appointments in Tulare and Hanford—just ask!
- Send me a meeting invite in Outlook to check my calendar and schedule appointments:
sarahha@cos.edu