

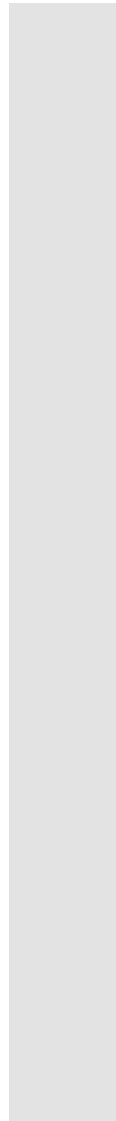
Student Learning Outcomes

Ann Hight

Chair, SLO Committee



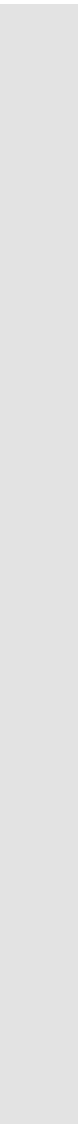
Outcomes for this presentation


- Upon completion of this session, new faculty will be able to
 - Explain a student learning process to reach an outcome.
 - Design assessments to produce a high-stakes judgement about student knowledge and skills at the conclusion of a learning process.
- 



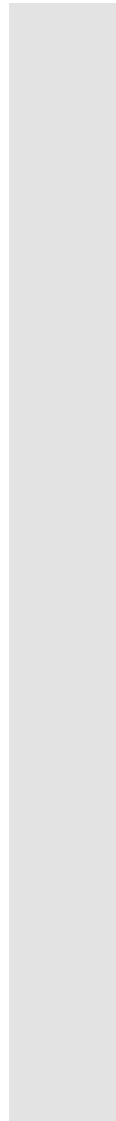

Grades

Learning Outcomes



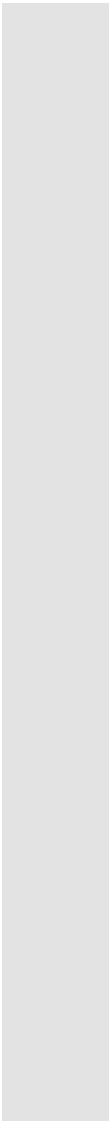


What are
outcomes and
why do we
use them?



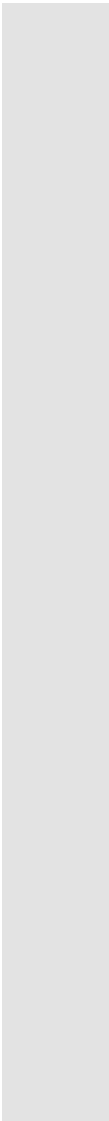


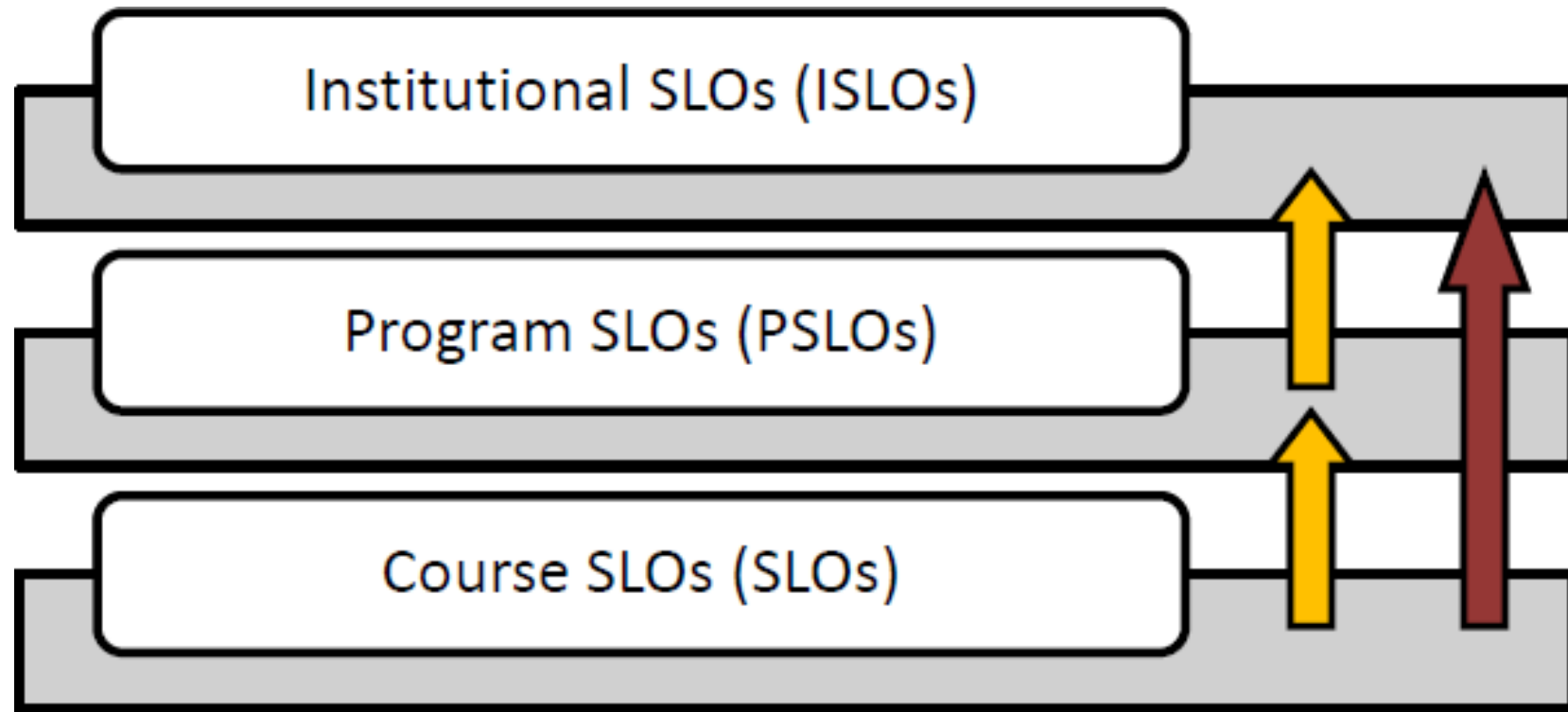
Student Learning Outcomes

- Describe the types of knowledge, skills, and abilities students can demonstrate at the end of your class.
- 



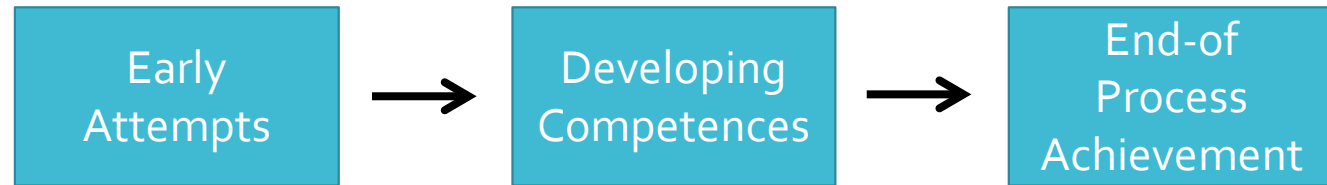
Assessment Data

- Productive use of assessment data
 - internally to inform and strengthen undergraduate education
 - And externally to inform policy makers and other stakeholders
- 



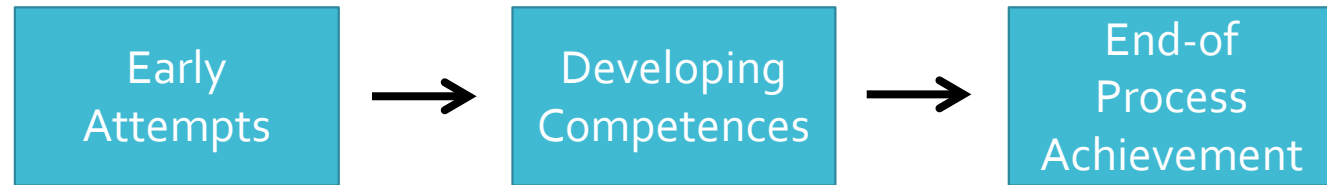
Student Learning Outcomes

SLO-centric Course Design



- Requires “reverse engineering”
- Guides the development of
 - Course content/objectives
 - Pedagogical methods
 - Opportunities for feedback
 - Rubrics
- Developing assessment(s) linked to the outcomes

**Practice
makes
progress,
Not perfect**



- For instructors, practice guiding and coaching instead of the “traditional method” of presenting and grading

Practice makes progress, Not perfect



- Develop opportunities for practice
- Low-stakes
- Practice allows for learning competencies

Ideas?

SLO-centric Course Design



- Developing meaningful assessments linked to a student outcome
- Designing projects, examinations, performances, writing prompts, and other tasks that allow students to demonstrate what they know and can do is one of a faculty member's most consequential roles.

Types of Assessments?

The image features a white background with two large teal geometric shapes. On the left, a teal triangle points towards the center. On the right, a teal trapezoid is positioned. The text 'Guiding Students' is centered between these shapes.

Guiding Students

A student
focusing on
getting a
good grade...



Hisayoshi Osawa/Getty Images

Shifting the focus to task-oriented goals instead of grades

- Instead of grades, students should focus on the opportunities for *PRACTICE*.
- For example:
 - Committing to doing homework
 - Dedicating a set time for exam preparation
 - Reviewing the previous lecture before attending class again
 - Etc.

<https://www.insidehighered.com/news/2017/08/01/research-suggests-students-may-make-more-academic-progress-focusing-task-oriented>

Ideas?

Shifting the focus to task-oriented goals instead of grades

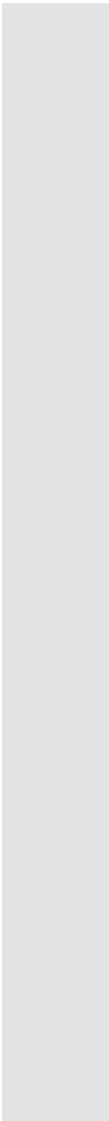
- Traditional practice = “get the right” answers
- Develop challenges to push students to use what they’ve practiced to do the best they can.

Ideas?



eLumen

LPC's tool to document, use, and report evidence of student accomplishment.



Rubric

	Mastery	Above Average	Average	Below Average	No Demonstrated Achievement
	4	3	2	1	0
Upon completion of BIO 50, students will be able to research a relevant anatomical or physiological topic and communicate their findings to others, demonstrating content knowledge acquired from reliable scientific sources.	Mastery	Above Average	Average	Below Average	No Demonstrated Achievement

Default Rubric

eLumen



Enter assessment data



Answer reflection questions of assessments



Then submit

After eLumen

“Closing the Loop”



Using assessments to refine pedagogy



For yourself, with other faculty, within the department



Role of program review