

Friday SLO Talks

Six Steps for SLO  
Implementation



**COACHes**

CALIFORNIA  
OUTCOMES  
ASSESSMENT  
COORDINATORS  
HUB

# Friday SLO Talks

Six Steps for SLO  
Implementation: SLO  
Statement Design,  
Bloom's Taxonomy



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# Why are Student Learning Outcomes so important?

- Represent learning expectations
- Common understanding of the goals of the course
- Guidance for developing a course
- Measurable learning outcomes
- Strengthens → course, instructor, students



# What is the difference between objectives and outcomes?

- Performance objectives: subject matter (topics) that make up the steps to achieving the SLO
- SLO at the course level: what a student should gain when completing a course (program implications, experience)
- Program outcomes: what students should gain when completing a program (transfer & career implications)
- Institutional Learning Outcomes: what students should gain from completing their time at the institution (apply, transfer, career, community)

## Course Objectives:

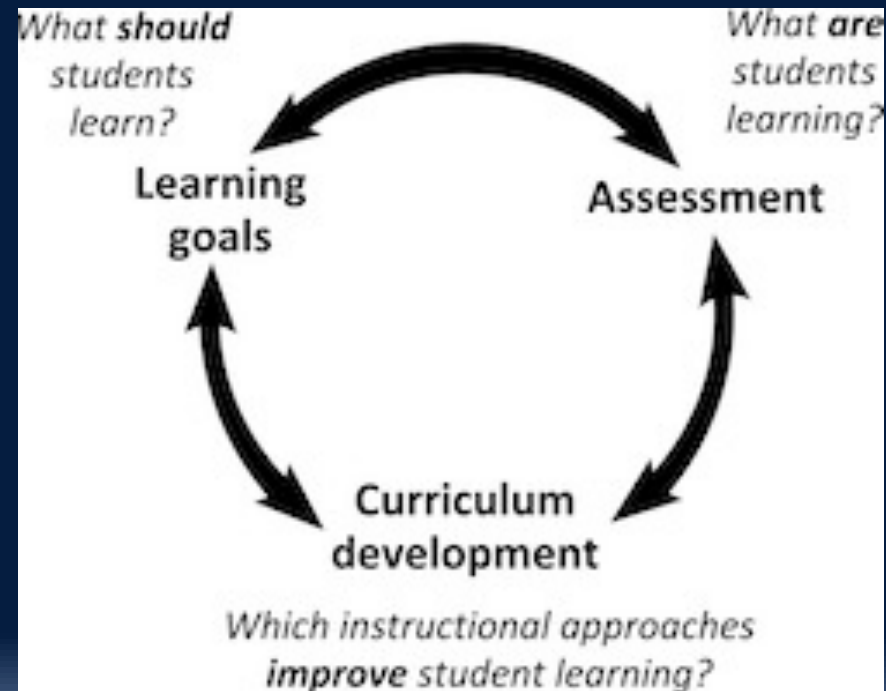
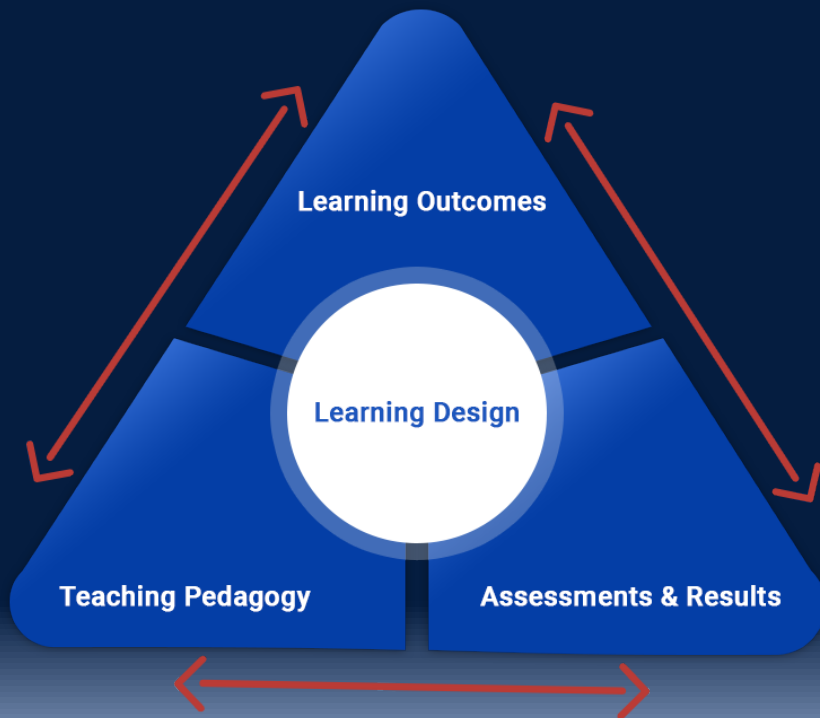
Upon successful completion of the course, the student will be able to:

1. Describe the field of Psychology including a history of its philosophical and scientific roots, the role of women, contemporary perspectives and professional options.
2. Explain how the scientific method lends itself to the goals of scientific research and relates to the methods of psychological research and statistical analysis of research data.
3. Apply the principles of behavioral neuroscience to explain how the nervous and endocrine systems communicate with the brain and affect brain function.
4. Compare and contrast longitudinal versus cross-sectional research methods as a means of studying human development from the prenatal period through adulthood.
5. Define psychophysics and explain how physical stimulation such as light and sound waves, smell, taste and touch produce distinct mental experiences.
6. Distinguish between the theories of classical and operant conditioning in terms of their principles, applications and biological constraints, and then employ evidence from cognitive learning research to critique those theories.
7. Explain the relationship between language and thinking, differentiate among varying theories of intelligence, and identify the ways in which heredity and environment influence intelligence.
8. Assess Maslow's hierarchy of needs theory using evidence from bio-psychological research on hunger, sex, arousal and achievement motives.
9. Compare bio-psychological theories of emotion with cognitive theories of emotion and describe how each might explain expressions and experiences of emotion such as humor and happiness.
10. Differentiate among a variety of approaches to the study of personality and the theories developed within those approaches.
11. Select appropriate therapies for given case studies exemplifying a variety of psychological disorders.

**Student Learning Outcome:** Upon completion of the course, students will demonstrate knowledge of various methods used in Psychological research.

# How do Student Learning Outcomes fit in with assessment?

- How do you know if students are achieving the SLOs for a course?
- Assessment allows instructors and institutions to collect information.
- Enhances student learning.



# Writing Student Learning Outcomes

- SLOs should be:

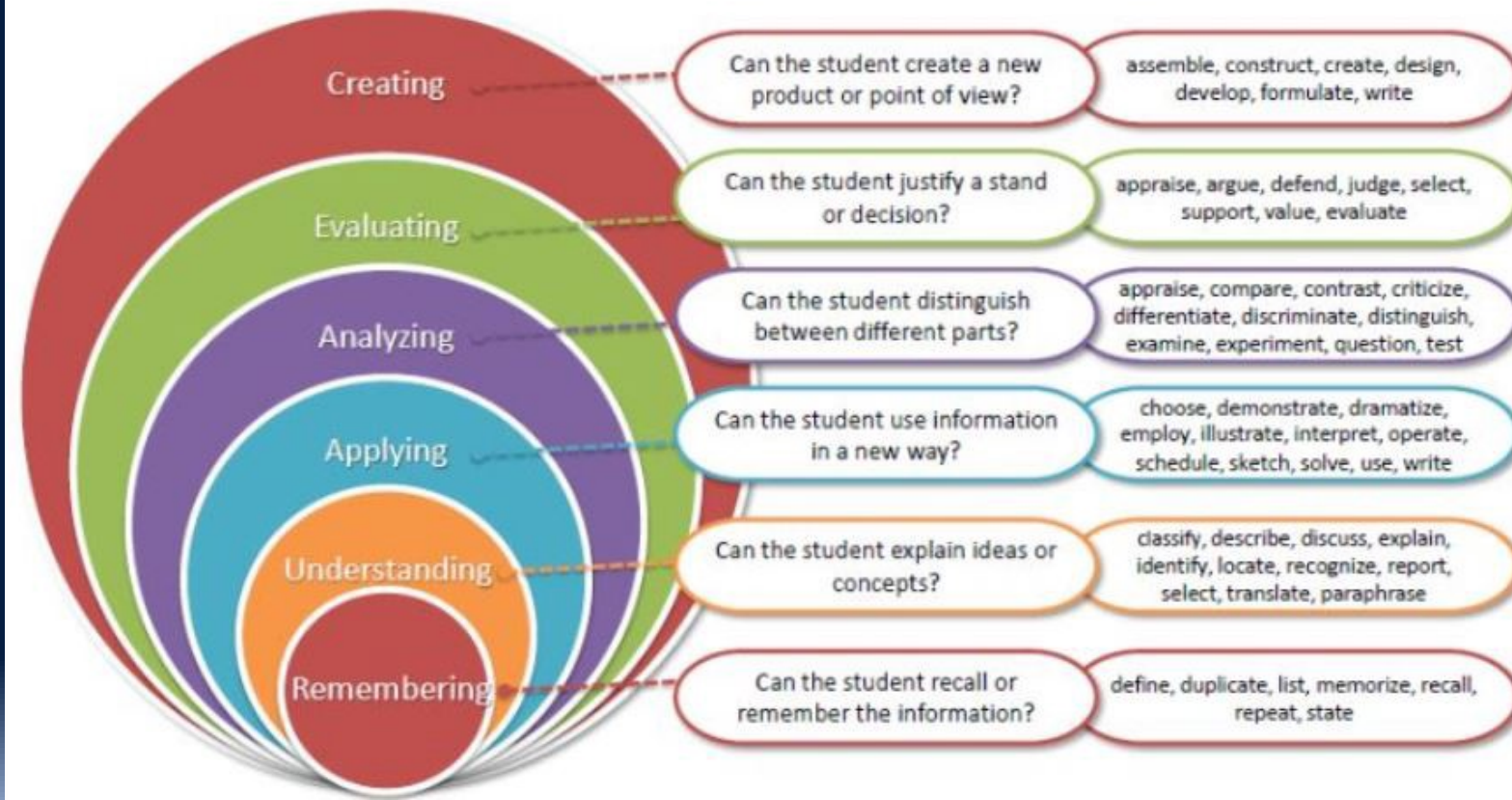




# Writing Student Learning Outcomes

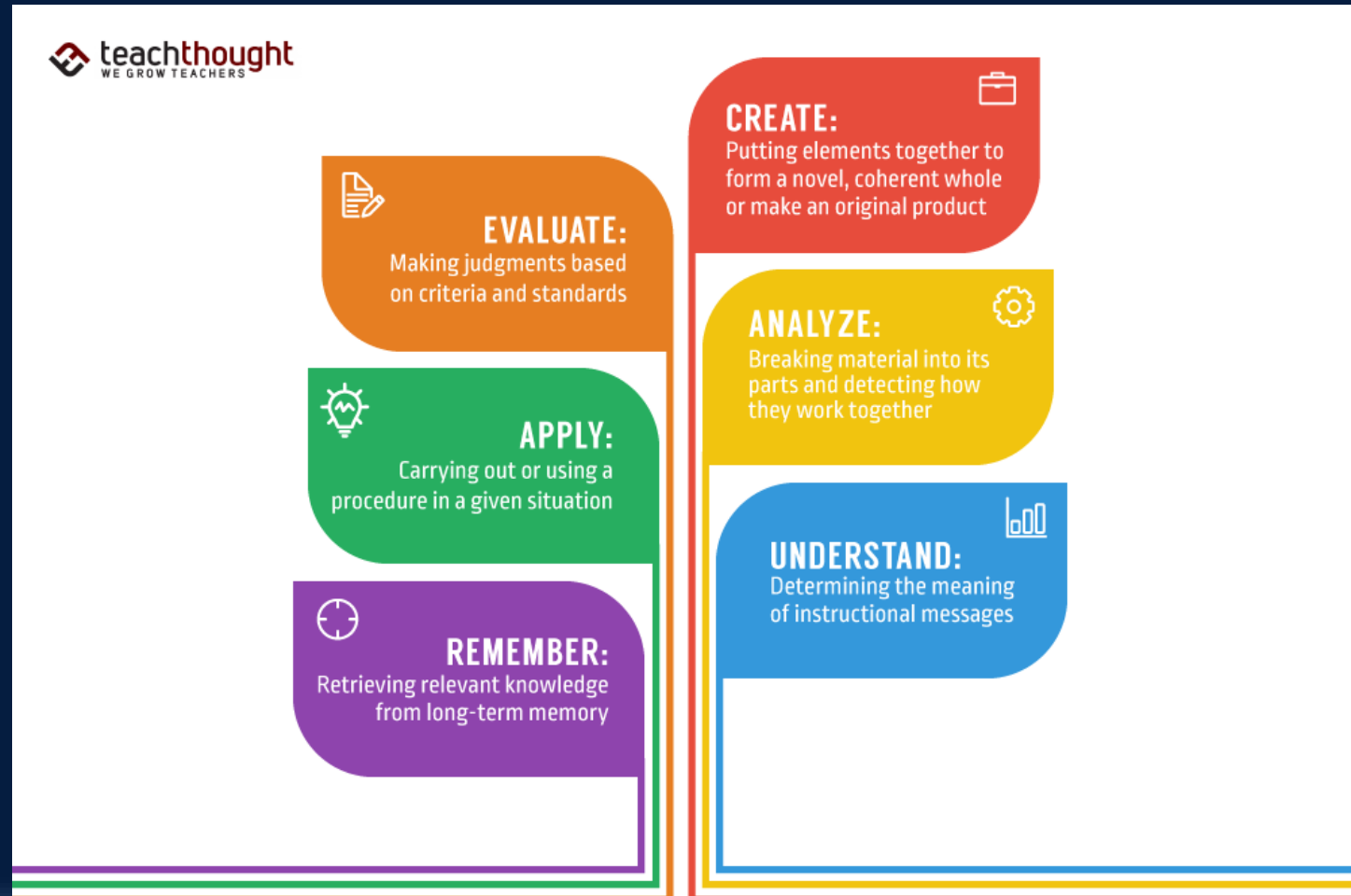
- Not the same as performance objective.
- Do not include the assessment method.
- Clear & concise
- Overall knowledge
- Accomplished by end of the course
- SMART
- BLOOM'S

## Bloom's Taxonomy (Revised)



# Why use Bloom's?

- Variety of verbs/levels of thinking
- Higher level thinking leads to more meaningful learning
- Guides instructors (material and activities)



THE 6 LEVELS OF BLOOM'S REVISED TAXONOMY





# Using Bloom's to write SLOs

- SLO should begin with verb(s) from Bloom's Taxonomy
- Verb should measure appropriate skills of course
- Written as an outcome, not objective
- Appropriate for the course
- Measurable

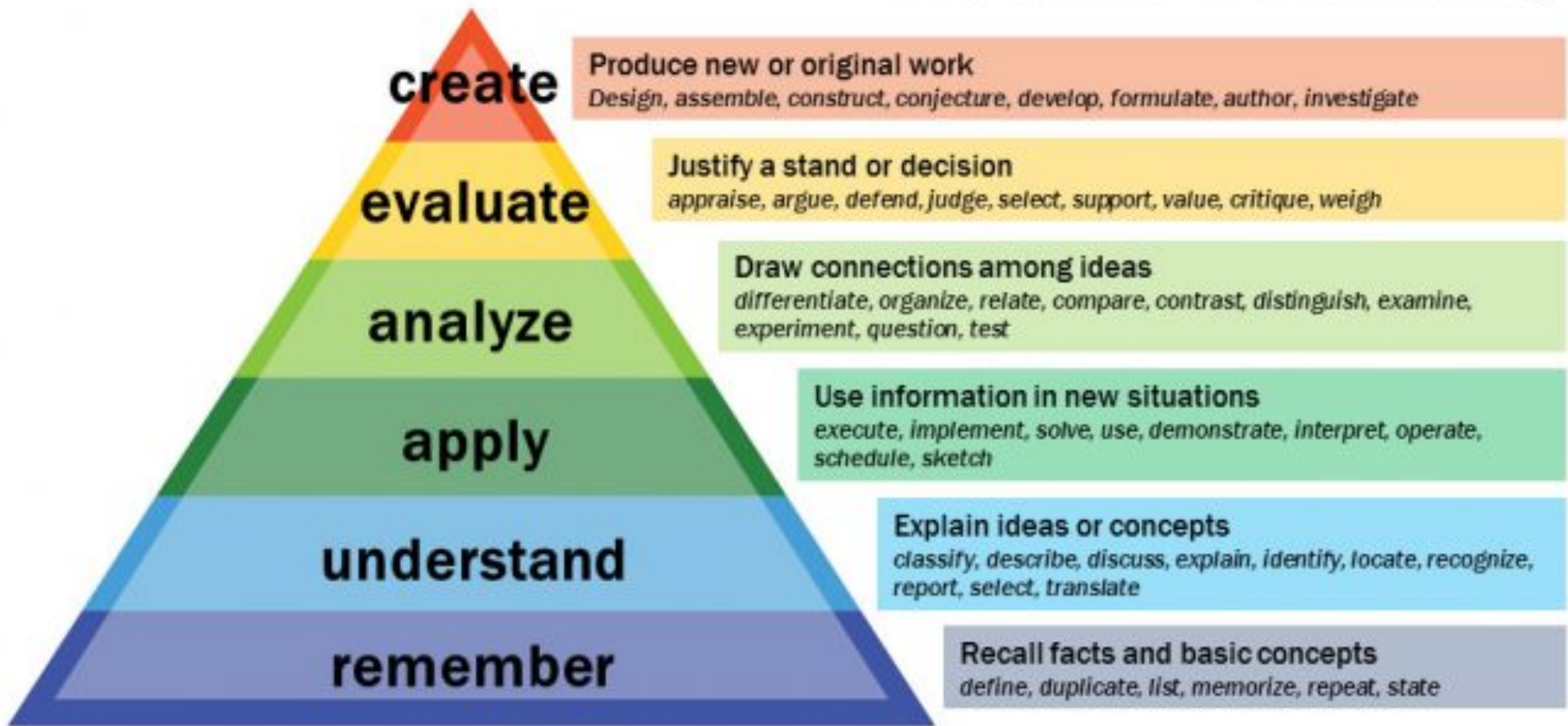
**ACTION VERB + DEMONSTRATED LEARNING**



# Bloom's Verbs

More Bloom's

## Bloom's Taxonomy



# Bloom's Verbs

More Bloom's

## BLOOM'S TAXONOMY VERBS

REMEMBER	UNDERSTAND	APPLY	ANALYZE	EVALUATE	CREATE
define memorize repeat copy define state list quote find	summarize compare describe explain discuss recognize report translate categorize	determine present examine implement solve use demonstrate interpret reenact	organize compare contrast experiment test question connect deduce link	argue defend judge support value weigh reflect review grade	design compose construct develop formulate blog build write simulate



## Weak to solid SLOs

Students will understand American immigration policy →

Students will be able to describe the history of American immigration policy.

Students will become familiar with the elements of editing →

Students will be able to identify elements of editing, including composition, setting, and lighting.



## Weak to solid SLOs

Students will know the elements from the periodic table →

Students will be able to identify the elements from the periodic table based on their symbols.

Students will be able to apply one of the many theories of social psychology and apply those theories to real-world situations →

Students will be able to apply theories of social psychology to real world situations.



## Weak to solid SLOs

Students will be able to describe classical conditioning on an essay test question →

Students will be able to compare classical conditioning and operant conditioning.

# Beginning the discussion about SLO's

Faculty/staff should look over the Course Outline of Record-

1. What are the goals of the department and program goals?
2. Are students the target audience?
3. Are they clear and consistent across sections?
4. Are they meaningful and useful?
5. Are they measurable and feasible?
6. Could there be some improvement in the SLOs?

# Beginning the discussion about SLO's

Once the SLOs are written/edited...

1. Does the outcome support the course goals?
2. Does the outcome describe what the class intends for students to know or do?
3. Is the outcome detailed and specific?
4. Is the outcome measurable and identifiable?
5. Is the outcome a result of learning?
6. Do you have (or can you create) an activity to enable students to demonstrate the desired outcome?
7. Can the results from assessing this outcome be used to make decisions on how to improve the program?

# Questions?

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