

Are you a SLO learner? Writing Student Learning Outcomes

2017 COSMA Conference
Jennifer L. VanSickle, EdD



Why are we here?

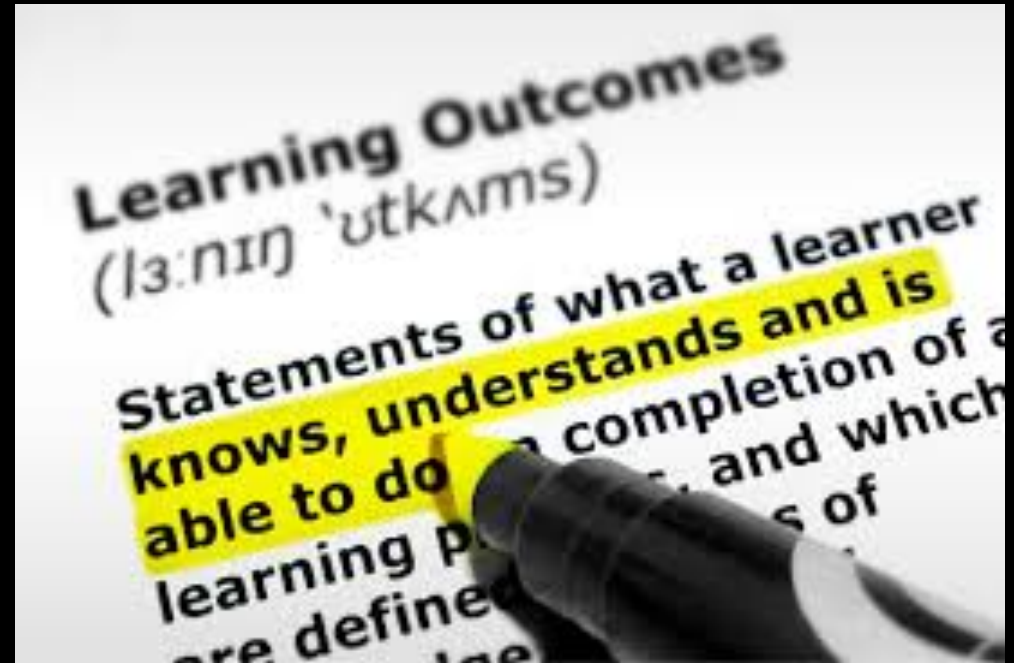
Session goals:
Articulate and
evaluate student
learning outcomes

Successfully
developing student
learning outcomes
for COSMA
accreditation



What?

Describe what students should be able to demonstrate, represent, or produce because of their educational experiences (Maki, 2010)



- in-line with program mission & program level outcomes

What?

Learner-
centered

Intended
Learning



How?

Ask

What do you want
the student to be
able to do?

Or

What knowledge,
skill or abilities
should the ideal
student
demonstrate?



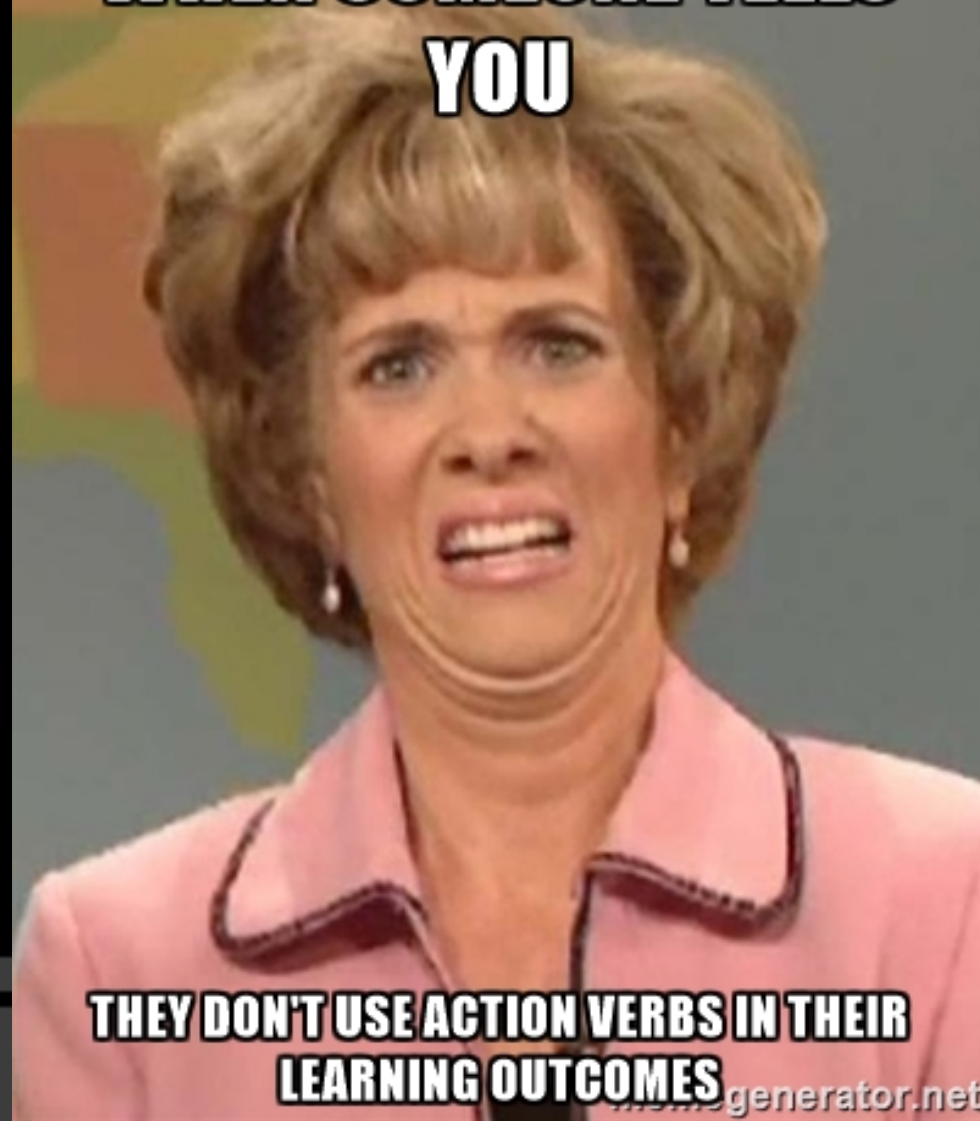
Requirements

Action verbs



UNIVERSITY of
INDIANAPOLIS

**WHEN SOMEONE TELLS
YOU**



**THEY DON'T USE ACTION VERBS IN THEIR
LEARNING OUTCOMES**

www.generator.net

Requirements

Specific
&
Measurable



Otherwise, how do you know what to assess?

Your turn

Students will
develop an
appreciation of
cultural diversity
in the workplace.



Your turn

Students will
understand
how to use
technology
effectively



Your turn

Students will know how to complete a finance-related project efficiently when presented with a set of financial reports from their boss

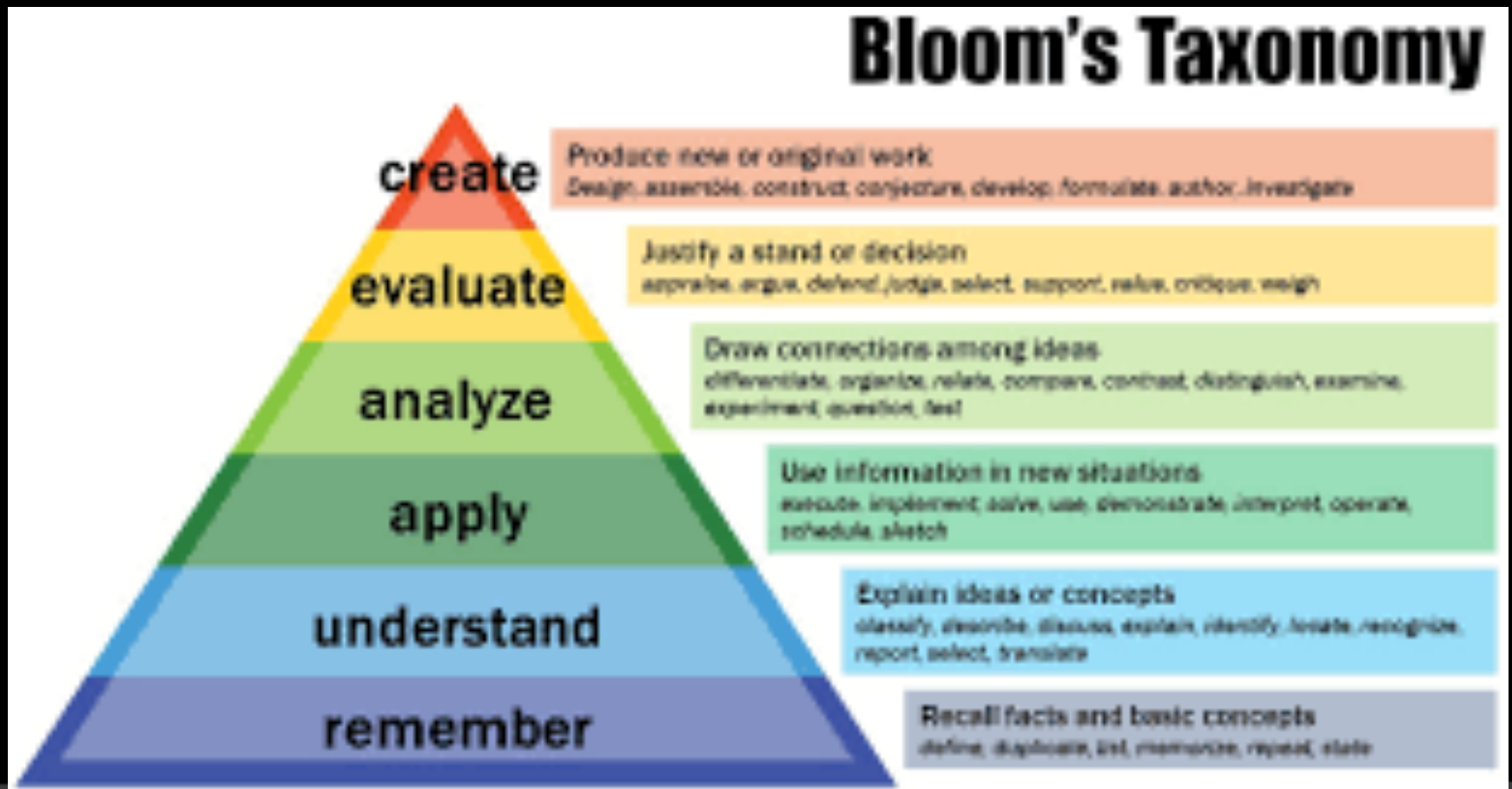


Your turn

Students will be able to communicate their ability to think critically through problem solving and decision making.



Tools



Tools – Handout 1

Outcome	Describes what students should be able to demonstrate, represent, or produce? Y or N	Uses action verbs? Y or N	Action verbs appear on different levels of Blooms taxonomy? Y or N	Aligns with program level outcomes? Y or N	Can be quantitatively or qualitatively measured? Y or N
1.					
2.					

Tools – Handout 2

Outcome	How will students learn	How will students be assessed?	Standard for judgment (if students met the outcome)	Does the assessment measure what you are expecting students to learn
<p>Students will be able to identify various risks and create strategies for risk management</p>	<p>Lectures, class discussion, facility audit exercise</p>	<p>Risk management handbook</p>	<p>Grading rubric – criteria made available to students</p>	

Tips – Writing COSMA outcomes

3 components

1. Student learning behaviors
(action verbs)
2. Appropriate assessment tools
(direct/indirect assessments)
3. Specific criteria for success -
minimum performance
(80% will score 8 out of 10 on all
components of the grading rubric)



Tips – Writing COSMA outcomes

3-6 outcomes
should be
sufficient



References:

Bloom, B. (1956) *A taxonomy of educational objectives, The classification of educational goals-handbook I: Cognitive domain*. New York: McKay.

Maki, P.L. (2010). *Assessing for learning: Building a sustainable commitment across the institution (2nd ed.)*. Sterling, VA: Stylus.

Resource:

COSMA website
<http://www.cosmaweb.org/measuring-student-learning.html>



- jvansickle@uindy.edu