Are you a SLO learner?
Writing Student Learning Outcomes

2017 COSMA Conference
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Why are we here?

Session goals:
- Articulate and evaluate student learning outcomes
- Successfully developing student learning outcomes for COSMA accreditation
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
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

- Describe
- Assess
- Summarize
- Analyze
- Design
- Diagram
- Use
- Critique
- Differentiate
- Solve
- Name
- Hypothesize
- Demonstrate
- Integrate
- Construct
- Define
- Distinguish
- Explain

inspiring excellence™
WHEN SOMEONE TELLS YOU

THEY DON'T USE ACTION VERBS IN THEIR LEARNING OUTCOMES
Specific & Measurable

Requirements

What does a good student learning outcome look like?

Make sure that the outcome is measurable.

Otherwise, how do you know what to assess?
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

Bloom’s Taxonomy

- **Remember**
  - Recall facts and basic concepts
  - Define, duplicate, list, memorize, repeat, state

- **Understand**
  - Explain ideas or concepts
  - Classify, describe, discuss, explain, identify, locate, recognize, report, select, translate

- **Apply**
  - Use information in new situations
  - Execute, implement, solve, use, demonstrate, interpret, operate, schedule, sketch

- **Analyze**
  - Draw connections among ideas
  - Differentiate, organize, relate, compare, contrast, distinguish, examine, experiment, question, test

- **Evaluate**
  - Justify a stand or decision
  - Appraise, argue, defend, judge, select, support, review, criticize, weigh

- **Create**
  - Produce new or original work
  - Design, assemble, construct, conjecture, develop, formulate, author, investigate
<table>
<thead>
<tr>
<th>Outcome</th>
<th>Describes what students should be able to demonstrate, represent, or produce? Y or N</th>
<th>Uses action verbs? Y or N</th>
<th>Action verbs appear on different levels of Blooms taxonomy? Y or N</th>
<th>Aligns with program level outcomes? Y or N</th>
<th>Can be quantitatively or qualitatively measured? Y or N</th>
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<td>Outcome</td>
<td>How will students learn</td>
<td>How will students be assessed?</td>
<td>Standard for judgment (if students met the outcome)</td>
<td>Does the assessment measure what you are expecting students to learn</td>
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<td>Students will be able to identify various risks and create strategies for risk management</td>
<td>Lectures, class discussion, facility audit exercise</td>
<td>Risk management handbook</td>
<td>Grading rubric – criteria made available to students</td>
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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:


Resource:
COSMA website

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