

Student Learning Outcomes Made Easy with Online Resources

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Workshop Agenda

- Student Learning Outcomes: Why? What? Where? How?
 - Examples from 4faculty.org
 - Exploration of online resources
 - 4faculty.org resources
 - Other online resources
 - Assessment of the value of the resources
 - Play time

Why the Current Obsession?

- Evolving Standards of Accreditation
 - The 2002 Standards add a new element to the accreditation focus– what students have learned as a result of attending college, or *student learning outcomes*. (SLO's)

What is Involved?

- The new standards place student learning outcomes (SLO's) at center of the institution's accreditation process.
- Institutions must identify SLO's at course, program and degree level, measure their achievement, and report them to the Commission as part of the self study.
- Institutions must use assessment of student learning in their planning and improvement efforts.

The bottom line is that all institutions must determine:

- What should students learn?
- How well are they learning it?
- What evidence exists that student are learning?
- How can the evidence gathered best be analyzed and then used to improve learning and teaching?

Where do SLOs Influence Our Work?

- ▶ Syllabi Creation
- ▶ Course Content
- ▶ Decisions about how we teach (pedagogy)
- ▶ Choice of assessment instruments
 - Quantitative
 - Qualitative (think juried art show)
 - Measure process
 - Measure outcome
- ▶ Allows for appreciative process and celebrating success

SLOs should be reflected in:

- ▶ Mission Statements
- ▶ Institutional Plans
- ▶ Program Review documents
- ▶ Course Descriptions or Outlines
- ▶ Syllabi
- ▶ Course Content
- ▶ Measurement tools (tests, assignments, etc.)



Benefits of SLO Conversation

- ▶ Improving the courses we teach (making them more intentional)
- ▶ Demonstrating we care about our students learning by taking time to:
 - Validate pedagogical methods
 - Constructive appropriate assessment tools
 - Provide students with effective feedback
- ▶ If we agree on SLO by course, we can study how different pedagogical methods or assessment tools promote learning for different groups of students
 - Embrace and appreciate diversity
- ▶ Enhance the culture of the learning organization
- ▶ Keeping Accreditation

Important to Address Improvements in the Classroom

We assess student abilities

Classroom

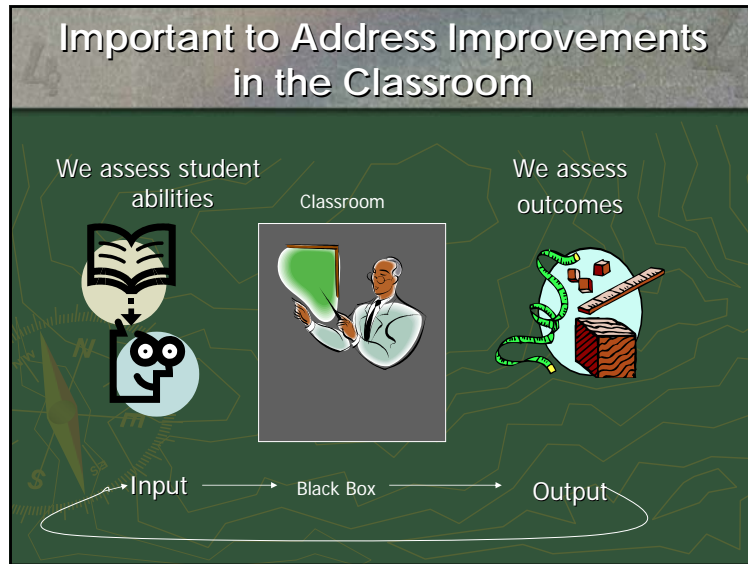
We assess outcomes



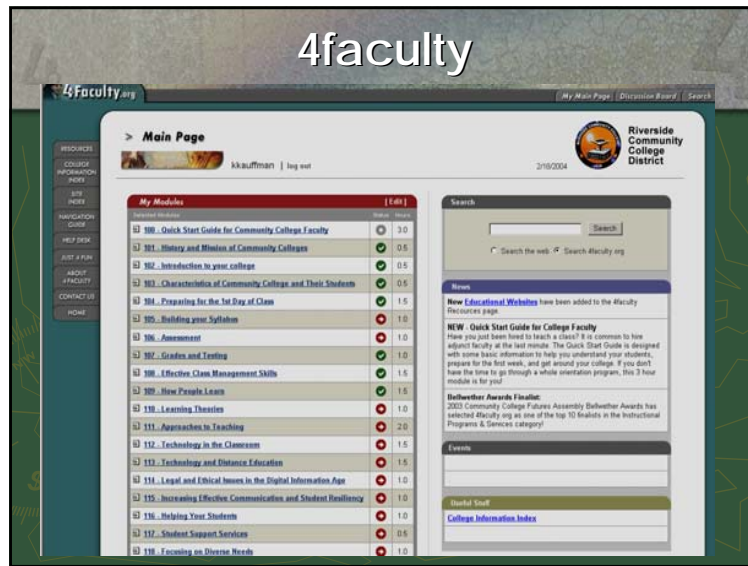
Input

Black Box

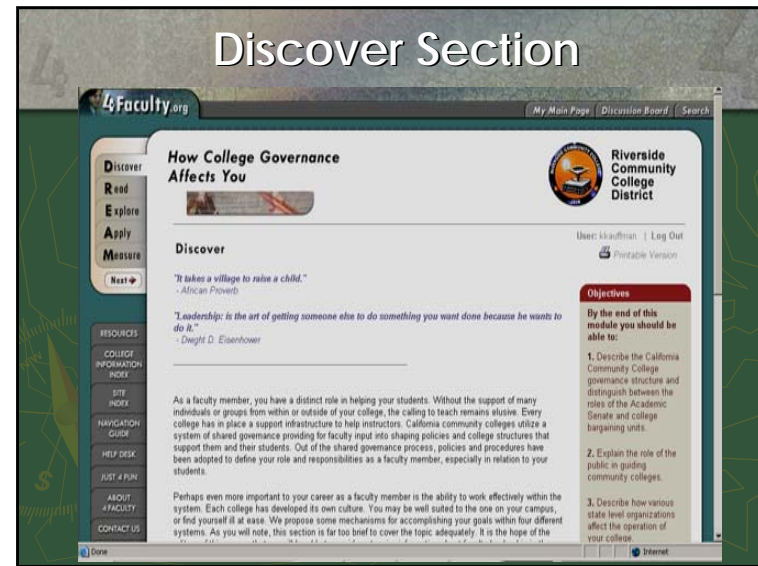
Output



4faculty



Discover Section



Read about Developing Skills

The screenshot shows the 4Faculty.org website interface. On the left, there's a navigation menu with options like 'Discover', 'Read', 'Explore', 'Apply', and 'Messages'. The main content area features two articles:

- Effective Class Management** by Lisa Rodriguez, Ph.D. This article discusses classroom management strategies, including the importance of setting clear expectations and using positive reinforcement.
- How College Governance Affects You** by Andy Howard and Kristina Kaufman. This article explores the role of governance in higher education, focusing on the relationship between faculty, administrators, and the community.

Dig Deeper into Important Topics

The screenshot shows the 4Faculty.org website interface with two articles highlighted by red arrows:

- How to Build an Effective Syllabus** by Mark Fure. This article provides a step-by-step guide to creating a syllabus, from identifying the purpose of the course to selecting content and creating a schedule.
- Learner-Centered Course Goals** by Mark Fure. This article discusses the importance of setting clear, measurable learning objectives that align with the course's purpose and the needs of the learners.

Overview of Cognitive Methods

The screenshot shows the 4Faculty.org website interface with the article 'Overview of Cognitive Methods' by Gary Lewis. The article discusses various cognitive methods and their application in education. Key sections include:

- Learning Cycle**: A model for learning that integrates Bloom's taxonomy and critical thinking processes.
- Using Explanatory Styles to Increase Emotional Intelligence**: A section on how different explanatory styles (limited vs. internal) affect emotional intelligence and learning outcomes.
- Summary: Why is this important?**: A summary of the key points discussed in the article.
- Discover how you learn:** A section on identifying one's own learning style and preferences.

Makes Finding Solutions Easier

The screenshot shows the 4Faculty.org website interface with the article 'Increasing Effective Communication & Student Resiliency' by Riverside Community College District. A table titled 'LIMITED EMOTIONAL INTELLIGENCE' is overlaid on the page, comparing 'Limited Emotional Intelligence' and 'Internal Emancipatory Style'.

LIMITED EMOTIONAL INTELLIGENCE	INTERNAL EMANCIPATORY STYLE
Characteristics	Characteristics
Plural reduction	Single thinking for various angles
Lack of discipline	Discipline
Unrealistic view of self and others	Realistic view of self and others
Lack of respect for self and others	Respect for self and others
How You Can Help Students	How You Can Help Students
<ul style="list-style-type: none"> Catastrophe: "This is a disaster! The teacher won't let me get a full A, so I'll be late and miss the test!" Provisional Helplessness: "I'll do my best, but I probably won't pass this class, and there's nothing I can do about it!" Pessimism: "I'll never be able to finish my degree." Perfectionism: "Nothing was perfect, and I'll just have to just give up on this class." Personal: "This instructor never listens! That's why she won't let me talk to her about my situation just now." 	<ul style="list-style-type: none"> Opportunity: "This is a challenge, but I'll use the time to study for this afternoon." Optimism, Resilience: "I'll do my best, but I probably won't pass this class, and there's nothing I can do about it!" Teamwork: "This could have been better, but I'll be back on track in a few weeks." Specific: "I haven't brought new notes in a while, I guess I'll rewrite." Dispositional: "The instructor may be the one to not listen, so I'll have a detailed note about my situation on her desk. I'll talk her again after class, if that's okay."

Explore Recommended Resources

The screenshot shows the 'Explore' section of the Faculty.org website. A red arrow points to the 'Explore' button in the left-hand navigation menu. The main content area displays a list of 'Top 5 Faculty Syllabus Resources' with numbered links and titles, such as '1. Syllabus Finder' and '2. Writing a Syllabus'. Below this, there are sections for 'Other Websites' and 'Books on the Topic' with various academic references.

Apply

The screenshot shows the 'Apply' section of the Faculty.org website. It features several article thumbnails, including 'How College Governance Affects You' and 'Preparing for the 1st Day of Class'. A red callout box on the right side contains the text: 'Learn ways to Apply what has been learned. All contributions welcomed.' At the bottom, another red callout box says: 'Coming Soon: More templates and resources for you and your students'.

Measure

The screenshot shows the 'Measure' section of the Faculty.org website. It displays a quiz titled 'Quiz 1 / Module 113 - 113 - Technology and Distance Education'. The quiz questions are visible, such as 'One order to follow in developing distance education materials is:'. A yellow callout box at the bottom right says: 'Measure your learning'.

College Information is Integrated into the Course

The screenshot shows the 'Introduction to Your College' page on Faculty.org. It includes sections for 'Basic Information', 'Policies and Procedures', and 'People, Places & Services'. A yellow callout box with a red arrow pointing to the 'College Website (college)' link says: 'College information in context'.

More College Links

in the syllabus or post it to a course website.

Describe the skills they need to bring to the course to enable them to succeed. Be careful that these recommendations do not exceed what the college says is necessary for the course. You may wish to point out that students with certain skills will find the course easier and that those who lack those skills will need to plan additional study and preparation time. Offer references to support services (please see the module ["Student Support Services"](#) for more information.) Most commonly these include:

- Tutorial Services | [4Faculty.org Tutorial Services](#)
- Library Services | [4Faculty.org Library Services \(Librarians\)](#)
- Writing and Learning Centers | [4Faculty.org Writing Centers](#)

You may wish to add information about how to take notes in the class, or how to read materials in the discipline. Study tips are also welcomed by students. For more on this topic see the module "Helping Your Students".

Be sure to include a statement about the services available to **disabled students** on your campus. [4Faculty.org Disabled Student Services](#). Be sure you are familiar with the legal protections for students who you might think will not succeed due to their disability (most can and do). Read more about these in ["Disabled Student Programs & Services"](#).

Describe their responsibilities:

- What assignments are required?
- What are the due dates?
- What is your policy on late work?
- Describe plagiarism as it applies to your field. [4Faculty.org Creating and Plagiarism policies](#). Never assume they should know. Different cultures have different interpretations. Make yours clear.
- What is your attendance and participation policy. [4Faculty.org Attendance policies \(student\)](#). Is it linked to their grade? If it is, think about how you plan to justify the link.

Describe what you mean by **active learning** if you plan to engage your students. A learner-centered class does not center around your brilliant lecture. It may include your brilliant lecture, but it should also engage students. Passive students do not learn and retain material as effectively as those who are involved. Be clear about your expectations for student involvement.

Be explicit about technology requirements:

If you expect your students to search the internet, write e-mail, access a class website, or use a discussion board, **make those expectations clear in writing on the first day.** List them carefully and explain them. Review them orally, and check student understanding. Do not assume that your students have your knowledge (although most will have some experience).

Describe where they can access computers and give them the hours for your campus. You may wish to include local library or other community services.

View an example of a detailed learner-centered syllabus

Download a Sample Syllabus Template [4Faculty.org/sample.doc](#) with a few recommended phrases, or [download PDF version](#)

Some colleges have adopted recommended syllabus templates that provide wording required by that college. Check to see if your college has a required or optional template. [4Faculty.org/Syllabus_Templates.html](#)

Quick Start Guide

Log In

Registration

Select the Quick Start Guide

The screenshot shows the 4Faculty.org Main Page. A red arrow points from the text 'Select the Quick Start Guide' to the first item in the 'My Modules' list: '300 - Quick Start Guide for Community College Faculty'. The page includes a search bar, a sidebar with navigation links, and a header for Riverside Community College District.

Select the Section on Syllabi and Assessment

The screenshot shows the 'Quick Start Guide for Community College Faculty' page, specifically the '1. Introduction' section. A red arrow points from the text 'Select the Section on Syllabi and Assessment' to the 'Syllabi and Assessment' link in the left sidebar. The main content area contains introductory text and a list of three main topics: 'Understanding your learner', 'Preparing for the first week', and 'Learning about the college'.

Return to My Main Page

This screenshot is identical to the one in the top-right panel, showing the '1. Introduction' section of the Quick Start Guide. A red arrow points from the text 'Return to My Main Page' to the 'My Main Page' link in the top navigation bar.

Select Building Your Syllabus

This screenshot is identical to the one in the top-left panel, showing the 4Faculty.org Main Page. A red arrow points from the text 'Select Building Your Syllabus' to the '300 - Building your Syllabus' item in the 'My Modules' list.

Examine Syllabus Module

The syllabus is the formal communicator of SLOs

Broad goals for SLOs appear in Course Outlines

Course Objectives

Do faculty need help with their syllabi?

In a study, the majority (72.5%) of new adjunct faculty report they do not need help with syllabi creation, yet...

- ▶ After completing 4faculty.org new adjuncts reported that the syllabus module was the most valuable.
- ▶ They plan to change their syllabus as a result.

Other Modules with SLOs

- ▶ Technology and Distance Education
 - Online Courses
 - ▶ Dig Deeper on [Components of Good Online Course Design](#)
- ▶ Assessment
 - Assessment Overview - <http://www.4faculty.org/includes/106r1.jsp>

Other Online Resources

Other Good Websites

- ▶ Student Learning Outcomes: A Faculty Resource on Development and Assessment from University of Washington
http://depts.washington.edu/grading/slo/SL_O-Home.htm
- ▶ How to write student learning outcomes from Kansas State University
<http://www.ksu.edu/apr/Learning/HowTo.htm>

Teachopolis.org



To use the Helpers, visit
www.teachopolis.org and
click "myTA"

Objective Helper

1. Who? (none) [v]

2. When (none) [v]

3.

Will (Verb) [select] [v] (none) [v]

Will (Verb) and or none

4a. What (None) [v]

4b. Object:

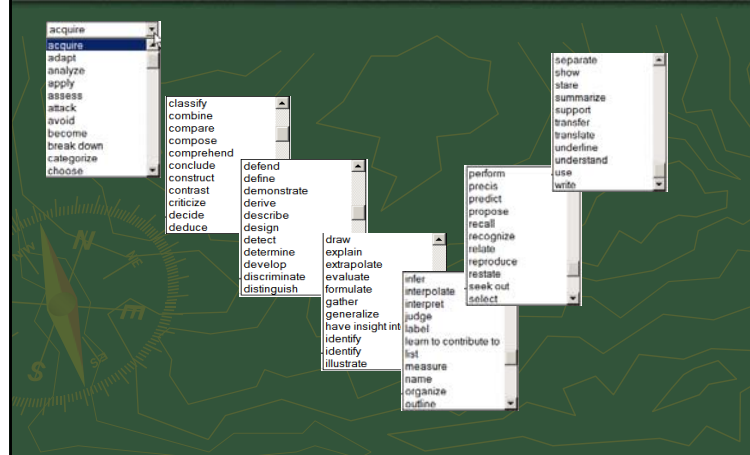
5. Do you want to specify % accuracy?

Yes, I want the accuracy level at % accuracy

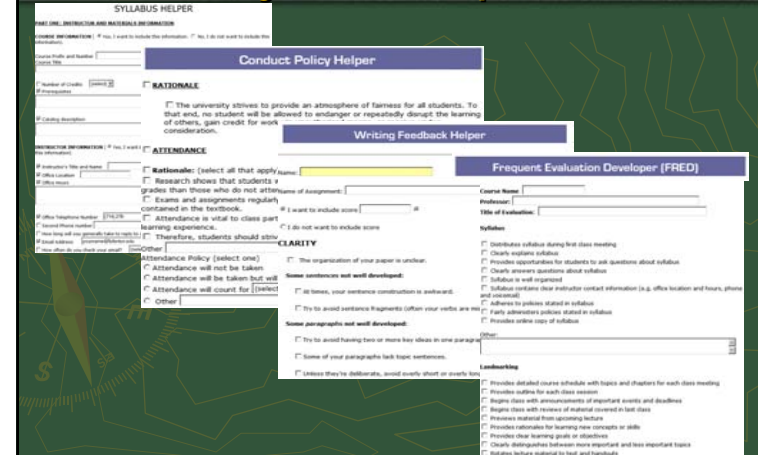
No, I do not want to add accuracy level.

Submit Clear Form

Objective Helper: Verbs



Other Helpers Syllabus Helper

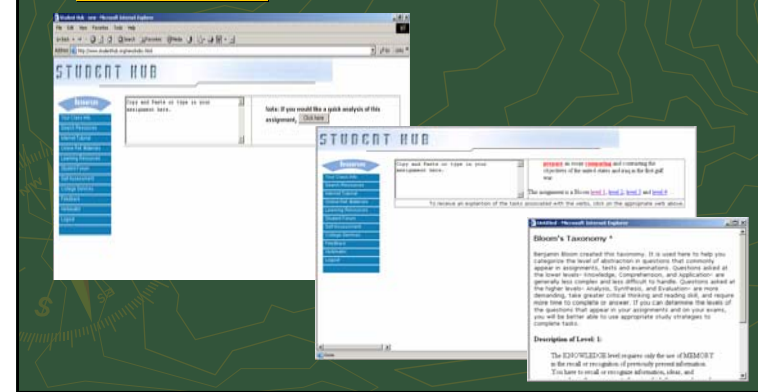


When creating SLOs, think about the power of the VERB

- ▶ Verbs relate to processes
- ▶ SLOs need to be tangible and measurable!
 - For students:
 - ▶ A statement such as "At the end of this course, students will be able to add 1+1" is an outcome of the course (the desired skill or competency)
 - For the course:
 - ▶ The measurable outcome is "At the end of the course, X% of or all students are able to correctly add 1+1" and the assessment strategy or method was: multiple choice quiz.

Studenthub.org

▶ The Verbinator



Websites with lots of links to resources

- ▶ Internet Resources for Higher Education Outcomes Assessment (perhaps the most comprehensive list of all)
<http://www2.acs.ncsu.edu/UPA/assmt/resource.htm>
- ▶ Student Learning Outcomes in the CSU (some good links, but not clearly organized for the novice):
<http://www.calstate.edu/acadaff/sloa/index.shtml>
- ▶ Hotlist of sites from Mendocino College
<http://www.kn.sbc.com/wired/fil/pages/listlearningjo3.html>

For In-depth Research

<http://www.rpgroup.org>



Ideas for the Future?

- ▶ Your Thoughts?
- ▶ And when all else fails
 - http://www.lessons4living.com/stress_test.htm
 - <http://www.4faculty.org/public/just4fun.htm>

Thought in Closing

Teaching is an intentional art....

Teaching is an intentional art

- ▶ High quality teaching is an **intentional** art, informed by subject matter expertise and by scientific research on facilitating learning. The result is:
 - Engaging and supporting learning for all students
 - Creating and maintaining effective environments for learning
 - Organizing subject matter, planning instruction and designing learning experiences for all learners
 - Assessing achievement of intended student learning outcomes.

Teaching as an intentional art

- ▶ Teaching is an **art** form in that it reflects the personal characteristics, talents and world view of the teacher.
- ▶ As Parker Palmer suggests, “We teach who we are...”

So that through our teaching...

- ▶ We make visible, felt, or experienced what, without you, might never have been known, discovered or understood.



For more information about 4faculty.org

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