**Noncredit SLOs :: A Worksheet**

SLO = **Student Learning Outcome**

SLOs are detailed statements that describe what a student will be able to do at the completion of the course. The ability to create strong, appropriate SLOs is necessary in our current educational climate, and can help you in the process of continually improving how and what you teach.

My SLOs for this session are:

1. Participants will be able to list two activities required to demonstrate proficiency in SLO assessment. (according to WARC’s ACCJC)
2. Participants will be able to identify a good SLO.
3. Participants will develop assessments for at least one SLO for a class they are teaching this semester.

1. **Develop or modify SLOs**
   (All bolded/underlined headings are from the Assessment Loop on p. 17 of your SLO workbook)

SLOs must be in place for courses, programs and degrees for CCSF to be proficient in SLOs

How are **learning objectives** and **course goals** different from **SLOs**?

- A goal is a **broad** definition of student competence.
- A course objective describes what a **faculty member** will cover in a course.
- SLOs specify what **students** will know, be able to do or be able to demonstrate when they have completed your class.

What is one reason to use SLOs that most appeals to you?

What makes a good SLO? Some characteristics of a good SLO are:

1. It is observable.
2. It is measurable.
3. It is able to be demonstrated.

Here are some action verbs that I am likely to see in a good SLO: ___________________________  
____________________________________________________________________________________

Practice:: **Fixing bad SLOs:**

- Students will develop office skills.

- Students will understand the basics of keyboarding.
The Assessment Loop:
Just developing SLOs is not our goal at this point for CCSF. It is just the first step toward their integration in a continuing assessment cycle of evaluation and ameliorating our courses with the ultimate goal of increasing the quality of our instruction and student success.

An SLO for one of my courses is:

2. **Design and measure student learning**
   What course activities go with the SLO you listed? (i.e. reading, discussion, group project, etc.)

   How can you judge successful achievement of this SLO? Can student self-assessment play a role here? What assessment strategies will you use? (see page 26 of your SLO handbook)

   How does open/entry exit affect the achievement of this SLO and your assessment of it?

3. **Collect, discuss and analyze data**
   Part of being proficient in SLOs includes having “widespread institutional dialogue about the results of assessment and identification of gaps.” (see page 25 of your SLO handbook) Obviously, before we can discuss the results, we need to know what they are.

   How will you collect and analyze the data from your assessments?

   Are there forums in your department for this kind of discussion to happen?

4. **Determine refinements based on outcome data**
   **When assessing the SLOs for your course, ask yourself:**
   i. Do our current SLOs reflect the most important things a student should know, be able to do or demonstrate after completing this class?
   
   ii. How could I improve learning and assessment activities in my course to better achieve student success?
   
   iii. For open entry/exit classes: Do the SLOs require cumulative class knowledge, or are they parsed to cover independent sections of the course as much as possible?

5. **Develop, modify, or review a curriculum, course, program or service.**

   How will proposed refinements be decided upon and implemented in your department?
The Student Learning Outcome Process in Noncredit

Program/Certificate or Course Level
Student Learning Outcomes

Plan for change and ongoing review
Based upon assessment, planned changes in courses, programs, outcomes, or process

Assessment/Evaluation
Tests, In-class tasks, teacher observation, student self-assessment, performance-based

Assessment – Evidence
Rubrics, graphs, testimonies, portfolios, achievement records, teacher notes

Plan for change and ongoing review
Based upon assessment, planned changes in courses, programs, outcomes, or process