



January Assessment Institute

*How Do My Student
Learning Outcomes
Contribute to Program
Assessment*



Overview

- Intentions
- Context
- Linking our SLOs to our PLOs (aka curriculum mapping)
- Looking in TWO directions:
 - Toward Programmatic Assessment
 - Toward Course Refinement
- Final Concerns, Questions, Additional Resources

Intentions

Take a few minutes to write in response to the following:

- What's your goal for today's workshop?
- Why did you sign up?
- What do you most hope to learn?
- What specific things/ideas do you hope to take home with you?



An under-appreciated benefit
of assessment:

The entire assessment
process – both at the course
and program level – helps
make learning visible.

What do you see?

- Do your SLOs cover or connect to a fair number of PLOs?
- Do your SLOs seem to be at the appropriate level (benchmarks) given the course level?
- Do you have some SLOs that are not linked to any PLOs?

Why might this be?

- Is it because the SLOs are for early/novice levels which aren't articulated explicitly in the PLOs but which nevertheless form the foundation for those later PLOs?
- Can you perhaps draw "dotted lines" from your SLOs to the program PLOs?

Note:

- Those “dotted lines” might also help you be more explicit with students about how their achievements in this course will help prepare them for their on-going work in the major.

Looking Toward Program-Level Assessment

- Find out what your program is assessing in the 3 year cycle, and let your colleagues know **which of your courses** and **which of your embedded assessments** might be used when that PLO is assessed.
- Begin a discussion of PLOs if you've found something missing or under-elaborated.
- Begin a discussion of capstone or other signature assignments that might be useful for assessing the PLOs that your courses address.

Looking Toward Program-Level Assessment – con't.

- Talk with colleagues who teach sections of the same course (or closely related courses) and discuss how you might formulate kindred assessments or signature assignments in your courses.
- Do your courses address any General Education outcomes?

Looking in the other direction: toward your own courses.

- Do you see any blank spaces – places where your SLOs don't seem to align with any PLOs?

Might this suggest that the PLOs need to be re-visited, OR does it suggest you might want to refine some of your SLOs?



NEXT STEPS

Connecting your SLOs,
Assessments, & Instruction



Final Questions or Concerns & Resources