Characteristics of Effective Student Learning Outcomes

Harris-Stowe State University

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Goals

- Every HSSU syllabus has student learning outcomes.
- Every HSSU syllabus has the Hallmarks of Student Learning and Development.
- All course syllabi have been reviewed by the Dean, Chair, Director, and Faculty.
Student Learning Outcomes

What will students be able to do as a result of their experiences in this course?
Effective Student Learning Outcomes Are:

Measurable
Manageable
Meaningful
They use action verbs that specify definite and observable student performance, actions, or behaviors.

-The students will be exposed to the major authors of British and American literature.

-The students will be able to identify the major authors of British and American literature.
Measurable

They can be directly measured.

 alunos

The students will have more confidence in their abilities.

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The students will demonstrate the ability to analyze arguments about social issues.
Measurable

They are written at an appropriate level of specificity.

 '-', The students will demonstrate an understanding of good citizenship.

 '-', The students will be able to list the criteria for good citizenship.
Measurable

They describe student rather than instructor behaviors.

 дано, что студенты, а не инструкторы, описывают свои поведения.

This course is designed to give students insight into the underlying business, legal, and ethical concepts that govern corporations and government.

Конечно, этот курс предназначен для предоставления студентам понимания подстилающих бизнес, юридических и этических концепций, которые управляют корпорациями и государством.

The students will be able to compare and contrast the underlying business concepts that govern corporations.

Студенты смогут сравнить и контрастировать подстилающие бизнес концепции, которые управляют корпорациями.
Measurable

They describe outcomes rather than processes.

sad smiley The students will do the assigned readings.

happy smiley The students will be able to plan, design, implement, debug, and test internet WebPages.
Manageable

They are realistic and attainable.

😊 The student will be able to define, describe, analyze, evaluate, and propose solutions for the major social forces affecting major social problems.

😊 The student will be able to develop a SWOT (Strengths, Weaknesses, Opportunities, Threats) analysis of a city neighborhood based on governmental records, “windshield” observations, and field interviews.
Manageable

They each indicate a single outcome.

😀 The students will be able to use the techniques of statistical reasoning.

😊 The students will be able to use the techniques of statistical reasoning and recognize common misuses of statistics.

😊 The students will be able to recognize common misuses of statistics.
Meaningful

They indicate behaviors that are direct results of your program.

 '&#128548;' The students will graduate from college.

 '&#128522;' The students will be able to conduct a multiple-frames analysis to understand the managerial implications of group behavior in organizations.
Meaningful

They use simple language, which can be clearly understood by people outside the program.

😢 The students will be able to construct an ER model, normalize tables to 3NF, write executable SQL statements, and construct a working database with a current DBMS.

😊 The students will be able to design a relational database using the Database Design Methodology.
Meaningful

They are validated by colleagues.

Would other professionals in the field consider the outcome valid?
SLOs and Assessment

Write outcomes with **assessment** in mind.

- How will I know if the students can do this?
- What will I do with the results of the assessment?
Examples
Introduction to Philosophy

- Students will be able to define “philosophy” and “philosophical issue.”
- Students will be able to explain the question: “How should I live?”
- Students will be able to explain responses to this question from a multi-cultural perspective.
- Students will be able to critique these responses and draw conclusions regarding this issue.
Introduction to Logical Thinking

- Students will be able to *explain* how the term “argument” is understood within the field of logic versus the everyday understanding of the term.
- Students will be able to *identify* arguments and other forms of discourse.
- Students will be able to *define* the types of discourse with which arguments are most commonly confused, including explanations, reports and informative claims.

*Student achievement of the above objectives will be assessed by Test #2.*
Reviewing SLOs in Your Courses

- Do your course outcomes reflect the characteristics of effective SLOs?
- How do your course outcomes fit the Hallmarks of Student Learning and Development?
- Are the outcomes appropriate for all sections of the course?

As you go through your syllabi, check for coherence and for increasing levels of student learning outcomes from 100 to 400 level courses.