Student Learning Outcomes, Alignment, & Curriculum Mapping

Hello!

I am Jim Brown

I am here because Jennifer Rhinehart Voluntold me to do this workshop!

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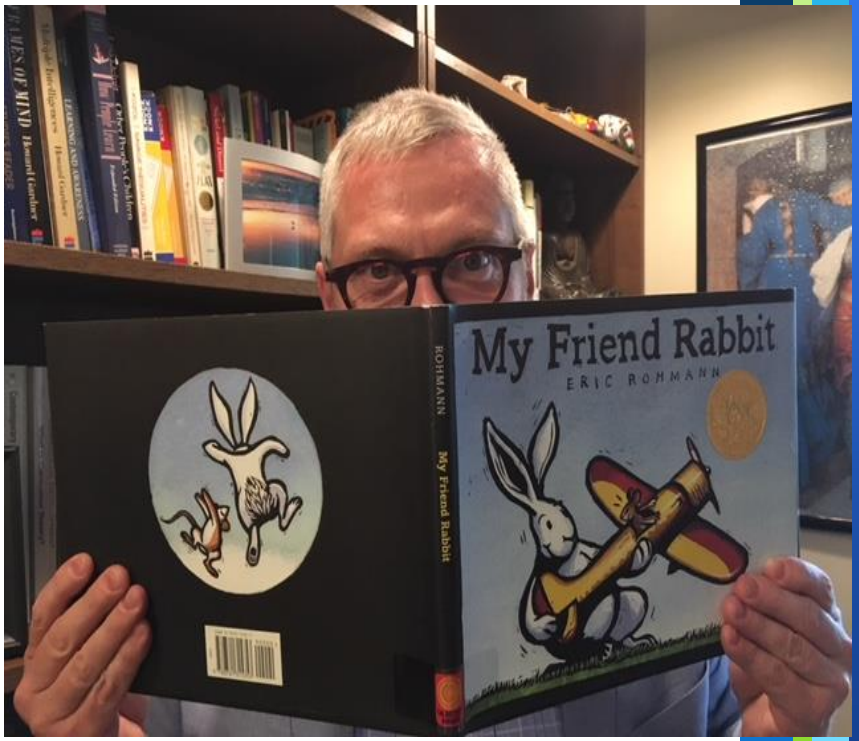

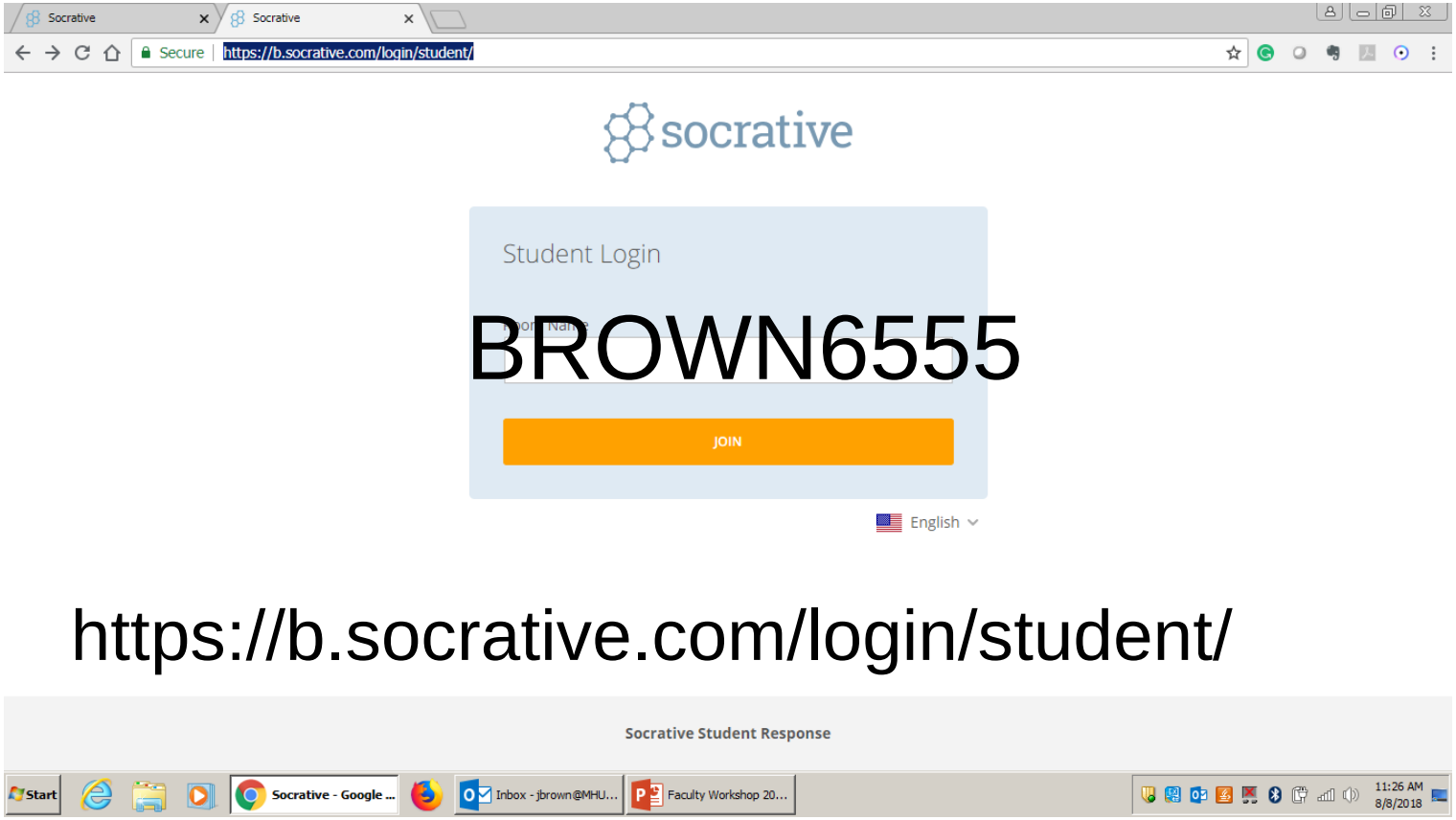

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1

Student Learning Outcomes

As a result of this workshop, participants will understand what SLOs are and are not.

2

Bloom’s Revised Taxonomy

As a result of this workshop, participants will use Bloom’s revised taxonomy (and other tools) to design measurable student learning outcomes for his/ her degree program.

3

Curriculum Alignment

As a result of this workshop, participants will organize program SLOs in alignment with MHU's Institutional Outcomes, degree program courses, and program assessment practices.

4

Evaluation

As a result of this workshop, participants will evaluate the revised SLOs and Curriculum Map based on a criteria.

We are devoting much time to the setting up and formulation of objectives because they are the most critical criteria for guiding all the other activities of the curriculum-maker.

Ralph W. Tyler (1949)

Student Learning Outcomes

What is a student learning outcome?

Student Learning Outcomes are …

- Clearly stated, learner-friendly
- Measurable
- Comprehensive, Expectations

  - *Student learning outcomes statements clearly state the expected knowledge, skills, attitudes, competencies, and habits of mind that students are expected to acquire at an institution of higher education. NILOA, 2018*

Levels of Outcomes

- **Global Outcomes**
  - MHU Institutional SLOs (based on AAC&U VALUE Essential Learning Outcomes)
- **Educational Outcomes**
  - Program Specific SLOs
- **Instructional Outcomes**
  - Course level SLOs

Bloom's Revised Taxonomy

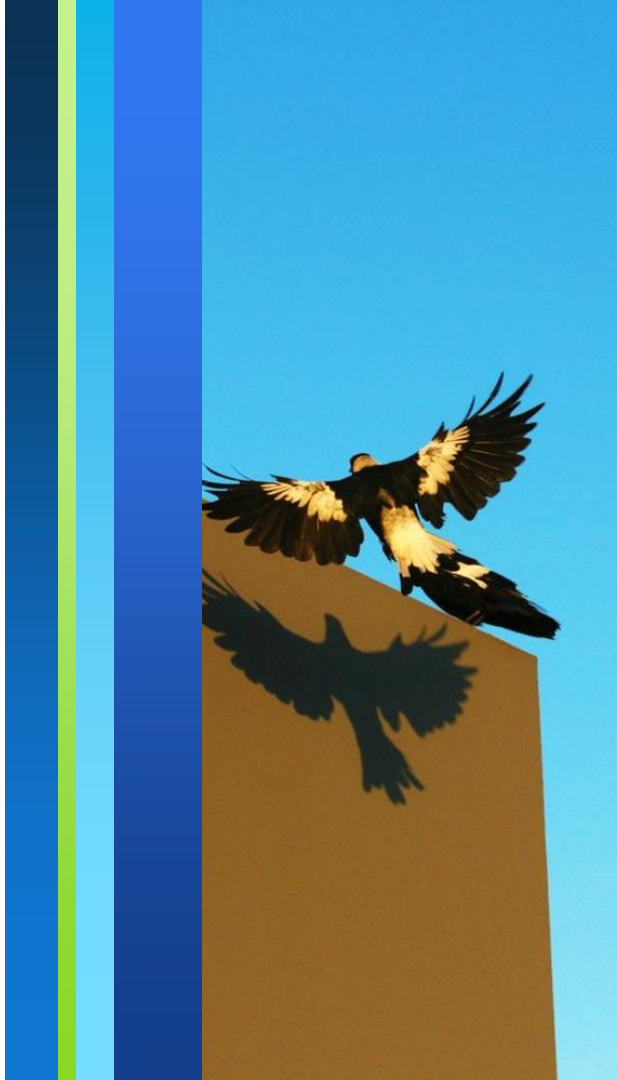
Cognitive Process

Active Verbs

- → Remember
- → Understand
- → Apply
- → Analyze
- → Evaluate
- → Create

Knowledge Dimension

- → Factual
- → Conceptual
- → Procedural
- → Metacognitive



Anderson and Krathwohl (Eds) 2001

What SLOs are not

- Instructional Activities
  - Reading the textbook
  - Listening to a lecture
  - Conducting an experiment
  - Going on a field trip
  - Writing a paper
- Implicit
- Forms of Assessment
  - National exams, portfolios, tests, projects

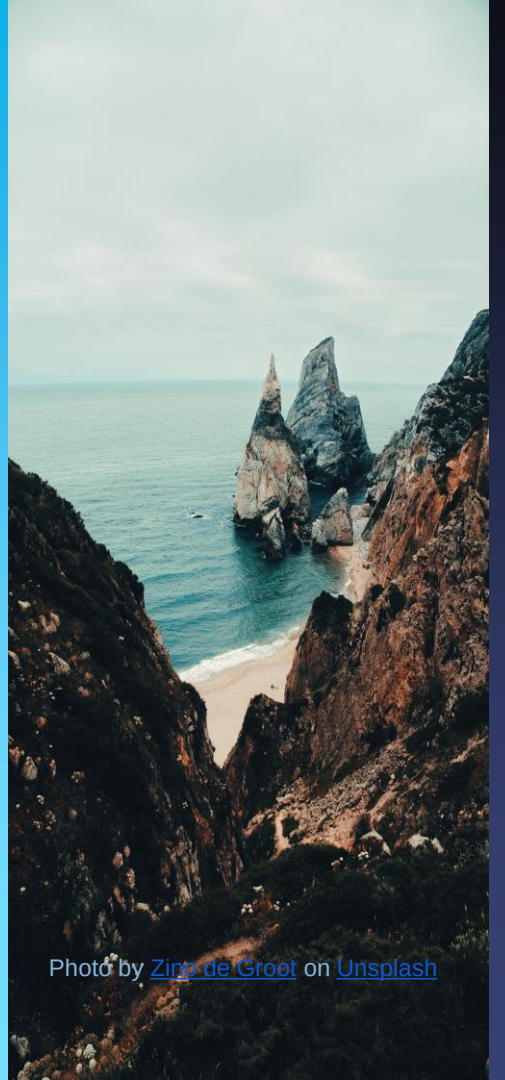
Photo by William Daigneault on Unsplash

Structure of a Learning Outcome

- As a result of this program, students will apply the reuse, reduce, and recycle methods of conservation.

How to write amazing and outstanding SLOs

- Begin with the end in mind.
- Use Bloom's Revised Taxonomy.
- Use a single action verb with the content to form a single learning outcome.
- Write it so the outcome is student-friendly.
- Order the SLO from LOTS to HOTS.
- Evaluate your work.



Evaluate a Student Learning Outcome

- Is the action/ learning done by the student?
- Is there a clear skill or ability?
- Is the specified action observable?
- Can it be measured?

QUIZ 1: Making a SLO Stronger

- Upon successful completion of this program, students will be exposed to case studies documenting the use of ethical reasoning in daily decisions.
- Is the action done by the student? NO
- Is there a clear skill or ability? NO
- Is the specified action observable? YES
- Can it be measured? YES

1

QUIZ 2: Making a SLO Stronger

- Upon successful completion of this program, students will be able to apply ethical reasoning in daily decisions.
- Is the action done by the student? YES
- Is there a clear skill or ability? NO
- Is the specified action observable? NO
- Can it be measured? YES (Indirectly)

2

QUIZ 3: Making a SLO Stronger

- Upon successful completion of this program, students will be able to appreciate the value of ethical reasoning in their daily decisions.
- Is the action done by the student? YES
- Is there a clear skill or ability? Maybe?
- Is the specified action observable? YES
- Can it be measured? YES (Indirectly) and NO (Directly)

3

QUIZ 4: Making a SLO Stronger

- Upon successful completion of this program, students will apply ethical reasoning in discussing an ethical issue.
- Is the action done by the student? YES
- Is there a clear skill or ability? YES
- Is the specified action observable? YES
- Can it be measured? YES

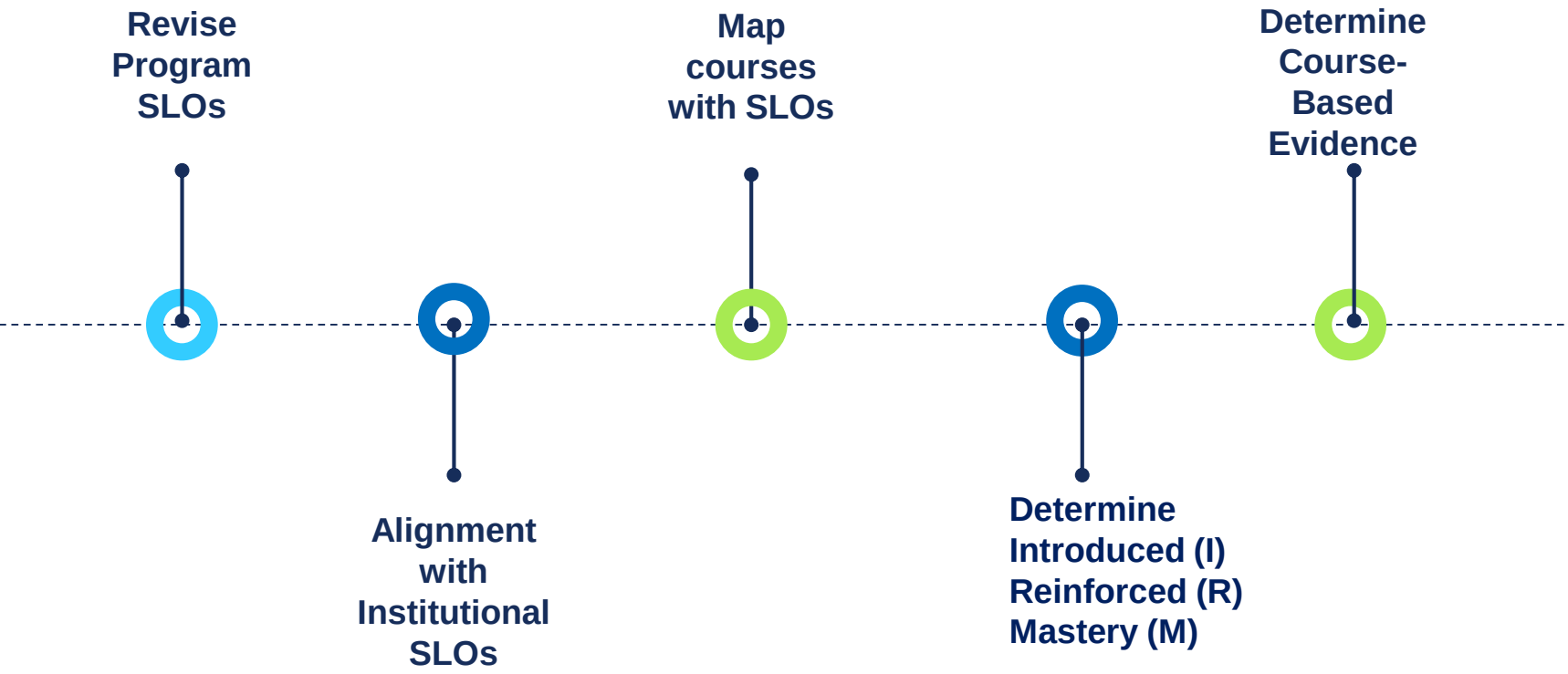
4

MHU's Institutional Learning Outcomes

- See Handout
- Comprehensive across the undergraduate experience from General Education to Capstone
- General Education and Undergraduate Program SLOs should align with MHU Institutional SLOs

	MHU 101	MHU 102	MHU 201	MHU 202	MHU 303	MHU 304	MHU 401	MHU 403	Capstone
SLO 1 Content	I Exam Q		R Exam Q		R Exam Q		M Group Project	M Research II	M Portfolio
SLO 2 Content	I Exam Q	I Exam Q	R Exam Q	R Exam Q		R Poster	M Research I		M Portfolio
SLO 3 (CT)		I Exam Q	I Exam Q	R Essay		R Proposal	R Research I	R Research II	M Portfolio
SLO 4 (PS)	I Exam Q	I Reflection		R Acad. Journal		R Proposal	M Research I	M Research II	M Portfolio
SLO 5 (CR)	I Exam Q		I Project		R Group Project		M Group Project		M Portfolio
SLO 6 (WOC/IL)	I Essay	I Essay	R Anno Bib	R Oral Pres	R Poster	M IRB/ACA	M Research I	M Research II	M Portfolio
SLO 7 (CE)		I Reflection		R Journal	R Journal		M Group	M Group	M Portfolio

SLO Revision and Mapping Process



Let’s review some concepts

Student Learning Outcomes

Bloom’s Revised Taxonomy

Curriculum Alignment

Curriculum Mapping

Determining Acceptable Evidence

Curriculum Sequencing

Thanks!

Any questions?

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