Center for Teaching & Learning

Student Learning Outcome Update

Carole Splendore
Title III Learning Assessment Coordinator
Center for Teaching & Learning

Student Learning Outcome Update

I. College-wide Learning Goals
II. Course-Level Outcomes
III. Program-Level Outcomes
IV. Integrating SLOs with Curriculum and Program Review
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Student Learning Outcome Update

I. College-wide Learning Goals = Institutional-Level Outcomes
College-wide Learning Goals are statements of the knowledge, skills, and abilities the individual student will possess and can demonstrate upon completion of a learning experience or sequence of learning experiences (e.g., course, program, degree).
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DEVELOPMENT OF THE WHOLE PERSON

Creativity and innovation

Integration of mind, body, and spirit for healthy quality of life

Lifelong learning for increasing employability and planning process

Personal, professional and self development

Timeliness and punctuality
<table>
<thead>
<tr>
<th>COMMUNICATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Information technology</td>
</tr>
<tr>
<td>Language and linguistics</td>
</tr>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Respectful and ethical communication</td>
</tr>
<tr>
<td>Speaking</td>
</tr>
<tr>
<td>Writing</td>
</tr>
</tbody>
</table>
CIVIC RESPONSIBILITY

Informed citizenship in a democracy:
Cultural
Economic
Historical
Political

Promoting the development of values, integrity, and ethical behavior

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GLOBAL AND CULTURAL INVOLVEMENT

- Aesthetic Responsiveness
- Environmental
- Familiarity with multiple paradigms and methodologies
- Human context
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CRITICAL THINKING

- Analysis of multiple paradigms
- Information literacy
- Logic and rhetoric
- Problem solving
- Quantitative and qualitative reasoning

Critical Thinking

Communication

Development

Whole Person

Global and Cultural
Awareness

Civic Responsibility
Student Learning Outcome Update

I. College-wide Learning Goals
   • Complete assessment by 2012
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Student Learning Outcome Update

I. College-wide Learning Goals
   • Complete assessment by 2012

II. Course-Level Outcomes
Student Learning Outcome Update

I. College-wide Learning Goals
   • Complete assessment by 2012

II. Course-Level Outcomes

937 SLOs have been written for 595 courses!
<table>
<thead>
<tr>
<th>Administration of Justice</th>
<th>Institutional Outcomes</th>
<th>Course-Level Student Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ADMJ 50 Intro. to Administration of Justice</strong></td>
<td>▲ ▲ ▲ ▲ ▲</td>
<td>1. Analyze the components of the AJ system, differentiate and distinguish between the components of the AJ system.</td>
</tr>
<tr>
<td><strong>ADMJ 54 Investigative Reporting</strong></td>
<td>▲ ▲ ▲ ▲ ▲</td>
<td>1. Write a narrative report and synthesize notes, investigation techniques and interviews from victim and suspect in a successful prosecution.</td>
</tr>
<tr>
<td><strong>ADMJ 60 Criminal Law</strong></td>
<td>▲ ▲ ▲ ▲ ▲</td>
<td>1. Distinguish criminal and no criminal acts to identify the elements of crime committed and to properly identify the crimes as a felony and/or misdemeanor.</td>
</tr>
<tr>
<td><strong>ADMJ 61 Evidence</strong></td>
<td>▲ ▲ ▲ ▲ ▲</td>
<td>1. Enumerate the types of evidence to interpret rules of evidence and recognizing different institutional rights.</td>
</tr>
<tr>
<td><strong>ADMJ 63 Criminal Investigation</strong></td>
<td>▲ ▲ ▲ ▲ ▲</td>
<td>1. Identify the crime, document elements of time, crime scene for collection and presentation of evidence. Effective interviewing and developing information for suspect and prosecution.</td>
</tr>
<tr>
<td><strong>ADMU 69 Sex Crime Investigation</strong></td>
<td>▲ ▲ ▲ ▲ ▲</td>
<td>1. Identify; and classify sex crimes. Students will utilize appropriate interviewing and investigative techniques. Students will articulate sex offender registration requirements.</td>
</tr>
<tr>
<td><strong>ADMJ 70 Community Relations</strong></td>
<td>▲ ▲ ▲ ▲ ▲</td>
<td>1. Distinguish community and human differences, articulate solutions and successful interactions. Explain barriers that characterized between ethnic groups.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Anthropology</th>
<th>CT COM DWP CR GCI NA</th>
<th>Course-Level Student Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ANTH 1 Physical Anthropology</strong></td>
<td>▲ ▲ ▲ ▲ ▲</td>
<td>1. Describe the basic concepts, methods of inquiry and the theory of biological evolution.</td>
</tr>
<tr>
<td><strong>ANTH 1L Physical Anthropology Laboratory</strong></td>
<td>▲ ▲ ▲ ▲ ▲</td>
<td>2. Apply the theory of biological evolution to an understanding of the emergence of the human species.</td>
</tr>
<tr>
<td><strong>ANTH 2 Intro. to Archaeology: Prehistory &amp; Culture</strong></td>
<td>▲ ▲ ▲ ▲ ▲</td>
<td>3. Explain to what extent Darwin’s theory of evolution is compatible with Mendelian genetics.</td>
</tr>
<tr>
<td><strong>ANTH 2 Social and Cultural Anthropology</strong></td>
<td>▲ ▲ ▲ ▲ ▲</td>
<td>1. Utilize tools and methodologies of physical anthropology to analyze, identify, and classify members of the primate order.</td>
</tr>
<tr>
<td><strong>ANTH 3 Cultures of the U.S. Anthropological Perspectives on Race, class, Gender and</strong></td>
<td>▲ ▲ ▲ ▲ ▲</td>
<td>2. Apply the principles of modern genetics to problems and issues in human evolution.</td>
</tr>
<tr>
<td><strong>ANTH 3 Social and Cultural Anthropology</strong></td>
<td>▲ ▲ ▲ ▲ ▲</td>
<td>1. Describe the basic concepts and methodology of archaeological inquiry.</td>
</tr>
<tr>
<td><strong>ANTH 3 Cultures of the U.S. Anthropological Perspectives on Race, class, Gender and</strong></td>
<td>▲ ▲ ▲ ▲ ▲</td>
<td>2. Apply archaeological methodology to interpret the material remains of cultures.</td>
</tr>
<tr>
<td><strong>ANTH 3 Social and Cultural Anthropology</strong></td>
<td>▲ ▲ ▲ ▲ ▲</td>
<td>1. Demonstrate familiarity with the ethnographic method, the distinctive methodology of cultural anthropology.</td>
</tr>
<tr>
<td><strong>ANTH 3 Cultures of the U.S. Anthropological Perspectives on Race, class, Gender and</strong></td>
<td>▲ ▲ ▲ ▲ ▲</td>
<td>2. Demonstrate an understanding of the variety of cultural adaptations of humanity on a global scale.</td>
</tr>
<tr>
<td><strong>ANTH 3 Social and Cultural Anthropology</strong></td>
<td>▲ ▲ ▲ ▲ ▲</td>
<td>1. Demonstrate an understanding of the factors influencing the diversity of contemporary U.S. society.</td>
</tr>
<tr>
<td><strong>ANTH 3 Cultures of the U.S. Anthropological Perspectives on Race, class, Gender and</strong></td>
<td>▲ ▲ ▲ ▲ ▲</td>
<td>2. Identify the ways in which gender, cultural identity, race and class are culturally constructed in U.S. society.</td>
</tr>
</tbody>
</table>
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Write Outcome (SLO & Rubric) 
Enter for Teaching & Learning

Implement Change

Assess Outcome

Reflect upon Assessment

Record assessment results in eLumen

Write Outcome

Assess Outcome

Reflect upon Assessment

Record assessment results in eLumen

Implement Change
Center for Teaching & Learning

Student Learning Outcome Update

I. College-wide Learning Goals
   • Complete assessment by 2012

II. Course-Level Outcomes
   • Write SLOs for remaining classes
   • Assess SLOs in two sections / Ft.F
   • Record assessments in eLumen for SLOs that have been assessed
I. College-wide Learning Goals
   • Complete assessment by 2012
II. Course-Level Outcomes
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III. Program-Level Outcomes
College-wide Learning Goals

- Communication
- Civic Responsibility
- Critical Thinking
- Development of the Whole Person
- Global and Cultural Involvement

Programs:
- School of the Arts
- Social Science
- Counseling
- Language Arts
- PE and Health
- Science and Math
- Applied Technology and Business
- Chabot College

Learning Goals:
- PE and Health
- Global and Cultural Involvement
- Civic Responsibility
- Communication
- Critical Thinking
- Development of the Whole Person
College-wide Learning Goals

- Communication
- Civic Responsibility
- Critical Thinking
- Development of the Whole Person
- Global and Cultural Involvement

Programs

- AA
- AS

Certificates
- Certificate of Achievement
- Certificate of Proficiency
I. College-wide Learning Goal
   • Complete assessment by 2012

II. Course-Level Outcomes
   • Write SLOs for remaining classes
   • Assess SLOs in two sections / Ft.F
   • Record assessments in eLumen for SLOs that have been assessed

III. Program-Level Outcomes
   • Continue defining programs and writing program-level outcomes
IV. Integrating SLOs with Curriculum and Program Review

1. Write Outcome (SLO & Rubric)
2. Implement Change
3. Assess Outcome
4. Reflect upon Assessment
5. Record assessment results in eLumen
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IV. Integrating SLOs with Curriculum and Program Review

Curriculum

- Write Outcome (SLO & Rubric)
- Implement Change
- Reflect upon Assessment
- Assess Outcome

Record assessment results in eLumen
IV. Integrating SLOs with Curriculum and Program Review

Curriculum

Unit Plans

Program Review

Write Outcome (SLO & Rubric)

Implement Change

Assess Outcome

Reflect upon Assessment

Record assessment results in eLumen
I. College-wide Learning Goal
   • Complete assessment by 2012

II. Course-Level Outcomes
   • Write SLOs for remaining classes
   • Assess SLOs in two sections / Ft.F
   • Record assessments in eLumen for SLOs that have been assessed

III. Program-Level Outcomes
   • Continue defining programs and writing program-level outcomes

IV. Integrating SLOs with Curriculum and Program Review
   • Include SLO form when submitting new curriculum
   • Include assessment results and planned changes in Program Review
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Flex Day Student Learning Outcome and Assessment Workshops

10:00 AM
Writing Course Level SLOs
Assessing Course-Level SLOs
Global and Cultural Awareness FIG

1:00 PM
eLumen Training