PROCESS FOR WRITING COURSE LEVEL SLOs

1. Refer to the Course Outline of Record’s Learning Objectives

2. Use the Taft College Course SLO Template

3. In the SLO column, state outcomes of the course. These should be things the student can do upon completing the course. Use higher order skills from Bloom’s taxonomy. You don’t need too many. Limit yourself to the most important knowledge, skills, and attitudes students can perform upon completing the course. Incorporate multiple learning domains (cognitive, affective, psychomotor) as appropriate to your course. Words like “know” and “understand” are too vague to measure. Don’t use them. Think of it as what the student can do.

4. In the “assessments” column, list the means by which you and other faculty who instruct the course assess the extent to which the outcome has been met. This could include portfolios, essays, class presentations, and exams. Assessments are the means by which instructors measure SLOs.

5. In the “Institutional SLOs aligned with” column, list any of the five Taft College Institutional SLOs that your course SLOs align with. In other words, your SLO is one skill that contributes to the institutional SLO.

6. Have full time faculty who teach the course review for agreement. Dialog and make changes to ensure you all agree that these are the outcomes of the course and the means of assessment (faculty, of course, may use different assessments for the same SLO). Make changes as needed so that everyone’s perspective is included and the SLOs relate directly to the course content listed on the COR. Have all fulltime faculty who teach the course sign off and date the document.

7. Send to SLO coordinator. If she has questions about the alignment, SLOs, or assessments, she will contact you. SLO Coordinator will upload most current course SLOs to eLumen.

8. Congratulate yourself on a job well done. Distribute to your students.

INCLUDED IN THIS PACKET FOR REFERENCE:

Learning domain charts by Kate Pluta and Janet Fulks
2-4

SLOs vs. Course Objectives, as posted by Santa Monica Community College Academic Senate
5

Blank Course Level SLO Template
6

Completed Taft College Course Level SLOs by Brian Jean and Julian Martinez
7

Taft College Institutional SLOs (for alignment)
8

Blank Templates, completed Course SLOs, and more training materials available on Taft College SLO website at:
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# Cognitive Domain

## Learning Outcomes Related To Knowledge

<table>
<thead>
<tr>
<th>Knowledge</th>
<th>Comprehension</th>
<th>Application</th>
<th>Analysis</th>
<th>Synthesis</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student remembers or recognizes information or specifics as communicated with little personal assimilation.</td>
<td>Student grasps the meaning behind the information and interprets, translates, or comprehends the information.</td>
<td>Student uses information to relate and apply it to a new situation with minimal instructor input.</td>
<td>Student discriminates, organizes, and scrutinizes assumptions in an attempt to identify evidence for a conclusion.</td>
<td>Student creatively applies knowledge and analysis to integrate concepts or construct an overall theory.</td>
<td>Student judges or evaluates information based upon standards and criteria, values and opinions.</td>
</tr>
<tr>
<td><strong>Basic</strong></td>
<td><strong>More Sophisticated</strong></td>
<td><strong>Higher Level Thinking</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cite</td>
<td>Convert</td>
<td>Apply</td>
<td>Analyze</td>
<td>Assemble</td>
<td>Access</td>
</tr>
<tr>
<td>Label</td>
<td>Define</td>
<td>Chart</td>
<td>Compare</td>
<td>Create</td>
<td>Appraise</td>
</tr>
<tr>
<td>List</td>
<td>Describe</td>
<td>Compute</td>
<td>Contrast</td>
<td>Construct</td>
<td>Conclude</td>
</tr>
<tr>
<td>Enumerate</td>
<td>Discuss</td>
<td>Demonstrate</td>
<td>Correlate</td>
<td>Design</td>
<td>Critique</td>
</tr>
<tr>
<td>Identify</td>
<td>Estimate</td>
<td>Determine</td>
<td>Diagram</td>
<td>Develop</td>
<td>Decide</td>
</tr>
<tr>
<td>Imitate</td>
<td>Explain</td>
<td>Dramatize</td>
<td>Dissect</td>
<td>Formulate</td>
<td>Defend</td>
</tr>
<tr>
<td>Match</td>
<td>Generalize</td>
<td>Establish</td>
<td>Differentiate</td>
<td>Generate</td>
<td>Diagnose</td>
</tr>
<tr>
<td>Name</td>
<td>Identify</td>
<td>Make</td>
<td>Distinguish</td>
<td>Hypothesize</td>
<td>Evaluate</td>
</tr>
<tr>
<td>Quote</td>
<td>Illustrate</td>
<td>Manipulate</td>
<td>Infer</td>
<td>Initiate</td>
<td>Judge</td>
</tr>
<tr>
<td>Recall</td>
<td>Locate</td>
<td>Prepare</td>
<td>Investigate</td>
<td>Invent</td>
<td>Justify</td>
</tr>
<tr>
<td>Reproduce</td>
<td>Paraphrase</td>
<td>Project</td>
<td>Limit</td>
<td>Modify</td>
<td>Rank</td>
</tr>
<tr>
<td>State</td>
<td>Restate</td>
<td>Solve</td>
<td>Outline</td>
<td>Reframe</td>
<td>Recommend</td>
</tr>
<tr>
<td>Write</td>
<td>Summarize</td>
<td>Use</td>
<td>Separate</td>
<td>Synthesize</td>
<td>Support</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Blank Templates, completed Course SLOs, and more training materials available on Taft College SLO website at:
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## Psychomotor Domain

### Learning Outcomes Related To Skills

<table>
<thead>
<tr>
<th>Observe</th>
<th>Model</th>
<th>Recognize Standards</th>
<th>Correct</th>
<th>Apply</th>
<th>Coach</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students translate sensory input into physical tasks or activities.</td>
<td>Students are able to replicate a fundamental skill or task.</td>
<td>Students recognize standards or criteria important to perform a skill or task correctly.</td>
<td>Students use standards to evaluate their own performances and make corrections.</td>
<td>Students apply this skill to real life situations.</td>
<td>Students are able to instruct or train others to perform this skill in other situations.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Hear</strong></th>
<th><strong>Identify</strong></th>
<th><strong>Observe</strong></th>
<th><strong>See</strong></th>
<th><strong>Smell</strong></th>
<th><strong>Taste</strong></th>
<th><strong>Touch</strong></th>
<th><strong>Watch</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Attempt</td>
<td>Copy</td>
<td>Follow</td>
<td>Imitate</td>
<td>Mimic</td>
<td>Model</td>
<td>Reenact</td>
<td>Repeat</td>
</tr>
<tr>
<td>Check</td>
<td>Detect</td>
<td>Discriminate</td>
<td>Differentiate</td>
<td>Distinguish</td>
<td>Notice</td>
<td>Perceive</td>
<td>Recognize</td>
</tr>
<tr>
<td>Adapt</td>
<td>Adjust</td>
<td>Alter</td>
<td>Correct</td>
<td>Customize</td>
<td>Develop</td>
<td>Improve</td>
<td>Manipulate</td>
</tr>
<tr>
<td>Build</td>
<td>Compose</td>
<td>Construct</td>
<td>Create</td>
<td>Design</td>
<td>Originate</td>
<td>Produce</td>
<td></td>
</tr>
<tr>
<td>Demonstrate</td>
<td>Exhibit</td>
<td>Illustrate</td>
<td>Instruct</td>
<td>Teach</td>
<td>Train</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Usually no outcomes or objectives written at this level.*

---

**Basic Knowledge**

**Basic Skills**

**More Sophisticated Skills**

**Higher Level Abilities**

---

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Affective Domain
Learning Outcomes Related To Attitudes, Behaviors, and Values

<table>
<thead>
<tr>
<th>Receiving</th>
<th>Responding</th>
<th>Valuing</th>
<th>Organizing</th>
<th>Characterizing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students become aware of an attitude, behavior, or value.</td>
<td>Students exhibit a reaction or change as a result of exposure to an attitude, behavior, or value.</td>
<td>Students recognize value and display this through involvement or commitment.</td>
<td>Students determine a new value or behavior as important or a priority.</td>
<td>Students integrate consistent behavior as a naturalized value in spite of discomfort or cost. The value is recognized as a part of the person’s character.</td>
</tr>
</tbody>
</table>

Accept
Attend
Describe
Explain
Locate
Observe
Realize
Receive
Recognize
Behave
Comply
Cooperate
Discuss
Examine
Follow
Model
Present
Respond
Show
Studies
Accept
Adapt
Balance
Choose
Differentiate
Defend
Influence
Prefer
Recognize
Seek
Value
Adapt
Adjust
Alter
Change
Customize
Develop
Improve
Manipulate
Modify
Practice
Revise
Authenticate
Characterize
Defend
Display
Embody
Habituate
Internalize
Produce
Represent
Validate
Verify

Elementary Values and Behaviors
Inherited Value System
More Highly
Developed Attitudes
Well Thought-out Value System

Developed by Janet Fulks and Kate Pluta
Bakersfield College

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### Student Learning Outcomes (SLOs) versus Course Objectives

Student Learning Outcomes for the classroom describe the knowledge, skills, abilities or attitudes that a student can **demonstrate** by the end of your course.

- Don’t think about content or coverage. Consider what students should be able to DO with what they’ve learned by the end of the semester.
- How will students demonstrate this?
- What can they produce to show faculty that they have learned to apply their new knowledge?

When trying to define Student Learning Outcomes for a course, think of the big picture. SLOs:

- Describe the broadest goals for the class, ones that require **higher-level** thinking abilities, as described in Bloom’s Taxonomy.
- Require students to **synthesize** many discreet skills or areas of content.
- Ask them to then **produce** something – papers, projects, portfolios, demonstrations, performances, art works, exams, etc. – that **applies** what they have learned.
- Require faculty to **evaluate** or **assess** the product to measure a student’s achievement or mastery of the outcomes.

Course objectives are on a smaller scale, describing small, discreet skills or “nuts and bolts” that require basic thinking skills. They are subset of outcomes. Think of objectives as the building blocks used to produce whatever is used to demonstrate mastery of an outcome. Objectives can be practice and assessed individually, but are usually only a portion of an overall project or application.

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objectives describe skills, tools or content that a student will master by the end of a course.</td>
<td>Outcomes describe over-arching goals that a student will be able to demonstrate by the end of a course</td>
</tr>
<tr>
<td>Objectives require the use of basic thinking skills such as knowledge, comprehension, and application.</td>
<td>Outcomes require the use of higher level thinking skills such as analysis, synthesis, and evaluation (as described in Bloom’s Taxonomy)</td>
</tr>
<tr>
<td>Objectives do not necessarily result in a product. Most often, objectives are synthesized or combined to produce something that measures an outcome.</td>
<td>Outcomes result in a product that can be measured and assessed.</td>
</tr>
</tbody>
</table>
Course Level SLOs [Replace this with course title]

<table>
<thead>
<tr>
<th>Course Level SLO</th>
<th>Institutional SLO(s) aligned with</th>
<th>Assessment(s)*</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(You may add or delete as many cells as you need. Aim for a manageable amount of SLOs that indicate the most important outcomes of your course.)

*These assessments reflect multiple instructors. Not all instructors use all of the assessments listed here. [Delete this comment if you are a discipline of one instructor or if the comment does not apply to your discipline.]

Reviewed by:  
on:

Blank Templates, completed Course SLOs, and more training materials available on Taft College SLO website at:  
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A Simple Model for SLOs

Course Level SLOs - Math 2100 (Calc I)

<table>
<thead>
<tr>
<th>Course Level SLO</th>
<th>Institutional SLOs aligned with</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Calculate limits</td>
<td>(2) Computation</td>
<td>Written exams.</td>
</tr>
<tr>
<td></td>
<td>(5) Discipline Content</td>
<td></td>
</tr>
<tr>
<td>Calculate and interpret instantaneous rates of change.</td>
<td>(2) Computation</td>
<td>Written exams.</td>
</tr>
<tr>
<td></td>
<td>(5) Discipline Content</td>
<td></td>
</tr>
<tr>
<td>Calculate the area under a curve.</td>
<td>(2) Computation</td>
<td>Written exams.</td>
</tr>
<tr>
<td></td>
<td>(5) Discipline Content</td>
<td></td>
</tr>
</tbody>
</table>

Reviewed by: Brian Jean on: 8/22/08

Diane Jones

Course Level SLOs - Spanish 1601

<table>
<thead>
<tr>
<th>Course Level SLO</th>
<th>Institutional SLOs aligned with</th>
<th>Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exchange greetings and farewells orally in Spanish.</td>
<td>Communication</td>
<td>Class discussion scored with participation card rubric.</td>
</tr>
<tr>
<td></td>
<td>Discipline Content</td>
<td></td>
</tr>
<tr>
<td>Using formulaic phrases and memorized vocabulary, the</td>
<td>Communication</td>
<td>Class discussion scored with participation card rubric and</td>
</tr>
<tr>
<td>student will be able to order drinks at a Spanish</td>
<td>Discipline Content</td>
<td>written test.</td>
</tr>
<tr>
<td>speaking restaurant.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Using formulaic phrases and memorized vocabulary, the</td>
<td>Communication</td>
<td>Students will look at an illustration and use learned</td>
</tr>
<tr>
<td>student will be able to create a story.</td>
<td>Discipline Content</td>
<td>vocabulary and expression to create a short story aloud</td>
</tr>
<tr>
<td></td>
<td></td>
<td>in class first then written in a test or homework</td>
</tr>
<tr>
<td></td>
<td></td>
<td>assignment.</td>
</tr>
</tbody>
</table>

Reviewed by: Julian Martinez on: 10/7/08

Geoffrey Dyer 10/10/08

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Taft College Institutional Level Student Learning Outcomes

1. Communication
   Graduates should be able to deliver focused and coherent presentations; demonstrate active, discerning listening and speaking skills in lectures and discussions; demonstrate active reading skills and thorough comprehension; and write clearly and effectively.

2. Computation
   Graduates should be able to solve problems involving data gathering and analysis, apply mathematical concepts, and use technology in these processes.

3. Critical and Creative Thinking
   Graduates should be able to analyze, interpret, explain and evaluate texts, ideas, works of art, and scientific and mathematical problems.

4. Community/Global Consciousness and Responsibility
   Graduates should be able to demonstrate social and cultural awareness, ethical behavior, effective and sensitive communication, and a commitment to learning.

5. Discipline Content
   Graduates should be able to clearly demonstrate mastery and application of course content.
Sources


<http://online.bakersfieldcollege.edu/courseassessment/Section_1_Introduction/Introduction1.htm>

Santa Monica College. “Student Learning Outcomes (SLOs) versus Course Objectives.”

<http://www.smc.edu/apps/pub.asp?Q=680>