

Quick Guide to Academic Program-level Student Learning Outcomes Assessment

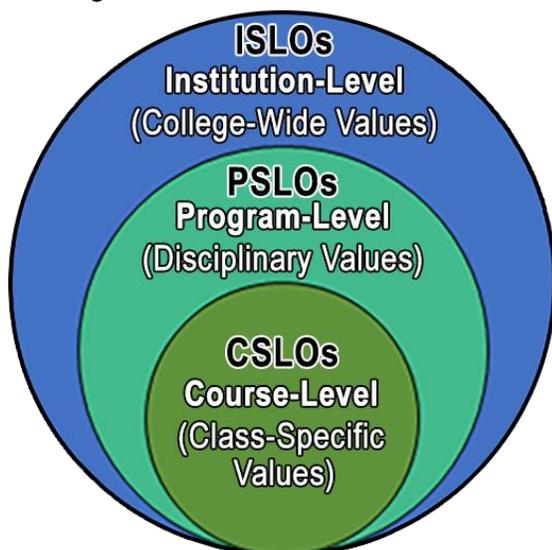
Pueblo Community College Professional Development Day—February 13, 2017

What is a PSLO?

In the context of PCC's academic programs, a "Program"-level Student Learning Outcome (SLO) is a specific statement of the **knowledge, skills, behaviors, or attitudes** students are expected to attain by the time they have completed coursework in a particular discipline as designated by its course *prefix*.

What's the Difference between ISLOs, PSLOs, and CSLOs?

Institution-level Student Learning Outcomes (ISLOs) are cross-disciplinary statements of our shared values as educators. Our ISLOs encompass our program- or discipline-specific goals for our students (PSLOs). The objectives of individual courses (CSLOs) support the program-level outcomes for the prefix, allowing students to achieve the learning outcomes we value for all PCC graduates.



Aligning these 3 levels thoughtfully and intentionally creates a cohesive educational framework that offers all students varied and ample opportunities to be introduced to, develop, refine, and master the valuable skills and knowledge they will need when they leave PCC.

What about Accreditation Outcomes?

While many of our programs already have existing learning outcomes required for program accreditation, they will likely parallel but not fully encompass or adequately reflect our own values for student learning. Developing our own PSLOs gives us the opportunity to assess what we as faculty value for student learning in our classes.

PSLO Checklist	What that means...
<input type="checkbox"/> Student-Centered	Focused on what <i>students</i> will know or do
<input type="checkbox"/> Observable	Written using <i>action verbs</i> from Bloom's Taxonomy (see reverse)
<input type="checkbox"/> Output-Focused	Describes <i>student behavior</i> rather than teacher behavior
<input type="checkbox"/> Specific	Isolates <i>a single skill</i> or learning objective
<input type="checkbox"/> Measurable	Can be <i>quantified</i> for evidence-based & objective assessment
<input type="checkbox"/> Achievable	Challenging yet <i>attainable</i> for most students
<input type="checkbox"/> Relevant	Clearly <i>aligned</i> with institution-wide values (ISLOs)
<input type="checkbox"/> Discipline-Specific	Articulate <i>disciplinary values</i> using the language of the field

Sample PSLOs: Upon completion of coursework in ___ prefix, students will...

- ... responsibly and safely operate technology common to industry settings in food service operations (CUA).
- ... employ evidence-based clinical reasoning to make patient-centered care decisions (NUR).
- ... analyze the applications of fundamental principles of psychology to real-world behaviors and treatments (PSY).
- ... provide clear and effective patient education and instruction related to dental care (DEA).

Check out the PSLO Development module on the [Assessment of Student Learning Resources](#) D2L course for opportunities to discuss, share, and receive feedback on your PSLOs!

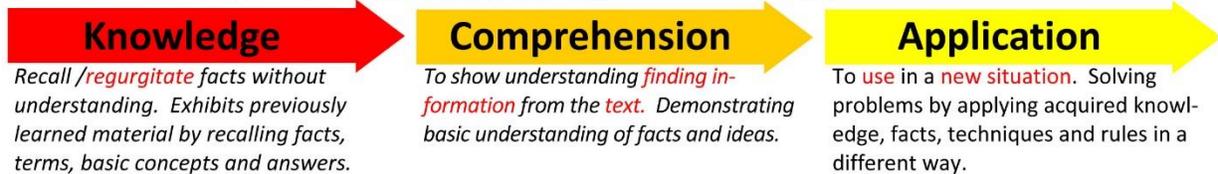
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Bloom's Taxonomy (2001 Revision): Hierarchical Framework of Skills & Knowledge Using Action Verbs for Observable Student Learning Outcomes

← LOW LEVEL THINKING SKILLS →



Key words:

Choose	Observe	Show
Copy	Omit	Spell
Define	Quote	State
Duplicate	Read	Tell
Find	Recall	Trace
How	Recite	What
Identify	Recognise	When
Label	Record	Where
List	Relate	Which
Listen	Remember	Who
Locate	Repeat	Why
Match	Reproduce	Write
Memorise	Retell	
Name	Select	

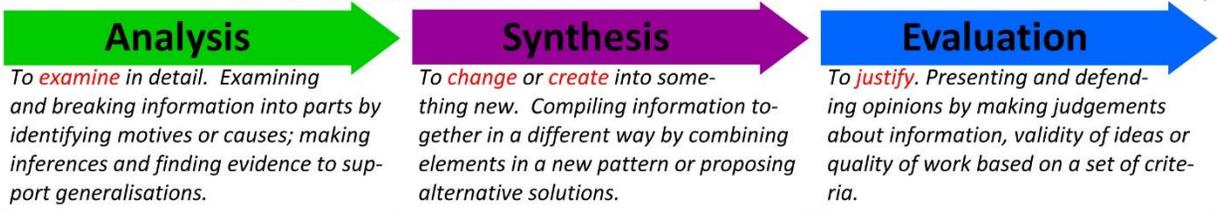
Key words:

Ask	Extend	Outline
Cite	Generalise	Predict
Classify	Give exam- ples	Purpose
Compare	Illustrate	Relate
Contrast	illustrate	Rephrase
Demonstrate	Indicate	Report
Discuss	Infer	Restate
Estimate	Interpret	Review
Explain	Match	Show
Express	Observe	Summarise
		Translate

Key words:

Act	Employ	Practice
Administer	Experiment	Relate
Apply	with	Represent
Associate	Group	Select
Build	Identify	Show
Calculate	Illustrate	Simulate
Categorise	Interpret	Solve
Choose	Interview	Summarise
Classify	Link	Teach
Connect	Make use of	Transfer
Construct	Manipulate	Translate
Correlation	Model	Use
Demonstrate	Organise	
Develop	Perform	
Dramatise	Plan	

← HIGH LEVEL THINKING SKILLS →



Key words:

Analyse	Examine	Prioritize
Appraise	Find	Question
Arrange	Focus	Rank
Assumption	Function	Reason
Breakdown	Group	Relation- ships
Categorise	Highlight	Reorganise
Cause and effect	In-depth discussion	Research
Choose	Inference	See
Classify	Inspect	Select
Differences	Investigate	Separate
Discover	Isolate	Similar to
Discriminate	List	Simplify
Dissect	Motive	Survey
Distinction	Omit	Take part in
Distinguish	Order	Test for
Divide	Organise	Theme
Establish	Point out	Comparing

Key words:

Adapt	Estimate	Plan
Add to	Experiment	Predict
Build	Extend	Produce
Change	Formulate	Propose
Choose	Happen	Reframe
Combine	Hypothesise	Revise
Compile	Imagine	Rewrite
Compose	Improve	Simplify
Construct	Innovate	Solve
Convert	Integrate	Speculate
Create	Invent	Substitute
Delete	Make up	Suppose
Design	Maximise	Tabulate
Develop	Minimise	Test
Devise	Model	Theorise
Discover	Modify	Think
Discuss	Original	Transform
Elaborate	Originate	Visualise

Key words:

Agree	Disprove	Measure
Appraise	Dispute	Opinion
Argue	Effective	Perceive
Assess	Estimate	Persuade
Award	Evaluate	Prioritise
Bad	Explain	Prove
Choose	Give reasons	Rate
Compare	Good	Recommend
Conclude	Grade	Rule on
Consider	How do we know?	Select
Convince	Importance	Support
Criteria	Infer	Test
Criticise	Influence	Useful
Debate	Interpret	Validate
Decide	Judge	Value
Deduct	Justify	Why
Defend	Mark	
Determine		

Questions? Need more information or advice?

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