MCC STUDENT LEARNING OUTCOMES PRIMER

Student Learning Outcomes (SLOs):

- Describe what LEARNERS PRODUCE or DO to demonstrate their ability to APPLY what they have learned.
- Are MEASUREABLE and/or VERIFIABLE.
- Are the RESULT OF CUMULATIVE LEARNING acquired over the duration of the “learning experience” (co-curricular learning experience, course, program, degree), and should reflect appropriate levels of COMPLEXITY.
- Represent what faculty and staff consider to be the MOST IMPORTANT skills, abilities and habits of mind students are expected to develop as a result of the learning experience, and are therefore ASSESSED and WEIGHTED so that their ACHIEVEMENT CAN BE VALIDATED FOR ALL STUDENTS (perhaps as represented by a valid sample).
- A single well-designed major assessment task can represent students’ ability with multiple SLOs.

SLOs contain 3 components:

- ACTION VERB (what students will do – their performance – what level is expected?)
- LEARNING STATEMENT (with what content, knowledge, skills)
- CONDITIONS (Criterion – how, using what tools, methodologies, formats?)

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<tr>
<th>Action Word (Verb)</th>
<th>Learning Statement (What? The content)</th>
<th>Criterion (How? The context)</th>
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MCC EXAMPLES FROM GERC FOLDER

EXAMPLE #1:
Students will use research and critical analysis skills to develop and defend well-reasoned opinions regarding bioethical dilemmas facing human-kind. *(What we don’t know here is the format their development and defense of their well-reasoned opinions will take. This might be sufficient for a common outcome shared among sections of a course, and individual instructors could customize the format?)*

| develop and defend | well-reasoned opinions regarding bioethical dilemmas facing human-kind | By using research and critical analysis skills |

EXAMPLE #2:
Students will be able to interpret and analyze economic data and graphs in nominal, real (inflation adjusted), and proportional (e.g. % of GDP) terms. *(Again, this SLO doesn’t specify the format that students’ interpretation and analysis will take, but may be appropriate for common SLO, customizable by individual instructors?)*

| interpret and analyze | economic data and graphs | in nominal, real (inflation adjusted), and proportional (e.g. % of GDP) terms. |
EXAMPLE #3:
Students will synthesize knowledge of color and design elements into original interpretations.

| synthesize | knowledge of color and design elements | into original interpretations (should this SLO offer more explanation/description here? i.e. “into original interpretations that include students’ artist statements reflecting their interpretation”?) |

EXAMPLE #4:
Students will work together with peers in collaborative groups to solve a variety of mathematical problems.

| Work together (how could this be validated? Lack of group conflict? Product generated? Maybe replace with “collaborate effectively” [in teams], for which there could be performance criteria and self and peer evaluation tools?) | to solve a variety of mathematical problems. (what kind of mathematical problems? Does this need clarification for students’ benefit?) | in collaborative groups |

EXAMPLE #5:
Students will demonstrate an understanding of how and why different regional attitudes and outlooks developed in the United States, particularly since World War Two.

| Demonstrate (How?) | understanding of (how is understanding demonstrated?) how and why different regional attitudes and outlooks developed in the United States, particularly since WWII |

EXAMPLE #6:
• Prepare college-level written communications using the writing process (which includes prewriting, drafting, revising, editing, and publishing for an academic audience).
• Demonstrate their skills in four kinds of writing: exploration, analysis, persuasion, and research position paper. In these essays, students will be able to:
  o develop and support a clear thesis in their work, a logical structure, an awareness of audience, purpose, and voice;
  o articulate the main idea of a written text, recognize inferences, and analyze the rhetorical effectiveness and structure of another writer’s work;
  o find and evaluate information from sources and integrate those sources into one or more 5-10 page researched position paper(s);
  o use a professional method of documentation (such as MLA, APA), demonstrating understanding of both the purpose of formatting and of anti-plagiarism practices.
  o use standard written English, punctuation, mechanics, and spelling

Could be rewritten as:

In four kinds of writing - exploration, analysis, persuasion, and research position paper - students will use the writing process (which includes prewriting, drafting, revising, editing, and publishing for an academic audience) to (THIS STATEMENT IS THE CONTEXT, ACTION WORDS ARE UNDERLINED, CONTENT LEARNING – THE “WHAT” - ITALICIZED):

• develop and support a clear thesis in their work, a logical structure, an awareness of audience, purpose, and voice;
• articulate the main idea of a written text, recognize inferences, and analyze the rhetorical effectiveness and structure of another writer’s work;
• find and evaluate information from sources and integrate those sources into one or more 5-10 page researched position paper(s);
• use a professional method of documentation (such as MLA, APA), demonstrating understanding of both the purpose of formatting and of anti-plagiarism practices.
• use standard written English, punctuation, mechanics, and spelling
A SAMPLING OF BRISTOL CC COURSE OUTCOMES

Course Outcomes English Comp I

1. **Write** using a process.
2. **Demonstrate** rhetorical knowledge.
3. **Write** in Standard Written English.
4. **Locate and critically read** primary and secondary sources.
5. **Select** primary and secondary sources and **integrate** them into their writing.
6. **Use** Modern Language Association (MLA) style and documentation.

Course Outcomes Mass Communication

1. **Explain** how basic concepts of communication theory apply to mass media.
2. **Identify** key figures and events related to the development of major mass media and emerging new media.
3. **Explain** the potential effects of media on an increasingly diverse society.
4. **Discuss** some of the basic ethical, global, and legal issues related to the mass media.
5. **Assess** how emerging technologies may influence the shape of mass media.

Course Outcomes Intermediate Accounting II

1. **Define and discuss** terms used in contemporary accounting.
2. **Explain** the functional role of accounting and its impact on the success of an organization.
3. **Define** ethics as it relates specifically to accounting as well as to business and to general society.
4. **Explain** the accounting procedures for issuing shares of stock as well as accounting for stock dividends and stock splits.
5. **Compute** EPS for simple and complex capital structures.
6. **Describe** the accounting for stock compensation plans under GAAP.
7. **Identify** differences between pretax financial and taxable income.

Course Outcomes – Macro Economics

1. **Describe and interpret** the economy in quantitative terms using employment and national statistics.
2. **Utilize** economic models to **distinguish, describe, and analyze** the interrelationships among prices, income and interest rates as they affect consumption, saving, private and government investment.
3. **Explain and evaluate** the economic challenges of unemployment, inflation, and economic growth.
4. **Describe** the contemporary banking and monetary system, and **analyze** the role of money, credit, and Federal Reserve monetary policy.
5. **Describe** the role of international trade and finance on domestic economic activity.
6. **Identify and analyze** the factors that contribute to or hinder economic growth, development and inequality.