

## 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?*)

Action Word (Verb)	Learning Statement (What? The content)	Criterion (How? The context)
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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
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**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.
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**EXAMPLE #3:**

Students will synthesize knowledge of color and design elements into original interpretations.

synthesize	knowledge of color and design elements	into original <i>interpretations</i> ( <b><i>should this SLO offer more explanation/description here? i.e. "into original interpretations that include students' artist statements reflecting their interpretation"?</i></b> )
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**EXAMPLE #4:**

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

Work together ( <b><i>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?</i></b> )	to solve a variety of mathematical problems. ( <b><i>what kind of mathematical problems? Does this need clarification for students' benefit?</i></b> )	in collaborative groups
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**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 ( <b><i>How?</i></b> )	understanding of ( <b><i>how is understanding demonstrated?</i></b> ) how and why different regional attitudes and outlooks developed in the United States, particularly since WWII	
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**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:
  - 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

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.