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?)

<table>
<thead>
<tr>
<th>Action Word (Verb)</th>
<th>Learning Statement (What? The content)</th>
<th>Criterion (How? The context)</th>
</tr>
</thead>
</table>

**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:
  - 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.