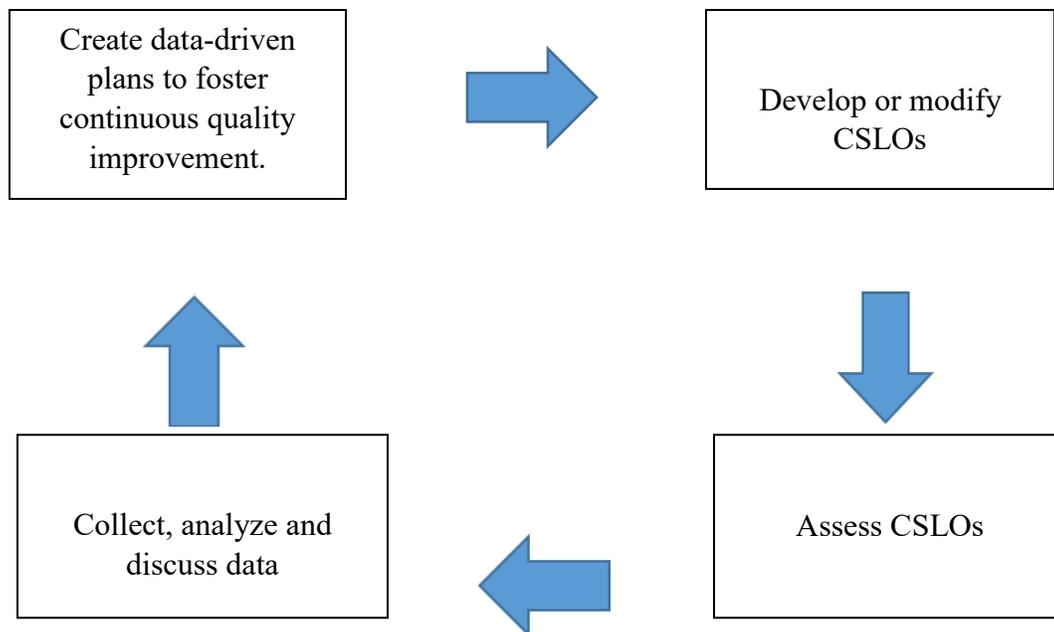


Course-Level Student Learning Outcomes Cycle

Course Student Learning Outcomes (CSLOs) are an important part of a regular process designed to foster continuous quality improvement in all academic courses.

CSLOs represent what the students should learn and/or be able to do upon finishing an academic course. Course CSLOs must be listed in both Meta and TracDat, and the SLO cycle (described below) must be completed within each Program Review cycle.



Developing CSLOs:

[Click here for the rubric that the SLO committee uses to review CSLOs in Meta](#)

All outcomes need to be measurable and should address one of following four areas:

1. **Knowledge:** facts, concepts, principles/theories, etc.
2. **Skills/abilities:** information literacy, thinking strategies, computational skills, communication skills, collaboration skills, leadership skills, etc.
3. **Attitudes/characteristics:** open-mindedness, love of knowledge, diligence, integrity, social responsibility, etc.
4. **Habits of mind:** arts appreciation, proficiency in creative procedures, creativity, etc.

When creating SLOs be sure to **use action verbs** that result in observable behavior that can be and measured. Avoid verbs that call for internal behavior that is hard to measure, such as “appreciate, aware of, familiar with, understand...”

For more guidance on verb selection, refer to the [“Verbs for developing SLOs” page](#).

When developing measurable outcomes, pay attention to the ABCs:

Actor – To whom the outcome relates

Behavior – What we expect the actor to know or be able to do

Context – Circumstances under which learning will take place

Each measurable outcome should contain specific information about the A, B, and C.

For example, Psychology 7 (Research Methods) has the following CSLO: “Upon completion of the course, students will design and conduct basic studies to address psychological questions using appropriate research methods.”

Actor – Students

Behavior – design and conduct basic studies to address psychological questions using appropriate research methods

Context – Upon completion of the course

How Many CSLOs do we need?

Courses from 1-3 units should include 1 CSLO per unit, and courses with 4 or more units should include 3-5 CSLOs, unless this is not practical based on the Course Content. Determining the number needed depends on the core learning objectives in a course. The Course Outline of Record should help faculty decide how many core learning objectives should be measured as outcomes. Course Objectives define what the *instructor* will teach, while Course Student Learning Outcomes describe what the *student* will be able to know, show, and/or do as a result of instruction.

Who is responsible for developing CSLOs?

In determining CSLOs, a college department should foster collaboration among all faculty who teach the course. All full-time faculty (and where feasible, adjuncts) within a college’s department should be included and participate meaningfully in the CSLO development process.

Do CSLOs need to be revised?

CSLOs are not meant to be static. CSLOs are subject to periodic revision in order to maintain currency and relevance. If a long-standing CSLO continues to be appropriate and relevant, it is not required that it be changed.

Mapping Course Student Learning Outcomes (CSLOs)

For each course, the CSLOs need to map to one of the eight Institutional Student Learning Outcomes (ISLOs). If the course is part of a degree or certificate within the department, the CSLOs should also be mapped to at least one Program Student Learning Outcome (PSLOs). Course Student Learning Outcomes (CSLOs) usually map to PSLOs, and PSLOs must map to [Institutional Student Learning Outcomes \(ISLOs\)](#). This mapping process is [completed in TracDat](#).



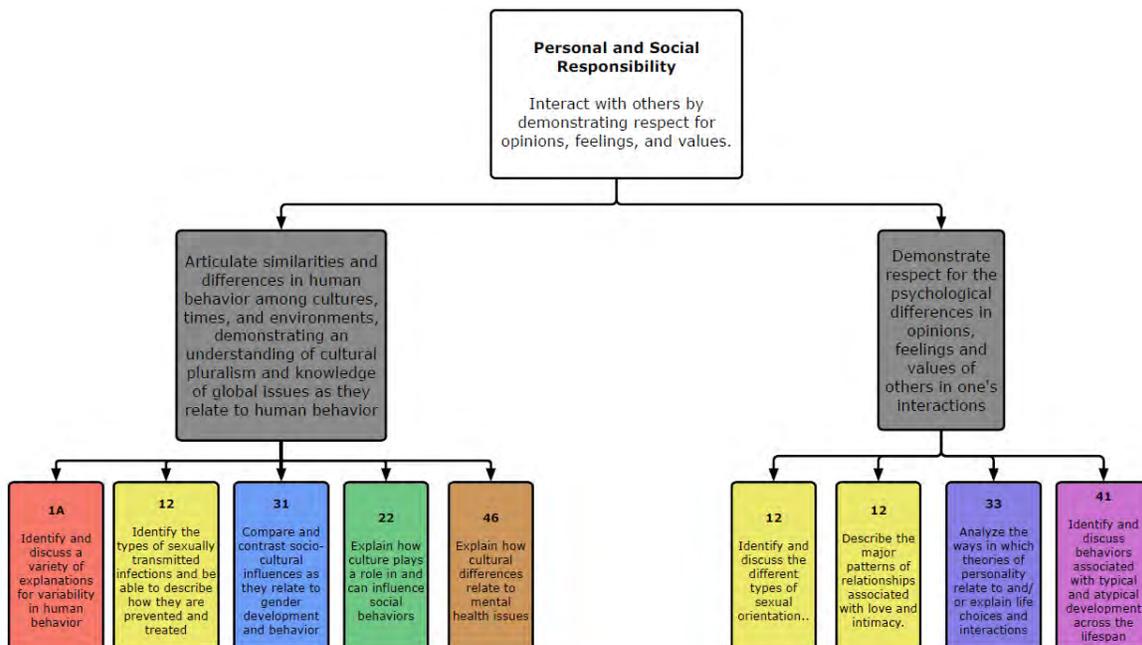
Why must we map?

Most CSLOs are like building blocks leading to specific program learning goals in degrees and certificates, unless the course is a stand-alone, meaning it is not part of a degree or certificate. Although students will not complete every course offered in a degree or certificate, we deliberately design courses to ensure that all students receive the appropriate building blocks (learning). In order to make certain every student learns what she or he needs to know when they complete their academic program, we map CSLOs to applicable PSLOs.

Additionally, PSLOs are like building blocks culminating in an overarching goal. All PSLOs should map directly one of the eight ISLOs. Again, mapping is critical in order to make certain that every student who attends Yuba College receives all the building blocks necessary to achieve the institutional-level goals.

Example of how to map:

Below is one example of how CSLOs map to PSLOs that in turn map to ISLOs. Psychology has two PSLOs for their AA-T Degree that map directly to one of the eight ISLOs. Every PSLO in that degree has at least three courses mapped to it. Every student who receives an AA-T Degree in Psychology will take at least one class that maps to each of the two personal and social responsibility PSLOs.



What are PLSOs and ISLOs?

Program-Level Student Learning Outcomes (PSLOs) represent what the **students should learn and/or be able to do upon** finishing an academic program, usually a degree or certificate.

Institutional-Level Student Learning Outcomes (ISLOs) represent a broad set of outcomes **students should achieve** upon completing their educational goals at Yuba College. Students achieve these outcomes through instructional and non-instructional contact. Examples of non-

instructional contact include student services such as financial aid, counseling, and DSPS. ISLOs assess the impact of the institution. [There are eight ISLOs.](#)

Assessing CSLOs: There are many ways to assess CSLOs. There's no one right way to determine how many students completing a course have achieved the Student Learning Outcomes.

Four steps to assessment: There are four steps in the assessment process, as outlined in the table below. If followed correctly, these steps will lead to continuous quality improvement and increased student success.

Step	Definition	Example
1. Develop assessment method	The instrument, process, or activity developed to collect data about the CSLO	In-class essay assignment
2. Establish criteria	Establish the criteria that will be used to determine if the CSLO has been successfully met	A rubric that clearly indicates what is expected of the student-generated artifact that meets expectations or exceeds expectations
3. Establish a standard	Establish the minimum that must be met to consider the aggregate results of the assessment method as meeting expectations.	In order for the aggregate assessment results to be considered successful, the department agrees 70% of all the students will meet expectations or exceed expectations
4. Close the loop: discuss results and develop a plan for continuous quality improvement	Discuss assessment results, reach conclusions about them, develop a plan for change, and implement the plan.	The established standard was not met. It is possible that students need more guided, hands-on practice in class. As such, class activities will be reassessed and revised before the next assessment

How can CSLOs be assessed?

There are many ways to assess CSLOs—there is no one correct way. Departments should try to reach consensus on a standard method of assessment for each CSLO. However, faculty within a department may elect to use different methods of assessment for a particular CSLO, if they can reach consensus that each of the methods is valid for the intended outcome. A few of the possible assessment methods include the following: demonstration, text/quiz, standardized exam, exit interview, group activity, pre- and post-test, survey, project, internship, laboratory project, portfolio review, presentation, performance, or writing assignment.

How often do CSLOs need to be assessed?

At least one CSLO should be assessed *each time a course is offered*, and all CSLOs should be assessed within the four-year Program Review Cycle. The results of CSLO assessment should be uploaded into TracDat and included in the department's program review. To ensure that all of the CSLOs are assessed, departments need to develop an assessment schedule for each course. For example, Psychology 12 (Human Sexuality) is a course that has multiple sections per semester. It also has 5 CSLOs. All instructors teaching Psychology 12 assess the same CSLO each semester. To facilitate this, the psychology department has developed a schedule as shown below:

CSLOs	Assessment Schedule
1. Upon completion of this course, students will identify the major elements of the male and female reproductive system.	Spring 15
2. Upon completion of this course, students will analyze the pros and cons of major contraceptive methods.	Spring 16
3. Upon completion of this course, students will describe the major patterns of relationships associated with love and intimacy.	Fall 15
4. Upon completion of this course, students will identify and discuss the different types of sexual orientation.	Fall 16
5. Upon completion of this course, students will identify the types of sexually transmitted infections and be able to describe how they are prevented and treated.	Spring 17