It Doesn't Have to Be Pointless Time Suck: How SLO Assessment Has Improved My Course Design

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“Though considerations about what to teach and how to teach it may dominate our thinking as a matter of habit, the challenge is to focus first on the desired learnings from which appropriate teaching will logically follow” (Wiggins and McTigue 14).

Stage 1: Identify Desired Results
Stage 2: Determine Acceptable Evidence
Stage 3: Plan Learning Experiences
English 100

• Students will employ the writing process in order to understand and complete the writing task.
• Students will write an essay that has a specific purpose, in response to specific writing prompts and course assignments.
• Students will write a multi-paragraph essay with specific details, examples, and illustrations to fulfill a purpose.
• Students will demonstrate critical engagement with outside sources.
• Students will write in prose style characterized by clarity, complexity, and variety.
• Students will adhere to the conventions of standard written English in accord with MLA style.
SLO Assessment Guide for Faculty

1. Review Course SLOs
2. Selecting and Using Assessments
3. Reviewing Your Assessment Results
• Students will adhere to the conventions of standard written English in accord with MLA style.
SLO Assessment Guide for Faculty

1. Review Course SLOs
2. Selecting and Using Assessments
3. Reviewing Your Assessment Results
4. Completing the Course Section Action Plan
Stage 1: Identify Desired Results

Stage 2: Determine Acceptable Evidence

Stage 3: Plan Learning Experiences
• Students will adhere to the conventions of standard written English in accord with MLA style.
Questions?

Comments?