

# **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).

Wiggins, Grant and Jay McTigue. *Understanding by Design*. 2nd ed., Pearson, 2006.

**outcomes**

Stage 1:  
**Identify Desired  
Results**



**assessments**

Stage 2:  
**Determine  
Acceptable Evidence**



**activities**

Stage 3:  
**Plan Learning  
Experiences**



CERRITOS COLLEGE

## 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

**outcomes**

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Questions?

Comments?