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SLO/PLO

Assessment

Support

Resources

Why do we need to assess student learning outcomes



Fundamentally, it answers the question that each instructor has,

“Are the students ‘getting’ it?”

- A. **At the course level:** To identify and address areas for improvement to help students learn better and acquire the knowledge and skills of the courses.
- B. **At program level:** To identify and address areas for improvement so that students can master the competencies required from the workforce or 4-year institutions.
- C. **At the institutional level:**
 - To ensure students have the general education competencies to further their education or careers.
 - To champion a culture of scholarly inquiry and continuous improvement.
 - To be in compliance with SACSCOC accreditation requirements.

What’s the difference between SLOs and PLOs



At Wiregrass Georgia Tech:

- SLO Assessment: Refers to the course-level learning outcome assessment – what a student should know, think, or do after taking the course.
- PLO Assessment: Refers to the program-level learning outcome assessment – what a student should know, think, or do after completing the program.
- SLO assessment should support the PLO assessment.



How do SLOs relate to PLOs

Just as one lesson supports the learning of the entire course, SLOs/course level learning supports the learning for the entire program.



What is a Learning Outcome



A Learning Outcome is a statement about the knowledge, skills, attitudes, and abilities a student is expected to have upon successful completion of an academic activity. A Learning Outcome is expressed using active verbs and is stated in terms that make it measurable.

What types of Learning Outcomes are assessed at WGTC



Four types of Learning Outcomes are assessed at WGTC. These include:

1. Course-Level Student Learning Outcomes
2. Program Learning Outcomes
3. General Education Learning Outcomes
4. Institutional Student Learning Outcomes

What is a Learning Outcome Assessment Cycle



At WGTC, a Learning Outcomes Assessment Cycle consists of the following five steps:

- Step 1. Develop, review, or revise the Learning Outcome (September)
- Step 2. Develop, review or revise an assessment method for the Learning Outcome (September)
- Step 3. Assess the Learning Outcome (Semesterly or Annually)
- Step 4. Analyze the assessment results (Semesterly or Annually)
- Step 5. Apply the results to improve outcomes and then assess the effectiveness of these improvements. (Semesterly or Annually)

Repeat, repeat, repeat...

The Learning Outcomes Assessment Cycle is applied to all types of Learning Outcomes assessed at WGTC.

What are the benefits of Assessing Learning Outcomes



Systematic assessment of Learning Outcomes benefits the entire college community.

For students, statements of Learning Outcomes will:

- Provide clear statements about the knowledge, skills, attitudes, and abilities expected upon successful completion of the learning experience.
- Ensure a common core assessment across all sections of a course.
- Reassure students that faculty are having conversations about student success.
- Allow students to make informed decisions about degrees, diplomas, and certificates.

For faculty, participating in Learning Outcomes assessment will:

- Help determine what's working and what's not in their courses or programs.
- Facilitate valuable campus-wide dialogue.
- Provide evidence to justify needed resources to maintain or improve courses and programs.
- Provide valuable feedback to inform and guide future teaching and learning to improve student learning.

For WGTC, Learning Outcomes assessment will:

- Provide data about how well the mission is achieved.
- Demonstrate an institutional commitment to continually improving the academic programs and services offered.
- Provide valuable data for integrated planning and decision-making.
- Keep WGTC in compliance with SACSCOC requirements for learning outcomes.
- Provide federal legislators with answers to questions about the effectiveness of college education.



