

# Course Student Learning Outcomes (CSLOs) Handbook

## Frequently Asked Questions

### **How do we set-up and record assessment data?**

Find instructions for how to [set-up and record assessments here](#).

If your data entry rubrics are already set up, learn [how to record data here](#).

### **How many CSLOs do we need?**

Each course will have at least 1, but not more than 7, CSLOs. The number of CSLOs should make logical sense according to the Course Outline of Record (COR). For more guidance, select this link: **“How do we decide how many CSLOs we need?”**

### **How do we write CSLOs?**

For instructions on how to write CSLOs, select this link: **“Developing CSLOs:”**

### **How often do CSLOs need to be assessed?**

At least one CSLO will be assessed *each time a course is offered*, and all CSLOs will be assessed within the Program Review Cycle. The Outcomes Committee strongly encourages faculty to assess all CSLOs each time the course is taught. Faculty can make CSLO assessment an automatic part of the grading process by using the [Outcomes function in Canvas](#).

### **How often do we analyze data and create an action plan (“close the loop”)?**

Each semester faculty need to “close the loop” on at least one outcome. For more guidance, select this link: **How often do we need to analyze assessment data and create an action**

### **What is the difference between Objectives and Outcomes?**

Objectives are smaller learning goals that lead toward a course Outcome. Course Objectives define what the instructor will teach, while Course Student Learning Outcomes describe what the student will be able to know and/or do as a result of instruction.

### **What is the CSLO cycle?**

Select this link to find a description of the CSLO cycle: **“Course-Level Student Learning Outcomes Cycle.”**

## Assessing CSLOs

### **How can CSLOs be assessed?**

Select this link to find an explanation: **“How can CSLOs be assessed?”**

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## **Changing CSLOs**

### **How can we change existing CSLOs?**

Edit the CSLOs on the Course Outline of Record (COR) in the [eLumen curriculum management system](#) and send the COR through the approval process.

### **Do CSLOs need to be revised?**

If a current CSLO continues to be appropriate and relevant, it is not required that it be changed. However, CSLOs are subject to periodic review in order to maintain currency and relevance.

### **How do we write CSLOs?**

For instructions on how to write CSLOs, select this link: [“Developing CSLOs:”](#)

### **How many CSLOs do we need?**

Each course will have at least 1, but not more than 7, CSLOs. The number of CSLOs should make logical sense according to the Course Outline of Record (COR). For more guidance, select this link: [“How do we decide how many CSLOs we need?”](#)

### **Who is responsible for developing CSLOs?**

Departments 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.

### **What is the CSLO cycle?**

Select this link to find a description of the CSLO cycle: [“Course-Level Student Learning Outcomes Cycle.”](#)

## **Mapping CSLOs**

### **How do we map CSLOs?**

CSLOs are mapped in [the curriculum management system in eLumen](#). They should be mapped when revising curriculum, and they can be mapped in the “SLOs and Assessments” tab. For more information on mapping select this link: [Mapping Course Student Learning Outcomes \(CSLOs\)](#)

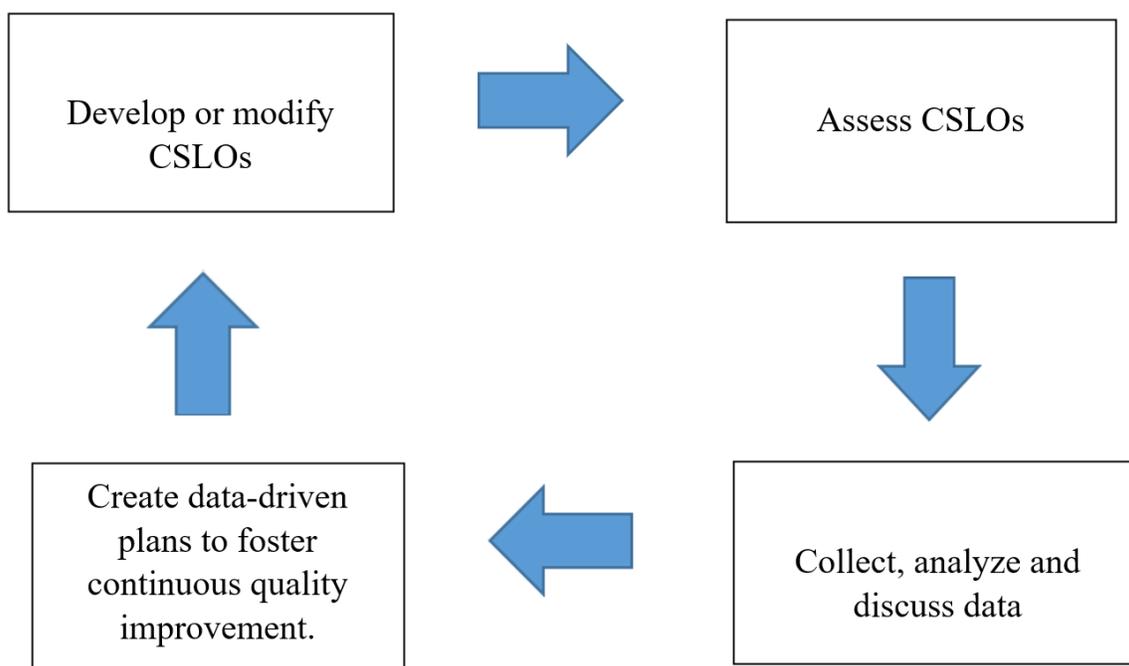
### **What are PSLO and ISLOs ?**

For more information select this link: [What are PSLOs and ISLOs?](#)

## 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 the essential learning goals for a course. These learning goals embody the knowledge and skills instructors want their students to learn, practice, and achieve by the end of the course.



### Developing CSLOs:

[View the rubric that the Outcomes Committee uses to review CSLOs in eLumen here](#)

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 which can be 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 do we decide how many CSLOs we need?

As outlined above, each course will have at least 1, but not more than 7, CLSOs. The number of CSLOs should make logical sense according to the Course Outline of Record (COR). The exact number of CSLOs will vary depending on the learning goals for each course.

The most essential learning goals—what is most critical for students to know and be able to do when finished with the course—should be included as CSLOs. For example, if a student petitions to skip your course based on prior learning, what would you want to be sure they already know and/or can do? The answer to this question will help you create the CSLOs

### 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.

### 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	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 to show <b>making progress, meets expectations, or exceeds expectations</b>
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 <b>meet expectations</b> or <b>exceed expectations</b>
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 often do CSLOs need to be assessed?

At least one CSLO will be assessed *each time a course is offered*, and all CSLOs will be assessed within the Program Review Cycle. The Outcomes Committee strongly encourages faculty to assess all CSLOs each time the course is taught. Faculty can make CSLO assessment an automatic part of the grading process by using the Outcomes function in Canvas.

If departments do not assess all SLOs every semester, they need to develop an assessment schedule for each course to ensure all CLSOs are assessed within the Program Review Cycle. 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 20
2. Upon completion of this course, students will analyze the pros and cons of major contraceptive methods.	Spring 21
3. Upon completion of this course, students will describe the major patterns of relationships associated with love and intimacy.	Fall 20
4. Upon completion of this course, students will identify and discuss the different types of sexual orientation.	Fall 21
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 22

### How often do we need to analyze assessment data and create an action plan?

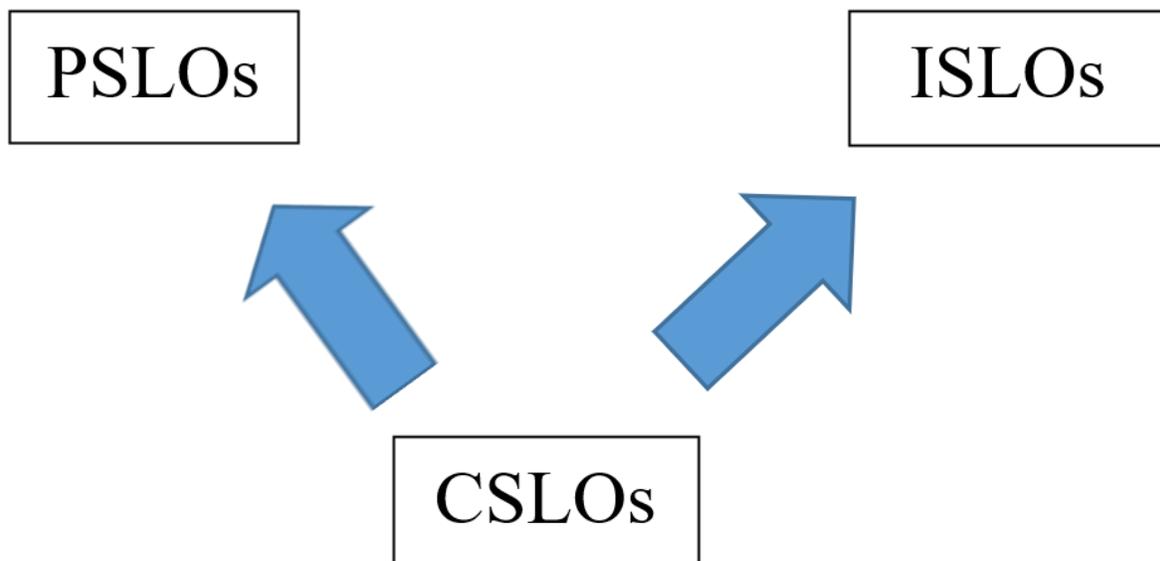
Each semester faculty need to “close the loop” on at least one outcome. Ideally, we use the data to notice which outcomes seem difficult for students to master. We can use the data to help us choose an outcome to closely analyze. The goal is to improve teaching/learning and increase student learning. It may take several semesters of focus on one outcome to notice improvement.

1. Choose an outcome to analyze closely

2. Analyze and discuss the assessment data
3. Analyze and discuss teaching and learning around the outcome
4. Create and implement an action plan for improvement of teaching and learning
5. Assess the outcome again, analyze and discuss data, and create a new action plan, if needed.

### **Mapping Course Student Learning Outcomes (CSLOs)**

For each course, the CSLOs need to map to at least one of the eight Institutional Student Learning Outcomes (ISLOs). If the course is part of a degree or certificate within the department, the CSLOs also need to map to the Program Student Learning Outcome (PSLOs). Each course in a program needs to map to at least one PSLO. This mapping process is completed in eLumen.



### **Why must we map?**

CSLOs are like building blocks leading to specific program learning goals (PSLOs) 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 learning. In order to make certain every student learns what they need to know when they complete their academic program, we map CSLOs to applicable PSLOs.

Additionally, CLSOs should also measure skills and knowledge that help students meet our institutional learning goals (ISLOs). Mapping CSLOs to ISLOs is one way to ensure students who earn a degree or certificate at Yuba College meet Institutional Student Learning Outcomes.

### **What are PSLOs 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 at YCCD.**