

# BCC SLO Glossary of Terms

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## Assessment - Pre-Test/Post-Test

An assessment technique in which students are given an assessment at the beginning of the semester on material to be covered in the course to provide a baseline (pre-test), then, students are given the same or a similar assessment at the end of the semester (post-test). This is a particularly valid way to show learning in a course because prior knowledge is established through the pre-test; then it's possible to show learning that took place during the course itself (rather than some other course or prior knowledge) through comparing the pre- and post-test results.

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## Assessment – Portfolio

A collection of student work that shows not only learning outcomes but also the progress or process of learning. Portfolios may be used not only as a course-level assessment but also at the program-level to show learning progress throughout a whole program.

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## Blooms Taxonomy

Bloom's Taxonomy is a way to classify instructional activities or questions as they progress in difficulty. The lower levels require less in the way of thinking skills. As one moves down the hierarchy, the activities require higher level thinking skills.

Level	Type of Activity or Question	Verbs Used for Objectives
Lowest level	Knowledge	define, memorize, repeat, record, list, recall, name, relate, collect, label, specify, cite, enumerate, tell, recount
	Comprehension	restate, summarize, discuss, describe, recognize, explain, express, identify, locate, report, retell, review, translate
	Application	exhibit, solve, interview, simulate, apply, employ, use, demonstrate, dramatize, practice, illustrate, operate, calculate, show, experiment
Higher	Analysis	interpret, classify, analyze, arrange, differentiate,

levels		group, compare, organize, contrast, examine, scrutinize, survey, categorize, dissect, probe, inventory, investigate, question, discover, text, inquire, distinguish, detect, diagram, inspect
	Synthesis	compose, setup, plan, prepare, propose, imagine, produce, hypothesize, invent, incorporate, develop, generalize, design, originate, formulate, predict, arrange, contrive, assemble, concoct, construct, systematize, create
	Evaluation	judge, assess, decide, measure, appraise, estimate, evaluate, infer, rate, deduce, compare, score, value, predict, revise, choose, conclude, recommend, select, determine, criticize

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## Core Competency

See General Education Outcomes (GEOs). Many campuses use the term “core competency.” Barstow College uses the term General Education Outcomes (GEOs)

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## Embedded Assessment

Collect assessment data by using assignments and coursework that are already for assessment purposes. Thus one assignment can do two jobs:

- (1) Determine student grade
- (2) Gather data for SLO reporting.

It is important to note that these assessments can be a part of the student’s grade, but do not have to be.

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## Evidence/Assessment (DIRECT)

Evidence that shows directly that a student has learned. Direct evidence is produced by students.

Examples of direct evidence include the following:

- Portfolio
- Locally developed tests,
- Pre and post tests
- Capstone projects
- Standardized national examinations
- Licensure certifications/professional exams
- Essays and writing samples
- Skills demonstrations

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## **Evidence/Assessment (INDIRECT)**

Evidence that shows student learning indirectly, through which student learning can be inferred rather than directly demonstrated

Examples of indirect evidence are as follows:

- Course grades
- Transfer and retention data
- Surveys
- Exit interviews
- Focus groups
- Graduation rates
- Job placement data
- Graduate follow-up studies
- Surveys of alumni, employers, faculty, administrators and students

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## **General Education Outcomes (GEOs)**

Broad, institutional-level outcomes describing what students are able to do or have achieved at the end of their experience at the college. Barstow College's GEOs are as follows:

1. Communication
2. Critical Thinking
3. Global Awareness
4. Personal and Professional Development

\*Full breakdown GEOs are available on the SLO website and on the I:Drive

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## **Nichols 5-Column Model**

There are many campuses using the Nichols 5 column model to track SLOs. The cycle of SLOs are broken into five distinct columns. The BCC Student Services is using currently this model.

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## **Norming**

A process in which faculty reaches consensus on criteria and quality of student product and apply these standards to evaluate assessments. The purpose is to avoid inter-rater error (i.e. large differences from evaluator to evaluator in assessment are scores).

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## **Objectives vs. Outcomes**

**Objectives** tend to be concepts covered in the class—things taught by the instructor. When objectives do focus on the student they tend to be very discrete, broken into small pieces that do not show deeper thinking or application: “Student will know . . .”

**Outcomes** are what a student can DO – things that are learned and applied. Outcomes should be limited in number but overarching in concepts. Outcomes should be measurable and usually show student ability.

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## **Program**

A set of courses which culminates in a degree or certificate

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## **Program Review - Complete**

Every three years each division at Barstow College submits a complete program review including analysis of a program's performance.

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## **Program Review - Update**

Each year every division not engaged in a Complete Program Review will submit a smaller Program Review Update which will include basic program reviews including but not limited to Capital Outlay and Student Learning Outcomes.

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## **Qualitative Evidence/Data**

Qualitative data/evidence is narrative or descriptive in form. Qualitative evidence tends to be subjective and usually involves fewer cases than quantitative data, but shows more specific information. Some areas that may use this type of data more include art, theater, choir, etc.

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## **Quantitative Evidence/Data**

Quantitative data/evidence is numerical in form. Quantitative evidence tends to be more objective and usually involves a great number of cases and is used to show general patterns and trends rather than specifics.

*Helpful link on the fine points of Qualitative Versus Quantitative Research*  
**<http://wilderdom.com/research/QualitativeVersusQuantitativeResearch.html>**

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## **Rubric**

Heidi Goodrich, a rubrics expert, defines a rubric as "a scoring tool that lists the criteria for a piece of work or 'what counts.'"

Generally rubrics specify the level of performance expected for several levels of quality. These levels of quality may be written as different ratings (e.g., Excellent,

Good, Needs Improvement) or as numerical scores (e.g., 4, 3, 2, 1) which are then added up to form a total score which then is usually associated with a grade (e.g., A, B, C, etc).

Rubrics can help students and teachers define "quality". Rubrics can also help students judge and revise their own work before handing in their assignments.

*Adapted from <http://rubistar.4teachers.org/index.php?screen=Whats&module=Rubistar>*

Examples and help for creating a rubric are available on the SLO website

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### **SLO (Course-Level)**

What the student will be able to do or produce at the end of a course. This is the lowest level at which SLOs are usually assessed. Writing a course-level SLO involves articulating the overarching goals of the course and matching these goals with a particular assessment method. At Barstow Course-Level SLOs are placed on the SLO Documentation form. Courses may have multiple SLOs, but no more than three are recommended.

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### **SLO (Program-Level)**

What the student will be able to produce at the end of a program or experience within a student services department. Writing a program-level SLO involves considering the overarching missions of the respective program, matching these missions to courses in the program, and coming up with a cumulative assessment that may or may not be the same as a course-level assessment.

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### **SLO (Institution-Level)**

See General Education Outcomes (GEOs). Many campuses use the term "core competency." Barstow College uses the term General Education Outcomes (GEOs)

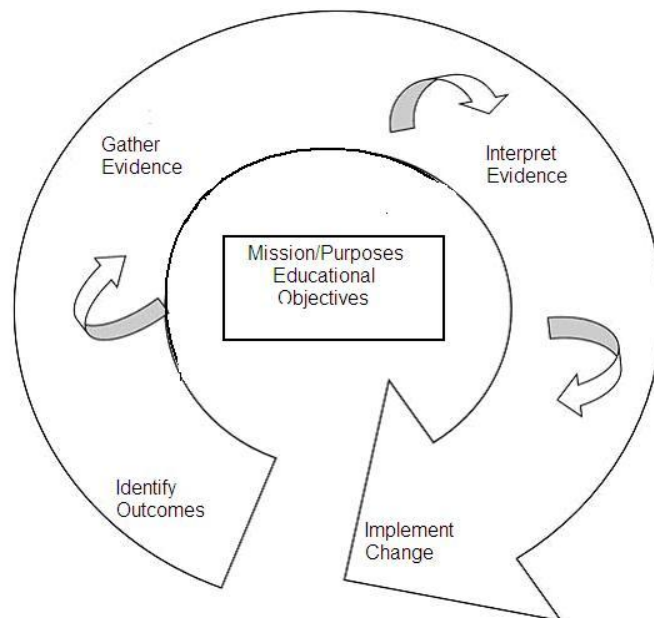
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## SLO Cycle

Student Learning Outcomes based on philosophy and WASC standards follows a cycle.

- **Identify SLOs and Assessment Methods**
- **Gather Evidence:** Assess
- **Interpret Evidence:** Analyze assessment data
- **Implement Change:** Revise outcomes, assessment methods, or pedagogy based on data analysis

While this is cyclical, it is also flexible. Anywhere during the cycle it may be necessary to revise



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## SLO Documentation Form

This is the document that BCC uses to Identify SLOs and Assessment Methods.

\*The form is available on the SLO website and on the I:Drive

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## SLO Review and Implementation Form

This is the document that BCC uses to record analysis of assessment data and implemented changes.

\* The form is available on the SLO website and on the I:Drive