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Course Name: Office and Business Technology 035 On-the-Job Communications Semester: Springn2012 Instructor: **Directions:** This model is suggested, but not mandatory: Column 1. Write one SLO in each row (samples on page 2). Use action verbs (samples on page 3). For most courses, 3-6 SLOs are recommended. Write your measurement method(s) and progress indicator(s) in each row Column 2. for each SLO. Column 3. Using the list of Core Competencies (Institutional Learning Outcomes) on pages 4 & 5, list each of the Core Competencies addressed by each SLO in each row. Column 4. Choosing from the list of "Expected Exit Levels" of Competency (below), write the appropriate overall level for each SLO.

tudent Learning Outcome	Assessment M	` '	Core Competen	_
1 = Knowledge $2 = $ Compreh	ension 3 = Application	4 = Analysis	5 = Synthesis	6 = Evaluation

Student Learning Outcome	Assessment Method(s) and/or Progress Indicator(s)	Core Competency (or Competencies)	Expected Exit Level
Identify techniques for effective communication in the workplace.	In-class worksheetsCase study evaluationsFinal exam	1,6,7	1
Recognize barriers to workplace communication.	Practical applicationsIn-class assignments	1,6,7	1
Prepare complete and correct voice mail and written telephone messages.	- In-class assignments	1,7	3
Apply appropriate responses for positive interactions in the workplace.	In-class worksheetsCase study evaluationsFinal exam	1,7	3
Understand and use a variety of interpersonal communication vocabulary terms.	Practical applicationsFinal exam	1	1

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Sample SLOs

Student Learning Outcome	Assessment Method(s) / Progress Indicator(s)	Core Competency (or Competencies)	Expected Exit Level
Women's History class: A student will be able to compare and contrast the issues that led women to challenge the status quo in three different eras in the twentieth century.	Writing assignments, Research projects, Short answer quizzes and tests, Essay question tests.	1 a, b 3 a, b, c, d 4 a, b, c, e 5 b, d, f	6
Intro to Word Proc for Students with Visual Impairments: Student will demonstrate the ability to independently create, save, modify and print a document using a word processing program and appropriate assistive technology.	Lab assignments, Skills demonstrations, Midterm and Final projects.	1 a, b 3 b, c 7 a	3

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Student Learning Objectives (SLO)

Action Verb List

ENMU Academics Special Programs Assessment Resource Office Faculty Assessment Manual Action Verb List

Assessment Manual Suggested Verbs to Use in Each Level of Thinking Skills

Below are terms (verbs) that can be used when creating student learning outcomes for a course or degree program.

Knowledge	Comprehension	Application
Count	Associate	Add
Define	Compute	Apply
Describe	Convert	Calculate
Draw	Defend	Change
Identify	Discuss	Classify
Labels	Distinguish	Complete
List	Estimate	Compute
Match	Explain	Demonstrate
Name	Extend	Discover
Outlines	Extrapolate	Divide
Point	Generalize	Examine
Quote	Give examples	Graph
Read	Infer	Interpolate
Recall	Paraphrase	Manipulate
Recite	Predict	Modify
Recognize	Rewrite	Operate
Record	Summarize	Prepare
Repeat		Produce
Reproduces		Show
Selects		Solve
State		Subtract
Write		Translate
Use		

Synthesis	Evaluation
Categorize	Appraise
Combine	Assess
Compile	Compare
Compose	Conclude
Create	Contrast
Drive	Criticize
Design	Critique
Devise	Determine
Explain	Grade
Generate	Interpret
Group	Judge
Integrate	Justify
Modify	Measure
Order	Rank
Organize	Rate
Plan	Support
Prescribe	Test
Propose	
Rearrange	
Reconstruct	
Related	
Reorganize	
Revise	
	Categorize Combine Compile Compose Create Drive Design Devise Explain Generate Group Integrate Modify Order Organize Plan Prescribe Propose Rearrange Reconstruct Related Reorganize

Source:

http://www.enmu.edu/academics/exeellenee/assessment/faculty/manual/verb list.shtml (10/9/2006)

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GCC CORE COMPETENCIES (Institutional Learning Outcomes)

1) Communication

- a) Reading
- b) Writing
- c) Listening
- d) Speaking and/or Conversing and/or Debating
- e) Interpersonal Interactions

<u>Definition</u>: Learners express themselves clearly and concisely to others in logical, well-organized papers and/or verbal presentations using documentation and quantitative tools when appropriate. Learners listen, understand, debate, and use information communicated by others.

2) Mathematical Competency/Quantitative Reasoning

- a) Interpret and Construct Mathematical Models
- b) Solve Problems Using Quantitative Models
- c) Construct Arguments Using Numerical/Statistical Support

<u>Definition</u>: Learners understand, interpret, and manipulate numeric or symbolic information; solve problems by selecting and applying appropriate quantitative methods such as arithmetic, quantitative reasoning, estimation, measurement, probability, statistics, algebra, geometry and trigonometry; and present information and construct arguments with the use of numerical and/or statistical support.

3) Information Competency

- a) Research Strategies
- b) Information Location/Retrieval
- c) Evaluation of Information
- d) Ethical & Legal Use of Information

<u>Definition</u>: Learners recognize the need for information and define a research topic; select, access, and use appropriate sources to obtain relevant data; evaluate sources for reliability and accuracy; and use information in an ethical and legal manner.

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4) Critical Thinking

- a) Evaluation
- b) Analysis and/or Synthesis
- c) Interpretation and/or Inference
- d) Problem Solving
- e) Construct and/or Deconstruct Arguments

<u>Definition</u>: Learners evaluate the credibility and significance of information, effectively interpret, analyze, synthesize explain, and infer concepts and ideas; solve problems and make decisions; and construct and deconstruct arguments.

5) Global Awareness and Appreciation:

- a) Scientific Complexities
- b) Social and Cultural Diversity
- c) Artistic Expression and Variety
- d) Ethical Reasoning
- e) Environmental Issues
- f) Politics

Definition: Learners recognize and analyze the interconnectedness of global, national, and local concerns, analyzing cultural, political, social and environmental issues from multiple perspectives; they recognize the interdependence of the global environment and humanity.

6) Personal Responsibility

- a) Self Management
- b) Self Awareness
- c) Physical Wellness
- d) Study Skills

Definition: Learners demonstrate an understanding of the consequences, both positive and negative, of their own actions; set personal, academic and career goals; and seek and utilize the appropriate resources to reach such goals.

7) Application of Knowledge

- a) Computer Skills
- b) Technical Skills
- c) Workplace Skills
- d) Lifelong Learning

Definition: Learners maintain, improve and transfer academic and technical skills to the workplace; demonstrate life-long learning skills by having the ability to acquire and employ new knowledge; and set goals and devise strategies for personal and professional development.