Writing Measurable Learning Outcomes
How do we write a measurable learning outcome?

We use the same principles and techniques whether we are writing a learning outcome for a student or for ourselves as faculty members.
**Student Learning Outcome (SLO) Statement Structure**

Students will be able to

**action verb** + result/trait/product
(what will be done)

Example:

The student will **compose** a well developed, grammatically correct, multi-paragraph essay.
The Logic of Learning Outcome Structure

Learner-focused (student or faculty member)
- What the learner does, not what the teacher does

Action Verb
- Reflects the cognitive level (see Bloom’s Taxonomy) of what the student will be able to do
- Describes the depth of student learning

Result/Trait/Product (What will be done?)
- Describes what the student will be able to do
- Describes the breadth of learning
SLOs Ordered According to Bloom’s Taxonomy

The student will compose a well developed, grammatically correct, multi-paragraph essay. Creating

The student will be able to outline an essay. Analyzing

The student will be able to identify the components an essay. Remembering

✓ Note: One sentence only
Faculty Learning Outcome (FLO) Statement Structure

Faculty member will be able to

**action verb** + result/trait/product

(what will be done)

Example:

I will **develop** a series of collaborative activities to strengthen students’ abilities to **compose** well developed, grammatically correct, multi-paragraph essays.
EXAMPLE SLO & FLO FOR A CHEMISTRY PROFESSOR

- **SLO:** The student will **describe** chemical concepts using words rather than symbols.

- **FLO:** The faculty member will **devise** active learning opportunities for students to describe chemical concepts using words rather than symbols.
**Example SLO & FLO for a Counselor**

- **SLO:** The student will **clarify** his/her educational goals.

- **FLO:** The faculty member will **design** a workshop for first-time-in-college students to clarify their educational goals.
Example SLO & FLO for a Librarian

- **SLO:** The student will evaluate the credibility of Internet sources.

- **FLO:** The faculty member will develop formative assessment strategies to measure students’ ability to evaluate the credibility of Internet sources.
Example SLO & FLO for a Political Science Professor

- **SLO:** The student will **appraise** the personal and social factors that have influenced his/her own political beliefs and values.

- **FLO:** The faculty member will **create** a learning unit for Government 1 students to appraise the personal and social factors that have influenced their own political beliefs and values.
Some information in this presentation was adapted from a 2005 TLA Assessment presentation by Dr. Susan Hatfield, Assessment Coordinator at Winona State University, in Winona, Minnesota.

Review the ILP Elements on the TLA website for more information on writing measurable learning outcomes and developing your ILP.