Guidelines for Writing Measurable Learning Outcomes (FLO and SLO)
state what a learner should know and/or be able to do

...as a result of what she has learned in a course, library orientation, counseling session
Characteristics of a Measurable Learning Outcome

- Describes a Learning Result
- Specific
- Action-oriented
- Cognitively Appropriate
- Clearly Stated
A measurable learning outcome specifies what the student will be able to do, not what the teacher does.

A measurable learning outcome addresses no more than one single result/trait.

The action verb (Bloom’s Taxonomy Thesaurus of Verbs) specifies definite, assessable behaviors.

The action verb (Bloom’s Taxonomy Thesaurus of Verbs) identifies the desired cognitive level of student thinking.

The meaning of the learning outcome is easily understood by students, administrators and faculty members.
Learning Outcome Structure

- **Student Learning Outcome**
  Students should be able to **action verb** + *what will be done*

- **Faculty Learning Outcome for a Portfolio**
  Faculty member will be able to **action verb** + *what will be done*

Bloom’s Taxonomy Thesaurus of Verbs
The Logic of the Structure

- **Action verb**
  - Reflects the cognitive level of the learning outcome
    - Describes the depth of student learning

- **What will be done?**
  - Describes the result/trait of what the student will be able to do
  - Describes the breadth of the learning
Student LO:

Gather factual information and apply it to a given problem in a manner that is relevant, clear, comprehensive, and conscious of possible bias in the information selected

BETTER: Students will be able to apply factual information to a problem
Faculty LO:

Create learning opportunities (*ie*, *learning-centered teaching and assessment strategies*) for nursing students in Foundations of Nursing course that will develop competencies and demonstrate mastery of nursing curriculum design.

**BETTER:** Faculty member will be able to create case studies for Foundations of Nursing students to master course learning outcomes.
Examples of SLOs & FLOs

**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.

**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.
Examples of SLOs & FLOs

- 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.

- 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.
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