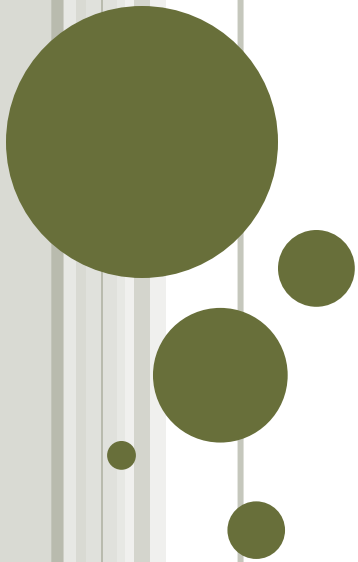


WRITING MEASURABLE LEARNING OUTCOMES



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
- 

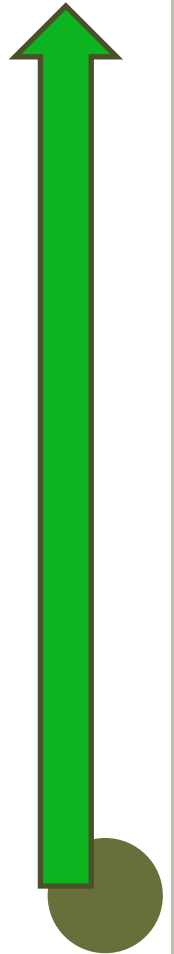
SLOs ORDERED ACCORDING TO BLOOM'S TAXONOMY

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.

