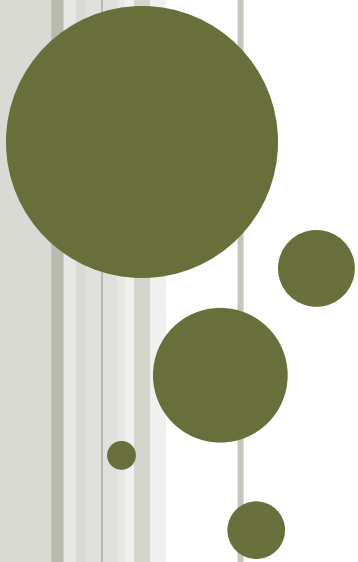


WRITING MEASURABLE LEARNING OUTCOMES



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

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

Example:

Students will compose a well-developed, grammatically correct, multi-paragraph essay.



THE LOGIC OF LEARNING OUTCOME STRUCTURE


Learner-focused

- What the learner (student or faculty member) will do or accomplish

Action Verb

- Reflects the cognitive level (see [Bloom's Taxonomy](#)) of what the learner will be able to do
- Describes the depth of learning

Result/Trait/Product (What will be done?)

- Describes what the learner will be able to do
 - Describes the breadth of learning
- 

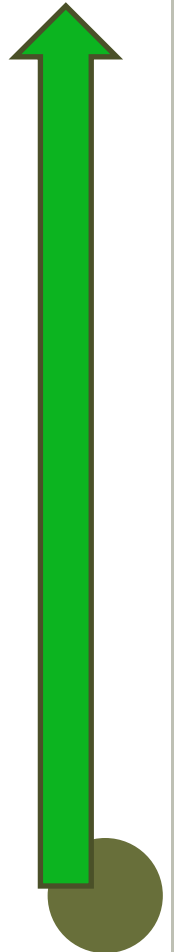
SLOs ORDERED ACCORDING TO BLOOM'S TAXONOMY

Students will compose a well developed, grammatically correct, multi-paragraph essay. **Creating**

Students will outline a published essay. **Analyzing**

Students will identify the components of an essay. **Remembering**

- ✓ Note: One sentence only



FACULTY LEARNING OUTCOME (FLO) STATEMENT STRUCTURE

- Typical Structure of FLO
 - << Faculty member's task >> to improve students' ability to << action verb (see Bloom's) >> <<measurable skills, knowledge, product>>
- Example
 - Develop formative and summative assessment strategies to improve students' abilities to write a documented position paper.

-Susan Hatfield, Winona State University



EXAMPLE SLO & FLO FOR A CHEMISTRY PROFESSOR

- SLO: Students will describe chemical concepts using words rather than symbols.
- FLO: Devise active learning opportunities to improve students' abilities to describe chemical concepts using words rather than symbols.



EXAMPLE SLO & FLO FOR A COUNSELOR

- SLO: Students will clarify their educational goals.
- FLO: Design a workshop for first-time-in-college students to improve their abilities to clarify their educational goals.



EXAMPLE SLO & FLO FOR A LIBRARIAN

- SLO: Students will evaluate the credibility of Internet sources.
- FLO: Develop formative assessment strategies to improve students' ability to evaluate the credibility of Internet sources.



EXAMPLE SLO & FLO FOR A POLITICAL SCIENCE PROFESSOR

- SLO: Students will appraise the personal and social factors that have influenced their own political beliefs and values.
- FLO: Create a learning unit for Government I to improve students' abilities 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 [Learning Outcomes: Definitions & Examples](#) on the TLA website for more information on writing measurable learning outcomes and developing your ILP.

