

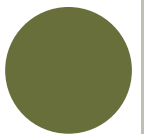
The left side of the slide features a decorative graphic consisting of several vertical bars of varying heights and shades of gray, and a cluster of five dark olive-green circles of different sizes arranged in a roughly triangular pattern.

WRITING

LEARNING OUTCOMES

HOW DO WE WRITE AN EQUITABLE/MEASURABLE LEARNING OUTCOME?

- focus on the learner rather than explain what the instructor will do in the course.
- describe knowledge or skills that the student will employ during the course.
- are realistic- students demonstrate the knowledge or skill by the conclusion of the course.
- focus on the application and integration of acquired knowledge and skills.
- lend themselves to various modes of assessment for the specific outcomes.
- prepare students for assessment and help them feel engaged and empowered.



STUDENT LEARNING OUTCOME (SLO) STATEMENT STRUCTURE

Students will

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

Example:

The student will compose a multi-paragraph
essay.



THE LOGIC OF LEARNING OUTCOME STRUCTURE

Learner-focused (student or faculty member)

- What the learner does

Action Verb

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

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

- Describes what the learner will do
- Describes the breadth of learning



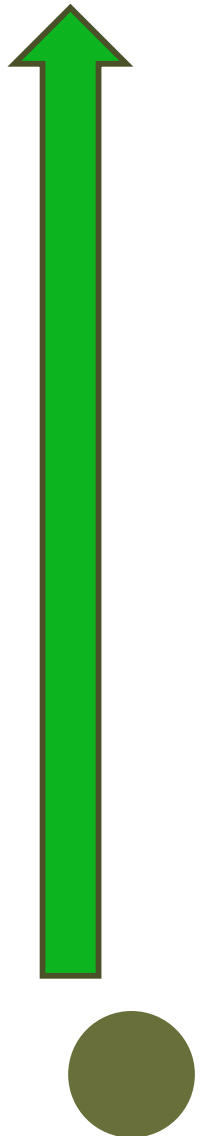
SLOs ORDERED ACCORDING TO BLOOM'S TAXONOMY

The student will compose a multi-paragraph essay. **Creating**

The student will outline an essay. **Analyzing**

The student will identify the components of an essay. **Remembering**

✓ Note: One sentence only



FACULTY LEARNING OUTCOME (FLO) STATEMENT STRUCTURE

Faculty member will

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

Example:

I will **develop** a series of collaborative activities
about composing 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 about describing chemical concepts using words rather than symbols.



EXAMPLE SLO & FLO FOR A COUNSELOR

- SLO: First-year students will clarify their educational goals.
- FLO: The faculty member will design an educational goals workshop for first-year students.



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 **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 their own political beliefs.
- FLO: The faculty member will **create** a learning unit for appraising the *personal and social* factors that influence political beliefs.



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.

