

Student Learning Outcome Guidelines

What would you like to be true of your students a year or so after your course is over?

This is the central question you need to answer in order to create learning outcomes. Outcomes should begin with verbs and be as concrete and specific as possible. Indicate what you want your students to do *in the future*, after taking your course.

Sample SLO's:

A year after this course is over, I want and hope that students will. . .

...remember the terms associated with microbiology.

...be able to look at a graph and understand its relation to the real world.

...identify the ways in which art forms of various times and places reflect their historical context.

...read their Greek New Testament for pleasure and inspiration....

...become a life-long attendee of classical music concerts

Questions for Formulating Significant SLO's:

Foundational Knowledge

What key information is important for students to understand and remember in the future?

What ideas or perspectives are important for students to understand in this course?

Application

What kinds of thinking are important for student to learn in this course: critical thinking (analyze and evaluating), creative thinking (imagining and creating), practical thinking (solving problems and making decisions)?

What important skills do students need to learn?

What complex projects do students need to learn how to manage?

Integration

What connections should students recognize and make among ideas in this course, in other courses, or with their own personal, social, or work life?

Human Dimensions

What should students learn about themselves?

What should students learn about understanding and interacting with others?

Caring

What changes would you like to see in the way students care about the ideas and issues covered by this course?

Learning How To Learn

What would you like for students to learn about becoming a self-directed learner relative to this subject?

These questions are from Creating Significant Learning Experiences by L. Dee Fink (Jossey-Bass 2003), p. 75.