

## Student Learning Outcome Writing Guide

Program: \_\_\_\_\_

Contact Person: \_\_\_\_\_

Academic Year: \_\_\_\_\_

Email or phone: \_\_\_\_\_

### Definitions:

Objectives are the goals of the program. They are what the program intends to have students learn or accomplish.

Outcomes are the measurable indicators of student achievement. They are examples of what the students can actually do. Outcomes are developed by identifying the specific knowledge, skills, or attitudes that result from an objective being achieved.

### Tips for writing Outcomes:

- Have a manageable number of outcomes (between 3 and 6)
- Use an active verb that is observable and measurable.
  - What is a specific knowledge, skill, or attitude that shows an objective has been accomplished?
- Define the conditions under which the verb must be performed.
  - When and how will students show achievement?
- Define the threshold or criteria of an acceptable performance.
  - What level of knowledge/skill/attitude does a student need to show achievement?
- Work collaboratively and collectively with all stakeholders to ensure buy-in with what is being measured.

Example:

Objective – To improve student abilities to communicate as historians.

Outcome – Students will be able to write clear prose and orally present ideas according to the standards of the discipline.

### Program Objectives:

*List the objectives of the program.*

### Student Learning Outcomes:

*List the student learning outcomes that result from fulfilling the program objectives, these are what you will measure as part of regular program assessment.*

- 1.
- 2.
- 3.
- 4.

### Student Learning Outcome Checklist

Student Learning Outcomes	Uses an active verb	Describes a knowledge, skill, or attitude	Aligns with an objective	Is collectively agreed upon	Is measurable
Outcome 1					
Outcome 2					
Outcome 3					
Outcome 4					
Outcome 5					
Outcome 6					

#### Examples of Active Verbs

The following table includes some examples of terms drawn from Bloom’s taxonomy that can be employed to measure types of knowledge, skills, or attitudes:

Knowledge, skills, and attitudes					
Analyze	Conduct	Describe	Handle	Operate	Relate
Accept	Construct	Design	Identify	Organize	Respond
Advocate	Contrast	Develop	Illustrate	Perform	Seek
Apply	Cooperate	Discuss	Interpret	Plan	State
Assess	Create	Display	Justify	Prepare	Support
Assist	Critique	Evaluate	Manipulate	Produce	Utilize
Collaborate	Define	Explain	Measure	Pursue	Value
Compare	Demonstrate	Express	Observe	Recognize	Write

These tools draw upon Linda Suskie, *Assessing Student Learning: A Common Sense Guide* (San Francisco: Josey-Bass, 2004); Peggy Maki, *Assessing for Learning: Building a Sustainable Commitment across the Institution* (Sterling, VA: Stylus Publishing, 2004), 73; and *A Taxonomy for Learning, Teaching, and Assessing: A Revision to Bloom’s Taxonomy of Educational Objectives*, edited by Lorin Anderson and David Krathwhol (New York: Longman, 2001)