

## Course Student Learning Outcomes

### What are Course Student Learning Outcomes?

Course Level Student Learning outcomes are user-friendly statements that tell students what they will be able to do at the end of a period of time. They are measurable and quite often observable. Learning outcomes are usually discussed within the context of program-wide assessment, but are valuable components of any class because of the way they sharpen the focus on student learning.

### How many CSLOs are recommended?

Many instructors create between 2 and 5 CSLOs to represent the essential components of the course. In addition, instructors should ensure that the number is manageable for assessment.

### How to write a Course Level Outcome?

Ensure CSLOs are measurable, detailed and specific.

Include appropriate action verbs such as define, compare, create, design, etc. (See Bloom's Taxonomy)

Consider the ABCDs

#### **Actor**

In most cases, this is the student. SLOs are about the learning that students will demonstrate, not the courses, services, or experiences a program will provide. It is common practice to begin statements with "Students will be able to..."

#### **Behavior**

What will the student be able to do to demonstrate the knowledge or learning? Strong SLOs use active verbs (See Bloom's Taxonomy). Every SLO must have behavior(s) specified.

#### **Condition**

In what format or context will the student demonstrate the learning? For example, if students are demonstrating learning through a portfolio, then the portfolio is considered the condition.

#### **Degree**

This is the criteria or standard for performing the task well enough. For example, if you ask students to do a task with 80% accuracy, this would be the criteria for performing the task well enough.

Examples of clear, measurable Course Level SLOs:

1. Students will be able to *recognize and verbally explain* U.S. policies that have an impact on minority families.
2. Given a financial dilemma and a sundry assortment of financial documents, students will be able to solve the dilemma and recommend the soundest financial decision to their boss.
3. The student will be able to *analyze* an example of Indiana folklore that is unfamiliar to them, using appropriate research and writing techniques.