


Guidelines for Writing Measurable Learning Outcomes (FLO and SLO)

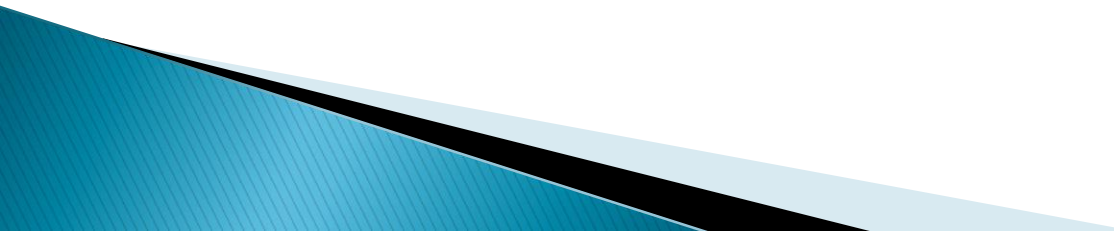
Learning Outcomes

state what a learner should
know and/or be able to do



...as a result of what she has
learned in a course, library
orientation, counseling session

Characteristics of a Measurable Learning Outcome

- ▶ Describes a Learning Result
 - ▶ Specific
 - ▶ Action-oriented
 - ▶ Cognitively Appropriate
 - ▶ Clearly Stated
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Criteria for a Measurable Learning Outcome

Describes a Learning Result

A measurable learning outcome specifies what the student will be able to do, not what the teacher does

Specific

A measurable learning outcome addresses no more than one single result/trait

Action-oriented

The action verb ([Bloom's Taxonomy Thesaurus of Verbs](#)) specifies definite, assessable behaviors

Cognitively Appropriate

The action verb ([Bloom's Taxonomy Thesaurus of Verbs](#)) identifies the desired cognitive level of student thinking

Clearly Stated

The meaning of the learning outcome is easily understood by students, administrators and faculty members

Learning Outcome Structure

➤ Student Learning Outcome

Students should be able to action verb + *what will be done*

➤ Faculty Learning Outcome for a Portfolio

Faculty member will be able to action verb + *what will be done*

[Bloom's Taxonomy Thesaurus of Verbs](#)

The Logic of the Structure

▶ Action verb

- ▶ Reflects the cognitive level of the learning outcome
- Describes the depth of student learning

▶ *What will be done?*

- Describes the result/trait of what the student will be able to do
- Describes the breadth of the learning

Example of a Measurable Student Learning Outcome

Student LO:

Gather factual information and apply it to a given problem in a manner that is relevant, clear, comprehensive, and conscious of possible bias in the information selected

BETTER: Students will be able to apply *factual information to a problem*

Example of a Measurable Faculty Learning Outcome

Faculty LO:

Create learning opportunities (*ie, learning-centered teaching and assessment strategies*) for nursing students in Foundations of Nursing course that will develop competencies and demonstrate mastery of nursing curriculum design.

BETTER: Faculty member will be able to create *case studies for Foundations of Nursing students to master course learning outcomes.*

Examples of SLOs & FLOs

▶ Chemistry Professor:

- SLO: The student will describe chemical concepts using words rather than symbols.
- FLO: The faculty member will devise active learning opportunities for students to describe chemical concepts using words rather than symbols.

▶ Counselor:

- SLO: The student will clarify his/her educational goals.
- FLO: The faculty member will design a workshop for first-time-in-college students to clarify their educational goals.

Examples of SLOs & FLOs

▶ Political Science Professor:

- SLO: The student will appraise the personal and social factors that have influenced his/her own political beliefs and values.
- FLO: The faculty member will create a learning unit for Government 1 students to appraise the personal and social factors that have influenced their own political beliefs and values.

▶ Librarian:

- SLO: The student will evaluate the credibility of Internet sources.
- FLO: The faculty member will develop formative assessment strategies to measure students' ability to evaluate the credibility of Internet sources.

Adapted from the 2005 TLA presentation by

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