Writing Student Learning Outcomes for New Course Proposals

Goals: usually are broad aims of the course as it relates to the overall program

SLOs: are student learning outcomes – SLOs generally are of three types:

Cognitive SLO – What do you want your students to know?

*The successful student of this course will be able to VERB* (choose a verb that reflects the *APPROPRIATE LEVEL OF BLOOM’s TAXONOMY* for the level of the course) *DIRECT OBJECT* when given *MATERIAL OR SITUATION TESTED*.

For example, “The successful student of Introduction to Psychology will be able to apply behavioral, cognitive, biological, and social theories of human behavior to findings from applied and experimental psychological research.”

- Learning activities: lectures, discussion boards, case studies
- Assessment Tool: final essay questions embedded in two exams – graded according to rubric provided by instructor

Behavioral SLO – What do you want your students to be able to do?

*The successful student of this course will be able to VERB* (choose a verb that reflects the *APPROPRIATE LEVEL OF BLOOM’s TAXONOMY* for the level of the course) *DIRECT OBJECT* when given *MATERIAL OR SITUATION TESTED*.

For example, “The successful student of Introduction to Psychology will be able to deliver a three-minute presentation about a career in psychology.”

- Learning activities: oral presentation
- Assessment Tool: rubric provided by instructor – competency in communication skills and command of content graded

Affective SLO – What do you want your students to value?

Example: *The successful student of this course will value sociocultural differences in the definition of abnormal behavior.*

Learning activities: Small-group meeting with local counselor

- Assessment Tool: Reflective journal entry