

Writing Student Learning Outcomes

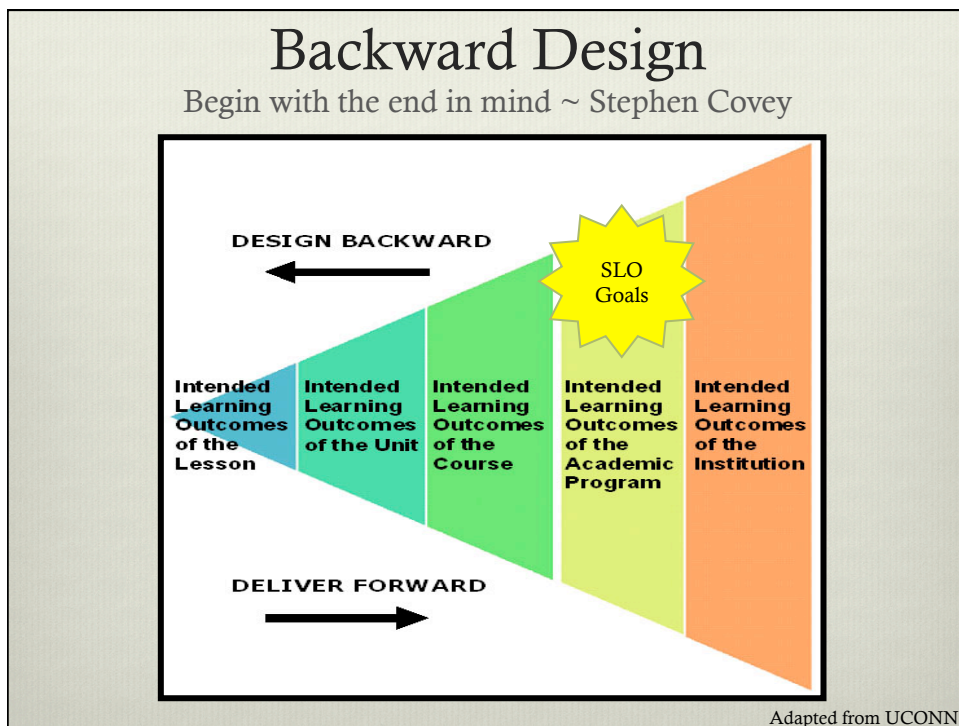
Tonya Buchan & Sandy Chapman

Scenario


- List 4 key skills, abilities or knowledge that students in your field will possess.

Participants will be able to...

- ❖ Analyze program curricula and identify multiple key outcomes.
- ❖ Collaborate with colleagues and come to consensus on four *key* program outcomes.
- ❖ Write four student learning outcomes (SLO's) based on the program outcomes.
- ❖ Refine the four SLO's incorporating departmental feedback.



Sample SLO's



| Emphasis on student | Observable "action" verb | Concept or Topic |
|--------------------------|--|---|
| Students will be able to | compare and contrast | major perspectives of psychology. |
| Students will be able to | describe | leadership styles and their effectiveness in different circumstances. |
| | predict | |
| Students will be able to | explain | economic institutions such as the Federal Reserve... |
| Good | Students can identify leadership styles and predict their effectiveness in different circumstances. | |
| Fair | Students have effective interpersonal and leadership skills. | |
| Poor | Faculty discuss leadership styles in at least one of their courses each semester. | |


Taken from University of Hawai'i, Manoa

Sample SLO's

| Emphasis on student | Observable “action” verb | Concept or Topic |
|---------------------|---|------------------|
| Good | Graduates will be able to apply and demonstrate the principles of engineering design, formulating requirements and constraints, following an open-ended decision process involving tradeoffs, and completing a design addressing a hypothetical engineering need. | |
| Fair | Graduates will be competent in the principles of engineering design, formulating requirements and constraints, following an open-ended decision process involving tradeoffs, and completing a design addressing a hypothetical engineering need. | |
| Poor | Students completing the undergraduate program in Hypothetical Engineering will have knowledge of engineering principles. | |

Taken from University of Central Florida

Sample SLO's



| | |
|------|--|
| Good | Ph.D. graduates of Hypothetical Engineering will be able to conduct high-quality, doctoral research as evidenced by their results of experiments and projects, dissertations, publications, and technical presentations. |
| Fair | PhD students of Hypothetical Engineering will be successful in conducting high-quality research. |
| Poor | PhD students of Hypothetical Engineering will be successful in their research. |
| Good | Students will be able to recognize and articulate the foundational assumptions, central ideas, and dominant criticisms of the psychoanalytic, Gestalt, behaviorist, humanistic, and cognitive approaches to psychology. |
| Fair | Students should understand the psychoanalytic, Gestalt, behaviorist, humanistic, and cognitive approaches to psychology. |
| Poor | Students should know the historically important systems of psychology. |

Taken from University of Central Florida



Fermentation Science Program

| Student Learning Outcomes | Key Courses |
|--|---|
| 1 - Students will integrate biological and chemical processes into production and quality of fermented foods, and analyze the relationships among production of fermented foods, nutrition, and food safety. | FTEC 210, 400, 447, 460, 420, 465 |
| 2 - Students will demonstrate discipline specific knowledge of the skills and competencies needed in fermentation science and technology including food microbiology, sensory evaluation, food chemistry, quality assessment, brewing processes, refining and packaging, and food production management. | FTEC 422, 487, 495 |
| 3 - Students will analyze production, service, and consumption of fermented foods and beverages including financial aspects, functional skills, and efficient management of resources with emphasis on safe service training and management. | FTEC 210, 465, 430; RRM 330 |
| 4 - Students will assess and apply the science, history, culture, safety, health, and nutrition dimensions of fermented foods and beverages to the food industry. | SOC 100; FSHN 150; FTEC 210, 400, 487 |

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Hospitality Management Program

| Student Learning Outcomes | Key Courses |
|---|---|
| 1 - Students in this program will be able demonstrate operational skills of management planning, organizing, directing, staffing, coordinating, and budgeting. These functional skills will be applied across disciplines including but not limited to, marketing, accounting/budgeting, purchasing, food and beverage preparation, and systems management. | RRM 340, 415, 492 |
| 2 - Students will analyze budget categories which make up the profit and loss statements of hospitality operations, which in turn support financial accountability in the industry. These analyses will include but are not limited to revenue management, cost of goods sold, food and liquor costs, labor costs, supply and miscellaneous operational costs, and profitability. | RRM 101, 200, 310, 311 |
| 3 - Students will describe their understanding of what customer service in hospitality is, and self-evaluate their performance in customer service activities. | RRM 101, 200, 310, 311, 330, 340, 415, 460, 492 |
| 4 - Students will demonstrate their understanding of alcohol management and its importance to an organization's profitability. | RRM 101, 310, 311, 330, 340, 415, 460, 492 |

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Guidelines for SLO goals

Indicate level & type of competence required

Distinctive & specific to program concepts

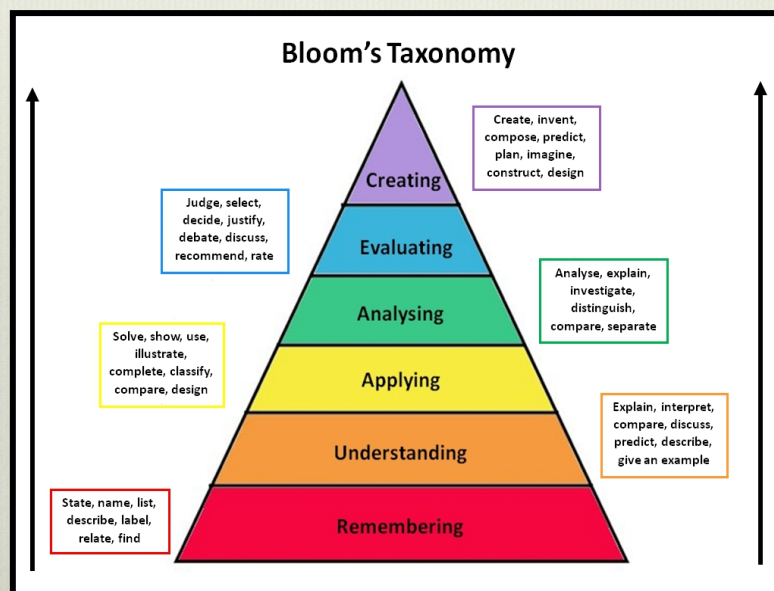
Simple and clear to a student

Describe *intended* outcomes not actual outcomes

Focus on learning *results*, not process

Adapted from University of Central Florida

Sample Action Verbs for SLO's



Program SLO Checklist

- ✓ **Distinguishing** characteristics of your program
- ✓ “**Action**” verbs
- ✓ **Assessable** (quantitative or qualitative)
- ✓ Maps to learning opportunities, curriculum & co-curriculum
- ✓ **Aligns** with program goals
- ✓ **Collaboratively** authored & collectively accepted
- ✓ Incorporates or adapts **professional organizations** outcome statement when they exist
- ✓ Do **not** need to be **perfect**!

The Institute for Learning & Teaching

Sandy.Chapman@colostate.edu

Tonya.Buchan@colostate.edu