

Framing Questions for Step 1: Developing Learning Outcomes

In teams with your colleagues, develop outcome statements for the course, module, unit or other instructional activity where significant student learning occurs.

Getting started: Faculty have reported that the hardest aspect of writing SLOs is simply getting something on paper. That time is now.

1. REALIZE –you have been doing this all along, operating from intuitive and professional experience; the task is to communicate and articulate your goals, outcomes, and criteria.
2. As the expert in this discipline and course, begin by thinking about the 5-7 most important things a student should leave your class being able to DO. 5-7 may not seem like enough, you may have 20-50 objectives for a course - but these represent the 5-7 things you will assess - most people would not want to assess and make public 20-50 different objectives.
3. Spend 15 minutes brainstorming, write down words that express knowledge, skills, or values that integrate the most important aspects of your class.
4. If it is helpful, think about these most important things in the context of where students will go next, and how they will use the essential skills, understandings and values they gained from your course.

BRAINSTORM: In the boxes below briefly list words or descriptions of attitudes, skills, or knowledge that you would like your students to know or do as a result of this course or student services program.

Attitudes or values developed as a result of this course	
Skills or performance ability as a result of this course	
Knowledge and concepts they will have as a result of this course	

“What do students need to be able to do OUT THERE that we’re responsible for IN HERE?” -Ruth Stiehl, *The Outcomes Primer*.

Draft Learning Outcomes for: _____

At the conclusion of this module, unit, level, or course, students will be able to: