

## STUDENT LEARNING OUTCOMES

The [Quality of Assessment Rubric](#) includes eleven elements related to the assessment cycle. The first through third element on the rubric are associated with a program's student learning outcomes. Our hope is that programs reflect collaboratively develop a comprehensive set of student learning outcomes and that these outcomes are communicated to all essential parties (faculty, students, disciplinary accreditors, etc.).

	1-Beginning	2-Developing	3-Mature	4-Exemplary
<b>Student Learning Outcomes:</b> Clearly articulated and widely communicated statements describing all of the specific knowledge, skills, and abilities that all students completing an educational program should achieve.				
1. <i>Specificity of Outcomes</i>	No student learning outcomes provided.	Some student learning outcomes include precise learning verbs and articulate the specific content, skills, and abilities students should achieve.	Most student learning outcomes include precise learning verbs and articulate the specific content, skills, and abilities students should achieve.	All student learning outcomes include precise learning verbs and articulate the specific content, skills, and abilities students should achieve.
2. <i>Comprehensive Outcomes</i>	No description of whether the list of student learning outcomes is comprehensive.	A brief narrative notes that the list of student learning outcomes is not currently comprehensive (i.e., outcomes presented reflect a sample).	A brief narrative notes that the list of student learning outcomes is comprehensive.	A brief narrative notes that the list of student learning outcomes is comprehensive AND provides a rationale for comprehension (e.g., alignment with disciplinary standards, faculty consensus).
3. <i>Communicating Outcomes</i>	No evidence that outcomes have been communicated to program faculty and students.	Student learning outcomes are made public (e.g., by posting them online); however, it does not appear that outcomes are directly disseminated to program faculty or students.	Student learning outcomes are directly communicated with program faculty (e.g., faculty meeting, e-mail).	Student learning outcomes are directly communicated with program faculty AND students (e.g., student orientation, advising).

## WHAT ARE STUDENT LEARNING OUTCOMES (SLOS)?

“Clearly articulated and widely communicated statements describing all of the specific knowledge, skills, and abilities that all students completing an educational program should achieve” (Quality of Assessment Rubric, Auburn University). Program student learning outcomes are statements that describe what your students should be able to know, think, or do when they complete their degree in your program.

It can be difficult to know where to start in writing student learning outcomes for your program. The following questions may help you brainstorm a list of outcomes.

1. When students graduate from your program, what essential, knowledge, skills, and/or abilities should they have?
2. What do you want your students to be able to do when they graduate from your program?

## CHARACTERISTICS OF SLOS

As a result of participating in (**program or experience**), students should be able to (**precise learning verb**) + (**defined by explicit and observable terms**).

### 1. **Ideal** Example of a Student Learning Outcome:

Program
Verb

Students graduating with a **BS in Survival Studies** should be able to **identify** **farming techniques to create a sustainable food production system**.

Articulated knowledge, skill, and/or ability

**2. Poor** Example of a Student Learning Outcome:

Verb is vague.

Knowledge is too broad.



Students will **understand survival.**