Activity 1: With a partner, read each of the following Student Learning Outcomes, and then 1. Mark if it is a good or a bad Student Learning Outcome, 2. Explain why it is a good or bad Student Learning Outcome, and 3. Re-write each of the SLOs that you think is bad.

Remember: Concise, Doable, Assessable.

Once you have done that, 1. Identify which type of outcome it is (Refer to the Bloom’s Taxonomy Handout. Knowledge, Comprehension, Application, Analysis, Synthesis, Evaluation), and 2. Determine how could might you assess the student learning outcome.

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| Student Learning Outcome  *Students will be able to:* | Good or Bad | Why is it good or bad | If bad, rewrite the outcome: |
| Students will learn how to develop a well-designed argument. |  |  |  |
| Students will understand how to use a database. |  |  |  |
| Students will produce citations in correct MLA format. |  |  |  |

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| Student Learning Outcome  Rewrite the final Student Learning Outcome here. | What type of outcome is it? | How might you assess this student learning outcome? |
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*Activity 2: Explicitly and clearly linking course outcomes to assignments helps students understand the learning process and the value of their work. Read and review the Program Goals for the program for your course. If you have a copy of the curriculum map, review the curriculum map for program and the Program Student Learning Outcomes for your course. Identify the Program Goal(s) that represents your course.*

**Program Goal #1:**

Program Student Learning Outcome:

Course-based student learning outcomes that reflects the program student learning outcome:

**Program Goal #2:**

Program Student Learning Outcome:

Course-based student learning outcomes that reflects the program student learning outcome:

**Learning Outcomes (From the Syllabus Template)**

The following chart shows alignment between course-specific and program learning outcomes and goals as identified in Program Curriculum Map. *[Note: in determining course-specific outcomes, it is important to review the curriculum map to relate the appropriate skill level if specified (e.g. beginner, intermediate, and advanced. Outcomes should be clear, attainable, and measurable.)*

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| **Course Outcomes** | **Program Student Learning Outcomes**  In this program, Students will be able to: | ***Program Goal***  ***In this course, Students will be able to*** |
| *[For example: Identify the basic methods used to study the interrelations among language, culture and social interaction, including ethnography of communication, conversation and discourse analysis, and dialectology.]* | *[For example: 2.4 Identify and describe the nature and function of language as a human attribute, including language acquisition, language and society, language and culture, language and thought. (Beginner Level)]* | *[For example: 2. Equip student with analytical skill in linguistics, communications and literary criticism].* |
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