Course Name:	Completed by:	Plan Effective Date:
Outcome	**Methods**	

Outcome	Methods
Category: **State your Outcome** **(Formula: Who/What + Action Verb + Competency/Area of Mastery)**	**Instrument:** **Method:** **Minimum Criteria for Success:** **Target Population, Sampling Strategy & Justification for Selection:**
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State your Outcome	Method:
	Minimum Criteria for Success:
	Target Population, Sampling Strategy & Justification for Selection:
(Formula: Who/What + Action Verb + Competency/Area of Mastery)	

*If the UCC course has more than the three minimum required outcomes, please complete additional form(s).

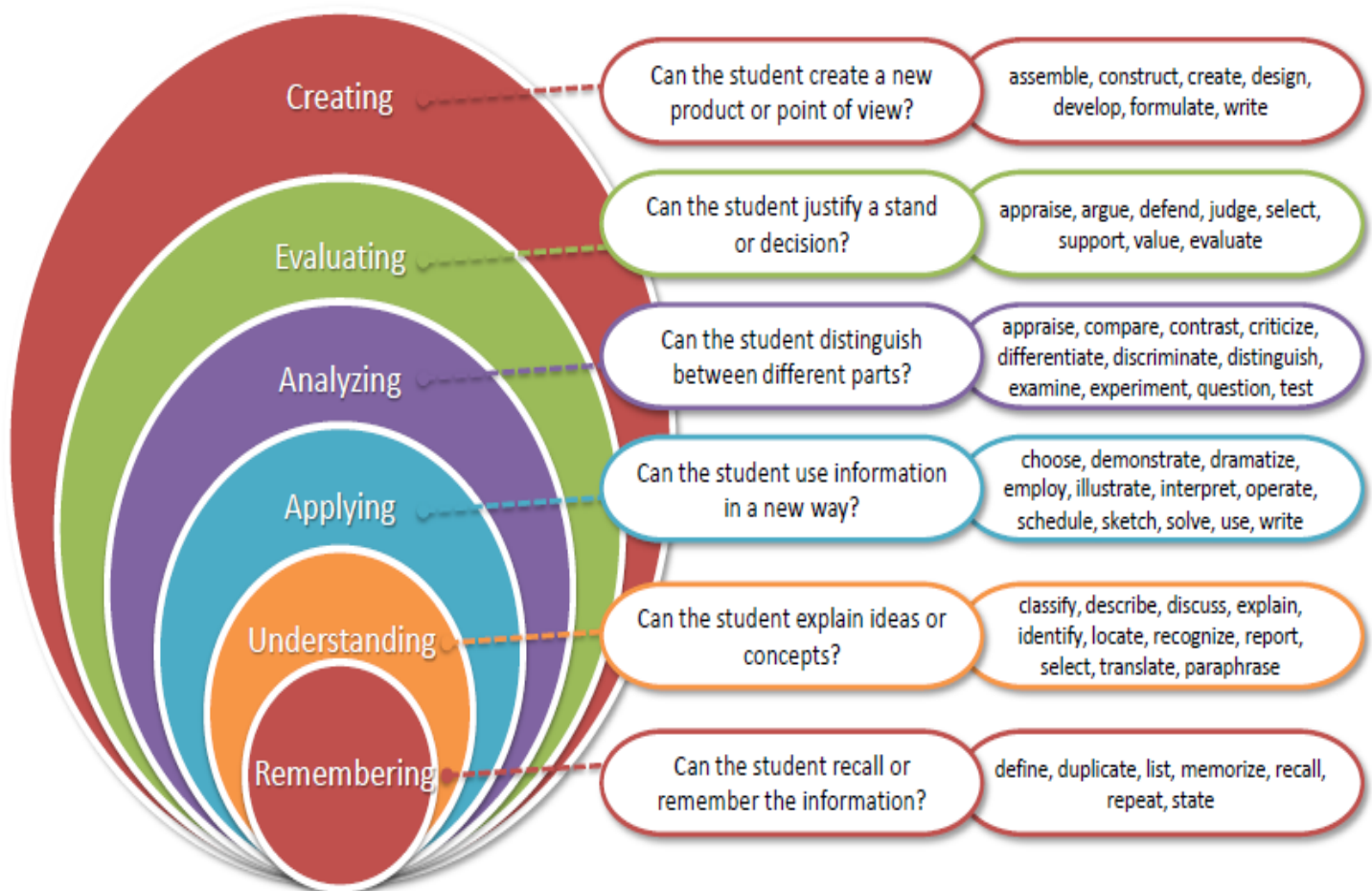University Core Curriculum (UCC) Template

Guidelines

Writing Student Learning Outcomes (SLOs)

- SLOs are cognitive, practical, or affective
- SLOs:
  - Describe observable & measurable learning
  - Relate to graduating student (end of program; summative learning)
  - Reflect an important higher order concept
- Use the **WHO** + **VERB** + **WHAT** formula to write SLOs:
  - **WHO** = Graduating student
  - **VERB** = Describes the students' behavior/action
  - **WHAT** = Expected knowledge/skill graduates of the program should have mastered by graduation

> **Example:** Graduating students will be able to identify key concepts and theories of communication and explain how they have evolved into contemporary theory and practice.

- Use Bloom's Taxonomy to determine the level of knowledge/behaviors/abilities students should demonstrate (tip: use verbs on the diagram below to write your SLOs):

Level	Question	Verbs
Creating	Can the student create a new product or point of view?	assemble, construct, create, design, develop, formulate, write
Evaluating	Can the student justify a stand or decision?	appraise, argue, defend, judge, select, support, value, evaluate
Analyzing	Can the student distinguish between different parts?	appraise, compare, contrast, criticize, differentiate, discriminate, distinguish, examine, experiment, question, test
Applying	Can the student use information in a new way?	choose, demonstrate, dramatize, employ, illustrate, interpret, operate, schedule, sketch, solve, use, write
Understanding	Can the student explain ideas or concepts?	classify, describe, discuss, explain, identify, locate, recognize, report, select, translate, paraphrase
Remembering	Can the student recall or remember the information?	define, duplicate, list, memorize, recall, repeat, state

Writing Assessment Methods for SLOs

Instrument: Use the drop-down menu to select the instrument used to assess the outcome. [Our website](#) has rubrics that can be used and/or modified for your purposes. We strongly encourage the use of [VALUE rubrics](#) when assessing [written communication](#), [oral communication](#), and/or [critical thinking](#).

Method: The artifact, experience, or any other direct measure that will be assessed to determine outcome attainment.

1. Describe:
   - Artifact/experience
   - Scale of rubric, if applicable
   - Competencies assessed (e.g., for written communication you could assess content development and syntax and mechanics – two separate competencies)
2. Explain why this measure is appropriate for assessing the particular outcome (i.e., why is this method a good way to measure the outcome?)

Course(s) Assessed: Indicate the course(s) where assessment of the outcome(s) will take place. More than one outcome, or all, can be assessed in the same course as long as separate data are collected for each.

Minimum Criteria for Success: What is the minimum score students should achieve in order to be considered successful (e.g., if using a 5-point rubric, students should score a minimum of 3 points)?

Target Population, Sampling Strategy and Justification for Selection:

1. Which students/population will you be targeting to determine whether the SLO is being attained?
2. What sampling strategy will be used to collect data from this population?
3. Why is sampling this population appropriate to determine outcome attainment?