# Appendix 1

# Guidelines for Including Course Goals/Objectives and Learning Outcomes (SLOs) on Course Syllabi

# How do Course Goals/Objectives and Student Learning Outcomes Differ?

Course goals are broad, general statements that provide a framework for the course. They can be presented in narrative form as part of the course description or listed separately. Goals help frame your content and approach to learning, but do not specify ***what you expect students to learn or how you will assess their mastery of course content.***

**Examples of Course Goals:** This course will:

**Improve** your understanding of . Help you gain an **appreciation** for multiple, global perspectives within . Help you see the **value** of .

**Explore** the relationship between and .

**Encourage** you to become reflective, critical learners .

**Provide opportunities** for collaboration, investigation and .

**Other terms used to define goals:** consider, take into account, become familiar with, examine, take a look at, participate in; these are all “big picture” statements that cannot be measured. Goals can also focus on dispositions: attitudes, perceptions or feelings or make general statements about topics to be addressed.

**Student Learning Outcomes focus on what you expect students to learn in the course.** These statements are specific and translate your course goals into measurable outcomes. They help you determine how students will demonstrate mastery of the material and skills covered in your course. They can begin with the phrase: “Students will be able to”. Here are some examples:

**Define** the relationship between and . **Examine** diversity within . **Present** alternative theories of . **Apply** to .

**Analyze** the relationship between and .

**Compare and contrast** the following theories with regard to

**Critically examine** , grounding their own opinion in course theories.

**Other terms that might be used to define learning outcomes:** describe, research, identify, categorize, explain, demonstrate, perform, write, evaluate, report, create, discuss, appraise, synthesize, construct, design, present.

# Student Learning Outcomes Connect to Course Assessment and Grading Policies

The more clearly you state your student learning outcomes, the easier it is to tie them to assessment measures: tests, quizzes, research papers, reflections, presentations, internships, group projects, experiments or performances. The chart below illustrates how this might work. I.e. for each student learning outcome, how will your students demonstrate competency? Will it be an exam question, a paper topic, the focus of an individual or group presentation? What will students need to do or write to demonstrate to you that they have mastered a concept or skill?

For example:

|  |  |  |
| --- | --- | --- |
| **Student Learning Outcome** |  | **Assessment Measures** |
| Students will be able to investigate, critique, evaluate |  | Research paper, exam question, laboratory experiment |
| Students will be able to collaborate, identify multiple perspectives |  | Group task or project, peer editing, an assignments given at the start of the semester and revised at the end |
| Students will be able to demonstrate, implement, create, apply |  | Internship, group project, experiment, performance, research paper |
| Students will be able to analyze, synthesize, evaluate |  | Research paper, exam question, project |
| Students will be able to describe, compare/contrast, critically examine |  | Research paper, exam question, demonstration, group project, performance |

*For a list of New Mexico Higher Education Department (HED) approved list of Student Learning Outcomes by Department and Course, please go to the following website*

[*https://hed.state.nm.us/uploads/documents/Course\_Catalog\_V7.pdf*](https://hed.state.nm.us/uploads/documents/Course_Catalog_V7.pdf)

*You must include these SLOs at a minimum. For courses not found in this document, you must use a minimum of three SLOs per course that are measurable.*