

Examples of Student Learning Outcomes

English 1A Learner Outcomes (Marcy Alancraig, Cabrillo College)

- Participate in a community of regional explorers, articulating your own experiences and views about the area and honoring the views of others.
- Articulate the meaning of a variety of scientific, anthropological, historical and literary writings, comparing the author's views with your own.
- Use your unique voice to write papers that analyze the ecological, anthropological, historical and literary aspects of the Monterey Bay region.
- Use the library to find information in books, magazines, electronic databases and on-line sources. Incorporate those sources in your writing, acknowledging them using MLA documentation style.

Chemistry 1A and Chemistry 1B Student Learning Outcomes (Laney Chem Dept.)

1. Solve all types of quantitative chemistry problems and demonstrate reasoning clearly and completely on written exams. Integrate multiple ideas in the problem solving process. Check results to make sure they are physically reasonable.
2. Explain qualitative chemical concepts and trends clearly on written exams.
3. Describe, explain, and model chemical and physical processes at the molecular level in order to explain macroscopic properties on exams.
4. Manipulate laboratory equipment effectively in the laboratory. Perform lab techniques correctly using appropriate safety procedures.
5. Analyze the results of laboratory experiments and evaluate sources of error. Synthesize this information and express it clearly in written laboratory reports.
6. Design and construct accurate graphs. Interpret graphs correctly.
7. Maintain a laboratory notebook according to standard scientific guidelines.

Examples from Janet Fulks and Kate Pluta, Bakersfield College

(Nutrition course)

At the end of this course, a student will be able to analyze a documented nutritional problem, determine a strategy to correct the problem, and write a draft nutritional policy addressing the broader scope of the problem.

(Engineering course)

Functioning as a member of a team, the student will design and present a concrete structure which complies with engineering standards.

(Ecology course)

Critically review and synthesize the findings in scientific literature and make appropriate ecological recommendations based on current knowledge.

(Math course)

Given data students will analyze information and create a graph that is correctly titled and labeled, appropriately designed, and accurately emphasizes the most important data content.

(Epidemiology course)

Define and assess an epidemic for a given population and recommend factors influencing the use of health services.

(Microbiology Course)

Summarize basic bacterial genetic principles and analyze implications for mutation, genetic recombination, and bacterial control.

Eng B34 (Introduction to Library Research)

Upon completing Eng B34 students will be able to

1. Develop a viable research topic for which information can be successfully located in a variety of college-level resources.
2. Construct a research strategy that will lead to an effective and efficient search for the required information using a variety of appropriate print and electronic sources and based on a working knowledge of the topic gathered from preliminary, background research.

Course NURS B6&B6L PEDIATRIC NURSING & LAB

Upon completion of Nursing B6/Nurs B6L, students will be able to:

1. Integrate concepts of growth and development in the delivery of nursing care to pediatric clients.
2. Provide nursing care to pediatric clients/families:
 - formulating nursing care plans utilizing the nursing process
 - planning interventions based on concepts of normal physiology and pathophysiology and
 - evaluating nursing care plans following implementation

English 2: Advanced Composition and Critical Thinking

Prepare an extended research paper that

- develops a thesis
- presents coherent and logical claims
- is well organized with clear links between claims and support
- is well developed with sufficient and relevant evidence
- uses standard American English correctly
- makes stylistic choices in persona, syntax, and diction
- gauges the needs of and addresses a specific audience
- shows evidence of ability to evaluate sources for reliability, credibility, and authority
- credits sources appropriately and correctly

English 2: Advanced Composition and Critical Thinking Student Learning Outcomes
 Kate Pluta and Sue Granger-Dickson (Bakersfield College) Revised January 14, 2004

Student outcomes: At the end of this course you should be able to	Assessment
<ul style="list-style-type: none"> □ read a variety of materials critically to <ul style="list-style-type: none"> ○ identify a thesis ○ summarize important points ○ analyze main ideas 	Responsive writing assignments throughout the course
<ul style="list-style-type: none"> □ solve problems in a variety of settings by <ul style="list-style-type: none"> ○ working productively with others ○ contributing constructively to class discussion ○ thinking for yourself in oral presentations or debates ○ displaying openness to other viewpoints 	During class activities, particularly discussions and group projects
<ul style="list-style-type: none"> □ write papers that <ul style="list-style-type: none"> ○ develop a thesis ○ present coherent and logical claims ○ are organized with clear links between claims and support ○ are well developed with sufficient and relevant evidence ○ use standard American English correctly ○ make stylistic choices in persona, syntax, and diction ○ gauge the needs of and address a specific audience 	Papers
<ul style="list-style-type: none"> □ prepare an extended research paper that <ul style="list-style-type: none"> ○ develops a thesis ○ presents coherent and logical claims ○ is well organized with clear links between claims and support ○ is well developed with sufficient and relevant evidence ○ uses standard American English correctly ○ makes stylistic choices in persona, syntax, and diction ○ gauges the needs of and addresses a specific audience ○ shows evidence of ability to evaluate sources for reliability, credibility, and authority ○ credits sources appropriately and correctly 	Research Paper
<ul style="list-style-type: none"> □ present ideas and research in organized and engaging oral presentations that <ul style="list-style-type: none"> ○ express a thesis clearly ○ are well organized and developed ○ conform to time constraints ○ make stylistic choices in persona, syntax, and diction ○ gauge the needs of and addresses a specific audience ○ show evidence of ability to evaluate and incorporate sources for reliability, credibility, and authority 	Debate, group presentations, and culminating oral presentation of research.
<ul style="list-style-type: none"> □ display mental habits that show evidence of <ul style="list-style-type: none"> ○ questioning ○ analysis ○ synthesis ○ beliefs based on evidence ○ and ethical behavior in the academic community 	Discussion, spontaneous in-class writing, papers, and presentations.
<ul style="list-style-type: none"> □ assess your growth as a thinker and writer this semester using the criteria above: <ul style="list-style-type: none"> ○ read a variety of materials critically ○ solve problems in a variety of settings ○ write papers ○ prepare an extended research paper ○ present ideas and research in an organized and engaging oral presentation ○ display specific mental habits 	Final Paper

Microbiology B16 (Bakersfield College)

Domain	Specific Outcomes	Summative Assessment Method
Knowledge/ Cognitive	Following Completion of the Microbiology Course (B16) students will be able to:	
Cell Theory	Use examples of infections, treatment, and epidemiologic control to compare and contrast the characteristics of prions, viruses, bacteria, protozoans, and multicellular parasites.	Final exam essay question
Microbial Interactions	Explain the dynamics of commensal and pathological relationships that occur between microbes and humans.	Take home case study question for final exam
Microbial Control	Evaluate methods of microbial control and apply the proper methods necessary when given a scenario.	Multiple choice questions on final exam
Microbial Metabolism	Briefly describe sample metabolic pathways found in microorganisms and their implications for food production and human disease.	Diagram labeled on final exam
Microbial Genetics	Summarize basic bacterial genetic principles and analyze implications for mutation, genetic recombination, and bacterial control.	Table completion on final exam
Immune Response	Articulate and diagram the role of the immune system in maintaining homeostasis, challenging infections, and fighting cancer.	Flow chart created by student on the final exam
Skills/ Psychomotor	Following Completion of the Microbiology Course (B16) students will be able to:	
Scientific Method Application	Apply the scientific method by stating a question; researching the topic; determining appropriate tests; performing tests; collecting, analyzing, and presenting data; and finally proposing new questions about the topic.	Two 50 point labs One team & one individual Senior Picnic & Unknown lab
Lab Safety Skills	Correctly perform microbiologic lab skills and display a habit of good lab practices which extends to relevant situations in the student's homes.	Components of lab assignments above are used to assess these skills
Attitudes and behavior/ Affective	Following Completion of the Microbiology Course (B16) students will be able to:	
Appraisal of microbiologic information	Retrieve, evaluate, and use microbiologic information regarding contemporary issues in the world and relevant to their everyday lives.	Take home essay question on final exam and live patient interview