

Examples of Learning Outcomes

Example A: Learning Outcomes from BIO 3323 – Marine Biology Laboratory

Learning Outcomes:

By the end of the course, students will be able to:

1. Produce, record, and expound on the value of careful and accurate scientific observations in a notebook that includes figures, tables, sketches, and drawings.
2. Compare the prominent anatomical structures and development patterns of the major phyla of marine organisms.
3. Use phylogenetic methods and multiple types of evidence to reconstruct evolutionary history and classify marine organisms into taxa.
4. Correctly and safely use lab equipment and practices appropriate to specific areas of biological study.
5. Explain the relationships among density, salinity, specific gravity, and nutrient cycling processes controlling the stability of seawater in closed system aquaria.
6. Explain the function of basic aquatic life support systems.

Example B: Learning **Outcomes** from HST 3010 – Historical Thinking and Writing

Learning Outcomes:

After completing the reading and writing assignments and participating in class discussions, students will be able to:

- Explain the difference between a primary and a secondary source
- Identify the argument of a secondary source
- Craft an argument about a primary source
- Communicate an argument in writing with clarity, precision, proper grammar, and clear organization
- Find and analyze evidence to support an argument
- Provide constructive feedback to peers on the writing, structure, and content of their papers
- Cite appropriately
- Craft footnotes and bibliography in Turabian style
- Identify whether or not a historical question is a good one
- Identify different approaches to writing history

Example C: Learning **Outcomes** from DES 4430 Graphic Design III

Learning Outcomes:

Upon completing the course, the student will be able to:

- discuss and employ multiple methods of design research, including both qualitative and quantitative methods
- find and use high quality, reputable research sources
- employ and discuss industry-standard design thinking processes
- solve problems with graphic design solutions
- discuss and employ multiple methods for design evaluation, both measurable and practical
- choose/develop a project topic based on their individual interests and professional goals
- discuss the importance of designing for “the end user”
- create visual solutions connected to their end user’s needs, separating themselves from their own individual design style
- select the appropriate “mediums for the message”
- employ multiple methods of design research writing
- evaluate and discuss design research writing
- discuss avenues for publishing design research writing at the undergraduate level
- locate their design work within a larger social, cultural, or professional context
- create an appropriate and realistic project brief and project outline (including timelines, goals, and evaluation methods)
- identify ways to improve their process over time
- exhibit flexibility and adaptability when a project plan does not go as originally planned
- provide multiple design concepts and solutions for the same problem
- exhibit flexibility in their ability to refine concepts through multiple phases
- exhibit flexibility in their ability to accept feedback
- successfully manage a semester-long design project