# Examples of **Good SLOs (specific, measurable student actions)** and *Poor SLOs (vague, not directly observable or measurable)*:

- Art:
  - **Good:**
  - **Students will be able to articulate the role art plays in society using a written critique of an art work.**
  - **Students will be able to identify the formal elements and principles of art, which apply to the creation, and discussion of an artwork.**
  - **Students will identify the connection of historical or current events, which contextualize the making of an artwork.**
  - *Poor:*
  - *Students will appreciate art.*
  - *Students will learn how to discuss a work of art.*
  - *Students will be familiar with culture and the relationship of art making.*
- Biology:
  - **Good:**
  - **Students will be able to list enzymes involved in DNA replication and explain their roles.**
  - **Students will apply principles of scientific inquiry, differentiate a theory from a hypothesis, and differentiate fact from opinion in regard to biological sciences. (Laney College)**
  - *Poor:*
  - *Students will understand the process of DNA replication.*
  - *Students will know the scientific process.*
- Engineering:
  - **Good:**
  - **Graduates will be able to apply and demonstrate the principles of engineering design, formulating requirements and constraints, following an open-ended decision process involving tradeoffs, and completing a design addressing an aerospace engineering need.(Southern Polytechnic St. U.)**
  - *Poor:*
  - *Students completing the undergraduate program in Hypothetical Engineering will have knowledge of engineering principles. (Southern Polytechnic St. U.)*
- English:
  - **Good:**
  - **Learners will demonstrate the ability to communicate effectively in both oral and written forms. (Univ. of Toledo)**
  - *Poor:*
  - *Students will learn how to effectively communicate in both oral and written forms. (Univ. of Toledo)*

- Geosciences:
  - **Good:**
  - **Students will interpret unfamiliar tectonic settings based on information on physiography, seismicity, and volcanic activity.(from Barbara Tewksbury's Designing Effective and Innovative Courses Tutorial.)**
  - *Poor:*
  - *Students will understand plate tectonics. (from Barbara Tewksbury's Designing Effective and Innovative Courses Tutorial.)*
- Historic Preservation:
  - **Good:**
  - **Students will be able to articulate how historic preservation is integrated into land use and comprehensive planning (San Jose State University).**
  - *Poor:*
  - *Students will appreciate the role of historic preservation in planning.*
- History:
  - **Good:**
  - **Students should be able to give examples of, describe, and explain significant trends, movements, and events in European history.**
  - **Students will be able to compare and contrast historical perspectives of our world and describe the contributions of these historical perspectives. (Univ. of Toledo)**
  - *Poor:*
  - *Students should be able to understand significant trends, movements, and events in European history.*
  - *This course will provide learners with an overview of historical perspectives of our world and help them develop an appreciation for the contribution of these various perspectives. (Univ. of Toledo)*
- Psychology:
  - **Good:**
  - **Students should be able to recognize and articulate the foundational assumptions, central ideas, and dominant criticisms of the psychoanalytic, Gestalt, behaviorist, humanistic, and cognitive approaches to psychology. (UCF)**
  - *Poor:*
  - *Students should know the historically important systems of psychology. (UCF)*