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)