Student Learning Outcomes

Student Learning Outcomes (SLOs) are the specific knowledge, skills, or abilities (KSAs) that students should be able to demonstrate or perform at the end of the program. Each SLO should align with general values and principles established in the Mission Statement of the degree program.

A well-written SLO includes a concrete action verb that conveys the appropriate level for the KSA. This is best accomplished by using Bloom’s Taxonomy, whose levels are:

I. Knowledge (action verbs include: arrange, define, describe, select, state)
II. Comprehension (action verbs include: explain, summarize, give examples, paraphrase)
III. Application (action verbs include: demonstrate, apply, predict, produce, write)
IV. Analysis (action verbs include: interpret, analyze, compare, manipulate, solve)
V. Evaluation (action verbs include: critique, justify, evaluate, defend, rate, argue)
VI. Synthesis (action verbs include: create, design, formulate, generate, synthesize)

Student learning outcomes should answer the following questions:

1. At what level of Bloom’s Taxonomy should the student be able to demonstrate this knowledge or perform this skill?
2. What KSA should the student be able to demonstrate at the end of the program?

There should be no fewer than three (3) SLOs and no more than 15 SLOs. This is because a student should gain at least three specific KSAs as a result of completing a degree program curriculum, and anything more than 15 SLO becomes burdensome on the program’s faculty to adequately assess. The actual number of SLOs will vary by program.

Meets Standard Criteria:

Student Learning Outcomes (SLOs) are aligned with the mission and goals; at least 3 but no more than 15 SLOs; concrete action verbs are used to indicate the specific behavior that will be performed (e.g. Bloom’s Taxonomy).

Format:

Students will be able to (1. action verb that communicates level of Bloom’s Taxonomy) (2. specific knowledge, skill, or ability).

Example 1: Undergraduate

1. Action verb that communicates level of Bloom’s Taxonomy

   Students will be able to [1] write [2] an essay with clearly stated objectives, showing logical consistency and reasonable freedom from mechanical errors.

2. Specific knowledge, skill, or ability
Example 2: Graduate

Students will be able to [1] relate, integrate, and apply [2] theories of crime and criminal justice to research and public policies.

Example 3: Certificate


For more information, please contact the Office of Institutional Effectiveness and Assessment:

http://www.odu.edu/assessment

assess@odu.edu

(757) 683-3322