

## STUDENT LEARNING OUTCOMES

Student Learning Outcomes (SLOs) are the specific knowledge, skills, or abilities that students should be able to demonstrate or perform at the end of the program. The outcomes can be focused on cognitive, affective, and psychomotor skills. SLOs are clear statements that describe an observable behavior. SLOs are always expressed in terms of the student.

A well-written SLO includes a concrete action verb that conveys the appropriate level of learning.

This can be accomplished by using Bloom's Revised Taxonomy<sup>1</sup>, whose levels are:

- I. Remembering (action verbs include: *arrange, define, describe, select, state*)
- II. Understanding (action verbs include: *explain, summarize, give examples, paraphrase*)
- III. Applying (action verbs include: *demonstrate, apply, predict, produce, write*)
- IV. Analyzing (action verbs include: *interpret, analyze, compare, manipulate, solve*)
- V. Evaluating (action verbs include: *critique, justify, evaluate, defend, rate, argue*)
- VI. Creating (action verbs include: *create, design, formulate, generate, synthesize*)

This can also be accomplished by using Dee Fink's Taxonomy<sup>2</sup>, whose levels are:

- I. Foundational Knowledge – understanding and remembering information and ideas (action verbs include: *explain, associate, describe, summarize, give examples, paraphrase*)
- II. Application – skills; critical, creative, and practical thinking; management projects (action verbs include: *analyze, assess, critique, coordinate, create, imagine, solve, use*)
- III. Integration – Connecting ideas, people, realms of life (action verbs include: *associate, connect, correlate, contrast, differentiate, relate, link, synthesize*)
- IV. Human Dimensions - Learning about oneself and others (action verbs include: *advocate, communicate, collaborate, lead, promote, reflect, empathize*)
- V. Caring – Developing new feelings, interests, and values (action verbs include: *develop, express, discover, interpret, recognize, value, reflect, share*)
- VI. Learning to Learn – Becoming a better learner, inquiring about a subject, becoming self-directing learners (action verbs include: *construct knowledge, critique, develop a learning plan, self-assess, generalize knowledge, formulate, frame questions, predict performance, analyze*)

<sup>1</sup> Anderson, Krathwohl, Bloom, Anderson, Lorin W, Krathwohl, David R, & Bloom, Benjamin S. (2001). *A taxonomy for learning, teaching, and assessing a revision of Bloom's Taxonomy of educational objectives* (Complete ed.). New York: Longman.

<sup>2</sup> Fink, L., & ProQuest. (2013). *Creating Significant Learning Experiences [e-book] an Integrated Approach to Designing College Courses*.

## How to Develop Student Learning Outcomes

Student Learning Outcomes should address the following questions:

1. What level of learning (Blooms action verb) is taking place?
2. What knowledge, skill, or ability should students demonstrate at the end of the program?

Meets Standard Criteria on Academic Assessment Rubric:

- Most SLOs use concrete action verbs (e.g. Bloom's Taxonomy) to indicate the specific behavior that will be performed; most SLOs reflect an appropriate level of learning for the program; most SLOs contain a description of the knowledge, skills, and/or dispositions that students will demonstrate in a disciplinary context.

Just Getting Started? Here's a template to follow

Students will be able to [\[1. action verb\]](#) [\[2. specific knowledge, skill, or ability\]](#) to [person, place, or thing].

## Examples

Example 1: Written communication for an undergraduate program

Students will be able to [\[1\] write](#) [\[2\] with clearly stated objectives and logical consistency](#) for a variety of audiences.

Example 2: Theoretical knowledge for a graduate program

Students will be able to [\[1\] apply](#) [\[2\] theories of crime and criminal justice](#) to research and public policies.

Example 3: Methodologies for a certificate program

Students will be able to [\[1\] choose](#) [\[2\] methods](#) to promote the sustainability of health programs.

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

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