

## Writing Student Learning Outcomes (SLOs):<sup>1</sup>

An SLO is a statement describing what a student will be able to do at the end of a course. It asks students to apply what they've learned in a course and asks students to synthesize many discrete skills.

SLOs are not course objectives; they are the application and understanding of the objectives.

	<b>Objectives</b>	<b>Outcomes</b>
Scope	Skills, tools, or content to engage and explain a particular subject	Overarching results - subsequent learning
Target	Details of content coverage and activities which make up a course curriculum.	Higher level thinking skills that integrate the content and activities.
Major Influence	Input – nuts and bolts	Output – Observable evidence (behavior, skill, or discrete useable knowledge) of learning.
Number	Objectives can be numerous, specific, and detailed to direct the daily activities and material.	SLOs are limited in number (5-9) to facilitate modification and improvement of teaching and learning.

SLOs represent higher levels of thinking and the verbs used reflect this (Bloom's Taxonomy). SLOs should analyze, compare, contrast, assemble, distinguish, critique, synthesize, outline, construct, exhibit, manipulate, characterize, etc.

For more information on the use of Bloom's Taxonomy see:

<http://www.coun.uvic.ca/learning/exams/blooms-taxonomy.html>

Importantly, SLOs must be assessed and so they must be measurable in some concrete way (that will be documented). So, when writing your SLOs be sure that you have an assessment tool in mind that will allow you to determine whether or not your students have achieved the outcome for your course/program.

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<sup>1</sup> Adapted from Fulks, Janet; Alanraig, Marcy. "Assessing Student Learning: Writing Student Learning Outcomes Jan 1, 2008. <http://www.rpgroup.org/resources/assessing-student-learning-writing-student-learning-outcomes>

<b>Student Learning Outcome Checklist</b>	<b>Yes</b>	<b>No</b>
Do the SLOs include active verbs?		
Do the SLOs suggest or identify an assessment?		
Do the SLOs address the expected level of learning for the course using Bloom's Taxonomy as a guideline?		
Do the SLOs address more than one domain (cognitive, psychomotor, and affective)?		
<p data-bbox="235 621 1008 653">Are the SLOs written as outcomes rather than as objectives?</p> <ol data-bbox="285 680 1185 861" style="list-style-type: none"> <li data-bbox="285 680 1185 751">1. Language indicates an important overarching concept versus small lesson or chapter objectives.</li> <li data-bbox="285 751 1185 823">2. Outcomes address what a student will be able to <b>do</b> at the completion of the course.</li> <li data-bbox="285 823 1185 861">3. SLOs address student competency rather than content coverage.</li> </ol>		
<p data-bbox="235 930 764 961">Are the SLOs appropriate for the course?</p> <ul data-bbox="285 993 1016 1134" style="list-style-type: none"> <li data-bbox="285 993 1016 1024">• Consistent with the curriculum document of record</li> <li data-bbox="285 1024 1016 1056">• Represents a fundamental result of the course</li> <li data-bbox="285 1056 1016 1087">• Aligns with other courses in a sequence, if applicable</li> <li data-bbox="285 1087 1016 1134">• Represents collegiate level work</li> </ul>		
Will students understand the SLOs?		
Comments or suggestions:		