

## Three Steps to Writing Student Learning Outcomes For your Course Outline of Record (COR)

Student Learning Outcomes (SLOs) describe the knowledge, skills, abilities or attitudes a student should be able to demonstrate by the end of a course.

Bloom's Taxonomy: <http://laney.edu/assessment/wp-content/uploads/sites/165/2010/02/Blooms-Taxonomy.pdf>

1. Review the action verbs from Bloom's Taxonomy (follow the link above). Try to use the higher-order thinking skills (last 3 columns) for most college courses. Depending on the level of the course, more basic Bloom's verbs may be used. If your field commonly uses verbs that are not included in Bloom's, you may still use them, subject to the approval of the Assessment Coordinators. You should write THREE SLOs for most courses, but if your course is fewer than 3 units, 1-2 SLOs may be okay.

2. Start your SLO with a Bloom's verb. Keep it short and straightforward. Examples (Bloom's in bold):

**Demonstrate** proper safety procedures while using specified equipment.

**Apply** offensive strategies to game-like situations in volleyball.

**Evaluate** the historical representation of culture and society in film.

**Interpret** and **create** graphs.

**Critically appraise** elements of poetry.

3. Review what you wrote, making sure each can be assessed with assignments typically done in the class – quizzes, exams, writing assignments, projects, etc. For example:

SLO: Demonstrate proper safety procedures while using specified equipment.

**Assessment:** Instructor observes students using equipment, using safety procedure rubric.

SLO: Evaluate the historical representation of culture and society in film.

**Assessment:** Written assignment graded by rubric.

SLO: Interpret and create graphs.

**Assessment:** Evaluate student project or lab report using rubric.