Virginia State University
Office of Planning and Institutional Effectiveness (OPIE)

SLO DEVELOPMENT QUICK GUIDE

Step I - *Establishing Measurable Student Learning Outcomes:*

- Develop a statement that:

  – Specify what **students will know, be able to do/demonstrate, or think/value,** after successfully completing the program/curriculum.

  – Expressed **as knowledge, skills, and dispositions**

  – Focus on **Mastery of Program Content.**

  – Define **impact** – how the student has changed

- **Use an Action Verb** that results in **overt behaviors that can be observed and measured**.

  – Sample action verbs are:
    - *Analyze, Apply, Argue, Arrange, Assemble, Assess, Calculate, Categorize, Choose, Classify, Compare, Compile, Compute, Create, Criticize, Critique, Defend, Define, Demonstrate, Describe, Design, Develop, Differentiate, Discuss, Distinguish, Estimate, Examine, Explain, Formulate, Identify, Illustrate, Indicate, Interpret, Label, List, Locate, Manage, Memorize, Order, Operate, Organize, Plan, Practice, Predict, Prepare, Propose, Question, Rate, Recognize, Repeat, Report, Reproduce, Review, Revise, Schedule, Select, Solve, State, Translate, Use, Utilize, Write* (See Attached Taxonomies)

  – Avoid verbs that are unclear and call for **covert, internal behavior** which cannot be observed or measured.

    - *Appreciate, Know, Learn, Understand, Become aware of, Become familiar with, demonstrate knowledge of....*

Consider the **DOMAIN OF LEARNING** and the **ORDER (level) OF THINKING (LOT vs HOTS)** when developing the outcomes (See Attached Taxonomies)

When writing the Program SLO include the following: **Action Verb**, **Content Area** and **Criteria/Condition**

Examples:

- Student will be able to conduct a research experiment using basic chemistry principles
- Graduates will be able to apply problem solving techniques and statistical reasoning to formulate, analyze and/or solve mathematical problems

Sample Statements:

❑ As a result of participating in _____ *(PROGRAM)*, students will be able to _____ *(ACTION VERB- know, do, value)* _____ *(LEARNING CONTENT AREA)* _____ *(CRITERIA/CONDITION)*

❑ *Graduates of the _____ (PROGRAM) will be able to _____ (ACTION VERB- know, do, value) _____ (LEARNING CONTENT AREA) _____ (CRITERIA/CONDITION).*

❑ _____ *(PROGRAM*) seniors will be able to _____ *(ACTION VERB- know, do, value)* _____ *(LEARNING CONTENT AREA)* _____ *(CRITERIA/CONDITION)*

Step II: *Identifying the Appropriate Means of Assessing Each Objective or Learning Outcome*

- The *Means of Assessment* includes:
    - **Assessment Tool**
    - **Method**
    - **Success Criteria/Benchmark**

MEANS OF ASSESSMENT COMPONENTS	DESCRIPTION	PURPOSE
TOOLS	Measures for each objective	Gather evidence related to the intended objective outcome
METHODS		Provide useful information regarding the achievement of expected results or levels of performance
CRITERIA FOR SUCCESS	Benchmark or target for each measure	Serves as an indicator for the expected results or levels of accomplishment

When identifying the appropriate means of assessment remember:

- Each outcome must have at least one assessment measure; however it is best to use a **triangulation** approach or multiple means of assessment when feasible
- Direct or indirect assessment measures can be used; however **all outcomes must have at least one direct measure**
- The **timeframe for each assessment method** should be indicated (each semester, annually, in alternate years, etc.)

After creating learning outcomes, reference this checklist:

a. Does the outcome support the program objectives? Y N

b. Does the outcome describe what the program intends for students to know (cognitive), think (affective, attitudinal), or do (behavioral, performance)? Y N

c. Is the outcome important/worthwhile? Y N

d. Is the outcome:

   i.   Detailed and specific? Y N

   ii. Measurable/identifiable? Y N

   iii. A result of learning? Y N

e. Do you have or can you create an activity to enable students to learn the desired outcome? Y N

f. Can the outcome be used to make decisions on how to improve the program? Y N