

# How to Write SLOs

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*June 23, 2021*



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# Session Outcomes

After this session, attendees will be able to:

- Outline the components of an effective student learning outcome (SLO)
- Develop learning outcomes for programs/experiences



# Workshop Overview

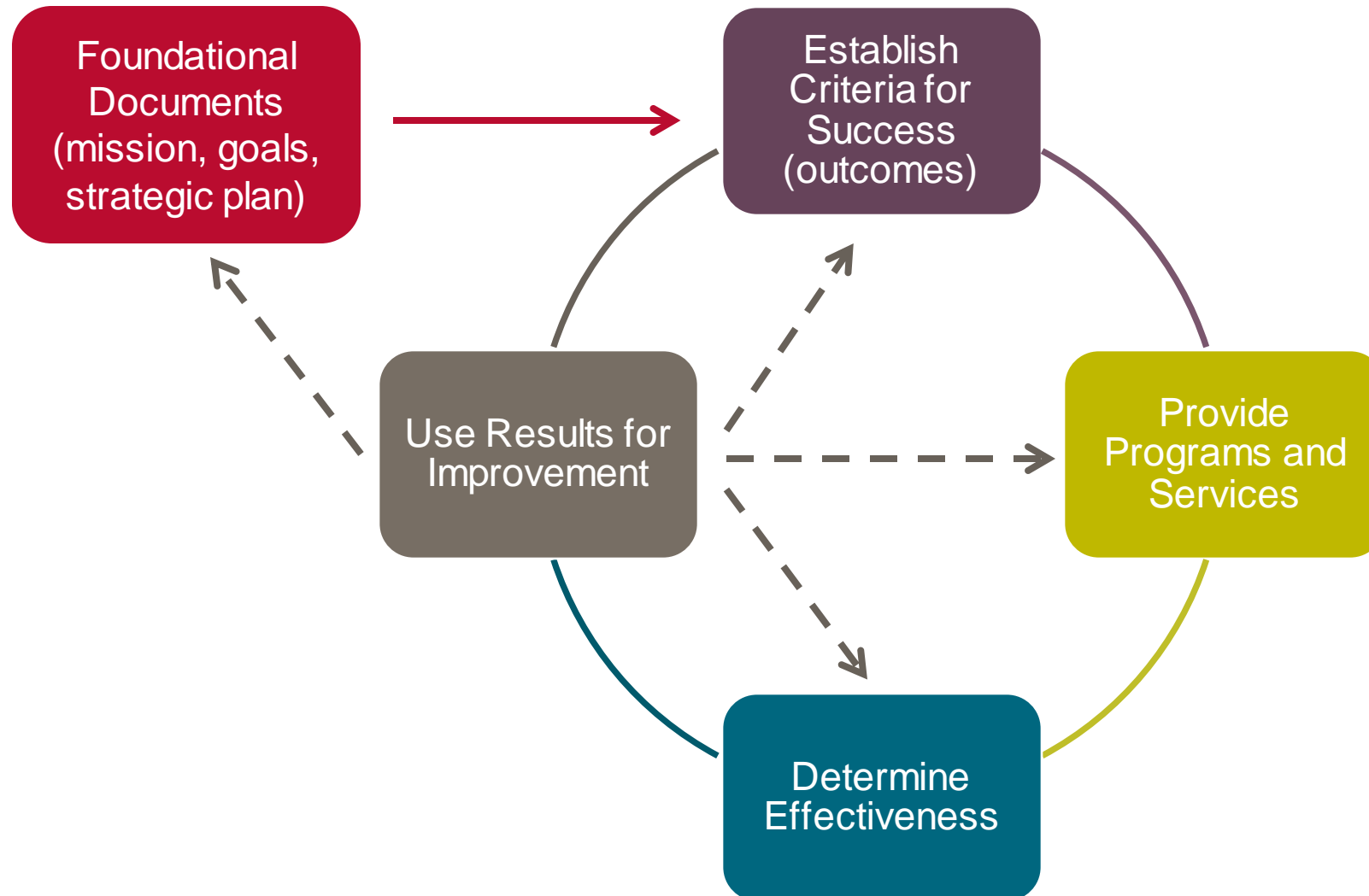
Significance of SLOs

What + When + Why + How

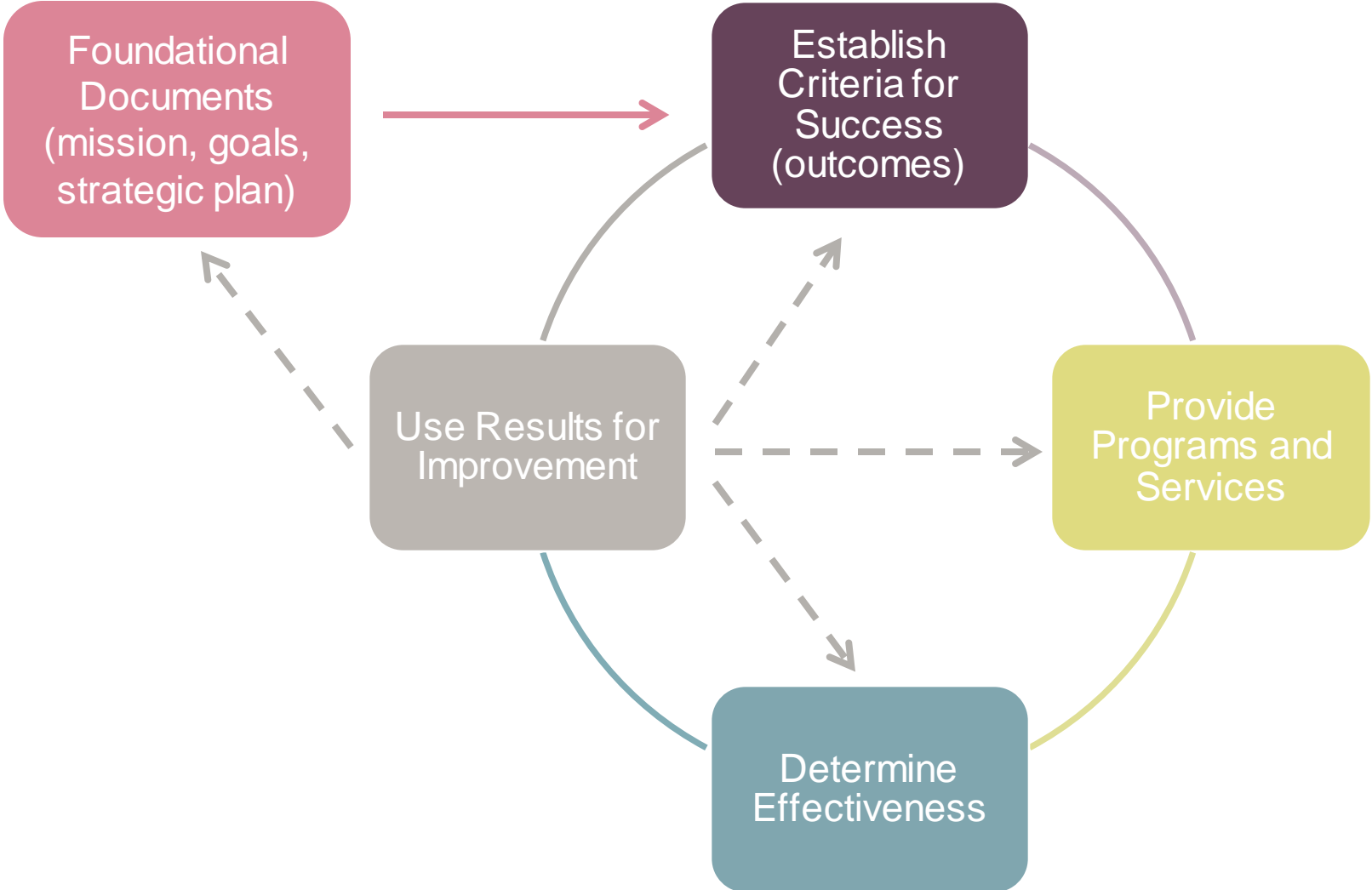
Practice Time



# Assessment & Improvement Cycle



# Establish Criteria for Success



# What is a SLO?

- **Measurable, observable, and specific** statement(s) that clearly communicate what a student should know and be able to do as a result of **learning** in a course, program, or experience
- Focus in on the application of knowledge - students should be able to use the information learned outside of the setting it's learned in
- Different "levels" of SLOs depending on their use:
  - Division
  - Department
  - Program/Experience



# Outcomes ≠ Objectives



Learning Outcomes = What students will know or be able to do as a result of this program



Program Objectives = What will be achieved in the program

# When SLOs Are Needed

SLOs are used to design programs where students are gaining knowledge, skills, and/or abilities. Also known as...

- Learning Experiences
- Educational Interventions

Not ALL programs need SLOs





# SLOs = the key for intentional education

Start with the end in mind.

- Program design starts with clear SLOs
- Define "why" (why are we doing this) before "what" (what are we doing)
- Keep us focused on the end result



# Structure

Stem + verb + target audience + demonstrated learning + criterion

As a result of (program), (target audience) will be able to  
(verb) (demonstrated learning) (criterion).

Example: As a result of attending the **grilled cheese workshop**, attendees will be able to **describe** **each step of making a grilled cheese sandwich** for **improve crispiness**.

Tip: Use student-focused language



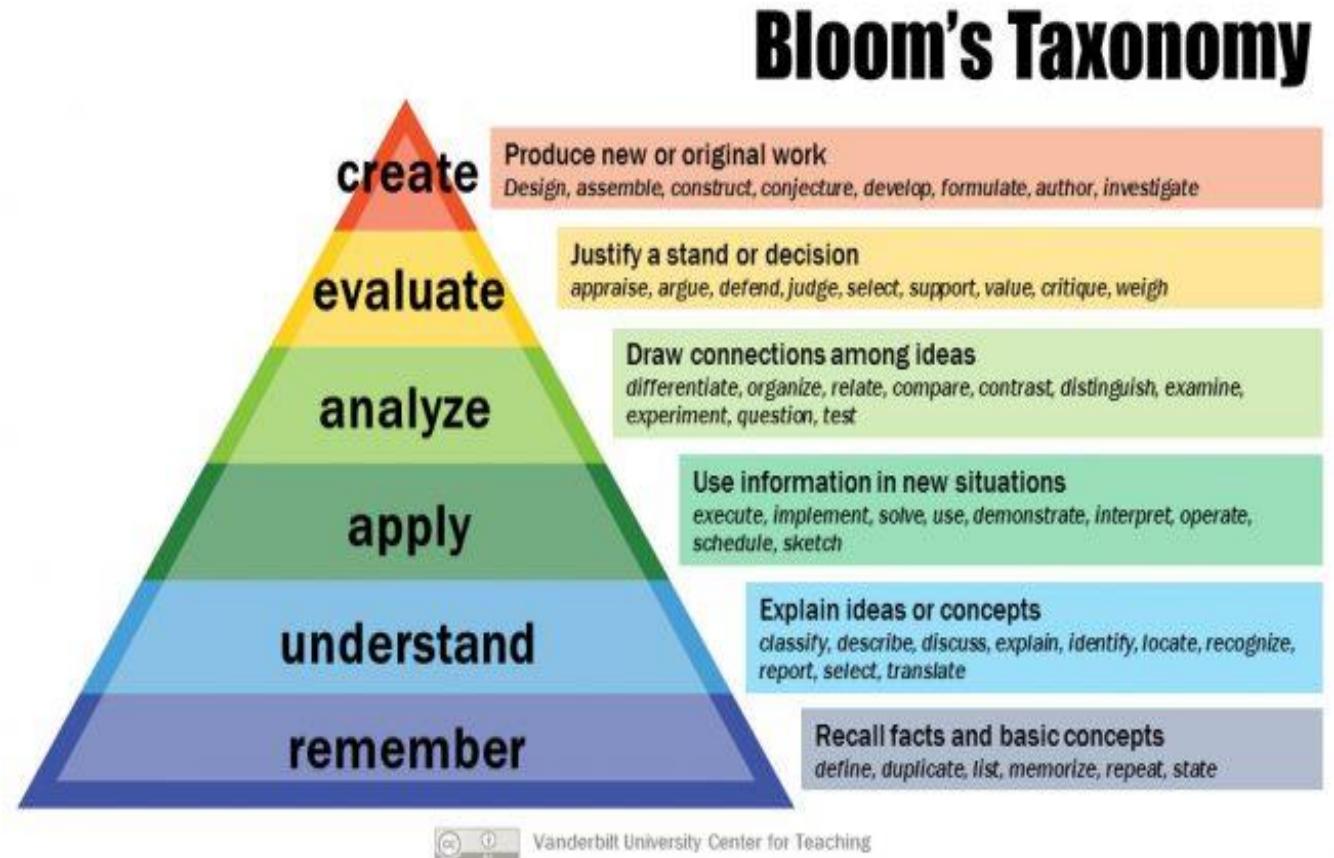
# Begin with an Action Verb

- Terms such as *know*, *understand*, *learn*, *appreciate* are generally **not** specific enough to be measurable
- Consider the *level* of learning you want students to achieve
- Use Bloom's to select an action verb



# Bloom's Taxonomy

- Helps educators develop critical thinking and higher order cognitive abilities in students
- We can use Bloom's to build our programs and services
- Students must master lower levels before moving up through the hierarchy
- You will not use ALL of Bloom's in on program



Armstrong, P. (2010). Bloom's Taxonomy. Vanderbilt University Center for Teaching. <https://cft.vanderbilt.edu/guides-sub-pages/blooms-taxonomy/>



# Follow with an Action Statement

- Should describe the knowledge and abilities to be demonstrated
- Avoid complex topics or multiple areas to be measured
- Keep it short and simple



# Add Criterion

- A broad statement or standard for acceptable performance
- Can provide better definition, if needed, to the outcome



# How many do I write?

It depends!

- Generally 2-3 is plenty for a workshop
- For lengthy experiences where learning builds on itself, more might be needed



# Questions to Ask Yourself

As a result of attending the **grilled cheese workshop**, attendees will be able to **describe each step of making a grilled cheese sandwich** for improve crispiness.

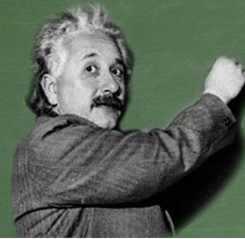
- ✓ Does the outcome support the program goals?
- ✓ Does the outcome describe what the program intends for students to know (cognitive), think (affective, attitudinal), or do (behavioral, performance)?
- ✓ Is the outcome:
  - Detailed and specific?
  - Measurable/identifiable?
  - A result of learning?
- ✓ Do you have or can you create an activity to enable students to learn and demonstrate the desired outcome?
- ✓ How will you assess the outcomes? Can the results from assessing this outcome be used to make decisions on how to improve the program?





# Easy Generator Learning Objectives

<https://learning-objectives.easygenerator.com/>



Students will be able to + [verb] + [goal] + [condition]

WHO?



WHAT? **VERB** + **GOAL**



HOW?



GET LO

Choose the Level of Knowledge to Obtain

*Based on Bloom's Taxonomy*

Next >>

Remembering

Understanding

Applying

Analyzing

Evaluating

Creating

ARRANGE

DEFINE

DESCRIBE

DUPLICATE

IDENTIFY

LABEL

LIST

MATCH

MEMORIZE

NAME

ORDER

OUTLINE

RECALL

RECOGNIZE

RELATE

REPEAT

REPRODUCE

SELECT

SHOW

STATE

+ ADD OWN VERB