

Student Learning Outcomes

Student Learning Objectives/Outcomes

Student learning objectives (sometimes also referenced as outcomes) are the intended results of the learning and assessment in the class and should signify the actions that your students will be able to take. SLOs should be action-based and observable, since we cannot see learning, but we can observe behaviors.

In addition, SLOs should be:

- **Student-centered:** SLOs should focus on what the students can reasonably accomplish in the allotted time (unit, module, course).
- **Measurable:** SLOs should reflect the ability to assess student behavior on a scale or against a standard.
- **Inclusive:** SLOs should reflect a commitment to equity and invite different experiences and backgrounds.
- **Higher-order thinking:** SLOs should challenge students to think critically and engage with the materials in a meaningful manner. Choose verbs from the Apply, Evaluate and Create columns below.

SLO AI Prompt:

Please act as a college professor for a mid-size regional university focused on student success. Using the provided information for [COURSE], create a new set of Student Learning Outcomes that reflect a student-centered, measurable, inclusive, and higher-order thinking approach. Consider the course's emphasis on [problem-based team learning, critical thinking, and real-world application]. Ensure that the SLOs are aligned with the course's objectives and the overall curriculum framework. [INSERT CURRENT SYLLABUS HERE]

Krathwohl's Taxonomy (Krathwohl, 2002)

<i>Remember</i>	<i>Comprehend</i>	<i>Apply</i>	<i>Analyze</i>	<i>Evaluate</i>	<i>Create</i>
Define	Classify	Apply	Analyze	Appraise	Arrange
Describe	Defend	Change	Break down	Argue	Assemble
Identify	Describe	Compute	Calculate	Assess	Categorize
Label	Discuss	Dramatize	Compare/Contrast	Choose	Combine
List	Distinguish	Employ	Criticize	Compare/Contrast	Compose
Memorize	Explain	Illustrate	Diagram	Conclude	Construct
Name	Identify	Interpret	Differentiate	Defend	Create
Outline	Locate	Manipulate	Discriminate	Discriminate	Design
Recognize	Paraphrase	Operate	Examine	Estimate	Develop
Relate	Predict	Predict	Experiment	Evaluate	Devise
Recall	Recognize	Prepare	Infer	Judge	Formulate
Reproduce	Review	Produce	Model	Justify	Generate
Select	Select	Relate	Question	Interpret	Plan
	Summarize	Schedule	Relate	Predict	Prepare
	Translate	Show	Select	Rate	Rearrange
		Sketch	Separate	Select	Reconstruct
		Solve	Subdivide	Summarize	Reorganize
		Use	Test	Support	Revise
				Value	Rewrite
					Set Up
					Synthesize

Source: Krathwohl, D. R. "A revision of Bloom's taxonomy: An overview.," *Theory into Practice*, no. 41 (2002): 212–218.