Develop/State/Review/Revise Student Learning Outcomes (SLOs)

What knowledge, skills, values, and attitudes should students possess when they graduate with a degree from UH West O'ahu? What are the key learning outcomes for each degree? What level of proficiency is expected?

Slos are specific, discrete statements that indicate the knowledge, skill, or attitude students are expected to have/do at the end of a course/degree. There are three essential components of an slo:

a) The observable, measurable action or behavior – the Action Verb (Appendix B).



| rable, measurable action of behavior the retain verb (rependix E | | | |
|--|--|--|--|
| LEVELS of SLOs (Bloom et al., 1956) | BLOOM'S TAXONOMY EXAMPLE ACTION VERBS for Knowledge & Skill SLOs | | |
| Evaluating | Assess, Conclude, Criticize, Justify, Value | | |
| Creating | Assemble, Create, Design, Produce, Reconstruct | | |
| Analyzing | Analyze, Compare, Differentiate, Experiment, Solve | | |
| Applying | Apply, Demonstrate, Modify, Practice, Use | | |
| Understanding | Convert, Explain, Interpret, Paraphrase, Report | | |
| Remembering | Define, Describe, List, Name, Outline | | |



| LEVELS of SLOs (Bloom et al., 1964) | BLOOM'S TAXONOMY EXAMPLE ACTION VERBS for Attitude SLOs |
|--|---|
| Internalizing Values | Act, Display, Influence, Modify, Practice |
| Organizing/ Conceptualizing Values | Formulate, Generalize, Integrate, Reconcile, Relate |
| Valuing | Argue, Criticize, Debate, Justify, Persuade |
| Responding | Clarify, Interpret, Present, Question, React |
| Receiving | Acknowledge, Aware, Be open to, Be willing to listen, Participate |

b) The learning context, content, or product – the Evidence

c) The measure of success – the Quality or Quantity

| Observable action or behavior | |
|---------------------------------------|--|
| Learning context, content, or product | |
| Measure of success | |

Examples:

Students will develop business materials such as purchase orders, contracts, and pricing lists that are consistent with industry standards.

Students will **identify and describe** the distinguishing **characteristics and features** of editorial illustrations from a **variety of contexts and markets**.

- d) Use the rubric, Assessing the Quality of Academic Program Learning Outcomes, found in Appendix C, to review slos.
- e) Make corresponding recommendations