

Action Verb Examples

TOO general and VERY HARD to measure:

1. ...will appreciate the benefits of exercise.
2. ...will be able to access resources at NWOSU.
3. ...will develop problem-solving skills and conflict resolution.
4. ...will be able to have more confidence in their abilities.

Still general and HARD to measure:

1. ...will value exercise as a stress reduction tool.
2. ...will be able to develop and apply effective problem-solving skill that would enable one to adequately navigate through the proper resources within the University.
3. ...will demonstrate ability to resolve personal conflicts and assist others in resolving conflicts.
4. ...will demonstrate critical thinking skills, such as problem solving as it relates to social issues.

Specific and relatively EASY to measure:

1. ...will be able to explain how exercise affects stress.
2. ...will be able to identify the most appropriate resource that is pertinent to their university concern.
3. ...will be able to assist roommates in resolving conflicts by helping them negotiate agreements.
4. ...will demonstrate the ability to analyze and respond to arguments about racial discrimination.

How do I fix a student learning outcome?

Shortcomings can typically be seen by asking two simple questions, "CAN IT BE MEASURED?" and "IS LEARNING BEING DEMONSTRATED?"

Example:

- Participants will understand the nine reasons for conducting a needs assessment.
 - *Here, learning is demonstrated, but this SLO will be difficult to measure*
- Student will arrive on time daily.
 - *This can be easily measured, but learning is not necessarily being demonstrated.*

We can rewrite these to make the learning outcomes measurable and demonstrative of learning:

- Participants will be able to list nine reasons for conducting a needs assessment.
- Student will be able to articulate the necessity of maintaining office hours as publicized.

Source:

http://www.uri.edu/assessment/media/public/page_files/uri/outcomes/student/outcomes/outcomes_tools/Handout_Student_Learning_Outcomes_101_8_7_06.pdf