A Guide to Writing SLOs  
*Adapted from the COM Academic Senate Wiki*

- In one sentence for each outcome, answer the question: “What should students be able to do with the information I’m teaching after they interact with my program? What is the ultimate goal a year from now?”
- Describe what students will do -- not content, activities or hours.
- Describe broader, complex, higher order knowledge and skills.
- Describe observable and assessable behavior.
- Use action verbs. See Bloom’s Taxonomy.
- Write it in language that a student will understand.
- Make statements concise and unambiguous.
- Remember that you probably already have them in mind and have been using them without realizing it. Begin with where you are.
- Keep thinking from the students’ point of view and ask, “What can students walk out of my department with?”
- Be explicit and always ask, “What’s important? What am I doing and why?”

**NOTE:** These hints have been culled from a variety of sources across California and the US. (Cabrillo College, El Camino College, Miracosta College, colleges in the east, community colleges and universities). Since they are often the same from place to place, it is difficult to know where they originated.