| Course: |  |
| --- | --- |

**Learning Outcome Review Checklist**

After reading the informational items (course title, course description, course objectives), evaluate the quality of the student learning outcomes listed by following the checklist below.

| **Learning Outcomes (SLO and PLO) Checklist** | **Yes** | **No** |
| --- | --- | --- |
| Does the course have an Assessment Mapping Form uploaded as an attachment in the Cover Info section? If not, make a comment (remember that you may only make comments in the CSLOs section of the review, so you must scroll down to make your comment). If yes, verify that the form has been completed.   * Remember to check whether the course is part of a program (in the Associated Programs section) so you know whether the course should have PLO mappings. * Similarly, look in the Transferability & Gen. Ed. Options to see whether the course is a GE course and needs GELO mappings. If a course is marked Y, this means the course is NOT a GE course and does not need GELO mappings. |  |  |
| Are the SLOs (PLOs) sequentially numbered? (1,2,3...) |  |  |
| Does *each* SLO (PLO) start with the following sentence?  “Upon successful completion of the course (program), the student will be able to...” |  |  |
| Does *each* SLO (PLO) include active verbs that focus on the top 4 levels of Bloom’s Taxonomy? |  |  |
| Is *each* SLO (PLO) measurable? |  |  |
| Are the SLOs (PLOs) written as outcomes rather than as objectives?   * Outcomes address what a student will be able to*do* at the completion of the course as well as student competency rather than content coverage.   Outcomes are overarching concepts versus objectives, which specify distinct steps taken to achieve the outcomes. (*Objectives are the means, not the end*s.) |  |  |
| Are the SLOs (PLOs) appropriate for the course (program)?   * Consistent with course(s) description * Represents a fundamental result of the course(s) * Aligns with other courses in a sequence, if applicable * Represents collegiate level work |  |  |
| * As a reviewer, outside of the discipline, do you understand the outcomes the student will be expected to learn by the end of the course (program)? |  |  |

# Resources re: Bloom’s Taxonomy

Level 1 (lowest): Remember; Recall facts and basic concepts; active verbs include define, duplicate, list, memorize, repeat, and state
Level 2: Understand; Explain ideas or concepts; active verbs include classify, describe, discuss, explain, identify, locate, recognize, report, select, translate
Level 3: Apply; Use information in new situations; active verbs include execute, implement, solve, use, demonstrate, interpret, operate, schedule, sketch
Level 4: Analyze; Draw connections among ideas; active verbs include differentiate, organize, relate, compare, contrast, distinguish, examine, experiment, question, test
Level 5: Evaluate; Justify a stand or decision; active verbs include appraise, argue, defend, judge, select, support, value, critique, weigh
Level 6 (highest): Create; Produce new or original work; active verbs include design, assemble, construct, conjecture, develop, formulate, author, investigate

* The [Assessment Committee Handbook](https://committees.kccd.edu/sites/committees.kccd.edu/files/ACOMM_Bakersfield%20College%20Assessment%20Handbook_2017-18_20180713.pdf) contains a more robust explanation of Bloom’s taxonomy on page 14-16
* See [Mesa Community College’s page on Bloom’s Taxonomy](https://www.mesacc.edu/employees/course-management/curriculum/resources/blooms-higher-level-verbs) for more examples of verbs that might fit each level of the taxonomy.