| 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. If yes, verify that the form has been completed.) |  |  |
| 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)? |  |  |

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