|  |  |
| --- | --- |
| 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.

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| --- | --- | --- |
| **Learning Outcomes (SLO and PLO) Checklist** | **Yes** | **No** |
| 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? |  |  |
| Does *each* SLO (PLO) suggest an assessment tool that can be used to measure the student learning outcome? |  |  |
| 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)? |  |  |

