## **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.		
<ul> <li>Outcomes are overarching concepts versus objectives, which specify distinct steps taken to</li> </ul>		
achieve the outcomes. (Objectives are the means, not the ends.)		Ī
Are the SLOs (PLOs) appropriate for the course (program)?		1
<ul> <li>Consistent with course(s) description</li> </ul>		
<ul> <li>Represents a fundamental result of the course(s)</li> </ul>		
<ul> <li>Aligns with other courses in a sequence, if applicable</li> </ul>		
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)?		

## **Bloom's Taxonomy** Produce new or original work Design, assemble, construct, conjecture, develop, formulate, author, investigate Justify a stand or decision evaluate appraise, argue, defend, judge, select, support, value, critique, weigh Draw connections among ideas differentiate, organize, relate, compare, contrast, distinguish, examine, analyze experiment, question, test Use information in new situations apply execute, implement, solve, use, demonstrate, interpret, operate, schedule, sketch Explain ideas or concepts understand classify, describe, discuss, explain, identify, locate, recognize, report, select, translate Recall facts and basic concepts remember define, duplicate, list, memorize, repeat, state

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