

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 Review Checklist	Yes	No
Do they have an appropriate number of outcomes? 3-5 outcomes are sufficient to cover an entire course		
<p>Are the SLOs sequentially numbered? (1,2,3...)</p> <ul style="list-style-type: none"> • Although we do not evaluate course objectives, are those sequentially numbered too? 		
<p>Does <i>each</i> SLO start with the following sentence? *Must be verbatim, including the comma*</p> <p>“Upon successful completion of the course, the student will be able to...”</p>		
<p>Does <i>each</i> SLO include active verbs that focus on the top 4 levels of Bloom’s Taxonomy?</p> <ul style="list-style-type: none"> • Note: Please check the Transferability & Gen. Ed. Options section to see if the course is marked for CSU GE Area F or IGETC Area 7. If so, at least 3 SLOs are required to be copy pasted from the SLOs listed in p. 43 of the CSU GE/IGETC guiding notes document (p. 44 of the PDF). 		
Is <i>each</i> SLO measurable?		
<p>Is there an “Expected SLO Performance” value given? If not, leave a comment and mention that the standard is 70%.</p> <ul style="list-style-type: none"> • Is the value given NOT the standard 70? <ul style="list-style-type: none"> ○ Some courses may require a different number, so if it is not 70%, leave a comment asking if there is a reason or justification for deviating from the 70%. 		

<p>Are the SLOs written as outcomes rather than as objectives?</p> <ul style="list-style-type: none"> • Outcomes address what a student will be able to <i>do</i> at the completion of the course with a focus on student competency rather than content coverage. • Outcomes are overarching concepts versus objectives, which specify distinct steps taken to achieve the outcomes. (<i>Objectives are the means, not the ends.</i>) 		
<p>Are the SLOs appropriate for the course (program)?</p> <ul style="list-style-type: none"> • Consistent with course(s) description • Represents a fundamental result of the course(s) • Represents collegiate level work 		
<p>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)?</p>		
<p>Are the SLOs mapped to ILOs, and, if applicable, to GELOs?</p> <ul style="list-style-type: none"> • Check the Assessment Mapping section below the Learning Outcomes section to see if the mapping has been completed. If there is mapping, verify that it has been fully completed. If each SLO is not mapped to at least one ILO, make a comment. • To find out if a course should map to GELOs, look at the Transferability & Gen. Ed. Options section to see whether the course is a GE course and needs GELO mappings—the specific GE area will be listed. If there is no GE area listed, this course does not need GELO mappings. <ul style="list-style-type: none"> ○ When there is a GE area listed.... If each SLO is not mapped to at least one GELO in the designated GE area, make a comment 		

BLOOM'S TAXONOMY

