

<b>Student Learning Outcome Checklist</b>	<b>Yes</b>	<b>No</b>
Do the SLOs include active verbs?		
Do the SLOs suggest or identify an assessment?		
Do the SLOs address the expected level of learning for the course using Bloom's Taxonomy as a guideline?		
Do the SLOs address more than one domain (cognitive, psychomotor, and affective)?		
<p>Are the SLOs written as outcomes rather than as objectives?</p> <ul style="list-style-type: none"> <li>• Language indicates an important overarching concept versus small lesson or chapter objectives.</li> <li>• Outcomes address what a student will be able to <b>do</b> at the completion of the course.</li> <li>• SLOs address student competency rather than content coverage.</li> </ul>		
<p>Are the SLOs appropriate for the course?</p> <ul style="list-style-type: none"> <li>• Consistent with the curriculum document of record</li> <li>• Represents a fundamental result of the course</li> <li>• Aligns with other courses in a sequence, if applicable</li> <li>• Represents collegiate level work</li> </ul>		
Will students understand the SLOs?		
Comments or suggestions:		

As you talk to others about SLOs keep these things in mind:

- Each course and classroom has unique factors.
- Disciplines have unique language and culture.
- Cross disciplinary conversations are invaluable.
- Ultimately discipline-specific conversations best define competencies for students.
- Everyone is a learner when it comes to assessment.
- As professionals, we are guided by the principles of academic freedom.