Student Learning Outcome Checklist	Yes	No
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? College-level course outcomes should generally start at the level of "apply" or higher (synthesize, evaluate or create).		
Do the SLOs effectively incorporate more than one domain (cognitive, psychomotor, and affective)? Do the SLOs provide more than one approach to learning and assessment?		
Are the SLOs written as outcomes rather than as objectives? • Language indicates an important overarching concept versus small lesson or chapter objectives. • Outcomes address what a student will be able to **do** in terms of measureable essential knowledge and skills at the completion of the course. An understanding may be the goal but a measureable demonstration is needed. • SLOs address student competency rather than content coverage.		
Are the SLOs appropriate for the course? • Consistent with the curriculum document of record • Represents a fundamental result of the course • Aligns with other courses in a sequence, if applicable • Represents collegiate-level work		
Will adjuncts and students understand the SLOs?		
Comments or suggestions: By K. Pluta, J. Fulks, & C. Romanowich		

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.