Checklist for Writing Student Learning Outcomes	YES	NO	Example
1A. Does the SLO start with an active verb? ● All SLOs are inferred to begin with the phrase, "Upon successful completion of the course, students will demonstrate an ability to [active verb]…"			**To fix this**: "Apply knowledge of the referral process and appropriate resources for working with clients." ("Apply knowledge" is vague and difficult to assess)
1B. Does the active verb accurately describe the skill or ability you want? Two useful resources for choosing appropriate verbs are: ● Bloom's Taxonomy ● Webb's Depth of Knowledge			**Try this**: "Develop a care and referral plan based on analysis of client needs and available resources."

1C. Does the verb help describe a skill, ability or knowledge that is observable or evaluable?
 	
● The following verbs should be avoided
  ○ "understand," "appreciate," and "apply knowledge"; they are vague and difficult to assess.
  ○ "demonstrate"; it occurs in the beginning phrase of all outcomes.
  ○ "improve"; it does not imply a standard that students should attain.			

2. Does the SLO contain language specific to the course?
● The language should clearly distinguish, for example, whether the course is about ceramics or printmaking, or, basketball or baseball.
● If describing different levels within a sequence of courses (i.e., 20A, 20B, 20C, etc…), the language should
  ○ illuminate the differences in intended learning in the various levels of courses (i.e., 20B vs 20C)
  ○ describe abilities in a manner more specific than "beginning," "intermediate," etc…
  ○ align with other courses in the sequence, if applicable
			To fix this: "Effectively utilize visual media for personal expression, creative awareness and the communication of ideas." (language not specific to a particular course)
			
			Try this: "Create drawings to communicate ideas and express creativity through visual media." (More specific to a drawing course.)

3. Does the SLO address major, overarching abilities, skills or knowledge? ● Students should attain SLOs no matter who teaches the course. ● SLOs should address high priorities, focus on the big picture, and emphasize widely applicable skills and abilities. ● The skills/abilities/knowledge should represent something important to the dept/div sponsoring the course.			**To fix this:** "Use a t-test to compare means." (too specific; not overarching) **Try this:** "Apply appropriate statistical test to answer a research question."
4. Are course SLOs limited in number? ● SLOs should be broader and fewer in number than the more specific objectives. ● SLOs should summarize the more specific objectives ● By analogy, if the SLO is building a habitable house, then the objectives are the parts (plumbing, heating, framing, roofing, electrical) that hold it together; they are the building blocks leading to SLOs. ● Three is a nice number of SLOs for many courses. ● Only unusual circumstances should necessitate more than five SLOs. More information on distinguishing SLOs from objectives: ASCCC powerpoint: www.asccc.org/sites/default/files/SLOs_in_CoRs_0.ppt From Janet Fulks at Bakersfield College: http://goo.gl/GmbKNN			**To fix this**: too many and/or narrowly defined SLOs **Try this**: convert some of the SLOs to objectives (this may involve some degree of rewriting)
5. Are course SLOs written in language understandable to students and non-discipline experts? ● All interested parties should understand the intended skills and abilities for students completing the course.			**To fix this**: "Use paleoseismicity and geomorphic expression to evaluate seismic hazard." (What language is this?) **Try this**: "Estimate the probability of future earthquakes by evaluating earthquake history and evidence for recent faulting in the landscape."

Some things to remember

- SLOs should be collaboratively developed in dialogue with others.
- Ultimately discipline-specific conversations best define competencies for students.
- As professionals, we are guided by the principles of academic freedom.

- Each course and classroom has unique factors.
- Disciplines have unique language and culture.
- Cross disciplinary conversations are invaluable.
- Everyone is a learner when it comes to assessment.