

Checklist for Course SLOs

- Does at least one of the SLOs address the critical thinking outcome?
- Does the SLO answer the question “What will students be able to do when they leave your class?”
- Is each SLO measurable? Can it be assessed within the course of a semester?



EXAMPLES (list not exhaustive)

Original (Room for improvement)	Revised (Good)	Comments
To develop the ability to establish meaningful intimate relationships	Analyze the process of developing close and intimate relationships in courtship and marriage	Original is very vague and not easily measured. Revision is more easily able to be measured and uses one of the Bloom’s Taxonomy verbs. It describes what the student will be able to do (analyze....) instead of listing an ability that cannot be measured within the scope of the class.
To understand love and relationship dynamics, parenting, and diverse family systems	Comparatively analyze cross-cultural approaches to marriage and family Investigate the established strategies to effect successful relationships in marriage and family	Original is too vague and not easily measured. Revision uses Bloom’s verbs and suggests appropriate means of assessments (a comparison analysis and identification of strategies). Original SLO is too broad to be measured.
This class aims at helping students become better thinkers.	Students will demonstrate the ability to critically analyze and evaluate arguments.	Original SLO is a course objective and very vague; it’s about what the class aims at, not <u>what the student will be able to do</u> . It’s not clear how we can assess “better thinker.” Revision more clearly states what a student will be able to do and can be measured.

Note: More information may be found at:
<http://sccollege.edu/Departments/outcomesassessment> or
<http://sccollege.edu/StudentServices/slo>