Checklist for Reviewing Course Outcomes

- ☐ 1. Does the outcome state what students can do based on successful completion of the course?

- ☐ 2. Is the outcome measurable? Can evidence be gathered through an activity, group project, assignment, test, presentation, or paper that indicates to what degree the student can perform the outcome?

- ☐ 3. Does the outcome need to be broken into more than one outcome? For best practice, each outcome should describe one ability the student can demonstrate. For example: interpret the basic elements of a piece of work and formulate an opinion on that work. This is two outcomes.

- ☐ 4. Does the outcome have two or more verbs? For best practice, consider the progression of the verbs in the outcome. Can the progression of verbs used be aggregated and raised to a higher order verb on Bloom's taxonomy? (Example: Identify and evaluate a plan of care. Select the highest level verb, as in the example, if you can "evaluate", you can "identify," so the revision would be "Evaluate a plan of care.")

- ☐ 5. Can "and" be changed to "or?" When using "and," all items in a list of actions, abilities, or results are expected to be assessed. When using "or" in a list of verbs or skills, there is more flexibility for the faculty in assessing types of activities and is considered a best practice.

- ☐ 6. Is the outcome specifically tied to the course description focusing on the central aspects that are the most meaningful and important?

- ☐ 7. Is the outcome appropriate to the level of expertise the student should be at for a career or the associate's level of the discipline?

- ☐ 8. Is the outcome or set of outcomes differentiated from outcomes for other courses, even if it is a companion course in a sequence like, for example, ENG 101/102, A & P I/II, or a course and its accompanying lab or supplemental instruction?

- ☐ 9. Use of industry- or content-specific verbs is permitted and encouraged where relevant. Such terminology enhances clarity and aligns outcomes with the specialized skills and knowledge unique to the discipline.

REMEMBER: Course outcomes are reviewed by the Outcomes Advisory Council and the Assessment Office for soundness, measurability and quality. They are reviewed by the Curriculum Council for linkage to course descriptions, course content, and with a view to the full curriculum offered by the department and the college (to avoid redundancies, uneven academic rigor, etc.) They are viewed by students as to what they can expect to achieve through the course. They are viewed by articulation bodies and outside institutions for transfer of credit. They are viewed by accrediting bodies as evidence of the quality and integrity of student learning. And, they are used by part-time and full-time faculty to measure the student learning in courses.

Action Words for Bloom's Taxonomy

Definitions	Remembering	Understanding	Applying	Analyzing	Evaluating	Creating
Bloom's Definition	**Can the student recall or remember information?**	**Can the student explain concepts or ideas?**	**Can the student use the information in a new way?**	**Can the student distinguish between the different parts?**	**Can the student justify a stand or a decision?**	**Can the student create a new product or point of view?**
			Verbs			
	Copy Define Discover Duplicate Enumerate Examine Find Identify List Listen Locate Match Memorize Name Observe Recall Repeat Recognize Record Reproduce Retrieve State Tabulate Visualize	Arrange Associate Classify Clarify Compare Contrast Defend Describe Differentiate Discuss Estimate Exemplify Explain Express Extend Give-examples Grasp Identify Illustrate Indicate Infer Interpret Locate Organize Outline Paraphrase Predict Recognize Relate Reorganize Rephrase Report Restate Review Rewrite Select Summarize Transform Translate	Apply Appraise Articulate Break down Calculate Change Choose Chart Classify Collect Compute Complete Construct Contrast Criticize Demonstrate Determine Develop Diagnose Dramatize Employ Estimate Examine Execute Experiment Formulate Give examples Identify Illustrate Implement Interpret Make use of Manipulate Modify Operate Paint Practice Produce Report Schedule Show Sketch Solve Teach Use Utilize Write	Advertise Analyze Appraise Break down Calculate Categorize Change Classify Combine Compare Conclude Contrast Criticize Debate Deduce Derive Diagram Differentiate Discriminate Discuss Dissect Distill Distinguish Divide Examine Experiment Extrapolate Formulate Identify assumptions Illustrate Induce Inspect Investigate Model Modify Organize Plan Point out Predict Prioritize Probe Question Simplify Sketch Solve Subdivide Survey Test	Agree Appraise Argue Assess Award Challenge Check Choose Conclude Convince Criticize Critique Debate Decide Defend Detect Discount Discredit Disprove Dispute Estimate Evaluate Find errors Grade Judge Justify Measure Monitor Persuade Predict Prioritize Qualify Rank Rate Recommend Reframe Rule on Score Select Summarize Support Test Validate Value Verify Weigh	Adapt Arrange Assemble Build Change Collect Combine Compile Compose Conclude Construct Create Design Develop Devise Discover Estimate Extend Facilitate Formulate Forward Generalize Hypothesize Imagine Infer Integrate Invent Make up Manage Modify Organize Originate Plan Posit Predict Prepare Produce Propose Rearrange Report Rewrite Role-play Schematize Set up Simulate Solve Structure Suppose Theorize Transform Verify