

# Student Learning Outcome Development Guide for the Core Outcomes Project

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"Learning outcomes specify observable, measurable actions that students will be able to perform upon successful completion of course. Each learn I Taxonomy."

Creating student learning outcomes for H -10.6.4 (6c 0 ee).ep 174e elec84 ne.r5J /TTa0323mrneie o3

Start by having a faculty/staff brainstorm about what a student should know, understand, and be able to do upon successful completion of the course in question.

Before writing or revising student learning outcomes, you might try a few of the following.

- o Have some open discussion sessions on one of the following topics or something similar.
  - Describe the course goals. Specifically focus on strengths, skills, and values that you feel are the result of, or at least supported and nurtured by, the course experience. Then ask:
    - What does this student know?
    - What can this student do?
    - What does this student care about?
  - List the achievements you implicitly expect students to be able to achieve.
- o Collect and review instructional materials. Try sorting materials into 3 broad categories: recognition/recall, comprehension/simple application, critical thinking/problemsolving. Use any of the following:
  - syllabi and course outlines
  - course assignments and tests
  - textbooks (especially the tables of contents, introductions, and summaries)
- o Review and react to student learning objectives from college/universities. Try grouping the statements into broad categories of student outcomes (i.e., knowledge, attitudinal, behavioral).

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Learning outcomes are statements of what is expected that a student will be able to DO as a result of a learning activity. By way of example



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of questions: Diagram, Differentiate, Distinguish, Illustrate, Infer, Point out, Relate, Select, Separate, Subdivide

To measure **evaluating**: Making judgments based on criteria and standards through checking and critiquing. (judging and assessing), ask these kinds of questions: Appraise, Compare, Conclude, Contrast, Criticize, Describe, Discriminate, Explain, Justify, Interpret, Support

To measure **creating**: Putting elements together to form a coherent or functional whole; reorganizing elements into a new pattern or structure through generating, planning, or producing. (integrate learning from different areas or solve problems by creative thinking), ask these kinds of questions: Categorize, Combine, Compile, Devise, Design, Explain, Generate, Organize, Plan, Rearrange, Reconstruct, Revise, Tell

Below is table of verbs that can be useful when creating student learning outcomes.

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