

## Writing Learning Outcomes Worksheet

**Program outcomes** examine what a program or process is to do, achieve, or accomplish for its own improvement and/or in support of institutional or divisional goals; generally numbers, needs, or satisfaction driven.

**Learning outcomes** examine cognitive skills that students develop through department interactions; measurable, transferable skill development. They are statements indicating what a participant (usually students) will **know, think, or be able to do** as a result of an event, activity, program, etc.

### ABCD Structure of a Learning Outcome:

- **Audience/Who**
  - Who does the outcome pertain to?
- **Behavior/What**
  - What do you expect the audience to know/be able to do? (*This needs to include an action verb to describe the learning, chosen from the Bloom's Taxonomy work bank on page 2.*)
- **Condition/How**
  - Under what conditions or circumstances will the learning occur?
- **Degree/How much**
  - How much will be accomplished, how well will the behavior need to be performed, and to what level?

Example:

**Students who attend advising sessions will choose courses that fulfill their chosen degree requirements.**

**Outcome Writing – The 3 Ms:** Check your outcome against these criteria:

1. **Meaningful:** How does the outcome support the departmental mission or goal?
2. **Manageable:** What is needed to foster the achievement of the outcome? Is the outcome realistic?
3. **Measurable:** How will you know if the outcome is achieved? What is the assessment method?

### Initial Problems Encountered When Writing Learning Outcomes:

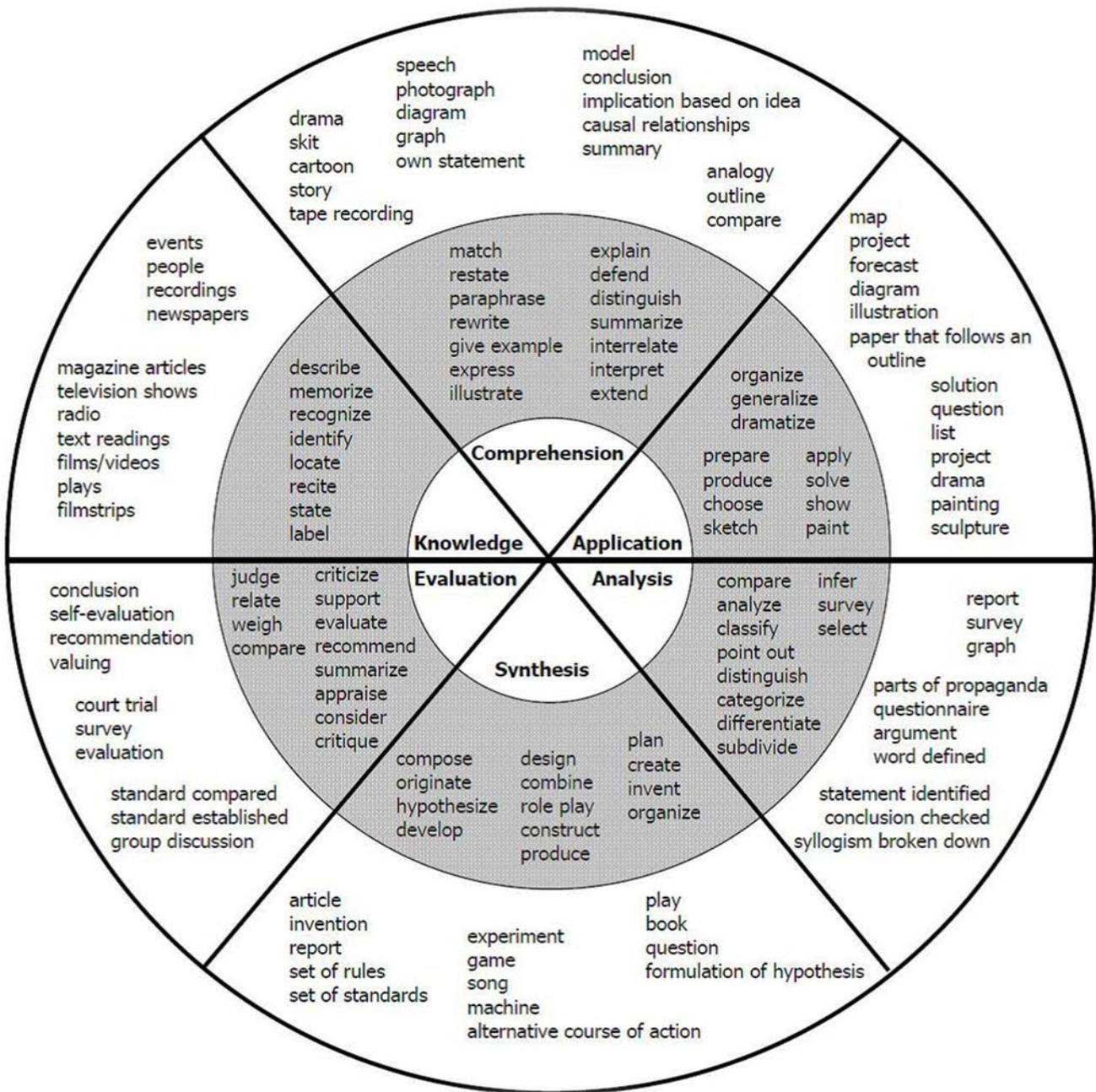
- Describe program outcomes, rather than learning outcomes
- People don't use ***Bloom's taxonomy verbs*** and instead use vague terms like: appreciate, become aware of/familiar with, know, learn, value, use, understand...
- Too vast/complex, too wordy
- Multiple outcomes in one learning outcome statement (the word "and" is usually a clue!)
- Not specific enough (e.g., effective communication skills)

*Example:* To improve this learning outcome statement: "RAs will be more self-aware as leaders", you could make it:

**"As a result of attending RA training, RAs will be able to accurately assess the strengths and weaknesses of their leadership skills."**

### Bloom's Revised Taxonomy Wheel

Utilize this wheel to identify words that describe the behaviors that you are expecting your audience to be able to perform as a result of participation in your program/service. The wheel can also be utilized to identify a method of directly measuring the learning you are trying to capture.



### Activity #3: Writing Outcomes - practice makes perfect!

**Brainstorm...**

1. Identify the overarching/broader objective or goal your outcome is going to support:
  
2. Identify the audience:
  
3. What do you want them to be able to know, think, or be able to do? (Be specific!)
  
4. What circumstances or context will foster the learning?
  
5. To what degree will the learning occur? (Be specific!)
  
6. How will you measure the learning?

**Fill in the blanks:**

**Audience:** \_\_\_\_\_

**Behavior:** <will learn what> \_\_\_\_\_

**Condition:** <under these circumstances / conditions>  
\_\_\_\_\_

**Degree:** <to this level of efficiency / effectiveness>  
\_\_\_\_\_

**Check yourself:**

	<b>Yes</b>	<b>No</b>	<b>Not sure</b>
Is the outcome measurable?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is the outcome meaningful?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is the outcome manageable?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Would you feel comfortable/proud sharing this outcome with students, campus constituents, and external audiences?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Rewrite the learning outcome statement to address issues:

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