

## Developing Learning Outcomes

Learning outcomes are more narrow statements of what we expect the student will learn—the subtle difference between objectives and outcomes is that the former is instructor-centered and the latter is student-centered.

### Characteristics of Good Learning Outcomes

- Knowledge, skill, ability, or disposition that the student must demonstrate.
  - What is a student expected to be able to know?
  - What is a student expected to be able to do?
  - What is a student expected to be able to think?
- Conditions under which a student should be able to demonstrate their knowledge, skills, abilities or dispositions.
- Observable or identifiable action
- Measurable

### Taxonomies to Guide Development of Learning Outcomes

- Dimensions of Higher Learning
- Declarative learning—learning WHAT-facts and principles
- Procedural Learning—learning HOW-skills and procedures
- Conditional Learning—learning WHEN & WHERE-learning applications
- Reflective Learning—learning WHY-learning to understand one’s self and others
- Metacognitive Learning—learning How to Learn—learning to direct one’s own learning

### Format of a Learning Outcome

There are a few different ways to write a learning outcome statement.

**SWiBAT** (Student Will Be Able To) + **Active verb** (from Bloom’s taxonomy) + **Condition** (as a result of) + **Measurement** (as measured by or as demonstrated by ...) + **When** (at what timeline).

**Condition** (As a result ....; from participating in ...) + **Audience** (selected population being assessed) + **Behavior** (active verb) + **Degree of Achievement**

### Examples of Learning Outcomes

*The student will write well-reasoned and data supported papers using proper APA format to meet the appropriate standards for student submissions to the Undergraduate Psychological Research Journal.*

*The student will work productively in a team to develop and analyze alternative solutions for a complex business problem requiring the integration of four functional areas: management, marketing, finance and operations.*

*The student will effectively research generally available and specialized databases in order to advise a small start-up aviation business regarding applicable Federal Aviation regulations.*

### After you have written a learning outcome, check every learning outcome by asking:

- Does the learning outcome describe what your program intends for students to know

(cognitive), think (affective) or do (behavioral)?

- Is the outcome detailed and specific? Is it measurable?
- Can you count it, observe it, or identify it?
- Is it meaningful?
- Is it manageable?
- Can you create an activity to enable students to learn the desired outcome?
- Who will be gathering evidence to know the outcome has been met?
- Who would know if my outcome has been met?
- How will I know if it has been met?
- Will it provide me with evidence that will lead me to make a decision for continuous improvement?

**References:**

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