What are LEARNING OUTCOMES?

Learning outcomes are measurable statements that articulate what students should know, be able to do, or value as a result of a learning activity, taking a course or completing a program. Learning outcomes often take this form:

- As a result of participating in (program/course name/topic or learning activity), you (students) will be able to (Action verb) (Learning statement).

EXAMPLES:

Program Outcomes:
Align directly with the mission of the college, the school and the department and should articulate what students should know, be able to do, or value as a result of completing the program.

Upon successful completion of the program:
- Graduates will be able to compile and analyze complex economic data to address real-life economic issues.

Course Outcomes:
Flow from the program outcomes and articulate what a student should know, be able to do, or value as a result of taking the course.

Upon successful completion of the course the student will be able to:
- Explain economic institutions, such as the Federal Reserve and financial markets.

Student Learning Outcomes:
Flow from the course outcomes and articulate what a student should know, be able to do, or value as a result of covering a particular topic.

Upon successful completion of this material students will be able to:
- Calculate the projected impact of changes in the Federal Funds rate on the price of 10 year U.S. Treasury Bonds.

How do I develop learning outcomes?

1. Ask yourself: what are the most important things a student should know (cognitive), be able to do (skills), or value (affective) after completing the course/program?

Consult a list of action verbs, which are verbs that result in overt behavior or products that can be observed and measured. Bloom’s Taxonomy of Educational Objectives provides some useful verbs to write objectives for different levels of learning. See An Introduction to Bloom’s Taxonomy from the University of West Florida.

Consider that terms associated with Knowledge, Understanding and Application are most often associated with 100 and 200 level courses and Analysis, Synthesis, and Evaluation are most often associated with 300 and 400 level courses.
2. **AVOID** verbs that are unclear and cannot be observed and measured easily, for example: appreciate, become aware of, become familiar with, know, learn, and understand.

3. Draft a list of possible learning outcomes. Be realistic in considering what is possible for students to accomplish in your course. Only keep the most essential learning outcomes.

4. Edit and review the outcomes using the Learning Outcome Review Checklist 📚.

Adapted from the Cornell Center for Teaching Excellence
https://teaching.cornell.edu/teaching-resources/designing-your-course/setting-learning-outcomes