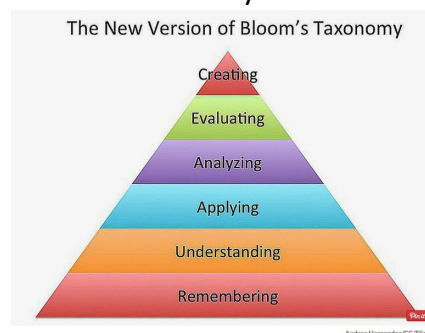


Writing Student Learning Outcomes (adapted from <https://assessment.aa.ufl.edu/faculty-resources/a-practical-guide-to-assessment/>)

1. Define the terms (see Curriculum Council Manual for Definitions, p. 19)
2. Create Learning Outcomes that are **Recent**, **Relevant**, and **Rigorous**
 - a. **Recent**- the outcome reflects current knowledge and practice in the discipline
 - b. **Relevant**- the outcome relates logically and significantly to the curriculum
 - c. **Rigorous**- the degree of academic precision and thoroughness that the outcome requires to be met successfully
3. Distinguish **outputs** from **outcomes**
 - a. **Outputs**- describe and count what we do and whom we reach, and represent products or services we produce. Processes deliver outputs; what is produced at the end of a process is an output
 - b. **Outcomes**- is a level of performance or achievement. It may be associated with a process or its output. Outcomes imply measurement- quantification – of performance.
4. Distinguish **Learning Outcomes** and **Program Goals**
 - a. **Learning Outcomes**- describe what students should know and be able to do as a result of completing a course or program of study
 - b. **Program Goals**- describe your expectations for program elements, such as admission criteria, enrollment caps, acceptance rates, etc.
5. Ensure the outcome is measureable
 - a. Focus on what students will know and be able to do
 - b. Describe observable and measureable actions or behaviors
 - c. The key to **measurability**: an active verb that describes a observable behavior, process or product
 - i. [Bloom's Taxonomy](#) – divides learning into three domains: cognitive, affective (attitudes and values), and psychomotor (athletic skills, laboratory skills, and so on). Cognitive skills are organized into a hierarchy of six categories: remember, understand, apply, analyze, evaluate and create.
 - ii. See [Checklist for Reviewing Course Outcomes](#) for a more expansive list of Bloom's Taxonomy words



6. Share your outcomes with the Assessment Coordinator for review.