

Western Oregon University
Division of Extended Programs

Learning Outcomes

Learning outcomes are specific statements of what learners will be able to do (action verb) under what conditions (by the end of the course).

Learning outcomes:

- Tell students what they should be able to do at the end of the course
- Are the basis for delivery of content, activities, assessment... everything
- Guide the planning of activities and assessments that enable these outcomes to be accomplished

Learning outcomes help students:

- Know what to expect
- Understand what the course requires
- Recognize what they will be able to do at the end of the course

Learning outcomes help instructors:

- Organize the course
- Plan activities and assignments
- Plan assessments

To achieve the desired outcomes

Learning outcomes are written in language to demonstrate that students achieve higher order levels of thinking (Bloom's taxonomy).

Remember	Define, list, describe, label, state
Understand	Classify, describe, discuss, explain, identify, locate, recognize, report, select, translate, paraphrase
Apply	Choose, demonstrate, dramatize, employ, illustrate, interpret, operate, schedule, sketch, solve, use, write.
Analyze	Appraise, compare, contrast, criticize, differentiate, discriminate, distinguish, examine, experiment, question, test
Evaluate	Appraise, argue, defend, judge, select, support, value, evaluate
Create	Assemble, construct, create, design, develop, formulate, write

Example of Learning Outcomes and Assessment Methods:

Business and Professional Speaking Class

Learning Outcomes of this course	Assessment Methods
Students will be able to:	As measured by:
Explain the importance of communicating effectively in business and professional contexts.	Written in-class examinations, course assignments, class participation, and formal presentations.
Work effectively in teams to research a topic and develop it into a technical presentation.	Reflection on teams self and peer evaluation, technical presentation, outline, bibliography.
Work effectively in groups to research a topic and develop it into a proposal presentation.	Reflection on teams and groups self and peer evaluation, proposal presentation, proposal portfolio, outline, bibliography.