

- Try a “bottom-up” approach. Review instructional materials, such as syllabi, assignments, tests, and texts. Look for faculty expectations, either explicit or implicit, for knowledge, skills, and values that students are expected to develop.
- Ask for input from important stakeholders, such as students, alumni, and employers. What do they believe that students should know, do, or value by the end of the program?
- Describe the ideal graduate of your program. Ask these questions: “What does this person know? What can this person do? What does this person care about?”
- Involve as many of the program faculty as you can. Encourage faculty to explain and defend various perspectives, either anonymously or in open meetings.
- Do not avoid learning outcomes that appear to be difficult to assess, particularly if they are important outcomes. Focus on what faculty believe are the most important outcomes for students to achieve.

Effective program learning outcomes should:

- Use active verbs that specify definite, observable behaviors
- Identify the depth of processing that faculty expect
- Distinguish between absolute and value-added expectations

Bloom’s Taxonomy

Knowledge	To know specific facts, terms, concepts, principles, or theories
Comprehension	To understand, interpret, compare and contrast, explain
Application	To apply knowledge to new situations, to solve problems
Analysis	To identify the organizational structure of something; to identify parts, relationships, and organizing principles
Synthesis	To create something, to integrate ideas into a solution, to propose an action plan, to formulate a new classification scheme
Evaluation	To judge the quality of something based on its adequacy, value, logic, or use

Examples of Learning Outcomes at Various Levels

Level

Learning Outcome

6. On average, at least 100 students will attend each cultural event sponsored by the