

## Learning Outcome Development

Course	Hard to Measure	Discussion	Measurable <i>(By the end of this course, you will be able to...)</i>
Sociology	<ul style="list-style-type: none"> <li>I want students to <i>realize and gain knowledge of</i> institutional racism's impact on minoritized families.</li> </ul>	Measuring 'realization' or each student's individual increase in knowledge over the course of the semester is difficult. It's more straightforward to assess students' ability to identify or to describe policies.	<ul style="list-style-type: none"> <li><i>recognize and verbally explain</i> U.S. policies that have an impact on minoritized families.</li> </ul>
SPEA – Public Affairs	<ul style="list-style-type: none"> <li>I want students to see how urban problems are important in their own lives.</li> </ul>	The revised LO focuses on specific skill sets that can be taught and improved over the course of a single semester: the ability to locate or design and then persuasively present an idea.	<ul style="list-style-type: none"> <li><i>identify and defend a</i> solution to an urban problem that is relevant to your own city, town, or campus.</li> </ul>
Misc.	<ul style="list-style-type: none"> <li>My course teaches information literacy.</li> </ul>	The first draft of this outcome covers so much ground as to be difficult to pin down: 'information literacy' is a large enough topic that two people might look at the first statement and come up with very different ideas of what the class will teach and assess. The revised LOs indicate three different directions this instructor could take in the course using more	Three different approaches this instructor could take: <ul style="list-style-type: none"> <li><i>Outline</i> the separate steps involved in accessing an online database through a university library website.</li> <li><i>Select</i> open-source images with licenses that permit rehosting and remixing.</li> </ul>

		focused action verbs and descriptions of scope.	<ul style="list-style-type: none"> <li>● Assess the relevance of a database to your research needs.</li> </ul>
College Writing	<ul style="list-style-type: none"> <li>● Understand your own approach to writing.</li> </ul>	As in the first example on this page, 'understanding' is hard to measure. Added to this, the phrase 'your own approach to writing' could apply to any number of contexts. By contrast, in the second version of this LO, the instructor has highlighted the specific things that will have the knowledge and tools to do at the end of the class rather than expressing a broad <i>goal</i> for students in the class.	<ul style="list-style-type: none"> <li>● Compose a statement that explains how you approached a research writing project for an audience who might want to undertake a similar project of their own.</li> </ul>

**Sources Excerpted and Adapted**

Anderson, L. W., Krathwohl, D. R., Airasian, P. W., Mayer, R. W., Pintrich, P. R., Raths, J., & Wittrock, M. C. *A Taxonomy for Learning Teaching and Assessing*. (Complete ed.). New York: Longman, 2001.

"Developing Learning Outcomes." *Indiana University Center for Innovative Teaching and Learning*.  
<https://citl.indiana.edu/teaching-resources/course-design/developing-learning-outcomes/>