

# Develop your own: Course-Level Learning Outcomes

## What are course-level learning outcomes?

While *programmatic* student learning outcomes (SLOs) encompass what students should be able to know, think, or do across all courses within a curriculum, **course** student learning outcomes are more specific and describe achievement expected in a particular course.

- ◆ Course outcomes should clearly relate to topics, assignments, and exams that are part of the present course.
- ◆ Course outcomes should be clear, measurable, use verbs (e.g., identify, recall,) and may contribute to the assessment of program learning outcomes.
- ◆ Course outcomes are more detailed and specific than programmatic outcomes because they identify the unique knowledge and skills expected to be gained from a given course. However, course outcomes should be broad and general enough to accommodate changes in course content over time and multiple instructors.
- ◆ Course outcomes contribute to the achievement of programmatic outcomes.

## Writing A Course Outcome...

**Unclear:** The course will introduce you to major periods in the history of western music.

**Clear:** You will be able to identify and summarize the important features of major periods in the history of western music.

**Unclear:** You will understand important concepts and principles.

**Clear:** You will be able to apply important concepts and principles of psychology to draw conclusions about populations from samples.

**Clear:** You will be able to describe the operations of financial institutions and the services they provide.

**Unclear:** You will write a term paper on a topic that interests you.

**Clear:** You will be able to demonstrate your knowledge about the significance of current research in the field by writing a research report.

**Clear:** You will be able to prepare and present effective, informative, and persuasive public speeches.

## Additional Important Points...

- ◆ It is possible for courses to have additional course learning outcomes that may not contribute to overall programmatic outcomes.
- ◆ The relationship between course and programmatic outcomes is described in a curriculum map.

Adapted from: <https://web.uri.edu/assessment/course-level-outcomes/>

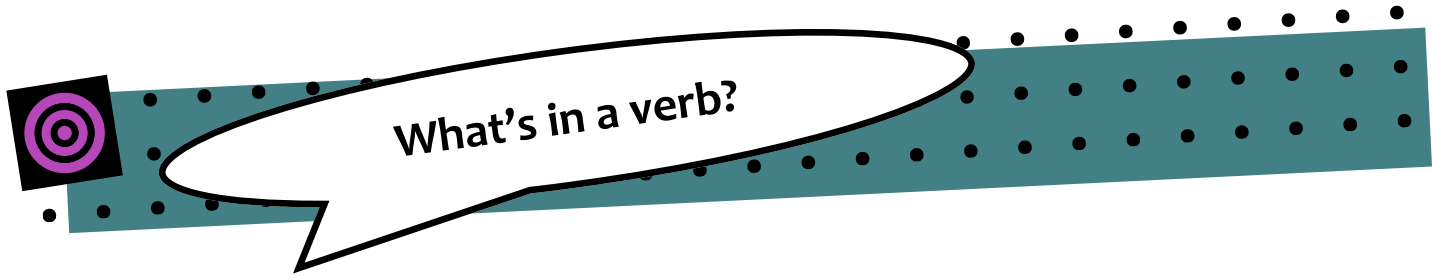
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Learning outcomes should be observable and measurable. The outcome statement should include an action verb that clearly demonstrates the skill or behavior to be observed and measured.



**Action Verb List - Suggested Verbs to Use in Each Level of Thinking Skills**

Below are terms (verbs) that can be used when creating student learning outcomes for a course or degree program.

Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
Count	Associate	Add	Analyze	Categorize	Appraise
Define	Compute	Apply	Arrange	Combine	Assess
Describe	Convert	Calculate	Breakdown	Compile	Compare
Draw	Defend	Change	Combine	Compose	Conclude
Identify	Discuss	Classify	Design	Create	Contrast
Labels	Distinguish	Complete	Detect	Drive	Criticize
List	Estimate	Compute	Develop	Design	Critique
Match	Explain	Demonstrate	Diagram	Devise	Determine
Name	Extend	Discover	Differentiate	Explain	Grade
Outlines	Extrapolate	Divide	Discriminate	Generate	Interpret
Point	Generalize	Examine	Illustrate	Group	Judge
Quote	Give examples	Graph	Infer	Integrate	Justify
Read	Infer	Interpolate	Outline	Modify	Measure
Recall	Paraphrase	Manipulate	Point out	Order	Rank
Recite	Predict	Modify	Relate	Organize	Rate
Recognize	Rewrite	Operate	Select	Plan	Support
Record	Summarize	Prepare	Separate	Prescribe	Test
Repeat		Produce	Subdivide	Propose	
Reproduces		Show	Utilize	Rearrange	
Selects		Solve		Reconstruct	
State		Subtract		Related	
Write		Translate		Reorganize	
		Use		Revise	
				Rewrite	
				Summarize	
				Transform	
				Specify	

Source/Reference: These steps were derived from information collected at various conferences by Dr. Cia Verschelden, the original source is unknown. See <http://www.k-state.edu/assessment/slo/action.htm> for more information.