Writing Program-level Student Learning Outcomes

EACH PROGRAM SHOULD HAVE 4-6 MEASURABLE OUTCOMES

Do

- Use clear, specific , and precise language
- Ensure that outcomes are measurable
- Use Bloom's Taxonomy

Example: Upon completion of the program students will:
Evaluate the impact of of ethical factors in a complex business environment.

Don't

- Use the same action verb for every outcome
- Try to combine multiple ideas into a single outcome
- Make outcomes sound aspirational instead of obtainable

Bloom's Taxonomy

Creating: Can students create a new product or point of view? They would be able to assemble, construct, create, design, develop, formulate, write, or invent.

Evaluating: Can the student justify a stand or decision? To evaluate information, a student might: appraise, argue, defend, judge, select, support, value, and evaluate.

Analyzing: Can the student distinguish between the different parts? They would be able to compare, contrast, criticize, differentiate, discriminate, distinguish, examine, experiment, question, or test.

Applying: Can the student use the information in a new way? They would be able to choose, demonstrate, dramatize, employ, illustrate, interpret, operate, sketch, solve, use, or write.

Understanding: Can the student explain ideas or concepts? They would be able to classify, describe, discuss, explain, identify, locate, recognize, report, select, translate, or paraphrase.

Remembering: Can the student recall or remember the information? They would be able to define, duplicate, list, memorize, recall, repeat, reproduce, or state.

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