**How to Write a Learning Outcome Statement**  
Learning outcomes describe what learners are able to demonstrate in terms of knowledge, competence/skills and performance upon completion of an activity, a span of several activities, or an enduring material. Clear articulation of learning outcomes serves as the foundation to evaluating the effectiveness of the teaching and learning process.

Learning Outcomes are statements that describe or list measurable and essential mastered knowledge, competence and/or performance skills that participants will have acquired and will be able to demonstrate after completing the activity.

Learning Outcomes describe attained skills, competencies, and abilities. In each statement the subject will be the participant, and the verb will be the descriptor of the knowledge, ability, skill, or behavior that the participant will demonstrate as a result of the activity. In a Learning Outcome statement, a good rule of thumb is NOT to use (because they are not directly measurable) verbs such as remember, understand, learn, appreciate, like, believe, or know. For a list of measureable verbs, [click here](http://provost.rpi.edu/sites/default/files/BloomRevActionVerbs.doc).

**How are learning objectives different from learning outcomes?**

**Objectives**

* Objectives describe the goals and intentions of the faculty who teaches the activity.
* Objectives, often state the purpose and goals of the activity.
* Objectives focus on content and skills important within the activity. Objectives may describe what the staff and faculty will do.
* Objectives are the primary building blocks of good curriculum design. They support the learning outcome in that each is a step in arriving at what the learner is supposed to know or be able to do.

**Outcomes**

* Outcomes catalog the overarching result of the activity and are the evidence that the goals or objectives were achieved.
* Outcomes are statements that describe or list measurable and essential mastered content—reflecting knowledge, competence/skills and performance that integrate activity content that participants have achieved and can demonstrate upon successfully completing an activity.
* Outcomes are exactly what assessments are intended to show -- specifically what the participant will be able to do upon completing the activity.
* Outcomes are clear and measurable criteria for guiding the teaching, learning, and assessment process in the activity.

### General Guidelines for Writing A Learning Outcome Statement:

* 1-3 succinct sentences are reasonable for an activity or program.
* Use [active verbs](http://provost.rpi.edu/sites/default/files/BloomRevActionVerbs.doc) that show measureable performance.
* A Learning Outcome should focus on the overarching concepts, skills, abilities, behaviors, or attitudes that participants will demonstrate at the end of the activity.
* A Learning Outcome must be measurable and should imply assessment. However, a Learning Outcome should not be so specific to preclude flexibility for content covered in a series or course.
* A good starting point is [Bloom’s Taxonomy](http://provost.rpi.edu/sites/default/files/syllabusWithLearningOutcomes.doc) as a guide in planning teaching and assessment to address all levels of thinking and knowledge.

**Examples of a Learning Outcome Statement:**

1. Learners will be able to collect, organize and interpret appropriate data and identify clinically significant indications for diagnosis and management of (xxx).
2. Learners will be able to apply principles of evidence-based medicine to determine clinical diagnoses, and formulate and implement acceptable treatment modalities.
3. Learners will be able to articulate cultural and socioeconomic differences and the significance of these differences for culturally competent care.
4. Learners will be able to evaluate educational research critically and participate in the research community.