

TIP SHEET - Writing or Revising Course Learning Outcomes

Course Learning Outcomes describe clearly what learners will know and be able to do at the end of a course.

They answer the question – “What should the student be able to **demonstrate** by the **end** of this course?”

Getting Started

- Identify how your course contributes to the Program Learning Outcomes (PLOs) or how your course contributes to the General Education Themes (Gen Ed courses only).
- Determine the level that is appropriate for the learners at this point in the program.

Principles of Good Learning Outcomes

- Clear
- Measurable
- Performance based and observable - prepare, calculate, identify, describe, discuss, compare, create, evaluate, etc.
- Avoid verbs: know, understand (they are too vague and cannot be measured) and demonstrate (repeated in stem statement)
- Include performance verb, context and criterion

Performance, Context, Criterion

Performance verb	Context/Learning Statement	Criterion/Standard
Active verb	Describes what they will do, the type of learning	Describes what is an acceptable performance

- Represent integration of learning
- Aim for 5-7 per course (for a 42 hr course)
- Align with course description
- Align with Program Learning Outcomes or General Education Themes
- Describe learning that is fully evaluated by the **end** of the course

Sample

Performance verb	Context/Learning Statement	Criterion/Standard
Perform	a comprehensive physical assessment of body systems	in a systemic, accurate and effective manner.
Apply	theoretical concepts of growth and development	when working with individuals and families in the community.
Complete	a variety of accounting transactions	using the double entry accounting system

Please visit the CAFE or CAFE website <https://durhamcollege.ca/cafe/> for additional resources.