Setting Outcomes

**Step 1:**
Define learning outcomes so they are measurable

- Bloom’s *Taxonomy of Educational Outcomes* for the cognitive domain
  - Knowledge: identify, define, describe, match, select
  - Comprehension: classify, summarize, predict, explain
  - Application: demonstrate, compute, solve, relate
  - Analysis: differentiate, diagram, estimate, infer, order
  - Synthesis: combine, create, design, construct, compose
  - Evaluation: judge, criticize, justify, conclude, support

**Not:** Students will appreciate the concept of strategic communication.

**But:** Students will define variables that serve as the basis for a communication strategy.
Setting Outcomes

- **Step 1:** Define measurable outcomes
- **Step 2:** Specify what the outcome is targeting (K-S-A)

<table>
<thead>
<tr>
<th>Knowledge</th>
<th>What students should know and understand following the intervention.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skills</td>
<td>What students should be able to do following the intervention.</td>
</tr>
<tr>
<td>Attitudes</td>
<td>The perceptions and beliefs that students exhibit following the intervention.</td>
</tr>
</tbody>
</table>
Setting Outcomes

- **Step 1:** Define measurable outcomes
- **Step 2:** Specify if the outcome targets K-S-A
- **Step 3:** Distinguish outputs from outcomes

**Output:**
Number of students enrolled in service learning classes.

**Outcomes:**
Students will be able to explain how design can solve a community-based practical issue.
Students will express commitment to the ideals of civic engagement.
Setting Outcomes

- **Step 1:** Define measurable outcomes
- **Step 2:** Specify if the outcome targets K-S-A
- **Step 3:** Distinguish outputs from outcomes
- **Step 4:** Determine feasibility of implementation

- What resources are at our disposal?
- How rigorous do we need to be?
- Who are our stakeholders?
- Are there political factors we need to take into account?