

ASSESSMENT FOUNDATIONS WORKSHOP SERIES:

Outcomes

Margaret Leary

University of San Diego

May 2016



Session Outcomes

1. Differentiate between learning and operational outcomes
2. Write measurable learning and operational outcomes
3. Align learning/operational outcomes with CCLOs, SASP, and/or Diversity Strategic Plan



Outcomes and Objectives



Objectives and Outcomes

- **Objective** – “the intended effect of a program, service or intervention, but is more specific than a goal. *It is facilitator focused.*”
- **Outcome** – “the desired effect of a program, service, or intervention but is more specific than a goal. *It is participant focused.*”

(Henning, 2007)



Some Examples

1. The student affairs office will offer training sessions on empathy to all students employees.

How can we
make this
participant
focused?

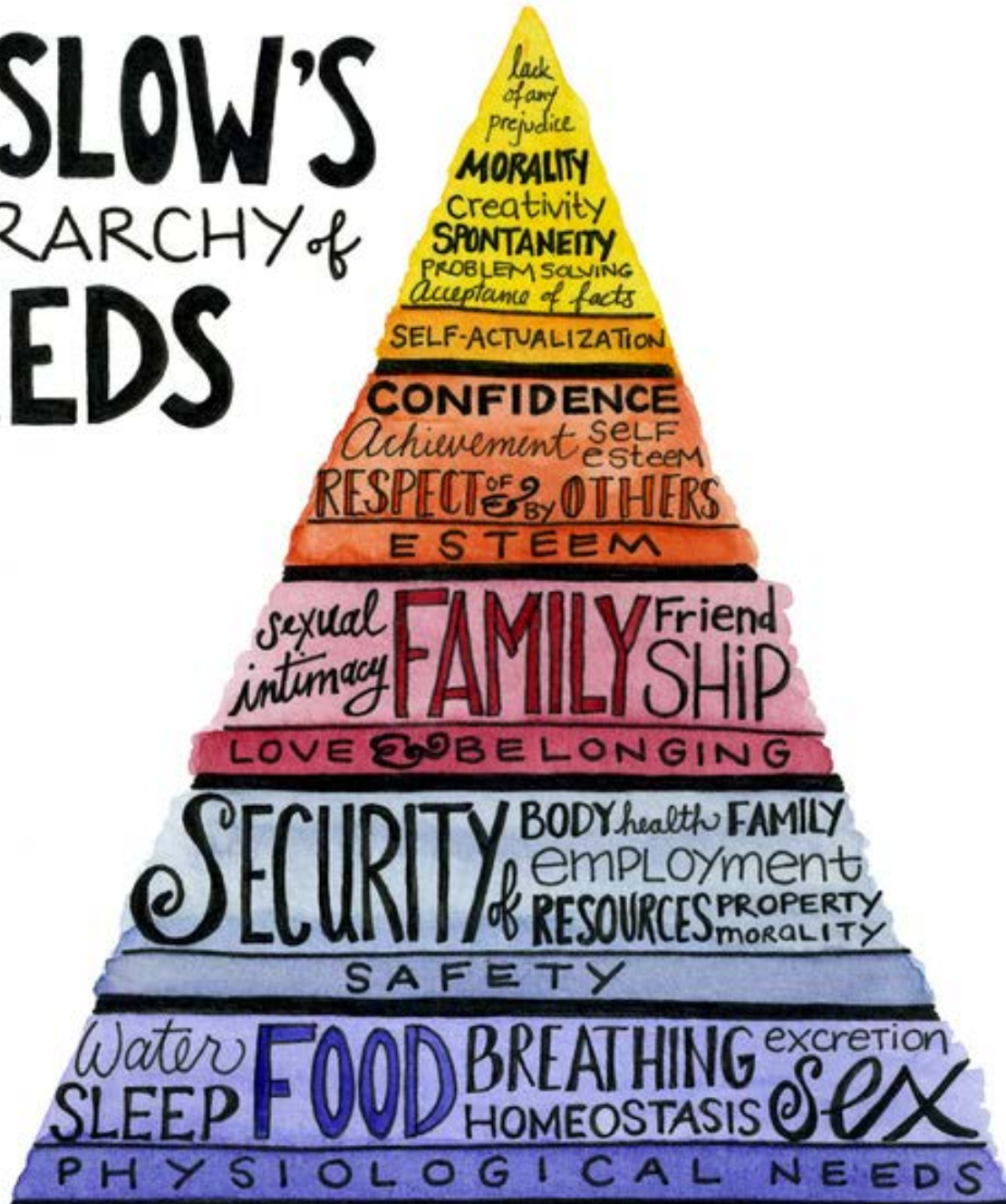


Types of Outcomes

- **Learning Outcome** – focuses on “how students will be different because of a learning experience, the knowledge, skills, attitudes, and habits of mind that students take with them from a learning experience” (Suskie, 2009, p.117)
- **Operational Outcome** – focuses on the desired effect of the services Student Affairs units provide that target the base level of Maslow’s hierarchy of needs such as physiological needs and safety. Operational outcomes can also focus on the efficiency and effectiveness of the services we deliver. Some examples are providing healthy food options, safe and comfortable living options on campus, and timely housing assignments, etc.



MASLOW'S HEIRARCHY of NEEDS



SMART

- **Specific** – clear and definite terms describing expected abilities, knowledge, values, attitudes, and performance
- **Measurable** – it is feasible to get the data, data are accurate and reliable, issue can be assessed more than one way
- **Aggressive but Attainable** – consider stretch targets to improve program
- **Results-oriented** – describe what standards are expected for students
- **Time-bound** – describe where you would like to be within a specified period of time

(Drucker, 1954)



Formula for Writing Learning Outcomes

Condition + **SWiBAT** + **Bloom Word** + **What**

As a result of participating in the student employee empathy session, students will be able to recognize the difference between empathy and sympathy.



Taxonomy for Learning

Taxonomies for learning attempt to classify the nebulous terms that can be associated with learning. The taxonomy comprises 3 learning domains: Cognitive, Affective, Psychomotor. The cognitive domain focuses on the learning process associated with knowledge, the affective with attitudes, feelings, emotions and the psychomotor with skills. Within each domain there are 5-6 'categories', ranging from simple to more complex behaviors, each building on its predecessor. The 'descriptions and examples' describe the category and the 'action verbs' are the verbs associated with the category as we attempt to describe the level of learning we expect when writing learning outcomes.

Cognitive Domain:

Category	Description	Finer Descriptions and Examples	Action Verbs
Remember	Retrieve relevant knowledge from long-term memory	Locate knowledge in long-term memory that is consistent with presented material (e.g., Recognize the dates of important events in US history)	Recognize, identify
		Retrieve relevant knowledge from long-term memory (Recall dates of important events in US history)	Recall, retrieve
Understand	Construct meaning from instructional messages, including oral, written, and graphic communication	Changing from one form of representation (e.g., numerical) to another (e.g., verbal) (e.g., paraphrase important speeches and documents)	Interpret, clarify, paraphrase, represent, translate
		Finding a specific example or illustration of a concept or principle (e.g., Give examples of various artistic painting styles)	Exemplify, illustrate
		Determining that something belongs to a category (e.g., concept or principle) (e.g., Classify observed or described cases of mental disorders)	Classify, categorize, subsume
		Abstracting a general theme or major point(s) (e.g., Write a short summary of the events portrayed on a videotape)	Summarize, abstract, generalize
		Drawing a logical conclusion from presented information (e.g., In learning a foreign language, infer grammatical principles from examples)	Infer, conclude, extrapolate, interpolate, predict
		Detecting correspondences between two ideas, objects and the like (e.g., Compare historical events to contemporary situations)	Compare, contrast, map, match
		Constructing a cause-and-effect model of a system (e.g., Explain the causes of important 18 th century events in France)	Explain, construct, model
Apply	Carry out or use a procedure in a given situation	Applying a procedure to a familiar task (e.g. Divide one whole number by another whole number, both with multiple digits)	Execute, carry out
		Applying a procedure to an unfamiliar task (e.g., Use Newton's Second Law in situations in which it is appropriate)	Implement, use
Analyze	Break material into its constituent parts and determine how the parts relate to one another and to an overall structure or purpose	Distinguish relevant from irrelevant parts or important from unimportant parts of presented material (e.g., Distinguish between relevant and irrelevant numbers in a mathematical word problem)	Differentiate, discriminate, distinguish, focus, select
		Determining how elements fit or function within a structure (e.g., Structure evidence in a historical description into evidence for and against a particular historical explanation)	Organize, find coherence, integrate, outline, parse, structure
		Determine a point of view, bias, values, or intent underlying presented material (e.g., Determine the point of view of the author of an essay in terms of his or her political perspective)	Attribute, deconstruct
Evaluate	Make judgments based on criteria and standards	Detecting inconsistencies or fallacies within a process or product; determining whether a process or product has internal consistency; detecting the effectiveness of a procedure as it is being implemented (e.g., Determine if a scientist's conclusions follow from observed data)	Check, coordinate, detect, monitor, test
		Detecting inconsistencies between a product and external criteria, determining whether a product has external consistency; detecting the appropriateness of a procedure for a given problem (e.g., Judge which of two methods is the best way to solve a given problem)	Critique, judge
Create	Put elements together to form a coherent or functional whole; reorganize elements into a new pattern or structure	Coming up with alternative hypotheses based on criteria (e.g., Generate hypotheses to account for an observed phenomenon)	Generate, hypothesize
		Devising a procedure for accomplishing some task (e.g., Plan a research paper on a given historical topic)	Plan, design
		Inventing a product (e.g., Build habitats for a specific purpose)	Produce, construct

Reference: (Anderson, et al., 2001)

Some Examples

From the empathy dimension of the CCLOs:

- Recognizes the difference between sympathy and empathy.
- Develops active listening skills such as presence, openness, and vulnerability



360 Action Verbs for Writing Student Learning Outcome Statements in Higher Education

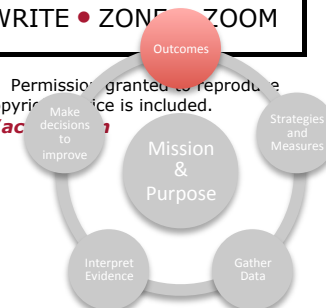
ABSTRACT • ACCOMMODATE • ACKNOWLEDGE • ACTIVATE • ADAPT • ADJUDICATE • ADJUST • ADMINISTER • ADORN • ADVISE
 ADVOCATE • AGGREGATE • ALLEGORIZE • AMALGAMATE • AMEND • AMPLIFY • ANALOGIZE • ANALYZE • ANATOMIZE • ANNOTATE
 APPORTION • APPRAISE • ARBITRATE • ARGUE • ARRANGE • ARTICULATE • ASCERTAIN • ASSAY • ASSEMBLE • ASSERT • ASSIGN
 AUTHENTICATE • AUTHOR • BENEFACT • BLEND • BRAINSTORM • BUDGET • CALIBRATE • CANVASS • CARICATURE • CATALOG
 CATEGORIZE • CHALLENGE • CHECK • CHERISH • CHOOSE • CHRONICLE • CIPHER • CITE • CLASSIFY • COLLABORATE • COLLECT
 COMBAT • COMMENTATE • COMPARE • COMPETE • COMPILE • COMPOSE • COMPUTE • CONCILIATE • CONCLUDE • CONFIRM
 CONJECTURE • CONSERVE • CONSTRUCT • CONSTRUE • CONSULT • CONTEXTUALIZE • CONTRAST • CONTROL • CONTROVERT
 CONVERT • CONVINCE • COPY • CORRECT • CORROBORATE • COST • COSTUME • CREATE • CRITIQUE • CROSS-EXAMINE
 CUSTOMIZE • DANCE • DEBATE • DEBUG • DECIPHER • DECODE • DECONSTRUCT • DEDUCE • DEFEND • DEFINE • DELEGATE
 DELIBERATE • DELINEATE • DEPICT • DERIVE • DESIGN • DETAIL • DETECT • DETERMINE • DEVISE • DIAGNOSE • DICTATE
 DIFFERENTIATE • DIRECT • DISAGGREGATE • DISCOURSE • DISCOVER • DISCUSS • DISPOSE • DISSECT • DISTILL • DISTINGUISH
 DOLLY • DRAFT • DRAMATIZE • DRAW • DRIVE • DRILL • EDIT • EDUCE • ELICIT • ELIMINATE • ELUCIDATE • EMBELLISH • EMEND
 EMPATHIZE • EMPLOY • ENACT • ENCODE • ENGINEER • ENSURE • ENUMERATE • ENUNCIATE • EPITOMIZE • ESPOUSE • ESTABLISH
 ESTIMATE • EVALUATE • EVOKE • EXCOGITATE • EXECUTE • EXEMPLIFY • EXERCISE • EXPERIMENT • EXPLAIN • EXPLICITE • EXPLOIT
 EXPRESS • EXTRICATE • FABRICATE • FICTIONALIZE • FILTER • FOOTNOTE • FORECAST • FORMULATE • FRAME • GATHER
 GENERALIZE • GENERATE • GLEAN • GLOSS • GRAPH • GAUGE • HARMONIZE • HONOR • HYPOTHESIZE • IDENTIFY • ILLUSTRATE
 IMPEACH • IMPROVE • IMPROVISE • INCORPORATE • INDUCE • INFER • INITIATE • INQUIRE • INSPECT • INSTANTIATE • INTEGRATE
 INTERPRET • INTERPOLATE • INTERROGATE • INTERVIEW • INTRODUCE • INSURE • INVENT • INVEST • JOURNAL • JUDGE • JUSTIFY
 LABEL • LAUNCH • LEAD • LEVEL • LOCATE • MAINTAIN • MANIPULATE • MAP • MARKUP • MATCH • MEASURE • MEDIATE • MIMIC
 MODEL • MODULATE • MONITOR • MYTHICIZE • NARRATE • NAVIGATE • NETWORK • NOMINATE • NOTATE • NOVELIZE • NURSE
 OBEY • OPERATE • OPINE • OPTIMIZE • ORCHESTRATE • ORGANIZE • ORIENT • ORIENTEER • ORNAMENT • OUTLINE • PAINT • PAN
 PARAPHRASE • PENETRATE • PERSEVERE • PERSUADE • PETITION • PHOTOGRAPH • PINPOINT • PLAN • PLAY • PLOT • POETICIZE
 POLISH • POLL • PORTRAY • POSTERIZE • PRECIPITATE • PREDICT • PRESCRIBE • PRESENT • PRESERVE • PRIORITIZE • PROBE
 PRODUCE • PRODUCTIZE • PROFILE • PROGRAM • PROJECT • PROMOTE • PROMPT • PRONOUNCE • PROPOSE • PROTECT • PROTOTYPE
 PROVE • PROVOKE • QUALIFY • QUANTIFY • QUANTITATE • QUERY • QUEST • QUESTION • QUOTE • RANK • RATE • RATIONALIZE
 RATIOCINATE • REARRANGE • RECALL • RECITE • RECOMMEND • RECONCILE • RECONCILIATE • RECONSTRUCT • RECORD • RECOUNT
 RECTIFY • RECYCLE • REDACT • REDUCE • REENACT • REFINE • REHEARSE • REIFY • REORGANIZE • REPAIR • REPRODUCE • RESOLVE
 RESPECT • RETRIEVE • REVISE • SELECT • REVERSE-ENGINEER • REVISE • REWRITE • ROLE-PLAY • SAFEGUARD • SCHEDULE • SCORE
 SCRIPT • SCULPT • SHAPE • SECURE • SIFT • SIMPLIFY • SIMULATE • SING • SKETCH • SOLICIT • SOLVE • SORT • SPECIFY
 SPECULATE • STATE • STEER • STIPULATE • STORYBOARD • STRATEGIZE • STREAMLINE • STYLE • SUBLIMATE • SUBSTANTIATE
 SUGGEST • SUMMARIZE • SURVEY • SUSTAIN • SYMBOLIZE • SYMPHONIZE • SYNTHESIZE • TAG • TAILOR • TEACH • TEST
 THEORIZE • TOLERATE • TRACE • TRACK • TRAIN • TRANSFER • TRANSFORM • TRANSLATE • TRANSMIT • TRIAGE • TRIANGULATE
 TROUBLESHOOT • TRUST • TUNE • TWEAK • TYPIFY • UTILIZE • VALIDATE • VALUE • VERBALIZE • VERIFY • VOTE • WRITE • ZONE • ZOOM



SDSU Center for Teaching & Learning ctl.sdsu.edu
 Division of Undergraduate Studies



© 2004, San Diego State University. Permission is granted to reproduce for non-commercial use provided this copyright notice is included. Free copies available at ctl.sdsu.edu/ac



Your Turn

1. Write three outcomes

- ✓ Learning or operational
- ✓ Participant focused
- ✓ Specific
- ✓ Measurable
- ✓ Attainable
- ✓ Results-oriented
- ✓ Time-bound



Check for Alignment

1. Start with mission and purpose
 1. [CCLOs](#) and SASP



University of San Diego Student Affairs Model

MISSION-DRIVEN, FINANCIALLY SUSTAINABLE ORGANIZATION

CO-CURRICULAR LEARNING OUTCOMES

Self-Care & Healthy Relationships

Courageous Living & Perseverance

Self-Awareness & Purpose

Being, Belonging, Becoming

Authentic Engagement

STRATEGIC PLAN THEMES

Healthy Mind, Body, Spirit & Relationships

Integrate our wellness education and outreach efforts to help students develop optimal mind, body, and spirit through life-skill building, positive coping strategies, and an enhanced healthy USD climate.

Diversity & Inclusive Excellence

Local & Global Changemaking

Increase USD's identity as a change-maker institution and elevate USD community members' personal identification as changemakers.

Unit Learning Outcomes

We Belong Here

Develop a community where all students feel they belong and matter.

Empathic & Compassionate Campus Culture

Realign our campus culture with our mission, values, and Torero pride.

Student Voice

Contribute to a change-maker culture through informal and formal opportunities for student voice and activism on-campus and beyond.

Unit Learning Outcomes

Student Access

Expand access to USD for all students, examine and improve processes to support student success.

Inclusive Spaces & Places

Create informal space for students, faculty, and staff in or adjacent to every building across campus.

Unit operational outcomes

Unit goals become the strategies to achieve the strategic plan themes

Tracdat – Goals and Outcomes

The screenshot displays the Tracdat v5.0.50 web application interface. The browser address bar shows the URL: https://tracdat.sandiego.edu/tracdat/faces/assessment/unit_planning/assessmentPlan.xhtml. The page title is "Admin - Living Learning Preceptorial Program".

The interface includes a left-hand navigation menu with the following items: Home, Admin Unit, Admin Unit Planning (selected), Unit Plan (selected), Results, Mapping, Reports, and Documents. The main content area is titled "Admin - Living Learning Preceptorial Program > Admin Unit Planning > Unit Plan".

The main content area is divided into two sections: "Goals" and "Outcomes".

Goals

- ▶ Students will develop an understanding and a disposition across the curriculum and co-curriculum, from making simple connections among ideas and experiences to synthesizing and transferring learning to new, complex situations within and beyond the campus. (Active)
- ▶ Students will develop a sense of belonging among their peers and within the USD community. (Active)
- ▶ Maintain or improve first-time, full-time, first year fall to fall (90%) and fall to spring (96%) retention rate. (Active)
- ▶ Achieve higher levels of effectiveness and efficiencies regarding program implementation. (Active)

Outcomes

- ▶ Course Engagement Students will be more engaged in their preceptorial course compared with other courses. (Active)
- ▶ Intellectual Climate Preceptors will describe the intellectual climate as strong. (Active)
- ▶ Sense of Belonging Students will develop a sense of belonging among their peers and within the USD community. (Active)
- ▶ Retention Maintain or improve first-time, full-time, first year fall to fall (90%) and fall to spring (96%) retention rate (Active)
- ▶ Student Preferences Students will receive one of their top three preferences for an LLC theme (Active)
- ▶ Process Map Identify efficiencies in processes involving stakeholders such as Admissions, Residential Life, and ITS. (Inactive)

At the bottom of the page, there is a link for [Legal Notice](#).



References

Anderson, L. W., Krathwohl, D. R., Airasian, P. W., Cruikshank, K. A., Mayer, R. E., Pintrich, P. R., Raths, J., Wittrock, M. C. (2001). *A taxonomy for learning, teaching, and assessing. A revision of bloom's taxonomy of educational objectives*. San Francisco, CA: Longman.

Drucker, P. (1954). *The practice of management*.

Henning, G. (2007). *Dartmouth College Office of Institutional Research*. Retrieved April 14, 2009, from Dartmouth College Office of Institutional Research: <http://www.dartmouth.edu/~oir/assessmenteval/tools/outcomedev/index.html>

San Diego State University (2004). 360 action verbs for writing student learning outcome statements in higher education. Retrieved from ctl.sdsu.edu/action.htm

Suskie, L. (2009). *Assessing student learning: a common sense guide* (2nd Edition ed.). San Francisco, CA: Jossey-Bass.



GOALS AND OUTCOMES

Based on the unit statement of purpose and functional areas, the unit should articulate a few enduring, broadly stated goals that reflect the work of the unit and align with the Co-curricular learning outcomes and/or student affairs strategic plan. While unit goals are intended to be broader and more long-term and outcomes are intended to be more specific than a goal, both should be articulated using an outcome orientation. Rather than thinking about *what we will do* (facilitator focused), thinking about *what we want to happen* because of what we do (participant focused). In terms of a learning outcome or goal, it's a shift from *I am teaching* to *they are learning* and articulating what that learning will be.



Tip: It may be helpful to begin with the specific learning or operational outcomes and then derive the key broader goals that capture all of the specific outcomes. Units should have no more than five unit goals.

What is a unit goal?

Unit goals are defined as the broad outcomes that articulate the general student learning or other outcomes you intend through student engagement with your programs or services. Unit goals can be more learning or operational in focus.

Example focused on learning:

Students will develop an understanding and a disposition across the curriculum and co-curriculum, from making simple connections among ideas and experiences to synthesizing and transferring learning to new, complex situations within and beyond the campus.

Example focused on operational:

The program will achieve higher levels of effectiveness and efficiency regarding program implementation.

Each unit goal will have one or more associated learning and/or operational outcomes. The number of outcomes developed will depend on how broad the unit goal is and how complex the intended learning is. It's ok to have a lot of outcomes, you don't have to assess them all.

What is an outcome?

An **outcome** is "the desired effect of a program, service, or intervention but is more specific than a goal. It is participant focused." (Henning, 2007).

A **learning outcome** focuses on "how students will be different because of a learning experience, the knowledge, skills, attitudes, and habits of mind that students take with them from a learning experience" (Suskie, 2009, p.117).

Example: *Students will be more engaged in their preceptorial course compared with other courses.*

Aside from learning opportunities, there are many things we do to support the student experience like providing a safe place for them to live, providing healthy options for dining, delivering services effectively and efficiently, etc. The services we offer that attend to the base of Maslow's hierarchy (physiological needs, safety, etc.) are considered **operational outcomes** rather than learning outcomes. Operational outcomes describe the intended effect that a service has instead of what a student learns by participating in a program, service or other intervention.

Example: *Students will receive one of their top three preferences for an LLC theme.*

Why write learning outcomes?

Writing learning outcomes helps us to be more intentional about the learning opportunities we offer students and creates the opportunity to measure the learning that occurs. This means that we can:

- improve our ability to tell students what we hope they will learn through their participation in a program, leadership opportunity or service we offer;
- be more precise about the strategies we offer to meet the articulated outcomes;
- consider how we will assess learning at the start of the process.

All of this leads to more effective learning opportunities for our students.

Some questions to keep in mind as you write your learning outcomes and consider related assessment and program improvement:

- What do we want our students to learn?
- How will we know if they learn it?
- What will we do if they don't learn it?

As a division, we will use the following formula for writing learning outcomes. Writing outcomes with at least 1-2 other people often produces the most effective learning outcomes by incorporating multiple perspectives and engaging multiple people in the process.

Formula for Writing Learning Outcomes:

Condition + SWiBAT + Bloom Word + What

As a result of participating in an LLC, students will be able to make simple connections among ideas and experiences.

Condition – the condition describes the program, leadership opportunity, or service students will participate in or experience where the learning is intended to occur.

SWiBAT – an acronym for students will be able to... Using this format helps you write the learning outcome in a way that is focused on students and what they will be able to know, feel, or do after participating.

Bloom Word – using a “Bloom word” in your learning outcome helps you to calibrate the type of learning you expect to the levels of Bloom’s Taxonomy which demonstrates a progression in the levels of learning participants experience. For example, the learning outcome describing what students will learn through participating in a one-shot service project will use a Bloom word toward the bottom of the taxonomy rather than toward the top for a learning outcome for students participating in a recurring service project. Using a Bloom word also helps to ensure that your learning outcome will be measurable.

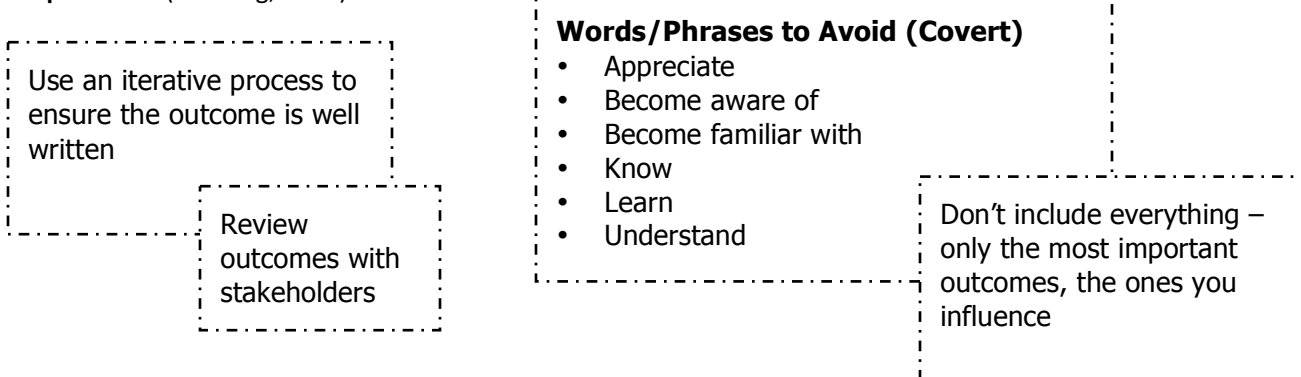
What – the “what” describes the actual thing you expect students to know, feel or do after participating. In the example provided above, the “what” is some content that students received during Torero Days about the University mission statement.

The following acronym describes the characteristics of a well-written learning outcome. Once you feel that you have a good learning outcome written, check it against these characteristics to see if you can improve it in any way.

SMART (Drucker, 1954)

- S **Specific** – clear and definite terms describing expected abilities, knowledge, values, attitudes, and performance
- M **Measurable** – it is feasible to get the data, data are accurate and reliable, issue can be assessed more than one way
- A **Aggressive but Attainable** – consider stretch targets to improve program
- R **Results-oriented** – describe what standards are expected for students
- T **Time-bound** – describe where you would like to be within a specified period of time

Helpful Hints (Henning, 2007)



Taxonomy for Learning

Taxonomies for learning attempt to classify the nebulous terms that can be associated with learning. The taxonomy comprises 3 learning domains: Cognitive, Affective, Psychomotor. The cognitive domain focuses on the learning process associated with knowledge, the affective with attitudes, feelings, emotions and the psychomotor with skills. Within each domain there are 5-6 'categories', ranging from simple to more complex behaviors, each building on its predecessor. The 'descriptions and examples' describe the category and the 'action verbs' are the verbs associated with the category as we attempt to describe the level of learning we expect when writing learning outcomes.

Cognitive Domain:

Category	Description	Finer Descriptions and Examples	Action Verbs
Remember	Retrieve relevant knowledge from long-term memory	Locate knowledge in long-term memory that is consistent with presented material (e.g., Recognize the dates of important events in US history)	Recognize, identify
		Retrieve relevant knowledge from long-term memory (Recall dates of important events in US history)	Recall, retrieve
Understand	Construct meaning from instructional messages, including oral, written, and graphic communication	Changing from one form of representation (e.g., numerical) to another (e.g., verbal) (e.g., paraphrase important speeches and documents)	Interpret, clarify, paraphrase, represent, translate
		Finding a specific example or illustration of a concept or principle (e.g., Give examples of various artistic painting styles)	Exemplify, illustrate
		Determining that something belongs to a category (e.g., concept or principle) (e.g., Classify observed or described cases of mental disorders)	Classify, categorize, subsume
		Abstracting a general theme or major point(s) (e.g., Write a short summary of the events portrayed on a videotape)	Summarize, abstract, generalize
		Drawing a logical conclusion from presented information (e.g., In learning a foreign language, infer grammatical principles from examples)	Infer, conclude, extrapolate, interpolate, predict
		Detecting correspondences between two ideas, objects and the like (e.g., Compare historical events to contemporary situations)	Compare, contrast, map, match
		Constructing a cause-and-effect model of a system (e.g., Explain the causes of important 18 th century events in France)	Explain, construct, model
		Apply	Carry out or use a procedure in a given situation
Applying a procedure to an unfamiliar task (e.g., Use Newton's Second Law in situations in which it is appropriate)	Implement, use		
Analyze	Break material into its constituent parts and determine how the parts relate to one another and to an overall structure or purpose	Distinguish relevant from irrelevant parts or important from unimportant parts of presented material (e.g., Distinguish between relevant and irrelevant numbers in a mathematical word problem)	Differentiate, discriminate, distinguish, focus, select
		Determining how elements fit or function within a structure (e.g., Structure evidence in a historical description into evidence for and against a particular historical explanation)	Organize, find coherence, integrate, outline, parse, structure
		Determine a point of view, bias, values, or intent underlying presented material (e.g., Determine the point of view of the author of an essay in terms of his or her political perspective)	Attribute, deconstruct
Evaluate	Make judgments based on criteria and standards	Detecting inconsistencies or fallacies within a process or product; determining whether a process or product has internal consistency; detecting the effectiveness of a procedure as it is being implemented (e.g., Determine if a scientist's conclusions follow from observed data)	Check, coordinate, detect, monitor, test
		Detecting inconsistencies between a product and external criteria, determining whether a product has external consistency; detecting the appropriateness of a procedure for a given problem (e.g., Judge which of two methods is the best way to solve a given problem)	Critique, judge
Create	Put elements together to form a coherent or functional whole; reorganize elements into a new pattern or structure	Coming up with alternative hypotheses based on criteria (e.g., Generate hypotheses to account for an observed phenomenon)	Generate, hypothesize
		Devising a procedure for accomplishing some task (e.g., Plan a research paper on a given historical topic)	Plan, design
		Inventing a product (e.g., Build habitats for a specific purpose)	Produce, construct

Reference: (Anderson, et al., 2001)

Affective Domain:

Affective	Description	Examples of activity or types of measure	Action Verbs
Receive	Open to experience, willing to hear	Listen to teacher or trainer; take interest in session or learning experience; take notes; make time for learning experience; participate passively	Ask, listen, focus, attend, take part, discuss, acknowledge, hear, be open to, retain, follow, concentrate, read, do, feel
Respond	React and participate actively	Participate actively in group discussion/activity; interest in outcomes; enthusiasm for action; question and probe ideas; suggest interpretation	React, respond, seek clarification, interpret, clarify, provide other references and examples, contribute, question, present, cite, become animated or excited, write, perform
Value	Attach values and express personal opinions	Decide worth and relevance of ideas, experiences; accept or commit to particular stance or action	Argue, challenge, debate, refute, confront, justify, persuade, criticize
Organize or Conceptualize Values	Reconcile internal conflicts; develop value system	Qualify and quantify personal views; state personal position and reasons; state beliefs	Build, develop, formulate, defend, modify, relate, prioritize, reconcile, contrast, arrange, compare
Internalize or Characterize Values	Adopt belief system and philosophy	Self-reliant; behave consistently with personal value set	Act, display, influence, solve, practice

Adapted from <http://www.businessballs.com/bloomstaxonomyoflearningdomains.htm>

Reference: (Krathwohl, Bloom, & Masia, 1964)

Psychomotor Domain:

Category	Description	Examples	Action Verbs
Imitation	Copy the action of another; observe and replicate	Watch teacher or trainer and repeat action, process or activity	Copy, follow, replicate, repeat, adhere
Manipulation	Reproduce activity from instruction or memory	Carry out task from written or verbal instruction	Re-create, build, perform, execute, implement
Precision	Execute skill reliably, independent of help	Perform a task or activity with expertise and to high quality without assistance or instruction; able to demonstrate an activity to other learners	Demonstrate, complete, show, perfect, calibrate, control
Articulation	Adapt and integrate expertise to satisfy a non-standard objective	Relate and combine associated activities to develop methods to meet varying, novel requirements	Construct, solve, combine, coordinate, integrate, adapt, develop, formulate, modify, master
Naturalization	Automated, unconscious mastery of activity and related skills at strategic level	Define aim, approach and strategy for use of activities to meet strategic need	Design, specify, manage, invent, project-manage

Adapted from <http://www.businessballs.com/bloomstaxonomyoflearningdomains.htm>

Reference: (Dave, 1972)

360 Action Verbs for Writing Student Learning Outcome Statements in Higher Education

ABSTRACT • ACCOMMODATE • ACKNOWLEDGE • ACTIVATE • ADAPT • ADJUDICATE • ADJUST • ADMINISTER • ADORN • ADVISE
ADVOCATE • AGGREGATE • ALLEGORIZE • AMALGAMATE • AMEND • AMPLIFY • ANALOGIZE • ANALYZE • ANATOMIZE • ANNOTATE
APPORTION • APPRAISE • ARBITRATE • ARGUE • ARRANGE • ARTICULATE • ASCERTAIN • ASSAY • ASSEMBLE • ASSERT • ASSIGN
AUTHENTICATE • AUTHOR • BENEFACT • BLEND • BRAINSTORM • BUDGET • CALIBRATE • CANVASS • CARICATURE • CATALOG
CATEGORIZE • CHALLENGE • CHECK • CHERISH • CHOOSE • CHRONICLE • CIPHER • CITE • CLASSIFY • COLLABORATE • COLLECT
COMBAT • COMMENTATE • COMPARE • COMPETE • COMPILE • COMPOSE • COMPUTE • CONCILIATE • CONCLUDE • CONFIRM
CONJECTURE • CONSERVE • CONSTRUCT • CONSTRUE • CONSULT • CONTEXTUALIZE • CONTRAST • CONTROL • CONTROVERT
CONVERT • CONVINCED • COPY • CORRECT • CORROBORATE • COST • COSTUME • CREATE • CRITIQUE • CROSS-EXAMINE
CUSTOMIZE • DANCE • DEBATE • DEBUG • DECIPHER • DECODE • DECONSTRUCT • DEDUCE • DEFEND • DEFINE • DELEGATE
DELIBERATE • DELINEATE • DEPICT • DERIVE • DESIGN • DETAIL • DETECT • DETERMINE • DEVISE • DIAGNOSE • DICTATE
DIFFERENTIATE • DIRECT • DISAGGREGATE • DISCOURSE • DISCOVER • DISCUSS • DISPOSE • DISSECT • DISTILL • DISTINGUISH
DOLLY • DRAFT • DRAMATIZE • DRAW • DRIVE • DRILL • EDIT • EDUCE • ELICIT • ELIMINATE • ELUCIDATE • EMBELLISH • EMEND
EMPATHIZE • EMPLOY • ENACT • ENCODE • ENGINEER • ENSURE • ENUMERATE • ENUNCIATE • EPITOMIZE • ESPOUSE • ESTABLISH
ESTIMATE • EVALUATE • EVOKE • EXCOGITATE • EXECUTE • EXEMPLIFY • EXERCISE • EXPERIMENT • EXPLAIN • EXPLICATE • EXPLOIT
EXPRESS • EXTRICATE • FABRICATE • FICTIONALIZE • FILTER • FOOTNOTE • FORECAST • FORMULATE • FRAME • GATHER
GENERALIZE • GENERATE • GLEAN • GLOSS • GRAPH • GAUGE • HARMONIZE • HONOR • HYPOTHESIZE • IDENTIFY • ILLUSTRATE
IMPEACH • IMPROVE • IMPROVISE • INCORPORATE • INDUCE • INFER • INITIATE • INQUIRE • INSPECT • INSTANTIATE • INTEGRATE
INTERPRET • INTERPOLATE • INTERROGATE • INTERVIEW • INTRODUCE • INSURE • INVENT • INVEST • JOURNAL • JUDGE • JUSTIFY
LABEL • LAUNCH • LEAD • LEVEL • LOCATE • MAINTAIN • MANIPULATE • MAP • MARKUP • MATCH • MEASURE • MEDIATE • MIMIC
MODEL • MODULATE • MONITOR • MYTHICIZE • NARRATE • NAVIGATE • NETWORK • NOMINATE • NOTATE • NOVELIZE • NURSE
OBEY • OPERATE • OPINE • OPTIMIZE • ORCHESTRATE • ORGANIZE • ORIENT • ORIENTEER • ORNAMENT • OUTLINE • PAINT • PAN
PARAPHRASE • PENETRATE • PERSEVERE • PERSUADE • PETITION • PHOTOGRAPH • PINPOINT • PLAN • PLAY • PLOT • POETICIZE
POLISH • POLL • PORTRAY • POSTERIZE • PRECIPITATE • PREDICT • PRESCRIBE • PRESENT • PRESERVE • PRIORITIZE • PROBE
PRODUCE • PRODUCTIZE • PROFILE • PROGRAM • PROJECT • PROMOTE • PROMPT • PRONOUNCE • PROPOSE • PROTECT • PROTOTYPE
PROVE • PROVOKE • QUALIFY • QUANTIFY • QUANTITATE • QUERY • QUEST • QUESTION • QUOTE • RANK • RATE • RATIONALIZE
RATIOCINATE • REARRANGE • RECALL • RECITE • RECOMMEND • RECONCILE • RECONCILIATE • RECONSTRUCT • RECORD • RECOUNT
RECTIFY • RECYCLE • REDACT • REDUCE • REENACT • REFINE • REHEARSE • REIFY • REORGANIZE • REPAIR • REPRODUCE • RESOLVE
RESPECT • RETRIEVE • REVISE • SELECT • REVERSE-ENGINEER • REVISE • REWRITE • ROLE-PLAY • SAFEGUARD • SCHEDULE • SCORE
SCRIPT • SCULPT • SHAPE • SECURE • SIFT • SIMPLIFY • SIMULATE • SING • SKETCH • SOLICIT • SOLVE • SORT • SPECIFY
SPECULATE • STATE • STEER • STIPULATE • STORYBOARD • STRATEGIZE • STREAMLINE • STYLE • SUBLIMATE • SUBSTANTIATE
SUGGEST • SUMMARIZE • SURVEY • SUSTAIN • SYMBOLIZE • SYMPHONIZE • SYNTHESIZE • TAG • TAILOR • TEACH • TEST
THEORIZE • TOLERATE • TRACE • TRACK • TRAIN • TRANSFER • TRANSFORM • TRANSLATE • TRANSMIT • TRIAGE • TRIANGULATE
TROUBLESHOOT • TRUST • TUNE • TWEAK • TYPIFY • UTILIZE • VALIDATE • VALUE • VERBALIZE • VERIFY • VOTE • WRITE • ZONE • ZOOM



University of San Diego Co-Curricular Learning Outcomes Rubrics

CCLO	Dimension	Initial	Emerging	Developed	Advanced
Authentic Engagement	Meaningful Dialogue	Gains awareness of meaningful dialogue skills; begins practicing behaviors that support active listening and opportunities for reflection.	Practices engaging in meaningful dialogue with some others by participating in experiential learning opportunities and reflecting on the impact of the engagement.	Pursues intentional opportunities for meaningful dialogue with the larger campus community to engage issues of positive social change; reflects on the impact of the engagement and makes adjustments to future interactions.	Applies learning from previous encounters; creates meaningful dialogue with local and/or global communities to engage issues of positive social change.
	Advocacy and Using Voice	Recognizes situations when self-advocacy is required.	Explores venues on campus where self-advocacy can be applied and begins practicing using one's voice in these settings.	Feels confident using one's voice and practicing self-advocacy; explores opportunities for advocacy of others.	Advocates for oneself and others through immersion and action in local and/or global communities.
	Social Change	Gains awareness of various communities, perspectives, world-views, and opportunities to become involved in campus, local, and/or global issues related to social change.	Participates in community activities, and organizations related to social change in a limited way; begins to reflect on these experiences and evaluate the impact of the engagement.	Participates in and/or leads community activities and organizations related to social change with purposeful and meaningful engagement; evaluates the impact of this engagement.	Actively collaborates with community partners to promote social change; demonstrates a commitment or desire to continue social change work after USD as a life-long practice.
Being, Belonging, Becoming	Cultural self-awareness in the context of a diverse community	Identifies one's own unexamined cultural biases, attitudes, norms, values, and behaviors in relation to others. Recognizes one's own constellation of identities and their meanings. Acknowledges that people hold different identities than one's own.	Recognizes new perspectives on one's own cultural biases, attitudes, norms, values, and behaviors. Feels comfortable with complexities that new perspectives offer. Recognizes one's own constellation of identities and their meanings and interprets the intersections among them. Identifies own reactions to others' difference that is experienced as comfortable and others' difference experienced as uncomfortable. Takes ownership of own reactions.	Evaluates new perspectives on one's own cultural biases, attitudes, norms, values, and behaviors. Grapples with the complexities that new perspectives offer. Claims one's own constellation of identities and their meanings and the intersections among them. Explores interactions and relationships with people who hold different identities than one's own.	Values new perspectives on one's own cultural biases, attitudes, norms, values, and behaviors. Values the complexities that new perspectives offer. Values one's own constellation of identities and their meanings and the intersections among them. Seeks out interactions with people who hold different identities than one's own and participates in sustained relationships with members of other groups.
	Engaging with difference and challenge	Recognizes dissonance and difference.	Engages with difference and dissonance. Seeks clarification of others' experiences and one's own personal experiences.	Begins to analyze diverse perspectives.	Demonstrates maturity in interactions with those that hold different worldviews including responding thoughtfully and respectfully.
	Empathy and Compassion	Recognizes the difference between sympathy and empathy. Values empathy and begins to take up a practice that builds capacity for empathy.	Develops active listening skills such as presence, openness, and vulnerability. Recognizes the experience of others.	Engages in opportunities that develop one's capacity for empathy. Values the experience of others and practices presence, openness, and vulnerability.	Enacts a consistent practice of empathy on a trajectory towards solidarity.
Courageous Living and Perseverance	Willingness to risk	Recognizes that addressing challenges and stressors requires personal risk.	Develops the courage to expend personal risk in addressing challenges and stressors.	Acknowledges the potential benefit of expending personal risk and practices the willingness to risk.	Internalizes a propensity to expend personal risk while discerning appropriate levels of risk.
	Resilience	Identifies how one responds to challenges and stressors; differentiates one's view of challenge as an opportunity for growth versus an insurmountable problem.	Critiques personal process for dealing with challenges and stressors; seeks out additional methods for dealing with challenge.	More frequently views challenges and stressors as opportunities for growth as opposed to an insurmountable problem. Cultivates positive sources of support and distances oneself from ineffective responses.	Applies skills learned to face challenges. Develops sustained capacity for resilience by practicing self-renewal.
	Learning from disappointment	Acknowledges the reality of disappointments and uncertainty.	Identifies how one responds to disappointments; reflects on feelings of disappointment and uncertainty.	Accepts disappointment and uses skills acquired to respond with resilience.	Demonstrates maturity and resilience in responding to disappointment; articulates key knowledge gained from experiencing disappointment.

University of San Diego Co-Curricular Learning Outcomes Rubrics

CCLO	Dimension	Initial	Emerging	Developed	Advanced
Self-Awareness and Purpose	Self-Identity	Views self primarily as an isolated individual. Recognizes one's family's, friends' and/or one's own values, spirituality, and faith tradition - as well as how those aspects are impacted one's personal and social identities. Considers choice of major and future career field within the context of family's, friends' or other's expectations.	Views self primarily through relationships with others. Explains/articulates an expanding understanding of one's own values, spirituality and faith commitment - as well as how those aspects are impacted by family and friends, and one's personal and social identities. Considers choice of major and future career field in the context of one's experience on campus (i.e., classes taken, student involvement, conversations with faculty and staff). Begins to recognize the importance of vocation and the question "Who am I called to become?"	Differentiates one's individual identity from that of others. Distinguishes one's emerging values, spirituality and faith commitment from that of family and friends - some awareness of how values, spirituality and faith commitment are impacted by one's personal and social identities. Analyzes and evaluates how those aspects of oneself are changing. Developing recognition of the importance of vocation and the question "Who am I called to become?" Reflects individually and communally on one's life meaning and purpose.	Views oneself as an individual in relationship with others. Appropriates and/or creates one's own (as opposed to one's family's or friends') values, spirituality and faith commitment. Articulates why these values, spirituality and faith commitment are important. Makes decisions related to future career field and/or graduate school based on one's own interest, passions and knowledge of self. Emerging awareness that one is not defined by one's career and/or work. Values the importance of vocational discernment and the need to continually engage in vocational discernment by asking "Who am I called to become?"
	Impact	Limited ability to recognize one's potential to impact others. Limited understanding of the impact of one's actions beyond personal sphere.	Recognizes the impact of one's actions and decisions, including factoring in the impact on self and others.	Analyzes and understands the impact of one's actions and decisions on self and others.	Decides and acts in ways that are congruent with one's values and which reflect purpose and intentionality. Beginning to live one's espoused values, distinguishing inconsistencies between actions and beliefs.
	Uncertainty	Limited recognition that aspects of life (i.e. identity and impact) are uncertain and evolving. Limited ability to access one's feelings and opinions, express vulnerability and/or articulate what one doesn't know.	Recognizes that uncertainty is a part life and thus not a problem to be solved. Emerging awareness that often there is no one right answer.	Articulates vulnerability related to not knowing and shares it with others appropriately.	Plans and acts with purpose and intention in the midst of uncertainty. Growing awareness that there often is no one right answer as well as increasing ability to articulate one's tolerance and experience with uncertainty.
Self-Care and Healthy Relationships	Healthy Relationships	Differentiates between "healthy" and "unhealthy" relationships.	Evaluates one's own relationship health and applies skills to build healthy relationships (includes letting go of unhealthy relationships).	Analyzes one's own relationships, identifies and determines which relationships to invest in and which relationships to let go.	Creates and maintains healthy relationships and boundaries.
	Self-care	Identifies components of self-care and imitates positive self-care behaviors.	Recognizes personal responsibility for self-care and identifies when help or support is needed.	Personally initiates help- seeking support when needed and develops and applies a plan for personal self-care.	Evaluates and adjusts self-care behaviors to obtain and maintain optimal health.