

## Intended Learning Outcomes

### What are Learning Outcomes?

Clear precise robust objective statements of what a student will be able to do after instruction as a result of what has taken place in the learning environment.

### Educational Value

Learning outcomes guide faculty to	Learning outcomes provide students with
<ul style="list-style-type: none"> <li>• Design curriculum</li> <li>• Talk about learning</li> <li>• Think about what needs to be accomplished</li> <li>• Design learning activities</li> <li>• Design assessments</li> <li>• Focus on what the student needs to know “out there”</li> <li>• Identify concepts, issues and skills to be included in a program of studies</li> <li>• Map courses in a program or degree</li> <li>• Think strategically about what it is the student needs to know/do “out there”</li> </ul>	<ul style="list-style-type: none"> <li>• A map of their course of studies</li> <li>• A guide to the concept, issues and skills related to the course or program</li> <li>• A reference point during their program</li> <li>• A mechanism to promote engagement and discussion about learning (both direction and progress)</li> <li>• More confidence that the learning has a defined outcome</li> </ul>

### Examples of Classroom Application

Dental Hygiene Program Content Guide (PCG)  
Drug and Substance Abuse Counseling PCG

### Getting Started

The Centre for Instructional Development provides consultation and guidance on the process for developing a learner-centered, learning outcome based curriculum. Programs and departments preparing course outlines for presentation to Curriculum Committee should refer to the course outline form for information on the requirements for Intended Learning Outcomes for new curriculum at VCC. For information contact [cid@vcc.ca](mailto:cid@vcc.ca).

A brief overview of the outcomes planning process includes:

1. Identify what must be understood: themes, concepts, issues
2. Identify necessary skills
3. Create appropriate assessment tasks and tools
4. Identify intended learning outcomes

**Further Information:****Characteristics of Good Outcome Statements at the Program Level**

1. *Out There*  
Does each statement describe what we intend they will be able to do “out there” in life roles as opposed to an activity “in here” the classroom?
2. *Active*  
Does the statement describe what the student can DO with what they know or understand?
3. *Distinguishing*  
Do the statements as a whole clearly distinguish the levels of intended performance between courses?
4. *Robust*  
Are the statements “robust” (complex) enough to drive content and assessment tasks?<sup>1</sup>

**More Information***Educational:*

- Learning Outcomes Performance Support Red River College  
<https://me.rrc.mb.ca/LearningOutcomeSupport/Default.asp>
- Writing and Using Learning Outcomes: a Practical Guide: Implementing Bologna in your institution  
[http://cid.vcc.ca/development-guides/Implementing\\_Bologna\\_in\\_your\\_institution.pdf](http://cid.vcc.ca/development-guides/Implementing_Bologna_in_your_institution.pdf)

*References:*

- Stiehl, Ruth & Lewchuk, Les (2008). *The Assessment Primer Creating a Flow of Learning Evidence*. The Learning Organization. Corvallis Oregon.

<sup>1</sup> Stiehl, Ruth & Lewchuk, Les (2008). *The Assessment Primer Creating a Flow of Learning Evidence*. The Learning Organization. Corvallis Oregon.