Creating Learning Outcomes

**Audience:** People who will be participating in your program, service, intervention

**Behavior:** The action that will be performed by the “audience”

**Condition:** The circumstance in which the behavior will take place

**Degree:** The extent to which behavior will change.

**EXAMPLE:** Transfer students residing in the Transfer Student Living Learning Community will increase their knowledge of community partners on the LLC pre/post test by 10 points due to participating in weekly curriculum sessions.

Consider Bloom’s Taxonomy

![Bloom’s Taxonomy Diagram]

PRACTICE:
Pre/Post Tips and Tricks

1. Questions on pre/post test should be the same or very similar.
2. Questions should be aligned to learning outcomes and Bloom’s taxonomy.
3. Balance items between distal (gee, I sure hope they transfer this knowledge and learn really lofty stuff) and proximal (heck yes, they better know this very directly aligned information!)
4. Design assessment to maximize responses (short, few open ended items).
5. Content is aligned and controlled. If you have no control over the intervention content, it’s really hard to assess it well.
6. Have an objective answer key before you distribute the assessment.
7. Items should have opportunity for growth (if students are getting 100% at pre-test, it will not show improvement over time).

Sample Items

Which of the following centers is the hub for wellness and prevention resources designed to help students develop and maintain positive mental and physical health practices?

a. Center for Student Wellbeing
b. Project Safe Center
c. Psychological Counseling Center
d. Student Health Center

Your friend Dwayne confides in you that he has recently experienced power based personal violence. To which of the following resources would you direct him?

a. Center for Student Wellbeing
b. Project Safe Center
c. Psychological Counseling Center
d. Student Health Center