**Steps to remember:**

1. Identify 4-5 essential skills students must take with them by the end of your course.
2. Consider what students can “make” or “do” and not what they will “be” or “have.”

(“Make” a house rather than “have” an understanding of how to make a house.)

1. Articulate what students can make or do in simple, broad statements. Refer to Bloom’s Taxonomy for “action” words that relate to levels of learning.
   1. *Example 1:* Students will be able to conduct research in their chosen field of study.
      1. This is a fairly broad statement. But you can ask, “Are students able to do this, yes or no?”
      2. And, you can measure how well students CAN do this outcome in several places, broadly or specifically.
   2. *Example 2:* Students will be able to understand the importance of research in their chosen field of study.
      1. This is also a fairly broad statement. And, you can ask, “Are students able to do this, yes or no?”
      2. But, measuring how WELL a student “understands the importance” of something is probably more than you want to tackle in your course. Students can “have” an understanding, but they can’t “make” an understanding. Therefore, this example is not easily measured, and I would avoid it.
2. Consider whether your outcomes are measurable and HOW you will measure them.
   1. Here’s a good exercise: For each outcome, take yourself through these steps:
      1. What is my outcome? (Students will be able to make…)
      2. How will I assess this outcome? (quizzes, exams, projects, finished product, etc.)
      3. What kind of assignments can I have students complete, so they’ll do well on the assessments? (homework, readings, discussions, drafts, etc.)
      4. What do I need to do in class so students can complete those assignments? (guided practice, guided vocab, lectures, videos, discussions, etc.)
   2. Once you’ve gone through all of those steps for each outcome, you can determine where each assessment and assignment will occur during your class, and then use the info to create your syllabus and course schedule.

Questions? Need some one-on-one guidance?   
Email Melissa at [msimnitt@csusm.edu](mailto:msimnitt@csusm.edu) to set up a time.

Or, just give Melissa a call at x8880.