Good outcomes use verbs that describe definite, observable actions
Bloom's taxonomy is a well-known description of levels of educational objectives. It may be useful to consider this taxonomy when defining your outcomes.

Bloom's Taxonomy

Level	Cognitive Behaviors
1. Knowledge	To know specific facts, terms, concepts, principles, or theories
2. Comprehension	To understand, interpret, compare and contrast, explain
3. Application	To apply knowledge to new situations, to solve problems
4. Analysis	To identify the organizational structure of something; to identify parts, relationships, and organizing principles
5. Synthesis	To create something, to integrate ideas into a solution, to propose an action plan, to formulate a new classification scheme
6. Evaluation	To judge the quality of something based on its adequacy, value, logic, or use

Verb Power
Concrete verbs such as "define," "identify," or "create" are more helpful for assessment than verbs such as "know," "understand," or passive verbs such as "be exposed to." Some examples of verbs frequently used in outcomes are included in the table below.

Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
cite	arrange	apply	analyze	arrange	appraise
define	classify	change	appraise	assemble	assess
describe	convert	compute	break down	categorize	choose
identify	describe	construct	calculate	collect	compare
indicate	defend	demonstrate	categorize	combine	conclude
label	diagram	discover	compare	compile	contrast
list	discuss	dramatize	contrast	compose	criticize
match	distinguish	employ	criticize	construct	decide
memorize	estimate	illustrate	debate	create	discriminate
name	explain	interpret	determine	design	estimate
outline	extend	investigate	diagram	devise	evaluate
recall	generalize	manipulate	differentiate	explain	explain
recognize	give examples	modify	discriminate	formulate	grade
record	infer	operate	distinguish	generate	judge
relate	locate	organize	examine	manage	justify
repeat	outline	practice	experiment	modify	interpret
reproduce	paraphrase	predict	identify	organize	measure
select	predict	prepare	illustrate	perform	rate
state	report	produce	infer	plan	relate
underline	restate	schedule	inspect	prepare	revise
	review	shop	inventory	produce	score
	suggest	sketch	outline	propose	select
	summarize	solve	question	rearrange	summarize
	translate	translate	relate	reconstruct	support
		use	select	relate	value
			solve	reorganize	
			test	revise	

[From: Gronlund, N. E. (1991). *How to write and use instructional objectives* (4th ed.). New York: Macmillan Publishing Co.]
http://manoa.hawaii.edu/assessment/howto/outcomes.htm