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**Creating Quality Program Outcomes**

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1. Outcomes should have active verbs—how students can demonstrate their learning. Avoid words and phrases like *understand*, *know*, *demonstrate understanding of*, and *demonstrate knowledge of*.
2. Don't confuse outcomes with learning processes, e.g., *Complete a thesis* is not an outcome.
3. Outcomes can be stated in simple language; the details are in the rubrics.
4. Outcomes should be real, not aspirational. Faculty systematically teach and grade students on their achievement of real learning outcomes.
5. Outcomes should be consistent with the program's mission.
6. Be careful with compound outcomes. If parts require different lines of evidence, they should be separate outcomes, e.g., *Students can write and speak effectively* is two outcomes, not one. If the outcome has many verbs, maybe some are redundant or less important, e.g., *Students can analyze, break apart, describe, summarize, criticize, and separate the components of a piece of literature*.
7. Sometimes an "or" helps you draft an outcome for programs with optional tracks, e.g., *Students can analyze works of art or they can create works of art*.
8. Focus on high-priority learning. What are the most important things that students should be able to do after completing your program? What outcomes are faculty passionate about teaching their students?
9. Consider including basic skills that your program develops, such as written and oral communication, collaboration, leadership, information competence, quantitative reasoning, and the use of technology.
10. Consider "attitudinal" outcomes, such as those related to civic engagement, diversity, professionalism, and respect for civility in interpersonal relations. Sometimes *can explain the importance of* is a good way to state and assess such outcomes.