

WRITING MEASURABLE LEARNING OUTCOME STATEMENTS

All Learning Outcomes (institutional-level, program-level, course-level, etc.) must be clearly measurable and must align with HLC's accreditation standards.

Measurable Learning Outcomes state what a learner will be able to **do** by the end of a course.

➤ **Verbs that denote a clearly measurable outcome include, for example:**

Produce, explain, compile, identify, create, analyze, design, select, apply, prepare, utilize/use, predict, compute, compare, assess, evaluate, outline, revise, plan, present, construct, list, critique, etc.

➤ **Verbs that do not provide clearly measurable behaviors demonstrating student learning include:**

Know, understand, appreciate, become familiar with, comprehend, be aware of, etc.

An example of a statement with a difficult to measure learning outcome:

Students will understand the principles of opportunity cost in decision making.

Learning Outcomes that focus on passing the class or passing an exam also do not align with HLC accreditation standards.

Example: By the end of the course, students will be able to pass the state examination for 'x'.

Examples: Clearly Measurable and Well-Aligned Learning Outcome Statements

By the end of this course, students will be able to list and explain the 10 Principles of Economics.

By the end of this course, students will be able to construct an academically focused literature review on current treatment options for a psychological disorder.

By the end of this course, students will be able to recognize and diagnose common orthopedic injuries in the physically active individual.

By the end of this course, students will be able to identify commonly occurring regional aquatic and terrestrial taxa.

ASSESSING LEARNING OUTCOMES EFFECTIVELY

Assessment methods for all Learning Outcomes must align well with the learning that is being measured.

Quizzes, exams, and tests are effective for measuring students' ability to:

Identify, select, predict, compute, calculate, list, assess, compare, evaluate, critique, analyze, apply, outline, revise, explain, etc.

Portfolios are effective for measuring students' ability to:

Produce, compile, create, design, prepare, utilize, use, assess, evaluate, revise, predict, plan, present, etc.

Presentations are effective for measuring students' ability to:

Produce, compile, create, analyze, design, apply, prepare, utilize/use, compare, assess, evaluate, predict, explain, present, critique, etc.

Research papers or Presentations are effective for measuring students' ability to:

Produce, compile, create, analyze, design, apply, prepare, utilize/use, compare, assess, evaluate, outline, revise, predict, plan, explain, present, critique, etc.

Projects are effective for measuring students' ability to:

Produce, create, analyze, design, apply, prepare, utilize/use, compute, compare, assess, evaluate, outline, revise, predict, plan, explain, present, critique, etc.