

Program Learning Outcome Best Practices:

- Program Learning Outcomes should have active verbs – how students can demonstrate their learning.
- Each PLO should include one assessable verb.
- Each PLO should be assessable with a single line of evidence.
- Avoid compound outcomes that require multiple lines of evidence.
- PLOs can be stated in simple language; the details are in the rubrics.
- PLOs should be real, not aspirational.
- PLOs should be consistent with program mission and goals.
- Don't confuse outcomes with learning processes.
- Focus on high-priority learning. What are the important things that students should be able to do after completing your program? What does faculty care about?
- Four to eight PLOs for a program.
- Use Bloom's Taxonomy to help choose appropriate verbs and levels of learning.
- Don't use vague or difficult to assess verbs, "know, understand or appreciate."

Adapted from Mary J. Allen Assessment Workshop Handout, May 23, 2011 by T.C.