

# Reviewing Outcomes for Effective Qualities

**Effective Qualities Checklist**

<b>Ask:</b>	<b>Yes</b>	<b>No</b>
<i>Do statements flow from a stem such as “by the end of the program, students will be able to..”?</i>		Start with the stem “by the end of the program, students will be able to...” and reframe your outcome statements to complete this sentence.
<i>Review each statement for the verb used. Are the verbs active? Do they describe the nature and depth of learning?</i>	Do any statements used ambiguous verbs like “understand” or “appreciate”? If so, consider other verbs that clarify what it looks like when a student understands or appreciates. How to they demonstrate this learning?	Use Learning Outcomes Action Verbs lists to consider active verbs that might adequately describe learning.
<i>Do the statements describe knowledge, skills, or values?</i>		Consider completing an Ideal Graduate Activity in reframing outcomes statements toward knowledge, skills, and values
<i>Does each statement ground the learning in the discipline/ program?</i>		How can the statement be elaborated upon, clarified, or reframed to better reflect how learning occurs in context of the discipline of study?
<i>Taken together, do the statements adequately reflect the objectives and intentions of the program?</i>	If there’s time, move on to Activity 3: Alignments between Outcomes and Expectations.	What’s missing? What gaps do you identify? Consider an Ideal Graduate Activity for reframing outcomes statements

**Follow up:** If you’re conducting a self-study on multiple programs, consider engaging in this review activity for each set of learning outcomes

