

PROGRAM LEARNING OUTCOMES

CLAS Unit-level Assessment Leads Workshop
November 14, 2022





Coordinated Learning and Assessment Supports

WELCOME

Grab some treats and have a seat!, and we will introduce ourselves

SESSION GOALS



PARTICIPANTS IN THIS WORKSHOP WILL:

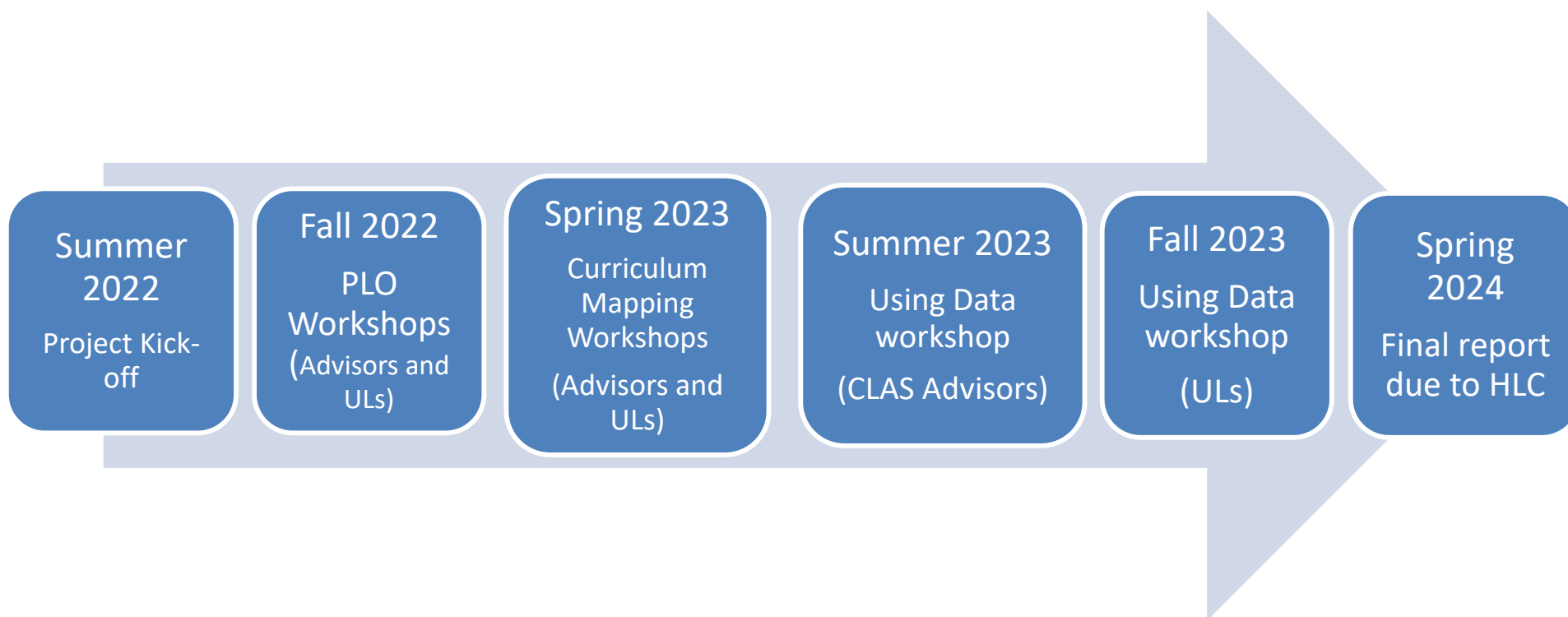
- Understand the overall timeline of the CLAS project and how today's workshop fits into that timeline
- Recognize the foundational nature of program learning outcomes in the continuous improvement of academic programs
- Utilize best-practice frameworks for writing and enhancing PLOS
- Understand their roles in implementing the next steps of the project

CLAS PROJECT PROGRESS

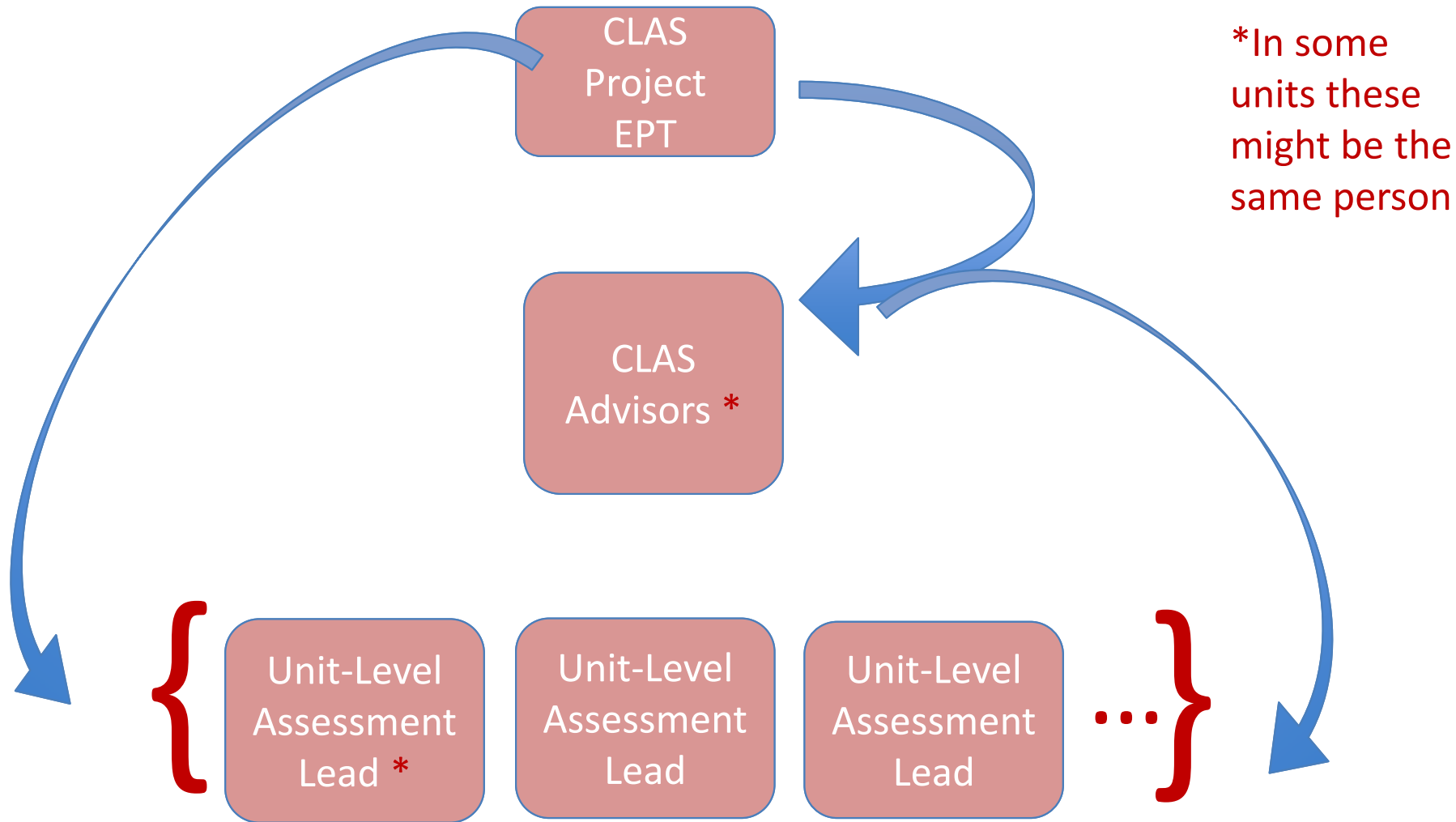
Overall timeline and how this workshop fits in



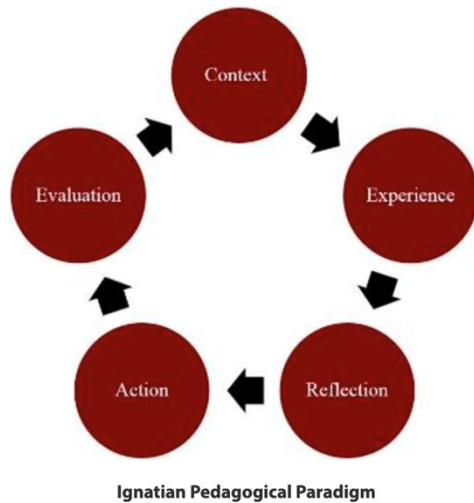
CLAS PROJECT TIMELINE



INFORMATION FLOW IN CLAS PROJECT

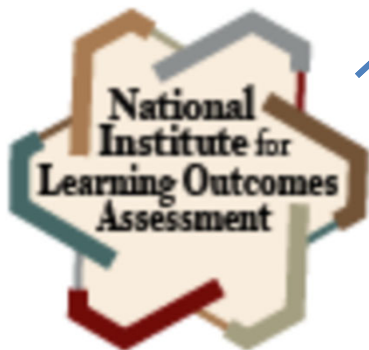


OUR RENEWED COMMITMENT TO MEANINGFUL ASSESSMENT AS A PATHWAY TO CONTINUOUS IMPROVEMENT ALIGNED WITH:



Features of Equity-minded assessment such as:

- Check biases and ask reflective questions throughout the assessment process to address assumptions and positions of privilege.
- Include student perspectives and take action based on perspectives.
- Ensure collected data can be meaningfully disaggregated and interrogated.



PROGRAM LEARNING OUTCOMES

Foundational nature and role in continuous improvement

PROGRAM LEARNING OUTCOMES (PLOS)



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- Why?
- What?
- When?
- How?

PROGRAM LEARNING OUTCOMES (PLOS)



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➤ Why?

– Why are these necessary/advisable?

- Can clarify what your program is all about to internal/external audiences...
- Can help new faculty get a sense
- Can help adjuncts get a sense
- Can help distinguish similar programs
- Can be a jumping off point for assessing/reflecting on whether the program is preparing students as intended
- Accreditation

➤ What?

➤ When?

➤ How?

PROGRAM LEARNING OUTCOMES (PLOS)



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➤ Why?

➤ What?

- A statement about what your students will know and be able to do as a result of successfully engaging in your program
- Career? NOT
- Only at the end? Probably not
- Public-facing

➤ When?

➤ How?

PROGRAM LEARNING OUTCOMES (PLOS)



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- Why?
- What?
- When?
 - Backwards? Forwards?
 - Elements of “Backward Design”
 - Ideal vs Reality
- How?

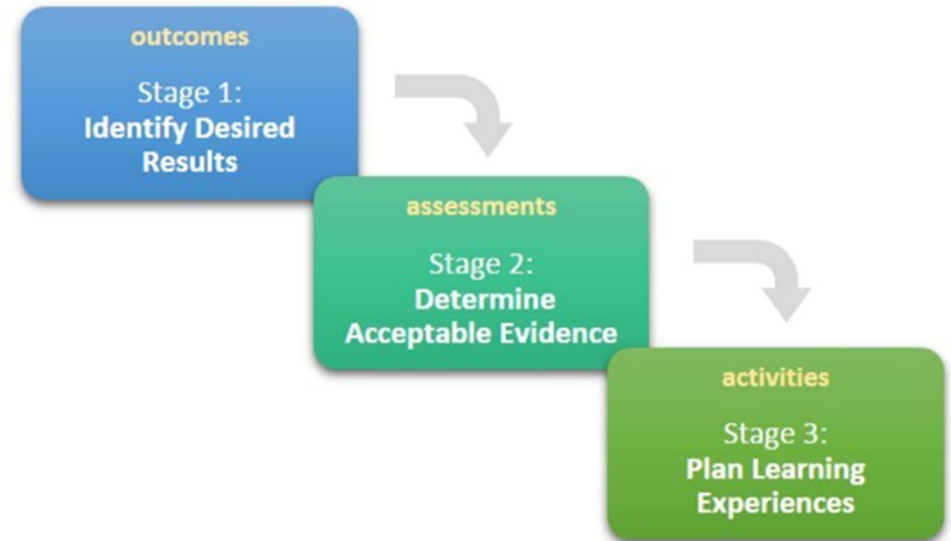


Image retrieved from [Center for Education Innovation](#)

PROGRAM LEARNING OUTCOMES (PLOS)



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- Why?
- What?
- When?
- How?
 - FCIP's [Writing Program Learning Outcomes](#)
 - Excellent guidance... Perfection and enemies and good...

Condition		Audience		Behavior		Achievement
By the end of this program,	+	Loyola graduates	+	will be able to use evidence and facts to interpret past events	+	in argumentative narratives in their own disciplinary writing projects

MORE THINGS TO THINK ABOUT

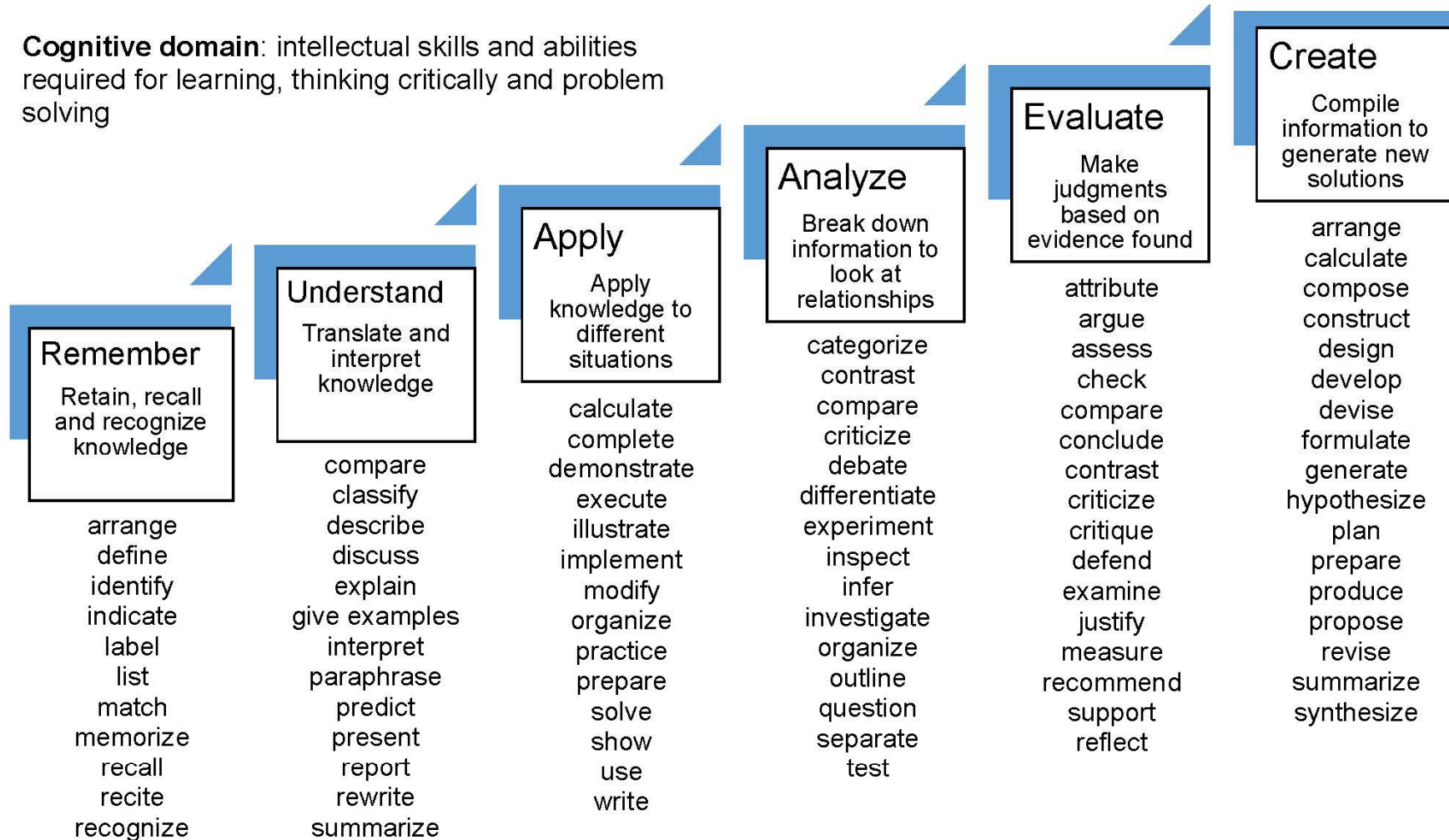
Program Learning Outcomes should be



✓ Single-barreled

Bloom's Taxonomy: Cognitive Domain

Cognitive domain: intellectual skills and abilities required for learning, thinking critically and problem solving



Developed by the Centre for Teaching Excellence, University of Waterloo

References: Anderson, L., & Krathwohl, D. A. (2001). *Taxonomy for learning, teaching and assessing: A revision of Bloom's Taxonomy of Educational Objectives*. New York: Longman.

IUPUI Center of Teaching and Learning. (2006). Bloom's Taxonomy "Revised" Key Words, Model Questions, & Instructional Strategies. Retrieved from: www.center.iupui.edu/ctl/idd/docs/Bloom_revised021.doc

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**PLOS ARE USED TO REFLECT
ON CURRICULUM**

HOW MANY PLOS?



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Recommend 4-7 PLOs/program

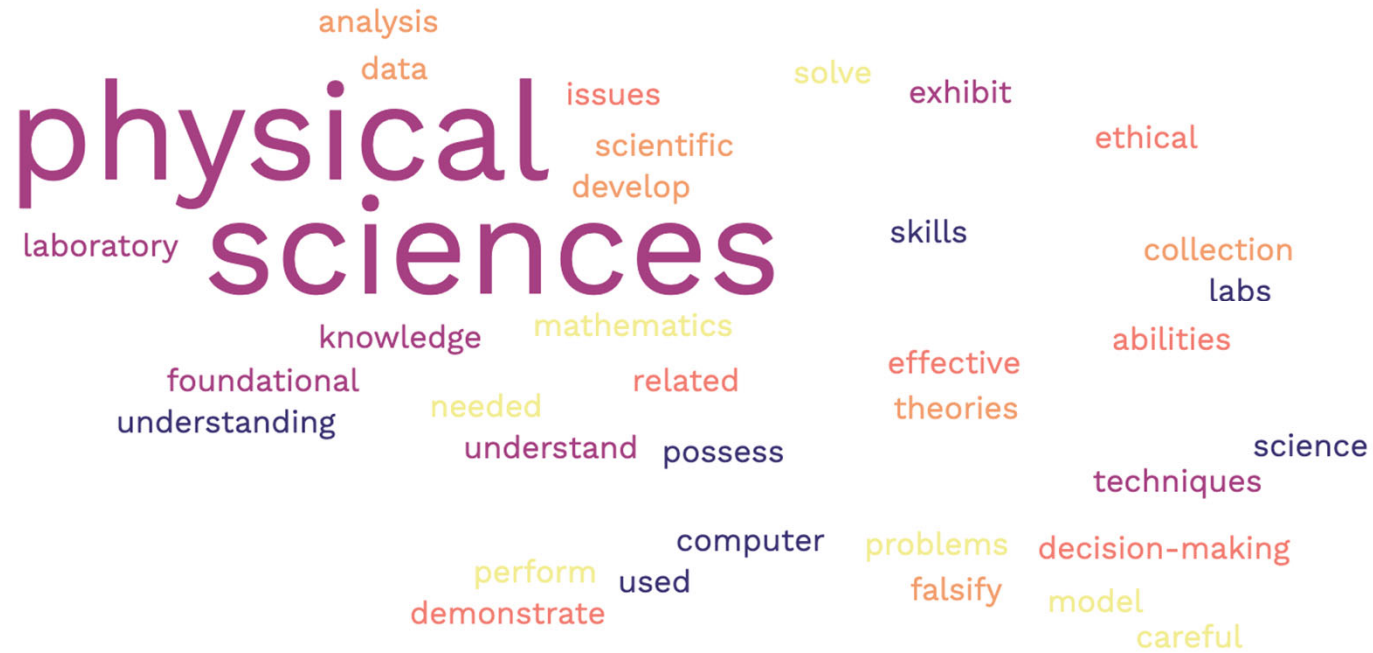
Why?

- Need enough to collectively describe what students should know and be able to do, but not so many that assessment is unmanageable.

Let's look at some "sets" of PLOs...

PHYSICS BS PLOS

Upon completion of this program, students will:



BACK TO WHY? PLOS AND THE CURRICULUM



Why are courses 9 & 13 required?

Program
level student
outcomes



1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
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PLO 1	I			I	I		I			I	I			I	I		I	
PLO 2	I	D		M														
PLO 3			I		I		I			D	D			D		D	M	
PLO 4	I			I			D	D		D		D			D		M	
PLO 5		I															M	
PLO 6	I			I			D			D						M		M
PLO 7	M		M			I		D			D						M	M

I = Introductory
D = Developing
M = Mastery

PLOS AND THE CURRICULUM



Program
level student
outcomes

When/how is PLO 6 addressed?



1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
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PLO 1	I			I	I		I			I	I			I	I		I	
PLO 2	I	D		M														
PLO 3			I		I		I			D	D			D		D	M	
PLO 4	I			I			D	D		D		D			D		M	
PLO 5		I															M	
PLO 6																		
PLO 7	M		M			I		D			D						M	M

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PLOS AND THE CURRICULUM



Program
level student
outcomes

Is this the appropriate depth of understanding for a
capstone course?



1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
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PLO 1	I			I	I		I			I	I			I	I		I	
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PLO 4	I			I			D	D		D		D			D		M	
PLO 5		I															M	
PLO 6	I			I			D			D						M		M
PLO 7	M		M			I		D			D						M	M

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COLLABORATE

Utilizing frameworks for writing and enhancing PLOs

INTERACTIVE GALLERY WALK

Why?

Apply framework to existing outcomes and use it to enhance as needed;

Not necessarily arriving at the "perfect" outcome

Here we are only looking at one outcome in a set

P.S.

This is an opportunity to learn...if you see one of the outcomes from your program you are not being critiqued...we are simply crowdsourcing and working together to enhance our understanding...gentle, discerning, specific feedback will get us to this goal

INTERACTIVE GALLERY WALK

How it will work:

- On the walls, we have **four** program learning outcomes, that were posted on program websites
- Your group will spend 5 minutes at each outcome answering questions about how well it aligns with the four characteristics of well-written program outcomes:
 - *condition, audience, behavior, and achievement*
- After 5 minutes, you'll move to the next outcome, until you have worked with each one
- Finally, teams will synthesize and report out the feedback for each outcome

INTERACTIVE GALLERY WALK, CTD.

To start!

- Take the post-it notes, markers, and outcomes cheat sheets from your table to answer these questions for each outcome:
 - **What is going well?** Where possible, target your feedback to the four characteristics
 - **What suggestions do you have for rewriting this?**
- Answer each question on a post-it, then place it in the designated space at each outcome
- Try not to look at what other teams have written before you!
- When you're finished writing at your last (fourth) outcome, stop there!

Next

- Remove your outcome from the wall and take it back to your table.
- Take the next 7-10 minutes and synthesize all the feedback given for both questions.
- Finally, each group will report out their synthesis to the whole group

SYNTHESIS

- Did we observe any trends?
- What about...
 - Professional programs vs not
 - Undergraduate programs vs not
- Other questions?

NEXT STEPS

SPECIFIC TASKS OF UNIT-LEVEL ASSESSMENT LEADS ARE:

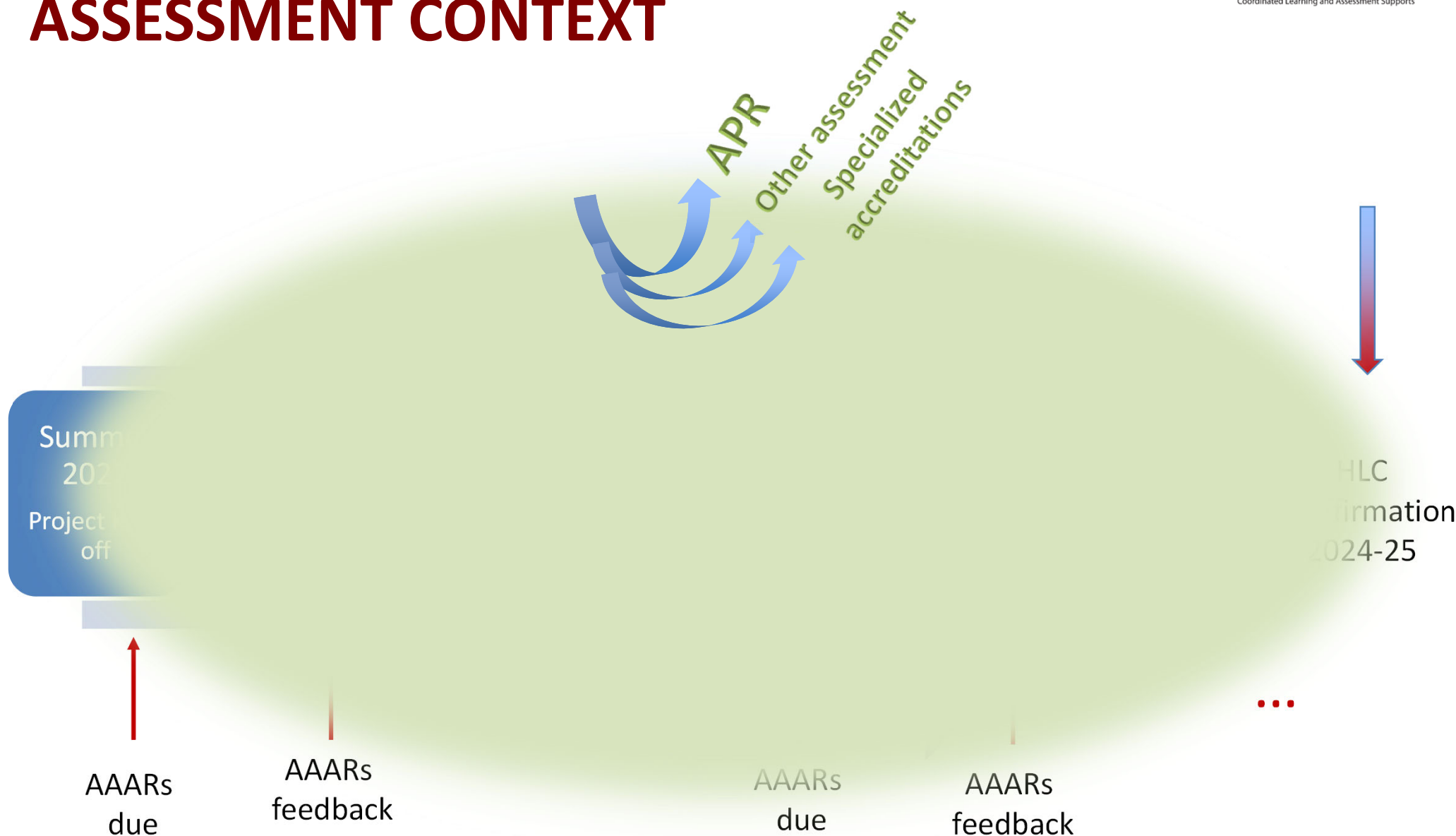
- Attend CLAS workshops (3/year)
- Communicate with CLAS Advisors
 - Working on assignments, but list will be shared
- Share information from CLAS workshops with their academic unit
- Coordinate with unit leaders and faculty to develop:
 - Assessment plan
 - Feedback loop on Annual Assessment Reports
 - Use of CLAS website resources

TARGET DATES

- Programs need to have (enhanced, measurable) PLOs (at least a draft) for new catalog launch – by April 10, 2023 at latest
- We will make CLAS Advisors assignments before Thanksgiving
- We will provide feedback on Assessment reports by the end of the semester



CLAS PROJECT WITHIN PROGRAM ASSESSMENT CONTEXT





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Preparing people to lead extraordinary lives