

# PROGRAM LEARNING OUTCOMES: A TOOL FOR REFLECTION

*Focus on Teaching and Learning*  
*January 12, 2023*



## IN THIS WORKSHOP WE WILL:

- gauge participant knowledge about program learning outcomes
- provide a framework for writing clear and measurable learning outcomes
- model productive discussions that can happen in academic units as they work to evaluate and improve example PLOs.

# PROGRAM LEARNING OUTCOMES

*Foundational nature and role in continuous improvement*

# PROGRAM LEARNING OUTCOMES (PLOS)



Coordinated Learning and Assessment Supports

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

# MORE THINGS TO THINK ABOUT

Program Learning Outcomes should be



✓ Single-barreled

# PROGRAM LEARNING OUTCOMES (PLOS)



Coordinated Learning and Assessment Supports

## ➤ 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)



Coordinated Learning and Assessment Supports

➤ 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)



Coordinated Learning and Assessment Supports

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

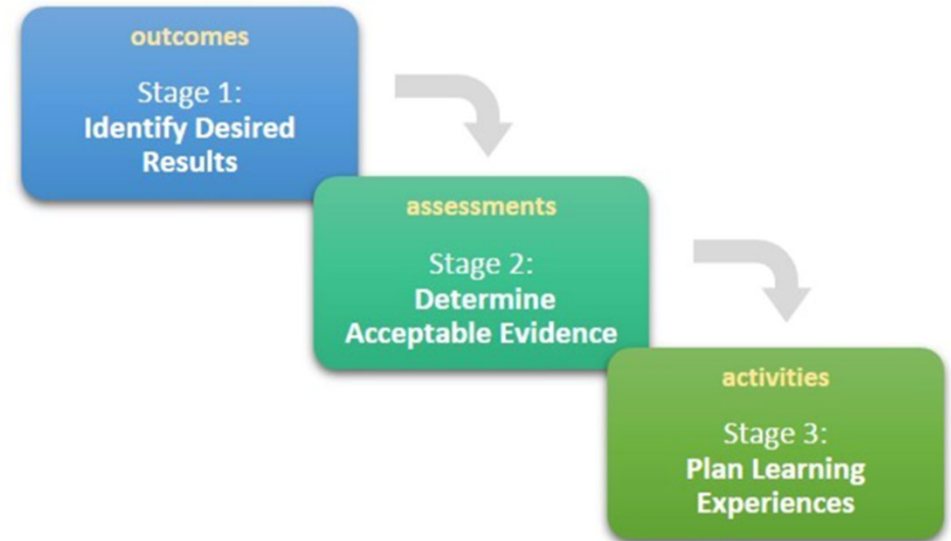


Image retrieved from [Center for Education Innovation](#)



# PROGRAM LEARNING OUTCOMES (PLOS)

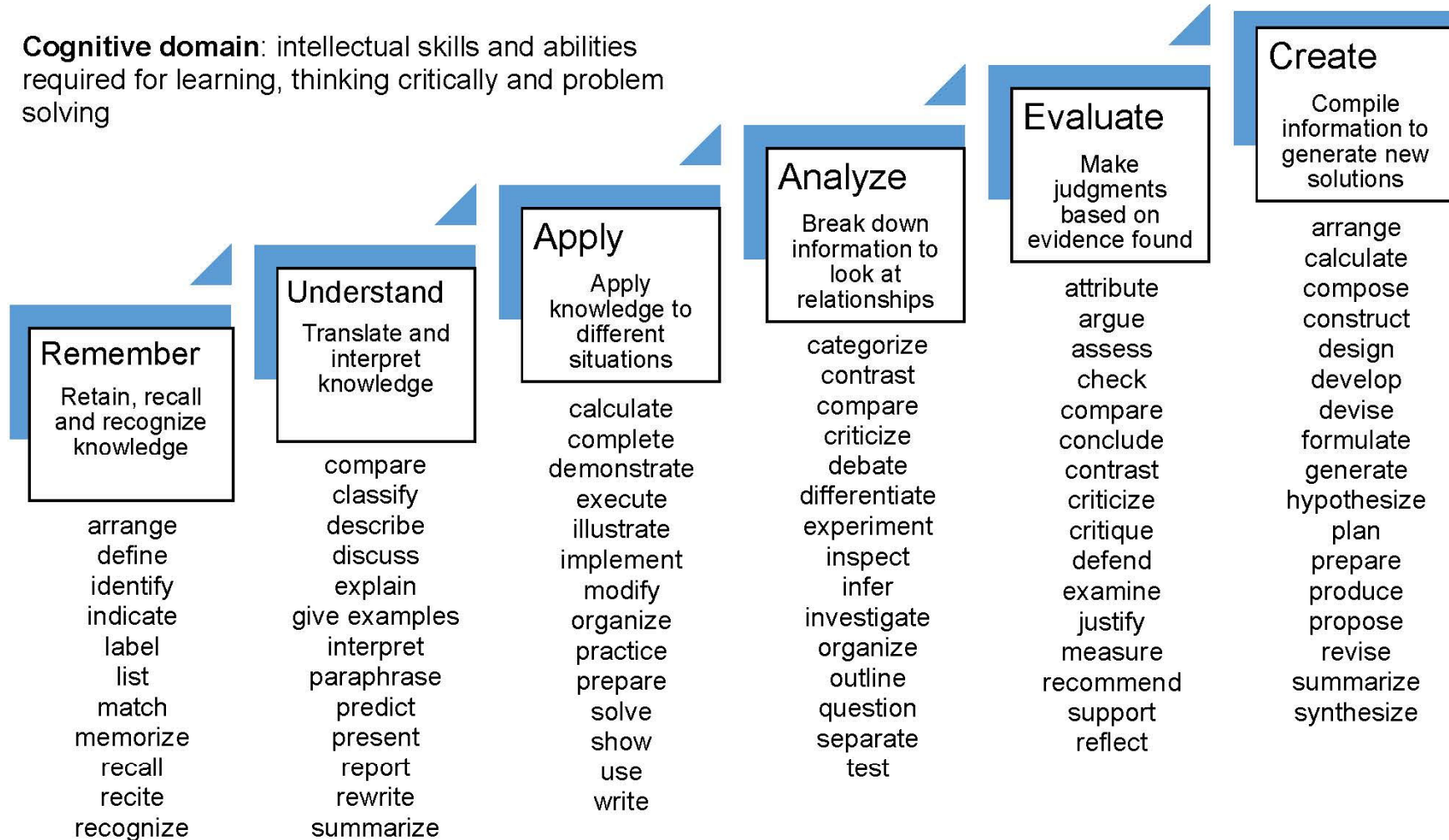


- Why?
- What?
- When?
- How?
  - FCIP’s [Writing Program Learning Outcomes](#)
  - Excellent guidance... Perfection and enemies and good...

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

# 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](http://www.center.iupui.edu/ctl/idd/docs/Bloom_revised021.doc)

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](http://www.center.iupui.edu/ctl/idd/docs/Bloom_revised021.doc)



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# COLLABORATE

*Utilizing frameworks for writing and enhancing PLOs*

# VIRTUAL INTERACTIVE GALLERY WALK

Activity and discussion:

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

Process:

Each breakout room will have a jamboard link where they will see an example PLO. Using sticky notes, breakout room participants will have the opportunity to provide feedback using these prompts

- **What is going well?** Where possible, target your feedback to the four characteristics
- **What suggestions do you have for rewriting this?**

# VIRTUAL INTERACTIVE GALLERY WALK

## Process:

Each breakout room will have a jamboard link where they will see 3 example PLOs (1/page). Using sticky notes, breakout room participants will have the opportunity to provide feedback using these prompts

- **What is going well?** Where possible, target your feedback to the four characteristics
- **What suggestions do you have for rewriting this?**

(participants will also receive a link to the framework to use while in the breakout room)

We will be in the breakout rooms for 10 minutes, if you don't get to discuss all 3 PLOs, no worries.

## HOW DID IT GO?

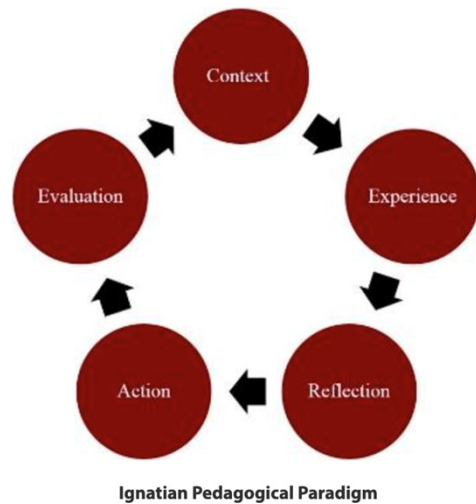
With respect to the framework, were there specific elements that were more/less evident in the outcomes you reviewed?

How did the discussion itself go? Is it challenging to provide actionable feedback? If so, what might help these discussions?

# MAKING PLOS OUR OWN

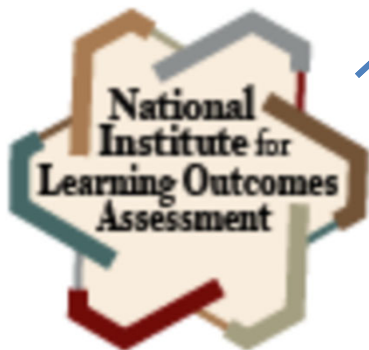
- How might we infuse our “Loyola-ness” into our PLOs?
- How might we infuse an equity stance into our PLOs?

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



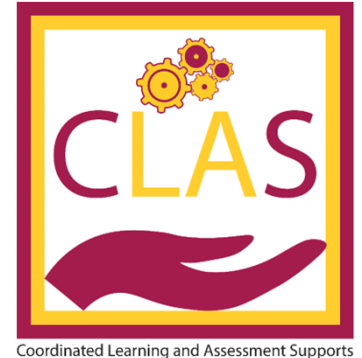
Features of Equity-minded assessment such as:

- 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.





# ADDITIONAL RESOURCES



- Coordinated Learning and Assessment Supports (CLAS) Workshops coming up on
  - Mapping PLOs to your curriculum (S 2023)
  - Using Assessment data to improve your program (F 2023)
- CLAS website coming soon
- Programs need to have (enhanced, measurable) PLOs (at least a draft) for new catalog launch – by April 10, 2023 at latest