

PROGRAM LEARNING OUTCOMES

*CLAS Advisors Workshop
September 9, 2022*





Coordinated Learning and Assessment Supports

WELCOME

Grab some treats and pick a table!

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



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

➤ When?

➤ How?

PROGRAM LEARNING OUTCOMES (PLOS)



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

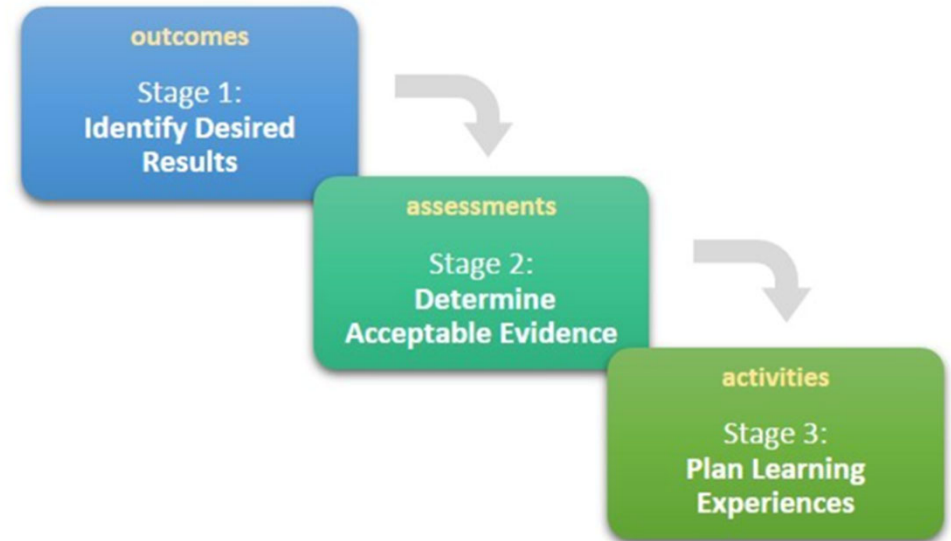


Image retrieved from [Center for Education Innovation](#)

PROGRAM LEARNING OUTCOMES (PLOS)



- 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 use evidence and facts to interpret past events | + | in argumentative narratives in their own disciplinary writing projects |

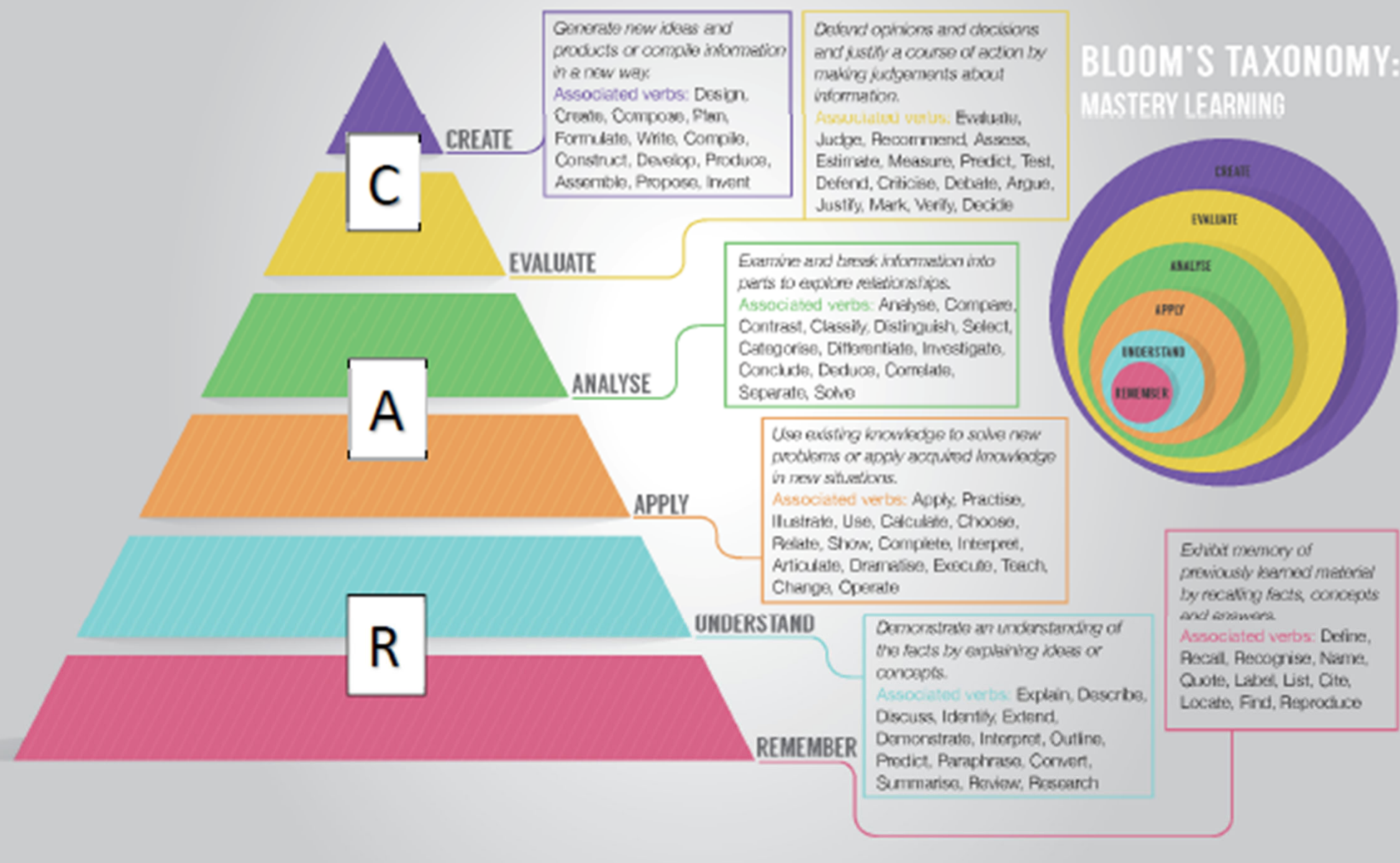
MORE THINGS TO THINK ABOUT

Program Learning Outcomes should be



✓ **Single-barreled**

BLOOM'S REVISED TAXONOMY: RELATED VERBS



BACK TO WHY?

USE IN REFLECTION ON CURRICULUM AS A WHOLE



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Program Level Student Learning Outcomes

| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 |
|---|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|
| 1 | R | | | R | R | | R | | | R | R | | | R | R | | R | |
| 2 | R | A | | C | | | | | | | | | | | | | | |
| 3 | | | R | | R | | R | | | A | A | | | A | | A | C | |
| 4 | R | | | R | | | A | A | | A | | A | | | A | | C | |
| 5 | | R | | | | | | | | | | | | | | | C | |
| 6 | | | | | | | | | | | | | | | | | | |
| 7 | C | | C | | | R | | A | | | A | | | | | | C | C |

R = Remember /Understand ; A= Apply / Analyze; C= Evaluate /Create

HIGHER LEARNING COMMISSION

common orphan outcomes in the curriculum and
the most common part in their probably top of the most

When/How is PLO 6 addressed?

BACK TO WHY?

USE IN REFLECTION ON CURRICULUM AS A WHOLE



Coordinated Learning and Assessment Supports

Program Level Student Learning Outcomes

| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 |
|---|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|
| 1 | R | | | R | R | | R | | | R | R | | | R | R | | R | |
| 2 | R | A | | C | | | | | | | | | | | | | | |
| 3 | | | R | | R | | R | | | A | A | | | A | | A | C | |
| 4 | R | | | R | | | A | A | | A | | A | | | A | | C | |
| 5 | | R | | | | | | | | | | | | | | | C | |
| 6 | | | | | | | | | | | | | | | | | | |
| 7 | C | | C | | | R | | A | | | A | | | | | | C | C |

R = Remember /Understand ; A= Apply / Analyze; C= Evaluate /Create

HIGHER LEARNING COMMISSION

Why are courses 9 and 13 required?

BACK TO WHY?

USE IN REFLECTION ON CURRICULUM AS A WHOLE



id Assessment Supports

Program Level Student Learning Outcomes

| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 |
|---|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|
| 1 | R | | | R | R | | R | | | R | R | | | R | R | | R | |
| 2 | R | A | | C | | | | | | | | | | | | | | |
| 3 | | | R | | R | | R | | | A | A | | | A | | A | A | C |
| 4 | R | | | R | | | A | A | | A | | A | | | A | | C | |
| 5 | | R | | | | | | | | | | | | | | | C | |
| 6 | R | | | R | | | A | | | A | | | | | | C | | C |
| 7 | C | | C | | | R | | A | | | A | | | | | | C | C |

So we have to think about if a capstone course is really a capstone course, or we're calling it a capstone course.

R = Remember / Understand; A = Apply / Analyze; C = Evaluate / Create

HIGHER LEARNING COMMISSION

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

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

P.S.

This is an opportunity to learn...if you see the outcome you shared, you are not being critiqued...we are simply crowdsourcing and working together to enhance

INTERACTIVE GALLERY WALK

How it will work:

- On the walls, we have four program learning outcomes, submitted by this group
- 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

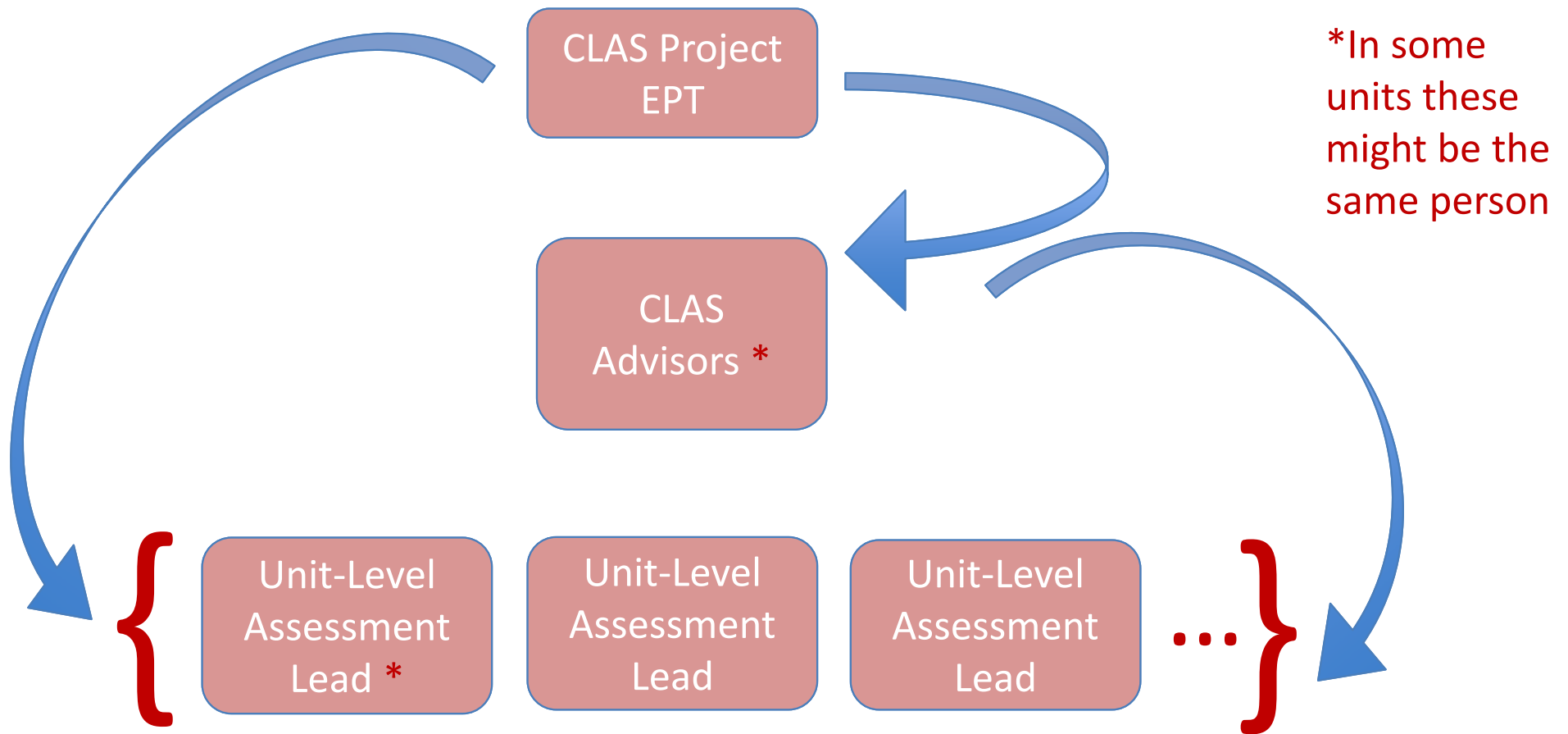
- Remove your outcome from the wall and take it back to your table.
- Take the next 7-10 minutes and synthesize all the feedback given for both questions.
- Finally, each group will report out their synthesis to the whole group

NEXT STEPS

WHAT'S NEXT

- Identify all unit assessment leads
 - Look at tasks of leads
- Plan support for unit leads
 - Workshops:
attend, help
 - Get Advisor feedback on timing and scope of workshop
 - Advisors support specific unit(s):
check in, help find resources

INFORMATION FLOW IN CLAS PROJECT



SPECIFIC TASKS OF UNIT-LEVEL ASSESSMENT LEADS ARE:

- Attend CLAS workshops (3/year)
- Communicate with CLAS Advisors
- 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

PLANNING SUPPORT FOR UNIT LEADS

- For workshops
How do we best deliver these?
 - Timing?
 - Week, day, time?
 - Format
 - In person-LSC, WTC, online, hybrid?
 - Grouping Units
 - Humanities, social science, natural science, other?
 - Can you facilitate
 - Who to best to deliver what information?
- What do you think about being a resource/coach/mentor to units?
 - How and when should we pair Advisors with units?

CLARIFICATION OF EXPECTATIONS OF CLAS ADVISORS

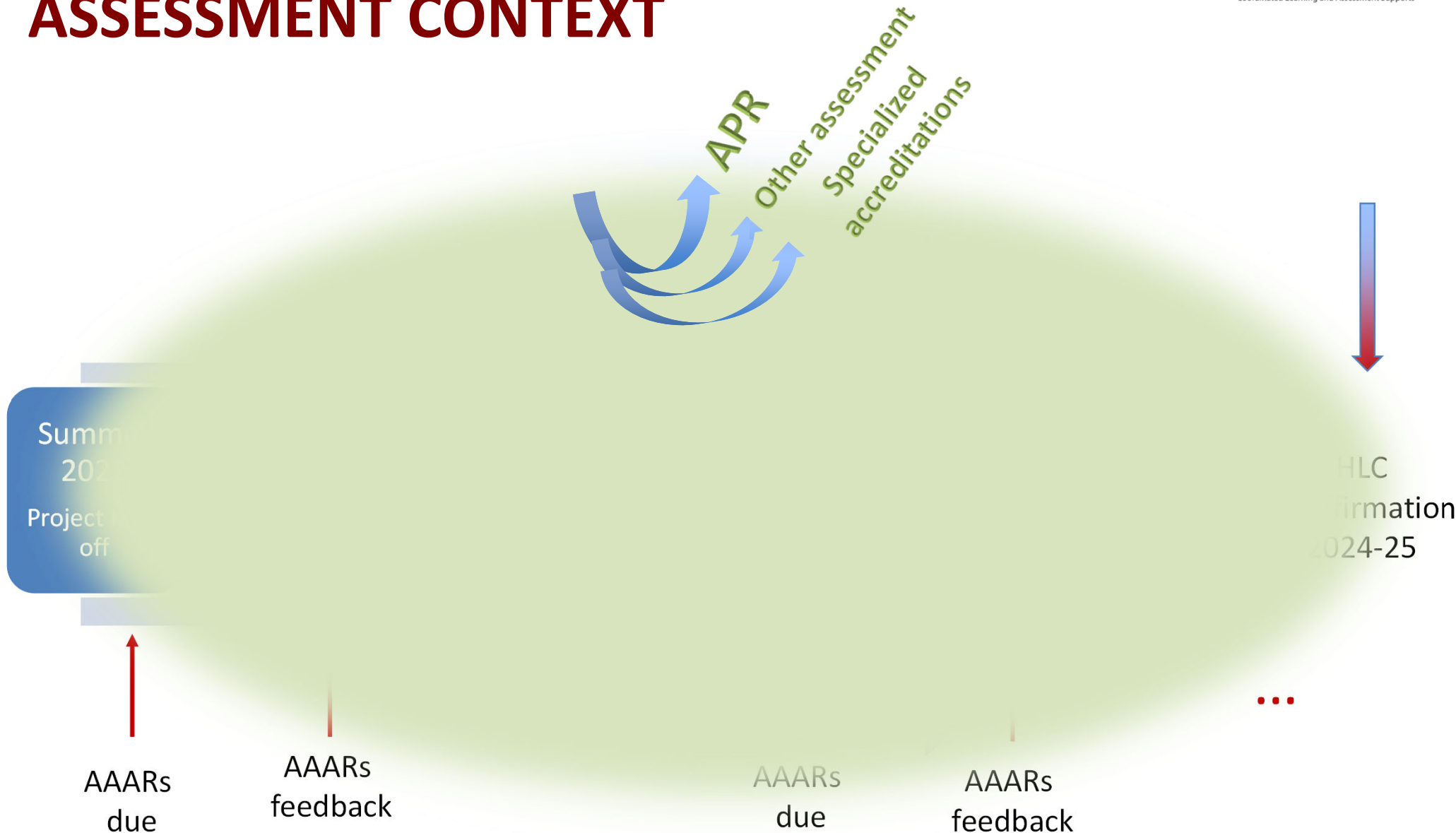
- We are trying to build an infrastructure of support and CLAS Advisors and Unit Leads are part of the infrastructure
- CLAS Advisors are not expected to write PLOs for the units they are helping
- CLAS Advisors should check in with the units they are helping and offer support (maybe a quick call, maybe joining a meeting, etc) that works best for that unit and for themselves
- We are looking to build continuous improvement and a culture of talking about and using assessments to improve student learning.

CLAS ADVISORS' NEXT STEPS:

...a possible timeline...

| | Fall 2022 | Spring 2023 | Summer 2023 | Fall 2023 |
|--|--|---------------------------------|---------------------------|--|
| Advisor learning -Attend meetings -Review resources | PLOs | Curriculum mapping | Assessment | |
| Unit Lead workshops -Attend workshops (2 at least) -Support table work -Share experiences -Help plan | PLO workshop | Curriculum map workshop | | Assessment workshop |
| Support specific units -Learn about prior assessment work -Attend mtg or other consult if asked | Identify specific unit(s) | Check in | Read assessment report(s) | Check in Attend unit assessment meeting |
| Special projects | Feedback on website design Feedback on policy draft | Anti-racist assessment planning | | Support your unit's assessment plan |

CLAS PROJECT WITHIN PROGRAM ASSESSMENT CONTEXT





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Preparing people to lead extraordinary lives