



Guide for Program Learning Outcome (PLO) Assessment

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Objectives

Define assessment.

Identify the three main reasons why we assess.

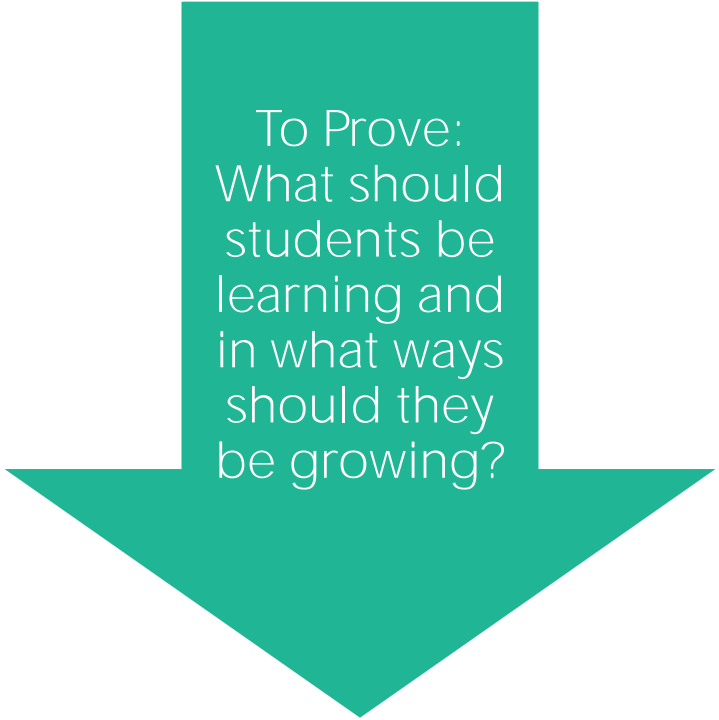
Define Program Learning Outcomes (PLOs)

Definition of Assessment

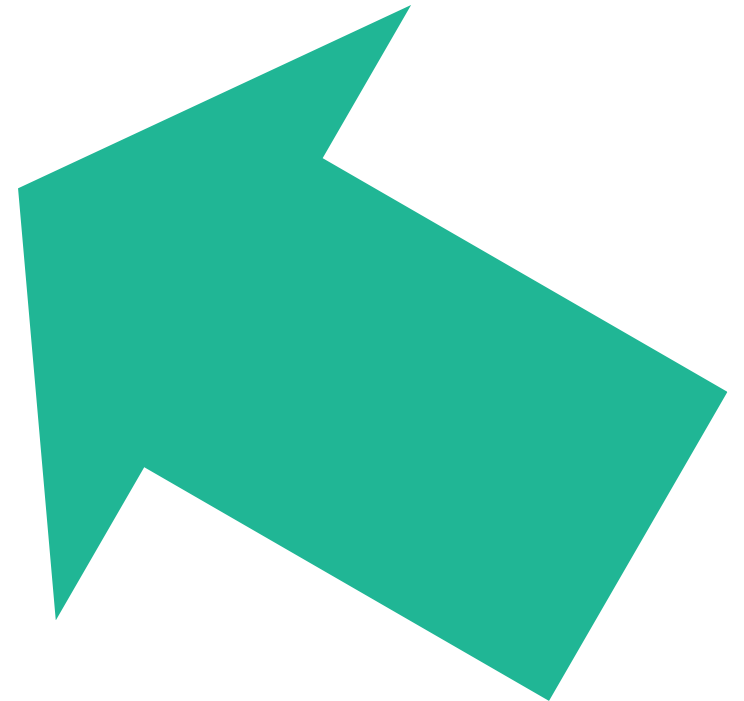
Assessment is the systematic collection and analysis of information to improve student learning. It refers to any activity designed to collect information on whether students can demonstrate a set of knowledge and skills after completing a program/discipline.

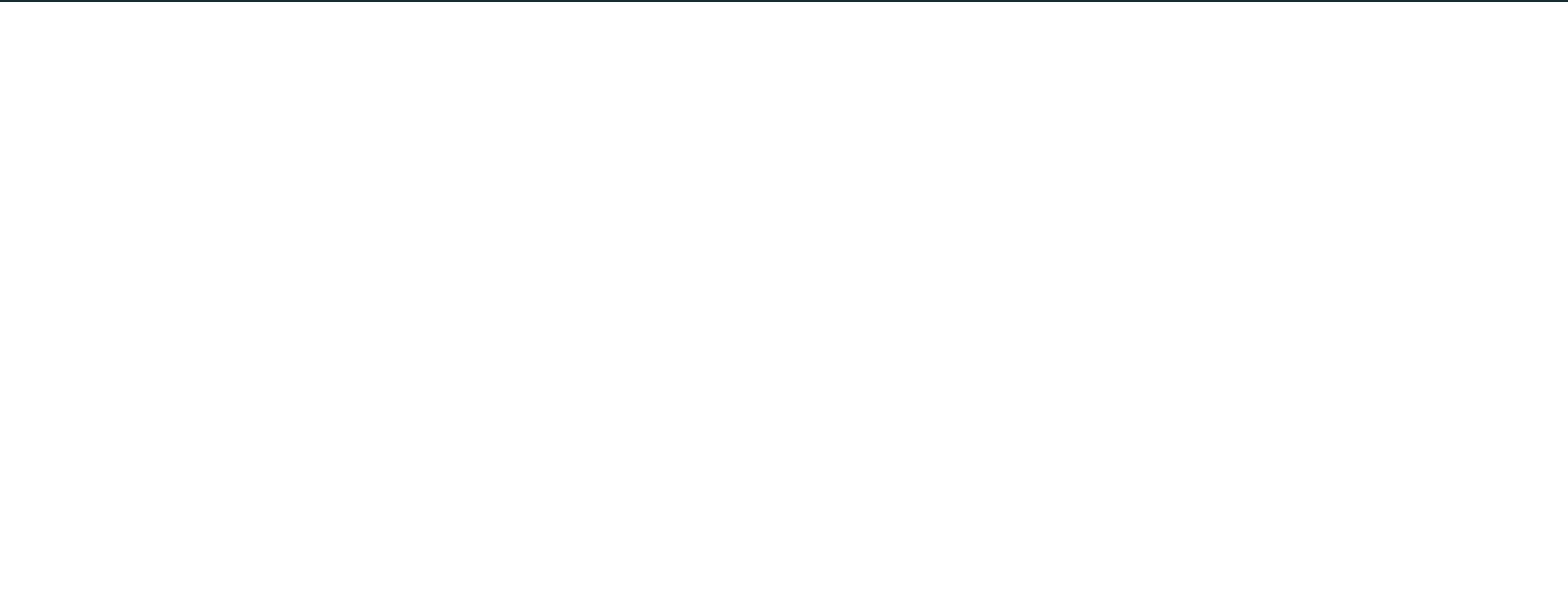
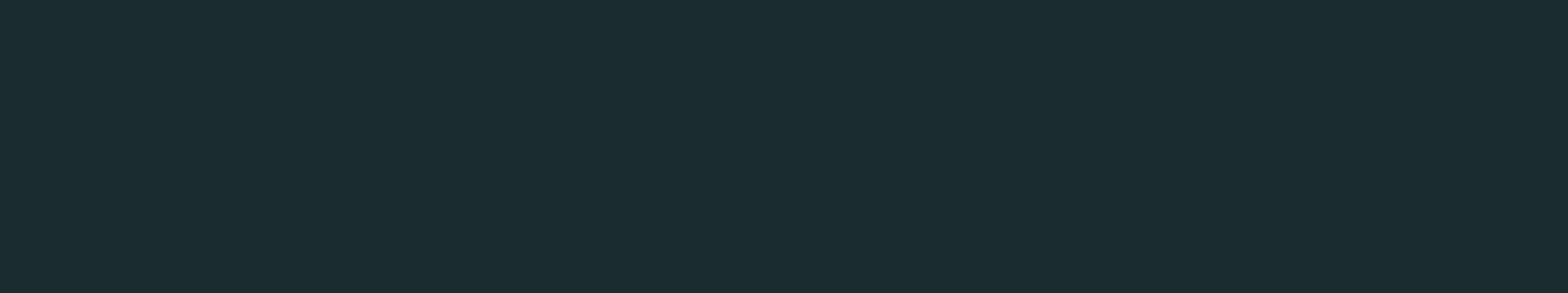
It is not an evaluation of faculty.

Three Main Reasons to Assess



To Prove:
What should
students be
learning and
in what ways
should they
be growing?







- Describe the ideal student in your program at various phases in your program.

What does this student care about and what is this student able to do?

Collaborating in the Development of Program Learning Outcomes (PLOs)

- Collect and review instructional materials that you think are important for program outcomes. You may want to look at:

- Syllabi and course outlines
- Course assignments and tests
- Textbooks (especially the tables of contents, introductions, and summaries)
- Documents that describe your department and its programs
- Brochures and catalogue descriptions
- Accreditation reports
- Curriculum committee reports



Collaborating in the Development of Program Learning Outcomes (PLOs)

Guidelines for Writing Effective, Measurable Program Learning Outcomes (PLOs)

Effective learning outcomes highlight expected student behavior as well as the specific conditions and standards of performance by which students will be measured.

Necessary Components of PLOs:

- Expected Student Behavior

- Student-Centered

- Specific Conditions

- Specific Standards of Performance

Guidelines for Writing Effective, Measurable Program Learning Outcomes (PLOs)

Necessary Components of PLOs:

Expected Student Behavior

It is best to write learning outcomes in terms of observable behavioral outcomes.

Learning outcomes should provide a description of what the student will be able to do.



Guidelines for Writing Effective, Measurable Program Learning Outcomes (PLOs)

Necessary Components of PLOs:

Student-Centered

All learning outcomes should focus on the student.

Guidelines for Writing Effective, Measurable Program Learning Outcomes (PLOs)

Necessary Components of PLOs:

Specific Conditions

Learning outcomes should be specific and target one expectation or aspect of understanding and highlight the conditions under which the student is expected to perform the task.



Guidelines for Writing Effective, Measurable Program Learning Outcomes (PLOs)

Necessary Components of PLOs:

Specific Standards of Performance

Each learning outcome should be measurable and include the criteria for evaluating student performance.



Tips for
Developing
Effective,
Measurable
Program
Learning
Outcomes

Bloom's Taxonomy



University of Northern Iowa

Using the Best Action Verbs for Program Learning Outcomes (PLOs)

W s I s u N s	u m U I s u N s	S m u w m u N s
Students will be able to...	Students will be able to...	Students will be able to...
appreciate the benefits of exercise.	value exercise as a stress reduction tool.	explain how exercise affects stress.
access resources in the college library database.	recognize problem solving skills that would enable one to adequately navigate through the proper resources within the college.	evaluate the most appropriate resource that is pertinent to their college concern.

Using the Best Action Verbs for Program Learning Outcomes (PLOs)

W s I s u N s	u m U I s u N s	S m u w m u N s
Students will be able to...	Students will be able to...	Students will be able to...
develop problem-solving skills and conflict resolution.	understand how to resolve personal conflicts and assist others in resolving conflicts.	demonstrate to classmates how to resolve conflicts by helping them negotiate agreements.
have more confidence in their abilities.	identify critical thinking skills, such as problem solving as it relates to social issues.	demonstrate the ability to analyze and respond to arguments about racial discrimination.

Assessing Program Learning Outcomes (PLOs)

References



All information was adapted from California State University, Bakersfield, PACT Outcomes Assessment Handbook (1999).

<https://bergen.edu/wp-content/uploads/CIE-Outcomes-Assessment-Handbook-October-2013.pdf>