Developing and Writing Program Learning Outcomes (PLOs)

RESOURCES

Guidelines for Writing Program Learning Outcomes (PLOs)

1. Write outcome statements that flow directly from, and support the program goals and the mission of the college.

2. Write outcome statements that relate directly to the academic discipline and reflect the knowledge and skills students should acquire through both general and discipline-specific courses.

3. Write outcome statements that relate directly to the Gen Ed core competencies and communication abilities.

4. Write outcome statements that are specific, observable and measurable.
    a. Focus on definite observable actions rather than what students think, understand, appreciate, etc. We cannot measure what students know or understand, but we can measure how they demonstrate evidence of knowledge and understanding.
    b. Avoid outcome statements that say, "Students will know …," or "Students will understand …." When you're tempted to use these, think about what students who *know* or *understand* can **DO** with that knowledge or understanding. Avoid unclear verbs (e.g., know, appreciate, etc.). (***Refer to the attached Bloom's revised taxonomy for solid and effective action verbs***)

5. Write outcome statements that focus on knowledge and skills graduates should possess (outputs) rather than curriculum design, department resources, faculty characteristics, or instructional methods (inputs). Express learning outcomes in terms of what students will be able to do.

6. For programs that have specialized accreditation or certification, write outcome statements that take those assessment expectations into consideration.

7. Write outcomes that communicate a single outcome rather than combine multiple outcomes into a single statement.

8. Write outcome statements in the form of "Students of the program will be able to _____;" or "Students of the program will be prepared to _____."

- When creating Program Learning Outcomes please remember that the outcomes should clearly state what students will do or produce to determine and/or demonstrate their learning. Use the following learning outcomes formula:
  Students will be able to + Behavior + Resulting Evidence

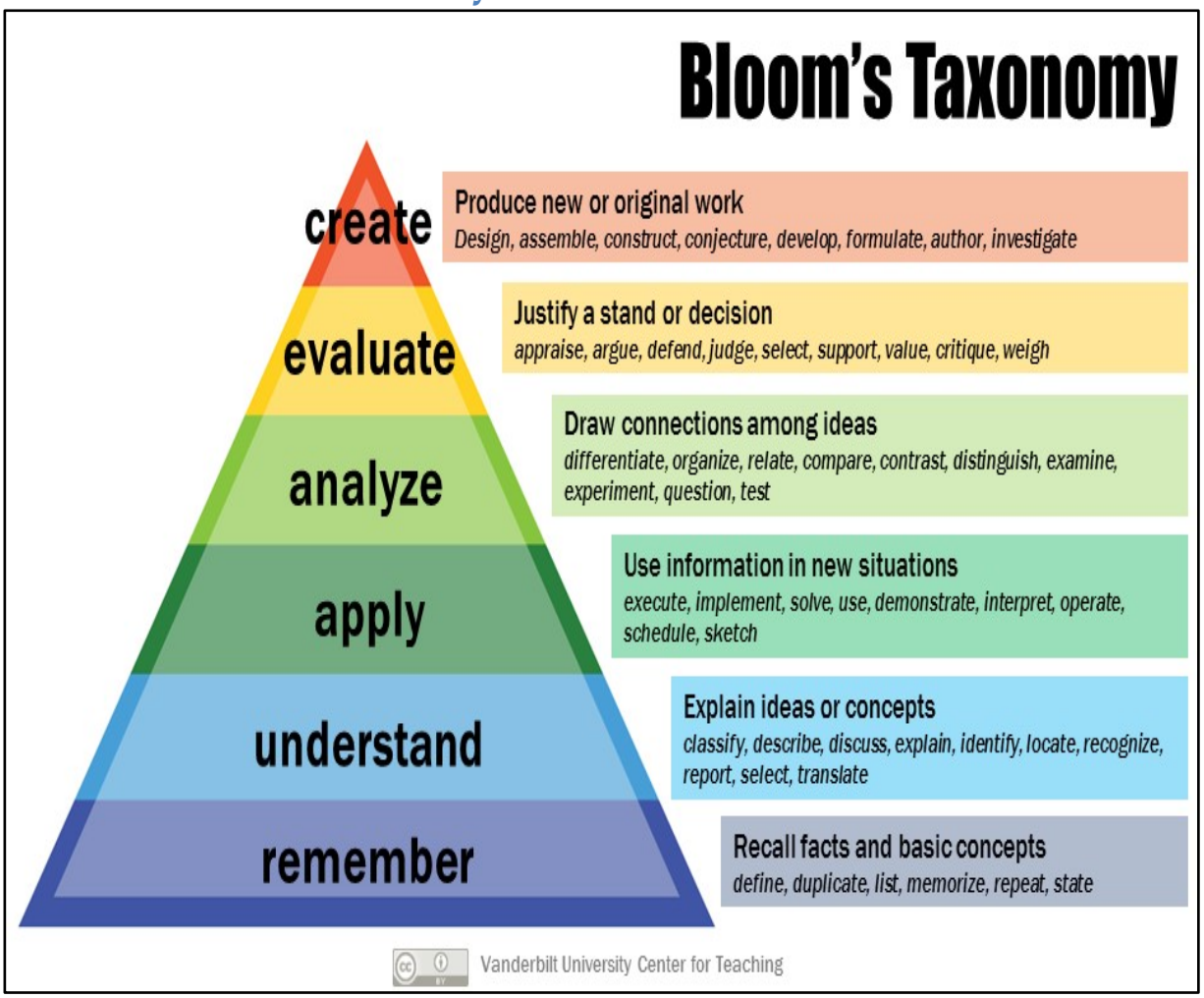
Adapted from: http://www.asu.edu/oue/outcomes.html
https://drexel.edu/provost/assessment/outcomes/developing-program/

Program Learning Outcomes (PLOs) Checklist

Program Learning Outcomes	**Do the PLOs accomplish the following?**
	☐ Support the program mission statement and the college mission ☐ Directly relate to the academic discipline ☐ Align with Gen Ed Competencies and Communication Abilities ☐ Specific, observable and measurable ☐ Focus on acquired skills and knowledge (outputs) rather than curriculum design or instructional methods (inputs) ☐ Communicates a single outcome rather than multiple outcomes ☐ Consider external standards, such as accreditation or certification, if any ☐ If the program is a Liberal Arts Option, the PLOs align with the Liberal Arts PLOs

Use the space below to write your **final program outcomes:**

Bloom's Revised Taxonomy



https://uoeee.asu.edu/assessment

Bloom's Revised Taxonomy Action Verbs

I. Remembering	II. Understanding	III. Applying	IV. Analyzing	V. Evaluating	VI. Creating
Exhibit memory of previously learned material by recalling facts, terms, basic concepts, and answers.	Demonstrate Understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions, and stating main ideas.	Solve problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way.	Examine and break information into parts by identifying motives or causes. Make inferences and find evidence to support generalizations.	Present and defend opinions by making judgments about information, validity of ideas, or quality of work based on a set of criteria.	Compile information together in a different way by combining elements in a new pattern or proposing alternative solutions.
Choose Define Find How Label List Match Name Omit Recall Relate Select Show Spell Tell What When Where Which Who Why	Classify Compare Contrast Demonstrate Explain Extend Illustrate Infer Interpret Outline Relate Rephrase Show Summarize Translate	Apply Build Choose Construct Develop Experiment Identify Interview Make use of Model Organize Plan Select Solve Utilize	Analyze Assume Categorize Classify Compare Conclusion Contrast Discover Dissect Distinguish Divide Examine Function Inference Inspect List Motive Relationships Simplify Survey Take part in Test for Theme	Agree Appraise Assess Award Choose Compare Conclude Criteria Criticize Decide Deduct Defend Determine Disprove Estimate Evaluate Explain Importance Influence Interpret Judge Justify Mark Measure Opinion Perceive Prioritize Prove Rate Recommend Rule on Select Support Value	Adapt Build Change Choose Combine Compile Compose Construct Create Delete Design Develop Discuss Elaborate Estimate Formulate Happen Imagine Improve Invent Make up Maximize Minimize Modify Original Originate Plan Predict Propose Solution Solve Suppose Test Theory

Anderson, L. W., & Krathwohl, D. R. (2001). A taxonomy for learning, teaching, and assessing, Abridged Edition. Boston, MA: Allyn and Bacon.

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