Program Student Learning Outcome Revision

Program Student Learning Outcomes (PSLOs) describe the knowledge, skills, attitudes, behaviors or values students should be able to demonstrate at the end of a program of study.

PSLO Revision: PSLOs may need to be revised as programs evolve so that the PSLOs remain current and relevant in the discipline.

When revising PSLOs consider these questions:
- When the students complete the program, what do you want students to be able to do? What do you want them to know?
- How can your students demonstrate the knowledge the program intended them to learn? Are the PSLOs observable, measurable and can they be performed by students?
- Do you have or can you create an activity to enable students to learn and demonstrate the desired PSLO?
- Can the results from assessment of the PSLOs be used to make decisions on how to improve the program?

Curriculum Map Revision: When the PSLO revisions have been finalized, the program's curriculum map will need a review (and likely revision). Curriculum maps show the courses aligned with the PSLOs along with the skill level for each course (introduced, reinforced and mastery levels).

PSLO Revision Process:

1. The faculty associated with the program should collaboratively create or revise the PSLOs.
2. The department faculty should review the revisions and agree to the changes.
3. The department chair should send a request to OIERP and the chair of the Assessment and Evaluation committee and provide:
   a. Rationale for the change
   b. Current PSLOs
   c. New/revised PSLOs
   d. Revised curriculum map including Introduced, Reinforced, Mastery levels
   e. Long term assessment plan that includes
      i. example process to assess the PSLOs within a 4-6 year cycle
      ii. example assessment methods/measures
4. The committee and OIERP will review the revisions and provide a response/recommendations.

Deadline for submission of PSLO revisions to Assessment and Evaluation Committee: April 1st

NOTE: The approved revisions will be included in the next Academic Year Catalog (and next Assessment Cycle)

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Developing/Revising PSLOs:
Learning outcomes should have two parts: an action verb and a content area. Utilize the action verb to specify the desired student performance followed by a specific description of the program-specific target.

Learning Outcomes Generator
The links below are to free outcomes generators that are designed to walk you through the process of developing measurable outcome statements.
- Learning outcomes generator from Easygenerator.com
  https://learning-objectives.easygenerator.com/
- Outcome Generator from the University of Nevada, Reno
  https://www.unr.edu/student-services/resources-and-downloads/persistence-research/assessment/learning-outcome-generator

Examples: Using the Best Action Verbs for Program Learning Outcomes

VERY HARD TO MEASURE	STILL TOO HARD TO MEASURE	RELATIVELY EASY T0 MEASURE
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.
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.

https://academicprograms.calpoly.edu/program-learning-outcomes

Collections of verbs for Bloom's taxonomy
- http://www.apu.edu/live_data/files/333/blooms_taxonomy_action_verbs.pdf
- http://teaching.uncc.edu/learning-resources/articles-books/best-practice/goals-objectives/writing-objectives
- https://www.cloud.edu/Assets/PDFs/assessment/revised-blooms-chart.pdf
- http://www.uni.edu/adp/documents/bloomverbscognitiveaffectivepsychomotor.pdf
- http://www.celt.iastate.edu/teaching/effective-teaching-practices/revised-blooms-taxonomy
- http://unex.uci.edu/pdfs/instructor/blooms_taxonomy.pdf
- http://www.schoolcraft.edu/pdfs/oca/blooms_taxonomy_verb_list.pdf
- http://www.trenton.k12.nj.us/Downloads/blooms%20taxonomy%20verb%20wheel.pdf

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- https://www.cmu.edu/teaching/resources/Teaching/CourseDesign/Objectives/BloomsTaxonomyVerbs.pdf
- http://cce.eng.ua.edu/files/2012/06/Bloom%C2%B9s-Taxonomy-Action-Verbs.pdf
- https://web.uri.edu/assessment/the-importance-of-action-verbs/

Sources:

https://academiceffectiveness.gatech.edu/assessment-toolkit/developing-student-learning-outcome-statements/

https://assessment.provost.wisc.edu/student-learning-outcomes/writing-student-learning-outcomes/

https://ctl.iupui.edu/Resources/Preparing-to-Teach/Writing-and-Assessing-Student-Learning-Outcomes

https://web.uri.edu/assessment/files/Bloom%E2%80%99s-Old-and-New-Versions.pdf

https://web.uri.edu/assessment/slo-examples/

https://community.pepperdine.edu/graziadio/academics/accreditation-assessment/faculty-resources/how-to-write-plos/

https://academicprograms.calpoly.edu/program-learning-outcomes

Stanny, C.J. Reevaluating Bloom's Taxonomy: What Measurable Verbs Can and Cannot Say about Student Learning. *Educ. Sci.* **2016**, *6*, 37. https://doi.org/10.3390/educsci6040037