**Developing Academic Program Learning Outcomes**

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| Catalog Date |  |
| Department |  |
| Department Chair & Email |  |
| College |  |
| Major/Program |  |
| Degree (e.g., B.A. B.S., M.Ed., Ph.D.) |  |

This worksheet offers programs a simple way to formulate or revise program learning outcomes (PLOs). Programs that wish for additional support while engaging in this process may consult with the Center for Excellence in Learning and Teaching (CELT) or the Office of the Senior Vice President and Provost (SVPP).

When working to develop or revisit program learning outcomes, consider the following:

What do you want your students to *know*…

What do you want your students to *be…*

What do you want your students to be able to *do…*

…when they have finished their ISU degree?

In other words: what knowledge is necessary in the discipline, what attitudes and ways of being are expected within the discipline, and what skills are required for a future in the discipline?

Use this space for brainstorming notes:

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| We (the program faculty) want students to know… |
| We (the program faculty) want students to be… |
| We (the program faculty) want students to be able to do… |

In some cases, program learning outcomes are influenced by external standards (e.g., external accreditors, professional organizations). Identify those sources here, if applicable:

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Do these external standards stipulate any specific learning outcomes for students? Do they articulate which topics should be taught, or a specific sequence of learning events? List those points here, if applicable:

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Using the information gathered above, cluster similar ideas of what you wish to see students know, see, and do. Identify the most important clusters of ideas, aiming for a maximum of ten (10) big ideas. These are the foundation of your program learning outcomes.

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Revise the above clusters of ideas into measurable action-oriented statements about what students in the program will be able to know, be, or do. These will become your Program Learning Outcomes.

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The four University Learning Outcomes should be reflected in the Program Learning Outcomes. However, it is not necessary that every program outcome connect with a university outcome.

**University Learning Outcomes (passed by Faculty Senate on 02/11/2020, included in**  [Faculty Handbook](https://www.provost.iastate.edu/policies/faculty-handbook), Sect. 10.7.2.1 (PDF))

1. *Critical Thinking and Problem Solving: to demonstrate proficiency in critical thinking and problem solving as appropriate to their field of study.*
2. *Communication: to communicate effectively in their field of study.*
3. *Global Citizenship: to be effective citizens and thrive in a culturally diverse global community.*
4. *Information Literacy: to be proficient in the acquisition and use of information.*

The process of assessment and refining learning outcomes is continuous and iterative. Develop a timeline for your faculty to regularly review the program learning outcomes (e.g., every five years) to ensure they still hold true given the evolving circumstances of your discipline. Include this timeline in your program assessment plan.

Once your program outcomes are finalized, record them in the *Academic Program Learning Outcomes Form* available on the SVPP website*.* This form will include space to note how Program Learning Outcomes map to the University Learning Outcomes.

Send completed forms to Kelsey Gillen, Director of Academic Quality and Undergraduate Education, kmgillen@iastate.edu.