

OFFICE OF THE PROVOST

PLOs and Curriculum Mapping

A CLAS Workshop



LOYOLA
UNIVERSITY CHICAGO



AGENDA

Introduction: Welcome and Context

Program Learning Outcomes: why are they important? and other Q's

Activity: Applying the PLO framework and reflection

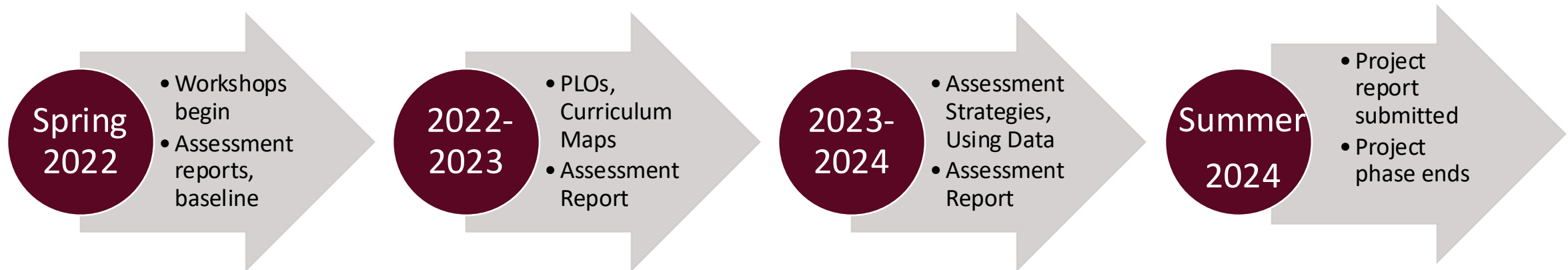
Mapping: exploring PLOs' relationship to curriculum

Conclusion and next steps



Project evolution

FROM PROJECT TO INSTITUTIONALIZED PROCESS





Project evolution

FROM PROJECT TO INSTITUTIONALIZED PROCESS

What was the project impact?

- Collaborative development of assessment expectations
- Over 4 semesters, 89 unique faculty and staff attended.
- Some units had as many as four representatives active in CLAS
- Greater compliance and higher quality regarding AAAR

What has changed this year?

- Moving away from tiered roles (Advisor, UAL) to “participants”
- Faculty participation in leadership roles
 - Faculty fellows
 - Peer Report Reviewers
 - Assessment Awards

Module	Total units which had at least one representative attending at least one session of the module
1 PLOs	32
2 Map	23
3 Assess	30
4 Use	28



Project evolution

WHAT DID WE LEARN FROM 2023 AAARS

Student Artifacts (% complete)

- 69% collected
- 51% corresponded to target PLO
- 35% provided # of students the data represents

Methods

- direct/embedded 63%
- 40% evaluated with rubric/tool (>21% absent)

Results reporting

- 55% provided context (who/when assessed)
- 45% provided quant info (>24% *absent*)

Collaboration

- 68% collective input from multiple faculty
- 61% data is shared among faculty

Use of data

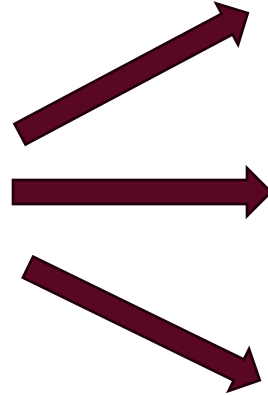
- 50% Intentions for specific use of data
- 44% actions tied to results of assessment

PLOS ARE FOUNDATIONAL



PLOs are the starting point for everything

Program
Learning
Outcomes



teaching



curriculum



assessment



Where are your PLOs?

NEW!!

All PLOs are in the course catalog!

<https://catalog.luc.edu/>

Program Learning Outcomes (PLOs)

Loyola University Chicago



Coordinated Learning
and Assessment Supports

- Why?
- What?
- When?
- How?

Program Learning Outcomes (PLOs)

Loyola University Chicago



➤ Why?

- Why are these necessary/advisable?
 - Can clarify to internal/external audiences what your program is all about ...
 - 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)

Loyola University Chicago



Coordinated Learning
and Assessment Supports

➤ 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? No – career outcomes are different – these are learning outcomes
- Only at the end? Probably not
- Public-facing

➤ When?

➤ How?



Program Learning Outcomes (PLOs)

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

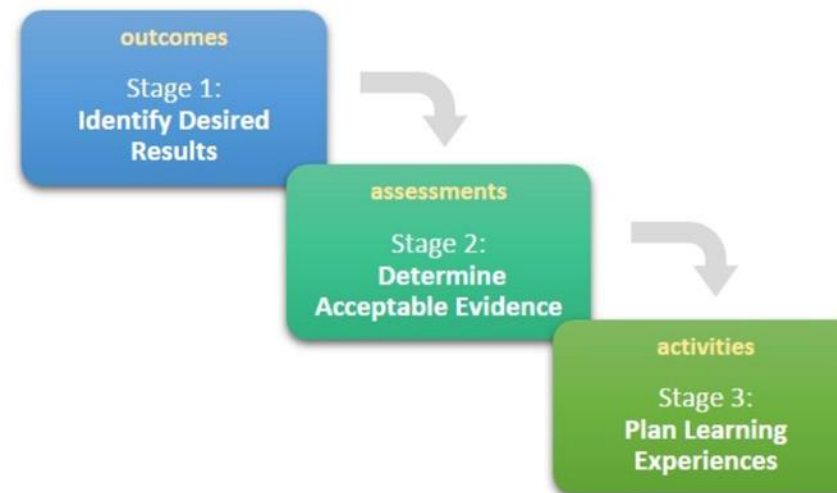
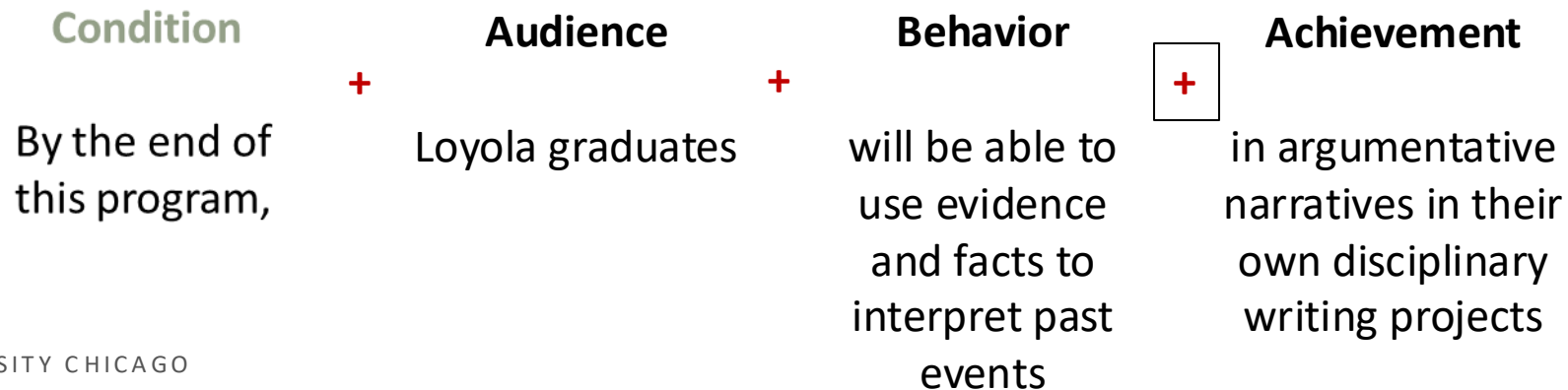


Image retrieved from [Center for Education Innovation](#)

Program Learning Outcomes (PLOs)



- Why?
- What?
- When?
- How?
 - Writing Program Learning Outcomes
 - Excellent guidance... Perfection and enemies and good...





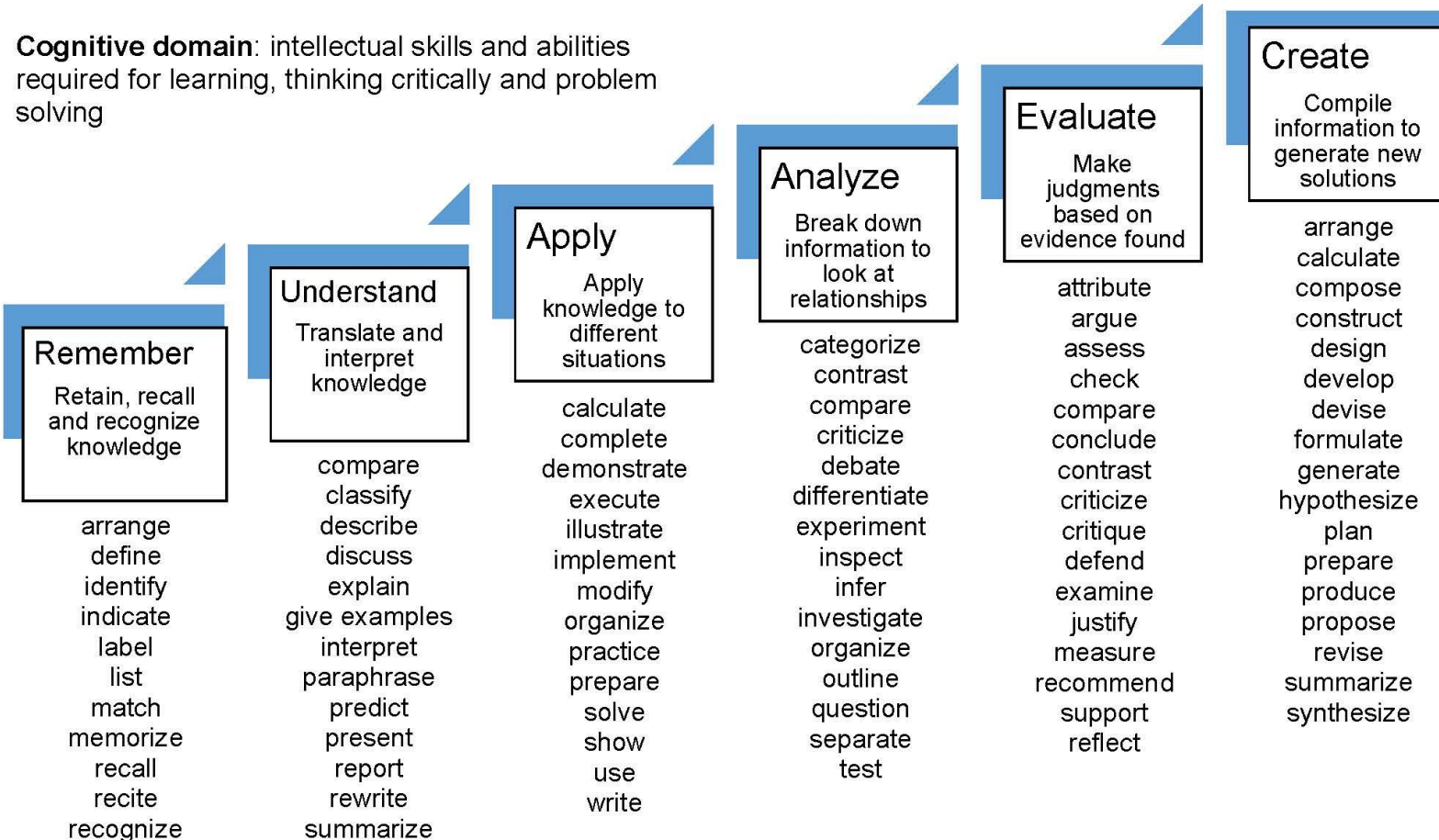
More things to think about

Program Learning Outcomes should
be



✓ **Single-barreled**

Bloom's Taxonomy: Cognitive Domain



Developed by the Centre for Teaching Excellence, University of Waterloo
 References: Anderson, L., & Krathwohl, D. A. (2001). *Taxonomy for learning, teaching and assessing: A revision of Bloom's Taxonomy of Educational Objectives*. New York: Longman.
 IUPUI Center of Teaching and Learning. (2006). Bloom's Taxonomy "Revised" Key Words, Model Questions, & Instructional Strategies. Retrieved from: www.center.iupui.edu/ctl/idd/docs/Bloom_revised021.doc



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Let your verbs do the work of Assessing!

	Remember	Understand	Apply	Analyze	Evaluate	Create
Learning Activities	<ul style="list-style-type: none"> Flashcards Highlight key words List Memory activities Reading materials Watching presentations and videos 	<ul style="list-style-type: none"> Case studies Concept map Demonstrations Diagrams Flowcharts Group discussions Mind map Matrix activity Play/sketches Summarize Think-pair-share 	<ul style="list-style-type: none"> Calculate Case studies Concept map Creating examples Demonstrations Flipped classroom Gallery walk Gamification Group work Lab experiments Map Problem-solving tasks Short answers Role play 	<ul style="list-style-type: none"> Case studies Compare and contrast (with charts, tables, Venn diagrams) Concept map Debates Discussions Flowchart Graph Group investigation Mind map Questionnaires Report/survey Think-pair-share 	<ul style="list-style-type: none"> Debates Compare and contrast (with charts, tables, Venn diagrams) Concept map Journal Pros and cons list Mind map Review paper 	<ul style="list-style-type: none"> Brainstorm Decision-making tasks Develop and describe new solutions or plans Design project Performances Presentations Research projects Written assignment
	<ul style="list-style-type: none"> Clicker questions Fill in the blanks Label Match Multiple choice Quizzes True and false questions 	<ul style="list-style-type: none"> Concept map Create a summary Essay Diagrams Infographics Matrix activity One-minute paper Presentation Provide examples Quizzes Short answers 	<ul style="list-style-type: none"> Discussion board post E-portfolio Lab reports One-minute paper Presentation Problem-solving tasks Short answers 	<ul style="list-style-type: none"> Analysis paper Case study Evaluation criteria Critique hypothesis, procedures etc. Muddiest point paper Research paper Review paper 	<ul style="list-style-type: none"> Argumentative or persuasive essay Debates Discussions Presentation Provide alternative solutions Report 	<ul style="list-style-type: none"> Develop criteria to evaluate product or solution Grant proposal Outline alternative solutions Research proposal

Developed by the Centre for Teaching Excellence, University of Waterloo
 References: Anderson, L., & Krathwohl, D. A. (2001). *Taxonomy for learning, teaching and assessing*:

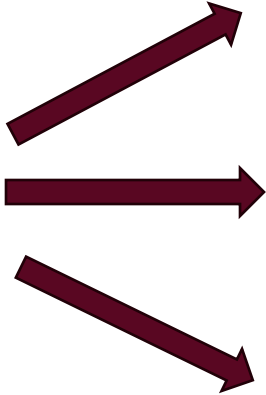


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PLOs are the starting point for everything

Program
Learning
Outcomes



teaching



curriculum



assessment



HOW MANY PLOS?

Recommend 4-7 PLOs/program

Why?

- Need enough to collectively describe what students should know and be able to do, but not so many that assessment is unmanageable.

Let's look at some "sets" of PLOs...



Interactive Gallery walk

Why?

Apply framework to existing outcomes and use it to enhance as needed;

Not necessarily arriving at the "perfect" outcome

Here we are only looking at one outcome in a set

P.S.

This is an opportunity to learn...if you see one of the outcomes from your program you are not being critiqued...we are simply crowdsourcing and working together to enhance our understanding...gentle, discerning, specific feedback will get us to this goal



Interactive Gallery Walk

PROCEDURE

How it will work:

- On the walls, we have program learning outcomes that are posted on program websites
- 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

Gallery walk, cont'd

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 asked, 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





Synthesis

THANK YOU FOR PARTICIPATING IN THIS PEER FEEDBACK PROCESS!

Did we observe any trends?

What about...

- Professional programs vs not
- Undergraduate programs vs not

Other questions?



Next steps

WHAT DO WE DO WITH THIS FEEDBACK?

What if I want to change my PLOs?

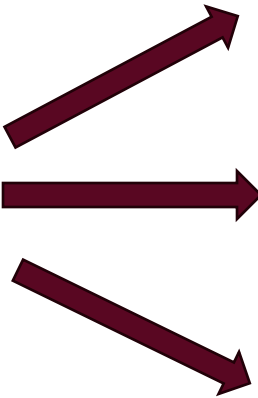
- The [Rainbow Chart](#) describes our process
 - little changes (different verb, clarifying the language)
 - Sign-off only (RS and RM)
 - big changes (impacts the program, changes to admission process, new courses or course requirements, etc.)
 - Goes through full modification process (BUS or GSCB)
- Our [Curriculum Inventory Management \(CIM\)](#) system makes it happen – all of it!
 - Very easy to make changes in PLOs; they are pre-populated
 - Curriculum Map template is also pre-loaded, will require in 2026-27, you are welcome to give it a try!

PLOS ARE USED TO REFLECT ON CURRICULUM

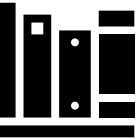


PLOs are the starting point for everything

Program
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teaching



curriculum



assessment

BACK TO "WHY?"

PLOS AND THE CURRICULUM

Program
level student
outcomes

Why are courses 9 & 13 required?



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

PLO 1	I			I	I		I			I	I			I	I		I	
PLO 2	I	D		P														
PLO 3			I		I		I			D	D			D		D	P	
PLO 4	I			I			D	D		D		D			D		P	
PLO 5		I															P	
PLO 6	I			I			D			D						P		P
PLO 7	P		P			I		D			D						P	P

I = Introductory
D = Developing
P = Proficient

Annotating the map – different ways



For each learning outcome, identify the courses that are intended to contribute to students' achievement of the learning. (use an X)

You may also describe the developmental level at which students will be engaging with the PLOs in a given course. There are several ways that you could do this:

A= Attained; R= Reinforced; M= Mastered

I= Introduced, R=Reinforced; E= Emphasized

I= Introduced, D=Developing; M= Mastered

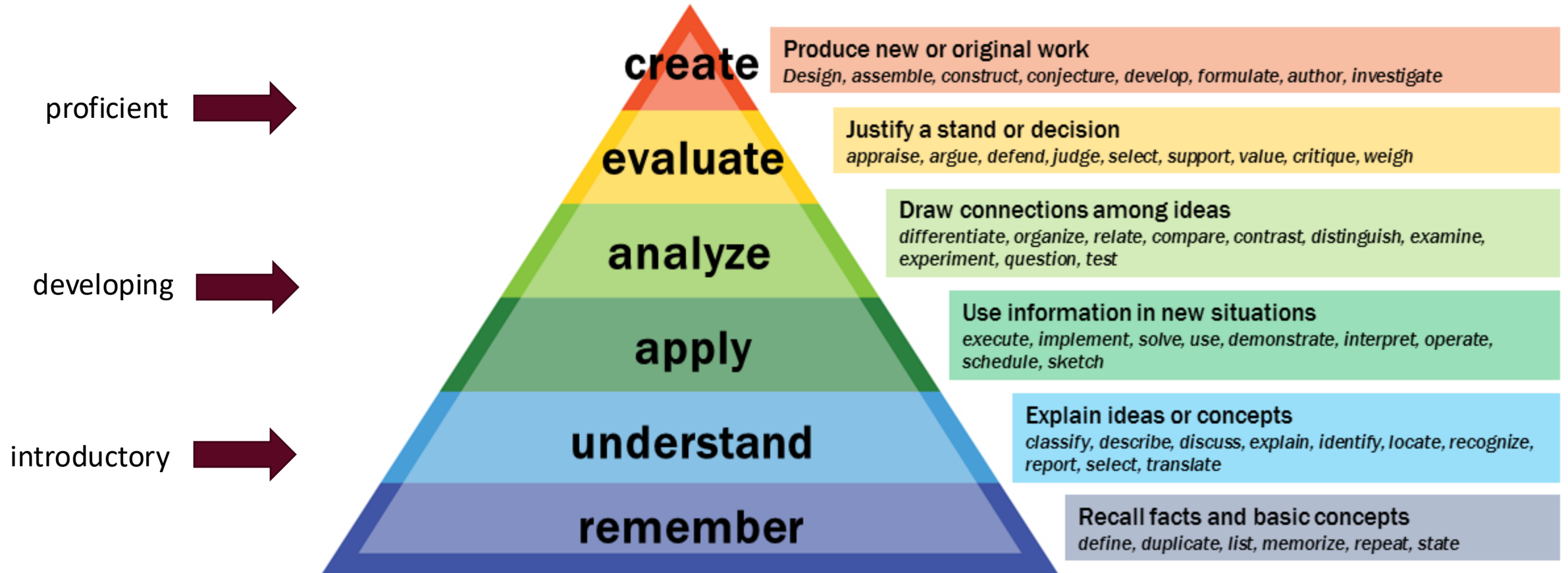
I= Introduced, D=Developing; P= Proficient

I= Introduced; P=Practiced; D=Demonstrated

(F) = Formal Feedback w Graded work and rubric

Blooms Taxonomy and levels of engagement with PLOs

Bloom's Taxonomy





PLOS AND THE CURRICULUM

Program
level student
outcomes



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

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
PLO 1	I			I	I		I			I	I			I	I		I	
PLO 2	I	D		P														
PLO 3			I		I		I			D	D			D		D	P	
PLO 4	I			I			D	D		D		D			D		P	
PLO 5		I															P	
PLO 6	I			I			D			D						P		P
PLO 7	P		P			I		D			D						P	P

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PLOS AND THE CURRICULUM

Program
level student
outcomes



When/how is PLO 6 addressed?

Does anything strike you about PLO 1?

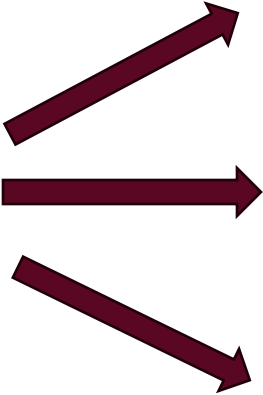
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
PLO 1	I			I	I		I			I	I			I	I		I	
PLO 2	I	D		P														
PLO 3			I		I		I			D	D			D		D	P	
PLO 4	I			I			D	D		D		D			D		P	
PLO 5		I															P	
PLO 6																		
PLO 7	P		P			I		D			D						P	P

I = Introductory
D = Developing
P = Proficient



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Learning
Outcomes



teaching



curriculum



assessment

New resource!

[Bloom's Taxonomy_2023.pdf](#)

Creating Actionable Learning Objectives

<p>Reminder: Ask yourself these two questions when building your learning objectives.</p>	<p>1. What do I want my students to be able to do after this class? PRO-TIP: When thinking through your goals, stick to actionable and measurable verbs—see some examples when you download the template.</p>	<p>2. How do I know that my students have achieved it? PRO-TIP: Think about how you will be assessing students once they have performed the task. Be as specific as you can!</p>
<p>Example: Course Topic 1 – Homeostasis Learning Objectives 1.1:</p>	<p>Course Topic 2: Learning Objective 1.1:</p>	<p>Course Topic 3: Learning Objective 1.1:</p>

Mapping PLOs to your curriculum

- Why?
- What?
- When?
- How?

Loyola University Chicago



Coordinated Learning
and Assessment Supports



Mapping PLOs to your curriculum

WHY?

Past participants say:

- "It's **important** for the departments to understand that curriculum-mapping is not an end in itself but a tool to help ground conversations about what they really want their majors and minors to program as student-experiences"
- "This can help you improve your teaching"
- Help faculty understand how courses are situated in the curriculum and how each course contributes to advancing PLOs
- Informs decisions about course offerings, sequencing and scheduling
- Helps programs plan assessment



Mapping PLOs to your curriculum

WHAT?

- A 2D matrix that relates your program PLOs to the courses in the curriculum
- Can express developmental progress over time in the program
- Can flag for you which courses might provide appropriate opportunities to assess your program
- Start with thinking about how the required courses in your program address your PLOs and when you might assess the PLOs.



How to get started with your curriculum map?

WHEN AND HOW

- Any time is good!
- There are plenty of resources to help you!
 - In Teams site: look at [Teams \(UAL Channel\)](#)> Creating Curriculum Maps> Mapping PLOs to Curriculum Workshop
 - On the CLAS website: <https://www.luc.edu/clas/projectsupports/resources/>
- Recommendation: look at the [Getting started](#) document. Try the "suggested steps" for discussion process.



Organization Questions

DISCUSS AT TABLES

- Where to start with PLO mapping?
 - with required courses?
 - electives?
- Are there clear tracks of classes that all students take?
- If no tracks, are there "themes that can be used for clustering?"



Many of your units have gotten started with mapping

SHARE OUT

- Who are the "helpers" within your program? Who's doing the work?
- How long does this take?
- What pieces take the most time/the least time?
- Other thoughts to share?

A critical throughline

REFLECTION FOR ACTION



What's next?

Next workshop series – Strategies for Assessing Program Learning outcomes

- Tuesday, November 12, 2:30-4:30 PM. Water Tower Campus, location TBD
- Wednesday, November 13, 9:30-11:30 AM. Lake Shore Campus, location TBD

Asynchronous Modules coming soon!

CLAS on-the-go! Assessment Fellows can visit your unit! contact assessment@luc.edu to make a date

Additional questions for us?

Please take the evaluation survey



Thank you!



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