


Discovering

the Connection between **SLOs, PLOs, ILOs**
and the **M**eaning, **Q**uality, **I**ntegrity of
the **D**egree (**MQID**)

Global view



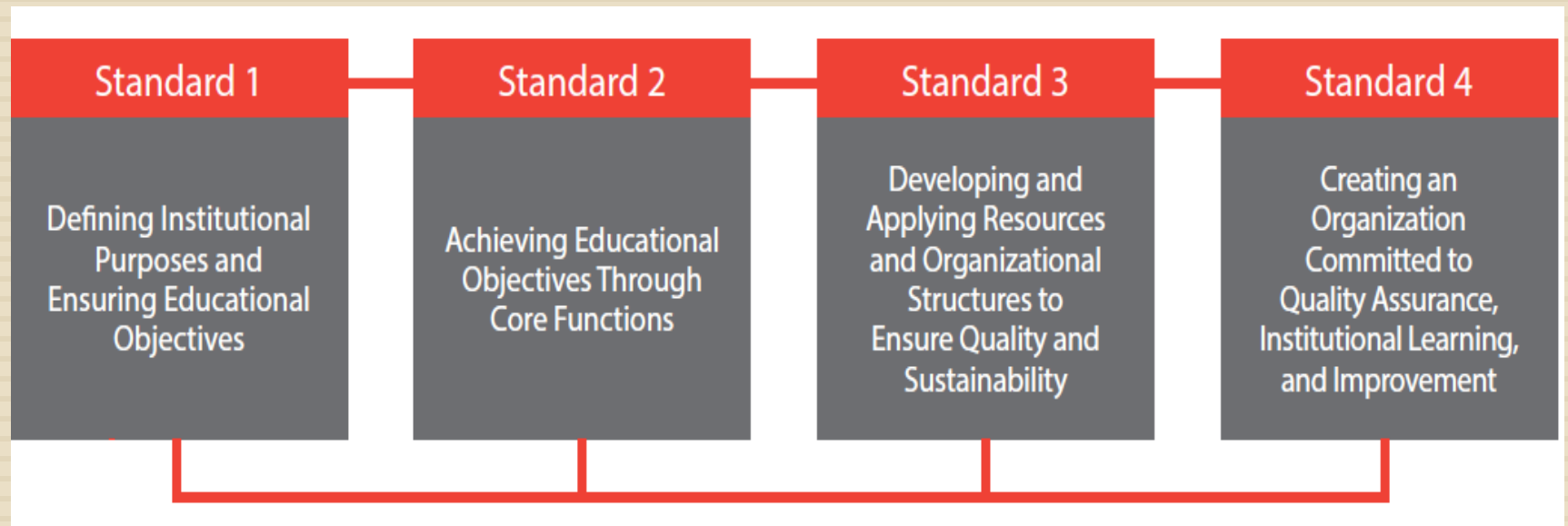


Colleges and universities have been under increasing pressure to become more accountable for student academic achievement; to be more transparent in reporting the results of accreditation; and to demonstrate their contribution to the public good.

(2013 WASC Handbook, p.9)

Standards from...

WASC 2013 Handbook



Standard 2

Achieving Educational Objectives Through Core Functions

2.2a Baccalaureate programs engage students in an integrated course of study of sufficient breadth and depth to prepare them for work, citizenship, and life-long learning. These programs ensure the development of core competencies including, but not limited to, written and oral communication, quantitative reasoning, information literacy, and critical thinking. In addition, baccalaureate programs actively foster creativity, innovation, an appreciation for diversity, ethical and civic responsibility, civic engagement, and the ability to work with others. Baccalaureate programs also ensure breadth for all students in cultural and aesthetic, social and political, and scientific and technical knowledge expected of educated persons. Undergraduate degrees include significant in-depth study in a given area of knowledge (typically described in terms of a program or major).

□ Diversity Policy

GUIDELINE: The institution has a program of General Education that is integrated throughout the curriculum, including at the upper division level, together with significant in-depth study in a given area of knowledge (typically described in terms of a program or major).

A closer study of CFR 2.2a

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1. Core Competencies or “Big 5”

2. Need for ILOs to be the common thread woven throughout the university curriculum

Activity

Using the *Course Planning Frame* worksheet, you will create student learning outcomes for a “dream” course that you’ve been dying to teach.

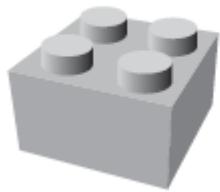
Use the Bloom’s Taxonomy word list to help formulate the outcomes.

Outcomes

- Outcomes: Students are successful at... [At the end]
 - Coding in C++
 - Naming medicinal herbs used to cure common ailments
 - Navigating the Culture Gram database and obtaining information on gestures from cultures of the world

MQID

3: Degree Programs: Meaning, Quality, and Integrity of Degrees



(CFRs 1.2, 2.2-4, 2.6, 2.7, 4.3)

Institutions are expected to define the meaning of the undergraduate and graduate degrees they confer and to ensure their quality and integrity. “Quality” and “integrity” have many definitions; in this context WASC understands them to mean a rich, coherent, and challenging educational experience, together with assurance that students consistently meet the standards of performance that the institution has set for that educational experience.

2013 WASC
Handbook, p. 29



Presentation by Ellen



Back to the ACTIVITY

- Use your Program's Outcomes Matrix and plug in the PLOs associated with this course outcomes that you are building.
- Use the ILOs and list which ILOs are addressed with the SLOs in this course your are creating

Examples from Helena

	List using these categories for the content of your course	Write an Outcome Statement (objectives vs. outcomes)	(Do this column last) The REAL Outcome	What Evidence will students create to match column 2	What Tasks will you give students to provide the evidence?	PLO	ILO
Knowledge	Know...??	Students understand		Write a Comparison and contrast paper on ...	Assignment #3:...	1,4	3,5,6
[Brainstorm first then consolidate and prioritize]		Students define the process of team development		Students are able to teach each other Tuckman's model	Preview questions Learning Assessment		
		Students are aware of team facilitation techniques		Students recognize differences in poor and effective team facilitation	Small group class discussions and presentations		
		Students are able to compare and contrast effective and poor team performance		Students illustrate with examples from their own live how they have performed in teams	Team reflection paper		

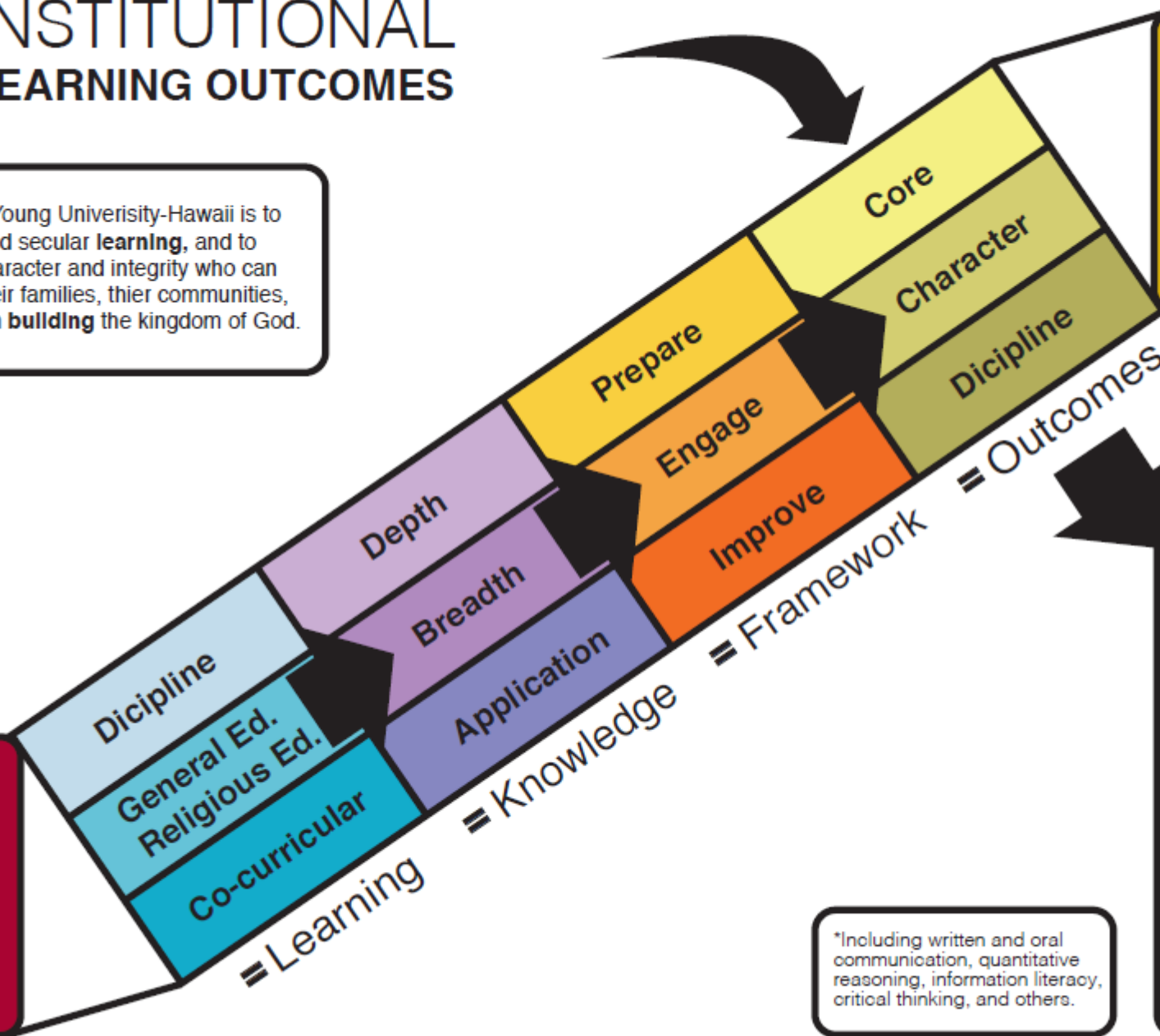
	List using these categories for the content of your course	Write an Outcome Statement (objectives vs outcomes)	(Do this column last) The REAL Outcome	What Evidence will students create to match column 2	What Tasks will you give students to provide the evidence?	PLO	ILO
Skills	Do...	Students can		Write a Comparison and contrast paper on ...	Assignment #3:...	1,4	3,5,6
[Brainstorm first then consolidate and prioritize]		Students form teams and work effectively on assignments and projects		Students assess their own team effectiveness	1. Team reflection paper		
		Student are able to organize, plan and collaborate in team assignments as a member and facilitation or a project team face to face and virtually		Students facilitate team meetings for 2-3 weeks Compile and explain team process and results	Team project meeting agenda, minutes, Gantt charts, and status reports. Team project proposal Team final report		

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Competency	Ability, successfully _{xxxx}	Students successfully ...		Completed Harvard Case Simulation	Assignment #3 _{xxxx}	1,4	3,5,6
[Brainstorm first then consolidate and prioritize]		Students successfully complete teams projects		Religious leader rubric and self evaluation	Religions Leader presentation		
		Students evaluate team performance of self and others		Team reflection paper and peer evaluation	Peer team evaluation Team reflection paper evaluation		
		Students create virtual teams to develop, implement and evaluate a training module with minimal supervision		Team project status reports, evaluation rubrics created by students, 30 minute training program presented to class	Self/Peer team evaluation		
		Students apply classroom learning in a virtual environment to solve real life problems, make decisions as they assume with diverse roles in and work as a team		Harvard Mt. Everest Simulation	Simulation scores on outcomes, challenges and overall performance scores. Reflection paper about the experience: what went well, what did not work, and what would have improved student performance		

YU INSTITUTIONAL HAWAII LEARNING OUTCOMES

mission of Brigham Young University-Hawaii is to provide students with both spiritual and secular **learning**, and to graduate students with character and integrity who can exercise **leadership** in their families, their communities, their careers, their chosen fields, and in **building** the kingdom of God.

Center to
Learn



Go Forth to
Serve

- Core**
Competencies
- Inquiry
 - Analysis
 - Communication
- Character**
Competencies
- Integrity
 - Stewardship
 - Service
- Discipline-Specific**
Competencies
- Skills
 - Professional Dispositions

*Including written and oral communication, quantitative reasoning, information literacy, critical thinking, and others.

Example of alignment

Outcomes Alignment Matrix Accounting Department

Upon completing a major in Accounting, students will:

1. Demonstrate competence in core accounting knowledge.
2. Demonstrate competence in general business principles.
3. Communicate proficiently both orally and in writing in the English language in accounting situations.
4. Understand the importance of ethics and standards in accounting careers.
5. Understand international accounting standards.
6. Work effectively with others to solve problems.
7. Use critical thinking skills to solve accounting-related problems.
8. Demonstrate proficiency in using computer software in accounting contexts.
9. Demonstrate understanding of accounting regulation using primary source documents.
10. Learn independently and understand the importance of continuous learning.

Other: Accounting graduates seeking employment or entrance to graduate school will succeed in being placed in a timely basis at graduation.

Accounting	Accounting Major Courses												
	20	203	231 aka 232	301	302	312	321	356	440	365	386	400	
1. Accounting Knowledge	H	H	H	H	H	H	L	M	H	H	M	H	
2. General Business	H	H	H	H	H	H	L	H	M	H	M	M	
3. Communication Skills	L	L	M	H	N	N	H	L	H	M	M	M	
4. Professional Ethics	L	L	N	L	L	L	M	N	L	H	N	L	
5. International Knowledge	N	N	N	L	L	N	L	N	H	N	N	L	
6. Interpersonal Skills	N	N	N	L	N	L	M	H	H	M	M	H	
7. Critical Thinking Skills	M	N	H	M	H	M	H	H	H	H	H	H	
8. Computer Software	N	L	H	M	L	M	L	M	L	M	H	L	
9. Acct Regulation and	N	N	N	M	M	N	H	N	H	M	N	H	
10. Independent Learning	M	L	H	H	L	M	H	H	H	M	H	M	
ILOs													

H-High
M-Medium
L-Low
N-No Coverage

Institutional Level (ILOs)	Outcomes
1. Inquiry	<i>Demonstrating information literacy and critical thinking to understand, use, and evaluate evidence and sources.</i>
2. Analysis	<i>Using critical thinking to analyze arguments, solve problems, and reason quantitatively.</i>
3. Communication	<i>Communicating effectively in both written and oral form, using integrity, good logic and appropriate evidence.</i>
4. Integrity	<i>Integrating spiritual and secular learning and behaves ethically.</i>
5. Stewardship	<i>Using knowledge, reasoning and research to take responsibility for and make wise decisions about the use of resources.</i>
6. Service	<i>Using knowledge, reasoning and research to solve problems and serve others.</i>

Rubric for Syllabi Analysis

13 November 2013

Syllabi Analysis Rubric

Analysis of syllabi will be based on their Department Outcome Matrix

Nothing	Initial	Emerging	Developed	Highly Developed
0	1	2	3	4
No PLO's/ILO's	Partial list (either PLO's or SLO's)	Comprehensive list (PLO's and SLO's)	<ul style="list-style-type: none">• Comprehensive list• Aligned with course assignments/activities/ assignments or assessments• Extent of Coverage/weight (e.g. low, medium, high)	<ul style="list-style-type: none">• Comprehensive list• Aligned with course assignments/activities/ assignments or assessments• Extent of Coverage/weight (e.g. low, medium, high)• Aligned with ILO's

***A score with .5 means anything in between

Questions / Discussions

