

How to Develop Program Learning Outcomes (PLOs) and Align with University Learning Outcomes

Program Learning Outcomes align with the six Concordia [University Learning Outcomes](#) and bring the university mission to life within the curriculum. There are three parts of a Program Learning Outcome

Part 1: Who - the students who are completing your program

Part 2: Bloom’s Taxonomy verb describes a level of learning at the program conclusion (the “exit-level”). More information here <https://cft.vanderbilt.edu/guides-sub-pages/blooms-taxonomy/>

Part 3: (the object) What a student should know, be able to do, or value when graduating, may include the context

Qualities of Effective Program Learning Outcomes (PLOs)

The PLOs are six to 10 phrases that describe what the learner will know and be able to do by the end of the program beginning with a phrase similar to “By the end of this program, the student will be able to.” When applicable, PLOs also address program or specialized accreditation goals and requirements.

- Describe student learning achieved at the end of the program
- Align with the University Learning Outcomes, one to one is easiest
- Build out the program mission or vision
- Are specific and measurable as the basis for program assessment
- Begin with an appropriate verb high on Bloom’s taxonomy: what should every graduate KNOW, DO, and VALUE on graduation day?

By the end of this program, the student will be able to:

Remembering (lowest order)	Understanding	Applying	Analyzing	Evaluating	Creating (highest order)
recall information	determine the meaning of texts	apply a procedure	break material into parts and determine how the parts relate to one another and the overall structure	make judgments based on criteria and other standards	create their own texts

More information on Bloom’s <https://cft.vanderbilt.edu/guides-sub-pages/blooms-taxonomy/>

Example

By the end of this program, Occupational Therapy graduates will be able to:

1. Facilitate the health and wellbeing of individuals of all ages in various community settings. (ULO #2)
2. Combine theory, evidence, and clinical reasoning in a reflective process of evaluation, intervention, and targeting of outcomes. (ULO #4)
3. Effectively and efficiently solve occupation-based problems. (ULO #3)
4. Intentionally make clinical decisions using Christ-centered values. (ULO #1)
5. Evaluate data in the context of demonstrating leadership (ULO #6)
6. Effectively communicate and collaborate in a variety of communities. (ULO #5)
7. Demonstrate professional behaviors while using knowledge-based skills for the effective practice of occupational therapy. (ULO #3)

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