PLO Review and Associating

## Learning outcomes:

1. Participants will be able to apply the PLO rubric to review program outcomes.

2. Participants will be able to critically review courses and CLOs as they associate with PLO and ILOs.

Reviewing Program Learning Outcomes

Participants will be able to apply the PLO rubric to review program outcomes.

	4- Exemplary	3- Satisfactory	2-Needs work	1- Poor	Notes
1. Clear and concise	The outcome is clear and illustrates a skill or behavior that students learn.	The outcome is clear but needs a few minor changes.	The outcome is somewhat clear but needs major changes.	The outcome is unclear and needs to be re-written in order to be used.	
2. Measurable	It is clear how the outcome can and will be measured as written.	The outcome can be measured.	It is difficult to measure the outcome.	The outcome cannot be measured.	
3. Action verb	The action verb is well-suited for the outcome.	Action verb is satisfactory.	Action verb is unclear/awkward/unrelated to program content.	No action verb.	
4. Number of outcomes	Can easily be completed within a program review cycle.	Can be completed within a program review cycle.	Amount will difficult to complete within a program review cycle.	Amount of outcome cannot be measured within a program review cycle.	
5. Representative of program content	All outcomes are connected to program content.	Most outcomes are connected to program content.	Some outcomes are connected to program content.	None of the outcomes are not connected to program content	
6. Aligned with institutional outcomes	The outcomes can be easily connected to an ILO.	The outcomes have a connection to ILOs.	The outcomes are weakly connected to any ILO.	The outcomes are clearly not connected to any ILO.	
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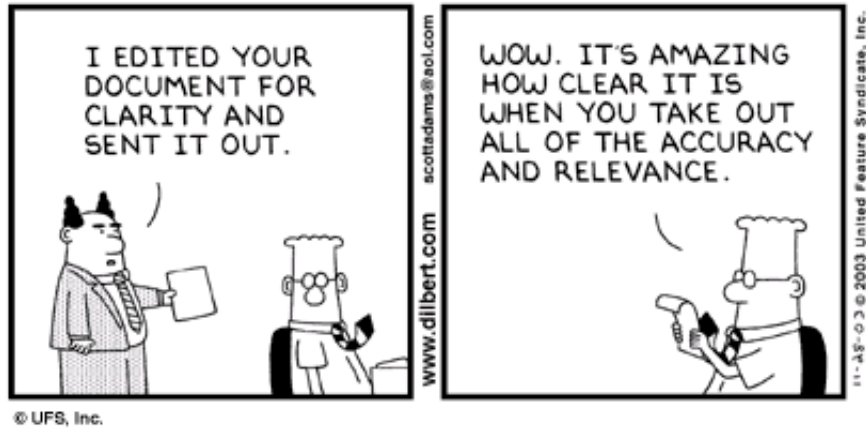
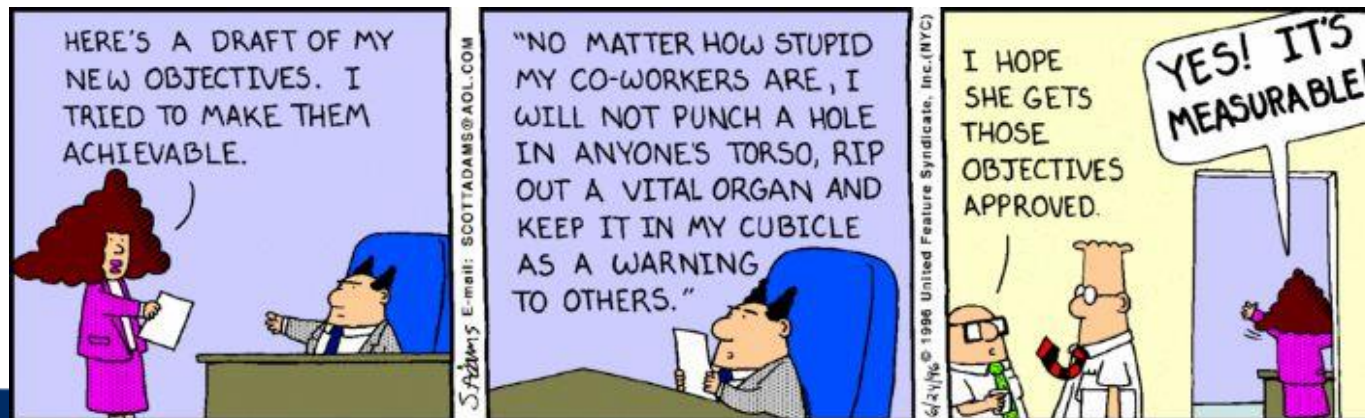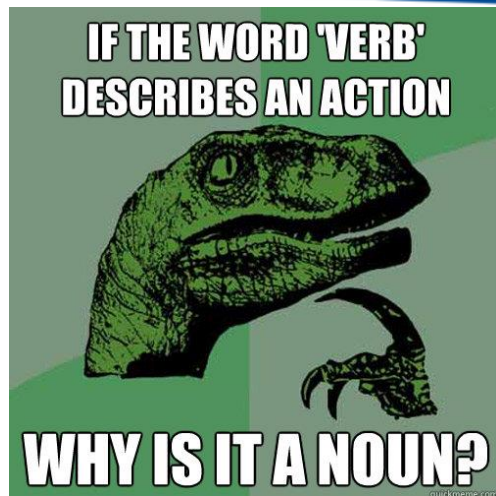|	4- Exemplary	3- Satisfactory	2-Needs work	1- Poor
1. Clear and concise	The outcome is clear and illustrates a skill or behavior that students learn.	The outcome is clear but needs a few minor changes.	The outcome is somewhat clear but needs major changes.	The outcome is unclear and needs to be re-written in order to be used.

Clear

- **Poor:** Students will be able to perform research.
- **Needs Work:** Students will be able to perform academic research.
- **Satisfactory:** Students will be able to perform research skills that draw from varied sources.
- **Exemplary:** Students demonstrate research skills by writing literature reviews or annotated bibliography that draws information from varied resources.

Measureable

	4- Exemplary	3- Satisfactory	2-Needs work	1- Poor
2. Measurable	It is clear how the outcome can and will be measured as written.	The outcome can be measured.	It is difficult to measure the outcome.	The outcome cannot be measured.

- **Poor:** Students will be able write clearly.

- **Needs Work:** Students will be able to write an academic research paper.

- **Satisfactory:** Students will be able to write an academic paper using proper formatting, research methods, and rhetorical strategies.

- **Exemplary:** Students develop and write academic papers using proper, formatting, research methods, and rhetoical strategies as they are detailed in the essentials writing rubric.

	4- Exemplary	3- Satisfactory	2-Needs work	1- Poor
3. Action verb	The action verb is well-suited for the outcome.	Action verb is satisfactory.	Action verb is unclear/awkward /unrelated to program content.	No action verb.

Actionable

- **Poor:** Students learn to read different types of text.

- **Needs Work:** Students will be able to read varied types of text..

- **Satisfactory:** Students read varied types of texts.

- **Exemplary:** Students demonstrate the ability to read and critically analyze varied genres and types of texts through detailed comprehension examinations and observations.

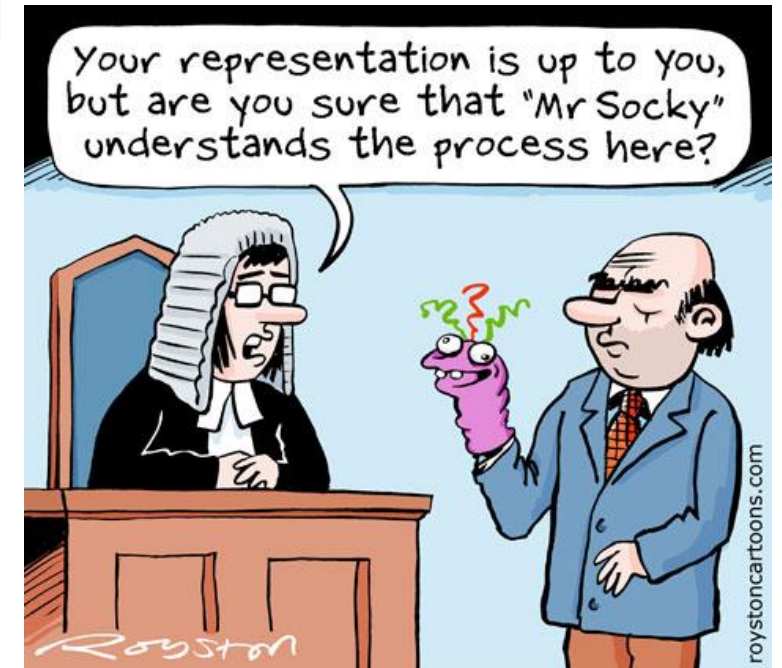|	4- Exemplary	3- Satisfactory	2-Needs work	1- Poor
4. Number of outcomes	Can easily be completed within a program review cycle.	Can be completed within a program review cycle.	Amount will difficult to complete within a program review cycle.	Amount of outcome cannot be measured within a program review cycle.

Moderate Amount

- **Poor:** 1 or more than 11

- **Needs Work:** 2 or more than 7

- **Satisfactory:** 3 or more than 6

- **Exemplary:** 4 to 6

- _**IMORTANT TO NOTE**_: This criteria is heavily dependent on the program's ability to gather adequate amounts of data to be actionable in a reasonable timeframe.

We decided to go with 17 goals and 169 targets. I know many of you wanted less and some of you wanted more. So we decided to go right in the middle, that way nobody is happy. *fresh spectrum*

|	4- Exemplary	3- Satisfactory	2-Needs work	1- Poor
5. Representative of program content	All outcomes are connected to program content.	Most outcomes are connected to program content.	Some outcomes are connected to program content.	None of the outcomes are not connected to program content

Representative

- **Poor:**

- **Needs Work:**

- **Satisfactory:**

- **Exemplary:**

- *IMORTANT TO NOTE*: This criteria is heavily dependent on the program's ability to gather adequate amounts of data to be actionable in a reasonable timeframe.

	4- Exemplary	3- Satisfactory	2-Needs work	1- Poor
6. Aligned with institutional outcomes	The outcomes can be easily connected to an ILO.	The outcomes have a connection to ILOs.	The outcomes are weakly connected to any ILO.	The outcomes are clearly not connected to any ILO.

Alignment

COMMUNICATION

CRITICAL THINKING & PROBLEM SOLVING

GLOBAL AWARENESS & CULTURAL COMPETENCE

INFORMATION AND TECHNOLOGY LITERACY

QUANTITATIVE LITERACY

SCIENTIFIC LITERACY

PERSONAL RESPONSIBILITY & DEVELOPMENT
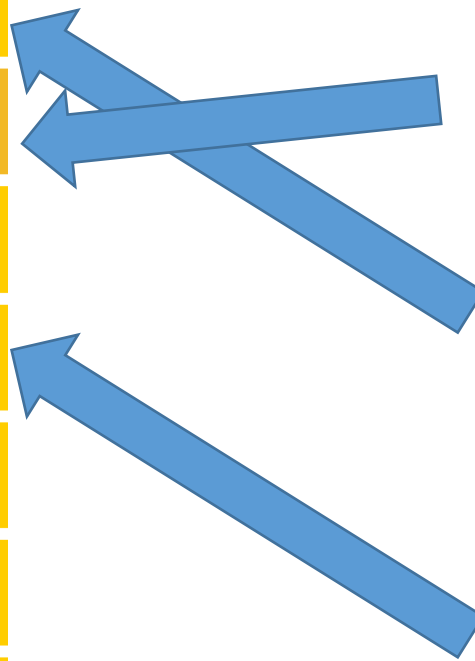
Reading: Students demonstrate the ability to read and critically analyze varied genres and types of texts through detailed comprehension examinations and observations.

Writing: Students develop and write academic papers using proper, formatting, research methods, and rhetoical strategies as they are detailed in the essentials writing rubric.

Research: Students demonstrate research skills by writing literature reviews or annotated bibliography that draws information from varied resources.

Reviewing Program Learning Outcomes

Participants will be able to critically review courses and CLOs as they associate with PLO and ILOs.

ENGL 214: Introduction to Poetry- This course is designed to introduce you to the study of poetry at the college level. Its primary aim is to help you become a more careful, engaged, and knowledgeable reader of poetry.

ENGL 227: Introduction to Fiction- A beginning workshop in writing short fiction. Includes a study of techniques and forms to develop critical standards and an understanding of the writing process.

ENGL 234: Environmental Literature- Students will read and write a lot, watch film adaptations, attend a lecture by an expert on Robinson Crusoe, and develop a final digital project that reimagines Crusoe's island with a contemporary environmental problem in mind.

ENGL 311: The Book in Society- A critical study of the history of book culture and the role of books in modern society.

ENGL 233: Post-Colonial Literature- Students will explore how the English language—the language of colonization and global capitalism—is used to colonize.

ENGL 300: English Studies Seminar- This required seminar for Writing and Literature majors focuses on the imaginative, critical, and social power of reading and writing. Students will read and write in a variety of genres, engage criticism and theory, and reflect on the broad question of why reading and writing matter.

1) Reading: Students demonstrate the ability to read and critically analyze varied genres and types of texts through detailed comprehension examinations and observations.

2) Writing: Students develop and write academic papers using proper, formatting, research methods, and rhetoical strategies as they are detailed in the essentials writing rubric.

3) Rhetoric: Students will evaluate genres of writing and write in appropriate genres and modes for a variety of purposes and audiences.

4) Technology: Students will demonstrate awareness and proficiency with technology used to conduct research.

	PLO 1- Reading	PLO 2-Writing	PLO 3- Rhetoric	PLO 4- Tech
ENGL 214: Introduction to Poetry	X		X	X
ENGL 227: Introduction to Fiction		X		X
ENGL 233: Post-Colonial Literature-	X		X	X
ENGL 234: Environmental Literature		X		X
ENGL 300: English Studies Seminar		X		X
ENGL 311: The Book in Society	X		X	X

	PLO 1- Reading	PLO 2-Writing	PLO 3- Rhetoric	PLO 4- Tech
ENGL 214: Introduction to Poetry	I		I	I
ENGL 227: Introduction to Fiction		I		I
ENGL 233: Post-Colonial Literature-	D		D	D
ENGL 234: Environmental Literature		D		D
ENGL 300: English Studies Seminar		M		M
ENGL 311: The Book in Society	M		M	M