

Helpful hints when aligning
PLOs, ILOs for course
syllabus:

The Basics

Introduction

Student learning outcomes are means by which an instructor conveys to the student(s), class, department, program, university, and the public what exactly the student(s) will learn at the end of a given semester.

Here at BYU-Hawaii, student learning outcomes are set at the course-level, program-level as well as the institution-level. A course could have three of these types of student learning outcomes.

The value in aligning these learning outcomes helps illustrate how a given course assist the Department/Program as well as the institution in meeting these outcomes.

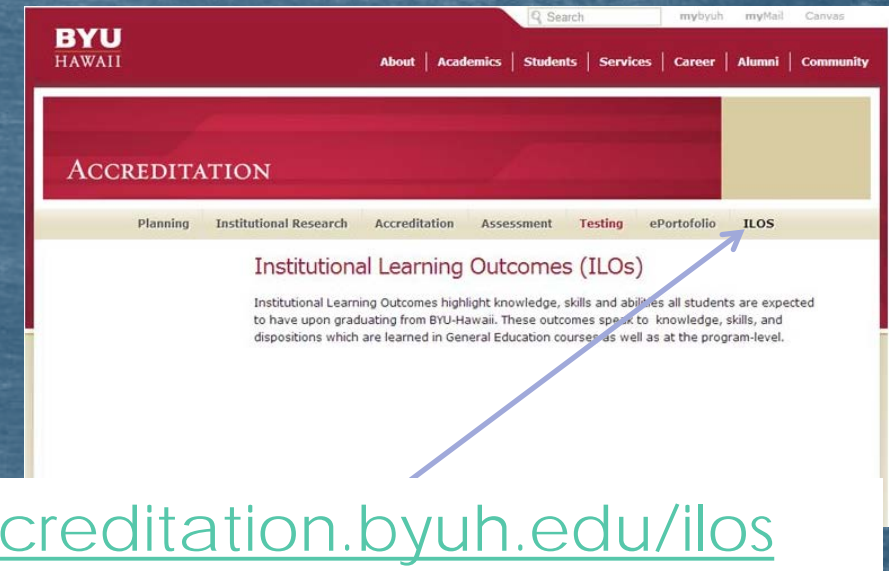
As the instructor, you know your course the best. You know how you help contribute to the student's learning. Also, you will discover through this process how your course contributes to both your department/program-level and to the institution learning outcomes. The step-by-step process is not intended to be prescriptive but more illustrative of how you can approach the process.

What are Institution Learning Outcomes?

ILOs are **I**nstitution **L**earning **O**utcomes (**ILOs**). These outcomes speak to knowledge, skills, and dispositions which are learned in General Education courses as well as at the program-level. A student graduating from BYU-Hawaii will be competent in:

1. Knowledge
2. Inquiry
3. Analysis
4. Communication
5. Integrity
6. Stewardship
7. Service

An explanation of the ILOs can be found at the BYU-Hawaii Accreditation website under the ILO tab.



<http://accreditation.byuh.edu/ilos>

What are Program Level Outcomes?

Program Level Outcomes (PLOs) are created by the faculty members of a given department/program. The outcomes are created to ensure that graduates from that department/program obtain knowledge, skills, and dispositions relative to that particular field.

Step 1: Gather essential documents

Before you begin the process of aligning PLOs and ILOs for a course, it helps to have certain documents.

Most of these documents, with the exception of your syllabus, are available on the Accreditation website under ILOs.

The Outcomes Matrix for each department/program can be found at the University Assessment e-portfolio under the department/program.

- ▶ Latest version of the course syllabus
- ▶ Outcomes Matrix for the Department/Program found in University Assessment e- portfolio – see link below
assessment.byuh.edu/app/efolio
- ▶ Institutional Learning Outcomes
- ▶ Course Planning Worksheet
- ▶ Examples of ILO-PLO-Course-level alignment
- ▶ Blooms Taxonomy Action Verbs

Step 2:

Review all student learning outcomes found in the course syllabus, Program Outcomes Matrix, and the ILOs

Step 3:

Identify the student learning outcomes that fit your course best. Note: These could be PLOs, ILOs, and/or unique to the course

Step 4:

Use the Course Planning Worksheet and start listing the student learning outcomes for the course and indicate whether they are PLOs or ILOs

Course Planning Worksheet updated 11-27-2013

Course-level Student Learning Outcomes	Department/Program-level Outcomes	PLO no(s).	Institutional Learning Outcomes	ILO <u>no(s).</u>
<i>By the end of this class a student will:</i>	<i>By completing this major a student will:</i>		<i>By graduation a student will:</i>	
Have knowledge of:	Have knowledge of:		Have knowledge of:	
Have ability to:	Have ability to:		Have ability to:	
Have a disposition to:	Have a disposition to:		Have a disposition to:	

Please note:

1. Not all course outcomes will be aligned with ILOs or PLOs
2. Some course outcomes are only aligned to ILOs
3. Some course outcomes are only aligned to PLOs (if course is part of Major curriculum)
4. Please identify Signature Assignments that help measure either ILOs or PLOs

Step 5: Things to consider...

Keep in mind each outcome must have a means by which it is measured, evaluated, assessed (quiz, paper, presentation, performance, rubric, etc.),

Identification of its alignment to a PLO(s) and/or ILO(s)

And if identified in the Program Outcomes Matrix - a degree/level towards mastery (introduced, developed, mastered)

EXAMPLE 1

The alignment in this example is from SLO-PLO-ILO

Note: The important thing to remember is that there is evidence of alignment. Also, not every course-level student learning outcome needs to be aligned.

COURSE OBJECTIVES:

Student Learning Outcomes	Program Learning Outcomes	Institutional Learning Outcomes
<i>By the end of this class a student will:</i>	<i>By completing Religious Education a student will:</i>	<i>By graduation a student will:</i>
Have knowledge of:	Have knowledge of:	Have knowledge of:
Historical and cultural background, people, events, and doctrines of the New Testament Gospels [measured with the tests] How to know spiritual truths through a personal spiritual witness	Ancient and modern setting of the scriptures and LDS scripture, doctrine, and history Deeper testimony of LDS scripture, doctrine and history	Both breadth of general knowledge and discipline-specific knowledge
Have ability to:	Have ability to:	Have ability to:
Study the scriptures thoughtfully and insightfully, reading in light of both historical and personal context [measured with journal and paper] Personally apply and teach the gospel as found the Gospels [measured with journal and paper]	Analyze and interpret LDS scripture, doctrine & history [Inquiry, Analysis] Apply knowledge and understanding of scripture, doctrine and history to solve problems and help others [Analysis, Communication]	Inquire, Analyze, Communicate
Have a disposition to:	Have a disposition to:	Have a disposition to:
Exercise faith in Christ Repent and follow him [living a life of integrity, stewardship, and service]	Seek the Holy Ghost as an aid in studying, pondering, and living the doctrines of the Church [with integrity, stewardship and service as disciples of Christ]	Act with integrity, stewardship, and service

EXAMPLE 2

The alignment in this example is from ILO-PLO-SLO

Note: The important thing to remember is that there is evidence of alignment. Also, not every course-level student learning outcome needs to be aligned.

The following table illustrates the alignment of the selected ILOs to the PLOs and the SLOs in this COMM110 course.

Students who successfully complete this course will be able to:

ILO Core Competency-* Character Competency - **	PLO	Level of Significance (Introduce, Develop, Master)	SLO	Means of Assessment/Activities
*Inquiry	Manage cultural differences and develop problem solving skills	Introduce	Research, identify & explain cultural nuances from various cultures of the world	Use Culture Grams Database to research a culture, then prepare short presentation in class
*Analysis	Think critically	Introduce, Develop	Analyze intercultural interactions from different theoretical perspectives.	In-class discussions, activities, exams
*Communication	Articulate and sustain views through verbal and written discourse	Introduce, Develop	Discuss cultural issues that influence communication effectiveness.	Use rubric to assess facilitated discussion on reading
*Communication	Articulate and sustain views through verbal and written discourse	Introduce	Develop verbal and nonverbal communication skills to improve intercultural relationships.	Group discussions (face to face and on Canvas) and class activities; journal entries
*Communication	Articulate and sustain views through verbal and written discourse	Introduce, Develop	Demonstrate an enhanced appreciation of the diverse ways of communicating in different cultures.	Use Rubric to assess 5 minute reflective essay based on student facilitated reading discussion and reading assignment
**Service	Manage cultural differences and develop problem solving skills	Introduce	Explain the intercultural communication process.	Participation in events, reflective essays, journal entries

Fall 2012: New WASC Handbook CFR 2.2a

Baccalaureate programs must: “ensure the development of core competencies including, but not limited to, **written and oral communication, quantitative reasoning, information literacy, and critical thinking.**”

*And can create “own limited list of essential higher-order competencies beyond the five”

BYUH Institutional Learning Outcomes (ILOs)	WASC Core Competencies
Knowledge	Critical Thinking, Information Literacy, Quantitative Reasoning, Written and Oral Communication
Inquire	Critical Thinking & Information Literacy
Analyze	Critical Thinking & Quantitative Reasoning
Communicate	Written & Oral Communication
Integrity	Info Lit (ethical use)
Stewardship	Critical Thinking, Information Literacy, Quantitative Reasoning, Written and Oral Communication
Service	Critical Thinking, Information Literacy, Quantitative Reasoning, Written and Oral Communication

WASC's Commitment to Educational Quality

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).

2.4 The institution's student learning outcomes and standards of performance are developed by faculty and widely shared among faculty, students, staff, and (where appropriate) external stakeholders. The institution's faculty take collective responsibility for establishing appropriate standards of performance and demonstrating through assessment the achievement of these standards.

GUIDELINE: Student learning outcomes are reflected in course syllabi.

See also CFR 4.3, 4.4

For more information on aligning
ILOs-PLOs-SLOs, you can contact
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