

Follow-Up to Biological Sciences Department Meeting – October 2025

Program Learning Outcomes (PLOs) & Assessment

Quick Guide for Faculty

What PLOs Are (and Aren't)

- **Not about creating new assignments**
- **Not tied to one course**
- **Not extra work for faculty**

Purpose: To give a *broad view* of how students meet program goals, so we can make informed programmatic improvements.

How It Works

1. **Pick ONE PLO** to focus on this year
 - **Example:** *PLO 1 – Effective Communication & Interpersonal Skills*
 2. **Select existing CLOs** (Course Learning Outcomes) from multiple courses that align with that PLO
 - **e.g.,** writing assignments from BSC 1010, BSC 1011, BSC 1085
 3. **Collect and review student work** already being done in those courses
 4. **Analyze results** to see how well students meet the PLO by graduation
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What Happens Next

- **Option A:** Improve assignments or instruction in courses tied to the PLO
 - **Option B:** Explore other assessments that align with the same PLO
 - **Option C:** Shift focus to another PLO next year
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Key Takeaway

- **No new assignments required**
 - **Assessment = Insight, not workload**
 - Helps faculty see the *bigger picture* of student achievement
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Example PLOs (AS Science, Engineering & Tech)

1. **Communication & Interpersonal Skills**
2. **Scientific & Mathematical Proficiency**
3. **Technical & Laboratory Competence**
4. **Safety & Regulatory Adherence**

☞ Think of PLO assessment as a **program-level lens**: it connects the dots across courses, shows where students shine, and highlights where we can strengthen learning.
