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Program Learning Outcomes (PLOs) Resources

The Center is committed to supporting Faculty Accreditation Officers (FAOs) and colleagues in the design and assessment of Program Learning Outcomes (PLOs). This site provides a number of useful resources that can facilitate that process. In addition to these resources, we are available for individual consultations (staff directory).

Resources for Faculty Accreditation Organizers (FAOs)

- **Official letter from Dr. Gregg Camfield**, Chair of UC Merced's WASC Steering Committee, explaining the process entailed in the upcoming WASC Educational Effectiveness Review
- **Primary responsibilities and important dates for FAOs of Undergraduate Programs.** FAOs play a critical role in facilitating the process of designing and assessing PLOs for their respective undergraduate programs.
- **Primary responsibilities and important dates for FAOs of Graduate Programs.** FAOs play a critical role in facilitating the process of designing and assessing PLOs for their respective graduate programs.
- **Inventory Worksheet of Educational Effectiveness Indicators for Undergraduate Majors** This worksheet facilitates the collection of required data about undergraduate majors for both the Capacity and Preparatory and Educational Effectiveness Reports.
- **Inventory Worksheet of Educational Effectiveness Indicators for Undergraduate Minors** This worksheet facilitates the collection of required data about undergraduate minors for both the Capacity and Preparatory and Educational Effectiveness Reports.
- **Inventory Worksheet of Educational Effectiveness Indicators for Graduate Programs** This worksheet facilitates the collection of required data about graduate programs for both the Capacity and Preparatory and Educational Effectiveness Reports.
- **WASC Rubric for Assessing the Quality of Academic Program Learning Outcomes** This rubric provides an explicit scheme for understanding the various elements related to assessing PLOs and the varying degree of development.
- **Rubric for Assessing Syllabus** This rubric provides an explicit scheme for understanding the various elements of a syllabus and the varying degree of development.
- **Example Curriculum Map - Basic** This sample curriculum map is less developed. This is what we want to avoid.
- **Example Curriculum Map - Developed** This sample curriculum map is more developed. This is what we want to emulate.

Posted UCM Programmatic Learning Outcomes (PLOs)

- **School of Engineering**
  - Bioengineering
  - Computer Science and Engineering
  - Environmental Engineering
  - Materials Science and Engineering
  - Mechanical Engineering
- **School of Social Sciences, Humanities, and Arts**
  - Management
  - Social and Cognitive Sciences
  - World Cultures and History
- **School of Natural Sciences**
  - Applied Mathematical Sciences
  - Biological Sciences
  - Chemistry Sciences
  - Earth Systems Sciences
  - Physics

Example Programmatic Learning Outcomes

- Biology (University of San Francisco)
- Chemistry (Iowa State University)
- Comparative Literature (Brigham Young University)
- Engineering and Computer Science (University of Central Florida)
- Math (CSU San Marcos)
- Polictical Science (Loyola Marymount University)
- Psychology (American Psychological Association)
- Various disciplines (University of Virginia)

Sample Accreditation Reports and Resources from Other Universities

- **CSU Channel Islands**
  - Accreditation Report and Resources
- **Cal Poly San Luis Obispo**
  - Planning Guide for Defining and Assessing Programmatic Learning Outcomes
  - Chemistry Major Aligned with University Learning Outcomes
  - Guidelines for Assessment of Baccalaureate Programs
  - Guidelines for Assessment of Graduate Programs
- **Oregon State University**
  - Policies and Procedures for the Reviews of Undergraduate Academic Programs
- **UC Los Angeles**
  - Accreditation Reports and Resources