

# Program Learning Outcomes

Northwest Faculty PD 2025

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# Professional Development Objectives

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Develop and compose clear and measurable course and program-level outcomes that align with the institutional outcomes.



Evaluate current course and program outcomes for alignment with institutional outcomes.



Organize outcomes by course level to ensure vertical alignment across the curriculum for the many majors and pre-professional programs offered at Northwest.



Apply the knowledge obtained from the presentation for uploading new or redesigned program and course level outcomes



# Definition of Program Learning Outcomes (PLOs)

Synonymous with learning  
objective, goal, or  
competency

Specific results or  
achievements that  
educational programs aim  
to accomplish

Quantify performance  
dimensions

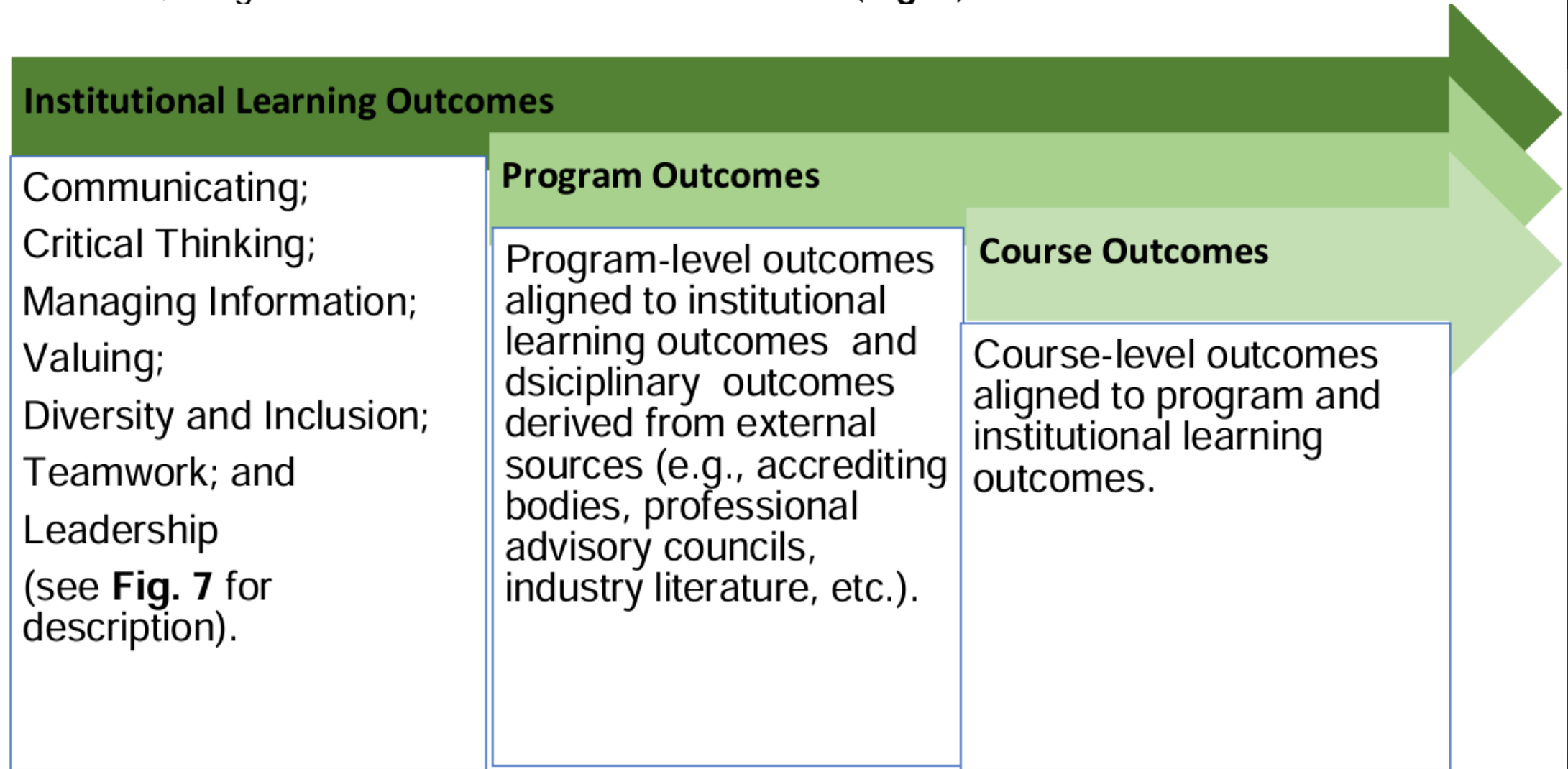
Serve as indicators of  
success

Aligned with broader  
institutional learning  
outcomes

Developed to assess  
student performance at  
multiple levels: course,  
program, and institutional



**Curricular-based measures and indicators** within the NPS derive from seven Institutional Learning Outcomes, Program Outcomes and Course Outcomes (**Fig. 6**).

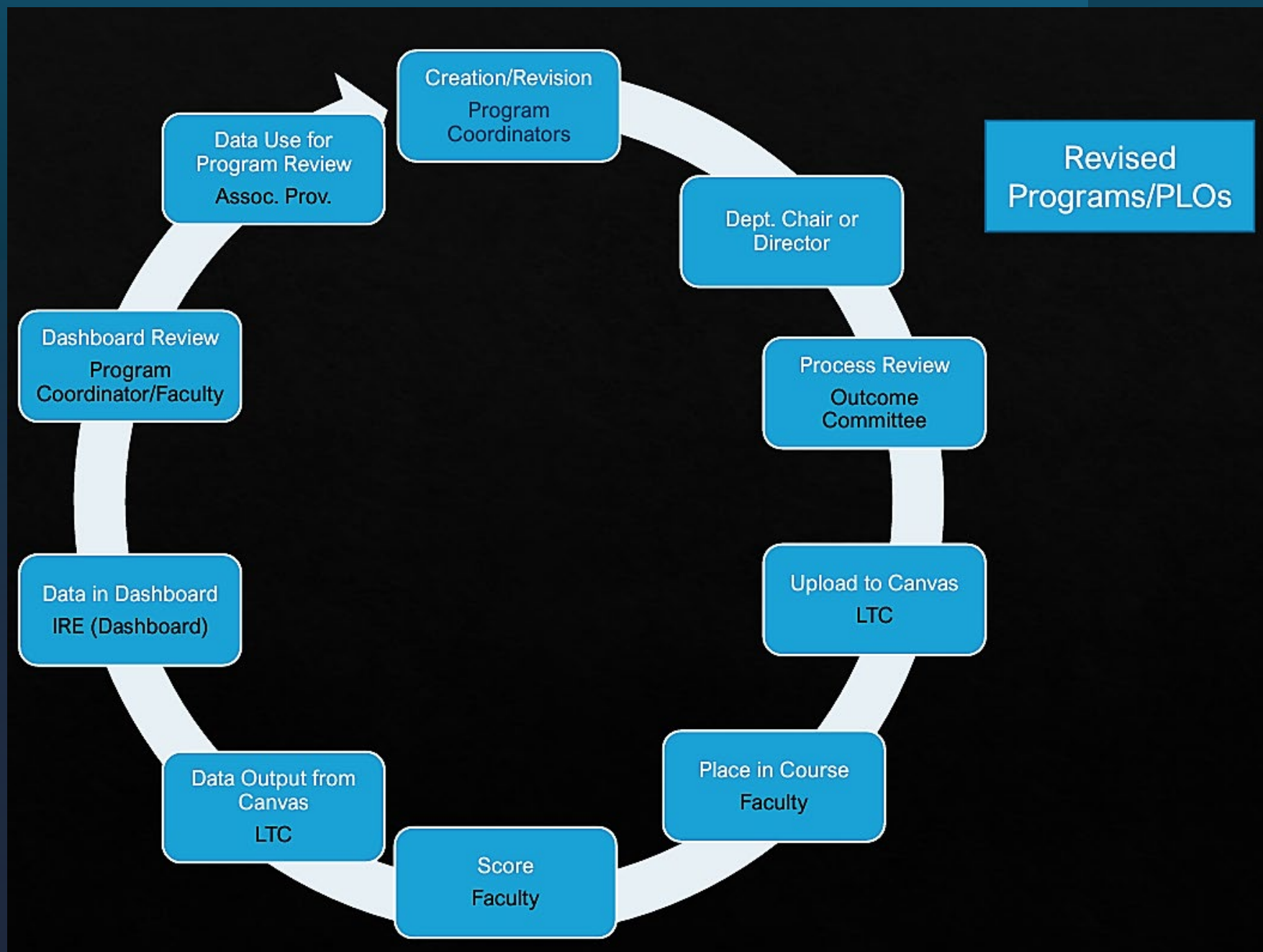




# Purpose of PLOs:

- Assess Program Effectiveness
  - Provide measurable evidence of the program's impact on student learning.
- Guide Decision-Making
  - Offer data-driven insights for program enhancement.
- Support Continuous Improvement
  - Facilitate development through feedback and assessment.
- Ensure Alignment
  - Link program goals with institutional priorities and accreditation standards.







# Institutional Learning Outcomes (ILOs)

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- Represent overarching competencies that all graduates are expected to develop
- Often housed in our Northwest Core courses
- PLOs should be aligned to ILOs

Competency	Description	Learning Outcome in Today's or Next Professional Development
Communicating	Northwest students will demonstrate the role of writing and speaking in living and learning.	<b>See Enhancing Intercommunication-Communication Strategies</b>
Critical Thinking	Northwest students will engage in disciplined thought to generate and communicate ideas.	<b>See Inclusive Classroom Structures &amp; Fostering Authentic Student Connections:</b> Cooperative Learning <b>Next Session:</b> Create and use authentic assessments to encourage students' critical thinking, problem solving, and performance skills.
Managing Information	Northwest students will locate, retrieve, organize, store, synthesize, and annotate various forms of information.	<b>Next Session:</b> Create and use authentic assessments to encourage students' critical thinking, problem solving, and performance skills.
Valuing	Northwest students will demonstrate the formation and context of values.	<b>See Inclusive Classroom Structures &amp; Fostering Authentic Student Connections:</b> Class building, Teambuilding, Connections, Community Circles
Diversity, Equity, and Inclusion	Northwest students will be culturally competent citizens who engage comfortably with differences.	<b>See Inclusive Classroom Structures &amp; Fostering Authentic Student Connections:</b> Class building, Teambuilding, Connections, Community Circles
Teamwork	Northwest students will engage in <u>teambased</u> activities, and identify the logistics, <u>value</u> and challenges of effective teamwork.	<b>See Inclusive Classroom Structures &amp; Fostering Authentic Student Connections:</b> Class building, Teambuilding, Connections, Community Circles
Leadership	Northwest students will demonstrate effective and ethical leadership, and practice the skills required for such leadership.	<b>See Enhancing Intercommunication-Communication Strategies</b>





# ILO Role in Developing Program Outcomes



ILOs ensure program outcomes align with the university's mission



Serve as benchmarks for evaluating program and course outcomes

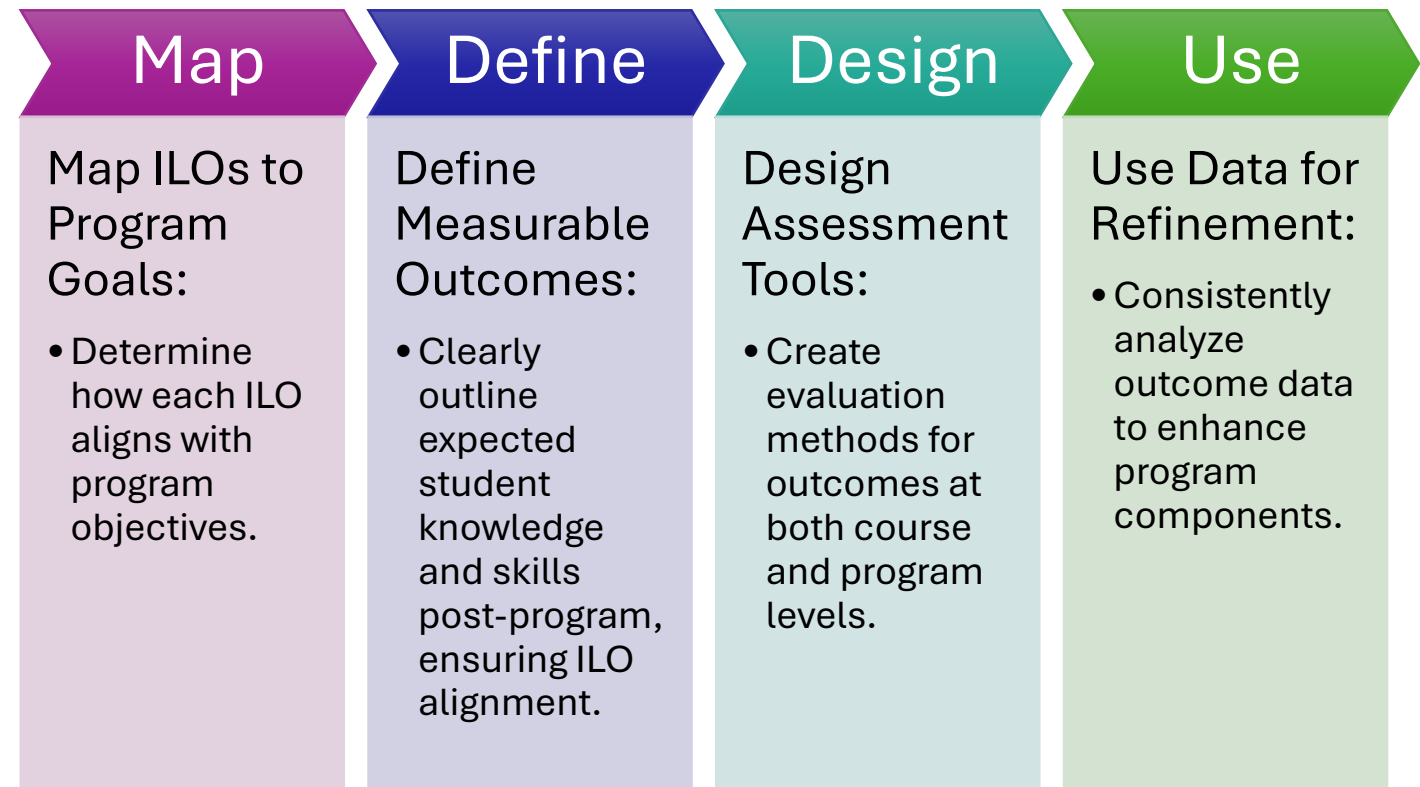


Facilitate faculty integration into assessments to track student progress and align curricula with institutional goals.





# Developing Program Outcomes





# Assessment Points

## Beginning Assessment

- Can begin at different points within the beginning or early portion of a program.

## Mid-Term Assessment:

- A snapshot of students' progress.

## Culminating Assessment:

- Demonstrating student achievements at program completion.



Link to a template for  
planning/mapping  
outcomes:

<https://bit.ly/3OE91xB>

### BSEd Special Education Program Outcomes

Institutional Learning Outcome	Program Outcomes	Course	Assessment Measurement Tool	Proficiency Score Definitions
COLLABORATING  Communicating	Program Outcome 1- Collaborating to Meet the Needs of Students	62-394 Theory & Techniques of Evaluation, Instruction, & Behavior in Special Education	Collaboration Self-Reflection ( <i>Fairmount Day</i> )	Scroll below
	Program Outcome: 1-EU-03-I Special education teacher candidates will collaborate with stakeholders in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.	62-396 Implementing Techniques and Strategies of Evaluation, Instruction, and Behavior in Special Education	IEP Meeting & IEP Amendments Assignment	Scroll below
		62-454 Residency Practicum in Special Education	Strategies for Students with Challenging Behaviors and the Need for Collaboration Assignment	Scroll below
EVIDENCE BASED PRACTICES (EBPs)  Critical Thinking	Program Outcome 2-Analyzing Evidence-Based Instructional Strategies to Meet the Needs of Students	62-394 Theory & Techniques of Evaluation, Instruction, & Behavior in Special Education	Reading Lesson Plan ( <i>Horace Mann</i> )	Scroll below
	Program Outcome: 2-EU-03-J Special education candidates select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.	62-396 Implementing, Techniques, and Strategies of Evaluation, Instruction and Behavior in Special Education	Final Unit Plan and Teaching after Assessment to IEP Project ( <i>is completed</i> )	Scroll below
		62-454 Residency Practicum in Special Education	Missouri Educator Evaluation Scale (MEES) Standard 4	Scroll below
CULTURALLY RESPONSIVE PRACTICES  Diversity, Equity, and Inclusion	Program Outcome 3- Creating Culturally Inclusive Pedagogies and Practices in Special Education	62-396 Implementing, Techniques, and Strategies of Evaluation, Instruction and Behavior in Special Education	Behavior Intervention Plan	Scroll below
	Program Outcome: 5-EU-03-K Special education teacher candidates identify/create culturally inclusive	62-408 Theory and Techniques & Career Readiness, Transition, and	Transition IEP	Scroll below



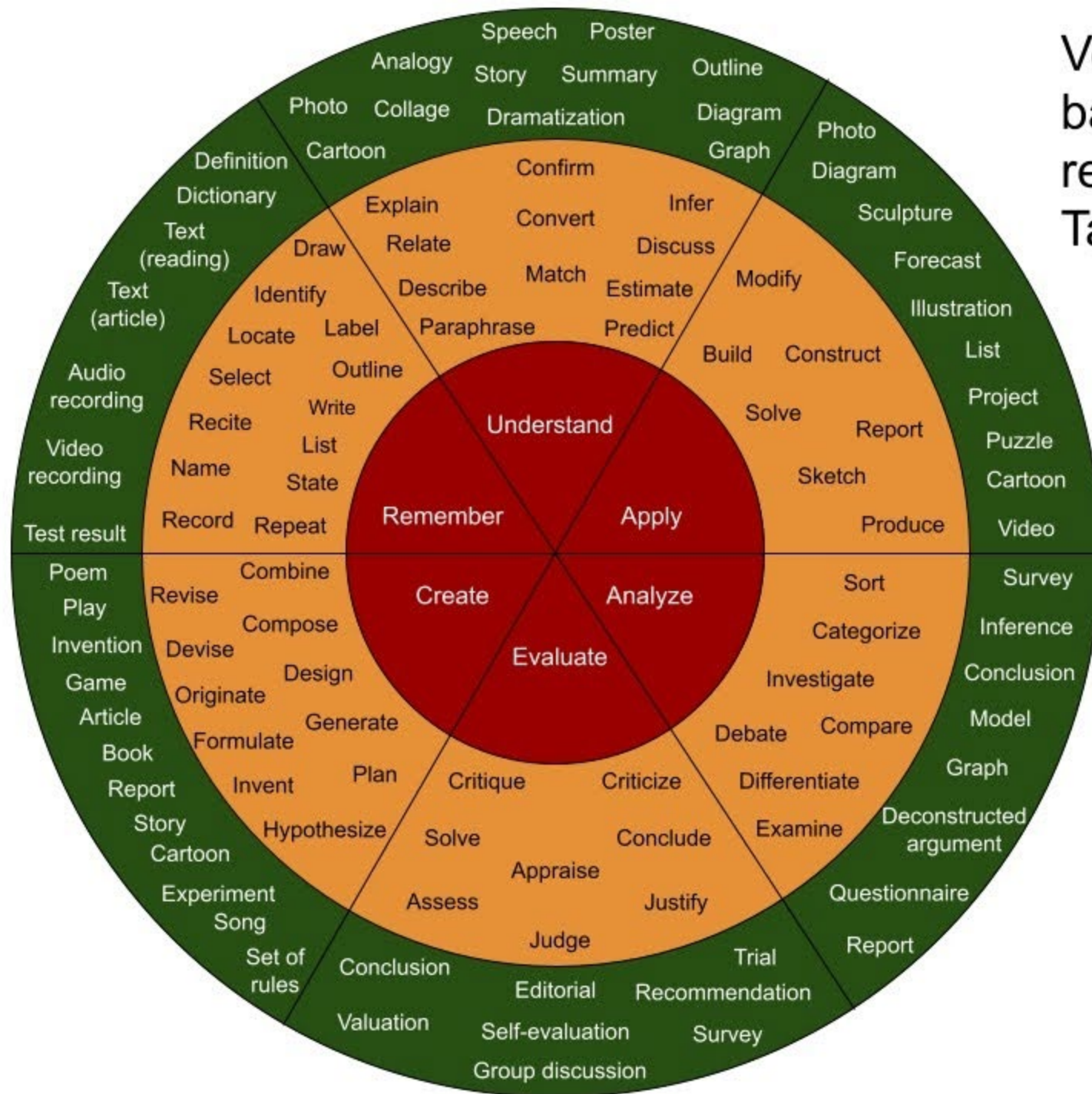
# Proficiency Score Definitions

Descriptors				
Program Outcomes	Highly proficient 3	Proficient 2	Emerging proficient 1	Not proficient 0
Special education undergraduate students will collaborate with stakeholders in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.	The student <b>prepares and reflects on methods</b> for collaboration with stakeholders in culturally responsive ways by <b>utilizing</b> the concepts of collaboration <b>AND integrating multiple</b> viewpoints, <b>AND</b> evidence-based practices, <b>AND research/resources</b> , as well as <b>synthesizing significant</b> reflective practice to address the needs of individuals with exceptionalities across a range of learning experiences.	The student <b>demonstrates</b> collaboration with stakeholders in culturally responsive ways by <b>illustrating</b> the concepts of collaboration <b>AND compares and contrasts</b> viewpoints, evidence-based practices <b>OR</b> resources, as well as <b>applies</b> reflective practice to address the needs of individuals with exceptionalities across a range of learning experiences.	The student <b>minimally demonstrates</b> collaboration with stakeholders in culturally responsive ways by <b>only utilizing their</b> viewpoint <b>AND using minimal</b> additional resources, as well as <b>expressing</b> reflective comments to address the needs of individuals with exceptionalities across a range of learning experiences.	The student <b>did not attempt OR does not demonstrate</b> collaboration with stakeholders in culturally responsive ways/language <b>OR</b> fails to incorporate at least one stakeholder's viewpoint <b>OR</b> fails to include supporting evidence <u>in order to</u> address the needs of individuals with exceptionalities across a range of learning experiences.





# Verb wheel based on the revised Bloom's Taxonomy



- Domain
- Verb (measurable, observable)
- Learner artifact/evidence

Lower order  
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Higher order

Remade by Dr Ashley Tan  
Twitter: @ashley



Reference: <http://bit.ly/oldbtref>  
This resource: <http://bit.ly/newbtref2>



## Tips for Writing Learning Objectives

A clear learning objective states what the learner will be able to do upon completion of a learning/educational activity, in terms of behavioral change. A clear objective identifies the terminal behavior or desired outcome of the educational offering.

When writing objectives, follow these 3 steps:

### **Step 1**

Learning objectives should begin with the phrase:

“At the conclusion of this activity, participants will be able to...”

### **Step 2**

Connect the above with an action verb which communicates the *performance by the learner* at the conclusion of the learning activity. Use verbs that describe an action that are measurable and *can be observed within the teaching time frame* (IE: a post-test, questions and answers, panel discussion, etc).



## Sample Verbs

Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
Define	Classify	Apply	Analyze	Arrange	Assess
Identify	Compile	Calculate	Calculate	Assemble	Compare
Label	Conclude	Demonstrate	Categorize	Compose	Critique
List	Discuss	Develop	Classify	Construct	Decide
Match	Describe	Interpret	Criticize	Design	Determine
Name	Explain	Locate	Compare	Develop	Establish
Recall	Express	Operate	Contrast	Diagnose	Evaluate
Recognize	Give examples	Perform	Determine	Manage	Judge
Record	Identify	Practice	Differentiate	Organize	Justify
Relate	Interpret	Predict	Distinguish	Plan	Measure
Repeat	Recognize	Present	Examine	Propose	Rate
Select	Summarize	Report	Outline	Relate	Recommend
State	Translate	Use	Test	Summarize	Select





# Step 3

Conclude with the specifics of what the learner will be doing when demonstrating achievement or mastery of the objectives. Stress what the participant will walk away from the activity with.

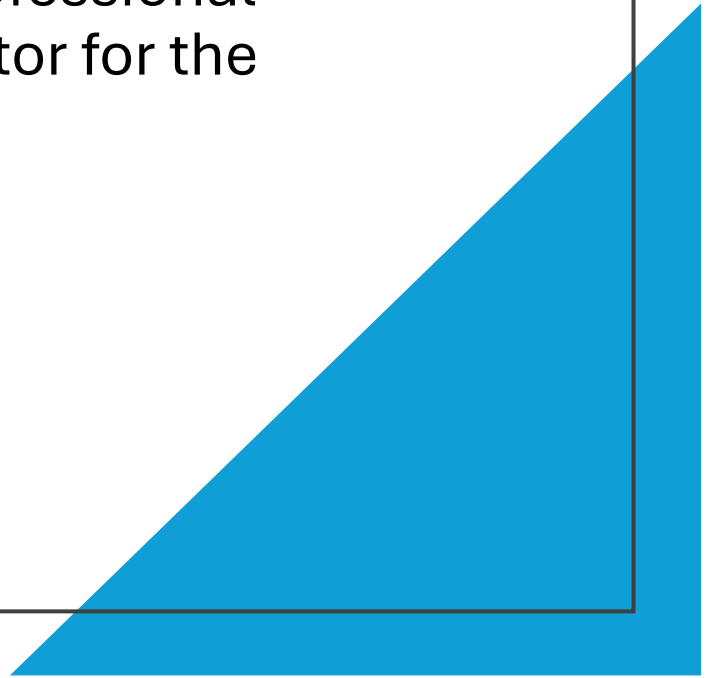
## Words to Avoid

Appreciate	Believe	Improve	Learn
Approach	Grasp the significance of	Increase	Thinks critically
Become	Grow	Know	Understand



## Pedagogical Considerations

- In-Unit Discussions of balancing that industry-ready professional and Engaged Contributor for the Betterment of Society





# Keys to Success

- Create Program Learning Outcomes that are specific to your program.
- You will align them to the Institutional Learning Outcomes (ILOs).
- This process should not be additive, but collegial.
- The goal is to collect data from assessment tasks your program already uses.
- Deadline: Program Learning Outcomes may be submitted throughout the year, but they are only uploaded to canvas once annually.
  - June 1



# Current Challenges



Identifying optimal courses for assessment



Determining if assessments should be part of specific assignments or offered as alternatives



Addressing limited common courses (like genetics) mid-program for consistent assessment points.



Grading variability across instructors and faculty buy-in in philosophical and pedagogical application (seeing things in a similar fashion within the unit)



Assessment bias –unintended cultural, linguistic or socioeconomic biases within the design



Using that data in meaningful ways to make program-specific changes over time



## Case Study: Language, Literature, & Writing

- English and English Ed take place within Creative Writing (Mid-Point Assessment) and Portfolio Prep (End-Point Assessment)



# Add Outcomes to Course

## Outcome Groups

- Account Standards
- College of Arts & Sciences
- English/10
- Language, Literature & Writing
- Northwest Missouri State University
- Archives
- Updated 2021-1. Institutional
- Updated 2021-CORE
- Updated 2021-Fine & Performing Arts
- Updated 2021-Math
- Updated 2021-Profession Based Learning
- Updated 2021-School of Communication
- Updated 2024 - School of Business
- Updated 2024-Humanities & Social Sciences
- Updated 2024-Language, Literature & Writing
- Archive (LL)
- LL-01. Engl Education
- LL-02. Literature
- LL-03. Spanish
- LL-04. Writing
- Updated 2024-Natural Science
- Updated 2024-School of Ag Science
- Updated 2024-School of Computer Science & Information Systems
- Updated 2024-School of Education
- Updated 2024-School of Health Science & Wellness

LL-01. Engl Education

Search within LL-01. Engl Education

### All LL-01. Engl Education Outcomes

7 Outcomes

- 1-LL-01-A. Communication. Write original, critical arguments about literary texts.  
1-LL-01-A. Write original, critical arguments about literary texts.
- 1-LL-01-B. Communication. Communicate orally the results of their original and critical arguments about literary texts.  
1-LL-01-B. Communicate orally the results of their original and critical arguments about literary texts.
- 2-LL-01-A. Critical Thinking. Close-read and engage with literary texts, including fiction, poetry, drama, and non-fiction.  
2-LL-01-A. Close-read and engage with literary texts, including fiction, poetry, drama, and non-fiction.
- 3-LL-01-A. Managing Information. Conduct effective and responsible research in support of critical arguments about literary texts.  
3-LL-01-A. Conduct effective and responsible research in support of critical arguments about literary texts.
- 3-LL-01-B. Managing Information. Recognize and distinguish major literary movements and figures, and the historical and cultural conditions surrounding them.  
3-LL-01-B. Recognize and distinguish major literary movements and figures, and the historical and cultural conditions surrounding them.
- 4-LL-01-A. Values. Clarify and articulate a personal values system informed by engagement with literary texts.  
4-LL-01-A. Clarify and articulate a personal values system informed by engagement with literary texts.
- 5-LL-01-A. Diversity, Equity, and Inclusion. Recognize the inherent value of diversity, equity, and inclusion through interaction with literary texts.  
5-LL-01-A. Recognize the inherent value of diversity, equity, and inclusion through interaction with literary texts.



# English & English Ed Outcomes

- Mid-Assessment in Creative Writing
- End Assessment in Senior Seminar

Program Outcomes - English rubric				
Criteria	Ratings			Pts
🕒 1-LL-02-A. Write original, critical arguments about literary texts. 1-LL-02-A. Write original, critical arguments about literary texts. threshold: 2.0 pts	3 pts Exceeds Expectations	2 pts Meets Expectations	1 pts Developing Expectations	--
🕒 1-LL-02-B. Communicate orally the results of their original and critical arguments about literary texts. 1-LL-02-B. Communicate orally the results of their original and critical arguments about literary texts. threshold: 2.0 pts	3 pts Exceeds Expectations	2 pts Meets Expectations	1 pts Developing Expectations	--
🕒 2-LL-02-C. Close-read and engage with literary texts, including fiction, poetry, drama, and non-fiction. 2-LL-02-C. Close-read and engage with literary texts, including fiction, poetry, drama, and non-fiction. threshold: 2.0 pts	3 pts Exceeds Expectations	2 pts Meets Expectations	1 pts Developing Expectations	--
🕒 3-LL-02-D. Conduct effective and responsible research in support of critical arguments about literary texts. 3-LL-02-D. Conduct effective and responsible research in support of critical arguments about literary texts. threshold: 2.0 pts	3 pts Exceeds Expectations	2 pts Meets Expectations	1 pts Developing Expectations	--





Like the DSP (Directed Self Placement) for Composition, both the mid-program assessment and culminating assessment are a metacognitive reflection where the student identifies courses that serve these outcomes and provide examples and rationale

🕒 3-LL-02-E. Recognize and distinguish major literary movements and figures, and the historical and cultural conditions surrounding them. 3-LL-02-E. Recognize and distinguish major literary movements and figures, and the historical and cultural conditions surrounding them. threshold: 2.0 pts	3 pts Exceeds Expectations	2 pts Meets Expectations	1 pts Developing Expectations	--
🕒 4-LL-02-F. Clarify and articulate a personal values system informed by engagement with literary texts. 4-LL-02-F. Clarify and articulate a personal values system informed by engagement with literary texts. threshold: 2.0 pts	3 pts Exceeds Expectations	2 pts Meets Expectations	1 pts Developing Expectations	--
🕒 5-LL-02-G. Recognize the inherent value of diversity, equity, and inclusion through interaction with literary texts. 5-LL-02-G. Recognize the inherent value of diversity, equity, and inclusion through interaction with literary texts. threshold: 2.0 pts	3 pts Exceeds Expectations	2 pts Meets Expectations	1 pts Developing Expectations	--
Total Points: 0				



## OUTCOMES ANALYSIS ESSAY

### Task

Please write an essay to 1) demonstrate that you have met your program's outcomes, and 2) to situate your portfolio in the context of your other coursework and intellectual endeavors. (Some of you will be working with writing program outcomes but others may be working with English/other program outcomes.) You should connect the program outcomes to your portfolio and other coursework to create a cohesive representation of what you have learned and who you are at the end of your program.

### **Writing Program Outcomes**

- The student demonstrates an understanding of critical and argumentative genres and produces complex, logical, and rhetorically sophisticated written arguments.
- The student demonstrates an understanding of literary craft and can apply multiple strategies of form and technique to original creative works.
- The student demonstrates an understanding of professional genres and can apply multiple strategies of form and technique to texts.
- The student effectively reflects on and adapts to rhetorical contexts through an understanding of critical, creative, and professional genres.
- The student understands and can apply diverse rhetorical, literary, and linguistic theories and practices.
- The student engages in research methods appropriate to discipline and genre including qualitative and quantitative empirical research.
- The student effectively participates as a member of a team to solve problems, work through ideas, and respond to rhetorical situations.

### **English and English Education Program Outcomes**

- Write original, critical arguments about literary texts.
- Communicate orally the results of their original and critical arguments about literary texts.
- Close-read and engage with literary texts, including fiction, poetry, drama, and non-fiction.
- Conduct effective and responsible research in support of critical arguments about literary texts.
- Recognize and distinguish major literary movements and figures, and the historical and cultural conditions surrounding them.
- Clarify and articulate a personal values system informed by engagement with literary texts.
- Recognize the inherent value of diversity, equity, and inclusion through interaction with literary texts.

### Audience

Robin

### Assessment

The essay will be assessed for complexity of thought, development of ideas, and comprehensiveness. The content of this essay will be used for program assessment and reported using the rubric provided below.

### Length

8-10 pages, double-spaced; it is not unusual for the essays to be substantially longer than 10 pages, and that is fine. You might simply need more pages to cover all the outcomes and your work towards those outcomes.



## English BA and BSED Midpoint Survey

### Instructions

Use the following items to indicate how confident you are in demonstrating the skills and talents measured in the following program learning outcomes.

Please indicate how strongly you agree with the following statements related to your program's learning outcomes.

I feel confident in my ability to do the following:	Strongly Disagree	Disagree	Agree	Strongly Agree	Unsure
Write original, critical arguments about literary texts.					
Communicate orally the results of my original and critical arguments about literary texts.					
Close-read and engage with literary texts, including fiction, poetry, drama, and non-fiction.					
Recognize the inherent value of diversity, equity, and inclusion through interaction with literary texts.					
Conduct effective and responsible research in support of critical arguments about literary texts.					
Recognize and distinguish major literary movements and figures					
Recognize and distinguish historical and cultural conditions surrounding major literary movements and figures					
Clarify and articulate a personal values system informed by engagement with literary texts.					

- Please provide one or two examples from your courses that demonstrate how you are progressing toward one or more of these outcomes (assignments, readings, class activities, etc.)
- What kind of support do you need from your program to help you achieve the outcome(s)? Or, what additional type of academic support do you need?



# Special Education Program Mid-Point Assessment

Link to Assignment:  
<https://bit.ly/3Zqmmymv>

3. **Target Behavior Addressed** (Operationalize one behavior concern targeted for change) -- *if needed, the student will be assisted in maintaining this target behavior using a structured safety plan that includes clear expectations and reminders about appropriate school behaviors.*

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4. **Rates of Target Behavior(s)** (Indicate the rate of occurrence of the behavior and any pertinent baseline data)

Rates	Explanation
Rates of problematic behavior <b>did/did not</b> appear to be affected by time of day.	
Rates of problematic behavior <b>did/did not</b> appear to be affected by <u>adult</u> working with <u>Student</u> .	
Rates of problematic behavior <b>did/did not</b> appear to be higher when with peers in structured/unstructured activities.	
Rates of problematic behavior <b>did/did not</b> appear to be higher when Student was participating in structured/unstructured activities.	
Rates of problematic behavior appeared <b>higher</b> when:	
Rates of problematic behavior appeared <b>lower</b> when:	

5. **Functional Analysis of Target Behavior** (Analyze the operationalized behavior. Add any behavior specific A-B-C data from previous observations/charts. Delete other A-B-C that are not applicable.)

Most Common Antecedent of Behavior	Most Common Consequence of Behavior	Hypothesized Function of Behavior
Request to work Transition to/from another activity Told "no" Redirection from adult Student/peer conflict Terminating a preferred activity Initiating a non-preferred activity Academic demand too high for skill level	Verbal redirect Verbal prompt Ignore Remove desired item Call for another adult Physical assistance Isolate Removal Room clear Restraint	Justify and explain the SEAT function.
Supporting Data	Supporting Data	
Previous Evaluation(s) Observation(s) ISS, OSS assignments Referrals to Central Office (Long term suspension/expulsion) Tardy Cards Teacher Reports Conduct Grades Hallway Behavior Recovery Room Log Time Review of Behavior Data Student Interview IEP Review Parent Information Office Referrals Attendance	Previous Evaluation(s) Observation(s) ISS, OSS assignments Referrals to Central Office (Long term suspension/expulsion) Tardy Cards Teacher Reports Conduct Grades Hallway Behavior Recovery Room Log Time Review of Behavior Data Student Interview IEP Review Parent Information Office Referrals Attendance	

6. **Interventions Previously Attempted and Resulting Effectiveness** (Listed any interventions which were previously implemented. Describe if necessary. Then, indicate the effectiveness of the interventions.)

Intervention	Effectiveness
	Limited/short term success/sporadic/ineffective
	Limited/short term success/sporadic/ineffective
	Limited/short term success/sporadic/ineffective

7. **Description of Intervention(s) to Address Target Behavior Based on Hypothesized Function** (List and describe any interventions or EBP's prescribed to address the targeted behaviors. List in parentheses source to justify the intervention is an EBP.)

Interventions to Provide



Behavior Intervention Plan			
Criteria	Ratings		Pts
Basic Student Information Name, grade, classroom teacher, school	2 pts Full Marks	0 pts No Marks	2 pts
Student Strengths & Dislikes Describe the interests and preferences you observed	2 pts Full Marks	0 pts No Marks	2 pts
Target Behavior Describe the behavior which is interfering with the students learning or the learning of others.	6 pts Full Marks	0 pts No Marks	6 pts
Rates of Target Behavior Indicate the raters of target behavior	6 pts Full Marks	0 pts No Marks	6 pts
Function of Behavior Analyze and hypothesis a function of behavior using the A-B-C method	8 pts Full Marks	0 pts No Marks	8 pts
Previous Interventions Describe the interventions staff provided previously	4 pts Full Marks	0 pts No Marks	4 pts
Description of Interventions & EBPs for Target Behavior Describe the interventions and EBPs staff will provide to help the student before and during a problem behavior	8 pts Full Marks	0 pts No Marks	8 pts
Home Communication & Data Monitoring/Collection Describe how will the parent be notified of daily, weekly, and/or monthly progress & the data systems monitoring and collection for the target behavior and intervention/EBPs	4 pts Full Marks	0 pts No Marks	4 pts
🎯 5-EU-03-H. Special education teacher candidates create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions  5-EU-03-H. Special education teacher candidates create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determinations	2 pts Meets Expectations	0 pts Doesn't Meet Expectations	--

# Special Education Mid-Point Assessment Rubric with Program Outcome





# Program Outcomes: Step by Step

- ❖ Step by Step Directions for:
  - Accessing Program Outcomes
  - Creating New Program Outcomes
  - Accessing Saved Program Outcomes via Dynamic Forms
  - Loading Program outcomes into a Canvas Course

❖ <https://bit.ly/3CX9ZSO>





# Creating New Program Outcomes

## PROGRAM OUTCOMES #1

In this section, please provide your program outcome and information about how you will assess program completers on this outcome. Include descriptors for each of the proficiency levels to provide a narrative explanation of what is expected for a program completer performance at the 4 different levels of this outcome. These descriptors will be placed inside the outcome rubric in Northwest Online.

OUTCOME TITLE (255 characters max)	PROGRAM LEARNING OUTCOME <i>Ex: Engage all students in subject.</i>	3 - HIGHLY PROFICIENT	2 - PROFICIENT	1 - EMERGING PROFICIENT	0 - NOT PROFICIENT
<div></div>	<div></div>	<div></div>	<div></div>	<div></div>	<div></div>

\* Inst. Level Outcome Codes ?

How will this outcome be assessed early in the program? Include the assessment name and in which course the assessment will be given.

COURSE NUMBER	<div></div>
COURSE TITLE	<div></div>
ASSIGNMENT	<div></div>

How will this outcome be assessed mid-way through the program? Include the assessment name and in which course the assessment will be given.  
\*Mid-way assessment only required for four year undergraduate programs. Other programs (graduate, certificate...) are only required to do an early and late assessment of outcomes.

COURSE NUMBER	<div></div>
COURSE TITLE	<div></div>
ASSIGNMENT	<div></div>

How will this outcome be assessed late in the program? Include the assessment name and in which course the assessment will be given.

COURSE NUMBER	<div></div>
COURSE TITLE	<div></div>
ASSIGNMENT	<div></div>





# Where & How to Upload

- Canvas course import and selection of outcomes
- Creating course outcomes and nesting ability





# Resources Referenced

- Northwest Learning & Teaching Center
  - Outcome Development Resources ([Click Here](#))
- My Northwest
  - Faculty
    - Program Learning Outcomes ([Click Here](#))
    - Where can I see my current program outcomes:  
<https://app.vidgrid.com/view/fijpdroCZrA4/?sr=ePNV7f>



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