PLO MTM Direction

Each AST MTM and AAT MTM group will define the Degree Learning Outcomes for each degree. This is in keeping with NWCCU Standard 1.C.2, which suggests that:

- Awards of credit, degree, certificates, or credentials for programs are based on student learning.
- Courses, programs, certificates and degrees have clearly stated learning outcomes and consistent assessment practices; there is some level of institutional measurement of learning outcomes.
- Learning outcomes are of appropriate breadth, depth and sequencing.

General Guidance:

- Each MTM degree should have 1-3 Degree Learning Outcomes that are related to the major discipline and are in keeping with the discipline coursework included.
- Each college can add their own additional outcomes, but may not subtract from the MTM group-developed outcomes.
- Institutions should add their own institutional learning, core competencies, and/or general education outcomes in keeping with their individual campus practices.
- Degree Learning Outcomes do not need to include general education learning outcomes
- There should be one set of Degree Learning Outcomes including MTMs that have pathway variance

Specific Guidance:

Degree Outcomes should:

1. be specific and measurable
2. describe what a student will be able to do as a result of the major-specific coursework that has occurred throughout the degree.
   a. "Upon completion of this degree, a student will ____ (insert appropriate measurable Bloom's Taxonomy verb)"
3. be clear so that students and colleagues can understand them
4. be rigorous yet realistic outcomes achievable by students

Consider:
   a. Action- write in active voice

b. Context- envision what student can do after the program as a result of the program
c. Scope- set reasonable expectations
d. Complexity- can drive decisions and improvements in student learning
e. Brevity & Clarity- concise and clear language that is understood by students and stakeholders
f. These must be measurable by each institution according to their own assessment practices.

Examples:

- (new CCET AAS): Apply analytical techniques and problem-solving skills using the knowledge of fundamental mathematics and technical sciences to address problems encountered in Civil & Construction Engineering Technology.
- (early childhood cert): Develop, implement, and assess developmentally appropriate teaching practices, environments and curriculum for young children.
- (human services cert): Demonstrate an understanding of the interdisciplinary theories and practices used in the human service field.
- (accounting AAS): Develop and interpret accounting and financial information for decision making.
- (paralegal AAS): Apply analytic, critical thinking and research skills to fact situations within a legal context.