



5-2019

# The BSU Visibility Project: Proposed Methods and Models for Greater Clarity of Learning Outcomes

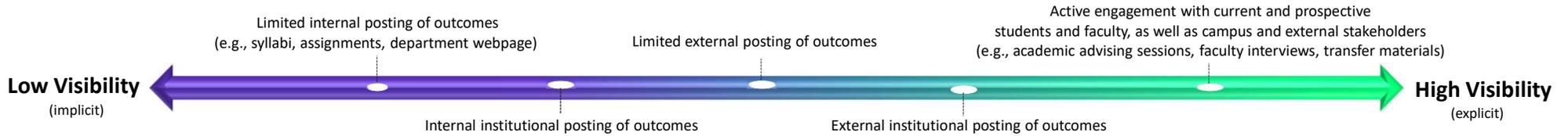
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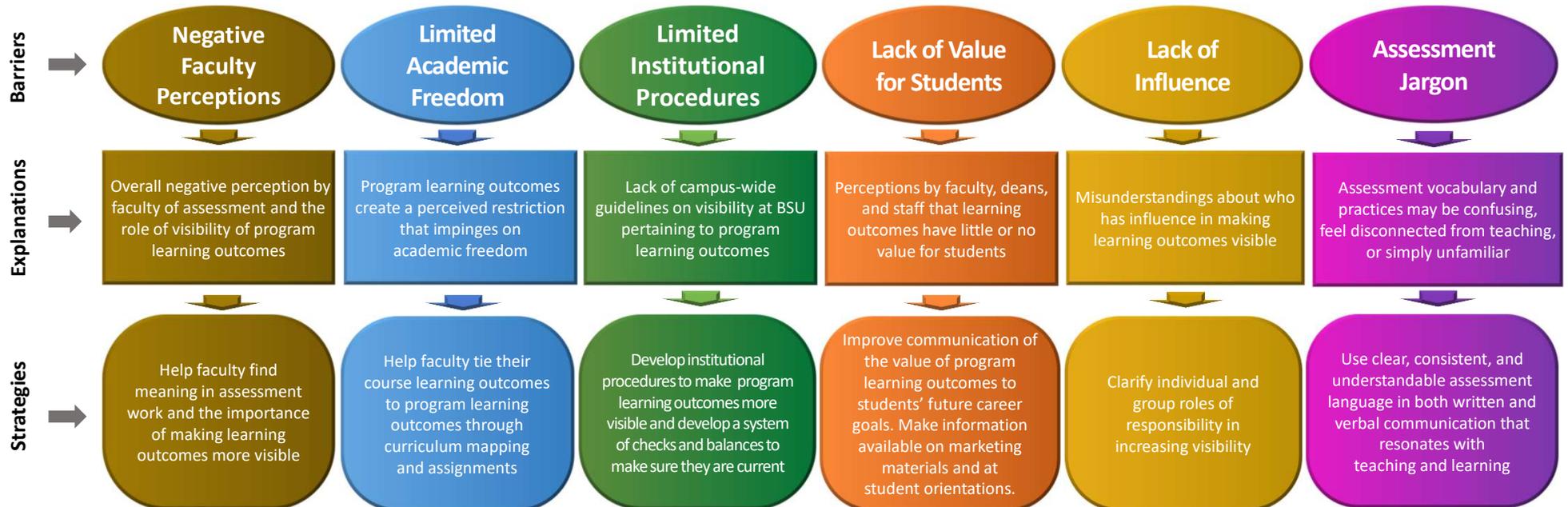
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## The Visibility Continuum



Methodology	Purpose of the Transparency Project	Why Transparency/Visibility Matters
<ul style="list-style-type: none"> <li>Semi-structured interviews with college and university deans from three offices and departments (n=8)</li> <li>Informal conversations and discussions with faculty members (~ n=10) and students (~ n=15)</li> <li>Email correspondence with administrators, faculty, and staff</li> <li>Field notes, including lived experiences and observations</li> <li>Reflective journaling</li> <li>Coding of written and verbal communications (9 hrs.)</li> </ul>	<p>The Transparency Project is led by the graduate assistant in the Office of Assessment and aims to make all of BSU's program learning outcomes easily visible and understandable to current and prospective faculty, staff, students, and administrators. The purpose of this research is to identify and propose strategies to increase program learning outcome visibility.</p> <p><b>What are Program Learning Outcomes?</b></p> <p>A written set of skills, knowledge, and/or behaviors that a student in a program should be able to demonstrate upon completion of their degree.</p>	<ul style="list-style-type: none"> <li>National calls for visible learning outcomes by the National Institute for Learning Outcomes Assessment (NILOA), the Lumina Foundation, the Association of American Colleges and Universities (AAC&amp;U), and the Transparency in Learning and Teaching in Higher Education project (TILT Higher Ed)</li> <li>Required evidence of transparency of student learning outcomes by the New England Commission of Higher Education (NECHE), our regional accreditor</li> <li>BSU's strategic goal for excellence and student success</li> </ul>

## Identified Barriers to Visibility of Learning Outcomes at BSU



## NEXT STEPS

- Conduct campus-wide qualitative research pertaining to transparency
- Set an institutional policy on program outcome visibility
- Invite more student representation into assessment work and committees



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## STRATEGIES FOR PROMOTING THE VISIBILITY OF PROGRAM LEARNING OUTCOMES (PLOs)

BSU Office of Assessment

### President

- Champion visibility of PLOs as an institutional priority
- Develop institutional expectations and procedures for how PLOs should be visible

### Provost/Chief Academic Officer

- Communicate clear and explicit expectations and guidelines on transparency
- Remove barriers to visibility on institution's website and showcase examples
- Work with governance committees to set institutional policy

### Dean

- Review annual assessment reports and advocate for transparency where needed
- Advocate for the visibility of PLOs

### Department Chair

- Work with departmental faculty to make PLOs visible
- Provide PLOs as part of orientation for part-time faculty to incorporate into campus culture

### Faculty

- Include program- and course-level outcomes on course syllabi and connect to each assignment
- Connect PLOs to life beyond classroom
- Regularly present PLOs in student advising

### Student

- Request PLOs when not provided
- Use student government associations to advocate for transparency

### Assessment Office

- Continue to ask for evidence of transparency from colleges and programs
- Support the faculty, deans, and provost in the transparency initiative

### Who else?

- Transfer office: familiarize every new student to the learning outcomes of their program (or prospective programs)
- Alumni office: share success stories and how PLOs helped students in achieving a degree

### Do you have any suggestions?

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