

Creation of Practical and Functional Program Learning Outcomes (PLOs): A Mongolian Perspective

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KEYWORDS

Program learning outcomes, stakeholder perspective, common requirements for PLOs, implementation of learning outcomes.

ABSTRACT

Program learning outcomes define skills and abilities acquired by the student and reflect the requirements and demands of the labor market. Despite the importance of program learning outcomes, little research has been done on foreign language education bachelor's degree programs in Mongolia. This article aims to identify what the common requirements for the development of program learning outcomes are, whether the foreign language program that is currently implemented at the University of Finance and Economics in Mongolia meet these requirements, and to find out the perspectives and levels of key stakeholders' engagement in the design and implementation of learning outcomes. Different concepts and theories are applied to find out the learning outcomes' requirements, and surveys were conducted on teachers, administrators, and employers.

Based on the findings from an analysis of the foreign language education program along with the survey results of key stakeholders, current PLOs are partially designed and developed in accordance with the requirements. It was observed that key stakeholders were not considered nor played essential roles in the development and design of learning outcomes. More engagement with these stakeholders is necessary in the form of regular consultation and feedback to ensure continuous improvement that reflects key stakeholders' needs and demands being reflected in the PLOs. Based on the results of the study, it is proposed revised PLOs for foreign language education programs.

1. Introduction

Rapidly changing labor market requirements and technological evolution, higher education institutions face challenges and problems to ensure that their programs can improve the skills and abilities of their students and graduates. Program learning outcomes define what skills and knowledge students will gain at the end of their studies. Well-developed and effective program learning outcomes not only contribute to the employability of graduates but also it has huge impact on quality of academic programs. Foreign language education is considered an in-demand profession in Mongolia, and it contributes to enhancing cross-cultural competence and international engagement which is essential in globalization. Despite the importance of this profession, limited research on the development, implementation, and evaluation of this program has been done in Mongolia. The University of Finance and Economics (UFE) started a foreign language education program in 2022 to contribute to the development of foreign language education in the country. Little is known about the alignment of PLOs, labor market requirements and stakeholders' perspectives in the research area of the country, we seek to examine the gaps between the program learning outcomes and the stakeholder's perspective. More specifically, it investigates the roles and perspectives of stakeholders in the design and implementation process, aiming to identify areas for improvement and propose revised PLOs that better reflect stakeholder demands and labor market trends. By addressing these issues, this article contributes to the broader discourse on enhancing the quality and relevance of higher education programs in Mongolia and offers practical insights for improving foreign language education programs in similar contexts.

2. Literature Review

Within the framework of the research, we examined how international scholars and organizations define PLOs and what are the requirements and criteria for developing and defining PLOs.

International education bodies standard on Program learning outcomes. Various international educational organizations offer standards and criteria for improving PLOs. Through this research, we aim to determine the theory, concepts, criteria, and standards of these organizations and researchers.

Table 1. A Comparative Study of the Standards for the PLOs by International Organizations

№	International education bodies	Standards or criteria for the PLO
1	(UNESCO, 2024)	UNESCO provides specific guidelines for the development of program learning outcomes for HEIs. UNESCO has made the following important recommendations: The following is the target to Sustainable Development goal 4.1: “By 2030, ensure that all girls and boys have access to quality primary and secondary schooling provided free of charge and lead to effective learning.” To accomplish this objective, the use of a parallel standard becomes necessary in measuring Learning Outcomes. Equity and Inclusivity: You get to make positive results in a manner that such children will have an opportunity to achieve such goals. Interdisciplinary and Holistic Approach: UNESCO also encourages cross-sectoral approach and perception and integration of inter-disciplinary perspectives with regards to education. Stakeholder Engagement: Some of the many important stakeholders who should be involved in the process of constructing learning outcomes include faculty, students, employers, and members of the community. This ensures that the results to be produced are relevant in line with the interest of all stakeholders. Feedback and Continuous Improvement: Therefore, on grounds of changing educational requirements and recent outcomes of assessments, the learning targets should be reviewed periodically. Specific and quantitative Outcomes: If learning is to be measured, outcomes therefore, need to reflect development and be accurate, oriented, and defined. Focus on Competencies: For students to overcome these challenges, therefore, prepare for a dynamic future, they need to imbibe cognate thinking abilities, solving abilities, and teamwork abilities. ¹
2	(University of California Santa Cruz, 2019)	"What knowledge, skills, and values do faculty in the program expect students to have acquired by the time they graduate?" is the first question to be asked while defining PLOs. Program Learning Outcomes are a series of statements that outline the knowledge, skills, and abilities that faculty members hope their students will acquire because of successfully completing their program. A crucial first step that will direct later stages of the assessment process is writing program learning outcomes. The following three characteristics must be present in program learning outcome statements: 1. significant to teachers and students; 2. all-encompassing; and 3. Measurable
3	(Japan university accreditation association, 2024)	The university has degree award, curriculum design and implementation policies to realize its mission and purpose, which are made public appropriately. Following its curriculum design and implementation policies, the university establishes a coherent curriculum that produces appropriate educational outcome, implements measures for effective education and grants degrees appropriately. The university assesses and evaluates learning outcomes against those identified in the degree award policies.
4	(Attaway, 2011)	The following is a brief of AACSB ’s Program Accreditation Standard 5 highlighting how to define program development and objectives. This is because stakeholders bring into light the expectations of society in relation to the qualifications required in the job market. Through the feedback given by organizations that recruit the graduates, it is possible for the curriculum to be

№	International education bodies	Standards or criteria for the PLO
		in line with the current market need. Further in helping to keep the learning environment ongoing and active, interacting with alumni and other members of the University community is crucial.
5	(Middle states commission on higher education, 2015)	Institutions can implement assessment processes by developing clear learning objectives and aligning them with assessment tools such as exams, projects, and portfolios. Faculty can regularly review and analyze assessment data to identify areas for improvement and make necessary curriculum adjustments. Additionally, institutions can engage in ongoing professional development for educators to enhance their assessment strategies and ensure they are effectively measuring student learning.
6	(Brophy, 2015)	S.M.A.R.T. is a system used to help one in the writing of the learning institution program learning outcomes that are easy to achieve, while developing S.M.A.R.T. goals, it is compulsory to make the aim, clear, understandable, and achievable with regard to a specific task or event. Every goal must also include a timeline or time limit. Having said that, it is time to discuss what S.M.A.R.T goals are and what questions assist in formulation of these goals. If applying S.M.A.R.T goals use Bloom's Taxonomy as a guideline for evaluating and improving the learning goals for better compliance with the psychological processes. Further, tools might include Taxonomy that can offer information about difficulty in students' understanding. There exists another approach to evaluate learning outcomes that is achievable, measurable and specific. Achievable: Your goals have and can be to have no conflict with time, other resource requirements and other constraints. Measurable: Determine which objectives must be met in order to evaluate the advancements and or effectiveness and design ways by which this could be done numerically. Specific: Mention the parasite goals of the business and select one of the goals which you are going to focus on.

While analyzing the criteria and standards used in learning outcomes by international organizations, in relation to the development of higher education programs, we define the following criteria and standards. These include:

- Fulfillment of the institution's supportive role in relation to the vision and Sustainable Development Goals.
- Equity and Inclusiveness. Integration, as a general concept, of various disciplines.
- Stakeholder expectations that are involved but not limited to employers of the graduates, gradients, learners, university community, and policy makers.
- Feedback and Continuation of Learning Improvement.
- SMART – Specific, Measurable, Achievable, Realistic and Timely.
- Competencies, problem-solving, decision-making and critical thinking, must be part of the outcome since this has to have been efficient and logical in order to impart to the students' skills such as communication, reasoning and information literacy.
- Many of the LOs can be assessed in terms of the Cognitive Processes Dimension at levels 3, 4 and 5 of Analysis, Evaluation and Creation respectively. Perhaps the use of taxonomy can contribute to the enlargement of this kind of reasoning.

Moreover, on the other hand, we have analyzed studies conducted by international researchers on determining program learning outcomes, including how to ensure stakeholder participation, as follows.

Table 2. Outline for the Researchers and Scholars' Views on Stakeholders' Engagement in Developing Learning Outcomes

№	Name of the Scholar / Researcher	View / theory
1	H.H. Lindsten, P.I. Auvinen, & T.S. Juut.	In order to reach optimal and efficient learning outcomes with significant design, it is vital to involve all the stakeholders, such as the program author, relevant faculty, and administrators of universities (quality assurance service, students, graduates, and employers).
2	J. Robertson, & S. Heckrodt.	As the LOs are student-oriented, teachers and students are crucial parts of their creation and evaluation, while the evaluation of accomplishments can be relevant to graduates and employers. In terms of the design and implementation stages, the administration must play an influential role by monitoring the achievement process in order to sustain the accreditation.
3	Kettunen	Various stakeholders can influence educational institutions regarding teaching quality and the development of joint research projects.
4	US AID Working Paper	Local stakeholders in schools and communities have a clear and authentic understanding of the daily educational activities and experiences that require transformation. Yet, national and international stakeholders may lack this insight. Their contribution is valuable, but it is the local stakeholders who truly know what changes are necessary for meaningful progress in their context.
5	Ferrero-Ferrero	It is essential to be aware of the different stakeholders' identifications to meet their needs, and it has been accepted as a vital requirement for organizational performance in the context of education (Ferrero-Ferrero et al., 2018).
6	Hayter and Cahoy	If all relevant stakeholders are involved significantly in the planning and designing process of HEIS, its value and efficiency is far more than our expectation (Hayter and Cahoy, 2018).
7	Elena A. Muratova, Marina S. Tayurskaya	Fulfilling the requirements of employers and the international accreditation agencies is a necessary stage for educational programs to gain their design and overall quality.
8	Mead and Andrews (2011)	Stakeholders are accepted as a fundamental part of implementing a strategy successfully.
9	Maric	According to Maric, the role of stakeholders might affect HE. By knowing and considering the stakeholders' point of view significantly, it is possible to make sure whether universities are fulfilling their mission or not.

It is crucial to accept the stakeholders' engagement to form and utilize the qualified learning outcome. In accordance with Lindsten, Auvinen, and Juuti (2019), it mentioned that involving the engagement of various stakeholders, for instance authors of the programs, lecturers, university management, students, graduates, and employers to develop decent learning outcome is particularly important. Robertson and Heckrodt (2021) argue that learning outcomes should primarily focus on students, assessing for significant engagement from both teachers and students. However, they suggest that graduates and employers dominate the evaluation process. It presents Kettunen, and the content of the US AID Working Paper show the effectiveness of stakeholders in the quality of teaching and

educational programs. According to this, the ones who communicate closely with the communities are likely to gain practical experiences on daily activities education. The needs of the stakeholders must be transparent and understandable as well as its contribution must be seen in the organizational performance and in the value of HEIs, as mentioned by Ferrero-Ferrero et al. (2018) and Hayter and Cahoy (2018). Additionally, Muratova and Tayurskaya (2014) highlighted the need to line up educational programs with employer requirements and accreditation standards for improvement. Stakeholders are accepted as central to the achievement of strategy implementation and mission of higher learning institutions as stated in Mead and Andrews research. Generally, it is vital to involve all the stakeholders in development, design, and assessment of learning outcomes for the achievement of purposeful and constructive learning and which benefits learners, teachers, and other stakeholders in an academic context. It is crucial to link educational programs to the employers and accreditation requirements to maintain steady improvement Mead and Andrews (2011). With the collaboration of designers, coordinators, and evaluators of the learning environment and related outcomes, students, educators, and the public gain a significantly enhanced learning experience.

3. Research and Findings

Through investigating researchers and international organizations standards and criteria set for PLOs followings can be concluded:

A. When examining the criteria and standards set by international organizations for developing learning outcomes in higher education programs, the following are commonly found:

1. Alignment of Sustainable Development Goals and the institution's objectives
2. Inclusivity and Equity
3. Integration of interdisciplinary perspectives
4. Stakeholder Engagement: This is the anticipation of various parties as outlined below: graduate employers; other stakeholders such as alumni; the learners; the university community; and policy makers.
5. Feedback and change
6. Focus on Competencies: SMART is an acronym that means Specific, Measurable, Attainable, Relevant and Time-bound
7. Cognitive Processes Dimension: All the learning outcomes should be placed within the third dimension, that is the Evaluate, Analyse and Create dimension.

B. From the outline of researchers' and scholars' views on stakeholder engagement in developing learning outcomes, the followings can be concluded:

1. Having stakeholder is crucial if there is to be effective implementation of a particular strategy.
2. Fulfilling the mission of universities depends on understanding stakeholders' perceptions.
3. For learning outcomes to be effective it is mandatory that all stakeholders/interested parties including the program authors/head/s, involved lecturers, university administrators including the Quality assurance service, students, (potential) graduates, and employers be involved in their development.

From the above, common criteria can be derived as follows. including:

Stakeholders' engagement - In effective program learning outcome, it is essential that all stakeholders are involved in their design.

Standard or criteria for PLOs - To ensure that learning outcomes meet the demands and criteria of stakeholders, it is necessary to follow certain standards.

Program learning outcomes should align with Sustainable Development Goals and the institution's mission, include continuous improvement and feedback, adhere to SMART goals, focus on competencies and incorporate cognitive processes.

A study on the status of meeting the standard criteria for program learning outcomes

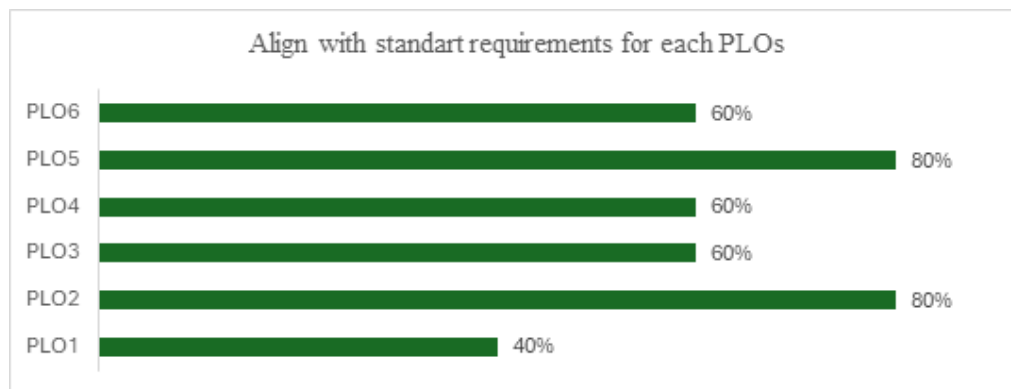
We have compared the learning outcome of the foreign language education program with standard or criteria for PLOs to see if they meet the requirements for the learning results that emerged from our research. Since the foreign language education program is a new program, we have excluded continuous feedback and improvement criteria from comparative study.

Table 3. A comparative study of learning outcomes of foreign language education program with standard for program learning outcomes

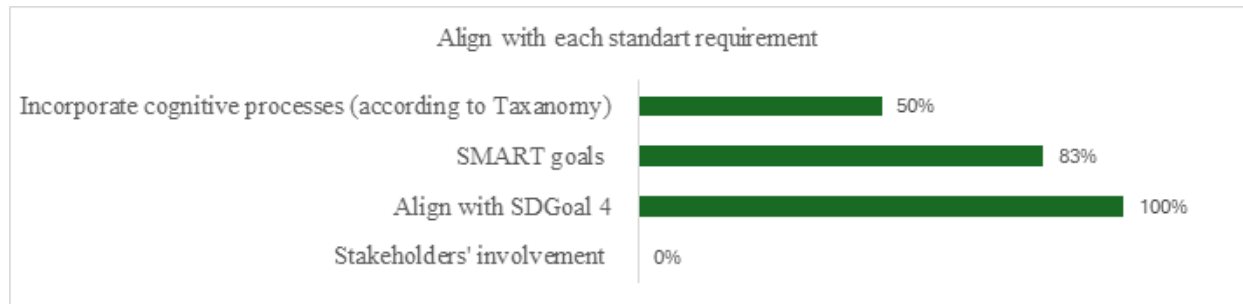
No	Requirements for PLO PLOs for Foreign language program	Stakeholders' involvement	Align with institution's mission	Align with SDGoal 4	SMART goals	Incorporate cognitive processes (according to Taxanomy)
PLO1	Theoretical knowledge regarding the nature of language, its interactions with cognition and society, its use, its history, its composition, and its numerous literary forms.	-	-	+	+	-
PLO2	Students will gain knowledge of the fundamental ideas and principles of translation theory, the phases of translation, and the many kinds of professional translation and their features. Additionally, they will learn how to adhere to the syntax and compositional standards of translation in the professional sector, choose the most suitable professional words for the translation, and apply grammar rules correctly.	-	+	+	+	+
PLO 3	The fundamental ideas, standards, varieties, and procedures of written translation, as well as the characteristics and procedures that set it apart from other types of translation, factors to take into account while	-	+	+	+	-

No	Requirements for PLO PLOs for Foreign language program	Stakeholders' involvement	Align with institution's mission	Align with SDGoal 4	SMA RT goals	Incorporate cognitive processes (according to Taxanomy)
	performing written translations, and the function of a written translator, as well as the capacity to apply them correctly in practical situations.					
PLO 4	In addition to possessing a theoretical understanding of the fundamental ideas, rules, categories, and techniques of interpretation, as well as the characteristics and procedures that set it apart from other types of interpretation and the function of an interpreter, one should also be able to apply these ideas effectively in practice.	-	+	+	+	-
PLO 5	Understanding of linguistics, translation theory and practice, and expert writing and oral translation, as well as the capacity to conduct research in these areas.	-	+	+	+	+
PLO6	Adhere to professional and personal ethics of translators.	-	+	+	-	+

From the above research, it is possible to see how each learning outcome of the foreign language education program meets the criteria and standards for PLOs, and it is possible to conclude as follows.



PLO2 and PLO5 have the highest performance indicators, meeting 80% of the criteria, while PLO1 has the lowest, meeting only 40% of the criteria.



Looking at how the overall foreign language learning outcomes align with each standard requirement for PLO, it appears to be 100% aligned with SDG Goal 4. Additionally, 50% of it is developed according to Bloom's Taxonomy. However, the 0% involvement of stakeholders is noteworthy.

A study of stakeholder participation in the development of PLOs in foreign language education programs

The study concluded that the learning outcomes of our foreign language education program do not fully meet the criteria mentioned above, which is reflected in the fact that the participation of stakeholders was not fully achieved, and the learning outcomes were not developed according to Bloom's Taxonomy.

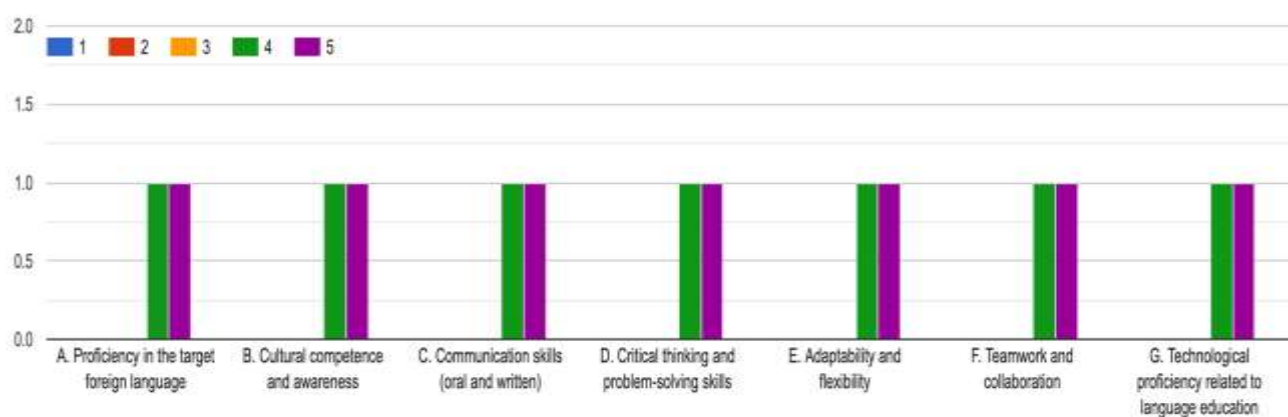
Therefore, in order to ensure the participation of stakeholders, a survey was conducted to obtain feedback on the program's outcomes from relevant stakeholders, including teachers, administrators, and employers.

Employer survey results

To find out the demand and decent skills of graduates, a survey was conducted among employers. It consists of eight questions.

Graph1. Skills and Competencies

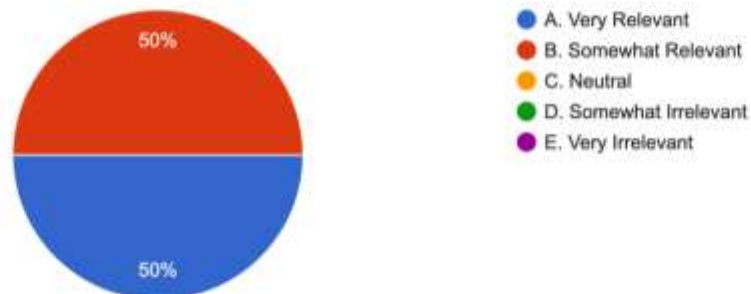
2. Skills and Competencies: Please rate the following skills and competencies for our graduates on a scale of 1 to 5 (1 being poor and 5 being excellent)



Employers' assessments of the skills of program graduates were deemed insufficient, and additional skills were considered necessary, including psychological skills.

Graph 2. Program Relevance

3. Program Relevance: How do you imagine the skills and knowledge of our graduates to meet the needs of your organization?
2 responses



Graph 3. Internship and Practical Experience

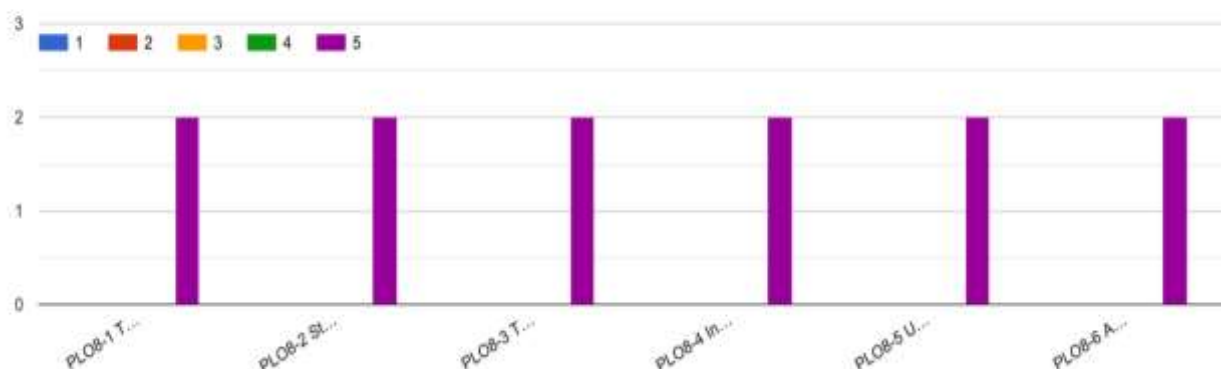
5. Internship and Practical Experience: How important is it for our graduates to have completed internships or practical experiences before joining your organization?
2 responses



The survey found that 50 percent of respondents agreed that the graduate's skills were relevant to the organization's needs. However, 100 percent agreed that internships at the organization were important.

Graph 4. Evaluation of PLO of Foreign language education program

6. Please evaluate the current learning outcomes of the foreign language education program based on their significance. /1 not significant, 5 highly significant/



As shown in the graph, the significance of the program learning outcomes has been perceived quite low by the survey respondents in terms of its effectiveness. Hence, constructive feedback and collaboration are emphasized for suggestions for further improvement.

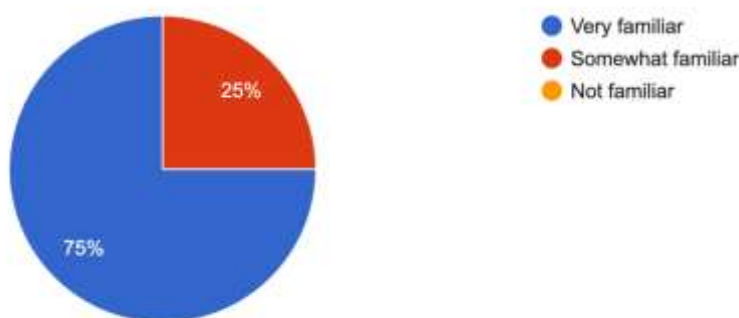
University teachers survey results

Some randomly selected in-service teachers, with more than 16 years of teaching experience in the foreign language education program, have been asked to participate in the survey. The survey has 16 questions to explore their perception of the program learning outcomes of the courses.

Graph 5. Familiarity with PLOs

1. How familiar are you with the Program Learning Outcomes (PLOs) for the programs in which you teach?

4 responses



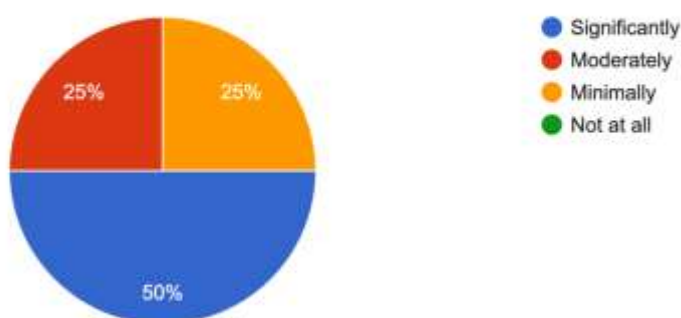
In terms of how well they know the learning outcomes of the foreign language education program they teach, 75 percent of the teachers who participated in the survey said they knew very well, while 25 percent said they knew relatively little. Regarding whether they received guidance on the learning outcomes of the program, 75 percent said they received good guidance, while 25 percent said they received average guidance.

When asked how they integrate program learning outcomes with course learning outcomes, 50% indicated they always link them, 25% said they do it frequently, and the remaining 25% said they do it occasionally.

Graph 5. Courses contribution to achievement of the PLOs

5. To what extent do you think your courses contribute to the achievement of the PLOs?

4 responses



When asked how influential their courses contribute to achievement of the program learning outcomes, 50% of the teachers surveyed said it was significantly influential, 25% said it was influential, and the remaining 25% said it was low influential.

What challenges do you face in aligning your Course Learning Outcomes (CLOs) with the Program Learning Outcomes (PLOs)? The answers to the question Misalignment between course content and PLOs (25%) and Lack of support from the institution (25%) indicate that schools need to work with teachers to better align the learning outcomes of specific programs with the learning outcomes of their courses.

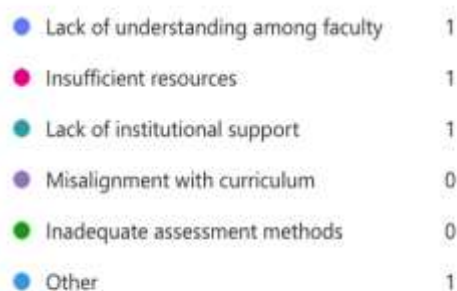
Administrative survey results

The survey seeks to learn about administrators' perceptions and experiences in establishing and executing program learning outcomes (PLOs) for foreign language education programs. The research included participation from the director of the institution implementing the program and the head of the program's implementing unit.

According to the survey, administrators have a good understanding of the program's learning outcomes, recognize their importance to program outcomes, have received related training, and are 50% and 50% uncertain that the program's learning outcomes are effectively defined.

Graph 6. Challenges in implementing PLOs

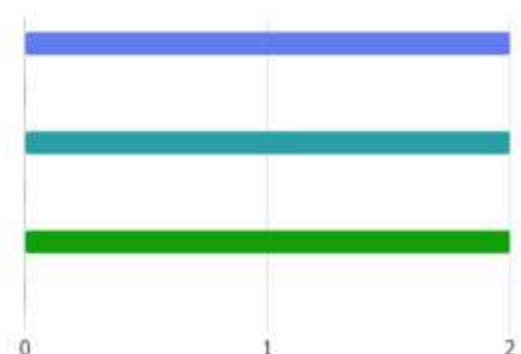
8. What challenges, if any, does your institution face in implementing PLOs?



According to the survey results, the institution has a number of major obstacles when it comes to implementing Program Learning Outcomes (PLOs), including faculty a lack of understanding a lack of institutional support, and a limitation of resources.

Graph 7. Assessment methods for PLOs

11. What methods does your department use to assess PLOs?



PLOs are updated annually and every semester, which suggests that they are updated on a regular basis, according to the response to the question "How frequently are PLOs reviewed and improved in your department?" Additionally, PLO methods for evaluation include external assessments, student questionnaires, and standardized examinations.

4. Conclusion And Discussion

A comparison and summary of the research conducted by industry researchers and the learning outcomes of international educational institutions was made to develop common criteria. When measuring the learning outcomes of foreign language education programs implemented in Mongolia according to these criteria, it was found that the criteria of stakeholder participation and incorporating cognitive processes were not met. A survey was carried out by the management representatives, faculty and employers with the purpose of gathering stakeholders' perceptions on the program learning outcomes, defining possible challenges as well as identifying further suggestions for improvement. The findings from the employer reveal that there would be some areas that the program graduates need to develop in terms of skills and competencies. As the employers mentioned, the graduates' preparedness for the workplace was considered insufficient; specifically, the psychological skills of the graduates need to be developed. In addition to this, half of the survey participants highlighted the significance of internship and practical experience even though the graduates' skills met the organizational requirements. Moreover, in order to check the validity and reliability of the foreign language education program assessment, the Program Learning Outcomes were identified, and it was evaluated that six of them had rather low effectiveness indicators. This emphasizes the need for enhanced availability and use of such evidence and improvement of the relevant criteria. The findings of the study on the perception of university teachers in the foreign language education program toward Program Learning Outcomes (PLOs) indicate that although there is a positive perception of PLOs that exist with regards to a foreign language teaching program, the participants have also identified some areas of improvement. As the majority of the teachers stated, they are familiar with the PLOs and felt that they were given good guidance. However, it can be noted that 25 per cent of the respondents have reported reduced confidence in the understanding possessed and the guidance obtained. Half of the teachers always ensure that PLOs and CLOs are in line, compared to those who occasionally align them. As expected, the degree the teachers have perceived the influence of the courses in attaining PLOs has been varied; half of the teachers perceived their courses had high influence, while the rest saw moderate to low impact. Concerns raised include lack of fit between information delivered in a course and PLOs and lack of support from the institution as stated by 25% of the respondents. The findings of the study show that the administrators involved in the foreign language education program have sufficient knowledge and understanding on PLO and the overall acceptance of the importance of the same in enhancing the success of the program. They have been trained, in any case, and there are varied opinions in the literature about whether or not the PLOs are well defined.

Based on the survey responses, institution faces several key challenges in implementing Program Learning Outcomes (PLOs):

Lack of understanding among faculty: This implies that there is a necessity for adequate sensitization and consultation to guarantee that faculty members extend comprehensive understanding of the relevance and integration of PLOs.

Insufficient resources: This indicates that to deliver such PLOs, perhaps there is a need to source more funding, appropriate teaching learning resources or human resources to support the delivery of PLOs.

Lack of institutional support: This underlines the need for more serious management commitment in the institution to foster and enhance the use of PLOs. However, none of the respondents reported misalignment with the curriculum or inadequate assessment methods thus pointing to the fact that these areas may still be well managed.

Nevertheless, the revealed challenges indicate that the continuous assessment of the revised PLOs at least once a year and the evaluation of the semesterly changes prove the eagerness in maintaining and developing the program's quality. These efforts are complemented by an active use of various assessment tools, including standardized tests, students' questionnaires, and external assessment.

Thus, it is necessary to revise the suggestions to address the above issues and the program's learning outcomes based on research.

Implications and Suggestions for the Foreign language education program PLOs

Suggestions for employer participation to PLOs

Enhance Skill Development: Concentrate more efforts to incorporate other skills, especially psychological skills, in the curriculum to enhance compliance to the employer's demand.

Increase Internship Opportunities: Since there is consensus about the significance of internships, the current and future growth and development of the internship programs will enable the graduates to gain more practical experience when they are ready to join the workforce.

Improve PLO Effectiveness: Review the six identified areas of learning outcomes that assume low efficacy. To advance these outcomes, feedback and collaboration with employers should be conducted with an aim of achieving higher alignment with industry requirements.

Ongoing Employer Engagement: Employers should be contacted often to receive feedback and make modifications to the program as necessary. It also becomes easier to ensure that the program continues to be useful in preparing the graduates for jobs in the marketplace.

Suggestions within the result of Program teachers' perception

Enhanced Training and Support: Also, offer more support to guarantee that all instructors understand the PLOs concept and how to connect it with their programs.

Strengthen Institutional Support: Strengthen institutions to support the teachers in order to facilitate them to connect course content to PLOs.

Regular Review and Feedback: Put into practice mechanisms for reviewing the extent to which courses are achieving PLOs, including feedback.

Facilitate Collaboration: Promote sharing and cross cooperation between teachers in the development and identification of strategies that link CLOs with PLOs.

Suggestions within the result of administrative perception

Enhance Faculty Training: To address this issue, one needs to organize compulsory professional development sessions where faculty will be introduced to the concept and the necessity of establishing PLOs, learn how to write them correctly etc.

Allocate Resources: Explain why resources should be extended for the provision of PLOs.

Strengthen Institutional Support: Promote culture change leading in the institution to embrace PLOs by advocating for the top leadership to provide support to the cause.

Improve PLO Definition

Maintain Regular Reviews: Persistent with the PLO reviews, and enhancements.

Improvement of PLO definitions of foreign language education program

Based on the results of the study, it is proposed to revise and improve the learning outcomes as follows.

PLO1 - Gain theoretical knowledge regarding the nature of language, its interactions with cognition and society, its use, its history, its composition, and its numerous literary forms.

PLO2 - *Apply* the fundamental ideas and principles of translation theory, the phases of translation, and the many kinds of professional translation and their features. Adhere to the syntax and compositional standards of translation in the professional sector. Select the most suitable professional words for the translation and apply grammar rules correctly.

PLO 3 - *Analyze* fundamental ideas, standards, varieties, and procedures of written translation, as well as the characteristics and procedures that set it apart from other types of translation. Evaluate factors to consider while performing written translations, the function of a written translator, and apply them correctly in practical situations.

PLO 4 - *Understand* fundamental ideas, rules, categories, and techniques of interpretation, as well as the characteristics and procedures that set it apart from other types of interpretation, the function of an interpreter and apply these ideas effectively in practice.

PLO 5 - *Obtaining* knowledge on linguistics, translation theory and practice, and expert writing and oral translation and conduct research in these areas.

PLO6 - Adhere to professional and personal ethics of translators.

The following recommendations can be considered by the future researchers.

1. The first thing to consider is the integration and alignment of courses, subjects, and programs learning outcomes. This ensures a cohesive and comprehensive educational experience.
2. To upgrade the Program Learning Outcomes (PLO), it's essential to consider both human resources (HR) and financial resources. The differences in between contexts can guide how and in what ways can PLO be improved.
3. Take a look at the gaps of the term PLO among teachers and employers. How the term has been accepted by researchers, teachers and employers might be the matter of its development and further designing.

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