Deliverable:

Continuous improvement practices of Program Learning Outcomes involve collecting and evaluating evidence of whether students are learning what the faculty intends, and at what level for specific outcomes. The design of this effort involves intentional alignment between the PLO and course assignment. There are two main types of evidence that are used:

- Direct Evidence: This type evaluates students' actual work using faculty specified criteria.
- Indirect Evidence: This type of evaluation looks at a student's self-reported or perceived learning (obtained skills, competencies).

Make sure you have the following:

Completed Curriculum Map (Refer to Year Zero & Year One)
(ABCD) Measurable Program Level Learning Outcomes (Refer to Year One)
Well-designed Course SLOs for those courses that demonstrate PLOs

Determine which approach will be used to develop the PLO assessment plan. Reference the PLO Outcome Plan Options document found **here for descriptions.**

The course/courses that will be integrated into the assessment plan (reference the curriculum map-Year onË

Deliverable:

ASSIGNMENT DESIGN

Use the Assignment design template to assist in reviewing or creating an assignment or assignments to measure PLOs. Rubric Design Guide

Determine methods to measure artifacts. It is recommended that two or more instructors should be involved in evaluating student work IF work is collected and scored together.

Program Level Learning Outcomes Survey Templa   i

DEVELOP RECOMMENDATIONS

SMARTIE GOAL/S