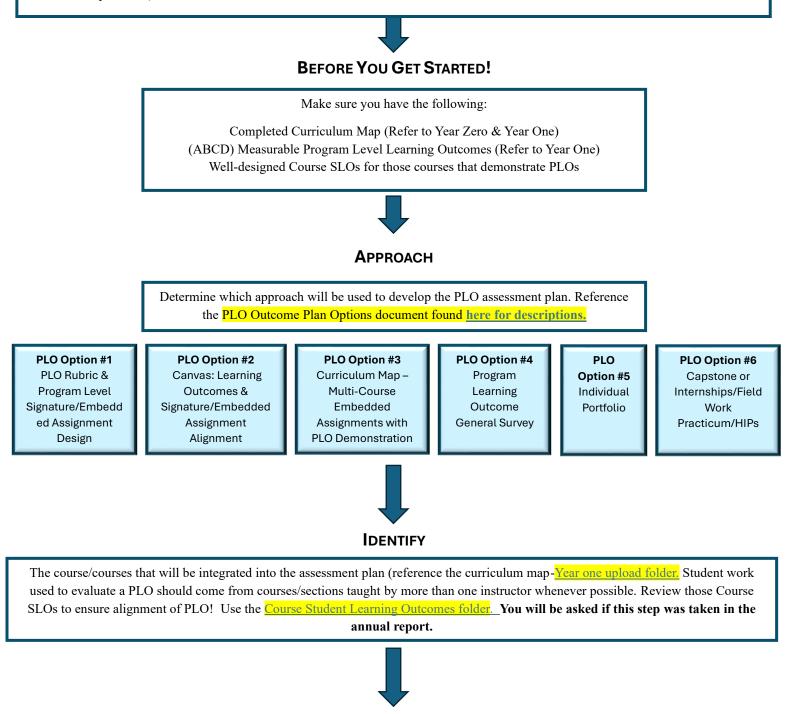# PROGRAM LEVEL LEARNING OUTCOMES

Deliverable: *Design A Program Level Learning Outcome Assessment Plan*

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).

BEFORE YOU GET STARTED!

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

APPROACH

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

PLO Option #1 PLO Rubric & Program Level Signature/Embedded Assignment Design	**PLO Option #2** Canvas: Learning Outcomes & Signature/Embedded Assignment Alignment	**PLO Option #3** Curriculum Map – Multi-Course Embedded Assignments with PLO Demonstration	**PLO Option #4** Program Learning Outcome General Survey	**PLO Option #5** Individual Portfolio	**PLO Option #6** Capstone or Internships/Field Work Practicum/HIPs

IDENTIFY

The course/courses that will be integrated into the assessment plan (reference the curriculum map-Year one upload folder. Student work used to evaluate a PLO should come from courses/sections taught by more than one instructor whenever possible. Review those Course SLOs to ensure alignment of PLO! Use the Course Student Learning Outcomes folder. **You will be asked if this step was taken in the annual report.**

DETERMINE

Sources of direct & indirect evidence: Each assessment method should be carefully aligned with a PLO, including the type of assignment, assignment prompt/instructions and criteria (a rubric) used to evaluate student work. Reference the Sources of Direct & Indirect Evidence document found **here.**

PROGRAM LEVEL LEARNING OUTCOMES Cont.

Deliverable: *Design A Program Level Learning Outcome Assessment Plan*

ASSIGNMENT DESIGN

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

COLLECT, ANALYZE, INTERPRET

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 Template
IRB Program Review Template

DEVELOP RECOMMENDATIONS

Once findings are established, highlight areas of importance, interest, and require continuous improvement efforts.

SMARTIE GOAL/S

Use evidence to make changes: Develop an intervention plan using the PLO Action Plan template found **here.** SMARTIE goals should reflect the narrative. This will be part of the review and annual report