# All elements are part of a connected whole

## Program learning objectives (PLO)…

* are clear and concise
* specify a single objective
* describe observable and measureable behaviors or products
* articulate discipline and professional mastery – what students are expected to know and be able to do at the point of graduation
* highlight core competencies (e.g. develop argument, communication)

## Curriculum map …

* shows PLO development through curriculum path (general chronological order)
* includes I,P, Ds that represent only signature assignments (major projects, exams) that capture deep learning assignments
* Shows opportunities for students to practice as well as demonstrate mastery for each program learning objective

## Assessments chosen to measure PLO(s)…

* result from faculty discussion of PLO(s) learning concerns that are drawn from course observations
* aligns with the program level objective being assessed
* are drawn from I,P,D assessments marked on curriculum map
* consider “D” level assessments first, unless learning concern suggested a different assessment
* build on prior year assessment – if changes are made, assess the same PLO again to determine effectiveness of changes

# Extends connections from the previous plan to the next.

## Assessment measure…

* includes a detailed rubric (if appropriate) with criteria that reflect the competencies being assessed and descriptions of each level of performance.

## Interpretation of findings…

* consider performance on each competency separately rather than an overall grade/score.
* propose possible explanations for the results-
  + Program characteristics?
  + Assessment characteristics?
  + Student characteristics?

## Action plan…

* follows directly from the interpretation of results.
* Indicates a direction for next year’s assessment plan.