**Anthology at University of Idaho  
Tina Colvin, Ph.D.** (tcolvin@anthology.com) **Session:** “Using Course-Embedded Assessment to Collect Data on Program Learning Outcomes”

**Exercise, Part 1**: Align an Existing Assignment to a PLO

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| **1. Program Learning Outcome (PLO)** | **2. Student / Course Learning Outcome** | **3. What will students *do* in the course to demonstrate they have met the PLO?** |
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**For #3, consider**: What are recognizable indications that students have met the PLO?

And/or: what kinds of practical activities or work will students produce to meet the PLO?

*The more you describe for #3, the more possibilities for course-embedded assessment you’ll have!*

**Exercise, Part 2**: Align an Existing Assignment to a PLO

Review your response to question #3, “What will students do in the course to demonstrate they have met the PLO?”. Notice the kind of student work and evidence of learning it prioritizes. Consider: **what existing assignment in your course already asks students to perform one or more of these behaviors / activities?**

Then, consider: what do you need to do to **revise your existing assignment** to prioritize the features you described in #3? What in the assignment description (assignment sheet, syllabus description, evaluation rubric, etc.) **needs to be modified such that those activities are put into focus**?

>>Spend 10 minutes reviewing an assignment and what needs updating to align with a PLO.