**RIT** | Office of Educational Effectiveness Assessment

# Let's Get This PLOAP Started - A Quick Guide

| Program Goals | Student Learning Outcomes | Academic Program Profile | Data Source/ Measure Curriculum Mapping | Benchmark | Timeline | Data Analysis Key Findings | Use of Results Action Items and Dissemination |
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**Program Goals** define discipline-specific key concepts and competencies. Programs should err on the side that "less is more" and develop and list four to six critical, high-level goals.

> ★ **"**Model effective and efficient new packaging systems as well as improve the performance of existing packaging systems"
>
> ★ "Demonstrate foundational or support knowledge for dietetics progression"

**Student Learning Outcomes** are statements that transform higher-level program goals into specific measurable student performance and behaviors that demonstrate learning and skill development. You can align multiple SLOs to one program goal.

> ★ "Apply safety principles related to food, personnel, and consumers"
>
> ★ "Redesign and improve an aspect of an existing package system"

**Academic Program Profile** links or aligns program goals and corresponding student learning outcomes to RIT's five Educational Goals: Critical Thinking, Global Interconnectedness, Ethical Reasoning, Integrative Literacies, and Creative and Innovative Thinking.

**Data Source/Measure** identifies the instrument and method that will be used to measure student learning. Be as specific as possible by including the course, assignment name, and the rubric or scoring criteria.

> ★ "Sanitation and Safety IHSM 214 ServSafe Exam scored with a rubric"
>
> ★ "PACK 763: PKG for End Use. Three Design Reviews scored with the Formal Presentation Rubric"

**Benchmark**, also known as a standard, target, or achievement level provides a statement of student success. Each student learning outcome should have an established baseline measure which indicates an acceptable level of student achievement.

> ★ "100% of students will score 75% or better on ServSafe Exam"
>
> ★ "95% will earn B or better on the Three Design Reviews and the Formal Presentation Rubric"

**Timeline** outlines how the program will collect assessment data on an established cycle. Be selective, strategic and realistic. Develop an assessment cycle that will support external (accreditation) and internal (academic program review) commitments.

> ★ "Collection: annually by faculty teaching the course – fall semester"
>
> ★ "By instructor annually (spring): data collected, summarized and reported to graduate coordinator by the end of the semester"

**Data Analysis Key Findings** are completed after the program measures student learning outcomes. Detailed findings can be tracked using RIT's Assessment Management System, Watermark by Taskstream.

**Use of Results, Action Items, and Dissemination** are completed after the program measures student learning outcomes. The use of results can be tracked using RIT's Assessment Management System, Watermark by Taskstream.