# Curriculum Development Template

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# Introduction

Curriculum has many parts to consider while developing, with two salient being the "What" and the "How". This Curriculum Development Template starts with the "What", sections 1 through 4, and then gets to the "How", section 5.

Program Purpose Considerations ▶ Program Learning Outcomes Considerations ▶ Marketable Skills Considerations ▶ Continuous Improvement Through Assessment ▶ Curricular Structure Considerations

This document is meant to offer programs a starting point for either creating a new program or updating an existing. Open the navigation bar (☰ in the upper lefthand corner) to see this document's sections, as well as section substeps. These sections are driven by The Texas Higher Education Coordinating Board's (THECB) new program requests and **Texas A&M's Bach-Masters Degree Proposal Form** / **Texas A&M's DOC Degree Proposal Form**, more specifically Section A. Program Summary and Section E. Curriculum, specifically Section E. 1. Program-level Learning Outcomes and their operationalized Marketable Skills and Section E. 5. Program Assessment.

# Curriculum Development Template

1. ## Program purpose considerations (the What)

   a. **What is the program preparing students to become?**
      i. This includes thoughts about:
         1. What is your discipline's purpose?

         2. What is your program's purpose?

      ii. CIP code - ?
         1. Definition - ?

      iii. Accreditation - ?

   b. **How can the program develop agile students who are prepared to step into various careers within an ever-changing global society?**
      i. This includes thoughts about the program's portrait of a graduate:
         1. What knowledge will students develop?

         2. What skills will students develop?

         3. What values and/or habits of mind will students develop?

   c. **How can the program be unique, creative, and innovative?**

   d. **What experiences can be incorporated to frame the student's learning journey? (the How - on hold until Section 5 later in this document)**
      i. Interdisciplinary opportunities - ?

   e. **Data…curriculum development should be a data-informed process!!**
      i. Gather data from a variety of sources for mining and analysis:
         1. Accreditation handbooks/documents
         2. The Texas Higher Education Coordinating Board's (THECB) need and demand data report provided upon Planning Notification submission
         3. The Office of the Provost's (AEP) need and demand analysis report
      ii. Analyze for required knowledge, skills, values/habits of mind

   f. All of this informs the Program Learning Outcomes you will create next
      i. Learning Outcomes RISE module

2. Program Learning Outcomes (PLOs) considerations
    a. What are PLOs?
        i. [Learning Outcomes RISE module](#)
        ii. PLOs are statements about **what students will know and be able to do upon successful completion of your program**. They operationalize the program purpose by indicating what learners will gain as a result of the program experience.

    b. How do you write PLOs?
        i. [Learning Outcomes RISE module - "Characteristics"](#)
        ii. PLOs are written at a very high, overarching level and finish the statement: "Upon successful completion of the program, students will be able to_____."
        iii. PLOs need to be observable and measurable as they drive program assessment.

        iv. Within the Texas A&M [Bach-Masters Degree Proposal Form](#) / [DOC Degree Proposal Form](#), include your PLOs in Section A. Program Summary and Section E. Curriculum.
        v. PLOs need to include/encompass what the THECB refers to as marketable skills.
            1. THECB defines marketable skills as, "Those skills valued by employers that can be applied in a variety of work settings, including interpersonal, cognitive, and applied skill areas. These skills can be either primary or complementary to a major and are acquired by students through education, including curricular, co-curricular, and extracurricular activities" (60x30TX, p. 22).
            2. From Building a Talent Strong Texas -
                a. "...educators will work with employers to understand today's high-demand, high-quality fields aligning courses, programs, and credentials with current and emerging workforce needs…" (p. 10).
                b. "...Texas should accelerate its national leadership and renewed focus on **students completing degrees with purpose and value**." (p. 14)
            3. Include in your PLOs those knowledge, skills, and habits of mind found in the employment opportunity position descriptions and the Provost Office provided need and demand data documents as this will help tell your marketable skills narrative in the new degree proposal form.

    c. **Curricularly speaking, are you starting from scratch or are there existing courses that will support this program?**
        i. How do the existing courses relate to the new program?

    d. **Are there accreditation standards that need to be included in the PLOs?**

e.  The next three tables provide example PLOs. Spend some time reviewing these before then embarking on creating your PLOs in steps f. and g.

**Example PLOs based on Texas A&M' Undergraduate Student Learning Outcomes (UG and Masters)**

| TAMU Outcome #1 | **Master the depth of knowledge required for a degree, including the ability to:** <br> ● **Articulate disciplinary and interdisciplinary theories, concepts, principles, skills, and practices** <br> ● **Synthesize knowledge across courses and other experiences** <br> ● **Apply knowledge from core curriculum courses, discipline-based courses, and other experiences in a range of contexts to solve problems and make decisions** |
|---|---|
| **BIOL's Program Learning Outcome #1** | **Use core biological knowledge to accurately describe the fundamental concepts about living organisms.** |
| BIOL's Operationalized Marketable Skills | ● **The Biological Discipline** - describe the nature, or essence, of the biological discipline. <br> ● **Evolution** - interpret the diversity of living organisms using evolution. <br> ● **Structure & Function** - explain structural and functional interactions that exist at all levels of organization. <br> ● **Systems** - identify interactions across and within biological systems and their potential outcomes. <br> ● **Information Flow, Exchange, and Storage** - construct pathways of information flow. <br> ● **Pathways & Transformations of Energy and Matter** - trace the flow of energy and matter through biological systems. |

| TAMU Outcome #2 | **Demonstrate critical thinking, including the ability to:** <br> ● **Evaluate, analyze, and integrate information from a variety of sources** <br> ● **Use appropriate strategies and tools to represent, analyze, and integrate information** <br> ● **Develop critical, reasoned positions** |
|---|---|
| **BIOL's Program Learning Outcome #2** | **Apply critical thinking skills.** |

| BIOL's Operationalized Marketable Skills | <ul><li>**Information literacy** (e.g., news, online sources) - Compare and contrast the quality of scientific information from different sources.</li><li>**Problem identification** (e.g., research questions, hypotheses) - Evaluate whether a problem requires additional information and/or expertise.</li><li>**Evidence-based problem solving** - Defend a proposed solution to a problem using appropriate evidence.</li><li>**Critical and reasonably positioned thinking** - Evaluate and respond to objections to position from those reaching different conclusions.</li></ul> |
|---|---|

**Example PLO based on Accrediting Body's (ABET) [Criterion 3. Student Outcomes](#)**

| TAMU Outcome #4 | Practice personal and social responsibility, including the ability to: <ul><li>**Practice ethical leadership**</li><li>**Recognize an ethical dilemma and apply rational decision-making in order to address it**</li><li>**Choose ethical courses of action in research and practice**</li><li>**Acknowledge and address the consequences of one's own actions**</li><li>**Engage in local and global civic activities**</li></ul> |
|---|---|
| **ABET #4 and CHEN's Program Learning Outcome #4** | Recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental, and societal contexts. |
| CHEN's Operationalized Marketable Skills | <ul><li>**Identify global industry and societal issues** - Envision new engineering knowledge to address unsolved Grand Challenges for Engineering.</li><li>**Impact** - Identify one's career plan for making a positive impact on society, including the potential risks.</li><li>**Ethical decision making** - Apply and adapt ethical theories and methods for resolving conflicts to  real-world problems.</li><li>**Professionalism** - Apply engineering codes of ethics to situations that engineers may encounter on the job.</li></ul> |

    **f.** **Prepare to craft your PLOs.** One organizational plan for prepping to craft your PLOs is to begin grouping ideas which will become the foundation for each PLO. A mental image of this is to think of these idea groupings as the baskets you are going to use to gather eggs.
        i. Start with Texas A&M's 7 student learning outcomes ([UG](#) and [Masters](#)). These can be your initial group's organization structure (i.e., your initial 7 baskets). These "baskets" have been started in the tables below starting on p. 9.

ii.    Should you have one, scour your accreditation handbook for knowledge, skills, values, competencies, habits of mind, etc., anything you consider defines your discipline.

iii.    Once located, add each of the knowledge, skills, values, etc. under the corresponding Texas A&M student learning outcome (i.e., add these eggs into the initial 7 baskets started on p. 9+).

iv.    During this sorting process, you may find that there is not an appropriate corresponding Texas A&M student learning outcome (i.e., a basket for all your eggs).

1.    If this should happen, consider adding an additional student learning outcome to the existing Texas A&M list. This would mean adding another table to the existing 7. For example, some groups choose to split the TAMU UG #1 - Master the depth of knowledge required for a degree… into:

a.    1a. Disciplinary Knowledge… and

b.    1b. Disciplinary Skills…

c.    See [BIOL's PLO example](#) in the first table above

v.    Once done scouring your accreditation handbook, move on to scouring both the THECB's need and demand data report the Office of the Provost's (AEP) need and demand analysis report, adding additionally mined knowledge, skills, values, etc. under the corresponding student learning outcome (i.e., add these eggs into the existing baskets).

vi.    Once done scouring your BOTH need and demand reports, take the ideas generated in [1.b. above](#) and add each of the brainstormed knowledge, skills, values, etc. under the corresponding student learning outcome (i.e., add these eggs into the existing baskets).

vii.    Once you have sorted the (1) Texas A&M student learning outcomes; (2) both need and demand data reports; and (3) your group's brainstormed list of knowledge, skills, and values/habits of mind ([1.b. above](#)), **spend some time cleaning each student learning outcome grouping (i.e., basket), including**:

1.    Reorganizing

2.    Prioritizing

3.    Editing and revising statements (i.e., the eggs)

4.    **Contrasting each student learning outcome grouping (i.e., the baskets) to delete any redundancy or duplication across groupings** (e.g., communication should ONLY be mentioned in the communication grouping)

g.    **Craft your PLOs.** Use the tables below to craft your PLOs from the prepped student learning outcome groupings (i.e., baskets).

i.    If your accrediting body has specific PLOs, feel free to swap out the Texas A&M outcomes already populated in the tables for those provided by your accrediting body (i.e., ABET in engineering, AACN in nursing) before then drafting your PLOs.

ii.    Remember to follow the characteristics laid out in the [Learning Outcomes RISE module - "Characteristics"](#).

iii.    Once the PLOs are drafted, operationalize it below, bringing in marketable skills (i.e., eggs), as a bulleted list of outcomes below.

**PLO Brianstorm and Creation**

| TAMU Outcome #1 | Master the depth of knowledge required for a degree, including the ability to:<br>● Articulate disciplinary and interdisciplinary theories, concepts, principles, skills, and practices<br>● Synthesize knowledge across courses and other experiences<br>● Apply knowledge from core curriculum courses, discipline-based courses, and other experiences in a range of contexts to solve problems and make decisions |
|---|---|
| Brainstormed/Curated Knowledge, Skills, and Values | ● |
| **Your Program Learning Outcome #1** | |

| TAMU Outcome #2 | Demonstrate critical thinking, including the ability to:<br>● Evaluate, analyze, and integrate information from a variety of sources<br>● Use appropriate strategies and tools to represent, analyze, and integrate information<br>● Develop critical, reasoned positions |
|---|---|
| Brainstormed/Curated Knowledge, Skills, and Values | ● |
| **Your Program Learning Outcome #2** | |

| TAMU Outcome #3 | Communicate effectively, including the ability to:<br>● Demonstrate effective oral communication skills (which could include the use of languages such as American Sign language for those who do not communicate orally)<br>● Demonstrate effective writing skills |
|---|---|

| | |
|---|---|
| | • Demonstrate effective nonverbal communication skills (which could include appropriate use of performance, design, or representations such as maps, tables, and graphs)<br>• Listen actively and critically<br>• Present work effectively to a range of audiences<br>• Effectively communicate original and creative ideas |
| Brainstormed/Curated Knowledge, Skills, and Values | • |
| **Your Program Learning Outcome #3** | |

| | |
|---|---|
| **TAMU Outcome #4** | **Practice personal and social responsibility, including the ability to:**<br>• **Practice ethical leadership**<br>• **Recognize an ethical dilemma and apply rational decision-making in order to address it**<br>• **Choose ethical courses of action in research and practice**<br>• **Acknowledge and address the consequences of one's own actions**<br>• **Engage in local and global civic activities** |
| Brainstormed/Curated Knowledge, Skills, and Values | • |
| **Your Program Learning Outcome #4** | |

| | |
|---|---|
| **TAMU Outcome #5** | **Demonstrate social, cultural, and global competencies, including the ability to:**<br>• **Live and work effectively in a diverse and global society**<br>• **Articulate the value of a diverse and global perspective**<br>• **Recognize diverse economic, political, cultural, and religious opinions and practices** |

| Brainstormed/Curated Knowledge, Skills, and Values | ● |
|---|---|
| **Your Program Learning Outcome #5** | |

| **TAMU Outcome #6** | **Prepare to engage in lifelong learning, including the ability to:**<br>● **Exhibit the skills necessary to acquire, organize, reorganize, and interpret new knowledge**<br>● **Show proficiency in current technologies and the ability to adapt to emerging technologies**<br>● **Recognize and participate in activities that enhance wellness of body, mind, and spirit**<br>● **Formulate a plan of personal goals for continued professional growth**<br>● **Demonstrate intellectual curiosity** |
|---|---|
| Brainstormed/Curated Knowledge, Skills, and Values | ● |
| **Your Program Learning Outcome #6** | |

| **TAMU Outcome #7** | **Work collaboratively, including the ability to:**<br>● **Participate effectively in teams**<br>● **Consider different points of view**<br>● **Work with others to support a shared purpose or goal** |
|---|---|
| Brainstormed/Curated Knowledge, Skills, and Values | ● |
| **Your Program Learning Outcome #7** | |

## 3. Marketable skills considerations

The THECB defines marketable skills as, "Those skills valued by employers that can be applied in a variety of work settings, including interpersonal, cognitive, and applied skill areas. These skills can be either primary or complementary to a major and are acquired by students through education, including curricular, co-curricular, and extracurricular activities" (60x30TX, p. 22).

From Building a Talent Strong Texas -
   a. "...educators will work with employers to understand today's high-demand, high-quality fields aligning courses, programs, and credentials with current and emerging workforce needs…" (p. 10)
   b. "...Texas should accelerate its national leadership and renewed focus on **students completing degrees with purpose and value**." (p. 14)

To consider your program's marketable skills, FIRST CONSIDER what are the smaller teachable components, the smaller building blocks, students need to learn in order to achieve the overarching PLO. To continue with your new program proposal's narrative, consider tying your marketable skills to Section I.'s Job Market Need and employment opportunity position descriptions.

Brainstorm and record each PLO's list of smaller teachable components as a bulleted list. **The goal is a sublist of smaller teachable components necessary for students to master on their way to mastering the overarching PLO.**

**Example PLO's list of smaller teachable components**

| TAMU Outcome #2 | Demonstrate critical thinking, including the ability to:<br>● **Evaluate, analyze, and integrate information from a variety of sources**<br>● **Use appropriate strategies and tools to represent, analyze, and integrate information**<br>● **Develop critical, reasoned positions** |
|---|---|
| **BIOL's Program Learning Outcome #2** | **Apply critical thinking skills.** |
| BIOL's PLO 2's Smaller Teachable Components | ● **Information literacy** (e.g., news, online sources)<br>● **Problem identification** (e.g., research questions, hypotheses)<br>● **Evidence-based problem solving**<br>● **Critical and reasonably positioned thinking** |

a. Craft each PLO's smaller teachable components bulleted list in the tables below.
   i. Not every single small thing that would be taught in a program can or needs to be included in a PLO's bulleted list of smaller teachable components.
   ii. The smaller teachable components are written as a content area/skill only with no verb included.
   iii. **For each PLO, brainstorm 3 to 7 smaller teachable components.**
   iv. Copy and paste your program's PLOs from the tables above to these tables before beginning work on the smaller teachable components bulleted lists.

**PLO Brainstorm Teachable Components**

| TAMU Outcome #1 | Master the depth of knowledge required for a degree, including the ability to: |
|---|---|
| | • Articulate disciplinary and interdisciplinary theories, concepts, principles, skills, and practices |
| | • Synthesize knowledge across courses and other experiences |
| | • Apply knowledge from core curriculum courses, discipline-based courses, and other experiences in a range of contexts to solve problems and make decisions |
| **Your Program Learning Outcome #1** | |
| Your PLO 1's Smaller Teachable Components | • |

| TAMU Outcome #2 | Demonstrate critical thinking, including the ability to: |
|---|---|
| | • Evaluate, analyze, and integrate information from a variety of sources |
| | • Use appropriate strategies and tools to represent, analyze, and integrate information |
| | • Develop critical, reasoned positions |
| **Your Program Learning Outcome #2** | |
| Your PLO 2's Smaller Teachable Components | • |

| TAMU Outcome #3 | Communicate effectively, including the ability to:<br>• Demonstrate effective oral communication skills (which could include the use of languages such as American Sign language for those who do not communicate orally)<br>• Demonstrate effective writing skills<br>• Demonstrate effective nonverbal communication skills (which could include appropriate use of performance, design, or representations such as maps, tables, and graphs)<br>• Listen actively and critically<br>• Present work effectively to a range of audiences<br>• Effectively communicate original and creative ideas |
|---|---|
| **Your Program Learning Outcome #3** | |
| Your PLO 3's Smaller Teachable Components | • |

| TAMU Outcome #4 | Practice personal and social responsibility, including the ability to:<br>• Practice ethical leadership<br>• Recognize an ethical dilemma and apply rational decision-making in order to address it<br>• Choose ethical courses of action in research and practice<br>• Acknowledge and address the consequences of one's own actions<br>• Engage in local and global civic activities |
|---|---|
| **Your Program Learning Outcome #4** | |
| Your PLO 4's Smaller Teachable Components | • |

| TAMU Outcome #5 | Demonstrate social, cultural, and global competencies, including the ability to:<br>• Live and work effectively in a diverse and global society<br>• Articulate the value of a diverse and global perspective<br>• Recognize diverse economic, political, cultural, and religious opinions and practices |
|---|---|
| **Your Program Learning Outcome #5** | |
| Your PLO 5's Smaller Teachable Components | • |


| TAMU Outcome #6 | Prepare to engage in lifelong learning, including the ability to:<br>• Exhibit the skills necessary to acquire, organize, reorganize, and interpret new knowledge<br>• Show proficiency in current technologies and the ability to adapt to emerging technologies<br>• Recognize and participate in activities that enhance wellness of body, mind, and spirit<br>• Formulate a plan of personal goals for continued professional growth<br>• Demonstrate intellectual curiosity |
|---|---|
| **Your Program Learning Outcome #6** | |
| Your PLO 6's Smaller Teachable Components | • |

| TAMU Outcome #7 | Work collaboratively, including the ability to:<br>● **Participate effectively in teams**<br>● **Consider different points of view**<br>● **Work with others to support a shared purpose or goal** |
|---|---|
| **Your Program Learning Outcome #7** | |
| Your PLO 7's Smaller Teachable Components | ● |

b. Once each PLO's smaller teachable components list has been developed, the next step is to craft an operationalized marketable skill for each smaller teachable component.

**Example PLO's list of smaller teachable components AND operationalized marketable skills**

| TAMU Outcome #2 | Demonstrate critical thinking, including the ability to:<br>● **Evaluate, analyze, and integrate information from a variety of sources**<br>● **Use appropriate strategies and tools to represent, analyze, and integrate information**<br>● **Develop critical, reasoned positions** |
|---|---|
| **BIOL's Program Learning Outcome #2** | **Apply critical thinking skills.** |
| BIOL's Operationalized Marketable Skills | ● **Information literacy** (e.g., news, online sources) - Prepare a comprehensive analysis using information taken from a variety of credible resources.<br>● **Problem identification** (e.g., research questions, hypotheses) - Evaluate alternate possible resolutions to the situation.<br>● **Evidence-based problem solving** - Formulate reasonable hypotheses to scientific questions and/or problems.<br>● **Critical and reasonably positioned thinking** - Evaluate and respond to objections to position from those reaching different conclusions. |

c. Marketable skills are written as student learning outcomes.
   i. Review the CTE's Learning Outcomes RISE module's Characteristics of… tab as you did above when crafting your PLOs.

ii.    Marketable skills finish the statement: "Upon successful completion of the program, students will be able to_____."

iii.    When writing the marketable skills remember:
1. Begin with an intentionally selected Bloom's verb
2. Contain only one verb
3. Is measurable/assessable
4. They are NOT a laundry list of items to be taught in a program and/or course.
5. They align with Job Market Need and employment opportunity position descriptions.

iv.    If you have accreditation standards, strongly consider using the exact wording provided by the accreditation and/or standards documents…no need to reinvent the wheel!!

d.    Craft each smaller teachable component's marketable skills in the tables below.
i.    Copy and paste your program's PLOs and bulleted list of smaller teachable components from the tables above to these tables before beginning work on the operationalized marketable skills.
ii.    When done, copy and paste each table into the Texas A&M new degree proposal form's Section II. C.

**PLO Teachable Components and Marketable Skills**

| Your Program Learning Outcome #1 | |
|---|---|
| Your PLO 1's Operationalized Marketable Skills | ● |

| Your Program Learning Outcome #2 | |
|---|---|
| Your PLO 2's Operationalized Marketable Skills | ● |

| Your Program Learning Outcome #3 | |
|---|---|
| Your PLO 3's Operationalized Marketable Skills | ● |

| Your Program Learning Outcome #4 | |
|---|---|
| Your PLO 4's Operationalized Marketable Skills | ● |

| Your Program Learning Outcome #5 | |
|---|---|
| Your PLO 5's Operationalized Marketable Skills | ● |

| Your Program Learning Outcome #6 | |
|---|---|
| Your PLO 6's Operationalized Marketable Skills | ● |

| Your Program Learning Outcome #7 | |
|---|---|
| Your PLO 7's Operationalized Marketable Skills | ● |

## 4. Continuous improvement through assessment

Now that you have thought about your PLOs and how those are operationalized within your program's environment, **next comes assessment and thinking about what evidence, what data, is needed to determine whether your students are meeting the PLOs at the level needed for your students to succeed professionally**.

a. Defining Continuous Improvement (data-informed improvement)
   i. Definition - Using data to determine, to inform, where there needs to be a shift, where there are opportunities for improvement
   ii. Before moving forward, review Texas A&M's Office of Institutional Effectiveness and Evaluation's (OIEE) [Assessment 101](#)
      1. For more assessment information, review OIEE's [Academic Program Assessment Guidelines](#)

b. Using data for continuous improvement
   i. What does "assessment" mean to you and what is its purpose?
      1. Gathering information from various sources and making sense of that information to then use to inform opportunities
      2. Assessment is a process not a report
      3. Assessment is a team sport
      4. Alignment between Outcome → Marketable Skills → Assessment plan

c. Understand there are different levels and different purposes of assessment data, as well as the benefits of each
   i. Program-level Learning Outcomes v. Program-level Metrics of Student Success
   ii. Program level v. course level assessment v. student level

d. Program **Learning Outcomes** – Program **Metrics of Student Success**
   i. Program learning outcomes - created in the tables above
   ii. Program metrics - examples:
      1. Time to graduation
      2. Graduation rates
      3. Job placement rates

e. Program level v. course level assessment v. student level
   i. **Program level assessment**
      1. How will you know if the program has met/is meeting its outcomes?
      2. Not looking at the individual student level, but looking across a group of students, across a cohort of students

   ii. **Course level** - were the course level outcomes met?

iii.    **Student level** - did a particular student meet…

f.   Understand there are different types of assessment data, and the benefits of each type, to assess Learning Outcomes - both program-level and course-level
   i.    **Direct measures** - a demonstration of learning

   ii.    **Indirect measures** - not the demonstration of learning, but the (1) perception of learning and the (2) confidence in using what they learned

   iii.    Both are valuable! Programs can then compare indirect measures with direct measures

g.   What data are you currently collecting at the program level,  focused on informing program learning outcome mastery?
   i.    Is it direct or indirect?
   ii.    Does it help identify opportunities for improvement?

h.   What data *should* you be collecting?
   i.    Start by asking - What are you trying to measure?
       1.   Focus on the PLO
   ii.    Data collection - think creatively about the range of data collected
       1.   What information are you going to gather that will really make a difference, that you know you are going to use, that is meaningful?
       2.   How are you going to gather it?
       3.   Whom are you going to gather it from?
       4.   Who's doing the gathering?
       5.   When will I be gathering it? (timing)
   iii.    Data analysis - this is your methods section - include how are you going to use the data for continuous improvement, so that you analysis can inform where there are opportunities for changes to be determined
       1.   What are you going to do with the data once it has been gathered?
       2.   How are you going to analyze the data?
       3.   How are you going to make sense of the data, of the results?
   iv.    Establishing targets
       1.   What is your "cringe-factor" level?

i.   **Craft your assessment plan, including [each PLO created above](#).** Make a copy of the table below for each of your PLOs. Use the table to think through how your program plans to assess each PLO.

**PLO Assessment Plan**

| Program Learning Outcome # | |
|---|---|
| Operationalized Marketable Skills | ● |
| Data Collection | 1. |
| Data Analysis | |
| Program level v. student level targets | |

    j.   Let the data be your guide - make data informed improvements
       i.   The purpose of assessment is to help you make adjustments/improvements, as well as where things are working!
      ii.   Look at trends, not blips, in the data
     iii.   Be thoughtful about the data you are going to gather
     iv.   Be intentional about how you are going to use the data
      v.   Make decisions in advance of what data/what levels will inform curricular change

5. Curricular structure considerations (the How):

   a. **Randy Bass' [From Unbundling to Rebundling Design Principles for Transforming Institutions in the New Digital Ecosystem](#) ([Summary](#))**
      i. **The disintegrative in service to the integrative** - what to unbundle vs. what to bundle.

   b. **AAC&U's [STIRS Framework and Integrative Lib Ed](#) ([Summary](#))**
      i. **Three levels of intentional interaction - cornerstone, connector, and capstone**. The STIRS framework suggests the need for a scaffolded approach aiming to achieve a coherent whole by using multiple components strategically distributed throughout the bachelor's degree.
         1. **Ideally, experiential learning opportunities/clinicals built in!!**