University of Colorado Boulder

Higher Learning Commission Interim Monitoring Report



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University of Colorado **Boulder**

Table of Contents

1. Introduction 1
2. Program Learning Outcomes (PLO) Assessment at CU Boulder 2
   - 2.A. PLO Assessment Actions and Results to Date 2
   - 2.B. Institutional Structures and Support for PLO Assessment 2
   - 2.C. Plans for Strengthening PLO Assessment and Continuous Improvement 5
3. Implementing the CU Boulder Common Curriculum 7
   - 3.A. Key Curricular Decisions and Curricular Actions 7
   - 3.B. Administrative and Faculty Governance Structures 12
   - 3.C. Faculty Engagement and Institutional Consultation 13
   - 3.D. Assessment Planning and Continuous Improvement 14
   - 3.E. Sustained Institutional Commitment 15

1. Introduction

The University of Colorado Boulder (CU Boulder) is pleased to submit this Interim Monitoring Report to the Higher Learning Commission on our implementation of two major academic components of continued accreditation: (1) the regular collection and use of student learning assessments to improve student learning; and (2) a shared program of general education. This report describes CU Boulder's continued substantial, concrete, and documented progress in both areas since the university's 2024 Year 4 Assurance Review, as well as the university's planning for continued action and long-term support. CU Boulder continues to undertake this work based on the participation and approval of faculty governance, with organizational support, resources, and guidance provided by the campus under the leadership of the provost.

Please note that we have organized the discussion in this Monitoring Report in reverse order of the respective core components in our 2024 Year 4 Assurance Review. Section 2 discusses our system of Program Learning Outcome (PLO) assessment, and Section 3 discusses the implementation of our general education program, the CU Boulder Common Curriculum. We have chosen this report organization because our PLO assessment system is foundational to the implementation of the Common Curriculum.

Evidence supporting our implementation progress and actions taken is appended to the report and linked when cited.

2. Program Learning Outcomes (PLO) Assessment at CU Boulder

In this section of the Monitoring Report, we demonstrate that CU Boulder degree programs now have published, measurable student learning outcomes in place; that the faculty of each degree program have created a plan to assess the PLOs; and that degree programs are now engaged in an assessment and reporting cycle that is tied to the university's long-established program review process.

This successful establishment of PLO assessment lays the groundwork for our planning to assess the Common Curriculum, described in Section 3 of this report.

2.A. PLO Assessment Actions and Results to Date

There are 247 active degree programs in the 2026–27 CU Boulder University Catalog. Of these 247 degree programs, 10 are exempt from assessment planning, for one of three reasons: (a) they have initiated review for discontinuance; (b) they have been dormant and are being evaluated for restarting under a reorganized framework; or (c) they are master's degrees "in passing," awarded only in the circumstance that a PhD student leaves the program before completing the dissertation.

Of the 237 degree programs required to submit PLOs and engage in assessment planning, 233 currently have published PLOs in the 2026–27 University Catalog and four have PLOs forthcoming in the catalog (i.e., in the publication queue). Of these 237 degree programs, 219 are actively engaged in an assessment cycle, as evidenced by their submission of an assessment plan or annual assessment reports. The remaining 18 are scheduled to engage in the development of their assessment plan during the fall 2026 semester. Most of the 18 programs that have yet to begin assessment plan development are new degree programs that either launched in AY 2025–26 or will launch in fall 2026.

See Evidence 2.A.1 for detailed information about the assessment cycle status of each of CU Boulder's 247 active degree programs.

Multiple programs have developed especially strong assessment plans (see Evidence 2.A.2), and a resource document, shared with faculty, has been developed that highlights some of these strong assessment plans (see Evidence 2.A.3). Multiple programs have also already begun to demonstrate their use of the assessment process as a driver for curricular revision and teaching innovation (see Evidence 2.A.4). For example, the Anthropology (BA) program, using their assessment results, created an action plan to develop 3000-level courses to bridge the gap students were demonstrating between introductory and upper-level coursework (see Evidence 2.A.5). Similarly, the History (BA) program identified weaknesses in upper-level students' ability to analyze critically the sources and methodologies utilized by historians, prompting them to consider better ways to introduce these concepts in earlier coursework (see Evidence 2.A.6).

Finally, as discussed further in Section 2.B.4, we have explicitly incorporated program-level improvement based on PLO assessment into the campus program review process.

2.B. Institutional Structures and Support for PLO Assessment

Since 2024, CU Boulder has implemented and strengthened institutional structures and processes to support and regularize comprehensive PLO assessment. Campus-level administration supports program-level faculty in creating PLOs; publishes PLOs in the publicly accessible University Catalog; and supports program-level faculty in assessing student achievement and in identifying opportunities for program improvement based on that assessment. The campus-level, faculty-led program review cycle includes an

evaluation of program-level learning outcome assessment. These structures and processes are designed to ensure consistency, accountability, and continuity over time.

2.B.1. Campus support for articulating PLOs

To support a program's initial creation of PLOs, the Office of Academic Planning and Assessment's assessment analyst contacts the program and provides resource documents to facilitate their process of PLO development (see Evidence 2.B.1.1). The assessment analyst also hosts synchronous sessions for faculty and provides access to recordings of these presentations (see Evidence 2.B.1.2). The assessment analyst provides feedback on drafts before the program submits its finalized PLOs to the university's curriculum inventory management system. This support structure and process ensure that PLOs are articulated clearly and consistently across all degree programs.

2.B.2. PLO approval process and catalog publication

PLOs are required as part of proposals for new degree programs, which must be approved by the dean, provost, CU Boulder chancellor, and University of Colorado Board of Regents. As part of the approval workflow for new degree programs (see Evidence 2.B.2.1), PLOs are reviewed for completeness and consistency by staff and administration in the dean's office, the dean of the Graduate School or the dean of undergraduate education (as relevant), and the vice chancellor for academic planning and assessment. Changes to an existing degree program's PLOs must also be approved by the dean, the dean of the Graduate School or the dean of undergraduate education (as relevant), and the vice chancellor for academic planning and assessment. As part of CU Boulder's uniform implementation of PLO assessment, academic units are now also required to confirm the currency and accuracy of each degree program's PLOs as part of their annual catalog update.

Curricular information and approval workflows for both existing degree programs and degree program proposals in process are managed through our curriculum inventory management system, which is fully integrated with the CU Boulder University Catalog. Each degree program's page in the University Catalog includes a Learning Outcomes tab that is easily accessible to faculty, staff, and current and prospective students as well as to the general public (see Evidence 2.B.2.2 and the "Programs A– Z" list in the 2026–27 University Catalog).

2.B.3. Campus support for PLO assessment plan development

After each program develops its PLOs, the program is supported by the assessment analyst to develop a PLO assessment plan. As an initial step, each program is provided with resource documents (see Evidence 2.B.3.1). The assessment analyst also hosts synchronous sessions for faculty and provides access to recordings of these presentations (see Evidence 2.B.3.2). Finally, the assessment analyst provides feedback to the program as it drafts its assessment plan. Each program is asked to submit its finalized PLO assessment plan to the assessment analyst by the end of the spring semester of the planning year.

Submission of the PLO assessment plan initiates a three-year assessment cycle. At the end of the spring semester of each year in that cycle, the program is asked to submit an assessment report to the assessment analyst. In the report, the program summarizes its assessment activities during the given year, as well as the key takeaways and lessons learned from the data that was collected and analyzed.

Subsequent to CU Boulder's 2024 Year 4 Assurance Review with HLC, our Office of Academic Planning and Assessment and Center for Teaching and Learning (CTL) partnered to expand resources to support programs as they develop PLO assessment plans and work to engage in meaningful analysis of collected student learning data. These include a resource document of best assessment practices (see Evidence

2.B.3.3); a template and resource document for assessment planning (see Evidence 2.B.3.1 and Evidence 2.B.3.4); a template and resource document for assessment reporting (see Evidence 2.B.3.5 and Evidence 2.B.3.6); and a resource document tailored for each individual program that presents examples of assessment methods effective within its specific discipline (see Evidence 2.B.3.7).

Alongside these asynchronous resources, the CTL, which is a widely used campus resource, offers personalized consultation support to academic units and individual faculty in PLO design and assessment (see Evidence 2.B.3.8). CTL's assessment-related services include advising colleges and schools, departments and programs, and course teams on the development of comprehensive assessment plans; creating surveys and other assessment instruments to measure program, course, and student-level outcomes; developing frameworks and protocols for assessing teaching effectiveness; guiding assessment data collection, analysis, and interpretation; and developing action plans informed by assessment findings (see Evidence 2.B.3.9).

In addition, we have begun a process of meta-assessment that has helped us to identify where we can further develop our PLO assessment resources for programs. (See Evidence 2.B.3.10 and Evidence 2.B.3.11 for the rubrics used and Evidence 2.B.3.12 for the results.) This process will aid continuous improvement of programs through continuous improvement of administrative support of PLO assessment. In our first iteration of meta-assessment, for example, we identified that many programs require additional scaffolding for communicating assessment results to their faculty. To fulfill this need, we have developed self-study checklists (see Evidence 2.B.3.13 and Evidence 2.B.3.14) that prompt programs to consider each critical dimension of assessment plans and assessment reports, including how these assessment findings are shared and discussed collectively within the program.

To gather faculty input about how the PLO process is benefiting them as well as what challenges they have encountered during the process, we developed a set of interview questions (see Evidence 2.B.3.15) and interviewed a small set of programs who have been exceptionally engaged in the assessment process, as evidenced through their strong assessment plans and assessment reports. Using the findings from these interviews, we updated our resource document of best assessment practices (see Evidence 2.B.3.3). Additionally, using the interview results, we developed a survey that we plan to distribute to all programs during the fall 2026 semester as a means of further canvassing faculty perceptions of, engagement in, and recommendations for the assessment process (see Evidence 2.B.3.16).

2.B.4. Integration of PLO assessment into Program Review

CU Boulder has been intentional in integrating the PLO assessment process with our institution's historically strong program review process. This campus process, conducted by a faculty Academic Review and Planning Advisory Committee (ARPAC) that is advisory to the provost, fulfills University of Colorado system degree program review requirements (see Evidence 2.B.4.1). As described in this section, we have revised our program review design to include individual degree programs as a focus, to examine academic units' use of PLO assessment in improving their curriculum and their pedagogy, and to emphasize the faculty governance role in reviewing those improvements.

In place since 1981, the ARPAC process is a robust, comprehensive review of each academic unit on a seven-year cycle. The review begins with the unit's self-evaluation of every degree program it offers, along with its description of its goals, challenges, and opportunities across multiple areas of effort: research, scholarship, and creative work; hiring and mentoring faculty, staff, and postdoctoral fellows; teaching and learning quality and assessment; student success and mentoring; inclusivity and climate; and planning and governance structures and processes. A team of external reviewers evaluates the unit's materials, meets with the unit's faculty, staff, students, and administrative leadership, meets with the dean and provost, and writes a report assessing the unit. ARPAC, a committee made up of faculty

representation from all CU Boulder schools and colleges, then composes an evaluative report based on both the unit's materials and the external reviewers' assessment. The ARPAC report concludes with recommendations for actions to be taken by the unit and by administrative leadership during the next review cycle. See Evidence 2.B.4.2 and Evidence 2.B.4.3 for a description of program review and instructions for the current cycle of units under review.

The ARPAC process is transparent and iterative to support continuous improvement of academic programs. The ARPAC report is a public document. In the four years following the unit's ARPAC review, the heads of the reviewed units, the deans, and the provost and other central campus leaders are expected to complete follow-up reports that describe the implementation of review recommendations.

In AY 2024–25, the provost approved a revised ARPAC process that, among other changes, explicitly incorporates academic units' PLO process (see Evidence 2.B.4.3). Units are now required to submit their PLO assessment plans for each of their degree programs to ARPAC as part of their self-assessment materials. This submission gives units an opportunity to document their learning improvement efforts, i.e., curricular revisions they have made in response to what they are learning from PLO assessment data. In turn, as part of the template for its report, ARPAC is prompted to comment on the unit's PLO assessment plan and process. The report template thus provides ARPAC with a structure for recommending further actions to improve teaching and curriculum based on what the unit has learned from PLO assessment to date. For example, the 2026 ARPAC review of the History department described how the unit had "developed department-wide undergraduate student learning objectives and incorporated assessments . . . to measure undergraduate outcomes and improve faculty teaching"; noted the department's curricular revisions in process; and recommended that the department "continue developing mechanisms for assessing the 'student experience' to inform changes to the curriculum and its requirements" (see Evidence 2.B.4.4). Similarly, the 2026 ARPAC review of the Philosophy department concurred with the unit's own statement of the need to give "particular attention . . . to assessing online course offerings as part of university requirements for assessing learning outcomes" (see Evidence 2.B.4.5).

2.B.5. Communications and feedback opportunities

Throughout the development of CU Boulder's PLO assessment system, we have kept the campus community informed about its purpose and progress. The vice chancellor for academic planning and assessment and team regularly present on the purpose and structure of PLO assessment to multiple audiences, including faculty, department chairs, and deans. In addition, we engage in direct communications to faculty such as in the campus's semiweekly "CU Boulder Today" faculty and staff e-newsletter and in the provost's monthly campus communication, "The Provost's Post." All presentations and communications invite questions, feedback, and suggestions for improvement. (See Evidence 2.B.5.1, Evidence 2.B.5.2, and Evidence 2.B.5.3 for examples.) The survey to be distributed in fall 2026 to the faculty assessment liaisons across all programs (see Evidence 2.B.3.16) will be another opportunity for the faculty leading this assessment work to provide specific feedback regarding the assessment process, the supports provided, and the challenges encountered.

2.C. Plans for Strengthening PLO Assessment and Continuous Improvement

2.C.1. Improved Integration with Program Review

Our efforts to strengthen academic assessment include further integrating PLO assessment and learning improvement into the program review process. Specifically, we have reviewed and revised templates used in the program review process to prompt programs toward integrating PLO assessment data into the longitudinal reflections and goal setting that are the first component of program review. Likewise,

we have strengthened the language in the report templates provided to the ARPAC committee that prompts them to provide specific feedback to programs on how to leverage PLO assessment data into their longitudinal goal setting (see Evidence 2.C.1.1 and 2.C.1.2). These revised templates, which will be distributed in fall 2026 for programs preparing for the 2027 program review cycle, sharpen how programs and reviewers alike are prompted to assess PLOs and longitudinal learning improvement as central to program health. The resulting enriched documentation of learning improvement efforts within the context of program review will, in turn, enable university leadership to identify and support programs that may be struggling to develop a sustainable system of longitudinal learning improvement.

This refinement of the ARPAC process and templates was supported by a rubric we developed and used to assess ARPAC reports for the degree to which these reports refer to PLO assessment and learning improvement efforts (see Evidence 2.C.1.3). The results of this meta-assessment (see Evidence 2.C.1.4) suggested that the ARPAC templates (both for programs and for reviewers) should be more explicit in their prompts to report on and to examine a program's longitudinal learning assessment and learning improvement efforts. We will continue to use this rubric as a method of assessing how the ARPAC program review process is itself helping programs, over time, to increase their engagement in and documentation of learning improvement efforts using assessment data.

2.C.2. Data Collection and Visualization

To assist our programs in collecting PLO assessment data, we have begun a coordinated joint effort among the assistant dean for undergraduate curriculum, the assessment team, and the Office of Information Technology to activate the Outcomes feature in Canvas (our campus Learning Management System) in order to embed the Canvas Outcomes tool as a streamlined mechanism for assessing learning outcomes (see Evidence 2.C.2.1 and Evidence 2.C.2.2). Integrating Canvas Outcomes into the work of faculty across campus will require piloting this technology with faculty and developing multiple resources and trainings for faculty. This work, which is in its initial stages, will be crucial for scaling outcomes assessment to the institutional level of the Common Curriculum, as discussed in Section 3.D.1 of this report.

2.C.3. Role of Future Campus Curriculum Advisory Committee in PLO Assessment

The planned first-ever CU Boulder campus-level curriculum committee (detailed in Section 3.B.2 and Section 3.D.2 of this report) will play two important roles in relation to PLO assessment: (1) it will conduct regular aggregate reviews of PLO assessment reports, in a cycle timed to produce analysis that the program review committee (ARPAC) will use to understand the aggregate status and improvement of student learning across campus; and (2) it will oversee assessment of the Common Curriculum. We will continue to use our meta-assessment rubrics in this effort (see Evidence 2.B.3.11 and Evidence 2.B.3.12).

3. Implementing the CU Boulder Common Curriculum

As we reported in our 2024 Year 4 Assurance Review, CU Boulder's Common Curriculum, a campus-wide undergraduate curricular framework designed and approved through faculty governance processes, received administrative approval in 2023 to begin formal implementation (see Evidence 3.Intro.1). Since that time, CU Boulder has taken substantial steps to implement the Common Curriculum as the shared framework for undergraduate education. As elaborated below, implementation is on schedule for the Common Curriculum to apply to all incoming undergraduate students in fall 2027.

This section of the Monitoring Report details CU Boulder's achievement of important implementation milestones that collectively demonstrate measurable progress toward ensuring that all undergraduate students have comparable opportunities to achieve the Common Curriculum's core learning outcomes. We have created an interim faculty governance body to align Common Curriculum learning outcomes with existing curricular structures; have taken operational implementation steps, including building administrative capacity and transferring oversight into the Office of Undergraduate Education as a permanent administrative home; and have identified a strategic, targeted timeline for initial launch in coordination with the launch of a new framework for undergraduate Residential Learning Communities. This section of the Monitoring Report also describes additional planning, implementation, and long-term faculty governance processes currently in development.

From the outset, the implementation strategy has emphasized transparent governance, broad faculty engagement, and institution-wide coordination to ensure the Common Curriculum reflects CU Boulder's academic philosophy while remaining operationally sustainable across colleges and schools.

3.A. Key Curricular Decisions and Curricular Actions

3.A.1. Integrating the Common Curriculum with Residential Learning Communities

In 2025, CU Boulder made a landmark decision that influenced the shape, direction, and timeline of implementing the Common Curriculum. In August 2025, the provost charged the leadership of the Office of Academic Planning and Assessment, the Office of Undergraduate Education, and the Division of Student Life to create a new living-learning model, Residential Learning Communities (RLCs), that (a) are accessible to every incoming first-year student, and (b) do not charge additional fees (see Evidence 3.A.1.1). A budget strategy for achieving these goals was also developed and approved in August 2025 (see Evidence 3.A.1.2).

RLCs will supersede the current patchwork of themed residence options for first-year students. Currently, first-year students at CU Boulder are housed primarily (~95%) in campus residence halls, and those halls house student-selected options of fee-based Residential Academic Programs (RAPs) and non-fee-based Living Learning Communities (LLCs) that offer theme-based co-curricular activities and, in the case of RAPs, courses taught within the residence halls. Students who participate in RAPs or LLCs achieve markedly higher rates of retention and graduation; however, RAPs and LLCs are not required and serve only about 60% of first-year students. The new RLCs, in contrast, will offer all first-year students a comprehensive, fee-free opportunity to live and learn alongside peers who share similar academic interests, majors, or identities. Goals of the RLCs include academic success and growth, increased student belonging and engagement, and student well-being and personal development.

The provost's charge also mandated standardized student outcomes for RLCs and their supporting courses that facilitate the learning goals of the Common Curriculum (see Evidence 3.A.1.1). Carrying out the RLC charge thus dovetails with a key innovation for the campus: a required introductory seminar for all incoming students—i.e., all first-year and transfer students, whether they live on or off campus—that

will deliver selected Common Curriculum learning outcomes. This seminar will be required campus-wide for degree completion and will be delivered within the schools and colleges, building on successful versions of such a course already offered by the Leeds School of Business and the College of Engineering and Applied Science. In most cases, first-year students will take a version of this seminar that is specifically affiliated with their RLC. The development of the required course is described further below in Section 3.A.3.

Launching the Common Curriculum and the new RLCs together makes curricular sense for faculty and students alike. The provost thus determined that both innovations should share a single start date, established as fall 2027. This timeline was chosen to provide sufficient time for the complex tasks of creating RLCs and creating the new required introductory seminar that will be integrated with Common Curriculum learning outcomes. Development of the RLCs and the associated required introductory seminar is proceeding on schedule (see Evidence 3.A.1.3).

3.A.2. Creating a Framework for Learning Outcomes across the Undergraduate Curriculum

CU Boulder's Common Curriculum is grounded in a belief that all undergraduate students should understand the interdependence of individual, societal, and environmental well-being as well as the role of stewardship in advancing equitable and sustainable futures.

Within that framework, the Common Curriculum is organized around seven areas: three Habits of Mind (Discovery, Reflection, Engagement); three core Skills (Communication, Information Literacy, Critical Thinking); and an overarching aim of Sustainable Practices. Each of these seven areas is further defined with measurable learning outcomes. The Common Curriculum is designed to be embedded across the undergraduate experience, ensuring that all students engage with these essential learning outcomes through a shared framework while maintaining flexibility across degree programs and avoiding barriers to advising and timely degree completion.

As the initiating step in determining how the Common Curriculum learning outcomes will be delivered across undergraduate programs, including in the new required introductory seminars, in September 2025 the provost directed the Boulder Faculty Assembly, the university's faculty senate, to establish a Common Curriculum Faculty Working Group (see Evidence 3.A.2.1). The Faculty Working Group serves as the interim faculty governance body overseeing the Common Curriculum and is composed of faculty representatives from all colleges and schools offering undergraduate instruction plus the University Libraries, along with nonvoting subject-matter experts from the Office of the Registrar, the Environmental Center, and compliance and curricular leadership (see Evidence 3.A.2.2).

The Faculty Working Group began by reviewing a detailed crosswalk analysis to determine how the Common Curriculum learning outcomes align with the university's existing general education structures (see Evidence 3.A.2.3). The Faculty Working Group then conducted further analysis comparing the Common Curriculum's Habits of Mind and Skills learning outcomes with the College of Arts and Sciences (A&S) general education framework, which serves as the foundational model for general education distribution and skills requirements across the university (see Evidence 3.A.2.4). This analysis demonstrated strong alignment between several Common Curriculum learning outcomes and existing general education distribution and skills areas, including natural sciences, social sciences, arts and humanities, and communication. As a result, the Faculty Working Group determined that existing general education distribution and skills requirements fall within the Common Curriculum framework, allowing the university to implement the majority of the Common Curriculum learning outcomes through alignment and refinement of existing college and school general education curricula. This unifying framework will ensure all CU Boulder students will encounter the Common Curriculum learning outcomes regardless of college, school, and major.

Once this determination had been made, the Faculty Working Group crafted a comprehensive model for delivery of all the Common Curriculum learning outcomes (see Evidence 3.A.2.5). This model defines the Common Curriculum as an integrated institutional outcomes framework that spans the undergraduate experience through three coordinated components: (1) the required introductory seminar as an entry experience for incoming students, (2) college and school distribution and skills requirements, and (3) major program requirements that address high-level intellectual skills. In other words, the curriculum introduces students to shared institutional learning outcomes through an introductory course (for most students, one affiliated with their Residential Learning Community [RLC]); establishes a broad intellectual foundation through distribution and skills requirements within each college and school; and provides opportunities to engage core habits of mind and skills within disciplinary coursework in the major.

Under this structure, the majority of the Common Curriculum's Habits of Mind and Skills learning outcomes will be delivered through college and school general education distribution and skills requirements, with the remainder aligned through introductory engagement (for most students, through RLC-affiliated courses) and through major coursework. While distributed across these multiple curricular contexts, the Common Curriculum is anchored by shared institutional expectations and coordinated oversight that ensure all students have comparable opportunities to achieve the institution's core learning outcomes. This approach maintains institutional coherence while preserving disciplinary autonomy and ensuring that students engage with shared intellectual goals regardless of their chosen program of study. Further, by embedding these outcomes across entry experiences, college and school distribution and skills requirements, and major coursework within clearly defined parameters, the Common Curriculum establishes the equivalent of a distributed general education curriculum of at least 30 hours.

During this process, the Faculty Working Group also carefully considered whether each of the Common Curriculum learning outcomes could be implemented as originally written. The Faculty Working Group approved minor refinements to the original prose of the learning outcomes to describe the intended student accomplishment areas more clearly and facilitate assessment of those learning outcomes. In addition, the Faculty Working Group made a key decision having to do with the three learning outcomes originally written for the Common Curriculum's broader sustainability-focused learning objective associated with the overall purpose of the curriculum. Recognizing that implementing some of these sustainability-focused learning outcomes requires additional curricular development and departmental support, the Faculty Working Group recommended a phased implementation approach. One component of these sustainability-focused learning outcomes, students' ability to explain discipline-specific approaches to sustainability, will be implemented as part of the fall 2027 launch (see Evidence 3.A.2.6). The remainder of the broader sustainability-focused outcomes will remain a focus of future curricular development, as discussed in Section 3.D.1 below.

The Faculty Working Group's comprehensive Common Curriculum learning outcomes framework was finalized in February 2026 and approved by the provost in March 2026. See Evidence 3.A.2.7 for the Faculty Working Group's final report and Evidence 3.A.2.8 for the provost's approval.

3.A.3. Curriculum Mapping

To implement the framework approved by the provost, CU Boulder is engaged in mapping the Common Curriculum learning outcomes across the three designated domains described in Section 3.A.2: a required intro course, general education distribution and skills categories (e.g., arts and humanities, social sciences, natural sciences, communication), and major programs (see Evidence 3.A.2.5). Mapping

for the required intro course and for general education distribution and skills categories is complete. Mapping for major programs is scheduled to be completed by October 2026.

1. Required introductory seminar for new students

Two Common Curriculum learning outcomes were designated by the Faculty Working Group as especially important for new students as well as appropriate for introductory-level instruction: (a) one having to do with the metacognitive aspects of Reflection as a Habit of Mind (students should be able to apply “metacognitive strategies to assess and foster their own learning and well-being") and (b) one having to do with academic integrity as a component of the Skill of Information Literacy (students should be able to “practice inquiry as an open-ended, social process of evaluating information and participate ethically in communities of learning”). As described in Section 3.A.1, the university has opted to require an introductory seminar for all incoming students, including both first year and transfer students, that will cover these two learning outcomes.

Most incoming students will take this introductory seminar in the form of a first-year seminar affiliated with a Residential Learning Community (RLC) (see Section 3.A.1); but students who do not live in an RLC, including transfer students, will also enroll in designated sections of the introductory seminar. The seminar will be delivered by the schools and colleges and by the Program for Exploratory Studies, which houses new students who have not yet decided upon their school or college. Designed to support students’ transition to college or, in the case of transfer students, their transition to CU Boulder, the introductory seminar will be offered as small (20-30 person) classes cohorted around students’ academic interests, identities, or potential careers. See Evidence 3.A.3.1, Evidence 3.A.3.2, Evidence 3.A.3.3, and Evidence 3.A.3.4 for examples of presentations and reference guides demonstrating the seminar’s design principles and its intersection with the designated two Common Curriculum learning outcomes.

Faculty leadership members of the First Year Education Advisory Board, working with faculty members of their respective school or college, are currently designing or updating course descriptions for each school or college introductory seminar course (see Evidence 3.A.3.5 for examples).

2. College and school requirements

As described in Section 3.A.2, while CU Boulder’s colleges and schools have their own general education requirements, each is a variation on the College of Arts & Sciences (A&S) General Education system, which is a set of distribution requirements plus skills requirements. Thus, once the Faculty Working Group had determined how 11 of the Common Curriculum learning outcomes aligned with A&S requirements, the next task was to align the distribution and skills requirements of the other schools and colleges in the same fashion. This work was completed by colleges and schools in March 2026. See Evidence 3.A.3.6 for the matrix of how college and school requirements map onto these 11 designated Common Curriculum learning outcomes.

3. Major requirements

Now that the alignment of Common Curriculum learning outcomes with the required introductory seminar and with the distribution requirements of each school and college is complete, each academic program is being tasked to align the six required Common Curriculum outcomes delivered in major courses in each undergraduate degree program. These learning outcomes must be embedded and

assessed in required courses, not electives. While other courses within the major may also deliver the outcomes, the required courses must do so and engage in direct assessment of those outcomes.

The vice chancellor for academic planning and assessment and leadership from the Office of Undergraduate Education have met with the leadership of each school and college, to provide an overview of the task and answer questions (see Evidence 3.A.3.7), and the assistant dean for undergraduate curriculum (see Section 3.B.1) has begun meeting with the leadership of individual degree programs to assist them in this work. This final alignment stage by all academic programs for Common Curriculum learning outcomes is due to be completed no later than October 2026 to facilitate the fall 2027 Common Curriculum launch (see Evidence 3.A.3.7). See Evidence 3.A.3.8 for the matrix that each academic program will need to complete by October 2026 for each of its undergraduate degree programs.

3.A.4. Supporting Transfer Students and Intra-University Major or College Changes

The Common Curriculum framework supports transfer students and students who change majors or colleges within the university. This approach supports transparency, minimizes credit loss, and promotes timely degree completion while maintaining a coherent institutional framework for undergraduate learning outcomes.

The Common Curriculum's alignment with extant college and school general education structures and extant major requirements, which are themselves aligned with statewide transfer frameworks, allows coursework previously completed by transfer students to satisfy Common Curriculum requirements whenever appropriate. CU Boulder's transfer credit evaluations and individualized degree audits apply prior coursework to each student's relevant general education and major components based on established course equivalencies, ensuring that transfer students may apply their previous academic work toward courses aligned with Common Curriculum learning outcomes without unnecessary repetition.

Similarly, because Common Curriculum learning outcomes are embedded across the undergraduate curriculum rather than confined to a single college's general education program, and because students satisfy Common Curriculum objectives in the natural course of fulfilling the college or school degree requirements and the requirements of their major, students who change majors or colleges will not lose ground in satisfying Common Curriculum objectives. In practice, completed coursework is evaluated and applied within the structure of the receiving program and college, with distribution and skills requirements generally transferring in a straightforward manner and major-specific coursework assessed in alignment with degree requirements.

3.A.5. Next Steps: Expanding Course Alignment and Sustainability Practices Instruction

The Common Curriculum is designed as a living, evolving framework, and the faculty will continue to refine how the Common Curriculum learning outcomes are delivered across the undergraduate experience. As described in Section 3.A.3, initial crosswalk analyses mapped the Common Curriculum's learning outcomes to existing college and school requirements to identify areas of alignment as well as potential gaps or redundancies. This work provides the foundation for the next phase of implementation, which includes expanding the set of courses that explicitly address Common Curriculum learning outcomes and refining how those courses are designated within the undergraduate catalog. As implementation progresses, colleges and departments will continue reviewing existing courses and, where appropriate, proposing new courses designed to support the Common Curriculum's

Habits of Mind and Skills. These adjustments will allow the curriculum to evolve organically through faculty governance while maintaining consistency with the institution's shared learning outcomes.

As discussed in Section 3.A.2, selected sustainability-focused learning outcomes associated with the overall purpose of the Common Curriculum are scheduled for phased implementation after the fall 2027 Common Curriculum launch. The provost accepted the Faculty Working Group's recommendation for a later implementation of these selected learning outcomes given that they will require additional curricular development and departmental support. Curricular development will be facilitated by CU Boulder's new SPIKE Center for Sustainability Education, founded in fall 2025, which (as described in its draft strategic plan) is developing a network of faculty curriculum ambassadors charged with assisting the development of sustainability-related education across the curriculum (see Evidence 3.A.5.1).

The launch date for these remaining learning outcomes will be determined by the provost in AY 2026–27 following consultation with degree programs on their Common Curriculum learning outcomes mapping (see Section 3.A.3).

3.B. Administrative and Faculty Governance Structures

3.B.1. Administrative Infrastructure for Common Curriculum Management

The decision to proceed with the Common Curriculum, as CU Boulder's first-ever campus-wide undergraduate curricular framework, necessitated a new structure for ongoing curriculum oversight. To date, the Common Curriculum design and implementation process has been overseen by the vice chancellor for academic planning and assessment. Recognizing that long-term faculty governance of the Common Curriculum will require dedicated administrative expertise and support, operational oversight for the Common Curriculum is now transitioning into the Office of Undergraduate Education, under the leadership of the dean and vice provost for undergraduate education.

To support the long-term implementation and stewardship of the Common Curriculum, and as long-term investments in institutional sustainability and accountability, CU Boulder has established new administrative capacity in the Office of Undergraduate Education for undergraduate curriculum management. This includes the creation of a new assistant dean for undergraduate curriculum position, filled in March 2026. (See Evidence 3.B.1.1 for this position's job description.) As the primary institutional steward of undergraduate curriculum, this role coordinates implementation of the Common Curriculum and ongoing Common Curriculum assessment and program improvement as well as faculty governance processes related to undergraduate curriculum and cross-college curricular alignment. The establishment of this role reflects CU Boulder's commitment to ensuring that the Common Curriculum remains a coordinated institutional initiative rather than a set of disconnected college-level requirements.

In addition, this role coordinates with another new position in the Office of Undergraduate Education, the assistant vice provost of undergraduate academic experience, which was filled in February 2026. (See Evidence 3.B.1.2 for this position's job description.) This role shares oversight of the new Residential Learning Communities (RLCs) with the senior associate vice chancellor for student life and is working with the colleges and schools to implement the new required introductory seminar for incoming students that will deliver two of the Common Curriculum learning outcomes (see Section 3.A.3).

3.B.2. Faculty Governance and Oversight

During the design phase of the Common Curriculum (2021–2023), CU Boulder leadership and faculty governance agreed that CU Boulder required a more comprehensive campus-level curriculum

governance framework. As a result, the university has begun plans for a Campus Curriculum Advisory Committee that will oversee curriculum review and coordination across colleges, including oversight and assessment of the Common Curriculum. In partnership with the Boulder Faculty Assembly, campus leadership is drafting a policy for this committee, which will be advisory to the provost (see Evidence 3.B.2.1) and will operate in parallel with three other standing provost's advisory committees on, respectively, academic program review (the Academic Review and Planning Advisory Committee [ARPAC]), academic resources including budget and technology (the Academic Resource Management Advisory Committee [ARMAC]), and promotion and tenure recommendations (the Vice Chancellor's Advisory Committee [VCAC]). The draft policy, composed in a partnership between the Boulder Faculty Assembly and the vice chancellor for academic planning and assessment, will enter the normal campus policy review and approval process workflow in fall 2026.

The Campus Curriculum Advisory Committee will be in place no later than fall 2027, the launch date of the Common Curriculum. In the meantime, the Faculty Working Group (see Section 3.A.2) remains in place as an interim body to make any necessary decisions regarding the curricular structure of the Common Curriculum, approve steps toward the initial assessment plan, and oversee administrative timelines and support of curricular development that will deliver the remaining Common Curriculum learning outcomes on sustainability.

3.C. Faculty Engagement and Institutional Consultation

A central feature of the Common Curriculum development process has been engagement with faculty across campus. While time-consuming, this approach has moved CU Boulder toward a shared vision for the Common Curriculum and ensured broad participation across schools and colleges.

Faculty engagement was a hallmark of the initial design of the Common Curriculum learning outcomes, as we described in our 2024 Assurance Review. In AY 2025–26, as discussed in Section 3.A.2, the Faculty Working Group tasked with specific curricular implementation decisions paid particular attention to evaluating the current College of Arts & Sciences (A&S) general education structure, which historically has served as the most visible general education model on campus and which was itself designed through a robust faculty governance process (see Evidence 3.C.1). Through this process, faculty in the Faculty Working Group examined how elements of the A&S framework might inform the development of the Common Curriculum while ensuring that the new model could function equitably across all colleges and schools. Once the Faculty Working Group had made its determinations, meetings and consultations were conducted with departments, schools, and colleges to review the proposed curricular framework and discuss how the Common Curriculum might intersect with existing disciplinary requirements, as discussed in Section 3.A.3.

Throughout the design process, governance, engagement, and communication structures and processes have been intentionally designed to support:

- Ongoing faculty ownership of the Common Curriculum, through faculty consultation and shared governance processes.
- Cross-college administrative coordination, ensuring that the curriculum functions consistently across academic units. Cross-college collaboration is evident, for example, through the Residential Learning Communities (RLCs) and coordinated Office of Undergraduate Education partnerships, ensuring transparency, coherence, and consistent integration of the Common Curriculum across colleges (see Evidence 3.C.2).

- Alignment with the faculty-designed Common Curriculum philosophy and learning outcomes, including the development of shared learning goals that transcend disciplinary boundaries.
- Regular communications and updates to faculty, institutional leadership, and the campus through such venues as the faculty and staff e-newsletter (CU Boulder Today) and presentations at Boulder Faculty Assembly meetings, Chairs and Directors meetings, and Deans Council meetings. See Evidence 3.C.3, Evidence 3.C.4, Evidence 3.C.5, and Evidence 3.C.6 for examples of these communications and updates.

These structures, processes, and actions collectively position CU Boulder to launch the Common Curriculum in fall 2027 with a durable foundation for faculty ownership, institutional coordination, and campus awareness.

3.D. Assessment Planning and Continuous Improvement

3.D.1. Institutional Assessment Framework for the Common Curriculum

CU Boulder's establishment of a robust system of program-level learning outcomes assessment, discussed in Section 2, has laid the necessary groundwork for assessing the CU Boulder Common Curriculum once it launches in fall 2027. Drawing upon the existing PLO assessment system, CU Boulder is developing an institutional-level assessment framework designed to evaluate student achievement of the Common Curriculum learning outcomes across the undergraduate curriculum while maintaining consistency across colleges and majors. Because the Common Curriculum is intentionally distributed across introductory courses, college and school requirements, and major requirements, the assessment framework will emphasize embedded and scalable approaches to evaluating student learning.

Several key components will structure this framework:

1. Curriculum Mapping Across Programs

As described in Section 3.A.3, the university is mapping Common Curriculum learning outcomes across undergraduate courses and programs to identify where each outcome is addressed within the curriculum. This mapping will ensure that all students, regardless of major or college, have opportunities to achieve the Common Curriculum's learning outcomes and helps identify areas where curricular adjustments or additional course offerings may be warranted.

2. Embedded Assessment Strategies

Rather than creating separate assessment mechanisms, the Common Curriculum assessment framework will integrate evaluation of student learning outcomes within existing courses (see Evidence 3.D.1.1). Faculty will use shared rubrics and evaluation tools aligned with the Common Curriculum's learning objectives to assess student work within the natural context of disciplinary coursework. This approach will allow the university to gather meaningful evidence of student learning while minimizing additional assessment burdens for faculty.

3. Assessment of Residential Learning Communities (RLCs)

Through the RLCs that will co-launch along with the Common Curriculum (see Section 3.A.1), the Common Curriculum integrates with student learning beyond traditional classroom experiences. For that reason, the assessment framework for RLCs will coordinate assessment of the required introductory seminar (see Section 3.A.3) with assessment of learning that occurs through co-curricular activities. Assessment strategies must be developed to evaluate whether and how co-curricular experiences contribute to student achievement of Common Curriculum learning outcomes. To facilitate a structured

approach to coordinated assessment planning, CU Boulder has applied to join the HLC Assessment Academy for the fall 2026 cohort (see Evidence 3.D.1.2). If accepted to the cohort, CU Boulder will focus its Assessment Academy project on creating a coordinated, mutually informative assessment of RLC co-curriculars alongside assessment of the required introductory seminar for entering students that will deliver selected Common Curriculum learning outcomes, as described above.

3.D.2. Governance and Oversight of Common Curriculum Assessment

Oversight of the Common Curriculum assessment process is being coordinated through the university's faculty governance structures and institutional assessment offices. The interim faculty governance structure that has worked on the Common Curriculum curricular framework, the Faculty Working Group (see Section 3.A.2), remains in place to oversee implementation of the assessment framework until the university transitions to the long-term faculty governance structure of the Campus Curriculum Advisory Committee (CCAC). At that time, the CCAC's designated Common Curriculum subcommittee will work with campus assessment experts to oversee the assessment framework, review evidence of student learning, and report their findings to the program review committee (ARPAC) in order to coordinate institutional improvement efforts (see Section 3.B.2 and Evidence 3.B.2.1). CCAC's Common Curriculum subcommittee will also be responsible for ensuring that assessment methods remain consistent across colleges and programs and recommending adjustments to Common Curriculum curricular structures to the full CCAC as needed. It will also review courses that fulfill Common Curriculum requirements to ensure continued alignment with the curriculum's learning outcomes.

Finally, assessment of the Common Curriculum learning outcomes will be included in the regular campus cycle of program review, as described above in Section 2.B.4. Unusually among peer institutions, CU Boulder includes the units within the Division of Academic Affairs as part of its seven-year program review cycle. Because the Common Curriculum will be managed by the Office of Undergraduate Education, one of the units in the Division of Academic Affairs, the Program Review Committee (ARPAC) will evaluate Common Curriculum learning outcomes assessment every seven years as part of the program review cycle, just as it evaluates the PLO assessment of academic programs during their respective review years (see Section 2.B.4 and Evidence 2.B.4.2).

3.D.3. Using Assessment for Continuous Improvement

The Common Curriculum assessment framework is being designed to support ongoing curricular improvement (see Evidence 3.D.3.1). As described in Section 2.C.3 and Section 3.D.2, assessment data will be reviewed regularly through established governance processes, allowing faculty and academic leaders to identify strengths, address gaps, and refine course offerings or learning outcomes as needed.

3.E. Sustained Institutional Commitment

Taken together, the implementation work that has been accomplished and is underway in the areas of staffing, curriculum mapping, assessment planning, faculty governance planning, and program review integration demonstrate CU Boulder's sustained institutional commitment to the Common Curriculum. Rather than representing a one-time curricular change, the Common Curriculum is being implemented as a long-term institutional framework supported by faculty governance, administrative infrastructure, and continuous assessment processes designed to ensure that all undergraduate students have opportunities to achieve the university's shared learning outcomes.

Evidence 2A1 - Record of Program Learning Assessment Status - June 11 2026

Program	PLOs in Catalog	Status of Assessment Cycle (as of 6/4/2026)
Accounting - Master of Science (MS)	Yes	In Year 1 of assessment cycle
Aerospace Engineering Sciences - Bachelor of Science (BSAE)	Yes	In Year 1 of assessment cycle
Aerospace Engineering Sciences - Doctor of Philosophy (PhD)	Yes	In Year 1 of assessment cycle
Aerospace Engineering Sciences - Master of Science (MS)	Yes	In Year 1 of assessment cycle
Aerospace Engineering Sciences - Professional Master of Science (MSAES)	Yes	In Year 1 of assessment cycle
Anthropology - Bachelor of Arts (BA)	Yes	Submitted Year 2 report; will begin Year 3 in Fall 2026
Anthropology - Doctor of Philosophy (PhD)	Forthcoming	Assessment plan submitted (Completion of planning year)
Anthropology - Master of Arts (MA)	Yes	Assessment plan submitted (Completion of planning year)
Applied Computer Science - Post-Baccalaureate Bachelor of Science (BSACS)	Yes	In Year 1 of assessment cycle
Applied Mathematics - Bachelor of Science (BSAM)	Yes	In Year 2 of assessment cycle
Applied Mathematics - Doctor of Philosophy (PhD)	Yes	In Year 1 of assessment cycle
Applied Mathematics - Master of Science (MS)	Yes	In Year 1 of assessment cycle
Applied Mathematics - Professional Master of Science (MSAM)	Yes	In Year 1 of assessment cycle
Architectural Engineering - Bachelor of Science (BSARE)	Yes	In Year 1 of assessment cycle
Architectural Engineering - Doctor of Philosophy (PhD)	Yes	In Year 1 of assessment cycle
Architectural Engineering - Master of Science (MS)	Yes	In Year 1 of assessment cycle
Architectural Engineering - Professional Master of Science (MSAE)	Yes	In Year 1 of assessment cycle
Architecture - Bachelor of Environmental Design (BEV)	Yes	In Year 1 of assessment cycle
Art History - Bachelor of Arts (BA)	Yes	Completed previous assessment cycle; currently in Planning Year
Art History - Master of Arts (MA)	Yes	In Year 1 of assessment cycle
Art Practices - Bachelor of Arts (BA)	Yes	In Year 1 of assessment cycle

Art Practices - Bachelor of Fine Arts (BFA)	Yes	In Year 1 of assessment cycle
Art Practices - Master of Fine Arts (MFA)	Yes	In Year 1 of assessment cycle
Artificial Intelligence - Master of Science (MSAI)	Yes	Will begin planning year in Fall 2026
Artificial Intelligence - Master of Science (MSAI) Online	Yes	Will begin planning year in Fall 2026
Arts of the Americas - Doctor of Philosophy (PhD)	Yes	In Year 1 of assessment cycle
Asian Languages and Civilizations - Doctor of Philosophy (PhD)	Yes	In Year 1 of assessment cycle
Asian Languages and Civilizations - Master of Arts (MA)	Yes	In Year 1 of assessment cycle
Asian Studies - Bachelor of Arts (BA)	Yes	In Year 1 of assessment cycle
Astrophysical and Planetary Sciences - Bachelor of Arts (BA)	Yes	Assessment plan submitted (Completion of planning year)
Astrophysical and Planetary Sciences - Bachelor of Science (BS)	Yes	Will begin planning year in Fall 2026
Astrophysical and Planetary Sciences - Doctor of Philosophy (PhD)	Yes	In Year 1 of assessment cycle
Astrophysical and Planetary Sciences - Master of Science (MS)	Exempt	Exempt - Masters in Passing
Atmospheric and Oceanic Sciences - Bachelor of Science (BS)	Yes	Completed Year 2 report; currently in Year 3
Atmospheric and Oceanic Sciences - Doctor of Philosophy (PhD)	Yes	In Year 1 of assessment cycle
Atmospheric and Oceanic Sciences - Master of Science (MS)	Yes	In Year 1 of assessment cycle
Audiology - Doctor of Audiology (AuD)	Yes	In Year 1 of assessment cycle
Biochemistry - Bachelor of Science (BS)	Yes	Completed Year 2 report; currently in Year 3
Biochemistry - Doctor of Philosophy (PhD)	Yes	In Year 1 of assessment cycle
Biochemistry - Master of Science (MS)	Yes	In Year 1 of assessment cycle
Biological Engineering - Bachelor of Science (BSBE)	Yes	In Year 1 of assessment cycle
Biological Engineering - Doctor of Philosophy (PhD)	Yes	In Year 1 of assessment cycle
Biological Engineering - Master of Science (MS)	Yes	In Year 1 of assessment cycle
Biomedical Engineering - Bachelor of Science (BSBM)	Yes	In Year 1 of assessment cycle

Biomedical Engineering - Doctor of Philosophy (PhD)	Yes	In Year 1 of assessment cycle
Biomedical Engineering - Master of Science (MS)	Yes	In Year 1 of assessment cycle
Business Administration - Bachelor of Science (BSBA)	Yes	In Year 1 of assessment cycle
Business Administration - Doctor of Philosophy (PhD)	Yes	In Year 1 of assessment cycle
Business Administration - Master of Business Administration (MBA)	Yes	In Year 1 of assessment cycle
Business Analytics - Master of Science (MS)	Yes	In Year 1 of assessment cycle
Chemical Engineering - Bachelor of Science (BSCHE)	Yes	Currently in Year 1 of assessment cycle
Chemical Engineering - Doctor of Philosophy (PhD)	Yes	In Year 1 of assessment cycle
Chemical Engineering - Master of Science (MS)	Exempt	Exempt - Masters in Passing
Chemical Physics - Doctor of Philosophy (PhD)	Yes	Assessment plan submitted (Completion of planning year)
Chemistry - Bachelor of Science (BS)	Yes	Completed Year 2 report; currently in Year 3
Chemistry - Doctor of Philosophy (PhD)	Yes	Completed Year 1 report; will begin Year 2 in Fall 2026
Chemistry - Master of Science (MS)	Yes	Completed Year 1 report; will begin Year 2 in Fall 2026
Chinese - Bachelor of Arts (BA)	Yes	Completed previous assessment cycle; currently in Planning Year
Cinema Studies - Bachelor of Arts (BA)	Yes	Completed Year 2 report; currently in Year 3
Cinema Studies & Moving Image Arts - Bachelor of Fine Arts (BFA)	Yes	Completed Year 2 report; currently in Year 3
Civil Engineering - Bachelor of Science (BSCV)	Yes	In Year 1 of assessment cycle
Civil Engineering - Doctor of Philosophy (PhD)	Yes	Assessment plan submitted (Completion of planning year)
Civil Engineering - Master of Science (MS)	Yes	Assessment plan submitted (Completion of planning year)
Civil Engineering - Professional Master of Science (MSCVE)	Yes	Assessment plan submitted (Completion of planning year)
Classics - Bachelor of Arts (BA)	Yes	Completed previous assessment cycle; currently in Planning Year
Classics - Doctor of Philosophy (PhD)	Yes	In Year 1 of assessment cycle
Classics - Master of Arts (MA)	Yes	In Year 1 of assessment cycle
Cognitive Science - Doctor of Philosophy (PhD)	Forthcoming	In Year 1 of assessment cycle
Communication - Bachelor of Arts (BA)	Yes	In Year 1 of assessment cycle
Communication - Doctor of Philosophy (PhD)	Yes	Assessment plan submitted (Completion of planning year)

Communication - Master of Arts (MA)	Yes	Assessment plan submitted (Completion of planning year)
Computational Linguistics, Analytics, Search and Informatics - Master of Science (MS)	Yes	In Year 1 of assessment cycle
Computer Science - Bachelor of Arts (BA)	Yes	In Year 1 of assessment cycle
Computer Science - Bachelor of Science (BSCS)	Yes	In Year 1 of assessment cycle
Computer Science - Doctor of Philosophy (PhD)	Yes	In Year 1 of assessment cycle
Computer Science - Master of Science (MS)	Yes	In Year 1 of assessment cycle
Computer Science - Master of Science (MS) Online	Yes	Will begin planning year in Fall 2026
Computer Science - Professional Master of Science (MSCPS)	Yes	In Year 1 of assessment cycle
Corporate Communication - Master of Arts (MA)	Yes	In Year 1 of assessment cycle
Creative Technology and Design - Bachelor of Science (BSCTD)	Yes	In Year 1 of assessment cycle
Creative Technology and Design - Doctor of Philosophy (PhD)	Yes	In Year 1 of assessment cycle
Creative Technology and Design - Professional Master of Science (MS)	Yes	Will begin planning year in Fall 2026
Creative Writing - Master of Fine Arts (MFA)	Yes	In Year 1 of assessment cycle
Critical Ethnic Studies - Doctor of Philosophy (PhD)	Yes	In Year 1 of assessment cycle
Education - Curriculum and Instruction - Master of Arts (MA)	Yes	In Year 1 of assessment cycle
Dance - Bachelor of Arts (BA)	Yes	Completed previous assessment cycle; currently in Planning Year
Dance - Bachelor of Fine Arts (BFA)	Exempt	Exempt - Program is slated for closure
Dance - Master of Fine Arts (MFA)	Yes	In Year 1 of assessment cycle
Data Science - Master of Science (MS)	Yes	In Year 1 of assessment cycle
Data Science - Master of Science (MS) Online	Yes	Will begin planning year in Fall 2026
Earth Science (Geology) - Bachelor of Science (BS)	Yes	Currently in Year 3 of assessment cycle (Previously Geological Science)
Earth Science (Geology) - Doctor of Philosophy (PhD)	Yes	In Year 1 of assessment cycle (Previously Geological Science)
Earth Science (Geology) - Master of Science (MS)	Yes	In Year 1 of assessment cycle (Previously Geological Science)
Ecology and Evolutionary Biology - Bachelor of Arts (BA)	Yes	Assessment plan submitted (Completion of planning year)

Ecology and Evolutionary Biology - Doctor of Philosophy (PhD)	Yes	In Year 1 of assessment cycle
Ecology and Evolutionary Biology - Master of Arts (MA)	Yes	In Year 1 of assessment cycle
Economics - Bachelor of Arts (BA)	Yes	Completed Year 1 report; currently in Year 2 of assessment cycle
Economics - Doctor of Philosophy (PhD)	Yes	In Year 1 of assessment cycle
Economics - Master of Arts (MA)	Exempt	Exempt - Masters in Passing
Education - Doctor of Philosophy (PhD)	Yes	In Year 1 of assessment cycle
Education - Equity, Bilingualism and Biliteracy - Master of Arts (MA)	Yes	In Year 1 of assessment cycle
Education Studies - Bachelor of Arts (BA)	Yes	In Year 1 of assessment cycle
Educational Foundations, Policy and Practice - Master of Arts (MA)	Yes	In Year 1 of assessment cycle
Electrical & Computer Engineering - Doctor of Philosophy (PhD)	Yes	In Year 1 of assessment cycle
Electrical & Computer Engineering - Master of Science (MS)	Yes	In Year 1 of assessment cycle
Electrical & Computer Engineering - Master of Science (MSECE) Online	Forthcoming	Will begin planning year in Fall 2026
Electrical & Computer Engineering - Professional Master of Science (MSECE)	Yes	In Year 1 of assessment cycle
Electrical Engineering - Bachelor of Science (BSEE)	Yes	In Year 1 of assessment cycle
Electrical and Computer Engineering - Bachelor of Science (BSEC)	Yes	In Year 1 of assessment cycle
Elementary Education - Bachelor of Arts (BA)	Yes	In Year 1 of assessment cycle
Emergent Technologies and Media Art Practices - Doctor of Philosophy (PhD)	Yes	Assessment plan submitted (Completion of planning year)
Engineering Education - Doctor of Philosophy (PhD)	Yes	In Year 1 of assessment cycle
Engineering Management - Master of Engineering (ME)	Yes	In Year 1 of assessment cycle
Engineering Management - Master of Engineering (ME) Online	Yes	Will begin planning year in Fall 2026
Engineering Physics - Bachelor of Science (BSEP)	Yes	Assessment plan submitted (Completion of planning year) - Will begin Year 1 in Fall 2026
English - Bachelor of Arts (BA)	Yes	Completed previous assessment cycle; currently in Planning Year

English - Doctor of Philosophy (PhD)	Yes	Assessment plan submitted (Completion of planning year)
English - Master of Arts (MA)	Forthcoming	Assessment plan submitted (Completion of planning year)
Environment - Master of the Environment (MENV)	Yes	In Year 1 of assessment cycle
Environmental Engineering - Bachelor of Science (BSEV)	Yes	In Year 1 of assessment cycle
Environmental Engineering - Doctor of Philosophy (PhD)	Yes	In Year 1 of assessment cycle
Environmental Engineering - Master of Science (MS)	Yes	Assessment plan submitted (Completion of planning year)
Environmental Engineering - Professional Master of Science (MSENV)	Yes	Assessment plan submitted (Completion of planning year)
Environmental Products of Design - Bachelor of Environmental Design (BEV)	Yes	In Year 1 of assessment cycle
Environmental Studies - Bachelor of Arts (BA)	Yes	In Year 1 of assessment cycle
Environmental Studies - Doctor of Philosophy (PhD)	Yes	In Year 1 of assessment cycle
Environmental Studies - Master of Science (MS)	Yes	In Year 1 of assessment cycle
Ethnic Studies - Bachelor of Arts (BA)	Yes	Completed Year 1 report; currently in Year 2 of assessment cycle
Finance - Master of Science (MS)	Yes	In Year 1 of assessment cycle
French - Bachelor of Arts (BA)	Yes	Currently in Planning Year
French - Doctor of Philosophy (PhD)	Yes	In Year 1 of assessment cycle
French - Master of Arts (MA)	Yes	In Year 1 of assessment cycle
Gender and Sexuality Studies - Master of Arts (MA)	Yes	In Year 1 of assessment cycle
Geography - Bachelor of Arts (BA)	Yes	Assessment plan submitted (Completion of planning year)
Geography - Bachelor of Science (BS)	Yes	Will begin planning year in Fall 2026
Geography - Doctor of Philosophy (PhD)	Yes	Assessment plan submitted (Completion of planning year)
Geography - Master of Arts (MA)	Yes	Assessment plan submitted (Completion of planning year)
Geophysics - Doctor of Philosophy (PhD)	Yes	In Year 1 of assessment cycle
German Studies - Bachelor of Arts (BA)	Yes	Year 3 report received; beginning planning year in Fall 2026
German Studies - Doctor of Philosophy (PhD)	Yes	Assessment plan submitted (Completion of planning year)
German Studies - Master of Arts (MA)	Yes	Assessment plan submitted (Completion of planning year)

Higher Education - Master of Arts (MA)	Yes	In Year 1 of assessment cycle
History - Bachelor of Arts (BA)	Yes	Submitted Year 3 report; beginning planning year in Fall 2026
History - Doctor of Philosophy (PhD)	Yes	In Year 1 of assessment cycle
History - Master of Arts (MA)	Yes	In Year 1 of assessment cycle
Humanities - Bachelor of Arts (BA)	Yes	In Year 1 of assessment cycle
Information Science - Bachelor of Science (BS)	Yes	In Year 1 of assessment cycle
Information Science - Doctor of Philosophy (PhD)	Yes	Assessment plan submitted (Completion of planning year)
Information Science - Master of Science (MS)	Forthcoming	Assessment plan submitted (Completion of planning year)
Integrated Business and Engineering - Bachelor of Science (BS)	Yes	Will begin planning year in Fall 2026
Integrated Design Engineering - Bachelor of Science (BSIDE)	Yes	In Year 1 of assessment cycle
Integrative Physiology - Bachelor of Science (BS)	Yes	Completed Year 2 report; currently in Year 3 of assessment cycle
Integrative Physiology - Doctor of Philosophy (PhD)	Yes	In Year 1 of assessment cycle
Integrative Physiology - Master of Science (MS)	Yes	In Year 1 of assessment cycle
Interdisciplinary Documentary Media Practices - Master of Fine Arts (MFA)	Exempt	
International Affairs - Bachelor of Arts (BA)	Yes	Year 1 report submited; in Year 2 of assessment cycle
Italian - Bachelor of Arts (BA)	Yes	Currently in planning year
Japanese - Bachelor of Arts (BA)	Yes	Currently in planning year
Jewish Studies - Bachelor of Arts (BA)	Yes	Assessment plan submitted (Completion of planning year)
Journalism - Bachelor of Arts (BA)	Yes	In Year 1 of assessment cycle
Journalism - Master of Arts (MA)	Yes	In Year 1 of assessment cycle
Landscape Architecture - Bachelor of Environmental Design (BEV)	Yes	In Year 1 of assessment cycle
Law - Juris Doctor of Laws (JD)	Yes	Assessment plan submitted (Completion of planning year)
Law - Master of Laws (LLM)	Yes	Working on draft of assessment plan
Law - Master of Studies in Law (MSL)	Yes	Assessment plan submitted (Completion of planning year)
Leadership and Community Engagement - Bachelor of Arts (BA)	Yes	In Year 1 of assessment cycle

Learning Sciences and Human Development - Master of Arts (MA)	Yes	In Year 1 of assessment cycle
Linguistics - Bachelor of Arts (BA)	Yes	Completed Year 1 report; currently in Year 2 of assessment cycle
Linguistics - Doctor of Philosophy (PhD)	Yes	Assessment plan submitted (Completion of planning year)
Linguistics - Master of Arts (MA)	Yes	Assessment plan submitted (Completion of planning year)
Marketing Analytics - Master of Science (MS)	Yes	Will begin planning year in Fall 2026
Materials Science and Engineering - Doctor of Philosophy (PhD)	Forthcoming	Assessment plan submitted (Completion of planning year)
Materials Science and Engineering - Master of Science (MS)	No	Working on draft of assessment plan
Mathematics - Bachelor of Arts (BA)	Yes	Currently in Year 3 of assessment cycle
Mathematics - Bachelor of Science (BS)	Yes	Will begin planning year in Fall 2026
Mathematics - Doctor of Philosophy (PhD)	Yes	In Year 1 of assessment cycle
Mathematics - Master of Arts (MA)	Yes	In Year 1 of assessment cycle
Mechanical Engineering - Bachelor of Science (BSME)	Yes	In Year 1 of assessment cycle
Mechanical Engineering - Doctor of Philosophy (PhD)	Yes	In Year 1 of assessment cycle
Mechanical Engineering - Master of Science (MS)	Yes	In Year 1 of assessment cycle
Mechanical Engineering - Professional Master of Science (MSME)	Yes	In Year 1 of assessment cycle
Media Production - Bachelor of Arts (BA)	Yes	In Year 1 of assessment cycle
Media Research and Practice - Doctor of Philosophy (PhD)	Yes	In Year 1 of assessment cycle
Media Studies - Bachelor of Arts (BA)	Yes	Assessment plan submitted (Completion of planning year)
Media and Public Engagement - Master of Arts (MA)	Yes	In Year 1 of assessment cycle
Middle and High School Teaching - Bachelor of Arts (BA)	Yes	In Year 1 of assessment cycle
Molecular, Cellular and Developmental Biology - Bachelor of Science (BS)	Yes	Year 2 report submitted; beginning Year 3 in Fall 2026
Molecular, Cellular and Developmental Biology - Doctor of Philosophy (PhD)	Yes	Assessment plan submitted (Completion of planning year)
Molecular, Cellular and Developmental Biology - Master of Arts (MA)	Exempt	Exempt - Masters in Passing

Museum and Field Studies - Master of Science (MS)	Yes	In Year 1 of assessment cycle
Music - Bachelor of Arts in Music (BAMus)	Yes	In Year 1 of assessment cycle
Music - Bachelor of Music (BMus)	Yes	In Year 1 of assessment cycle
Music - Doctor of Philosophy (PhD)	Yes	In Year 1 of assessment cycle
Music - Master of Music (MMus)	Yes	In Year 1 of assessment cycle
Music Education - Bachelor of Music Education (BMUE)	Yes	In Year 1 of assessment cycle
Music Education - Master of Music Education (MMUE)	Yes	In Year 1 of assessment cycle
Musical Arts - Doctor of Musical Arts (DMA)	Yes	In Year 1 of assessment cycle
Network Engineering - Master of Science (MSNE)	Yes	In Year 1 of assessment cycle
Neuroscience - Bachelor of Science (BS)	Yes	Completed Year 2 report; Currently in Year 3 of assessment cycle
Neuroscience - Doctor of Philosophy (PhD)	Yes	In Year 1 of assessment cycle
Organizational Leadership - Master of Science (MS)	Yes	In Year 1 of assessment cycle
Outdoor Recreation Economy - Master of Science (MS)	Yes	In Year 1 of assessment cycle
Philosophy - Bachelor of Arts (BA)	Yes	Currently in planning year
Philosophy - Doctor of Philosophy (PhD)	Yes	In Year 1 of assessment cycle
Philosophy - Master of Arts (MA)	Yes	In Year 1 of assessment cycle
Physics - Bachelor of Arts (BA)	Yes	Currently in Year 3 of assessment cycle
Physics - Bachelor of Science (BS)	Yes	Will begin planning year in Fall 2026
Physics - Doctor of Philosophy (PhD)	Yes	Assessment plan submitted (Completion of planning year)
Physics - Master of Science (MS)	Yes	Assessment plan submitted (Completion of planning year)
Political Science - Bachelor of Arts (BA)	Yes	Currently in Year 2 of assessment cycle
Political Science - Doctor of Philosophy (PhD)	Yes	Assessment plan submitted (Completion of planning year)
Political Science (MA)	Exempt	Exempt - Masters in Passing
Psychology - Bachelor of Arts (BA)	Yes	Currently in Year 3 of assessment cycle
Psychology - Doctor of Philosophy (PhD)	Yes	In Year 1 of assessment cycle
Psychology - Master of Arts (MA)	Exempt	Exempt - Masters in Passing

Public Health - Bachelor of Arts (BA)	Yes	Assessment plan submitted (Completion of planning year)
Real Estate - Master of Science (MS)	yes	In Year 1 of assessment cycle
Religious Studies - Bachelor of Arts (BA)	Yes	Assessment plan submitted (Completion of planning year)
Religious Studies - Master of Arts (MA)	Yes	Working a draft of the assessment plan
Robotics - Doctor of Philosophy (PhD)	Yes	In Year 1 of assessment cycle
Robotics - Master of Science (MS)	Yes	In Year 1 of assessment cycle
Russian, East European and Eurasian Studies - Master of Arts (MA)	Yes	Assessment plan submitted (Completion of planning year)
Russian, East European and Eurasian Studies - Bachelor of Arts (BA)	Yes	Currently in planning year
Sociology - Bachelor of Arts (BA)	Yes	Completed Year 1 report; currently in Year 2 of assessment cycle
Sociology - Doctor of Philosophy (PhD)	Yes	Assessment plan submitted (Completion of planning year)
Sociology - Master of Arts (MA)	Exempt	Exempt - Masters in Passing
Spanish - Bachelor of Arts (BA)	Yes	In Year 1 of assessment cycle
Spanish - Doctor of Philosophy (PhD)	Yes	In Year 1 of assessment cycle
Spanish - Master of Arts (MA)	Yes	In Year 1 of assessment cycle
Speech, Language and Hearing Sciences - Bachelor of Arts (BA)	Yes	Completed Year 1 report; currently in Year 2 of assessment cycle
Speech, Language and Hearing Sciences - Doctor of Philosophy (PhD)	Yes	In Year 1 of assessment cycle
Speech, Language and Hearing Sciences - Master of Arts (MA)	Yes	In Year 1 of assessment cycle
Statistics and Data Science - Bachelor of Arts (BA)	Yes	Completed Year 1 report; currently in Year 2 of assessment cycle
Statistics and Data Science - Bachelor of Science (BS)	Yes	Will begin planning year in Fall 2026
Strategic Communication - Bachelor of Science (BS)	Yes	Assessment plan submitted (Completion of planning year)
Strategic Communication Design - Master of Arts (MA)	Yes	In Year 1 of assessment cycle
Supply Chain Analytics - Master of Science (MS)	Yes	In Year 1 of assessment cycle
Sustainable Business - Master of Science (MSSB)	Yes	Will begin planning year in Fall 2026
Sustainable Engineering - Master of Science (MSSE)	Yes	Will begin planning year in Fall 2026
Sustainable Planning and Urban Design - Bachelor of Environmental Design (BEV)	Yes	In Year 1 of assessment cycle

Taxation - Master of Science (MS)	Yes	In Year 1 of assessment cycle
Teacher Leadership - Master of Arts (MA)	Yes	In Year 1 of assessment cycle
Theatre - Bachelor of Arts (BA)	Yes	Will begin planning year in Fall 2026
Theatre - Bachelor of Fine Arts (BFA)	Exempt	Exempt - Program is slated for closure
Theatre and Performance Studies - Doctor of Philosophy (PhD)	Yes	Will begin planning year in Fall 2026
Theatre and Performance Studies - Master of Arts (MA)	Yes	Assessment plan submitted (Completion of planning year)
Women and Gender Studies - Bachelor of Arts (BA)	Yes	Completed Year 1 report; currently in Year 2 of assessment cycle

Three-Year Student Learning Assessment Plan

Report Contents

Criterion 3: Student Outcomes
Criterion 4: Continuous Improvement
Appendix A: ABET Problem Template and Sample
Appendix B: Senior Survey Questions
Appendix C: Alumni Survey Questions
Appendix D: Employer Survey Questions

Program Information

Program Name:	**Biological Engineering (BIEN)**
College:	Engineering and Applied Science
Program Chair:	Ryan Hayward
Assessment Liaison/Coordinator:	Wendy Young
Email:	wendy.young@colorado.edu
Academic Years (AY) Included in Plan	
Assessment Planning AY (Year 0):	AY24/25
Reporting AY (Year 1):	
Reporting AY (Year 2):	
Reporting AY (Year 3):	

Program Mission (optional)

The Department of Chemical and Biological Engineering at the University of Colorado seeks to instill in its students an education in the principles and practice of chemical engineering that will serve a broad and dynamic range of career paths and provide a foundation for lifelong professional growth.

The information below is in engineering ABET accreditation format so it can be directly used in the 2029 re-accreditation report; as such, there may be references to other documents or report sections that are not included in this particular report. While the CU assessment plan refers to *PLOs*, ABET uses ***Student Outcomes (SOs)*** and therefore SO terminology will be used throughout this report. Two important additional points:

1. The survey and FE Exam data are obtained over the summer and so results in those sections will be added to next year's report.

The department is removing the FCQ and possibly Alumni Survey SO measures. The FCQ section has been removed from this report but the Alumni Survey section has been kept pending the outcome of the department's fall 2025 Undergraduate Committee discussion.

CRITERION 3. STUDENT OUTCOMES

A. Student Outcomes

The Student Outcomes (SOs) for the Bachelor of Science degree program in Chemical Engineering at the University of Colorado are defined directly in terms of the well-known ABET-EAC Criterion 3 Outcomes (1) through (7) and are available on the department's website and in the CU Catalog; they are also presented here:

> At the time of graduation, our graduates will demonstrate:
>
> (1) an ability to identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics
> (2) an ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors
> (3) an ability to communicate effectively with a range of audiences
> (4) an ability to 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
> (5) an ability to function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives
> (6) an ability to develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions
> (7) an ability to acquire and apply new knowledge as needed, using appropriate learning strategies

CRITERION 4. CONTINUOUS IMPROVEMENT

The department's *PEO Review and Continuous Improvement Processes* document outlines the procedures in place that ensure the implementation of feedback and attainment of Student Outcomes at multiple levels. The policy includes:

1) Collection of several types of course, student and alumni data for select student outcomes and program criteria each year.
2) Analysis of these data to determine a quantitative score for student demonstration of the examined student outcomes and program criteria.
3) Faculty discussion of the results, determination of when to next examine these student outcomes and program criteria, and continuous improvement recommendations at the course and curricular levels to guarantee a high-quality engineering education.
4) Implementation of continuous improvement efforts at the course and curricular levels.
5) A later discussion of the effectiveness of the implemented changes once those student outcomes and program criteria are examined again.

A. Student Outcomes

1. Assessment Processes Used to Gather Data for Student Outcome Evaluation

Through each academic year, the department relies on five measures to obtain qualitative and quantitative data related to the attainment of Student Outcomes at the time of graduation. Each of these measures below is discussed in detail in section 4-A.3:

- Course-level outcomes assessment
- Fundamentals of Engineering (FE) Exam results
- Senior Survey Results
- Alumni Survey Results (note this may be removed in fall 2025)
- Employer Survey Results
- Faculty Course Questionnaires (FCQs)

Each measure (senior survey, for example) has specific performance targets and the targets are split into "GOOD" (score of 3), "SATISF" for satisfactory (score of 2), and "POOR" (score of 1). The performance on each measure is thus given a 1, 2, or 3 as shown in Table 4-1.

Table 4-1. Performance targets of each measure to achieve a score of 3 (GOOD), 2 (SATISF), and 1 (POOR).

Score	Course Outcomes	FE Exam	Senior Survey	Alumni Survey	Employer Survey
3 (GOOD)	3	>= 1.03	>80% 4 or 5	>80% 3, 4, 5	>80% 3, 4, 5
2 (SATISF)	2	0.97-1.03	60-80% 4 or 5	60-80% 3, 4, 5	60-80% 3, 4, 5
1 (POOR)	1	<= 0.97	< 60% 4 or 5	< 60% 3, 4, 5	< 60% 3, 4, 5

Each of these performance measure values is then multiplied by a weighting factor (in percentage) according to its importance in demonstrating attainment of the SOs. The weighting for each measure is determined by the Undergraduate Committee and periodically modified as the committee finds appropriate; for instance, if more students were to take the FE exam consistently over a period of years then the weighting for this measure might be increased and the Surveys or FCQ weights decreased. If data are not available for a measure for a particular year the Course Outcomes weight is increased to absorb the missing measure.

An aggregated Overall Score for each student outcome is calculated as the sum of each measure's weight times performance score. The attainment of each student outcome is given a Letter Grade based upon the composite score according to the following:

- A: 2.6 ≤ composite score ≤ 3.0
- B: 2.2 ≤ composite score < 2.6
- C: 1.8 ≤ composite score < 2.2
- D: 1.4 ≤ composite score < 1.8
- F: 1.0 ≤ composite score < 1.4

The reassessment schedule of each Student Outcome depends on the Letter Grade. Curricular and course improvements are triggered by both the Overall Score and individual measure scores that fall below the target value of 3 (GOOD).

The weight distributions, performance values, overall score and letter grade for the academic year AY22-23 in shown in Table 4-2.

Table 4-2. AY22-23 weightings (in percentage) of the various measures used to evaluate each Student Outcome, performance in each measure, and Overall Score. Overall Score is the sum of each measure's weight times performance.

	WEIGHT DISTRIBUTION						PERFORMANCE							
Student Outcomes Assessment for AY21/22 Student Outcome	Course Outcomes	FE Exam	Senior Survey	Alumni Survey	Employer Survey	FCQs	Course Outcomes	FE Exam	Senior Survey	Alumni Survey	Employer Survey	FCQs	OVERALL SCORE	Letter Grade
(1) an ability to identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics	35	15	15	15	10	10	2.67	2	3	3	N/A	3	2.78	A
(2) an ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors	35	15	15	15	10	10	3	3	3	3	N/A	3	3.00	A
(3) an ability to communicate effectively with a range of audiences	50	0	15	15	10	10							Reassessing 22/23	
(4) an ability to 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	35	15	15	15	10	10	3	3	3	3	N/A	3	3.00	A
(5) an ability to function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives	50	0	15	15	10	10							Reassessing 22/23	
(6) an ability to develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions	35	15	15	15	10	10	3						Reassessing 22/23	
(7) an ability to acquire and apply new knowledge as needed, using appropriate learning strategies	50	0	15	15	10	10	3	N/A	3	3	N/A	3	3.00	A

2. Assessment Frequency

Each student outcome is not evaluated on a fixed time interval. Rather, the next assessment cycle for that outcome depends upon the current Overall Score. Outcomes that receive low scores must be re-evaluated more often than those that receive high scores. Outcome re-assessment follows the structure shown in Figure 4-1.

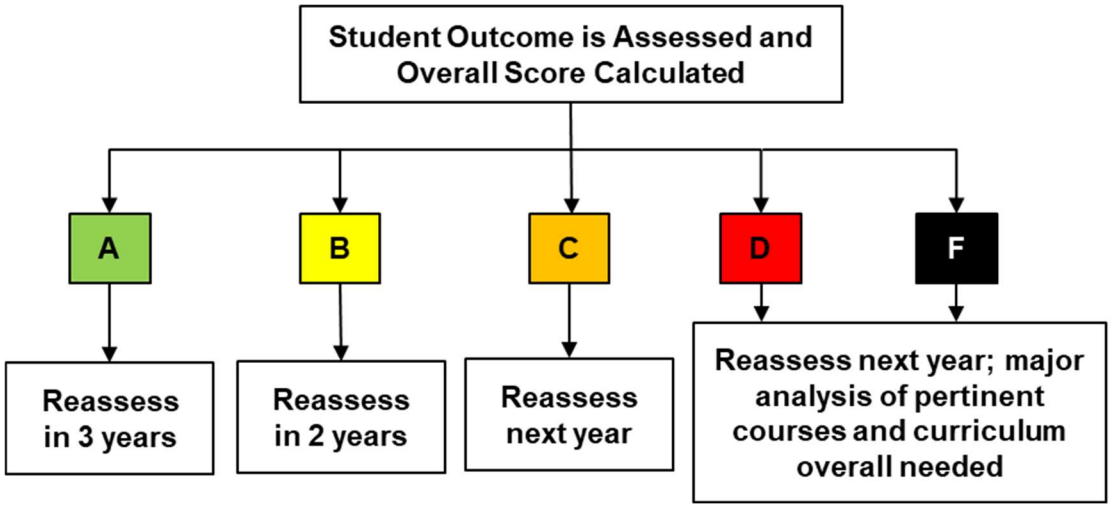


Figure 4-1. Outcome assessment schedule as a function of Overall Score.

If a specific outcome has earned an "A", then the next assessment of that outcome occurs in three years. A "B" grade is also a high mark but there is more room for improvement and so reassessment is in two years; suggestions are offered to the instructors of corresponding courses. A grade of "C" results in that outcome being reassessed the next year. Corrective action is required in all courses that address that specific outcome. A score of "D" or "F" is extremely rare but requires the Undergraduate Committee to take substantial efforts to correct deficiencies in attainment of an outcome, perhaps by totally redesigning or adding a course. Permanent corrective action is required in all courses that address that specific outcome and the instructors must document actions taken to improve attainment of that outcome. The results of those actions must be documented in one year. To date, we have not had any outcomes receive an "F" score. Occasionally, outcomes will be reassessed earlier than required in the schedule to redistribute busy collection years to non-busy collection years. Moreover, if an outcomes is assessed in both of the department's undergraduate programs (chemical engineering and biological engineering) and the scores are different, then the outcome is reassessed in *both* programs according to the lower grade to ensure students in both degrees are demonstrating proficiency in the outcome.

Each academic year (AY) the student outcomes to be evaluated are determined using the schedule in Table 4.4. Course Outcomes pertaining to each tested student outcome are collected during the fall and spring of that AY; fall course outcome results are discussed with the faculty in the individual classes so changes can be implemented in the next fall. FCQ data become available in the spring and summer. FE exam and Senior, Alumni and Employer Survey data become available during the summer. All data are compiled and analyzed in late summer to determine an Overall Score and Letter Grade for each student outcome assessed. These results are discussed with the

Undergraduate Committee typically in September and then at a Faculty Meeting later in the fall. Slides are shown of the scores for each measure, the overall score, and the assessment schedule. The faculty then approve the assessment schedule and discusses continuous improvement, focusing on the examined student outcomes but also including any continuous improvements made for other outcomes and more recently also diversity, equity and inclusion efforts.

Even if an outcome scores an "A," the faculty in Undergraduate Committee and Faculty Meetings discuss ways to improve student outcome attainment through both course and curricular improvements. It is stressed that student outcome attainment in ALL pertinent courses can be improved, not just the courses selected to measure each individual outcome. Faculty discussions therefore include improvements in ALL pertinent courses as well as the curriculum in general.

The student outcomes testing schedule for 2021-2029 with results for past years is shown in Table 4-3.

Table 4-3. Overall testing schedule and assessment results for 2021 - 2029.

CBEN Student Outcomes	F21-S22	result	F22-S23	result	F23-S24	result	F24-S25	result	F25-S26	result	F26-S27	result	F27-S28	result	F28-S29	result	F29 Audit
(1) an ability to identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics	A	Reassess AY24/25						Reassess									
(2) an ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors	A	Reassess AY24/25						Reassess									
(3) an ability to communicate effectively with a range of audiences			A	Reassess AY25/26						Reassess							
(4) an ability to 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	A	Reassess AY24/25						Reassess									
(5) an ability to function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives			A	Reassess AY25/26						Reassess							
(6) an ability to develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions			A	Reassess AY25/26						Reassess							
(7) an ability to acquire and apply new knowledge as needed, using appropriate learning strategies	A	Reassess AY24/25						Reassess									

3. Targets for Each Measure of Student Outcome Attainment

Presented in this section are the targets and detailed results of recent assessments. As outlined in the previous section, assessment procedures are outcomes-based, meaning that not every outcome is assessed each year. Therefore, outcomes assessment measures each year are only used to assess specific outcomes. For example, if Student Outcomes 3, 4 and 5 are being assessed in a particular year, we only look at assessment results for those outcomes in that year's analysis. In some measurement categories such as Course Outcomes data are only collected for the student outcomes being assessed that year; in other categories such as Senior Survey and Alumni Survey data are easily collected for all student outcomes and so all these data may be shown below, though only the data for the Student Outcomes being assessed are used. In this section data since 2018 are shown.

Course-Level Outcomes Assessment

The most important measure in the attainment of certain Student Outcomes (SOs) is direct course-level outcomes assessment, which account for 35-50% (see Table 4-1) of the aggregated Overall Score of each outcome. Course Outcomes assessment utilizes direct measurement of student performance on the various SOs; **student data from the department's two degree programs is disaggregated in all cases**.

Each SO is evaluated in three courses and courses have 1-5 SOs that are assessed (Table 5-2 shows the alignment of each individual course with SOs). In this way, there are multiple student outcomes assigned to each course and multiple courses that address each outcome. Table 4-4 shows the Course Assessment Matrix for the Biological Engineering Program. It was determined that the Chemical Program Criteria would not be independently assessed as its criteria are encompassed in the SOs.

Table 4-4. Course Assessment Matrix.

Student Outcome	CHEN 3010 Applied Data Analysis	CHEN 3200 Fluids	CHEN 3210 Heat & Mass Transfer	CHEN 4090 UG Sem	CHEN 4520 Design	CHEN 4530 Design Project	CHEN 4570 Control	CHEN 4810 CBEN Lab
(1) an ability to identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics		X	X				X	
(2) an ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors					X	X	X	
(3) an ability to communicate effectively with a range of audiences				X	X	X		
(4) an ability to 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				X	X	X		
(5) an ability to function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives					X	X		X
(6) an ability to develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions	X						X	X
(7) an ability to acquire and apply new knowledge as needed, using appropriate learning strategies				X	X	X		

The flowchart in Figure 4-2 depicts the Course Outcomes assessment process, which is administered on-schedule with other SO assessment measures. "ABET Problems" are created for all SOs for each corresponding course; the ABET Problem template and a sample completed form can be found in Appendix A. If/when a SO is to be assessed, an ABET Problem template is provided to the instructors of all courses that address that particular outcome. This process occurs on an academic year cycle

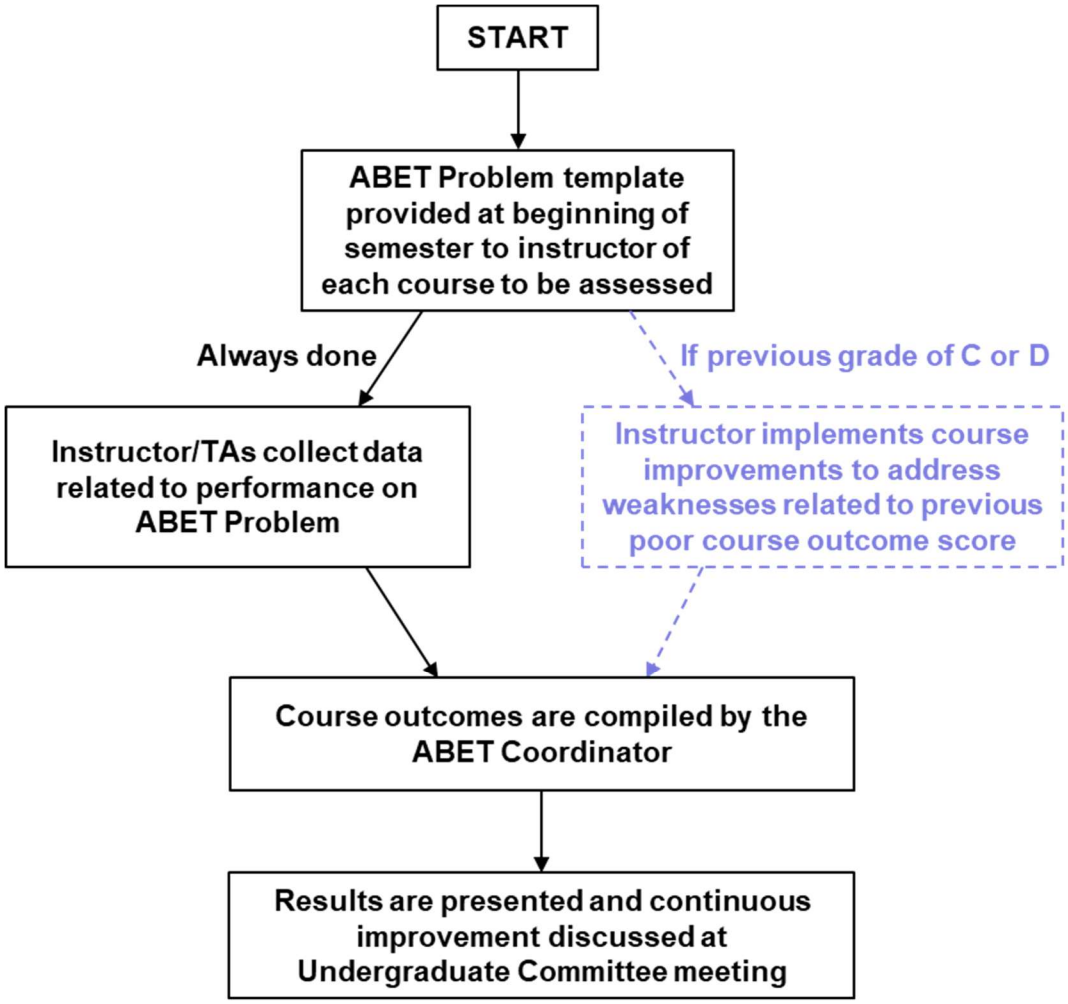


Figure 4-2. Evaluation of Course Outcomes.

Instructors are required to choose a problem that is appropriately aligned with the student outcome to be measured. For example, this might be an exam problem that tests the student's ability to derive or use an equation, a homework problem in which the student must design a heat exchanger given constraints, a written or oral report, or even a team evaluation at the end of the semester to evaluate each student's ability to work on a team. Many times, the ABET Problem is assigned on an exam. What is reported is *not* the exam score but rather is the score *on that problem only*.

The next step is for the instructor to set targets that they expect students to attain. Point scores are assigned to the Unacceptable, Weak, Adequate, and Excellent categories of the rubric shown in

Table 4-5. For instance, on a 20-point assignment Excellent may be 16-20 points, Adequate 12-16 points, Weak 4-12 points, and Unacceptable 0-4 point. The instructor then chooses GOOD, SATISFACTORY, and POOR targets. Typically, the target for GOOD might be something like 80% of the students receive the points corresponding to Excellent or Adequate (in this example, 80% of students receive 12-20 points out of 20). SATISFACTORY may then be 60-80% of the students score Excellent or Adequate, and POOR may be <60% score Excellent or Adequate. Each instructor might have different expectations for the targets (some grade hard, some grade easy) so it is up to the instructor to identify appropriate targets.

Table 4-5. Scoring rubric for course outcomes assessment.

Unacceptable	Weak	Adequate	Excellent
Some effort beyond restating the problem or copying given data; little understanding of the problem; failure to address most aspects of the problem; major flaws in reasoning that lead to invalid conclusions.	Gaps in understanding and/or execution; incomplete understanding of the problem; fails to address some aspects of the problem; faulty reasoning; weak conclusions.	Demonstrates understanding of the problem; contains minor flaws; communicates adequately through writing and/or diagrams; generally reaches reasonable conclusions; may show minor flaws in reasoning and/or computation; may neglect some aspects.	Shows complete understanding of the problem; demonstrates an effective solution; thoroughly addresses all points relevant to the solution; shows a logical reasoning and valid conclusions.

The instructor then tallies 25 random student scores from each major on the ABET Problem sheet. **It is made abundantly clear that if both chemical & biological engineering and chemical engineering students are in the class that they are to be tallied separately and students from any other majors are not to be included.** Next, the instructor compares the 25 student scores to the target scores and assigns either GOOD, SATISFACTORY, OR POOR as the Course Outcome for each major. Instructors return the completed ABET Problem sheet to the ABET Coordinator along with the problem, solution, and samples of high, medium, and low student work with scores.

Finally, depending on the performance in the SO that is associated with that ABET Problem, the instructor makes improvements to their course such that the next time the course is taught, the problem areas or weaknesses related to the SOs are better addressed. Copies of all ABET Problem sheets from 2023 to present will be available during the evaluator visit.

The Course Outcomes collected from the 2024-2025 academic year (AY24-25) are shown in Table 4-6. In this academic year student outcomes 1, 2, 4, and 7 were evaluated. Semester, year, course instructor, and results for each major (biological engineering BIEN and chemical engineering CHEN) are shown.

A summary of the Course Outcome results starting in 2024 is shown in Table 4-7. Green and the number 3 indicate that student performance was GOOD, orange and the number 2 indicate that student performance was SATISFACTORY, and red and the number 1 denote that student performance was POOR. The results for each outcome are averaged over the academic year; for

instance, the Course Outcome score for SO 4 (Ethics) in AY24-25 is the average of (3, 3, 2) or 2.67.

The following conclusions can be drawn from the Course Outcome results:

- There are no POOR scores.
- While there are a few SATISFACTORY results in the course-level assessment results, the vast majority of results are GOOD.
- When there is a SATISFACTORY result it is combined with a GOOD result in a different course for that same student outcome. We utilize an overlapping approach – even if there is a deficiency in one course and in one area this overlap ensures that each outcome is addressed and attained at least once in the curriculum.
- SO 4 (Ethics) has room for improvement.

Table 4-6 AY24-25 collection record of Course Outcomes for all classes assigned to evaluated Student Outcomes (SO) and Bio Criteria 1 & 2 that academic year. Assessments are done for chemical and biological engineering (CBEN) and chemical engineering (CHEN) students separately which is why results are sometimes different. Semester, year and course instructor are given at the top of each cell.

Student Outcome	CHEN 3200 Fluids	CHEN 3210 Heat & Mass Transfer	CHEN 4090 Seminar	CHEN 4520 Design	CHEN 4530 Design Project	CHEN 4570 Control
(1) Eng	S25 Schwartz CBEN: Good CHEN: Good	F24 Davis Sprenger CBEN: Good CHEN: Good				S25 Nuttelman CBEN: Good CHEN: Satisf
(2) Design				F24 Young CBEN: Good CHEN: Good	S25 Weimer CBEN: Good CHEN: Good	S25 Nuttelman CBEN: Good CHEN: Good
(4) Ethics			S25 Young CBEN: Good CHEN: Good	F24 Young CBEN: Good CHEN: Satisf	S25 Weimer CBEN: Satisf CHEN: Satisf	
(7) Learning			S25 Young CBEN: Good CHEN: Good	F24 Young CBEN: Good CHEN: Good	S25 Weimer CBEN: Good CHEN: Good	

Table 4-7. Course Outcomes assessment results for each Student Outcome. Note that no outcomes needed to be assessed in AY23-24.

Student Outcome	Course	AY 23-24	AY 24-25	AY 25-26	AY 26-27	AY 27-28	AY 28-29	AY 29-30
(1) Eng	CHEN 3200 Fluids		3					
	CHEN 3210 Heat/Mass Transfer		3					
	CHEN 4570 Control		3					
(2) Design	CHEN 4520 Design		3					
	CHEN 4530 Design Project		3					
	CHEN 4570 Control		3					
(3) Comm-unication	CHEN 4090 Seminar							
	CHEN 4520 Design							
	CHEN 4530 Design Project							
(4) Ethics	CHEN 4090 Seminar		3					
	CHEN 4520 Design		3					
	CHEN 4530 Design Project		2					
(5) Teamwork	CHEN 4520 Design							
	CHEN 4530 Design Project							
	CHEN 4810 Biological Eng Lab							
(6) Data	CHEN 3010 App Data Analysis							
	CHEN 4570 Control							
	CHEN 4810 Biological Eng Lab							
(7) Learning	CHEN 4090 UG Seminar		3					
	CHEN 4520 Design		3					
	CHEN 4530 Design Project		3					

Fundamentals of Engineering (FE) Exam

The Fundamentals of Engineering (FE) Exam is a standardized exam administered to students across the nation. While the exam is not required of our students, we strongly encourage them to take the exam and the department pays for a substantial portion of the exam fee.

The results of the FE Exam are important because they are a direct measure of how our students perform on a standardized exam and the results indicate how well our students perform compared to other students across the nation. Results of the FE Exam can be used to address shortcomings in our curriculum by providing direct evidence that one or more of our SOs is not being met. FE Exam data from students in the department's two degree programs is disaggregated in all cases.

Tables 4-8 and 4-9 summarize the FE Exam results for biological engineering students from 2024-2029 and how they relate to the SOs. Results are ratio scores, which represent the ratio of performance of our students to performance of all students in the nation who took the exam. Questions from each category are mapped to different SOs as shown in the second column of Table 4-9. Target FE Ratio values are: green for "GOOD" (ratio score $\geq$ 1.03); orange for "SATISF" ($0.97 \leq$ ratio score $<$ 1.03); and red for "POOR" (ratio score $<$ 0.97).

The following conclusions can be drawn from the FE Exam results:

- Scores have generally oscillated between SATISF (2) and GOOD (3).

Table 4-8. FE Exam (Chemical) results for Biological Engineering students from 2024-2029 and relationships among topics and Student Outcomes (SO). Ratio Scores are the average performance of students in the program over average performance of all students in the nation who took the exam.

Ratio Score	SO	Dec '22	Jun '23	Dec '23	Jun '24	Dec '24	Jun '25	Dec '25	Jun '26	Dec '26	Jun '27	Dec '27
CU No. Taking		1	11									
CU No. Passing		1	10									
CU % Passing		100%	91%									
Mathematics	1	0.88	1.06									
Probability and Statistics	6	1.34	0.99									
Engineering Sciences	1	1.00	1.07									
Computational Tools	1,6											
Materials Science	1	1.36	1.00									
Chemistry and Biology	1	1.10	0.95									
Fluid Mechanics/Dynamics	1	1.19	1.05									
Thermodynamics	1	1.19	1.03									
Material/Energy Balances	1	1.37	1.02									
Heat Transfer	1	1.23	1.04									
Mass Transfer & Separation	1	0.91	1.02									
Solids Handling	1	0.90	1.11									
Chemical Reaction Eng	1	1.00	1.01									
Economics	2	0.63	1.06									
Process Design (included Econ until Dec 2020)	2	0.98	1.00									
Process Control	1	0.75	1.01									
Safety Health & Environment	2,4	0.71	0.97									
Ethics & Professional Practice	4	0.00	1.05									

Table 4-9. FE Exam Student Outcome results. Note that the SO (4) Ethics and (2) Design scores are skewed low in AY22-23 by the particularly low scores of the one student who took the exam in Dec 2022 before taking Process Control and the Economics portion of Design.

	AY22-23	AY22-23	AY23-24	AY23-24	AY24-25	AY24-25	AY25-26	AY25-26	AY26-27	AY26-27	AY27-28	AY27-28
Student Outcome	FE Ratio	Score	FE Ratio	Score	FE Ratio	Score	FE Ratio	Score	FE Ratio	Score	FE Ratio	Score
(1) Eng	1.034	3										
(2) Design	0.990	2										
(3) Communicate	N/A	N/A										
(4) Ethics	0.955	1										
(5) Teamwork	N/A	N/A										
(6) Data	1.019	2										
(7) Learning	N/A	N/A										

Senior Survey Results

The Senior Survey provides invaluable information related to the abilities of our students at the time of graduation. This indirect measure indicates how well students feel they have met each of the SOs. Senior Survey data are only given for biological engineering students. The Senior Survey SO-related questions are shown in Figure 4-3; the full survey is shown in Appendix B and will be provided in online materials.

Results from 2024-2029 of biological engineering Senior Surveys are summarized in Table 4-10. The survey is sent to senior students who graduate in the specified academic year; in general, very few students graduate in the fall. The table shows the percentage of responses that were either a 4 (Adequately) or 5 (Extensively) out of 5. The target for each of these questions is 80% of respondents scoring a 4 or 5. Results are highlighted green for "GOOD" (> 80% 4 or 5), orange for "SATISF" (60-80% scoring 4 or 5), and red for "POOR" (< 60% scoring 4 or 5).

The following conclusions can be drawn from the Senior Survey results:

- All AY22-23 levels are at the "GOOD" or upper "SATISF" levels. This indicates students feel they are getting a good education and attaining the SOs.

Specific Educational Outcomes: We have established a set of specific educational goals (outcomes) for our undergraduate program. Please reflect on these and assess the extent to which these goals have been achieved in your education.

At the time of graduation, our graduates will demonstrate:

	Extensively (5)	Adequately (4)	Somewhat (3)	Poorly (2)	Not at all (1)
An ability to identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics. (Q9.5_Q6.1_1)	○	○	○	○	○
An ability to develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions. (Q9.5_Q6.1_6)	○	○	○	○	○
An ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors. (Q9.5_Q6.1_2)	○	○	○	○	○
An ability to function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives. (Q9.5_Q6.1_5)	○	○	○	○	○
An ability to 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. (Q9.5_Q6.1_4)	○	○	○	○	○
An ability to communicate effectively with a range of audiences. (Q9.5_Q6.1_3)	○	○	○	○	○
An ability to acquire and apply new knowledge as needed, using appropriate learning strategies. (Q9.5_Q6.1_7)	○	○	○	○	○

Figure 4-3. Senior Survey Student-Outcome-related questions.

Table 4-10. Summary of Senior Survey results for last six academic years; percentages who answered "5–Extensively" or "4–Adequately" and the resulting score on a scale of 1-3.

Academic Year:	AY 22-23		AY 24-25		AY 25-26		AY 26-27		AY 27-28		AY 28-29	
# Respondents:	28											
(1) an ability to identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics	**95%**	**3**										
(2) an ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors	**95%**	**3**										
(3) an ability to communicate effectively with a range of audiences	**79%**	**2**										
(4) an ability to 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	**84%**	**3**										
(5) an ability to function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives	**88%**	**3**										
(6) an ability to develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions	**91%**	**3**										
(7) an ability to acquire and apply new knowledge as needed, using appropriate learning strategies	**98%**	**3**										

Alumni Survey Results

NOTE: the department is considering removing the Alumni Survey as a student outcome measure; this will be voted upon in fall 2025. The information below has therefore not been updated from the 2023 ABET report as we will likely remove this entire section pending the fall 2025 vote.

The Alumni Survey is administered to graduates roughly 3-4 years after graduation. This indirect measure indicates how well alumni feel the program addresses each of the SOs. Senior Survey data are only given for biological engineering students. The Alumni Survey SO-related questions are shown in Figure 4-4; the full survey is shown in Appendix C and will be provided in online materials.

The Alumni Surveys are typically administered in the spring and summer of each year. Results from 2024-2029 of biological engineering Senior Surveys are summarized in Table 4-11. Results indicate the percentage of respondents answering 3 (Moderately well), 4 (Very well), and 5 (Extremely well) out of 5. The target for each of these questions is 80% of respondents scoring a 3, 4 or 5. Results are highlighted green for "GOOD" (> 80% 3, 4 or 5), orange for "SATISF" (60-80% scoring 3, 4 or 5), and red for "POOR" (< 60% scoring 3, 4 or 5).

The following conclusions can be drawn from the Alumni Survey results:

- Alumni feel that the program is doing an excellent job with addressing the SOs.
- Targets are likely too low and should be revisited.

In spring 2023 the Undergraduate Committee discussed the high Alumni Survey scores and decided the targets and expectations were too low. It was decided to change the categories to match the Senior Survey wording (1 Not at all, 2 Poorly, 3 Somewhat, 4 Adequately, 5 Extensively) rather than the current categories (1 Not at all, 2 Not very well, 3 Moderately well, 4 Very well, 5 Extremely well). Additionally, the targets will also be matched to those of the Senior Survey: "GOOD" (> 80% scoring 4 or 5), "SATISF" (60-80% scoring 4 or 5), and "POOR" (< 60% scoring 4 or 5). This change will be implemented for AY23-24.

QID403_2 Please evaluate how well your education at CU Boulder prepared you for the following: An ability to identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics.

- ○ Extremely well (5)
- ○ Very well (4)
- ○ Moderately well (3)
- ○ Not very well (2)
- ○ Not at all (1)

QID403_3 An ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors.

QID403_4 An ability to communicate effectively with a range of audiences.

QID403_5 An ability to 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.

QID403_6 An ability to function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives.

QID403_7 An ability to develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions.

QID403_8 An ability to acquire and apply new knowledge as needed, using appropriate learning strategies.

QID403_9 An ability to apply basic sciences to the design, analysis, and control of chemical, physical, and/or biological processes, including the hazards associated with these processes.

Figure 4-4. Alumni Survey Student-Outcome-related questions. Note the same Likert scale categories are repeated for each SO.

Table 4-11. Alumni Survey Results for the last four years.

	2018	Score	2019	Score	S20 - S21	Score	AY 21-22	Score	AY 22-23	Score
Graduation Year	2014		2015		2016&17		2018		2019	
# Respondents:	6		14		40		20		14	
(1) an ability to identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics	**100%**	**3**	**100%**	**3**	**100%**	**3**	**100%**	**3**	**93%**	**3**
(2) an ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors	**100%**	**3**	**100%**	**3**	**95%**	**3**	**100%**	**3**	**86%**	**3**
(3) an ability to communicate effectively with a range of audiences	**100%**	**3**	**100%**	**3**	**93%**	**3**	**85%**	**3**	**93%**	**3**
(4) an ability to 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	**100%**	**3**	**93%**	**3**	**93%**	**3**	**95%**	**3**	**93%**	**3**
(5) an ability to function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives	**100%**	**3**	**100%**	**3**	**100%**	**3**	**100%**	**3**	**100%**	**3**
(6) an ability to develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions	**100%**	**3**	**93%**	**3**	**100%**	**3**	**100%**	**3**	**93%**	**3**
(7) an ability to acquire and apply new knowledge as needed, using appropriate learning strategies	**100%**	**3**	**100%**	**3**	**100%**	**3**	**100%**	**3**	**93%**	**3**

Employer Survey Results

The Employer Survey is administered to CHEN 4530 Design Project liaison as they work closely with students all semester and often are, employ or work with alumni at their companies. This indirect measure indicates how well liaisons feel the program addresses each of the SOs and also if the Program Educational Objectives are appropriate. This survey has proven in the past to be a valuable tool in evaluating to what extent the SOs are met since this survey asks employers to evaluate how well our students compare to other students/graduates in the field. Employer Survey data are only shown below for biological engineering students.

As noted in the Program Educational Objectives section, the College of Engineering and Applied Science (CEAS) has traditionally sent out a CEAS Employer Survey every three years. Unfortunately, participation has been poor in the past. The department decided in spring 2023 to implement a new Employer Survey by asking CHEN 4530 Design Project industry liaisons a series of questions that can be found in Appendix D; the SO-related questions are given in Figure 4-5 and match the categories (and targets) from the Senior Survey (NOTE this change is currently being made and not reflected in Figure 4-5 or Appendix D).

Results from 2024-2029 of biological engineering Employer Surveys are summarized in Table 4-12. The table shows the percentage of responses that were either a 4 (Adequately) or 5 (Extensively) out of 5. The target for each of these questions is 80% of respondents scoring a 4 or 5. Results are highlighted green for “GOOD” (> 80% 4 or 5), orange for “SATISF” (60-80% scoring 4 or 5), and red for “POOR” (< 60% scoring 4 or 5).

The following conclusions can be drawn from the Employer Survey results:

- TBD this summer (in past years employers felt that students demonstrated all SOs at least moderately well, with some room for improvement).

Q3-3b Please evaluate how well you feel the CU **Chemical and Biological Engineering** students at the time of graduation demonstrate each of the following.

	Extremely well (26)	Very well (27)	Moderately well (28)	Not very well (29)	Not at all (30)
(1) An ability to identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics (2)	○	○	○	○	○
(2) An ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors (3)	○	○	○	○	○
(3) An ability to communicate effectively with a range of audiences (4)	○	○	○	○	○
(4) An ability to 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 (5)	○	○	○	○	○
(5) An ability to function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives (6)	○	○	○	○	○
(6) An ability to develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions (7)	○	○	○	○	○
(7) An ability to acquire and apply new knowledge as needed, using appropriate learning strategies (8)	○	○	○	○	○

Figure 4-5. Employer Survey Student Outcome-related questions

Table 4-12. Summary of Employer Survey Results for last six academic years; percentages who answered "5–Extensively" or "4–Adequately" and the resulting score on a scale of 1-3.

Academic Year:	AY 22-23		AY 24-25		AY 25-26		AY 26-27		AY 27-28		AY 28-29	
# Respondents:	9											
(1) an ability to identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics	**100%**	**3**										
(2) an ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors	**89%**	**3**										
(3) an ability to communicate effectively with a range of audiences	**100%**	**3**										
(4) an ability to 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	**100%**	**3**										
(5) an ability to function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives	**100%**	**3**										
(6) an ability to develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions	**100%**	**3**										
(7) an ability to acquire and apply new knowledge as needed, using appropriate learning strategies	**100%**	**3**										

4. Summaries of Results of Evaluation Process

Table 4-3 above depicts the frequency with which assessment processes are carried out as well as the results since 2021. Table 4-13 shows the Performance and Overall Scores for the student outcomes each year from 2024-2029.

In all cases, the SOs are being achieved by the program as evidenced by the lowest overall score being a "B."

Table 4-13. Results of the Student Outcomes assessments from 2023-Present. Note that the FCQs and Alumni Survey will likely be removed as measures pending a fall 2025 Undergraduate Committee vote.

	WEIGHT						PERFORMANCE							
Student Outcome	**Course Outcomes**	**FE Exam**	**Senior Survey**	**Alumni Survey**	**Employer Survey**	**FCQs**	**Course Outcomes**	**FE Exam**	**Senior Survey**	**Alumni Survey**	**Employer Survey**	**FCQs**	**OVERALL SCORE**	**Letter Grade**
Academic Year 2028-2029														
TBD														
Academic Year 2027-2028														
TBD														
Academic Year 2026-2027														
TBD														
Academic Year 2025-2026														
(3)														
(5)														
(6)														
Academic Year 2024-2025														
(1)	**50**	**10**	**25**	**0**	**15**	**0**	**3.00**					**n/a**		
(2)	**50**	**10**	**25**	**0**	**15**	**0**	**3.00**					**n/a**		
(4)	**50**	**10**	**25**	**0**	**15**	**0**	**2.67**					**n/a**		
(7)	**50**	**10**	**25**	**0**	**15**	**0**	**3.00**					**n/a**		
Academic Year 2023-2024														
None														
Academic Year 2022-2023														
(3)	**50**	**0**	**15**	**15**	**10**	**10**	**3**	**n/a**	**2**	**3**	**3**	**3**	**2.85**	**A**
(5)	**50**	**0**	**15**	**15**	**10**	**10**	**3**	**n/a**	**3**	**3**	**3**	**3**	**3.00**	**A**

B. Continuous Improvement

A critical and essential component of the assessment process is continuous improvement of the program based on the feedback received. Continuous improvement keeps the program competitive, gives students a high-quality engineering education, and graduates engineers ready to positively impact the world.
Below are program improvements since 2023 that have resulted from the assessment process. These changes are classified as course improvements resulting from outcomes assessment, programmatic/curricular changes, other improvements, future planned improvements, and diversity, equity & inclusion (DEI) improvements.

1. Course Changes Resulting from Outcomes Assessment

Course improvements associated with each Student Outcome are given below.

(1) an ability to identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics

Assessment Summary: For ABET report only

- TBD

(2) an ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors

Assessment Summary: For ABET report only

- TBD

(3) an ability to communicate effectively with a range of audiences

Assessment Summary: For ABET report only

- TBD

(4) an ability to 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

Assessment Summary: For ABET report only

- TBD

(5) an ability to function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives

Assessment Summary: For ABET report only

- TBD

(6) an ability to develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions

Assessment Summary: For ABET report only

- TBD

(7) an ability to acquire and apply new knowledge as needed, using appropriate learning strategies

Assessment Summary: For ABET report only

- TBD

2. Programmatic/Curricular Changes

Several changes made in the curriculum since 2023 are discussed below.

- **Creation & teaching of a new Process Safety Engineering course.** In spring 2025, a new technical elective course CHEN 4838 Chemical Process Engineering was created and taught for the first time. Safety is one of the most important areas for study in terms of career importance; in fact, according to the 2022 National Academy of Engineering Consensus Report, it is the top area (see Figure 9-2, page 232). A Process Safety course would better prepare our students to enter the workforce.
- **Creation of a Sustainability Certificate along with a new Sustainability course.** Course is slated to be taught spring 2026 and certificate will be available fall 2026.
- **Creation of a Chemical Engineering minor.** Available to students starting fall 2025.
- **Engineering Lab Coordinator hired.** A Lab Coordinator was hired in spring 2024 to manage the departments two undergraduate labs (chemical engineering lab in JSCBB B171 and biological engineering lab in B180).
- **New Technical Electives.** With a growing faculty with diverse areas of expertise, new technical electives courses have been added: Solar Cells, Polymer Engineering, Electrochemical Engineering, Nanomaterials, Chemical Engineering Projects, Data Projects, Biomolecular Simulations, Protein and Enzyme Engineering, Synthetic and Systems Biology, and Immunoengineering.
- **Teaching software: Gradescope, TurnItIn. Wiley Plus, Mastering Chemistry from Pearson, Sapling/Achieve.** Multiple software packages have been tested in classes.

Sapling/Achieve has been used by some Materials and Energy Balances instructors and Mastering Chemistry from Pearson is being used for all CHEN General Chemistry courses (CHEN 1201, 1203, 1211). AI is used in a myriad of courses.

3. Other Improvements

Student support improvements have been made by the department since the last ABET evaluation.

- **Events**. The department now puts on a welcome picnic/lunch each semester, provides monthly donuts, and celebrates the (near) end of semester with afternoon food.
- **Student Ambassadors**. To gauge student feelings about classes and the department in general, the Chair and Associate Chair meet monthly with ChBE Student Ambassadors from each year.
- **Student wellness in class**. In multiple classes (for instance, CHEN 3210 Heat & Mass Transfer and CHEN 3220 Separations starting in 2020) instructors have been taking class time – typically 5-10 mins once a week – to discuss soft skills and student wellness issues like leadership, communications, resilience, intentions, daily wellness, adaptability, and teamwork.
- **Student wellness outside of class**. In 2019 the department coordinated with the University's Counseling and Psychiatric Services (CAPS) to have a CAPS counsellor spend one day a week at JSCBB and hold open office hours for students.
- **Professional Development Support**. The department provides funding to student groups who request support to attend conferences and create new student opportunities such as the 2021 student-led effort AIChE Funding Undergraduate Engineers to Learn (FUEL) grant to support students in pursuing professional certificates or accredited AIChE Academy courses.

4. Future Program Improvement Plans

The department is planning to implement several other improvements in the near future.

- **Data Science Certificate.** We are working on putting together courses to create a department Data Science Certificate. There are a growing number of Data Science courses at CU Boulder and the department's new Data Projects course will be a main component of the certificate, which requires 12 credit hours.

APPENDIX A – ABET PROBLEM TEMPLATE AND SAMPLE

An ABET Problem template is distributed at the beginning of each semester to all faculty teaching a course in which a student outcomes is being evaluated. The request email contains the following text:

> Please identify a separate class exam/homework/project problem to address each outcome and then fill out the attached Word document. In the Word document, replace all example text highlighted in yellow.
>
> As part of the attached ABET assessment, you will need to itemize SEPARATELY the scores of a sample of 25 CBEN students and 25 CHEN students; note that **this is the students' performance on only the problem chosen for this assessment and NOT the overall exam/homework/paper score**.
>
> Finally, please send me 3 copies of student work: a low performer, a middle performer, and a high performer. It does not matter if the samples are from CHEN or CBEN students.
>
> I have attached a pdf example of a past assessment to hopefully help clarify the deliverables. Scores need to be visible on each student sample.
>
> So just to summarize what I'll need from you by the end of the semester:
> 1. Your completed "ABET Out_X…" document with all highlighted text replaced with your information. CHEN and CBEN students assessed separately.
> 2. Your chosen exam/homework problem and its solution.
> 3. 3 student samples: a low performer, a middle performer, and a high performer (WITH GRADES SHOWN).
>
> Thank you very much for your help, and let me know if anything is unclear.

The template attached to the email is given below.

ABET Problem Definition

Thank you for your help assessing the outcome below in your class.

Outcome:

(X)

Course:	Semester:	Instructors:
CHEN		

ABET Problem

Please give the problem used to assess the outcome. *Please attach the problem, rubric, etc., if needed.* Per ABET we must keep the *ABET Problem* the same or as close to the same as possible each year for a given class. The goal is to ensure program consistency.

Example (please replace with your info): Exam 2 Problem 3 is as follows…. This problem is worth 20 points.

Evaluation of ABET Problem

Evaluation: Explain how you will evaluate a single student's performance on this outcome. Please try to utilize the ABET criteria below.

Unacceptable	Weak	Adequate	Excellent
Some effort beyond restating the problem or copying given data; little understanding of the problem; failure to address most aspects of the problem; major flaws in reasoning that lead to invalid conclusions.	Gaps in understanding and/or execution; incomplete understanding of the problem; fails to address some aspects of the problem; faulty reasoning; weak conclusions.	Demonstrates understanding of the problem; contains minor flaws; communicates adequately through writing and/or diagrams; generally reaches reasonable conclusions; may show minor flaws in reasoning and/or computation; may neglect some aspects.	Shows complete understanding of the problem; demonstrates an effective solution; thoroughly addresses all points relevant to the solution; shows a logical reasoning and valid conclusions.

Example (please replace with your info): The problem is worth 20 points.
Excellent: 16-20 points scored Adequate: 12-16 points scored
Weak: 4-12 points scored Unacceptable: 0-4 points scored

How Well Was Outcome Achieved?

Please state how you will determine how well the ABET Outcome was achieved in the class. Define with respect to individual student scores.

Good:

> 80% of students score 12-20 points (this is an example; please replace with your info)

Satisfactory:

60-80% of students score 12-20 points (this is an example; please replace with your info)

Poor:

< 60% of students score 12-20 points (this is an example; please replace with your info)

ABET Results of Outcome Assessment

Instructions

- Please adjust the highlighted "points total" and score ranges below to match your Evaluation criteria.
- Place an X in the box corresponding to each student's performance on the assessment.

- If there are more than 25 students in your course, please just choose a random sample of 25 students.
- When you are done, please tally in the bottom table the number of times each score was recorded.

25 random CBEN Students

	Score (out of 20 points total)				
Student #	0-4	4-8	8-12	12-16	16-20
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					

	Score (out of 20 points total)				
Student #	0-4	4-8	8-12	12-16	16-20
14					
15					
16					
17					
18					
19					
20					
21					
22					
23					
24					
25					

	0-4	4-8	8-12	12-16	16-20
# of times each score was recorded:					

CBEN ANALYSIS

Based on the random sample of CBEN students, _____% of the students scored _____ or more points, which is "_____" (please choose Good, Satisfactory or Poor).

25 random CHEN Students

	Score (out of 20 points total)				
Student #	0-4	4-8	8-12	12-16	16-20
1					

	Score (out of 20 points total)				
Student #	0-4	4-8	8-12	12-16	16-20
14					

2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					

15					
16					
17					
18					
19					
20					
21					
22					
23					
24					
25					

	0-4	4-8	8-12	12-16	16-20
# of times each score was recorded:					

CHEN ANALYSIS

Based on the random sample of CHEN students, _____% of the students scored _____ or more points, which is "_____" (please choose Good, Satisfactory or Poor).

NOTE: Please provide to the assessment coordinator copies of the following: (we only need one example of each, even if your class has both CBEN and CHEN students)

- Solution
- A high performer (WITH GRADE VISIBLE)
- A medium performer (WITH GRADE VISIBLE)
- A low performer (WITH GRADE VISIBLE)

A sample ABET Problem completed form is given below.

ABET Problem Definition

Thank you for your help assessing the outcome below in your class.

Outcome:

(1) an ability to identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics

Course:	Semester:	Instructors:
CHEN 3210	Fall 2021	Davis & Sprenger

ABET Problem

Please give the problem used to assess the outcome. *Please attach the problem, rubric, etc., if needed.* Per ABET we must keep the *ABET Problem* the same or as close to the same as possible each year for a given class. The goal is to ensure program consistency.

Midterm #1, Problem 4 is as follows: Heat Generation from a Spherical Reactor (6 points) A spherical vessel contains fluid that is sufficiently well-stirred to be at a uniform temperature of 80 ℃. A chemical reaction occurs in the fluid at constant rate r_c=2.0 mole⁄(L"-" hr). The reaction is exothermic with 〖-ΔH〗_r=18,000 J⁄mol. The volume of the vessel is 10 liters. How thick must the glass wall of the vessel be if its exterior surface temperature is to be 50 ℃? The thermal conductivity of glass is 0.8 W⁄(m℃).

Evaluation of ABET Problem

Evaluation: Explain how you will evaluate a single student's performance on this outcome. Please try to utilize the ABET criteria below.

Unacceptable	Weak	Adequate	Excellent
Some effort beyond restating the problem or copying given data; little understanding of the problem; failure to address most aspects of the problem; major flaws in reasoning that lead to invalid conclusions.	Gaps in understanding and/or execution; incomplete understanding of the problem; fails to address some aspects of the problem; faulty reasoning; weak conclusions.	Demonstrates understanding of the problem; contains minor flaws; communicates adequately through writing and/or diagrams; generally reaches reasonable conclusions; may show minor flaws in reasoning and/or computation; may neglect some aspects.	Shows complete understanding of the problem; demonstrates an effective solution; thoroughly addresses all points relevant to the solution; shows a logical reasoning and valid conclusions.

The problem is worth six points.	
Excellent: 5 - 6 points scored	Adequate: 4 – 4.99 points scored
Weak: 2 – 3.99 points scored	Unacceptable: 0 – 1.99 points scored

How Well Was Outcome Achieved?

Please state how you will determine how well the ABET Outcome was achieved in the class. Define with respect to individual student scores.

Good:

> 80% of students scored 4 – 6 points

Satisfactory:

60-80% of students score 4 – 6 points

Poor:

< 60% of students score 4 – 6 points

ABET Results of Outcome Assessment

Instructions

- Please adjust the highlighted "points total" and score ranges below to match your Evaluation criteria.
- Place an X in the box corresponding to each student's performance on the assessment identified on the previous pages.
- If there are more than 25 students in your course, please just choose a random sample of 25 students.
- When you are done, please tally in the bottom table the number of times each score was recorded.

25 random CBEN Students

	Score (out of 6 points total)				
Student #	0-2	2-3	3-4	4-5	5-6
1					x
2			x		
3				x	
4					x
5					x
6				x	
7				x	
8				x	
9			x		
10			x		
11					x
12			x		
13					x

	Score (out of 6 points total)				
Student #	0-2	2-3	3-4	4-5	5-6
14					x
15					x
16		x			
17				x	
18				x	
19					x
20					x
21			x		
22					x
23					x
24					x
25					x

	0-2	2-3	3-4	4-5	5-6
# of times each score was recorded:	0	1	5	6	13

CBEN ANALYSIS

Based on the random sample of CBEN students, __76____% of the students scored ___4__ or more points, which is "_____**Satisfactory**_____" (please choose Good, Satisfactory or Poor).

25 random CHEN Students

	Score (out of 6 points total)				
Student #	0-2	2-3	3-4	4-5	5-6
1					x
2					x
3				x	
4			x		
5			x		
6					x
7			x		
8				x	
9					x
10					x
11					x
12					x
13					x

	Score (out of 6 points total)				
Student #	0-2	2-3	3-4	4-5	5-6
14					x
15				x	
16					x
17					x
18			x		
19					x
20		x			
21				x	
22					x
23					x
24					x
25					x

	0-2	2-3	3-4	4-5	5-6
# of times each score was recorded:	0	1	4	4	16

CHEN ANALYSIS

Based on the random sample of CHEN students, __80____% of the students scored __4___ or more points, which is "_____**Good**_____" (please choose Good, Satisfactory or Poor).

NOTE: Please provide to the assessment coordinator copies of the following: (we only need one example of each, even if your class has both CBEN and CHEN students)

- Solution
- A high performer (WITH GRADE VISIBLE)
- A medium performer (WITH GRADE VISIBLE)
- A low performer (WITH GRADE VISIBLE)

Solution:

4. Heat Generation from a Spherical Reactor (6 points)

A spherical vessel contains fluid that is sufficiently well-stirred to be at a uniform temperature of 80 °C. A chemical reaction occurs in the fluid at constant rate $r_c = 2.0$ mole/L-hr. The reaction is exothermic with $-\Delta H_r = 18{,}000$ J/mol. The volume of the vessel is 10 liters. How thick must the glass wall of the vessel be if its exterior surface temperature is to be 50 °C? The thermal conductivity of glass is 0.8 W/m–°C.

Energy balance: heat gen = heat out (no in or accum) on reactor

$$\dot{q}V = r_c(-\Delta H_r)V = q = 4\pi r_1 r_2 k (T_1 - T_2)\frac{(r_2 - r_1)}{}$$

Rearrange: $r_2 = \dot{q}V r_1 / [\dot{q}V - 4\pi r_1 k (T_1 - T_2)]$

Need $\dot{q}V = (2.0\ \text{mol/L-hr})(18{,}000\ \text{J/mol})\,10\,\text{L}\left(\frac{1\,\text{hr}}{3600\,\text{s}}\right) = 100\,\text{W}$

Need r_1: $V = \frac{4}{3}\pi r_1^3 = 10\,\text{L} = 10^4\,\text{cm}^3$

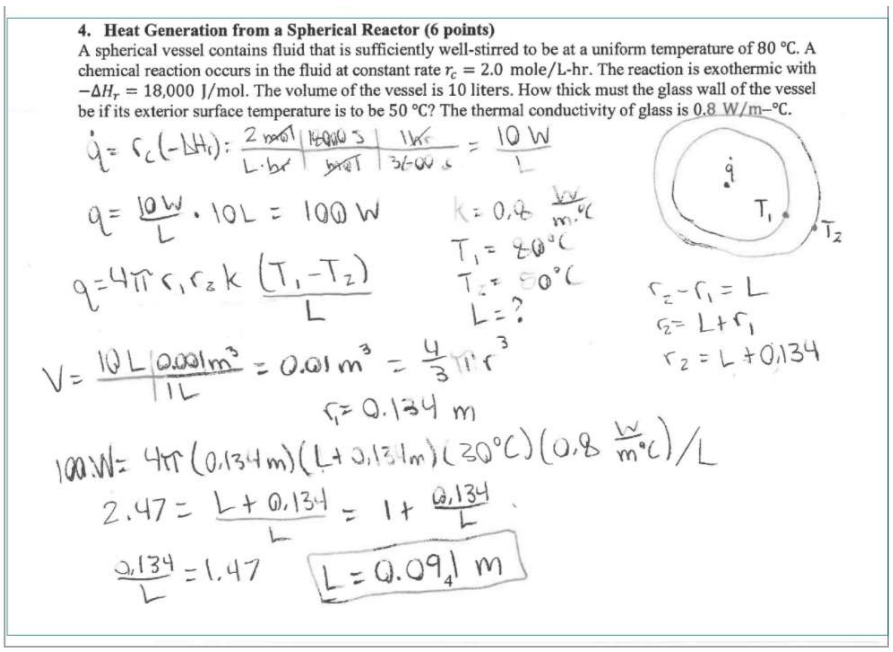
$r_1 = (3 \cdot 10^4\,\text{cm}^3 / 4\pi)^{1/3} = 13.4\,\text{cm}$

Plug in: $r_2 = 100\,\text{W}\,(13.4\,\text{cm}) / [100\,\text{W} - 4\pi(0.134\,\text{m})(0.8\,\frac{\text{W}}{\text{mK}})\}30\text{K}]$

$= 22.5\,\text{cm}$

Thickness: $\Delta r = r_2 - r_1 = 22.5\,\text{cm} - 13.4\,\text{cm} = 9.1\,\text{cm}$

High Performer:



4. Heat Generation from a Spherical Reactor (6 points)

A spherical vessel contains fluid that is sufficiently well-stirred to be at a uniform temperature of 80 °C. A chemical reaction occurs in the fluid at constant rate $r_c = 2.0$ mole/L-hr. The reaction is exothermic with $-\Delta H_r = 18{,}000$ J/mol. The volume of the vessel is 10 liters. How thick must the glass wall of the vessel be if its exterior surface temperature is to be 50 °C? The thermal conductivity of glass is 0.8 W/m–°C.

$\dot{q} = r_c(-\Delta H_r)$: $\frac{2 \text{ mol}}{\text{L·hr}} \mid \frac{18000 \text{ J}}{\text{mol}} \mid \frac{1 \text{ hr}}{3600 \text{ s}} = \frac{10 \text{ W}}{\text{L}}$

$q = \frac{10 \text{ W}}{\text{L}} \cdot 10 \text{ L} = 100 \text{ W}$

$q = \frac{4\pi r_1 r_2 k (T_1 - T_2)}{L}$

$k = 0.8 \frac{\text{W}}{\text{m·°C}}$

$T_1 = 80°C$

$T_2 = 50°C$

$L = ?$

$V = \frac{10 \text{ L} \mid 0.001 \text{ m}^3}{1 \text{ L}} = 0.01 \text{ m}^3 = \frac{4}{3}\pi r^3$

$r_1 = 0.134 \text{ m}$

$r_2 - r_1 = L$

$r_2 = L + r_1$

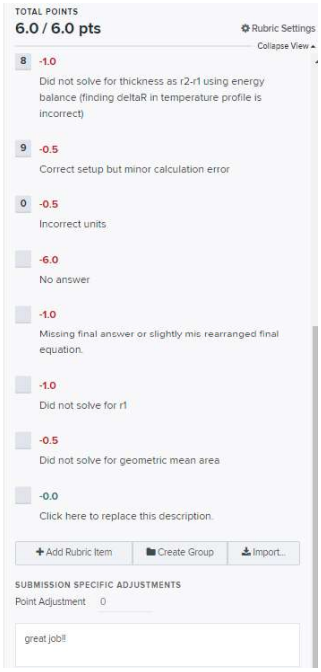
$r_2 = L + 0.134$

$100 \text{ W} = \frac{4\pi (0.134 \text{ m})(L + 0.134 \text{ m})(30°C)(0.8 \frac{\text{W}}{\text{m·°C}})}{L}$

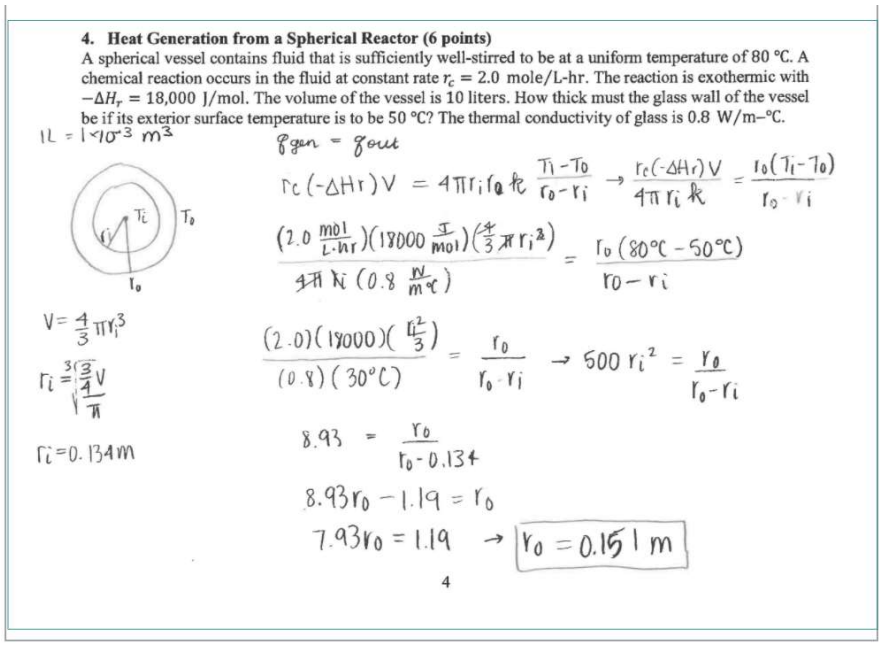
$2.47 = \frac{L + 0.134}{L} = 1 + \frac{0.134}{L}$

$\frac{0.134}{L} = 1.47$

$L = 0.091 \text{ m}$



Medium Performer:



4. Heat Generation from a Spherical Reactor (6 points)

A spherical vessel contains fluid that is sufficiently well-stirred to be at a uniform temperature of 80 °C. A chemical reaction occurs in the fluid at constant rate $r_c = 2.0$ mole/L-hr. The reaction is exothermic with $-\Delta H_r = 18{,}000$ J/mol. The volume of the vessel is 10 liters. How thick must the glass wall of the vessel be if its exterior surface temperature is to be 50 °C? The thermal conductivity of glass is 0.8 W/m–°C.

$1 \text{ L} = 1 \times 10^{-3} \text{ m}^3$

$\dot{q}_{gen} = \dot{q}_{out}$

$r_c(-\Delta H_r)V = 4\pi r_i r_o k \frac{T_i - T_o}{r_o - r_i} \rightarrow \frac{r_c(-\Delta H_r)V}{4\pi r_i k} = \frac{r_o(T_i - T_o)}{r_o - r_i}$

$\frac{(2.0 \frac{\text{mol}}{\text{L·hr}})(18000 \frac{\text{J}}{\text{mol}})(\frac{4}{3}\pi r_i^2)}{4\pi r_i (0.8 \frac{\text{W}}{\text{m·°C}})} = \frac{r_o(80°C - 50°C)}{r_o - r_i}$

$V = \frac{4}{3}\pi r_i^3$

$r_i = \sqrt[3]{\frac{3}{4}\frac{V}{\pi}}$

$r_i = 0.134 \text{ m}$

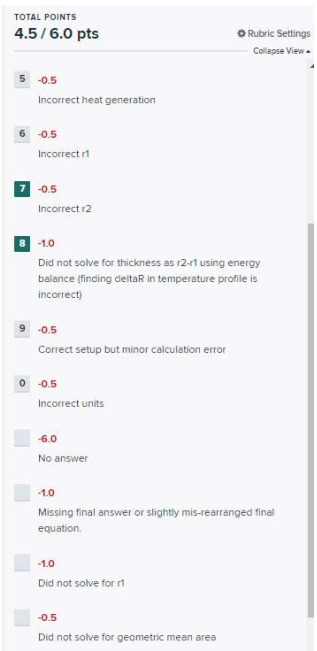
$\frac{(2.0)(18000)(\frac{r_i^2}{3})}{(0.8)(30°C)} = \frac{r_o}{r_o - r_i} \rightarrow 500 r_i^2 = \frac{r_o}{r_o - r_i}$

$8.93 = \frac{r_o}{r_o - 0.134}$

$8.93 r_o - 1.19 = r_o$

$7.93 r_o = 1.19 \rightarrow r_o = 0.151 \text{ m}$

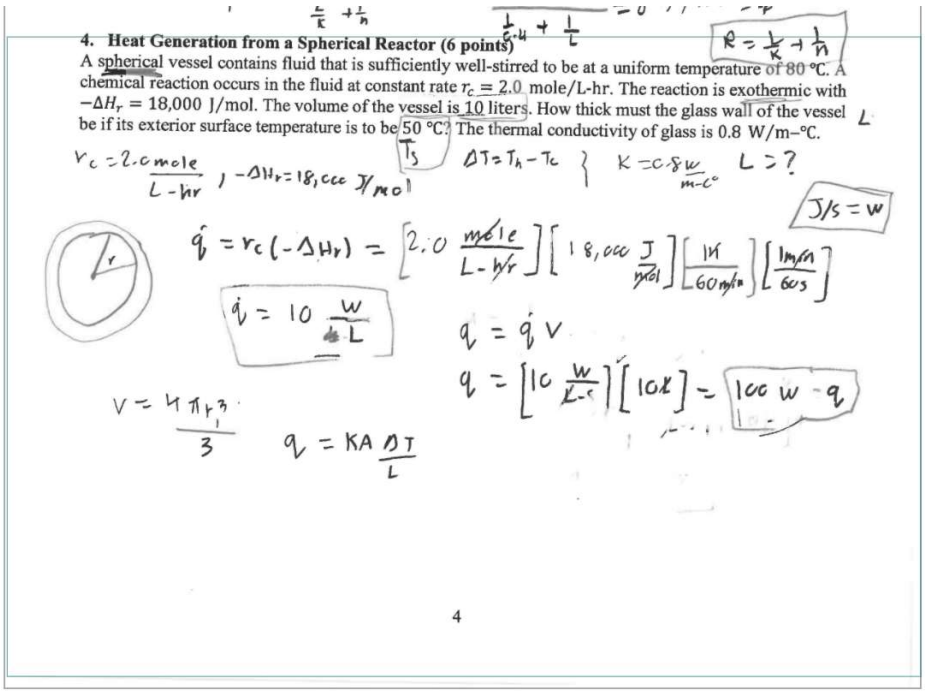
4

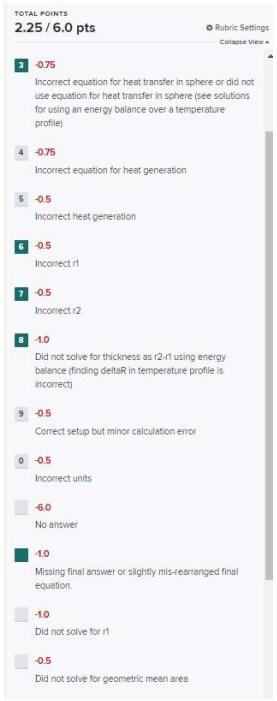


Low Performer:

4. Heat Generation from a Spherical Reactor (6 points)

A spherical vessel contains fluid that is sufficiently well-stirred to be at a uniform temperature of 80 °C. A chemical reaction occurs in the fluid at constant rate $r_c = 2.0$ mole/L-hr. The reaction is exothermic with $-\Delta H_r = 18{,}000$ J/mol. The volume of the vessel is 10 liters. How thick must the glass wall of the vessel be if its exterior surface temperature is to be 50 °C? The thermal conductivity of glass is 0.8 W/m–°C.





APPENDIX B – SENIOR SURVEY QUESTIONS

Shown below is the department-specific portion of the Senior Survey for the Chemical and Biological Engineering (CBEN) program; this is the portion of the survey that addresses ABET-related information such Student Outcomes.

CEAS Senior Survey 2022-2023

Start of Block: CBEN

Q9.5_Q6.1 Chemical and Biological Engineering Program - Please answer the following questions about your experience in the Chemical and Biological Engineering department. The results of this survey represent one element in an annual assessment/improvement cycle, as we attempt to modify our undergraduate program to serve the needs of our students better.

Specific Educational Outcomes: We have established a set of specific educational goals (outcomes) for our undergraduate program. Please reflect on these and assess the extent to which these goals have been achieved in your education.

At the time of graduation, our graduates will demonstrate:

	Extensively (5)	Adequately (4)	Somewhat (3)	Poorly (2)	Not at all (1)
An ability to identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics. (Q9.5_Q6.1_1)	○	○	○	○	○
An ability to develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions. (Q9.5_Q6.1_6)	○	○	○	○	○
An ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors. (Q9.5_Q6.1_2)	○	○	○	○	○
An ability to function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives. (Q9.5_Q6.1_5)	○	○	○	○	○
An ability to 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. (Q9.5_Q6.1_4)	○	○	○	○	○
An ability to communicate effectively with a range of audiences. (Q9.5_Q6.1_3)	○	○	○	○	○
An ability to acquire and apply new knowledge as needed, using appropriate learning strategies. (Q9.5_Q6.1_7)	○	○	○	○	○
An ability to apply engineering to biological systems. (Q9.5_Q6.1_8)	○	○	○	○	○
A knowledge of advanced biological concepts. (Q9.5_Q6.1_9)	○	○	○	○	○

Q6.2 In which field will you or do you plan to work / study?

- ○ Pharmaceuticals (1)
- ○ Biomedical Devices (2)
- ○ Medicine (3)
- ○ Oil & Gas (4)
- ○ Consulting / Engineering Design (5)
- ○ Alternative Energy (6)
- ○ Chemical / Food / Cosmetics (7)
- ○ Brewing / Distilling (8)
- ○ Environmental (9)
- ○ Materials (10)
- ○ Micorelectronics (11)
- ○ Software (12)
- ○ Business / Finance (13)
- ○ Law (14)
- ○ Do no know (15)
- ○ Other (please specify) (16) _____

Q6.3 Please list up to 3 aspects of your undergraduate education that you believe have been **most valuable** for you.

- Aspect 1 (1) _____
- Aspect 2 (2) _____
- Aspect 3 (3) _____

Q6.4 Please list up to 3 aspects of your undergraduate education that **needed significant improvement** in order to be of more value to you.

- Aspect 1 (1) _____
- Aspect 2 (2) _____
- Aspect 3 (3) _____

Q6.5 **Have you used LearnChemE?**

- Yes (1)
- No (2)

Display This Question:

If CBEN - Use LearnChemE = Yes

Q6.6 **Where were you introduced to LearnChemE?**

_____

Display This Question:

If CBEN - Use LearnChemE = Yes

Q6.7 **How helpful are the modules for your learning in the course?**

- ○ Extremely helpful (1)
- ○ Very helpful (2)
- ○ Somewhat helpful (3)
- ○ Slightly helpful (4)
- ○ Not at all helpful (5)

Display This Question:

If CBEN - Use LearnChemE = Yes

Q6.8 **How specifically are the modules helpful?**

_____

Display This Question:

If CBEN - Use LearnChemE = Yes

Q6.9 **How well are the LearnChemE modules integrated with the material you learn in classes?**

- ○ Extremely well (1)
- ○ Very well (2)
- ○ Somewhat well (3)
- ○ Slightly well (4)
- ○ Not at all well (5)

Display This Question:

If CBEN - Use LearnChemE = Yes

Q6.10 **How useful were interactive self-study modules?**

- ○ Extremely useful (1)
- ○ Very useful (2)
- ○ Somewhat useful (3)
- ○ Slightly useful (4)
- ○ Not at all useful (5)

Display This Question:

If CBEN - Use LearnChemE = Yes

Q6.11 How was the navigation experience of the modules?

- ○ Very easy (1)
- ○ Easy (2)
- ○ Neutral (3)
- ○ Difficult (4)
- ○ Very Difficult (5)

Display This Question:

If CBEN - Use LearnChemE = Yes

Q6.12 Which resources on LearnChemE did you use the most?

_____

Display This Question:

If CBEN - Use LearnChemE = Yes

Q6.13 What would be useful that is not currently available on LearnChemE? (e.g., additional questions, resources)

_____

Display This Question:

If CBEN - Use LearnChemE = Yes

Q6.14 Do you have any other feedback on your experience with LearnChemE?

_____

Q6.15 Do you have any other feedback that you would like to share about your experience in the ChBE Department?

_____

APPENDIX C – ALUMNI SURVEY QUESTIONS

Shown below is the department-specific portion of the Alumni Survey for the Chemical and Biological Engineering (CBEN) program; this is the portion of the survey that addresses ABET-related information such as Program Educational Outcomes and Student Outcomes.

CEAS Alumni Survey 2021

Start of Block: CBEN

QID290 **Please answer the following questions about your experience in the Chemical and Biological Engineering department (CBEN major).** Of the following, which *single* area would you say best describes your career (select one)?

- ○ Environmental (2)
- ○ Non-renewable energy (petroleum/gas/coal) (3)
- ○ Renewable energy (biofuels and solar) (4)
- ○ Materials (5)
- ○ Microelectronics (6)
- ○ Bioengineering (medical devices & implants) (7)
- ○ Bioengineering (pharmaceuticals) (8)
- ○ Medicine (9)
- ○ Other (please specify) (10) _____

Q6.2 Program objectives for Chemical and Biological Engineering are given below. *The department prepares our graduates to make significant contributions in many diverse areas. Specifically, within a few years of graduation our graduates will have achieved one or more of the following attributes:*
In their chosen field, be established in a professional career, be pursuing an advanced degree, or be seeking advanced certification. Be recognized as academic, industrial, or entrepreneurial leaders. Be successfully working and communicating in a variety of technical fields. Be adapting to new technologies and changing

professional environments. For each objective below, please indicate your level of agreement as to whether the objective is appropriate and was accomplished.

Q6.3 *Objective 1: In their chosen field, be established in a professional career, be pursuing an advanced degree, or be seeking advanced certification.*

	Strongly agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly disagree (1)
This objective is appropriate for the Chemical and Biological Engineering BS program. (QID293_1)	○	○	○	○	○
Overall, the Chemical and Biological Engineering BS program has accomplished this objective. (QID293_2)	○	○	○	○	○

Q6.4 *Objective 2: Be recognized as academic, industrial, or entrepreneurial leaders.*

	Strongly agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly disagree (1)
This objective is appropriate for the Chemical and Biological Engineering BS program. (QID294_1)	○	○	○	○	○
Overall, the Chemical and Biological Engineering BS program has accomplished this objective. (QID294_2)	○	○	○	○	○

Q6.5 *Objective 3: Be successfully working and communicating in a variety of technical fields.*

	Strongly agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly disagree (1)
This objective is appropriate for the Chemical and Biological Engineering BS program. (QID295_1)	○	○	○	○	○
Overall, the Chemical and Biological Engineering BS program has accomplished this objective. (QID295_2)	○	○	○	○	○

Q6.6 *Objective 4: Be adapting to new technologies and changing professional environments.*

	Strongly agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly disagree (1)
This objective is appropriate for the Chemical and Biological Engineering BS program. (QID296_1)	○	○	○	○	○
Overall, the Chemical and Biological Engineering BS program has accomplished this objective. (QID296_2)	○	○	○	○	○

QID297 Please offer any suggestions concerning the educational objectives outlined above. In particular, should the wording be changed? Should one or more objectives be removed? Should one or more objectives be added? (Optional)

_____

_____

_____

_____

_____

QID299 Are you currently employed in a technical field OR are you pursuing graduate studies in engineering, science, or medicine?

- ○ Yes (1)
- ○ No (3)

QID403_2 Please evaluate how well your education at CU Boulder prepared you for the following: An ability to identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics.

- ○ Extremely well (5)
- ○ Very well (4)
- ○ Moderately well (3)
- ○ Not very well (2)
- ○ Not at all (1)

QID403_3 An ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors.

- ○ Extremely well (5)
- ○ Very well (4)
- ○ Moderately well (3)
- ○ Not very well (2)
- ○ Not at all (1)

QID403_4 An ability to communicate effectively with a range of audiences.

- ○ Extremely well (5)
- ○ Very well (4)
- ○ Moderately well (3)
- ○ Not very well (2)
- ○ Not at all (1)

QID403_5 An ability to 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.

- ○ Extremely well (5)
- ○ Very well (4)
- ○ Moderately well (3)
- ○ Not very well (2)
- ○ Not at all (1)

QID403_6 An ability to function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives.

- ○ Extremely well (5)
- ○ Very well (4)
- ○ Moderately well (3)
- ○ Not very well (2)
- ○ Not at all (1)

QID403_7 An ability to develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions.

- ○ Extremely well (5)
- ○ Very well (4)
- ○ Moderately well (3)
- ○ Not very well (2)
- ○ Not at all (1)

QID403_8 An ability to acquire and apply new knowledge as needed, using appropriate learning strategies.

- ○ Extremely well (5)
- ○ Very well (4)
- ○ Moderately well (3)
- ○ Not very well (2)
- ○ Not at all (1)

QID403_9 An ability to apply basic sciences to the design, analysis, and control of chemical, physical, and/or biological processes, including the hazards associated with these processes.

- ○ Extremely well (5)
- ○ Very well (4)
- ○ Moderately well (3)
- ○ Not very well (2)
- ○ Not at all (1)

QID314 A working knowledge of advanced biological sciences consistent with the program educational objectives.

- ○ Extremely well (5)
- ○ Very well (4)
- ○ Moderately well (3)
- ○ Not very well (2)
- ○ Not at all (1)

QID313 An ability to apply engineering to biological systems.

- ○ Extremely well (5)
- ○ Very well (4)
- ○ Moderately well (3)
- ○ Not very well (2)
- ○ Not at all (1)

QID311 Are there any topics that could be removed from the curriculum or added? Any topics that need additional emphasis? (Optional)

_____

_____

_____

_____

_____

End of Block: CBEN

APPENDIX D – EMPLOYER SURVEY QUESTIONS

Employer Survey - Spring 2023

Start of Block: Default Question Block

Q1 Are you a CU Chem & Bio Engineering Department alum?

- Yes (1)
- No (2)

Display This Question:
If Are you a CU Chem & Bio Engineering Department alum? = Yes

Q1.a Which degree did you receive?

- CHEN B.S. (1)
- CBEN B.S. (2)
- CHEN Ph.D. (3)
- Other (4) _____

Display This Question:
If Are you a CU Chem & Bio Engineering Department alum? = Yes

Q1.b What year did you graduate?

_____

Q2 Of the following, which single area would you say best describes your career (select one)?

- ○ Non-renewable energy (petroleum/gas/coal) (1)
- ○ Renewable energy (biofuels/solar/hydrogen/etc) (2)
- ○ Environmental (3)
- ○ Materials (4)
- ○ Microelectronics (5)
- ○ Biomedical engineering (devices/implants/etc) (6)
- ○ Bioengineering (pharma/biotech) (7)
- ○ Medicine (8)
- ○ Software (9)
- ○ Business (10)
- ○ Other (please specify) (11) _____

Q3
Program Educational Outcomes and Student Outcomes must be assessed separately for the Chemical Engineering (CHEN) Program and the Chemical & Biological Engineering (CBEN) Program for accreditation. Please indicate if you have worked with CHEN students/alumni, CBEN students/alumni, or both. If you put both you will be asked to answer the program outcomes and student outcomes questions twice, once for each degree (sorry about this and thanks for your help!).

- ○ I have worked with Chemical Engineering students/alumni (1)
- ○ I have worked with Chemical and Biological Engineering students/alumni (3)
- ○ I have worked with both (4)

Display This Question:

If Program Educational Outcomes and Student Outcomes must be assessed separately for the Chemical En... = I have worked with Chemical Engineering students/alumni

Or Program Educational Outcomes and Student Outcomes must be assessed separately for the Chemical En... = I have worked with both

Q3-1a

Program Educational Objectives for **Chemical Engineering** are given below. For each objective below, please indicate your level of agreement as to whether the objective is **appropriate**.

The department prepares our graduates to make significant contributions in many diverse areas. Specifically, within a few years of graduation our graduates will have achieved one or more of the following attributes:

	Strongly agree (11)	Agree (12)	Neutral (13)	Disagree (14)	Strongly disagree (15)
In their chosen field, be established in a professional career, be pursuing an advanced degree, or be seeking advanced certification. (2)	○	○	○	○	○
Be recognized as academic, industrial, or entrepreneurial leaders. (3)	○	○	○	○	○
Be successfully working and contributing in a variety of technical fields. (4)	○	○	○	○	○
Be adapting to new technologies and changing professional environments. (5)	○	○	○	○	○

Display This Question:

If Program Educational Outcomes and Student Outcomes must be assessed separately for the Chemical En... = I have worked with Chemical and Biological Engineering students/alumni

Or Program Educational Outcomes and Student Outcomes must be assessed separately for the Chemical En... = I have worked with both

Q3-1b

Program Educational Objectives for **Chemical and Biological Engineering** are given below. For each objective below, please indicate your level of agreement as to whether the objective is **appropriate**.

The department prepares our graduates to make significant contributions in many diverse areas.

Specifically, within a few years of graduation our graduates will have achieved one or more of the following attributes:

	Strongly agree (11)	Agree (12)	Neutral (13)	Disagree (14)	Strongly disagree (15)
In their chosen field, be established in a professional career, be pursuing an advanced degree, or be seeking advanced certification. (2)	○	○	○	○	○
Be recognized as academic, industrial, or entrepreneurial leaders. (3)	○	○	○	○	○
Be successfully working and contributing in a variety of technical fields. (4)	○	○	○	○	○
Be adapting to new technologies and changing professional environments. (5)	○	○	○	○	○

Q3-2 (Optional) Please offer any suggestions concerning the educational objectives outlined above. In particular, should the wording be changed? Should one or more objectives be removed? Should one or more objectives be added?

_____

_____

_____

_____

_____

Display This Question:

If Program Educational Outcomes and Student Outcomes must be assessed separately for the Chemical En... = I have worked with Chemical Engineering students/alumni

Or Program Educational Outcomes and Student Outcomes must be assessed separately for the Chemical En... = I have worked with both

Q3-3a Please evaluate how well you feel the CU **Chemical Engineering** students at the time of graduation demonstrate each of the following.

	Extremely well (26)	Very well (27)	Moderately well (28)	Not very well (29)	Not at all (30)
(1) An ability to identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics (2)	○	○	○	○	○
(2) An ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors (3)	○	○	○	○	○
(3) An ability to communicate effectively with a range of audiences (4)	○	○	○	○	○
(4) An ability to 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 (5)	○	○	○	○	○
(5) An ability to function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives (6)	○	○	○	○	○
(6) An ability to develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions (7)	○	○	○	○	○
(7) An ability to acquire and apply new knowledge as needed, using appropriate learning strategies (8)	○	○	○	○	○

Display This Question:

If Program Educational Outcomes and Student Outcomes must be assessed separately for the Chemical En... = I have worked with Chemical and Biological Engineering students/alumni

Or Program Educational Outcomes and Student Outcomes must be assessed separately for the Chemical En... = I have worked with both

Q3-3b Please evaluate how well you feel the CU **Chemical and Biological Engineering** students at the time of graduation demonstrate each of the following.

	Extremely well (26)	Very well (27)	Moderately well (28)	Not very well (29)	Not at all (30)
(1) An ability to identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics (2)	○	○	○	○	○
(2) An ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors (3)	○	○	○	○	○
(3) An ability to communicate effectively with a range of audiences (4)	○	○	○	○	○
(4) An ability to 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 (5)	○	○	○	○	○
(5) An ability to function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives (6)	○	○	○	○	○
(6) An ability to develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions (7)	○	○	○	○	○
(7) An ability to acquire and apply new knowledge as needed, using appropriate learning strategies (8)	○	○	○	○	○

Q4 Which college topics are most important for ChemEng or ChemBioEng students to succeed in your industry?

	Extremely useful (11)	Very useful (12)	Moderately useful (13)	Slightly useful (14)	Not at all useful (15)
Design (1)	○	○	○	○	○
Controls (2)	○	○	○	○	○
Chem/Bio Eng Lab (3)	○	○	○	○	○
Technical Writing (4)	○	○	○	○	○
Heat Transfer (5)	○	○	○	○	○
Fluids (6)	○	○	○	○	○
Thermodynamics (7)	○	○	○	○	○
Separations/Bioseparations (8)	○	○	○	○	○
Kinetics (9)	○	○	○	○	○
Statistical Methods (10)	○	○	○	○	○
Materials/Biomaterials (11)	○	○	○	○	○
General Chemistry (12)	○	○	○	○	○
Physical Chemistry (13)	○	○	○	○	○
Physics (14)	○	○	○	○	○
Organic Chemistry (15)	○	○	○	○	○
Programming (specify below, for instance Python, VBA or Matlab) (16)	○	○	○	○	○

Simulation experience (specify below, for instance ASPEN HYSYS or SuperPro) (17)	○	○	○	○	○
Other (please specify below) (18)	○	○	○	○	○

Q5 What are three strengths of CU ChemEng or ChemBioEng students?

_____

_____

_____

_____

_____

Q6 How could the ChemEng or ChemBioEng degree better prepare students to succeed in industry (i.e. are there missing training/skills or skills that could be strengthened)?

_____

_____

_____

_____

_____

Q7 Please add any additional comments below.

_____

_____

_____

End of Block: Default Question Block

Three-Year Student Learning Assessment Plan

Contents

Program Information

Program Mission (optional)

Reflection on Previous Assessment Activities

Program Learning Outcomes (PLOs)

Curriculum Map

Assessment Methodology and Reporting Schedule

Program Information

Program Name:	Higher Education - Master of Arts (MA)
College:	School of Education
Program Chair:	Terri S. Wilson, Faculty Director
Assessment Liaison/Coordinator:	Travis Anderson
Email:	Travis.anderson@colorado.edu
Academic Years (AY) Included in Plan	
Assessment Planning AY (Year 0):	
Reporting AY (Year 1):	24-25
Reporting AY (Year 2):	25-26
Reporting AY (Year 3):	26-27

Program Mission (optional)

The MA in Higher Education (MAHE) is a professional degree program designed to prepare students for careers in higher education. The program focuses on knowledge and skill development in three key areas: the foundations of higher education, research and evaluation, and higher education and student affairs practice. Students complete 9 credits of coursework in the foundations of higher education, including a required course which introduces students to the mission, roles, and function of higher education in the United States. Two other foundations courses are selected by the student, in collaboration with their advisor, from an extensive menu of course options offered by EFPP. MAHE students also complete 6 credits in research methods. Courses are designed to help students be able to critically read research across a variety of methodological traditions, synthesize research findings to inform professional practice and understand key aspects of program assessment and evaluation.

Students also complete 12 credits focused on the practice of higher education practice, which includes coursework in student affairs, college student development and counseling theories, leadership in higher education, and a thorough consideration of race and equity in higher education. In addition to 6 credits of coursework, students complete two practicum experiences in offices or divisions across campus. Practicum experiences allow students to translate knowledge from coursework to hands-on applications in different aspects of higher education and offer students the chance to enhance and hone their professional skills, work in different campus settings, and make professional connections within their field. There are two required practicum experiences in the MAHE program: a one-semester practicum and a year-long practicum (known as the "apprenticeship"). The specific guidelines and projects are determined in consultation with program advisors and the supervisors at each practicum site. Learning outcomes and deliverables are formalized in a practicum "learning contract." Students spend, on average, 3-4 hours per week during each two-credit practicum course.

Students also complete 6 credits in elective "module" courses: 1-credit courses designed to explore key aspects of higher education practice, and leverage expertise from student affairs and other divisions across campus. Currently, students can choose from 14 modules, that explore areas such as: student career development, higher education finance, academic advising, athletic affairs, student leadership development, admissions and enrollment, institutional research and analytics, accessibility, institutional advancement, technology, and other varied aspects of higher education. Module courses are chosen around students' interests and professional goals, offering another way to individualize program curricula and create a thoughtful program of study.

Finally, MAHE students complete a research-based Capstone writing assignment. Students complete this final project through our MA Capstone seminar course, which offers faculty and peer support for students to complete a high-quality and summative writing project for their master's degree requirements. Specific capstone projects are designed around the professional and academic goals of each student, in collaboration with the student's academic advisor. Some possibilities include a high-quality conference paper, a critical review of literature, an independent research project, or research proposal for a future study, a policy analysis, a program evaluation, or a policy brief. To complete these projects, students will be expected to critically analyze a variety of research studies across different disciplinary and methodological approaches. Students are expected to carefully frame and conceptualize their questions, develop clear arguments, and support their analysis with research-based evidence. One of the primary goals of the course is to generate a high-quality piece of writing that reflects students' academic interests and professional goals. Throughout, the MAHE program emphasizes the synergy of theory and practice, with multiple opportunities for students to translate theoretical knowledge into meaningful practices of the profession, in areas such as advising, supervision, program design, administration, and research.

Reflection on Previous Assessment Activities

If applicable, please reflect on your previous assessment planning and implementation cycle (i.e., the previous 3 years of collecting and analyzing evidence of student learning from your program).

We have provided guiding questions that may be useful:

What did your program learn about students' learning from the previous assessment planning and implementation cycle?
What were some of the challenges related to your program's assessment planning and/or implementation process?
Were there any methods or sources of evidence that proved to be especially helpful or insightful in terms of analyzing student learning?
Did your program make any specific curricular or pedagogical revisions within your program based on the findings from the most recent assessment cycle?

This will be our first year of this process, so we do not yet have reflections on previous assessment activities. Even without this formal process, our program has engaged in ongoing assessment, program review and revision. This has included updating courses and course structures, improving and strengthening the Capstone course, and formalizing our practicum experiences. We have also analyzed student FCQ data on all courses to identify areas of improvement and redesign.

Program Learning Outcomes (PLOs)

List your program learning outcomes (PLOs) below. You can add more rows for additional learning outcomes, as needed.

Program Learning Outcomes/Objectives (PLO)

	By the end of their studies in our program, students will be able to...
1	Understand the mission, roles, and functions of higher education in the United States, including the history and philosophy of higher education; college student development; and key factors that influence student and organizational behavior.
2	Translate theoretical knowledge into meaningful practices in the profession, including in areas such as advising, instruction, supervision, program design, administration and research.
3	Develop nuanced and sophisticated understandings of equity and justice, as well as the competencies necessary to engage with diverse students and staff with sensitivity, effectiveness and confidence.
4	Practice skills of program assessment, design, implementation, and evaluation, as appropriate for various divisions and offices in higher education. Develop professional relationships with peers and team members in a university setting.
5	Design a high-quality, research-based project that demonstrates academic skills of argument, evidence and reasoning. Students will be able to offer (and receive) critical and supportive peer feedback and gain experience presenting work to external audiences.

Additionally, please check the box below after the task has been completed:

☒ Please confirm that your Program Learning Outcomes are entered in the CU Boulder Course Catalog for your program using the "Learning Outcomes" tab in CourseLeaf. (For questions or assistance from the Registrar on this step, go to the "Resources" section on their Catalog Production website, or email catalog@colorado.edu.)

Curriculum Map

In the table below, please list the required courses and/or learning experiences for your program as rows and the PLOs in columns (add rows and columns, as needed).

Place an **"X**" in the cells for which a course contributes to a PLO.

If possible, in lieu of an "X", indicate the level to which a PLO is addressed in each course.
(Levels: **1 = Introduced, 2 = Reinforced**).

REQUIRED COURSE	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5
EDUC 6250	1				
6405			1	2	
6110			1		
6705			1		
6919		1, 2		1, 2	
6945			2		1, 2
5015	2				
5260	2				
5075	2				
5085	2				
5301	2				
6210	2				
6220	2				
6240	2				
6245	2				
6325	2				
7055	2				

7446	2				
8055	2				
8125	2				

Assessment Methodology and Reporting Schedule

For each program learning outcomes, please indicate which academic year (AY) during the 3-year assessment cycle in which the outcome will be assessed/reported. At least one learning outcome must be assessed/reported during each year, and all of a program's learning outcomes must be assessed/reported over the 3-year cycle.

Program Learning Outcome (PLO)		Reporting Schedule		
		1st AY (Y/N)	2nd AY (Y/N)	3rd AY (Y/N)
1	Ex: Students will persuasively articulate ideas and arguments	Y	N	N
1	Understand the mission, roles, and functions of higher education in the United States, including the history and philosophy of higher education; college student development; and key factors that influence student and organizational behavior.	N	N	Y
2	Translate theoretical knowledge into meaningful practices in the profession, including in areas such as advising, instruction, supervision, program design, administration and research.	N	Y	Y
3	Develop nuanced and sophisticated understandings of equity and justice, as well as the competencies necessary to engage with diverse students and staff with sensitivity, effectiveness and confidence.	N	N	Y
4	Practice skills of program assessment, design, implementation, and evaluation, as appropriate for various divisions and offices in higher education. Develop professional relationships with peers and team members in a university setting.	N	Y	Y
5	Design a high-quality, research-based project that demonstrates academic skills of argument, evidence and reasoning. Students will be able to offer (and receive) critical and supportive peer feedback and gain experience presenting work to external audiences.	Y	Y	Y

PLO #1: Understand the mission, roles, and functions of higher education in the United States, including the history and philosophy of higher education; college student development; and key factors that influence student and organizational behavior.

- **Assessment #1:** Institutional research presentation. This assignment asks students to research one division or office at CU Boulder, paying careful attention to how this division is designed and structured; how the division connects to the mission and purpose of the university; how it contributes to student development and other outcomes. This research presentation takes place in the one required foundations course EDUC 6250, Higher Education in the US. Measurable target: 90% of students will receive a grade of B or higher on research presentation. *(Direct evidence)*

- **Assessment #2:** Final projects in various "foundations" electives. Students in MAHE are required to take EDUC 6250, Higher Education, and then choose two additional foundations courses around their programs of study. Each foundations course has a final project that asks students to apply disciplinary perspectives and analysis around a topic meaningful to them. These courses are generally taught every two years. Measurable target: 90% of students in the MAHE program will receive a final grade of B or higher on their final assignments in their two foundations courses. The list of foundations courses—and associated final projects—is available in Appendix A. *(Direct evidence)*

PLO #1 Assessment	Metric/Target	Description
Institutional Research Presentation	90% of students will complete a final course assignment with a grade of B or higher	See description above
Foundations courses, final projects	90% of students will complete two final assignments with a grade of B or higher	See description above

PLO #2: Translate theoretical knowledge into meaningful practices in the profession, including in areas such as advising, instruction, supervision, program design, administration and research.

- **Assessment #1: Practicum memo and deliverables**. All MAHE students complete two practicum experiences in offices or divisions across campus. Practicum experiences allow students to translate knowledge from coursework to hands-on applications in different aspects of higher education and offer students the chance to enhance and hone their professional skills, work in different campus settings, and make professional connections within their field. There are two required practicum experiences in the MAHE program: a one-semester practicum and a year-long practicum. The specific guidelines and projects are determined in consultation with program advisors and the supervisors at each practicum site. Learning outcomes and deliverables are formalized in a practicum "learning contract." At the end of the semester, students complete a reflective learning memo that details what they learned—in terms of the goals in their practicum learning contract—and turn in practicum "deliverables" which may include evaluations, program development materials, training modules, websites, etc. These practicum deliverables are assessed by the course instructor for the Practicum course (EDUC 6919, syllabus linked here). Measurable target: 90% of students will receive a grade of B or higher as final course grade in EDUC 6919. *(Direct evidence)*

- **Assessment #2: Site supervisor evaluation.** At the end of their practicum semester, the course instructor asks the practicum site supervisor to complete an evaluation of the students' work at their practicum site; the evaluation template is linked here. In addition to comments, supervisors are asked if the students' work exceeded, met or did not meet expectations. Measurable target: 90% of students will receive a "meets" or "exceeds" expectations evaluation on this evaluation.

Assessment	Metric/Target	Description
Practicum reflective memo and deliverables	90% of students will receive a grade of B or higher in their three practicum semesters	See description above
Practicum site supervisor evaluation	90% of students will receive a meets or exceeds final evaluation from supervisors	See description above

PLO #3: Develop nuanced and sophisticated understandings of equity and justice, as well as the competencies necessary to engage with diverse students and staff with sensitivity, effectiveness and confidence.

- **Assessment #1: Final assessment in higher education "practice" courses**. MAHE students are required to take two of three potential courses that focus on key areas of higher education practice: student affairs, student development and counseling, and leadership in higher education. Each of these courses has a particular final assessment, described below in Appendix B. *(Direct evidence)*

- **Assessment #2: MA Capstone Paper.** EDUC 6945, the MA Capstone Seminar, is taught every spring and all MAHE students complete a major research (capstone) project that is evaluated by two faculty members using a scoring rubric (included below, as Appendix C). Measurable target: 90% of program students will meet or exceeds expectations on the Capstone paper rubric, included below as Appendix C. *(Direct evidence)*

PLO #3 Assessment	Metric/Target	Description
Practice courses, final projects	90% of students will complete two final assignments with a grade of B or higher	See description above
MA Capstone paper	90% of students will receive "meets" or "exceeds expectations" on their Capstone	See description above

PLO #4: Practice skills of program assessment, design, implementation, and evaluation, as appropriate for various divisions and offices in higher education. Develop professional relationships with peers and team members in a university setting.

- **Assessment #1: Practicum memo and deliverables**. All MAHE students complete two practicum experiences in offices or divisions across campus. Practicum experiences allow students to translate knowledge from coursework to hands-on applications in different aspects of higher education and offer students the chance to enhance and hone their professional skills, work in different campus settings, and make professional connections within their field. There are two required practicum experiences in the MAHE program: a one-semester practicum and a year-long practicum. The specific guidelines and projects are determined in consultation with program advisors and the supervisors at each practicum site. Learning outcomes and deliverables are formalized in a practicum "learning contract." At the end of the semester, students complete a reflective learning memo that details what they learned—in terms of the goals in their practicum learning contract—and turn in practicum "deliverables" which may include evaluations, program development materials, training modules, websites, etc. These practicum deliverables are assessed by the course instructor for the Practicum course (EDUC 6919, syllabus linked here). Measurable target: 90% of students will receive a grade of B or higher as final course grade in EDUC 6919. *(Direct evidence)*

- **Assessment #2: Site supervisor evaluation.** At the end of their practicum semester, the course instructor asks the practicum site supervisor to complete an evaluation of the students' work at their practicum site; the evaluation template is linked here. In addition to comments, supervisors are asked if the students' work exceeded, met or did not meet expectations. Measurable target: 90% of students will receive a "meets" or "exceeds" expectations" evaluation on this evaluation.

PLO #4 Assessment	Metric/Target	Description
Practicum reflective memo and deliverables	90% of students will receive a grade of B or higher in their three practicum semesters	See description above
Practicum site supervisor evaluation	90% of students will receive a meets or exceeds final evaluation from supervisors	See description above

PLO #5: Design a high-quality, research-based project that demonstrates academic skills of argument, evidence and reasoning. Students will be able to offer (and receive) critical and supportive peer feedback and gain experience presenting work to external audiences.

- **Assessment #1: MA Capstone Paper.** EDUC 6945, the MA Capstone Seminar, is taught every spring and all MAHE students complete a major research (capstone) project that is evaluated by two faculty members using a scoring rubric (included below, as Appendix C). Measurable target: 90% of program students will meet or exceeds expectations on the Capstone paper rubric, included below as Appendix C.

- **Assessment #2: MA Capstone oral presentation**. As part of the MA Capstone Seminar (taught every spring), students present their capstone projects to an audience of fellow students, program faculty and external guests. Students present and field questions from the audience. This oral presentation is evaluated by two faculty members using a scoring rubric, included below as Appendix D.

PLO #5 Assessment	Metric/Target	Description
MA Capstone paper	90% of students will receive "meets" or "exceeds expectations" on their Capstone	See description above
MA Capstone presentation	90% of students will receive "meets" or "exceeds expectations" on their presentation	See description above

Appendix A: List of foundations courses and associated final projects

Course	Title	Instructor	Final assessment
5015	International/ Comparative Ed	Dyrness	Research paper that examines a particular program, policy or reform aiming to increase educational equity in a country outside the US and analyzing its potential to contribute to social change.
5260	Immigrants and Education	Dyrness	2 options: research paper examining a particular immigrant group in a particular context; or action project collaborating with local organization serving immigrants, with reflection paper and presentation.
5075	Sociology and Education	White	Final assessment is a take home written exam. Students are given a list of culminating questions about key theories, concepts, scholarly debates & discourses, and/or evolving approaches or patterns to sociological research in education, gleaned exclusively from course readings (approx. 7 - 8 questions). Students have two options: 1) they can choose 2 questions and write 5-page responses to each question, or 2) they can choose 1 question and write a longer 10-page page response. Evalutions is based on accuracy of ideas summarized, the synthensis ideas across readings , and the complexity and depth of analysis about course material, in addition to clarity, structure, and organization of writing. Students have two weeks (typically.) to submit the wrriten exam.
5085	History of Education	*TBD*	*TBD*
5301	Queer Topics in Education	Leonardi	For their final assignment, students will use what they have "collected" throughout this course to create an intervention on behalf of gender and sexual diversity in K12 schools, a "queeruption" so to speak. In short, "queeruptions," are defined as "spaces to exchange information, network, organize, inspire and get inspired, self-represent, and challenge mainstream society based on queer of color epistemologies" (Darling-Hammond, 2019, p. 430). Education researchers have adopted queeruptions to describe education spaces that "challenge mainstream society based on queer of color epistemologies" (McCready, 2019). While students do not specifically need to center queer and trans of color ways of knowing for this assignment, they do need to think critically about where traditional interventions often fall short when it comes to queer and trans futures and potentiality. In its queeruptive potential, your intervention should address how schools have produced inequities based on systems of cis/heteronormativity, which cannot be disentangled from all systems of oppression. In a format of their choosing, students job is to design a queeruption for K12 contexts. This could take the form of a lesson or unit teachable across or in a certain context (for example a secondary language arts lesson OR a learning module for a gay straight alliance); a zine or pamphlet to educate and incite; a short film; a

			poster series for display in classrooms; a co-authored op-ed; a resource for educators; a resource for students; a filmed or recorded interview… the choices are really endless.
6210	Law & Education	*TBD*	*TBD*
6220	Gender & Education	Meyer	final paper applying feminist and/or queer theory to a topic related to education policy or practice; graded with a rubric by course instructor
6240	African American Education	White	*TBD*
6245	Latinx Education	Dyrness	final research paper on a topic of choice related to course themes, drawing on interviews and observations at their fieldwork site (empirical research) OR a review of the literature.
6325	Anthropology and Education	Dyrness or Schultz	final paper examining educational topic of their choice through anthropological lenses; either with literature or original ethnographic data.
7055	Philosophy of Education	Wilson	Writing an original, normative case study exploring an ethical tension in educational policy and practice; as well as a final, reflective paper where students apply philosophical frameworks and key values to justify a principled, ethical response to their ethical case.
7446	Policy Issues in Education	Wilson	A final critical policy analysis project. A policy analysis should include: (1) the history of the policy or problem and its context, including how it came to be constructed as a 'problem,' (2) a summary of the policy research on the issue. What are the major things we know about this policy area? What do we know about different approaches? What do we know about the underlying social problem that this is addressing and what do we know about the efficacy of different approaches? (3) a summary of the contemporary politics of the issue. Who are the major actors who are on different sides of the issue? What are the big coalitions? What are the big political barriers to making something happen in this area? What are the opportunities for change? And, finally, (4) a policy analysis of what we should do next on this issue. Make an argument, grounded in research, logic, and data for why this would be a preferable approach. Consider other options and make an argument as to why what you would suggest would be preferred. If there are obvious criticisms of this approach (policy, politics, cost) offer a rebuttal. You should also attend to why it might be the right moment to pursue your approach.
8055	Theoretical Issues in Education Policy	Wilson	Final seminar paper that focuses on concepts and theories that might help conceptualize or frame an issue in educational policy or practice.
8125	Radical Theories in Education	Meyer	final paper applying selected course theories to a topic related to education policy or practice; graded with a rubric by course instructor

Appendix B: List of higher education core "practice" courses and final projects

Course	Title	Instructor	Final assessment
6405	College Student Development & Counseling Theories	Pontón de Dutton	Final analysis paper: this final assignment asks students to summarize the analysis, discussion, application, and reflection of key student development theories as they have evolved through higher education and as they apply to their own student development in college.
5260	Student Affairs in Higher Education	Moses, Barnes or Washington	Students complete two final projects: (1) Crisis Response Presentation: In learning teams, students examine a pressing issue, crisis, or controversy from the vantage point of a specific student affairs unit (i.e., admissions, athletics, counseling & wellness, etc). The purposes of the presentation are: (a) to provide an opportunity for you to make connections between course readings, class discussions and activities, and student affairs issues/crisis management; and (b) to identify and highlight productive ways forward. The presentation should include a description and an evaluation of what that unit did in response to the crisis, how decisions were made, how it impacts students broadly, how it may impact students differentially based on status/privilege, and what implications that unit's decisions have for the University. Finally, you should discuss recommendations for moving forward into the Fall semester and beyond. Where possible, please use the course readings, outside readings, and news coverage on the issue to inform your analysis. (2) A philosophy of student affairs statement that should articulate clearly how you think about the relationship between student experiences; learning and development; and the work of student affairs practitioners. What values and principles guide your student affairs practice? What would constitute a positive higher education experience for students and how would you (as a student affairs professional) help to produce that sort of experience?
6705	Leadership in Higher Education	Bradley or Thomas	Leadership Analysis: in small groups, students will choose a recent event or situation highlighted in the media where a higher education leader's decision, plan or strategy was greatly criticized/ debated. This can be from an institution of higher education, higher education commissions, or governmental involvement in higher education. Small groups will develop a 5-8 minute video presentation that discusses: the scenario and the leadership approach(es) or trait(s) utilized and whether those were helpful or problematic. The group will share, utilizing what has been learned and discussed in the class, how they would have recommended

			handling the situation. Within this, the group should discuss what leadership theory or approach would have been more effective and given the circumstances, what would the group do in the aftermath to repair the reputation or the reputation of the university? Finally, each group will serve as consultants and be assigned to watch, review, and critique other groups, providing additional input, debate, on how the recommendations might be received.

Appendix C: Capstone paper evaluation rubric criteria (proposed for 2026)

Criteria	Evaluation
1. The project describes a clear problem or issue in educational policy, practice, or theory. The project poses meaningful questions to explore the issue or problem in-depth.	For each measure, the project is rated by two evaluators: Exceeds (9.1-10) Meets (8-9) Below (0-7.9)
2. The project analyzes the relationship between educational institutions or practices and historic, social, political, cultural, and/or economic forces.	
3. The project draws on a variety studies/extant literature to inform the student's understanding of the issue or problem.	
4. The project demonstrates a firm grasp and knowledge of a theoretical framework rooted in equity, democracy, diversity, and/or social justice and the ability to evaluate how (and to what extent) various educational policies and practices advance or undermine such aims. To demonstrate this knowledge, the project applies or leverages the theory to analyze, evaluate, and propose modifications of existing educational practices, policies, or theories.	
5. The project proposes and/or executes a worthwhile research design involving either: a review of literature, a policy analysis or evaluation, a historiography, a curriculum/learning design, a professional learning experience, or empirical study w/ qual, quant, or mixed methods.	
6. The project was designed in collaboration with a faculty member, and evolved or progressed through multiple iterations in light of faculty feedback (including requested changes, revisions, and modifications).	
7. The project demonstrates the ability to use arguments, evidence, and reasoning to address a problem in education policy or practice.	
8. The project is well-organized and well-written according to academic standards for Masters students.	
9. Overall Evaluation	

Appendix D: Capstone oral presentation evaluation rubric

Criterion	(Meets Expectations; 8-8.9)	Exceeds (9-10)
(1) Clarity of expression	Clearly and concisely presented the main points of the capstone project (research question, theory, methods, findings, implications)	Presentation is engaging and flows smoothly; speaker's words can be easily heard and understood; pace of speech is appropriate (not too fast or too slow)
(2) Visuals	Visual displays supported the message; effective use of text and images	Visuals are pleasing and strengthens explanations presented; text is easy to read and doesn't distract from spoken presentation
(3) Time management	Presentation was within time limits and adequate time was spent on sharing results and implications	Presentation uses time allotted to effectively tell the story of the capstone project with emphasis on your findings
(4) Questions	Answered questions using evidence and ideas from capstone and/or made connections to related fields raised by the questioner	Responses to questions demonstrate rich and nuanced understanding of theories, methods, and evidence presented; engages meaningfully with questions posed
(5) Overall	Overall presentation worked well (visuals, time, clarity); key findings were noted as well as: so what? And who cares?	Presentation effectively cohered and engaged the audience; implications for research, policy, and/or practice seamlessly linked to the findings presented

Three-Year Student Learning Assessment Plan

Contents

Program Information

Program Mission (optional)

Reflection on Previous Assessment Activities

Program Learning Outcomes (PLOs)

Curriculum Map

Assessment Methodology and Reporting Schedule

Program Information

Program Name:	Integrated Design Engineering program
College:	College of Engineering and Applied Science
Program Director:	Malinda Zarske
Assessment Liaison/Coordinator:	Kat Pickens McConnell, Daniel Knight, Vanessa Dunn
Email:	Katherine.Mcconnell@Colorado.EDU, Daniel.Knight@colorado.edu
Academic Years (AY) Included in Plan	
Assessment Planning AY (Year 0):	2024-2025
Reporting AY (Year 1):	
Reporting AY (Year 2):	
Reporting AY (Year 3):	

Program Mission

Integrated design is a process defined by its use of highly collaborative, multidisciplinary teamwork and consideration of all aspects of an engineering project. The Integrated Design Engineering program (formerly Engineering Plus prior to August 2022) provides students with a solid grounding in the fundamentals of engineering, and both instills and is structured by integrated design. Our majors customize their degree plans through their choice of one of six engineering emphases (selected from aerospace, architectural, civil, electrical, environmental or mechanical engineering) and a concentration in an approved second area such as business, engineering management, environmental planning, pre-medical, developing communities or STEM education. At the core of our program are three hands-on iterative design project courses that explore and reinforce engineering principles, and which jointly form a continuous experiential thread uniting the four-year IDE curriculum. These team-based projects showcase individual students' growing multidisciplinary knowledge and expertise toward developing vital skills in communication, innovation and leadership, as well as reinforce engineering methodologies required by the emphasis area capstone design experience.

Our students graduate with the knowledge, skills and confidence required for success in a diverse and changing world. Integrated design engineering is an approach that favors creativity, diversity and collaboration across disciplines in creating practical and innovative solutions in the service of humanity. Graduates from our program find enriching careers in engineering and related professional fields, establish and support new enterprises, teach secondary-level STEM education and enroll in graduate and professional degree programs.

Reflection on Previous Assessment Activities

If applicable, please reflect on your previous assessment planning and implementation cycle (i.e., the previous 3 years of collecting and analyzing evidence of student learning from your program).

We have provided guiding questions that may be useful:

What did your program learn about students' learning from the previous assessment planning and implementation cycle?

What were some of the challenges related to your program's assessment planning and/or implementation process?

Were there any methods or sources of evidence that proved to be especially helpful or insightful in terms of analyzing student learning?

Did your program make any specific curricular or pedagogical revisions within your program based on the findings from the most recent assessment cycle?

[Additional input from IDE Leadership]
Assessment involving six outside Emphasis areas (aerospace, architectural, civil, electrical, environmental, mechanical) necessarily incorporates the specific differences and equivalencies allowed by, and secured in MOUs with, their respective home departments. As was present in the most recent ABET review, this can create the appearance of inconsistency in the program itself. The IDE Curriculum and Advising Committee began addressing this issue and related areas such as AP credit in Spring 2025.
While the GEEN 2400 and GEEN 3400 constitute the sole two courses required of all IDE majors, the program will conduct an intensive "deep dive" review of each of its courses as it meets (or contributes to) the PLOs. This will augment the continuous improvement process toward ensuring all courses reflect current knowledges, pedagogical best practices
The Fall 2025 addition of two new Teaching Assistant Professors allows IDE both to resume offering all its courses, and to propose new course offerings reflective of changes in the discipline as well as new partnerships.

Program Learning Outcomes (PLOs)

List your program learning outcomes (PLOs) below. You can add more rows for additional learning outcomes, as needed.

Program Learning Outcomes/Objectives (PLO)

	By the end of their studies in our program, students will be able to...
1	An ability to identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics.
2	An ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors.
3	An ability to communicate effectively with a range of audiences.
4	An ability to 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.
5	An ability to function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives.
6	An ability to develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions.
7	An ability to acquire and apply new knowledge as needed, using appropriate learning strategies.

Additionally, please check the box below after the task has been completed:

☒ Please confirm that your Program Learning Outcomes are entered in the CU Boulder Course Catalog for your program using the "Learning Outcomes" tab in CourseLeaf. *(For questions or assistance from the Registrar on this step, go to the "Resources" section on their Catalog Production website, or email catalog@colorado.edu.)*

Curriculum Map

In the table below, please list the required courses and/or learning experiences for your program as rows and the PLOs in columns (add rows and columns, as needed).

*Place an **"X**" in the cells for which a course contributes to a PLO.*

*If possible, in lieu of an "X", indicate the level to which a PLO is addressed in each course. (Levels: **1 = Introduced, 2 = Reinforced**).*

Curriculum and Program Learning Outcomes (PLOs)

An overview of the mapping of the seven Program Learning Outcomes and elements in the IDE curriculum is provided in the table below. It is followed by a Selected Course Mapping for each of the six IDE Emphases (Aerospace, Architectural, Civil, Electrical, Environmental, and Mechanical).

Program Learning Outcome (PLO)	**IDE Curriculum**
1. an ability to identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics.	engineering science courses, both GEEN and those in the disciplinary emphasis areas, embed complex engineering problem identification, formulation, and solving; these courses require math and natural science pre-requisites (e.g, calculus, physics) or other more basic engineering courses
2. an ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors.	IDE has a strong design thread in the required courses GEEN 1400, GEEN 2400, GEEN 3400, and capstone design in the emphasis.
3. an ability to communicate effectively with a range of audiences.	All IDE students take a required communication course (identical to all CU engineering majors); the design courses have students practice interpersonal communication with other engineering students, communication with clients (such as members of the public in GEEN 2400), and practice communicating with engineering professionals via the design EXPO (GEEN 1400, 2400, 3400). This includes oral, written, and graphic communication. In many emphases, students gain additional practice with engineering drawing (CAD) in a required course (GEEN, MCEN, AREN, or CVEN).
4. an ability to 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	Ethical and professional issues are embedded within the design course sequence (GEEN 1400, 2400, and 3400).
5. an ability to function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives.	The GEEN engineering design course sequence requires students to work in teams. This includes formal instruction in team growth, creating team contracts, and determining team leaders / project managers.

6. an ability to develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions.	Within the GEEN engineering design course sequence, the projects require that testing and analysis is conducted and documented, with students drawing conclusions about the products they have developed. This requires developing and conducting appropriate experimentation. In more traditional laboratory courses (such as chemistry, physics) students gain experience gathering, analyzing, and interpreting data. GEEN 3853 Data Analysis incorporates all of these elements; within different emphasis tracks students may take different courses that incorporate statistical analysis of data.
7. an ability to acquire and apply new knowledge as needed, using appropriate learning strategies.	The majority of GEEN courses include open-ended projects that employ a just-in-time learning model that requires students to learn unique information specific to their projects.

The more specific mapping for the required engineering courses in each emphasis area to the 7 PLOs is shown in the following tables. Courses taught by IDE are highlighted in the green-colored rows. Courses taught by outside disciplines aligned to each emphasis area are the non-highlighted rows; the number of these required courses vary by emphasis area because some emphasis areas have identified primarily singular required courses (e.g., mechanical) and other emphasis areas include more choices (from a menu, as with electrical and environmental, or requiring a specific focus option, as in architectural and civil). The design-focused courses in each emphasis are listed in the first rows of the table; the green highlighted courses at the bottom of each emphasis table show the GEEN version among the multiple versions of each course that students can elect to take (e.g., statics as GEEN 2851, CVEN 2121, or MCEN 2023). A large "X" represents strong contribution of the course to the outcome, small "x" represents at least some contribution to the outcome, and blank represents a not significant contribution to the outcome (or not reliable across different sections / instructors). The total number of the required engineering courses with significant and some content related to each outcome are summed in the yellow-highlighted row at the end of each table.

While the specific numbers of courses vary, each emphasis demonstrates a strong number of courses contributing the each of the seven PLOs.

IDE Aerospace Emphasis: Selected course mapping to PLOs

Course **SO**	**1**	**2**	**3**	**4**	**5**	**6**	**7**
Senior Capstone Design: ASEN 4018 / 4028	X	X	X	X	X	X	X
GEEN 3400 Invention and Innovation	X	X	X	x	X		X
GEEN 2400 Engineering Projects for the Community	X	X	X	x	X	x	x
GEEN 1400 Engineering Projects		X	X	x	X		
ASEN 3300 Aero Electronics and Communications	X		X		X	X	X
ASEN 3713 Thermo and Heat Transfer	X	X				X	X
ASEN 2804 Aero Vehicle Design Lab	X	X	X	X	X	X	X
ASEN 2803 Dynamics and Controls Lab	X	X					
ASEN 2704 Intro to Aero Vehicle Design & Perform.	X	X		X	X	X	
ASEN 2703 Intro to Dynamics and Systems	x	x				x	x
ASEN 2802 Aerospace Sciences Lab 1	X	X		X		X	X
TOTALS: significant	**9**	**9**	**6**	**4**	**7**	**6**	**6**
some	**1**	**1**		**3**		**2**	**2**

See Appendix A with explanation of the SOs used by ASEN and how these were mapped to the 7 standard ABET SOs used by IDE

IDE Architectural Emphasis: Selected course mapping to PLOs

Course SO	1	2	3	4	5	6	7
AREN 4318/4319 Senior Capstone Design	X	X	X	X	X		x
GEEN 3400 Invention and Innovation	X	X	X	x	X		X
GEEN 2400 Engineering Projects for the Community	X	X	X	x	X	x	X
GEEN 1400 Engineering Projects		X	X	x	X		
AREN 1027 Engineering Drawing	x	x	x	x		x	x
AREN 2050 Building Materials and Systems	x	x	x	x	x	x	x
AREN 3080 Architectural Design Studio 1	X	x	x	x	x	x	x
CVEN 3161 Mechanics of Materials	X	x	x	x		X	x
GEEN 3853 Data Analysis for Engineers	X		x	x	x	X	X
GEEN 3852 Thermodynamics for Engineers	X	x	x	x	X	x	X
GEEN 3010 Circuits for Engineers	X	x	x		x	x	x
GEEN 2851 Statics for Engineers	X		x		x	X	
TOTALS: significant	**9**	**4**	**4**	**1**	**5**	**3**	**4**
some	**2**	**6**	**8**	**9**	**5**	**6**	**6**

IDE Civil Emphasis: Selected course mapping to PLOs

Course SO	1	2	3	4	5	6	7
CVEN 4899 Senior Capstone Design		X	X	X	X		X
GEEN 3400 Invention and Innovation	X	X	X	x	X		X
GEEN 2400 Engineering Projects for the Community	X	X	X	x	X	x	x
GEEN 1400 Engineering Projects		X	X	x	X		
AREN 1027 Engineering Drawing	x	x	x	x		x	x
CVEN 3323 Hydraulics or CVEN 3708 Geotech1	X	x	x	x	x	X	x
CVEN 3313 Fluid Mechanics	X	x	x	x		x	x
CVEN 3161 Mechanics of Materials	X	x	x	x		X	x
GEEN 3853 Data Analysis for Engineers	X		x	x	x	X	X
GEEN 3852 Thermodynamics for Engineers	X	x	x	x	X	x	X
GEEN 3010 Circuits for Engineers	X	x	x		x	x	x
GEEN 2851 Statics for Engineers	X		x		x	X	
TOTALS: significant	**9**	**4**	**4**	**1**	**5**	**4**	**4**
some	**1**	**6**	**8**	**9**	**4**	**5**	**6**

IDE Electrical Emphasis: Selected course mapping to PLOs

Course SO	1	2	3	4	5	6	7
ECEN 4610/4620 Senior Capstone Design (6 cr)	X	X	X	X	X	X	X
GEEN 3400 Invention and Innovation	X	X	X	x	X		X
GEEN 2400 Engineering Projects for the Community	X	X	X	x	X	x	X
GEEN 1400 Engineering Projects		X	X	x	X		
ECEN 2260 Circuits as Systems	X						x
ECEN 2270 Electronics Design Lab	X	x	x		x	X	X
ECEN 2350 Digital Logic	X	x				x	X
ECEN 2250 Introduction to Circuits and Electronics	X		x				x
GEEN 3853 Data Analysis for Engineers	X		x	x	x	X	x
GEEN 3852 Thermodynamics for Engineers	X	x	x	x	X	x	X
GEEN 3024 Materials Science for Engineers	x		X	x		X	X
GEEN 2851 Statics for Engineers	X		x		x	X	

TOTALS:	**significant**	**10**	**4**	**5**	**1**	**5**	**5**	**7**
	some	**1**	**3**	**5**	**6**	**3**	**3**	**3**

IDE Environmental Emphasis: Selected course mapping to PLOs

Course	**SO**	**1**	**2**	**3**	**4**	**5**	**6**	**7**
EVEN 4434 Senior Capstone Design		x	X	X	x	X		X
GEEN 3400 Invention and Innovation		X	X	X	x	X		X
GEEN 2400 Engineering Projects for the Community		X	X	X	x	X	x	x
GEEN 1400 Engineering Projects			X	X	x	X		
EVEN 4464 Environmental Engineering Processes		X	x	x	x		x	x
CVEN/EVEN 3414 Fund of Environmental Eng		X	x	x	X	x		X
CVEN 3323 Hydraulics		X	x	x	x	x	X	x
CVEN 3313 Fluid Mechanics		X	x	x	x		x	x
GEEN 3853 Data Analysis for Engineers		X		x	x	x	X	X
GEEN 3852 Thermodynamics for Engineers		X	x	x	x	X	x	X
GEEN 3024 Materials Science for Engineers		x		X	x		X	X
GEEN 3010 Circuits for Engineers		X	x	x		x	x	x
GEEN 2851 Statics for Engineers		X		x		x	X	
TOTALS:	**significant**	**10**	**4**	**5**	**1**	**5**	**4**	**6**
	some	**2**	**6**	**8**	**10**	**5**	**5**	**5**

IDE Mechanical Emphasis: Selected course mapping to PLOs

Course	**SO**	**1**	**2**	**3**	**4**	**5**	**6**	**7**
MCEN 4045/4085 Senior Capstone Design		X	X	X	X	X	X	X
GEEN 3400 Invention and Innovation		X	X	X	x	X		X
GEEN 2400 Engineering Projects for the Community		X	X	X	x	X	x	x
GEEN 1400 Engineering Projects			X	X	x	X		
MCEN 4043 System Dynamics		X		X		X	X	X
MCEN 3025 Component Design			X		X	X		X
MCEN 3021 Fluid Mechanics		X						
MCEN 2063 Mechanics of Solids		X						X
MCEN 2043 Dynamics		X						
GEEN 3853 Data Analysis for Engineers		X		x	x	x	X	x
GEEN 3852 Thermodynamics for Engineers		X	x	x	x	X	x	X
GEEN 3024 Materials Science for Engineers		x		X	x		X	X
GEEN 3010 Circuits for Engineers		X	x	x		x	x	x
GEEN 2851 Statics for Engineers		X		x		x	X	
GEEN 1017 Engineering Drawing		x	x	X		X		X
TOTALS:	**significant**	**11**	**5**	**7**	**2**	**8**	**5**	**8**
	some	**2**	**3**	**4**	**6**	**3**	**3**	**3**

Curriculum and Program Educational Objectives (PEOs)

The campus, College, and IDE mission statements share in common the themes of educating students to become leaders, innovation, and positively impacting the world. The six Program Educational Objectives (PEOs) are clearly congruent with these goals. The first PEO envisions the array of career paths for which the IDE program prepares its graduates, within engineering and beyond to additional education or other professional careers. The second idea is that a design mindset can be applied in any career setting and in life; this design mindset will be particularly beneficial for roles in leadership and

innovation, and positively impacting society. The third Objective of contributing to teams is emblematic of the fact that change happens through effective collaboration with others. The fourth and fifth PEOs recognize that the world is constantly changing, and graduates need to keep learning in order to continue to grow and advance. Finally, all of the mission statements acknowledge that the goal is to strive to make positive contributions to our world; the sixth PEO that our graduates have contributed to the betterment of society is reflective of these goals.

The related alignment between IDE curricular requirements and its PEOs (described in Criterion 2 of the AY 2024-2025 ABET Assessment Plan) is shown in the table below:

PEO	**Curriculum**
Achieved one or more of the following: (a) established themselves in engineering careers or in a professional field in which they apply their engineering mindset; (b) established themselves as STEM educators; and/or (c) earned or be enrolled in a graduate or professional degree program	The combination of foundational courses in math and science, engineering science fundamentals, the design thread, engineering disciplinary emphasis, concentration, and HSS electives prepares graduates for diverse career pathways and/or graduate and professional school (law, medicine) Specifically: (b) the STEM Education concentration (and expanded CU Teach partnership align specifically with this post-graduation pathway (c) the pre-medical concentration an neuroscience concentrations align with medical school; the environmental policy concentration aligns well with an interest in law school; the business concentration align particularly well with MBA programs; the 6 emphasis tracks also prepare students to pursue an MS or PhD in those disciplines
Brought a design mindset to the projects, problems, and/or systems they worked on	The strong thread of engineering design courses (GEEN 1400, GEEN 2400, GEEN 3400, and capstone design in emphasis) prepare graduates to meet this objective
Integrated themselves into teams where they champion inclusive practices and diverse thinking	Teamwork is a strong focus across the courses in the design thread (GEEN 1400, 2400, 3400; capstone design in emphasis) and is also embedded into a number of other GEEN courses (e.g., GEEN 3010)
Demonstrated professional and personal leadership through continued learning and growth	IDE students exercise autonomy by selecting emphasis, concentration, HSS electives, and a number of free electives; the GEEN courses develop leadership skills in the teamwork settings and the inclusion of open-ended projects that require students to develop self-directed learning skills
Advanced in professional standing based on their accomplishments and accumulated additional expertise	The structure of the program to build skills that are unique to the student and allows them choices, builds a growth mindset to prepare graduates to meet this objective
Contributed to the betterment of society	The GEEN 2400 course has a specific aim to benefit real community partners and clients, preparing graduates to contribute to society. Societal impacts of projects are also included in GEEN 3400 and GEEN 3024.

Each disciplinary emphasis was designed with, and approved by, the corresponding department's curriculum committee. Each department was required to a) ensure that the emphasis would enable the student to make a meaningful contribution to a design team in their department's capstone experience, and b) enter the disciplinary field corresponding to the emphasis as a practicing, entry-level engineer. The approximately 54 credit hours required for each emphasis meet these two requirements.

Assessment Methodology and Reporting Schedule

For each program learning outcomes, please indicate which academic year (AY) during the 3-year assessment cycle in which the outcome will be assessed/reported. At least one learning outcome must be assessed/reported during each year, and all of a program's learning outcomes must be assessed/reported over the 3-year cycle.

Program Learning Outcome (PLO)		Reporting Schedule		
		1st AY (Y/N)	2nd AY (Y/N)	3rd AY (Y/N)
1	An ability to identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics	Y	Y	Y
2	An ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors	Y	Y	Y
3	An ability to communicate effectively with a range of audiences	Y	Y	Y
4	An ability to 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	Y	Y	Y
5	An ability to function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives	Y	Y	Y
6	An ability to develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions	Y	Y	Y
7	An ability to acquire and apply new knowledge as needed, using appropriate learning strategies	Y	Y	Y

For each program learning outcome, provide:

1. ***Assessment method(s)** that will be used to collect data, indicating whether method provides direct or indirect evidence of student learning. You may also optionally choose to attached additional documentation to your assessment plan (e.g., rubrics used to assess the given exam or assignment). Note that each PLO should have at least one assessment method that uses direct evidence of student learning.*
2. ***Metrics** that will be calculated from the collected data to measure student learning. For example, if the metric is an exam it would be the score on the exam. If the metric is a rubric, it could be the associated evaluative category (e.g., "met expectations"). **Targets** set a threshold for whether an acceptable level of learning was met. While most metric and targets are quantitatively framed, this is not required. For example, the target may be a percentage of students receiving a specific score or better. Alternatively, it could be a comparison to students' performance during previous assessment efforts (e.g., compare new data to a meaningful benchmark).*
3. ***Description of Assessment** that contains additional information about the assessment methods and metrics (e.g., how the data will be collected, when the data will be collected, from whom the data will be collected, how the program faculty will discuss the data).*

A. Outcomes Assessment and Evaluation Process

The processes used by IDE for assessing and evaluating the extent to which the student outcomes are being attained is described in the “IDE Process for Evaluating ABET Student Outcomes” document. A copy of this SO Evaluation Process document will be available in the online materials provided to the PEV. In brief, the assessment data is compiled on a yearly basis. This includes direct and indirect assessment information for each outcome, and then evaluative judgement as to whether the outcomes are being met at the targeted levels. In some cases the multiple assessment methods may disagree, in which case judgment will be exercised to determine which evidence is most compelling. At present, the individual exercising this judgement is the program director who leads the program assessment process. If the targets are not being met, the information is shared with the faculty and a strategy is determined to address the deficiency. This could include a change in the curriculum (e.g., require a different course), change in the content within a course, changing individual assignments within a course, changing group deliverable rubrics used within a course (which are shared with students to direct their attention to particular learning outcomes).

Outcomes Assessment Methods Summary

Due to the unique nature of our program and the diverse courses taken by students in its six emphasis tracks (including different capstone design courses), we focus outcomes assessment on the junior-level design course that all IDE majors are required to take, GEEN 3400, Invention and Innovation. The GEEN 3400 catalog description reads:

> Students explore the invention process, hone their engineering design skills, and explore the initial stages of entrepreneurship (patenting, intellectual property, marketing research, and raising capital). Student teams design, create, and test a commercial product, and exhibit at an end-of-semester design expo.

This experience strongly encompasses 6 of the 7 student outcomes and is taught in small sections of ~30-33 students, providing instructors a robust opportunity to evaluate student abilities. Note that consistent with the tenets of integrated design, the majority of the work in this course is conducted in collaborative teams of 3 to 5 students. Therefore, the majority of direct assessments are by necessity based on team deliverables. The course builds on knowledge, skills, and abilities developed in the earlier required courses in the design sequence, GEEN 2400 and GEEN 1400.

Our sophomore level design course, GEEN 2400, Engineering Projects for the Community, is also required for all IDE students. It is also a rich student learning experience taught in small sections (~30-33 students) that encompasses all 7 of the SOs. It allows students to further build upon skills they began developing in First-Year Engineering Projects (GEEN 1400, required for all IDE students). The GEEN 2400 course is used to supply some formative assessment. The GEEN 2400 catalog description reads:

> Design engineering products for local community clients, with emphasis on humanitarian engineering and integrated systems with electrical, mechanical, and software components. Students are challenged to take design projects to a higher level by requiring an additional iteration through the design cycle and more engaged user-testing, in order to infuse student projects with the robustness necessary for public-use products.

GEEN 1400, Engineering Projects is intended for first-year students. It is not used for outcomes assessment, as few students have declared an IDE major at that point (only about 8 to 12 of the eventual ~30 graduates per year); the few IDE students who are enrolled are spread across many sections (~20-24 sections taught each year); and there is a large group of instructors from all departments in the College. However, it is worth noting that GEEN 1400 begins building many of the skills that are built upon in the later GEEN 2400 and GEEN 3400 courses.

Other upper-division courses taught by IDE faculty are used to gather additional outcomes data in some cases. Many of these courses are taken by the majority of IDE students (the main exception being IDE students in the Aerospace emphasis, who take custom AERO versions of all engineering science courses).

At least one direct method and two indirect methods are used to assess the achievement of each of the 7 Student Outcomes, as summarized below.

Student Outcomes	Direct Measures	Indirect Measures
1. an ability to identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics.	GEEN 3400 Expo judging rubric and written business plan Thermo final project	FCQ questions GEEN 3400, 2400, 3852, Thermo, 3010 Circuits Senior survey
2. an ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors.	GEEN 3400 Expo judging rubric and written business plan GEEN2400 final report	FCQ questions GEEN 3400, 2400, 3852 Thermo, 3010 Circuits Senior survey
3. an ability to communicate effectively with a range of audiences.	GEEN 3400 business plan and Expo judging rubric	FCQ questions GEEN 2400, 3400, 3852 Thermo, 3010 Circuits Senior survey
4. an ability to 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	GEEN 3400 individual ethics written assignment NCEES FE exam ethics & prof.	FCQ questions GEEN 2400, 3400, 3024 Materials, 3853 Data Analysis Senior survey
5. an ability to function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives.	GEEN 3400 Peer evaluation and Expo judging rubric	FCQ questions GEEN 3400, 2400, 3010 Senior survey
6. an ability to develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions.	GEEN Circuits PCB lab GEEN 2400 testing and analysis report	FCQ questions GEEN 2400, 3400, 3010 Circuits, 3853 Data Analysis, 3024 Materials Senior survey
7. an ability to acquire and apply new knowledge as needed, using appropriate learning strategies.	GEEN 3400 financial planning assignment	FCQ questions 3400, 2400, 3852 Thermo Senior survey

Direct assessment of the SOs relies primarily on data from assignments in the junior-level design course GEEN 3400 required for all IDE students. Because IDE students take the senior capstone design course(s) corresponding to their individual emphasis area, IDE does not rely on the senior capstone design courses for direct assessment of the ABET outcomes due to the variance among the six programs and the fact that the capstone design teams may include only a single IDE student working with primarily discipline majors (e.g., one IDE-environmental student on a team with 3 to 5 environmental engineering (EVEN) majors). The written GEEN 3400 Business Plan assignment (see assignment instructions below) and student presentation at an end-of-semester Design Expo rated by external judges are both used to assess a number of the SOs. Peer assessments are also used to evaluate SO5. Some assignments from GEEN 2400, the sophomore-level design course required for all IDE students, are also used. Our target is that 80% or more of the students should be rated at a proficient or better level for each outcome. The specific assignment(s) and/or rubric(s) used for each outcome are included in Appendix E.

Three-Year Student Learning Assessment Plan

Contents

Program Information

Program Mission (optional)

Reflection on Previous Assessment Activities

Program Learning Outcomes (PLOs)

Curriculum Map

Assessment Methodology and Reporting Schedule

Program Information

Program Name:	Journalism – Master of Arts
College:	CMDI
Program Chair:	Pat Ferrucci
Assessment Liaison/Coordinator:	Christine Larson
Email:	Christine.Larson@colorado.edu
Academic Years (AY) Included in Plan	
Assessment Planning AY (Year 0):	AY2024-25
Reporting AY (Year 1):	AY2025-26
Reporting AY (Year 2):	AY2026-27
Reporting AY (Year 3):	N/A

Program Mission (optional)

The program, like the department, is founded on the principle that a well-informed and engaged public is essential to democracy – perhaps more so now, at a time of dizzying change, than it has ever been. In the face of this change, journalism retains a unique role in contributing to civic life and to the quality of public discourse. Through a focus on multimedia training and experience, students in our MA program develop skills in information gathering, storytelling and analysis across a variety of platforms and professional contexts. They produce in-depth reporting projects in collaboration with professional media outlets in Colorado, and many complete internships at award-winning radio and television stations, newspapers, magazines, websites and other news organizations nationwide.

Reflection on Previous Assessment Activities

If applicable, please reflect on your previous assessment planning and implementation cycle (i.e., the previous 3 years of collecting and analyzing evidence of student learning from your program).

We have provided guiding questions that may be useful:

What did your program learn about students' learning from the previous assessment planning and implementation cycle?

What were some of the challenges related to your program's assessment planning and/or implementation process?

Were there any methods or sources of evidence that proved to be especially helpful or insightful in terms of analyzing student learning?

Did your program make any specific curricular or pedagogical revisions within your program based on the findings from the most recent assessment cycle?

The professional Master of Arts program underwent an assessment process as part of its re-accreditation with the Accrediting Council on Education in Journalism and Mass Communication (ACEJMC) in AY23-24. Through this process, which resulted in re-accreditation for both our undergraduate and master's programs, we discovered that our graduate students perform somewhat better than our undergraduates across a range of skills, including editing and knowledge of basic law. On the latter, MA students now take exams in the Law & Ethics class in addition to writing a term paper. Additionally, three members of the Journalism Department's Advisory Board, all professional journalists, assessed five randomly drawn MA Professional Projects done by graduating students. That evaluation determined that our students do well on writing mechanics but do less well in terms of story clarity and purpose. As a result, we now require our MA students to write a research paper that examines both scholarly work and long-form work in general circulation publications related to their chose Professional Project topic ahead of beginning their own journalistic work. This paper, which also includes a project proposal, helps them better define their primary research question. It also provides them with a better background on the current knowledge about the subject matter and helps them determine where their Professional Project can fill in a gap in that knowledge.

Program Learning Outcomes (PLOs)

List your program learning outcomes (PLOs) below. You can add more rows for additional learning outcomes, as needed.

Program Learning Outcomes/Objectives (PLO)

	By the end of their studies in our program, students will be able to...
1	Demonstrate the ability to identify a story idea and angle and execute on it, reporting, writing, editing and otherwise developing it into a publishable story.
2	Develop storytelling proficiency in one or more media platforms – print, audio, visual, video and social.
3	Demonstrate an understanding of the legal and moral foundations of journalism.
4	Effectively produce a long-form or in-depth reporting project from original idea to final story.

Additionally, please check the box below after the task has been completed:

☒ Please confirm that your Program Learning Outcomes are entered in the CU Boulder Course Catalog for your program using the "Learning Outcomes" tab in CourseLeaf. (For questions or assistance from the Registrar on this step, go to the "Resources" section on their Catalog Production website, or email catalog@colorado.edu.)

Curriculum Map

In the table below, please list the required courses and/or learning experiences for your program as rows and the PLOs in columns (add rows and columns, as needed).

Place an **"X**" in the cells for which a course contributes to a PLO.

If possible, in lieu of an "X", indicate the level to which a PLO is addressed in each course. (Levels: **1 = Introduced, 2 = Reinforced**).

REQUIRED COURSE	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6
JRNL 5001		1				
JRNL 5011	1	1				
JRNL 5521	1					
JRNL 5572	2	2		1		
JRNL 5651			1 & 2			
JRNL 5851	2	2		2		

Assessment Methodology and Reporting Schedule

For each program learning outcomes, please indicate which academic year (AY) during the 3-year assessment cycle in which the outcome will be assessed/reported. At least one learning outcome must be assessed/reported during each year, and all of a program's learning outcomes must be assessed/reported over the 3-year cycle.

Program Learning Outcome (PLO)		Reporting Schedule		
		1st AY (Y/N)	2nd AY (Y/N)	3rd AY (Y/N)
1	Demonstrate the ability to identify a story idea and angle and execute on it, reporting, writing, editing and otherwise developing it into a publishable story.	Y	N	N/A
2	Develop storytelling proficiency in one or more media platforms – print, audio, visual, video and social.	N	Y	N/A
3	Demonstrate an understanding of the legal and moral foundations of journalism.	Y	N	N/A
4	Effectively produce a long-form or in-depth reporting project from original idea to final story.	N	Y	N/A

For each program learning outcome, provide:

1. **Assessment method(s)** that will be used to collect data, indicating whether method provides direct or indirect evidence of student learning. You may also optionally choose to attached additional documentation to your assessment plan (e.g., rubrics used to assess the given exam or assignment). *Note that each PLO should have at least one assessment method that uses direct evidence of student learning.*
2. **Metrics** that will be calculated from the collected data to measure student learning. For example, if the metric is an exam it would be the score on the exam. If the metric is a rubric, it could be the associated evaluative category (e.g., "met expectations"). **Targets** set a threshold for whether an acceptable level of learning was met. While most metric and targets are quantitatively framed, this is not required. For example, the target may be a percentage of students receiving a specific score or better. Alternatively, it could be a comparison to students' performance during previous assessment efforts (e.g., compare new data to a meaningful benchmark).
3. **Description of Assessment** that contains additional information about the assessment methods and metrics (e.g., how the data will be collected, when the data will be collected, from whom the data will be collected, how the program faculty will discuss the data).

PLO 1: Demonstrate the ability to identify a story idea and angle and execute on it, reporting, writing, editing and otherwise developing it into a publishable story.

Assessment Method	Metric/Target	Description of Assessment
JRNL 5011 final project	At least 80% of the students will receive a B or better on their final project for the course.	JRNL 5011 is an introductory course for our MA students that is taught every fall. The final project, a multi-media story, is workshopped in the class and is graded by the instructor using a scoring rubric.
JRNL 5521 final project story pitches assignment	At least 80% of the students write a successful story idea (pitch) based on something they found in a database.	JRNL 5521 is a data journalism class, and a later assignment requires them to pitch three story ideas that the instructor evaluates based on whether the idea is supported by the data.

PLO 2: Develop storytelling proficiency in one or more media platforms – print, audio, visual, video and social.

Assessment Method	Metric/Target	Description of Assessment
JRNL 5572 final project	At least 80% of the students will receive a B or better on their final project for the course.	JRNL 5572 is a capstone course for our MA students, and in it they develop and pitch a multimedia story idea and then execute that into a fully developed story by the end of the semester. The assignment is evaluated and graded by at least two instructors, each of whom has professional journalism experience.

PLO 3: Demonstrate an understanding of the legal and moral foundations of journalism.

Assessment Method	Metric/Target	Description of Assessment
JRNL 5651 Exam 1 and Exam 2	At least 80% of the students will receive a B or better on both of the exams in the course.	JRNL 5651 is our required Journalism Law and Ethics course, and in it, students are introduced to – and then explore in depth – the law and moral philosophies that guide news media practices. The two exams, one mid-semester and the other at the end of the semester, test the breadth of their understanding of legal and moral concepts as they relate to journalism.

PLO 4: Effectively produce a long-form or in-depth reporting project from original idea to final story.

Assessment Method	Metric/Target	Description of Assessment
JRNL 5851 committee evaluation	At least 80% of the students will successfully complete their professional projects with a grade of B or better.	JRNL 5851 is the final capstone course for MA students and in it, they work one-on-one with a faculty member on a Professional Project to develop a topic for a long-form journalistic work, produce a research paper that explores the background of the topic and distills it to a story idea, then reports and produces the story and defends it before a committee comprised of their faculty advisor and 1-2 additional faculty members.
JRNL 5851 external evaluation	Score of 80% or better on rubric developed by the graduate faculty.	A random selection of 50% of the Professional Projects each year will be evaluated – using a rubric developed by the faculty – by a panel of Advisory Board Members (working journalism professionals).

[Copy/Paste text above to add more PLOs, if needed.]

Three-Year Student Learning Assessment Plan

Contents

Program Information

Program Mission (optional)

Program Learning Outcomes (PLOs)

Curriculum Map

Assessment Methodology and Reporting Schedule

Program Information

Program Name:	JD Program
College:	School of Law
Program Chair:	Dean Lolita Buckner Inniss
Assessment Liaison/Coordinator:	Amy Bauer
Email:	amy.bauer@colorado.edu
Academic Years (AY) Included in Plan	
Assessment Planning AY (Year 0):	2025-26
Reporting AY (Year 1):	2026-27
Reporting AY (Year 2):	2027-28
Reporting AY (Year 3):	2028-29

Program Mission (optional)

Colorado Law's mission is to be an outstanding public law school that provides students with a state-of-the-art legal education and prepares them to serve wisely and with professionalism; advances the development of knowledge through scholarship, testing of new ideas, and challenges to the status quo; and serves as a vehicle and catalyst for meaningful public service, all of which deliver high value to our students and have positive impacts—both locally and globally—on the legal profession and society.

Program Learning Outcomes (PLOs)

List your program learning outcomes (PLOs) below. You can add more rows for additional learning outcomes, as needed.

	Program Learning Outcomes/Objectives (PLO)
1	**Knowledge of Law and the Legal System** • Demonstrate knowledge of the black-letter law in core doctrinal areas. • Explain how law is made, interpreted, and changed through judicial, legislative, and administrative processes. • Recognize and compare conceptual categories of law (public/private, civil/criminal, domestic/international). • Identify and evaluate the theoretical and policy frameworks that shape legal doctrine. • Understand the law's relationship to social structures, equity, and systemic inequality.
2	**Legal Analysis, Reasoning, and Problem-Solving** • Read, interpret, and synthesize primary and secondary sources of law. • Identify legal issues and apply relevant principles to resolve them. • Formulate, critique, and defend legal arguments grounded in precedent, policy, and fairness. • Evaluate alternative interpretations or courses of action in light of client goals and institutional contexts. • Integrate interdisciplinary perspectives where appropriate.
3	**Legal Research and Communication** • Develop and execute efficient research strategies using diverse tools. • Evaluate the authority and relevance of sources. • Produce clear, well-reasoned written work tailored to purpose and audience. • Communicate effectively and respectfully in oral advocacy and collaboration. • Listen actively and engage constructively in professional communication.
4	**Professional and Ethical Responsibilities** • Identify and apply the rules of professional conduct and recognize ethical dilemmas. • Demonstrate integrity and accountability in professional settings. • Understand and fulfill a lawyer's responsibility to promote access to justice and the public good. • Appreciate the lawyer's role in maintaining the rule of law and ensuring fairness.
5	**Professional Skills and Competencies** • Employ core professional skills such as interviewing, counseling, negotiation, advocacy, and fact development. • Draft and review legal documents effectively. • Manage legal work efficiently, including organization and technology use. • Collaborate effectively with clients, colleagues, and others. • Demonstrate cultural competence and humility in diverse interactions.

6	**Professional Identity and Lifelong Learning** • Reflect on and evaluate their professional development and values. • Integrate personal strengths and goals into a coherent professional identity. • Incorporate feedback to improve judgment and performance. • Demonstrate resilience, adaptability, and commitment to ongoing learning. • Contribute to the Colorado Law community and legal profession through leadership and service.
7	**Commitment to Justice, Equity, and the Rule of Law** • Analyze how legal systems and doctrines can perpetuate or mitigate inequality. • Demonstrate respect for human dignity and a commitment to fairness and inclusion. • Engage critically and constructively with questions of justice in local, national, and global contexts.

Additionally, please check the box below after the task has been completed:

☐ Please confirm that your Program Learning Outcomes are entered in the CU Boulder Course Catalog for your program using the “Learning Outcomes” tab in CourseLeaf. (For questions or assistance from the Registrar on this step, go to the “Resources” section on their Catalog Production website, or email catalog@colorado.edu.)

Curriculum Map

In the table below, please list the required courses and/or learning experiences for your program as rows and the PLOs in columns (add rows and columns, as needed).

Place an **"X**" in the cells for which a course contributes to a PLO.

If possible, in lieu of an "X", indicate the level to which a PLO is addressed in each course. (Levels: **1 = Introduced, 2 = Reinforced**).

REQUIRED COURSE	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7
1L Doctrinal Courses	1	1				1	1
1L Legal Writing (I & II)	1	1	1	1	1	1	1
1L Legal Research	1	1	1	1		1	1
Legal Ethics		1		1	1	1	1
Upper-Level Doctrinal Courses	2	2				2	2
Elective Writing Courses	2	2	2			2	2
Elective Experiential Courses	2	2	2	2	2	2	2
Simulation Courses	2	2	2	2	2	2	2
Clinics & Practicums	2	2	2	2	2	2	2
Seminars	2	2	2	2		2	2

Assessment Methodology and Reporting Schedule

For each program learning outcomes, please indicate which academic year (AY) during the 3-year assessment cycle in which the outcome will be assessed/reported. At least one learning outcome must be assessed/reported during each year, and all of a program's learning outcomes must be assessed/reported over the 3-year cycle.

Program Learning Outcome (PLO)		Reporting Schedule		
		1st AY (Y/N)	2nd AY (Y/N)	3rd AY (Y/N)
1	Knowledge of Law and the Legal System	Y	N	N
2	Legal Analysis, Reasoning, and Problem-Solving	Y	N	N
3	Legal Research and Communication	Y	N	N
4	Professional and Ethical Responsibilities	N	Y	N
5	Professional Skills and Competencies	N	Y	N
6	Professional Identity and Lifelong Learning	N	N	Y
7	Commitment to Justice, Equity, and the Rule of Law	N	N	Y

For each program learning outcome, provide:

1. **Assessment method(s)** that will be used to collect data, indicating whether method provides direct or indirect evidence of student learning. You may also optionally choose to attached additional documentation to your assessment plan (e.g., rubrics used to assess the given exam or assignment). *Note that each PLO should have at least one assessment method that uses direct evidence of student learning.*
2. **Metrics** that will be calculated from the collected data to measure student learning. For example, if the metric is an exam it would be the score on the exam. If the metric is a rubric, it could be the associated evaluative category (e.g., "met expectations"). **Targets** set a threshold for whether an acceptable level of learning was met. While most metric and targets are quantitatively framed, this is not required. For example, the target may be a percentage of students receiving a specific score or better. Alternatively, it could be a comparison to students' performance during previous assessment efforts (e.g., compare new data to a meaningful benchmark).
3. **Description of Assessment** that contains additional information about the assessment methods and metrics (e.g., how the data will be collected, when the data will be collected, from whom the data will be collected, how the program faculty will discuss the data).

PLO 1: Knowledge of Law and the Legal System

Assessment Method	Metric/Target	Description of Assessment
[Direct Evidence] LAWS 5425 (Torts) – 1L Doctrinal Course – Final Exam	At least 75% of students will receive a score of 75% or higher on final exam.	Measures foundational doctrinal comprehension. LAWS 5425 is taught by several members of the faculty – each of whom will grade the final exams themselves without the use of TAs. Faculty may or may not use rubrics in grading. The exams will test knowledge tort law and several parts of PLO 1 (see description above).
[Indirect Evidence] LAWS 5425 (Torts) – 1L Doctrinal Course – FCQ Review	At least 70% of student responders will provide a score of 4 higher on Q6 and Q7.	Q6 Asks students to indicate the degree to which the course encouraged them to "Evaluate arguments, evidence, assumptions, and conclusions about key issues (be a critical thinker)." Q7 asks the degree to which the course encouraged them to "Connect, synthesize, and/or transform ideas into a new form (be a creative thinker)." Answers here are relevant to aspects of PLO 1.
[Direct Evidence] LAWS 6353 (Evidence) – Upper-Level Doctrinal Course – Final Exam	At least 75% of students will receive a score of 75% or higher on final exam.	Demonstrates doctrinal comprehension at a slightly deeper level than a 1L doctrinal course. LAWS 6353 is taught by more than 1 member of the faculty – each of whom will grade the final exams themselves without the use of TAs. Faculty may or may not use rubrics in grading. The exams will test knowledge of the law of evidence and several parts of PLO 1
[Indirect Evidence] – LAWS 6353 (Evidence) – Upper-Level Doctrinal Course – Survey	At least 80% of the student responders will "agree" or "strongly agree" that skills listed in PLO 1 were advanced as a result of taking LAWS 6353.	This survey will be administered to students in LAWS 6353 at the end of the term.

PLO 2: Legal Analysis, Reasoning, and Problem-Solving

Assessment Method	Metric/Target	Description of Assessment
[Direct Evidence] LAWS 5226 (Legal Writing I) – 1L Legal Writing – Final Paper	At least 80% of students will receive a score of 80% or higher on final paper.	Final papers in LAWS 5226 require demonstration of each of the skills listed under PLO2. The substance of these papers is graded exclusively by faculty. Faculty may or may not use rubrics in grading.
[Indirect Evidence] LAWS 5226 (Legal Writing I) – 1L Legal Writing – Survey	At least 80% of the student responders will "agree" or "strongly agree" that skills listed in PLO 2 were advanced as a result of taking LAWS 5226.	This survey will be administered to students in LAWS 5226 at the end of the term.
[Direct Evidence] LAWS 6373 (Federal Litigation – Everything but the Trial) – Elective Experiential Course – Final Project	At least 75% of students will receive a score of 75% or higher on final project.	The final project in LAWS 6373 will test several aspects of PLO 2, including students' ability to identify legal issues and apply relevant principles to resolve them and to evaluate alternative interpretations or courses of action in light of client goals and institutional contexts. Faculty will grade the final exam and may or may not use a rubric.
[Indirect Evidence] LAWS 6373 (Federal Litigation – Everything but the Trial) – Elective Experiential Course - Survey	At least 80% of the student responders will "agree" or "strongly agree" that skills listed in PLO 2 were advanced as a result of taking LAWS 6373.	This survey will be administered to students in LAWS 6373 at the end of the term.

PLO 3: Legal Research and Communication

Assessment Method	Metric/Target	Description of Assessment
[Direct Evidence] LAWS 5646 (Foundations of Legal Research) – 1L Legal Research – Final Project	At least 80% of students will exceed expectations on the final project. This course is pass graded and does not result in letter grades.	Measures foundational research skills. LAWS 5646 is taught by several members of the faculty – each of whom will grade the final exams themselves without the use of TAs. Faculty may or may not use rubrics in grading. The final project will test knowledge basic research skills and other parts of PLO 3 (see description above).
[Indirect Evidence] LAWS 5646 (Foundations of Legal Research) – 1L Legal Research – Survey	At least 80% of the student responders will “agree” or “strongly agree” that skills listed in PLO 3 were advanced as a result of taking LAWS 5646.	This survey will be administered to students in LAWS 5646 at the end of the term.
[Direct Evidence] 3 LAWS 8000 level seminars to be identified prior to the start of the Spring term of the Assessment Year (2028-29) – Seminar – Final Paper	At least 75% of the students will receive a score of 80% or higher on the final paper.	Every year the law school offers more than a dozen seminars with relatively small enrollment. For this reason, three seminars will be selected for inclusion in this assessment. Each seminar requires students to develop and execute efficient research strategies using diverse tools; evaluate the authority and relevance of sources; produce clear, well-reasoned written work tailored to purpose and audience; communicate effectively and respectfully in oral advocacy and collaboration; and listen actively and engage constructively in professional communication. All papers will be graded by faculty.
[Indirect Evidence] 3 LAWS 8000 level seminars to be identified prior to the start of the Spring term of the Assessment Year (2028-29) – Seminar – Survey	At least 80% of the student responders will “agree” or “strongly agree” that skills listed in PLO 3 were advanced as a result of taking a LAWS 8000 level seminar	This survey will be administered to students in 3 LAWS 8000 level seminars at the end of the term.

PLO 4: Professional and Ethical Responsibilities

Assessment Method	Metric/Target	Description of Assessment
[Direct Evidence] LAWS 6103 (Legal Ethics Professionalism) – Legal Ethics – Final Exam	At least 80% of students will receive a score of 80% or higher on final exam.	The exam will require students to identify and apply the rules of professional conduct and recognize ethical dilemmas. LAWS 6103 is taught by faculty and adjunct faculty – each of whom will grade the final exams themselves without the use of TAs. Faculty may or may not use rubrics in grading.
[Indirect Evidence] LAWS 6103 (Legal Ethics Professionalism) – Legal Ethics – Survey	At least 80% of the student responders will “agree” or “strongly agree” that skills listed in PLO 4 were advanced as a result of taking LAWS 6103.	This survey will be administered to students in LAWS 6103 at the end of the term.
[Direct Evidence] LAWS 7029 (Appellate Advocacy Practicum) – Clinics & Practicums – Final Brief and Oral Argument	At least 80% of students will receive a score of 80% or higher on both the final brief and oral argument.	The final brief and oral argument require demonstration of a number of the skills identified in PLO 4. The work in this course is evaluated exclusively by faculty.
[Indirect Evidence] LAWS 7029 (Appellate Advocacy Practicum) – Clinics & Practicums – Survey	At least 80% of the student responders will “agree” or “strongly agree” that skills listed in PLO 4 were advanced as a result of taking LAWS 7029.	This survey will be administered to students in LAWS 7029 at the end of the term.

PLO 5: Professional Skills and Competencies

Assessment Method	Metric/Target	Description of Assessment
[Direct Evidence] 2 year-long Legal Clinics to be identified prior to the start of the AY of the Assessment Year (2027-28) – Clinics & Practicums – Final Evaluation	At least 80% of students in each clinic will achieve a final grade of 80% or higher based on their work during the AY.	Every year the law school a number of clinics – the length may vary from 1 to 2 semesters depending on the AY. For this reason, two year-long clinics will be selected for inclusion in this assessment. Each clinic requires students to employ core professional skills such as interviewing, counseling, negotiation, advocacy, and fact development; draft and review legal documents effectively; manage legal work efficiently, including organization and technology use; collaborate effectively with clients, colleagues, and others; and demonstrate cultural competence and humility in diverse interactions. Students will be evaluated exclusively by faculty.
[Indirect Evidence] 2 year-long Legal Clinics to be identified prior to the start of the AY of the Assessment Year (2027-28) – Clinics & Practicums – Survey	At least 80% of the student responders will “agree” or “strongly agree” that skills listed in PLO 5 were advanced as a result of participating in the clinic.	This survey will be administered to students in the selected clinics at the end of the AY.
[Direct Evidence] LAWS 6109 (Trial Advocacy) – Simulation – Final Trial	At least 75% of students will receive a rating of “Good” from their evaluator for the Final Trial.	This is a large simulation class that relies on both faculty and volunteer attorneys to evaluate student performance at each phase. The Final Trial brings together the skills covered in the class – many of which are listed in PLO5.
[Indirect Evidence] LAWS 6109 (Trial Advocacy) – Simulation – Survey	At least 80% of the student responders will “agree” or “strongly agree” that skills listed in PLO 5 were advanced as a result of taking LAWS 6109.	This survey will be administered to students in LAWS 7029 at the end of the course.

PLO 6: Professional Identity and Lifelong Learning

Assessment Method	Metric/Target	Description of Assessment
[Direct Evidence] LAWS 7418 (Legal Imagination) – Elective Writing Course – Final Project	At least 80% of students will receive a score of 80% or higher on final project.	The final project is the culmination of a semester that invites students to find their voice at lawyers and in that way will ask them to reflect on and evaluate their professional development and values; integrate personal strengths and goals into a coherent professional identity; incorporate feedback to improve judgment and performance; and demonstrate resilience, adaptability, and commitment to ongoing learning. This project will be graded exclusively by faculty who may or may not use a rubric.
[Indirect Evidence] LAWS 7418 (Legal Imagination) – Elective Writing Course – Survey	At least 80% of the student responders will “agree” or “strongly agree” that skills listed in PLO 6 were advanced as a result of taking LAWS 7418.	This survey will be administered to students in LAWS 7418 at the end of the course.
[Direct Evidence] 2 Legal Clinics (other than those used to assess PLO 5) to be identified prior to the start of the AY of the Assessment Year (2028-29) – Clinics & Practicums – Final Evaluation	At least 80% of students in each clinic will achieve a final grade of 80% or higher based on their work during the term.	This survey will be administered to students in the selected clinics at the end of the term.
[Indirect Evidence] 2 Legal Clinics (other than those used to assess PLO 5) to be identified prior to the start of the AY of the Assessment Year (2028-29) – Clinics & Practicums – Survey	At least 80% of the student responders will “agree” or “strongly agree” that skills listed in PLO 6 were advanced as a result of participating in the clinic.	This survey will be administered to students in selected clinics at the end of the term.

PLO 7: Commitment to Justice, Equity, and the Rule of Law

Assessment Method	Metric/Target	Description of Assessment
[Direct Evidence] LAWS 7025 (Civil Rights) – Elective Doctrinal Course – Final Proj	At least 75% of students will receive a score of 75% or higher on final exam.	Asks students to analyze how legal systems and doctrines can perpetuate or mitigate inequality and engage critically and constructively with questions of justice in various contexts. Faculty may or may not use a rubric in grading. Grading will be done exclusively by faculty.
[Indirect Evidence] LAWS 7025 (Civil Rights) – Elective Doctrinal Course – Survey	At least 80% of the student responders will “agree” or “strongly agree” that skills listed in PLO 7 were advanced as a result of taking LAWS 7418.	This survey will be administered to students in the selected clinics at the end of the AY.
[Direct Evidence] 3 LAWS 8000 level seminars to be identified prior to the start of the Spring term of the Assessment Year (2026-27) – Seminar – Final Paper	At least 75% of the students will receive a score of 80% or higher on the final paper.	Every year the law school offers more than a dozen seminars with relatively small enrollment. For this reason, three seminars will be selected for inclusion in this assessment. Each seminar requires students to develop and execute efficient research strategies using diverse tools; evaluate the authority and relevance of sources; produce clear, well-reasoned written work tailored to purpose and audience; communicate effectively and respectfully in oral advocacy and collaboration; and listen actively and engage constructively in professional communication. All papers will be graded by faculty.
[Indirect Evidence] 3 LAWS 8000 level seminars to be identified prior to the start of the Spring term of the Assessment Year (2026-27) – Seminar – Survey	At least 80% of the student responders will “agree” or “strongly agree” that skills listed in PLO 3 were advanced as a result of taking a LAWS 8000 level seminar	This survey will be administered to students in 3 LAWS 8000 level seminars at the end of the term.

MENV Three-Year Graduate Assessment Plan

Prepared Summer 2024

Natalie Ooi

Josh Radoff

Alice Reznickova

Table of Contents

Program Information 3

Department Mission 3

Program Mission 3

Program Learning Outcomes (PLOs) 4

Curriculum Map 5

Assessment Methodology 6

Reporting Schedule 15

Program Information

Program Name: Masters of the Environment (MENV)

Department: Environmental Studies

Department Chair: Max Boykoff

Program Chair: William Shutkin

Assessment Liaison: Natalie Ooi

Contact: Natalie.Ooi@colorado.edu

Department Mission

The Department of Environmental Studies (ENVS) is a community of scholars conducting teaching, research, and engagement/service focused on the multiple dimensions of environmental change through integrating scientific understanding of human-environment interactions, practical responses to environmental problems, and values that shape our decisions and behavior.

Program Mission

The MENV Program educates our students to advance sustainability solutions across a wide-range of environmental careers and sectors by promoting a community of learning through engaged and interdisciplinary classes and real-world professional experience.

Program Learning Outcomes (PLOs)

Table 1. MENV Program Learning Outcomes (PLOs)

	Program Learning Outcomes (PLO)
1	Students will understand and analyze the systems, frameworks and concepts that contribute to and determine sustainability (i.e., environmental, economic and societal) outcomes.
2	Students will identify the opportunities, levers, and solutions that different stakeholders can implement to strategically drive positive change.
3	Students will engage critically with different viewpoints and values to develop a deeper, more nuanced understanding of the tradeoffs implicit in sustainability decision-making.
4	Students will demonstrate the professional skills and knowledge required to drive change and impact in sustainability and related fields through real-world projects and applications
5	Students will work collaboratively and effectively within teams and with external stakeholders.
6	Students will communicate effectively to a variety of audiences through different mediums

Curriculum Map

In the table below, all courses taught within the MENV program have been evaluated in comparison to the six program learning objectives (PLOs) on a scale of 1 to 3 (Levels: 1=Introduced, 2=Reinforced, 3=Emphasized).

Table 2. MENV Curriculum Map

The full map can be found here. The following is a screenshot of the larger course list.

Spec	Term	Course Title	Course Num	Primary Fac	Faculty M	Elective/Core	PLO1 - Analyze Concepts	PLO2 - ID Solutions	PLO3 - Engage w/POVs	PLO4 - Develop Skills	PLO5 - Work Collaboratively	PLO6 - Communicate
GENERAL	Fall	Scientific Basis of Environmental Change	ENVM 5018	McCarroll, Megh	MM	MENV CORE	3	2	3	2	3	2
GENERAL	Summer	Capstone Project		AR (+ CIL Instru	AR	Capstone	3	3	3	3	3	3
ENRP	Fall	Foundations of Environmental Policy & Management	ENVM 5014	MacGregor, Gre	GMac	ENRP Core	3	3	1	3	3	3
ENRP	Spring	Environmental Justice in Law and Decision Making	ENVM6100	MacGregor, Gre	GMac	ENRP Core	3	3	2	2	1	2
ENRP	Spring	Environmental Governance: Actors & Institutions		Brooks, Cassan	GMac	ENRP Core	3	2	2	3	1	3
ENRP	Spring	Science, Politics, and Policy	ENVM 5016	La, Jojo	GMac	ENRP Core	3	2	2	2	2	3
RSE	Fall	Sustainable Energy Policy	ENVM 5006	TBD	JR	RSE Core	3	2	2	2	2	2
RSE	Fall	Energy Markets, Regulation, and Transactions	ENVM 5072	Robin Meidhof	JR	RSE Core	3	3	3	2	2	3
RSE	Fall	Microgrids and DERs	ENVM 5027	Peter Lilenthal	JR	RSE Core	3	3	1	3	1	1
RSE	Fall	Energy Systems and Technology	ENVM 5007	Radoff, Josh	JR	RSE Core	3	3	1	3	1	1
RSE	Spring	Renewable Energy Development and Project Finance	ENVM 6100	Owen Westbrool	JR	RSE Core	3	3	1	3	2	2
RSE	Spring	Zero Carbon Building and Cities	ENVM 5062	Radoff, Josh	JR	RSE Core	3	3	3	3	2	2
SFS	Fall	Lifecycle Assessment		Heckman, Jon	DJT	SFS Core	2	3	3	3	2	3
SFS	Fall	Monitoring & Evaluation		Harper, James	DJT	SFS Core	2	3	3	3	2	3
SFS	Fall	Benefit Cost Analysis	ENVM 5043	Shwiff, Stephani	DJT	SFS Core	2	3	3	3	2	3
SFS	Fall	Nourishing Humanity within Planetary Boundaries: Int	ENVM 5038	Thompson, Dam	DJT	SFS Core	3	1	3	1	1	3
SOI	Fall	Community Economic Development and the ORE	ENVM 5065	Ooi, Natalie	NO	SOI Core	2	3	3	1	2	3
SOI	Fall	Introduction to Sustainability in the Outdoor Industry		Dreyer, Paul	NO	SOI Core	3	1	3	1	1	2
SOI	Spring	Environmental Stewardship: Practice and Law	ENVM 5066	MacGregor, Gre	GMac	SOI Core	3	3	3	3	3	3
SOI	Spring	Sustainable Business Practices	ENVM 5078	Wiper, Anne	NO	SOI Core	3	3	2	2	2	3
URS	Fall	Sustainable Land Use & Development	ENVM 5026	Shutkin, William	WS	URS Core	3	3	3	2	2	2
URS	Fall	Sustainability & Resilience in Practice	ENVM 5041	Susie Strife	WS	URS Core	3	3	3	2	2	3
URS	Fall	Water, Climate, & Sustainable Cities (One Water)	ENVM 5012	Lander, Paul	WS	URS Core	3	3	3	2	2	2
URS	Spring	Planning for Resilient Futures	ENVM 5030	Follingstad, Gret	WS	URS Core	3	3	3	3	2	2
URS	Spring	Social Innovation & Sustainable Cities	ENVM 5050	Shutkin, William	WS	URS Core	3	3	3	2	2	2
URS	Spring	Transportation, Mobility, & Sustainable Cities		Sanson, Jean	WS	URS Core	3	3	3	3	3	3
ENRP	Fall	Legislative Analysis, Writing, and Advocacy		Siever, Becca	GMac	ENRP Elective	3	2	3	2	1	2
ENRP	Spring	Advanced Environmental and Natural Resources Polic	ENVM 5076	MacGregor, Gre	GMac	ENRP Elective (FT)	2	3	3	3	3	3
RSE	Spring	Advanced Topics in Sustainable Energy		TBD	JR	RSE Elective	3	3	3	2	2	2
RSE	Spring	Global Intensive: Sustainable Cities, Sustainable Ener	ENVM 6100	Radoff, Josh	JR	RSE Elective (GI)	2	2	3	1	2	2
SFS	Fall	Supply Chain Management	ENVM 5028	James (Scott) Di	DJT	SFS Elective	2	3	3	1	2	3
SFS	Fall and S	Humans, Environment and Justice		Emmad, Fatuma	DJT	SFS Elective	3	3	3	2	2	3
SFS	Spring	Agroecology	ENVM 5063	Thompson, Dam	DJT	SFS Elective	3	3	3	3	3	3
SFS	Spring	Humans, Environment and Justice	ENVM 5051	Emmad, Fatuma	DJT	SFS Elective	3	3	2	3	3	3
SFS	Spring	Food and Agriculture Policy		Ward, Taber	DJT	SFS Elective	3	3	3	3	3	3
SFS	Spring	The Science and Practice of Sustainable Agriculture		Goldhammer, Da	DJT	SFS Elective	3	3	3	3	3	3
SFS	Spring	Qualitative Analysis in Food Systems	ENVM 5068	Thompson, Dam	DJT	SFS Elective	3	3	2	3	2	3

Assessment Methodology

The following tables identify how each PLO will be assessed, metrics used, alongside a description of the assessment as outlined below:

1. **Assessment method(s)** that will be used to collect data, indicating whether method provides direct or indirect evidence of student learning.
2. **Metrics** that will be calculated from the collected data to measure student learning, and **Targets** that set a threshold for whether an acceptable level of learning was met.
3. **Description of Assessment** that contains additional information about the assessment methods and metrics, e.g., how and when the data will be collected.

Assessment of PLOs will occur specifically within the core MENV curriculum of:

- ENVM5018 The Scientific Basis of Environmental Change
- Capstone Series
    - CIL 1
    - CIL 2
    - CIL 3
    - Capstone project

PLO1. Students will understand and analyze the systems, frameworks and concepts that contribute to and determine sustainability (i.e., environmental, economic and societal) outcomes.

Table 3. PLO1 Assessment Breakdown

Assessment Method	Metric/Target	Description of Assessment
ENVM5018 The Scientific Basis of Environmental Change - Final project *(direct)*	At least 80% of students will score at least 85% on their final project for this course.	The final project requires students to research and analyze an environmental change issue and recommend a strategy or action. This includes understanding and analyzing the systems, frameworks and concepts that contribute to the current issue and possible solutions.
Faculty Course Questionnaire (FCQ) custom question for ENVM 5018 The Scientific Basis of Environmental Change *(indirect)*	At least 80% of students will agree/strongly agree that PLO1 was achieved in ENVM5018.	A custom question will be added to the FCQ of ENVM5018. The question will be “Upon completion of this course, students have a better understanding and ability to analyze the systems, frameworks and concepts that

		contribute to and determine sustainability (i.e., environmental, economic and societal) outcomes). Responses will be on a 5-point scale (1=strongly disagree, 2=disagree, 3=neutral, 4=agree, 5=strongly agree).
Quality Teaching Initiative (QTI) assessment for ENVM5018 The Scientific Basis of Environmental Change *(indirect)*	The instructor will identify whether PLO1 was taught in ENVM5018 and at what level (Introduce, Reinforce, Emphasize).	The instructor will complete a class report as part of the unit's QTI efforts. The instructor will indicate which PLOs were addressed in this course and at what level (Introduce, Reinforce, Emphasize).
MENV Exit Survey *(indirect)*	At least 80% of students will agree/strongly agree that PLO1 has been achieved within the MENV program.	A custom question will be added to the MENV Exit Survey that is sent to newly graduated students. The question will be "Did the MENV program achieve the following learning outcome: [insert PLO1]?". Responses will be on a 5-point scale (1=strongly disagree, 2=disagree, 3=neutral, 4=agree, 5=strongly agree).

PLO2. Students will identify the opportunities, levers, and solutions that different stakeholders can implement to strategically drive positive change.

Table 4. PLO2 Assessment Breakdown

Assessment Method	Metric/Target	Description of Assessment
ENVM5018 The Scientific Basis of Environmental Change - Final project *(direct)*	At least 80% of students will score at least 85% on their final project.	The final project specifically requires students to complete a stakeholder analysis relevant to their identified environmental change issue.
Faculty Course Questionnaire (FCQ) custom question for ENVM 5018 The Scientific Basis of Environmental Change *(indirect)*	At least 80% of students will agree/strongly agree that PLO 2 was achieved in ENVM5018.	A custom question will be added to the FCQ of ENVM5018. The question will be "Upon completion of this course, students can better identify the opportunities, levers, and solutions that different stakeholders can implement to strategically drive positive

		change". Responses will be on a 5-point scale (1=strongly disagree, 2=disagree, 3=neutral, 4=agree, 5=strongly agree).
Quality Teaching Initiative (QTI) assessment for ENVM5018 The Scientific Basis of Environmental Change *(indirect)*	The instructor will identify whether PLO2 was taught in ENVM5018 and at what level (Introduce, Reinforce, Emphasize).	The instructor will complete a class report as part of the unit's QTI efforts. The instructor will indicate which PLOs were addressed in this course and at what level (Introduce, Reinforce, Emphasize).
MENV Exit Survey *(indirect)*	At least 80% of students will agree/strongly agree that PLO2 has been achieved within the MENV program.	A custom question will be added to the MENV Exit Survey that is sent to newly graduated students. The question will be "Did the MENV program achieve the following learning outcome: [insert PLO2]?". Responses will be on a 5-point scale (1=strongly disagree, 2=disagree, 3=neutral, 4=agree, 5=strongly agree).

PLO3. Students will engage critically with different viewpoints and values to develop a deeper, more nuanced understanding of the tradeoffs implicit in sustainability decision-making.

Table 5. PLO3 Assessment Breakdown

Assessment Method	Metric/Target	Description of Assessment
ENVM5018 The Scientific Basis of Environmental Change - Final project *(direct)*	At least 80% of students will score at least 85% on their final project.	The final project specifically requires students to discuss any consequences or tradeoffs of the proposed actions for their environmental change issue.
ENVM5018 The Scientific Basis of Environmental Change - Case Study Examination Assignment *(direct)*	At least 80% of students will score at least 85% on their Case Study Examination assignment.	The Case Study Examination assignment gets students to analyze an example of environmental justice from different perspectives.
Quality Teaching Initiative (QTI) assessment for ENVM5018 The Scientific Basis of Environmental Change *(indirect)*	The instructor will agree/strongly agree that they taught PLO3 in ENVM5018.	The instructor will complete a class report as part of the unit's QTI efforts. The instructor will indicate which PLOs were addressed in this course and at

		what level (Introduce, Reinforce, Emphasize).
Faculty Course Questionnaire (FCQ) custom question for ENVM 5018 The Scientific Basis of Environmental Change *(indirect)*	At least 80% of students will agree/strongly agree that PLO3 was achieved in ENVM5018.	A custom question will be added to the FCQ of ENVM5018. The question will be "Upon completion of this course, students can engage critically with different viewpoints and values to develop a deeper, more nuanced understanding of the tradeoffs implicit in sustainability decision-making". Responses will be on a 5-point scale (1=strongly disagree, 2=disagree, 3=neutral, 4=agree, 5=strongly agree).
MENV Exit Survey *(indirect)*	At least 80% of students will agree/strongly agree that PLO3 has been achieved within the MENV program.	A custom question will be added to the MENV Exit Survey that is sent to newly graduated students. The question will be "Did the MENV program achieve the following learning outcome: [insert PLO3]?". Responses will be on a 5-point scale (1=strongly disagree, 2=disagree, 3=neutral, 4=agree, 5=strongly agree).

PLO4. Students will demonstrate the professional skills and knowledge required to drive change and impact in sustainability and related fields through real-world projects and applications

Table 6. PLO4 Assessment Breakdown

Assessment Method	Metric/Target	Description of Assessment
Final Capstone Grade *(direct)*	80% of students will score at least a 90% as their final Capstone grade.	The Capstone Project is the culmination of the Capstone Series. Students (in teams) are expected to submit a professional deliverable to an industry partner. Across the series, students are given the skills and knowledge to deliver a professional, sustainability project.
Capstone series - Capstone Advisor Survey *(indirect)*	Capstone advisors will agree/strongly agree that at least	A custom question will be added to the Capstone Advisor Survey.

	80% of their students achieved PLO4 in the Capstone Series.	The question will be "How many of your students do you agree/strongly agree achieved the following learning outcome in the Capstone Series: [insert PLO4]?". Responses will be on a 5-point scale (1=strongly disagree, 2=disagree, 3=neutral, 4=agree, 5=strongly agree).
MENV Exit Survey *(indirect)*	At least 80% of students will agree/strongly agree that PLO4 has been achieved within the MENV program.	A custom question will be added to the MENV Exit Survey that is sent to newly graduated students. The question will be "Did the MENV program achieve the following learning outcome: [insert PLO4]?". Responses will be on a 5-point scale (1=strongly disagree, 2=disagree, 3=neutral, 4=agree, 5=strongly agree).

PLO5. Students will work collaboratively and effectively within teams and with external stakeholders.

Table 7. PLO5 Assessment Breakdown

Assessment Method	Metric/Target	Description of Assessment
Final Capstone Grade *(direct)*	80% of students will score at least a 90% as their final Capstone grade.	Student collaboration is a key part of the success of the Capstone Project.
Capstone series - Capstone Advisor Survey *(indirect)*	Capstone advisors will agree/strongly agree that at least 80% of their students achieved PLO5 in the Capstone Series.	A custom question will be added to the Capstone Advisor Survey. The question will be "How many of your students do you agree/strongly agree achieved the following learning outcome in the Capstone Series: [insert PLO5]?". Responses will be on a 5-point scale (1=strongly disagree, 2=disagree, 3=neutral, 4=agree, 5=strongly agree).
MENV Exit Survey *(indirect)*	At least 80% of students will agree/strongly agree that PLO5 has been achieved within the MENV program.	A custom question will be added to the MENV Exit Survey that is sent to newly graduated students. The question will be "Did the MENV program achieve the

		following learning outcome: [insert PLO5]?". Responses will be on a 5-point scale (1=strongly disagree, 2=disagree, 3=neutral, 4=agree, 5=strongly agree).

PLO6. Students will communicate effectively to a variety of audiences through different mediums

Table 8. PLO6 Assessment Breakdown

Assessment Method	Metric/Target	Description of Assessment
Final Capstone Grade *(direct)*	80% of students will score at least a 90% as their final Capstone grade.	Effective communication is a key component of success within the Capstone Project.
Quality Teaching Initiative (QTI) assessment for ENVM5018 The Scientific Basis of Environmental Change *(indirect)*	The instructor will identify whether PLO6 was taught in ENVM5018 and at what level (Introduce, Reinforce, Emphasize).	The instructor will complete a class report as part of the unit's QTI efforts. The instructor will indicate which PLOs were addressed in this course and at what level (Introduce, Reinforce, Emphasize).
Capstone series - Capstone Advisor Survey *(indirect)*	Capstone advisors will agree/strongly agree that at least 80% of their students achieved PLO6 in the Capstone Series.	A custom question will be added to the Capstone Advisor Survey. The question will be "How many of your students do you agree/strongly agree achieved the following learning outcome in the Capstone Series: [insert PLO6]?". Responses will be on a 5-point scale (1=strongly disagree, 2=disagree, 3=neutral, 4=agree, 5=strongly agree).
MENV Exit Survey *(indirect)*	At least 80% of students will agree/strongly agree that PLO6 has been achieved within the MENV program.	A custom question will be added to the MENV Exit Survey that is sent to newly graduated students. The question will be "Did the MENV program achieve the following learning outcome: [insert PLO6]?". Responses will be on a 5-point scale (1=strongly disagree, 2=disagree, 3=neutral, 4=agree, 5=strongly agree).

Reporting Schedule

The following table indicates across which year the relevant PLO will be assessed and reported. Year 1 begins Fall 2025.

Table 9. MENV Program Learning Outcome Reporting Schedule

Program Learning Outcome (PLO)		Reporting Schedule		
		1st AY (Y/N)	2nd AY (Y/N)	3rd AY (Y/N)
1	Students will understand and analyze the systems, frameworks and concepts that contribute to and determine sustainability (i.e., environmental, economic and societal) outcomes.	Y	Y	Y
2	Students will identify the opportunities, levers, and solutions that different stakeholders can implement to strategically drive positive change.	Y	Y	Y
3	Students will engage critically with different viewpoints and values to develop a deeper, more nuanced understanding of the tradeoffs implicit in sustainability decision-making.	Y	Y	Y
4	Students will demonstrate the professional skills and knowledge required to drive change and impact in sustainability and related fields through real-world projects and applications	Y	Y	Y
5	Students will work collaboratively and effectively within teams and with external stakeholders.	Y	Y	Y
6	Students will communicate effectively to a variety of audiences through different mediums	Y	Y	Y

Three-Year Student Learning Assessment Plan

(Approved unanimously by the DCMP Undergraduate Curriculum Committee, April 11, 2025)

Contents

Program Information

Department Mission

Program Description

Reflection on Previous Assessment Activities

Program Learning Outcomes (PLOs)

Curriculum Map

Assessment Methodology and Reporting Schedule

PLO 1: Knowledge of, and the ability to use, the creative process as a way of knowing

PLO 2: Understanding of how to critically engage media making as experience, inquiry, and world-making.

PLO 3: The ability to collaborate on the conception and production of innovative works.

PLO 4: Understanding of the histories and theories of media art and how they shape and are shaped by society and culture.

Program Information

Program Name:	Media Production
Department Name	Critical Media Practices
College:	College of Media, Communication and Information (CMCI)
Program Chair:	Reece Auguiste
Assessment Liaison/Coordinator:	Roshanna Sylvester, Associate Chair for Undergraduate Studies
Email:	roshanna.sylvester@colorado.edu
Academic Years (AY) Included in Plan	
Assessment Planning AY (Year 0):	2024/2025
Reporting AY (Year 1):	2025/2026
Reporting AY (Year 2):	2026/2027
Reporting AY (Year 3):	2027/2028

Department Mission

DCMP's mission is to foster a community of undergraduates, graduate students, and faculty working to expand the fields of creative practice and knowledge through the convergence of critical thinking and media arts production. As both scholars and media arts practitioners, DCMP faculty explore with students the boundaries of contemporary media art making through a series of courses with low faculty-to-student ratios, cutting edge media arts technologies, close mentorship, and advising. We think through and with media, envisioning making media as a valid form of knowledge production and engendering new forms of embodied knowledge. This expanded spectrum of practices includes 360 drone, Augmented Reality, Virtual Reality, sonic art, digital animation, interactivity, performative media, mobile media, participatory media, and documentary forms across single and multi-channel platforms, with an emphasis on the skills that most prepare students to critically engage as practitioners in the global creative industries.

Program Description

The BA program in Media Production educates future media artists and creators by developing their professional production skills in a constructive and collaborative environment. Students learn to engage creativity as a way of knowing and a means through which to communicate complex ideas. Critical Studies courses help majors develop critical perspectives that place media practices within a broad cultural and historical continuum of innovation. Studio classes enable exploration of a diverse range of production topics, offering hands-on experience with a variety of media tools. Concentrations enable students to specialize in a particular practice area – documentary media, immersive media or sound – or create a blend through the integrative media option.

Reflection on Previous Assessment Activities

Our first three-year assessment cycle gave us a chance to discover how student learning was impacted by the pandemic. The overarching finding was that remote instruction was a poor replacement for the high-impact experiences we cultivate through small, in-person, hands-on Studio courses. We also came to grips with the reality that our majors were suffering from structural factors beyond our control: the dearth of appropriate teaching spaces, problems with equipment and tech support, and a shortage of available faculty with the expertise needed to offer the breadth and depth of courses originally envisioned for the program.

As a result of findings gained through our first cycle of program assessment, we introduced significant changes to the Media Production curriculum. First, students are now required to declare and complete a concentration as a formal sub-plan, choosing between three defined practice areas: Documentary Media, Immersive & Emergent Media, and Sound Practices. Second, we have created formal leadership positions and faculty caucuses that enhance curricular oversight, facilitate instructor training, and ensure greater consistency across multiple-section courses. Third, we have developed model syllabi, a library of sample assignments and rubrics, and website templates for the three core production courses (CMDP 2500, CMDP 3600, and CMDP 4900).

We did encounter challenges related to our program's assessment planning and implementation process during the initial 3-year cycle. The biggest issue was that we had tied assessment of a particular PLO to a course that we were unable to offer due to staffing shortages. We requested and were granted a variance. We took that lesson into consideration when revising our PLOs for the upcoming cycle. We retained three PLOs from our original set (with minor modifications in phasing). All

three are assessable through methods and metrics tied to core Studio courses that proved to be effective in the initial 3-year cycle. We developed a new PLO that will help us gain information about student learning in a required Critical Studies course. We dropped three PLOs that are no longer central given curricular changes. We also instituted an exit survey for graduating seniors that we administer at the end of the Capstone course. Those data make it possible for us to add an indirect measure of student learning to our assessment plan.

Program Learning Outcomes (PLOs)

1	Knowledge of, and the ability to use, the creative process as a way of knowing.
2	Understanding of how to critically engage media making as experience, inquiry, and world-making.
3	The ability to collaborate on the conception and production of innovative works.
4	Understanding of the histories and theories of media art and how they shape and are shaped by society and culture.

☒ We confirm that the Program Learning Outcomes for Media Production have been entered in the CU Boulder Course Catalog using the "Learning Outcomes" tab in CourseLeaf.

Curriculum Map

The level to which a PLO is addressed in each course is indicated by a number:
1 = Introduced, 2 = Reinforced

REQUIRED COURSE	**PLO 1** Knowledge of, and the ability to use, the creative process as a way of knowing.	**PLO 2** Understanding of how to critically engage media making as experience, inquiry, and world-making.	**PLO 3** The ability to collaborate on the conception and production of innovative works	**PLO 4** Understanding of the histories and theories of media art and how they shape and are shaped by society and culture.
CMDP 1400 Introduction to Critical Media Practices	1	1		
CMDP 2100 Approaches to Historical Media Practices				1
CMDP 2500 Media Practices I	1	1	1	
CMDP 3600 Media Practices II	2	2	2	
CMDP 4900 Media Practices Capstone	2	2		

Assessment Methodology and Reporting Schedule

For each program learning outcomes, please indicate which academic year (AY) during the 3-year assessment cycle in which the outcome will be assessed/reported. At least one learning outcome must be assessed/reported during each year, and all of a program's learning outcomes must be assessed/reported over the 3-year cycle.

Program Learning Outcome (PLO)		Reporting Schedule		
		1st AY (Y/N)	2nd AY (Y/N)	3rd AY (Y/N)
1	Knowledge of, and the ability to use, the creative process as a way of knowing.	N	N	Y
2	Understanding of how to critically engage media making as experience, inquiry, and world-making.	Y	N	N
3	The ability to collaborate on the conception and production of innovative works.	N	Y	N
4	Understanding of the histories and theories of media art and how they shape and are shaped by society and culture.	Y	N	N

For each program learning outcome, provide:

1. **Assessment method(s)** that will be used to collect data, indicating whether method provides direct or indirect evidence of student learning. You may also optionally choose to attached additional documentation to your assessment plan (e.g., rubrics used to assess the given exam or assignment). *Note that each PLO should have at least one assessment method that uses direct evidence of student learning.*
2. **Metrics** that will be calculated from the collected data to measure student learning. For example, if the metric is an exam it would be the score on the exam. If the metric is a rubric, it could be the associated evaluative category (e.g., "met expectations"). **Targets** set a threshold for whether an acceptable level of learning was met. While most metric and targets are quantitatively framed, this is not required. For example, the target may be a percentage of students receiving a specific score or better. Alternatively, it could be a comparison to students' performance during previous assessment efforts (e.g., compare new data to a meaningful benchmark).
3. **Description of Assessment** that contains additional information about the assessment methods and metrics (e.g., how the data will be collected, when the data will be collected, from whom the data will be collected, how the program faculty will discuss the data).

PLO 1: Knowledge of, and the ability to use, the creative process as a way of knowing

Assessment Method	Metric/Target	Description of Assessment
Direct: Students will complete a Production Skills pretest at the beginning of the course and take the same quiz again at the end of the semester. (CMDP 2500)	At least 80% of students will receive a score of 80% or higher on end-of-semester quiz, demonstrating proficiency.	The results at the beginning and end of the semester will be compared to assess student progress.

Indirect: Capstone Exit Survey	At least 80% of students will respond "extremely well" or "very well" to the statement: "Thinking about where you started and where you are now, how well did the Media Production program help you develop knowledge of, and the ability to use, the creative process as a way of knowing."	The survey is administered via Qualtrics in all sections of the Capstone Seminar. Question uses a forced-choice, Likert-type scale: extremely well, very well, moderately well, slightly well, not well at all.

PLO 2: Understanding of how to critically engage media making as experience, inquiry, and world-making.

Assessment Method	Metric/Target	Description of Assessment
Direct: Students will complete a final media project that is publicly exhibited. The project includes the media work and an artist talk in which they reflect on their project and its meanings. (CMDP 4900)	At least 80% of students will receive a score of 80% or higher on their final media project.	Final projects are graded using criteria including: their ability to produce meaningful media work that asks questions of its audience, and to successfully reflect on their relationship to the world as a media maker.
Indirect: Capstone Exit Survey	At least 80% of students will respond "extremely well" or "very well" to the statement: "Thinking about where you started and where you are now, how well did the Media Production program help you develop understanding of how to critically engage media marking as experience, inquiry, and world-making."	The survey is administered via Qualtrics in all sections of the Capstone Seminar. Question uses a forced-choice, Likert-type scale: extremely well, very well, moderately well, slightly well, not well at all.

PLO 3: The ability to collaborate on the conception and production of innovative works.

Assessment Method	Metric/Target	Description of Assessment
Direct: Students will complete a creative collaborative media project. For example: Short documentary film, performance project, photography series or music EP. (CMDP 3600)	At least 80% of students will receive a score of 70% or higher on creative project presentation.	Based on instructor evaluation and peer assessment, the project is graded by the instructor using a provided scoring rubric.
Indirect: Capstone Exit Survey	At least 80% of students will respond "extremely well" or "very well" to the statement: "Thinking about where you started and where you are now, how well did the Media Production program help you develop the ability to collaborate on the conception and production of innovative works."	The survey is administered via Qualtrics in all sections of the Capstone Seminar. Question uses a forced-choice, Likert-type scale: extremely well, very well, moderately well, slightly well, not well at all.

PLO 4: Understanding of the histories and theories of media art and how they shape and are shaped by society and culture.

Assessment Method	Metric/Target	Description of Assessment
Direct: Students will research and write a first-person narrative essay exploring the social implications of media art and history from the perspective of an individual living in a different time and place. (CMDP 2100)	At least 75% of students will receive a score of 80% or higher on the final research paper.	The final paper will be graded with a rubric assessing student accomplishment in five areas: ideas, organization, understanding, research, and mechanics.
Indirect: Capstone Exit Survey	At least 80% of students will respond “extremely well” or “very well” to the statement: “Thinking about where you started and where you are now, how well did the Media Production program help you develop understanding of the histories and theories of media art and how the shape and are shaped by society and culture.”	The survey is administered via Qualtrics in all sections of the Capstone Seminar. Question uses a forced-choice, Likert-type scale: extremely well, very well, moderately well, slightly well, not well at all.

Three-Year Student Learning Assessment Plan

Contents

Program Information

Program Mission (optional)

Reflection on Previous Assessment Activities

Program Learning Outcomes (PLOs)

Curriculum Map

Assessment Methodology and Reporting Schedule

Program Information

Program Name:	Museum and Field Studies Graduate Program
College:	RIO
Program Chair:	Jaelyn Eberle
Assessment Liaison/Coordinator:	Traci McDonald
Email:	Traci.mcgrath@colorado.edu
Academic Years (AY) Included in Plan	
Assessment Planning AY (Year 0):	2024-2025
Reporting AY (Year 1):	2025-2026
Reporting AY (Year 2):	2026-2027
Reporting AY (Year 3):	2027-2028

Program Mission (optional)

The mission of the University of Colorado Museum of Natural History is to foster exploration and appreciation of the natural environment and human diversity through research, teaching, and community outreach. We provide academic training for graduate students in Museum and Field Studies; build, conserve, and interpret research collections; and offer exhibits and educational programs for the University and the public.

Reflection on Previous Assessment Activities

If applicable, please reflect on your previous assessment planning and implementation cycle (i.e., the previous 3 years of collecting and analyzing evidence of student learning from your program).

We have provided guiding questions that may be useful:

What did your program learn about students' learning from the previous assessment planning and implementation cycle?

What were some of the challenges related to your program's assessment planning and/or implementation process?

Were there any methods or sources of evidence that proved to be especially helpful or insightful in terms of analyzing student learning?

Did your program make any specific curricular or pedagogical revisions within your program based on the findings from the most recent assessment cycle?

[Please enter your reflection here]

Program Learning Outcomes (PLOs)

List your program learning outcomes (PLOs) below. You can add more rows for additional learning outcomes, as needed.

Program Learning Outcomes/Objectives (PLO)

	By the end of their studies in our program, students will be able to...
1	Demonstrate a firm grounding in museum history, ethics and theory.
2	Communicate the value of museums in and to society.
3	Comprehend emerging ideas and challenges for today's museum professionals, including ethical and best practices in research, collections, exhibitions and programs.
4	Demonstrate competency in knowledge, skills and practice related to their focus area (focus areas include: anthropology, art history, botany, entomology, museum administration, museum education, paleontology and zoology).
5	Collaborate productively and ethically with others in a team with varying knowledge and perspectives towards common goals.
6	Demonstrating a degree of independence, students will design and execute an original project based on best practices and be able to reason through problems as well as derive and implement solutions.

Additionally, please check the box below after the task has been completed:

☒ Please confirm that your Program Learning Outcomes are entered in the CU Boulder Course Catalog for your program using the "Learning Outcomes" tab in CourseLeaf. (For questions or assistance from the Registrar on this step, go to the "Resources" section on their Catalog Production website, or email catalog@colorado.edu.)

Curriculum Map

In the table below, please list the required courses and/or learning experiences for your program as rows and the PLOs in columns (add rows and columns, as needed).

Place an **"X**" in the cells for which a course contributes to a PLO.

If possible, in lieu of an "X," indicate the level to which a PLO is addressed in each course. (Levels: 1 **= Introduced, 2 = Reinforced**).

REQUIRED COURSE	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6
MUSM 5011	X	X	X		X	
MUSM 5021*				X		
MUSM 5030	X	X	X	X	X	
MUSM 5031	X	X	X	X	X	
MUSM 5041	X		X	X	X	
MUSM 5914				X		
MUSM 5917	X		X	X	X	
MUSM 5918	X		X	X	X	
MUSM 6110**			X	X		
MUSM 5900			X	X		
MUSM 6950				X		X
MUSM 6960				X		X
Internship			X	X	X	
Graduate Assistantship, Hourly Employment, Volunteer Hours			X	X		X
Electives				X		

*MUSM 5021- Selected Topics include: Museums and Social Justice, Gender in Museums of Americas, Field Approaches: Paleobiology
** Advanced Seminars include: Museums and Power, Science in the Media, Emerging Technology in Museums, Paleoenvironmental Evidence

Assessment Methodology and Reporting Schedule

For each program learning outcomes, please indicate which academic year (AY) during the 3-year assessment cycle in which the outcome will be assessed/reported. At least one learning outcome must be assessed/reported during each year, and all of a program's learning outcomes must be assessed/reported over the 3-year cycle.

Program Learning Outcome (PLO)		Reporting Schedule		
		1st AY (Y/N)	2nd AY (Y/N)	3rd AY (Y/N)
1	Demonstrate a firm grounding in museum history, ethics and theory.	Y	Y	Y
2	Communicate the value of museums in and to society.	Y	Y	Y
3	Comprehend emerging ideas and challenges for today's museum professionals, including ethical and best practices in research, collections, exhibitions and programs.	Y	Y	Y
4	Demonstrate competency in knowledge, skills and practice related to their focus area (focus areas include: anthropology, art history, botany, entomology, museum administration, museum education, paleontology and zoology).	Y	N	Y
5	Collaborate productively and ethically with others in a team with varying knowledge and perspectives towards common goals.	N	Y	N
6	Demonstrating a degree of independence, students will design and execute an original project based on best practices and be able to reason through problems as well as derive and implement solutions.	Y	Y	Y

For each program learning outcome, provide:

1. **Assessment method(s)** that will be used to collect data, indicating whether method provides direct or indirect evidence of student learning. You may also optionally choose to attach additional documentation to your assessment plan (e.g., rubrics used to assess the given exam or assignment). *Note that each PLO should have at least one assessment method that uses direct evidence of student learning.*
2. **Metrics** that will be calculated from the collected data to measure student learning. For example, if the metric is an exam it would be the score on the exam. If the metric is a rubric, it could be the associated evaluative category (e.g., "met expectations"). **Targets** set a threshold for whether an acceptable level of learning was met. While most metric and targets are quantitatively framed, this is not required. For example, the target may be a percentage of students receiving a specific score or better. Alternatively, it could be a comparison to students' performance during previous assessment efforts (e.g., compare new data to a meaningful benchmark).
3. **Description of Assessment** that contains additional information about the assessment methods and metrics (e.g., how the data will be collected, when the data will be collected, from whom the data will be collected, how the program faculty will discuss the data).

PLO 1: Students will demonstrate a firm grounding in museum history, ethics and theory.

Assessing Course: MUSM 5011- Introduction to Museum Studies

Assessment Method	Metric/Target	Description of Assessment
Controversy Report	At least 90% of students will earn a B+ or above on project.	Each student researches a public controversy that has arisen around a museum. They identify the different parties' positions on the issue and analyze these positions to identify the parties' underlying assumptions about museums' roles in society. (See appendix Item 1 for rubric)
History Collections Mission Reflection	At least 90% of students will earn a B+ or above.	Students reflect on a group assignment to imagine a museum and integrate its history, mission, and collections Group assignment rubric considers realism of museum histories, collections development, and the relationship between the two. Reflection rubric focuses on new understandings; connections to other course material or to lived experience; and prioritizing analysis over description. (See appendix Item 1 for rubric.)

Assessing Course: MUSM 5041- Museum Administration

Assessment Method	Metric/Target	Description of Assessment
Controversy Paper and Presentation	90% of students will earn a B+ or better on assignment.	After an in-depth analysis by the class using an on-line archive related to the Enola Gay controversy, individual class members choose a controversy based at one or several museums. Each controversy must be thoroughly investigated and researched, using primary publications, news reports and summaries, websites and other media. The research should include background information, a description of the issue(s) that created the controversy, the institutional response(s) to the

		controversy and a summary of the impact the controversy had on the organizations involved. Each student recommends an overview / summary publication for the class to review, along with issues to consider. Students develop this information into a power point, which is presented to the class. The 20-minute presentation concludes with a discussion by the class on the controversy, facilitated by the presenter.

PLO 2: Students will be able to communicate the value of museums in and to society.
Assessing Course: MUSM 5051- Collections Management

Assessment Method	Metric/Target	Description of Assessment
Grant Writing Project	90% of students will earn a B+ or better on assignment.	The aim of this project is to provide hands-on experience in identifying potential funding agencies, effectively communicating the value and significance of projects to various stakeholders, and mastering the mechanics of collaborative grant writing. For this project, students will form teams of two or three to write a grant proposal for a project designed to improve some aspect of collection management and curation. Alternatively, students may propose a project aimed at enhancing the accessibility and use of museum collections for broader audiences—whether for research, exhibits, or educational purposes. In both cases, the value of museums and the need for grant support need to be clearly communicated in writing and in oral presentations. Each student will also critically review the grant proposals of two other groups. This exercise will help students develop skills in evaluating peer work and sharing expert feedback. (See appendix Item 2 for rubric.)

PLO 3: Students will comprehend emerging ideas and challenges for today's museum professionals and incorporate ethical and best practices in research, collections, exhibitions and programs.
Assessing Course: MUSM 5011- Introduction to Museum Studies

Assessment Method	Metric/Target	Description of Assessment
Final Project Reflection	90% of students earn a B+ or above on assignment.	Throughout the semester, teams each imagine a museum. They must integrate its history, mission, collections, governance, staff, audience, and stakeholders. For their final project, they analyze the effects of—and devise a response to—an unanticipated challenge to the museums' mission. For their reflection, each student considers how their final project synthesizes course materials, integrates various museum functions under an institutional mission, and illuminates competing priorities in museums. (See appendix Item 3 for rubric.)

PLO 4: Students will be able to demonstrate knowledge, skills and practice related to their focus area (focus areas include anthropology, art history, botany, entomology, museum administration, museum education, paleontology and zoology).

Assessing Course: MUSM 6110- Advanced Seminar in Museum Issues: Emerging Technologies in Museum Studies

Assessment Method	Metric/Target	Description of Assessment
Emerging Technologies capstone research paper and practical resource	90% of students earn a B+ or above on assignment	Over the course of a semester, students develop an original capstone research project relating to their focus area in the field of museum studies. First writing a prospectus and then an outline, students prepare a research paper with an applied/practical component (such as a new digital resource, original data collection, an educational tool, video, etc.). This practical component is presented to the class in the form of a short presentation/demonstration,

		and the student submits a final written paper in the style of a publishable academic research paper.

Assessing Course: MUSM 5030: Museum Education

Assessment Method	Metric/Target	Description of Assessment
Program/activity design & presentation	90% of students earn a B+ or above on assignment	Students develop a program/activity and facilitate that program/activity either in class or at a museum on the CU campus. Students use one of the frameworks for developing activities that we have studied in class. Students submit a paper that documents their planning process and their reflection on the teaching experience. (See appendix Item 4 for rubric.)

PLO 5: Students will be able to collaborate productively and ethically with others in a team with varying knowledge and perspectives toward common goals.

Assessing course: MUSM 5041- Museum Administration

Assessment Method	Metric/Target	Description of Assessment
SWOT (strengths, weaknesses, opportunities, threats) analysis group project	90% of students earn a B+ or above on project.	Teams of students work on a collaborative project to assess 3 different museums over the same 2-year period. The museums must be of the same type (art, natural history, history, etc.), have the same organization (e.g. private, university-based) and have the same budget levels. Students research, compare and contrast their museums relative to programmatic and financial performance, using annual reports, financial statements, interviews, media reports and other data sources. Together each team develops a written report, PPT, and a 30-minute presentation is made to the class with contributions by all team members. Several check-ins along the way with the

		professor will keep the group on track and emphasize teamwork.

PLO 6: Demonstrating a degree of independence, students will design an original project based on best practices and be able to reason through problems as well as derive and implement solutions.

Assessing Course: MUSM 6950- Master's Thesis and MUSM 6960- Master's Paper or Project

Assessment Method	Metric/Target	Description of Assessment
MFS master's thesis or project (4 credit hours) to be defended in fourth or final semester of degree.	All students pass their defense, and 80% of students will defend within 2.5 years of matriculating into the MFS Program.	A Master's thesis, which may be of a research, expository, critical, or creative nature, is required of every MFS degree candidate who has chosen the thesis option. Thesis must deal with a definite topic related to the student's museological and/or specialty/ research interests, A project should be an original development of materials, procedures, programs, or other practical information relevant to the student's specialization and intended for direct museum application. (see appendix Item 5 for additional details on thesis and project requirements)

PLO Assessment Plan Appendix

Item 1

Introduction to Museum Studies MUSM 5011
Assessment methodology for PLO 1

Assessment Method	Rubric			
Controversy Report	Content	80 pts -- Describes controversy and paraphrases arguments of each side clearly and impartially. Presents reasonable evidence for conclusions about each side's view of museum's purpose. Makes a sound and nuanced argument in support of the hypothesis. Relies on rich and reliable sources.	70 pts -- Describes controversy and paraphrases arguments of each side. Presents some evidence for conclusions about each side's view of museum's purpose. Makes an adequate argument in support of hypothesis.	60 pts -- Description of the sides in the controversy displays bias or misrepresents their positions. Presents little evidence for conclusions about each side's view of museum's purpose. Argument in support of hypothesis is simplistic. Sources consulted are sparse or questionable.
History Collections Mission Reflection	**Self-analysis**	**14 pts** **--** **Explicitly describes expectations or assumptions you held and specifies your new understanding.**	**11 pts** **--** **Refers to your expectations or assumptions and/or implies a new understanding.**	**8 pts** **--** **Little or no attention paid to self-analysis.**
	Intercon-nections	**14 pts** **--** **Makes explicit connection between this learning experience and other course material, past experience, and/or personal goals.**	**11 pts** **--** **Implies but does not make explicit a connection between this experience and other course material, past experience, or personal goals.**	**8 pts** **--** **Little or no effort to show connections between this experience and other ones.**
	Analysis	**14 pts** **--** **Includes description and notes your responses, but mostly analyzes what this learning experience contributed to your understanding of museums.**	**11 pts** **--** **Includes less analysis than description of the experience and your responses to it.**	**8 pts** **--** **Mostly description, with little analysis or self-expression.**

Item 2
MUSM 5051 Collections Management: Grant Writing Project

Assessment rubric

Criteria	Initiating	Developed	Mastered
Clarity and Persuasiveness of Argument (Writing)	Proposal lacks a clear argument or is underdeveloped; limited connection to the societal value of museums; supporting evidence is weak or missing.	Proposal presents a clear argument but may lack depth or strong supporting evidence; connection to museum value is present but could be more compelling.	Proposal is well-structured, persuasive, and strongly justifies the museum's societal value; argument is well-supported with relevant evidence.
Feasibility and Innovation (Writing)	Project is unrealistic or lacks key details (budget, timeline, resources); little evidence of innovation or originality.	Project is feasible but may need clearer justification or refinement; some evidence of creative thinking.	Project is well-conceived, realistic, and justified with strong planning; demonstrates originality or innovative problem-solving.
Constructive Peer Review and Revision (Peer Review)	Reviewer's feedback is vague, unhelpful, or demonstrates little understanding of the proposal's goals and structure; does not clearly identify strengths or weaknesses. Revisions based on feedback are minimal or superficial.	Reviewer provides somewhat constructive feedback but may lack depth in identifying key strengths and weaknesses; some understanding of the proposal is evident. Revisions show some improvement but may not fully address major issues.	Reviewer demonstrates a strong understanding of the proposal, clearly identifies its strengths and shortcomings, and provides specific, constructive, and well-justified feedback. Revisions significantly enhance clarity, depth, and feasibility.
Effectiveness of Oral Presentation (Presentation)	Presentation is disorganized, lacks clarity, or does not effectively communicate the proposal's goals; weak engagement with audience.	Presentation is clear but could be more engaging or organized; answers questions with some confidence but may lack depth.	Presentation is well-organized, engaging, and professional; clearly conveys the project's goals and significance; responds confidently to questions.

Demonstrated Understanding of Museum Value in Society (Overall Assessment)	Proposal and presentation show limited connection to how museums benefit society; argument is vague or lacks real-world relevance.	Proposal and presentation make a clear but somewhat general connection between museums and societal value; argument is present but could be stronger.	Proposal and presentation explicitly and convincingly articulate the broader societal role of museums; argument is well-developed and aligns with real-world funding priorities.

Item 3

Introduction to Museum Studies MUSM 5011
Assessment methodology for PLO 3

Assessment Method	Rubric			
Final Project Reflection		**14 pts** -- **Explicitly describes expectations or assumptions you held and specifies your new understanding.**	**11 pts** -- **Refers to your expectations or assumptions and/or implies a new understanding.**	**8 pts** -- **Little or no attention paid to self-analysis.**
	Intercon-nections	**14 pts** -- **Makes explicit connection between this learning experience and other course material, past experience, and/or personal goals.**	**11 pts** -- **Implies but does not make explicit a connection between this experience and other course material, past experience, or personal goals.**	**8 pts** -- **Little or no effort to show connections between this experience and other ones.**
	Analysis	**14 pts** -- **Includes description and notes your responses, but mostly analyzes what this learning experience contributed to your understanding of museums.**	**11 pts** -- **Includes less analysis than description of the experience and your responses to it.**	**8 pts** -- **Mostly description, with little analysis or self-expression.**

Item 4

MUSM 5030: Museum Education- Program/Activity Design & Presentation Rubric

Presentation:

- Pre-presentation: Props organized, started on time, mixed with audience
- Primary Elements: Strong introduction, organized, logical transitions, followed theme, achieved objectives, strong conclusion
- Secondary Elements: Accurate information, appropriate technical level, effective use of visuals, answers questions appropriately

Paper:

- Description of the activity overall

- Target audience identified along with the appropriate programmatic context for the activity (such as a family day, a school group workshop, etc.)
- Resources needed – supplies, equipment, specimens
- Background information – reasoning behind the choice of topic and theoretical foundations for methodologies used
- Theme, goals, and objectives identified
- Preferred planning document identified and explained
- Step by step procedures for implementation delineated that include the introduction to the activity and how to extend the experience for participants
- Reflection on the activity – What did you learn by facilitating the activity? What would you keep from the presentation? What would you change from the presentation? Any other reflections on the presentation.

Item 5

Requirements for a Museum & Field Studies Master's Thesis or Project

A Thesis must:

1) Be based upon independent study and original investigation,
2) Show mature scholarship and critical judgment as well as familiarity with tools and methods of research,
3) Be a contribution to knowledge in the student's field,
4) Follow the Thesis Specifications of the University Graduate School, and
5) Represent the equivalent of between four and six (4-6) semester hours of work.
   An oral defense of the thesis will be conducted by the Committee when the student presents an essentially complete thesis, usually in the fourth (or occasionally fifth) semester of study.

A Project must:

1) Deal with a topic or problem related to the student's museological and/or specialty interests,
2) Be innovative or experimental,
3) Demonstrate broad and state-of-the-art knowledge in the appropriate methodological areas,
4) Contribute substantively to a museum, a field discipline, or the museum profession,
5) Be of sufficient value and interest that it could be communicated to a wider audience in a journal article,
6) Include a project paper describing the project's goals, methods, materials, and evaluations for the project defense, and
7) Represent the equivalent of four (4) semester hours of work.
   The project defense will constitute the final approval of the project.

University of Colorado Boulder
Examples of Assessment Plan Methodology for Program Learning Outcomes

This document is designed as a resource for programs who are developing their assessment methodology for their program assessment plan. In this document, we will highlight exemplars from past program assessment plans that have been submitted at CU Boulder. In particular, we will highlight specific program learning outcomes (PLO) from a selection of plans and how the given program planned to assess the given PLO. We also offer some commentary regarding the strengths as well as the areas for further development in these plans.

Table of Contents

English....2
Philosophy....3
Chemistry....4
Statistics and Data Science....5
Economics....6
Political Science....8
Leadership and Community Engagement....10
Communication....11
Journalism....12

English

COLLEGE OF ARTS AND SCIENCE - ARTS AND HUMANITIES

PLO 3: Students will develop an argument about literature or cultural production based on in-depth research and synthesis of evidence.

Assessment Method	Metric/Target	Description of Assessment
ENGL4039: Capstone in Literary Studies: capstone final project (long essay, portfolio, creative project, etc.)	At least 75% of students will achieve 80% (or the equivalent of a B-) on the assignment	Multiple sections of ENGL4039 are taught every Fall and Spring and the class fulfills the capstone requirement for the major. The undergraduate committee will review students' final projects based on a scoring rubric that assesses whether students are able to obtain and employ secondary research in their interpretation of texts, and to produce an argument from their findings.

This is a good example of using a capstone final project as direct evidence of student learning. It is also a nice example of incorporating an "undergraduate committee" to review students' work collectively.

The assessment plan for this PLO could be strengthened by including more detail of the rubric that is used to assess this assignment, potentially included the rubric as an appendix in this assessment plan. It would also be interesting to know how the scores from the undergraduate committee are integrated (as well as how the distribution of the scores from the committee are analyzed and discussed; e.g., how does the committee come to a consensus for the final score of the student's project?).

Another suggestion would be for the program to identify other places within the program where this PLO can be assessed. Specifically, right now the assessment occurs during the capstone project. Might there be earlier opportunities in the program to assess this learning outcome, perhaps even at an intermediate stage (e.g., during a project for an earlier course, or an exam from an earlier course)? Adding an additional source of evidence could help to strengthen the assessment of the PLO.

Philosophy

COLLEGE OF ARTS AND SCIENCE - ARTS AND HUMANITIES

PLO 3: Students will be able to interpret and criticize texts and arguments from the history of philosophy.

Assessment Method	Metric/Target	Description of Assessment
PHIL 3000 term paper or final exam	At least 80% of PHIL majors will receive a B- or better on the term paper or final exam for the class. Because some instructors for PHIL 3000 place more emphasis on papers and some place more emphasis on exams, the course instructor will indicate which method is appropriate for their section.	The term paper or the final exam will ask students to interpret and/or criticize texts and arguments from ancient philosophy.
PHIL 3010 term paper or final exam	At least 80% of PHIL majors will receive a B- or better on the term paper or final exam for the class. Because some instructors for PHIL 3010 place more emphasis on papers and some place more emphasis on exams, the course instructor will indicate which method is appropriate for their section.	The term paper or the final exam will ask students to interpret and/or criticize texts and arguments from modern philosophy.

This assessment plan provides two direct measures of this program learning outcome and comprehensively assesses both main components of the learning outcome (ancient and modern philosophy).

*This assessment plan for this PLO could be strengthened by providing more detail regarding the rubrics that are used to assess the final papers and final exams. Do the final papers and final exams assess the same content equivalently? Do all instructors of this course use the same rubric to assess the final exams and final papers? Additionally, since this PLO focuses on the ability to analyze arguments, the faculty in this program may be able to identify questions from the FCQ (faculty course questionnaire) or other large-scale surveys (e.g., NSSE) that help to provide **indirect evidence** of whether students in the program are confident in their ability to analyze arguments.*

Chemistry

COLLEGE OF ARTS AND SCIENCES - NATURAL SCIENCES

PLO 4: develop a scientific hypothesis and conduct an appropriate investigation using a safe and technically sound approach.

Assessment Method	Metric/Target	Description of Assessment
CHEM 3341: Aldol Condensation lab report	The average score for students is at least 70% on this lab report.	This experiment requires students to synthesize tetracyclone by performing a double aldol condensation between benzil and 1,3-diphenylacetone. The students then purify the product by recrystallization and characterize it by NMR and MP. (Note that this course is open to both majors and nonmajors.)
Chem 4181: Student choice project lab report	80% of students in the 4181 class will receive a passing grade on their final student choice project proposal and will complete the project they propose with results (either values for their analyte or enough data to justify why they would not see their analyte) without getting hurt.	CHEM 4181 is offered in the Spring semester. In the final project for 4181 students design a project and complete it using instrument and chemistry principles they learned about in Chem 4171. They propose a final project for an experiment that they complete. Proposals are graded by TAs with input from faculty/lab director.

The assessment plan for this PLO is an exemplar of using direct evidence from a specific task to assess the students' particular skill. The assessment plan also incorporates multiple assessments of the same skill across the program, adding further data for the program to analyze with regards to their success in helping students to develop this skill.

The assessment plan for this PLO could be strengthened by including more detail about the rubric that is used to evaluate these assessments. Are the assignments from the two courses evaluated with the same rubric?

Statistics and Data Science

COLLEGE OF ARTS AND SCIENCES – NATURAL SCIENCES

PLO 5: Develop the ability to communicate statistical results clearly and concisely in oral, written, and visual forms.

Assessment Method	Metric/Target	Description of Assessment
Final project in STAT 4680, Statistical Collaboration. (STAT 4680 is the capstone course for all S/DS majors.) (direct)	At least 80% of students will score at least 80% on the final project.	STAT 4680 is taught in the fall and spring semesters. This course requires several semester-long projects and presentations. Instructor will score these projects, and presentations, using a rubric.
STAT 4680, survey.	At least 75% of the respondents will reply that they are satisfied or very satisfied with the quality of the students' project.	A survey will be administered to the project **sponsor** for those projects which arise from an external source (I.e., industry or campus domain expert)
STAT 4680, survey	At least 75% of the students in the class will reply that they believe they developed the skills in PLO 5 through their coursework.	A survey will be administered to the **students** in STAT 4680 at the end of the semester.

The assessment plan for this PLO is a good example of using students' final project from a capstone course as a valuable performance assessment of their ability to perform a specific and advanced skill (communicate statistical results). The PLO is also a strong example of incorporating multiple sources of evidence, including direct evidence of the student performance as assessed by instructors, student self-perception (as assessed by a student survey), and feedback from external stakeholders (the project sponsors).

This assessment plan could be strengthened by providing more detail about the rubric that is used to assess the student projects. It would also be valuable to read more about how the three different sources of information are incorporated the analysis of students' ability to perform the PLO successfully. What are students asked on their survey, and what are sponsors asked on their survey? Do these surveys ask similar questions? Are the results from these two different sources of information compared and contrasted in the analysis of the results?

Economics

COLLEGE OF ARTS AND SCIENCES – SOCIAL SCIENCES

PLO 1: Students will learn the tools of microeconomic theory, including optimization and price theory, and be able to apply these skills in new contexts

Assessment Method	Metric/Target	Description of Assessment
The learning of the tools of microeconomic theory taught in ECON 2010 will be assessed using questions contained in the departmental quiz. (Direct Assessment)	At least 60% of students will correctly answer the relevant question(s) in the departmental quiz. Threshold was determined in part by baseline quiz (Fall 2020).	The departmental quiz is described below.
The learning of the tools of microeconomic theory taught in ECON 3070 will be assessed using questions contained in the departmental quiz. (Direct Assessment)	At least 40% of students will correctly answer the relevant question(s) in the departmental quiz. Threshold was determined in part by baseline quiz (Fall 2020).	The departmental quiz is described below.

Description of the Departmental Quiz

(1) The quiz is a low-or-no-stakes quiz

(2) The quiz is to be administered close to the end of the semester with the following structure in order to achieve a reasonably representative sample of student responses:

- The quiz will be administered among a randomly selected sample of approximately one-third of students who have applied to graduate.
- The survey will be administered in Canvas as a quiz in a department-wide course.
- Graduating seniors in the sample to be quizzed will be invited to complete the quiz during the last few weeks of the semester. They will receive an initial invitation as well as several reminder emails over the course of several weeks. The department will offer incentives to complete the quiz.
- Instructors will be encouraged to promote the completion of the quiz to seniors in their courses. The assessment liaison will send out an email notifying instructors of the quiz and requesting their assistance to improve the response rate.

(3) The quiz is to contain 10-16 Multiple Choice questions. These questions are to assess the learning of the tools taught in each of the core courses (ECON 2010, ECON 3070, ECON 2020, ECON 3080, ECON 3818 and ECON 4818/4848 as described in PLOs 1-3), also economic literacy (PLO 4) and the integration of theory and empirics in the formulation of economic policy (PLO 5).

(4) The online (i.e. Canvas) implementation of the quiz will capture each student's responses along with the student's ID, and the date and time when the quiz was taken.

This assessment plan is a good example of using direct evidence of student learning to assess student learning across the program. While the theories are taught in two specific classes, the quiz described in this assessment plan is given to students across the program in an attempt to measure a representative sample of students who have applied to graduate. This assessment

plan for this PLO could be strengthened by providing more detail about the quiz (the breakdown of questions and they specifically correspond to the different theories that are being assessed; e.g., which questions correspond to which components of knowledge, in particular). The program might also think about ways of incorporating other measures of this PLO into the assessment plan; for example, in addition to this quiz given to students who will graduate, perhaps direct evidence from students' coursework throughout the program could be incorporated as evidence as well (e.g., final projects from relevant coursework).

Political Science

COLLEGE OF ARTS AND SCIENCES – SOCIAL SCIENCES

PLO 1: Students will communicate political science concepts clearly, both orally and in writing.

Assessment Methods

Assessment Method	Metric/Target	Description of Assessment
PSCI 2004 students will be evaluated as weak, adequate, or strong in a writing assignment and in an oral communication assignment. (Direct)	At least 70% of students will receive an adequate or strong evaluation on each of the assessed items (written and oral assignment).	Assessment will be conducted in Spring 2022 (rescheduled from Spring 2021). Written and oral communication assignments will be graded by TAs by rubric with oversight from instructor. The rubric will include a specific sub-score for performance on this PLO, with a score of 1=weak, 2= adequate and 3=strong.
Senior Exit Survey question: My PSCI coursework helped develop my skills in written and oral communication. (Indirect)	At least 80% of students will agree/strongly to the statement.	Qualtrics survey administered to seniors annually in late April/early May of each year. Data reported in year 1 (2020-2021) and repeated in year 2 (2021-2022) of the assessment cycle. Question uses a 5-point Likert scale.

We are also including the report of the key findings from this program for this PLO (included in the program's program assessment report). We have redacted the specific numbers and percentages in this report of findings, but we include this write-up of the report as a way of further illustrating how the assessment methodology designed by this program was used to provide evidence of student learning.

Key Findings

PSCI 2004 assessment: Scores for 140 students who completed class writing assignments were included in this assessment. The target of at least 70% of students receiving an adequate or strong evaluation on this direct measure of a written assignment was met. Specifically, X students (X%) received a strong evaluation and X(X%) received an adequate evaluation for a total of X% meeting the target. An additional X (X%) received a weak evaluation score. PSCI 2004 oral communication assignment: We were unable to complete this assessment method during the academic year.

Senior Exit Survey question: A total of 58 graduating seniors responded to this question – 41 responses received in 2021, and 17 from the survey administered in 2022. Of these, X (X%) strongly agreed and an additional X (X%) agreed for a total of X% (X/58) who either strongly agreed or agreed with the question. The target of having at least 80% of students agreeing was clearly met by this indirect measure.

This assessment plan does a good job of using two forms of evidence (direct evidence and indirect evidence) to assess student learning. The analysis of the key findings also gives the program insight into student learning across their program related to this specific PLO. This assessment methodology can be strengthened by further developing a more detailed breakdown of the student results on the assignment and the specific rubric used to assess the assignment. This would provide the program with more specific insight into the areas where students may require further development.

Leadership and Community Engagement

SCHOOL OF EDUCATION

PLO 2: Develop expertise in applied research and evaluation.

Assessment Method	Metric/Target	Description of Assessment
EDUC 4150 final paper	80% Proficient 70% Advanced proficiency	Students and faculty will use a rubric to assess quality of final paper
EDUC 4500/LEAD 4501 (taken concurrently) final paper	85% Demonstrate being able to apply research methods to meet partners needs	Students will select community partners for their year-long research-action projects. Because community-based research is driven by partners, students may be asked to do a range of research or products. In some cases partners need help with research design, in others with data analysis, in others participatory action research.
LEAD 4502 final presentation	90% Proficient 85% Advanced proficiency	The instructor and students will evaluate their presentation based on a rubric.
Survey (indirect measure) EDUC4500 beginning-of-course	85% Self Report development of expertise in research methods	All graduates will be asked to complete a survey that asks them to assess their degree of proficiency in research concepts and application.

This assessment plan is a strong example of using multiple sources of evidence to assess students' performance on a complex skill (the application of research and evaluation with external stakeholders / community partners). The assessment plan could be strengthened by incorporating assessment from the community partners as well (in addition to the assessment from the faculty and the students). Additionally, it would be valuable to include the rubrics used within this assessment plan. It would be particularly interesting to see how the rubrics for the different sources of evidence (e.g., the final paper, the final presentation) are similar and different.

Communication

COLLEGE OF MEDIA, COMMUNICATION, AND INFORMATION

PLO 4: Strategize how to engage with communities to create social change through communication practices.

Assessment Method	Metric/Target	Description of Assessment
COMM 3300 Rhetorical Thinking Direct Assessment: Op-Ed writing Assignment	At least 80% of students will meet or exceed expectations for this specific objective which is one criteria to be evaluated in a Social Change and Communication Practices paper.	Instructors will use a universal evaluation rubric. This rubric is designed to directly assess students' ability to identify messaging directed at specific communities, by specific actors, with specific outcomes in mind. It also assesses students' ability to identify particular rhetorical strategies and evaluate their effectiveness. The Op-Ed assignment is required in every section of COMM 3300 that is offered each semester. The PLO associated with this assignment is assessed each time the course is offered.
Indirect Assessment: Senior Survey	At least 80% of students will agree/strongly agree with the statement: "As a result of completing my COMM degree, I have a better understanding of the tactics used to engage diverse communities in order to address their concerns."	The Senior Survey is administered in each Senior Seminar via Qualtrics survey. Question uses a forced-choice, 5-point Likert-type scale (1=strongly disagree, 2=disagree, 3=unsure, 4=agree, 5=strongly agree) The Senior Survey is administered in every Senior Seminar offered each semester.

This assessment plan is a strong example of using multiple sources of evidence to assess students' performance on a complex skill. The survey of senior students is a good form of indirect assessment. The direct evidence from the course assignment is assessed using a shared rubric across sections of the course. The assessment plan for this PLO could be strengthened by incorporating additional forms of evidence – for example, performance assessments that students' ability to apply this skill with communities in practice.

Journalism

COLLEGE OF MEDIA, COMMUNICATION, AND INFORMATION

PLO 6: Apply tools and technologies appropriate for the journalism profession in which they work

Assessment Method	Metric/Target	Description of Assessment
Capstone Project Evaluation for JRNL 4624	Score of 75% or better on rubric	- Random selection of 50% of Final Projects - Panel of Advisory Board Members (working journalism professionals) do evaluation based on rubric used for ACEJMC assessment

The assessment plan for this PLO is a strong example of using a capstone project for assessment, including incorporating a committee of external stakeholders (advisory board members) to assess student work. This assessment plan could be strengthened by providing additional detail about the rubrics that are used to assess this work (providing the rubric described). Additionally, do faculty instructors and/or students also assess the students' work using this rubric?

CU Boulder Annual Student Learning Assessment Report

Academic Year 2024-25

(Year 1 of 3-Year Assessment Cycle)

Program Information

Program Name:	ANTHROPOLOGY
College:	Arts & Sciences
Program Chair:	Dr. Carole McGranahan
Academic Years (AY) Included in Plan	
1st AY:	2024-25
2nd AY:	
3rd AY:	
Assessment Liaison/Coordinator:	Dr. Eric Jones
Email:	eric.e.jones@colorado.edu

Program Learning Outcomes & Reporting Schedule

	Program Learning Outcome (PLO)	Reporting Schedule		
		1st AY (Y/N)	2nd AY (Y/N)	3rd AY (Y/N)
1	Through their coursework in anthropology, students will **demonstrate an understanding of cultural relativism and ethnocentrism**, by studying other cultures.	Y	Y	Y
2	Through their coursework in anthropology, students **will understand the range of human diversity, both biological and cultural, across space and throughout time,** by examining human evolution, early complex polities, and contemporary groups.	Y	Y	Y
3	Through their coursework in anthropology, students will **analyze the ways in which the environment influenced/influences humans and the ways in which humans influenced/influence the environment** by studying the long and short term trajectory of human development.	Y	Y	Y
4	Through their coursework in anthropology, **students will apply anthropological knowledge to pressing social issues** by debating current events.	Y	Y	Y

Assessment Results for Academic Year

Please provide your assessment results below (i.e. key findings and lessons learned/next steps) for each of the program learning outcomes identified in the reporting schedule as being assessed this academic year. *If more than one program learning outcome was assessed this year, please copy/paste the template below to report assessment results for each additional program learning outcome.*

List the program learning outcome that was assessed:

Through their coursework in anthropology, students will **demonstrate an understanding of cultural relativism and ethnocentrism**, by studying other cultures. This PLO connects with CU Boulder Baccalaureate Learning Goals CCT, ER, and CD.

Please describe the context of the learning experiences related to this program learning outcome:

Students are introduced to these concepts in our introductory courses, particularly ANTH 2100: Introduction to Cultural Anthropology and ANTH 2200: Archaeology of Human History. In these classes students gain experience with the concepts related to this PLO through lectures, discussions and hands-on activities in sections/recitations, and are assessed through group activities, writing assignments, and exams.

Then, in four courses—ANTH 4235: Landscape Archaeology, ANTH 4040: Archaeology of Warfare; ANTH 4505: Globalization, and ANTH 4745: Science, Technology & Society—we assess the mastery of this learning outcome among the students in those classes. In these classes students experience these concepts through directed readings, lectures, class discussions, and hands-on activities, and they are evaluated on their learning about concepts related to this PLO through discussion participation, exams, reflective writing, and formal writing assignments.

Describe Assessment Efforts and Activities

For introducing the concepts, We collected data from the faculty that taught ANTH 2100 in the fall 2024 semester and ANTH 2200 in the spring 2025 semester. This represents all of the times these two courses were taught this year. These courses are open to all students regardless of major or year but tend to be taken by first-year and sophomore students. These courses are also requirements for our major and thus tend to attract first-year and sophomore anthropology majors.

For mastery of the concepts associated with this learning outcome, I collected data from ANTH 4745, a cultural anthropology course which is in our plan. None of the other courses were taught, so we added in two that were being taught across our other two subfields: ANTH 4340: Archaeological Method and Theory and ANTH 4120: Social Bioarchaeology. These classes are mostly taken by junior and senior anthropology majors and minors.

Our direct assessment method was to have faculty report quantitative and qualitative data on student performance on an assignment related to this learning outcome. To accomplish this, for each of these classes, we presented the faculty with forms that had them directly assess an assignment or exam that evaluated student learning about cultural relativism and ethnocentrism. TAs were not involved in this process; the grades and description were reported by the faculty member to the

director of undergraduate studies, who compiled the data. The faculty reported a description of the assignment/exam including how they graded it, a breakdown of the scoring by majors and non-majors, and a qualitative evaluation of students' performance. None of the faculty reported using rubrics for these courses.

In our plan, developed last year, we carried over an indirect method for this learning outcome of administering and collecting voluntary responses on an exit exam/survey from our graduating seniors. This was to be done online and sent out to them. However, and as I discuss in more detail below, we realized this was not going to effectively return enough responses to provide representative information. As a result, we pivoted, and the director of undergraduate studies held an in-person town hall style event with our seniors and other majors to collect indirect data on these concepts. As we state below, this ended being a positive change that will be implemented in our next plan.

Key Findings/Lessons Learned/Next Steps

In our courses that introduce the concepts in this learning outcome, our students surpassed our goal of 70% of students passing. In one course, 95% of students passed and in the other 94%. Our majors performed as well or better than non-majors in both classes, with 95% and 98% passing. Breaking down the quantitative data a bit more, in one of the classes 80% of the students scored over 70% on the assessed exam, and over 50% were above 80%. In the other class, 93% of the students scored 80% or higher on a written assignment that directly assessed students understanding of the concepts of cultural relativism and ethnocentrism. We were pleasantly surprised. These are not simple concepts for students with little anthropological experience to grasp.

These are core concepts in anthropology, and the courses in which we are introducing these concepts are doing an effective job. Faculty, in their qualitative assessment of student performance, noted that they were pleased with the students grasping of these concepts. In addition, they noted that their performance is consistent with previous semesters, giving us a sense of long-term success in relation to this PLO. In addition, these courses cover the two primary subfields, cultural anthropology and archaeology, that address these concepts. This is where we should be introducing these concepts effectively, and we feel like that is happening. We think our students are being set up well in these classes to continue on and learn the nuances and complexity surrounding cultural relativism and ethnocentrism in upper-level courses.

In our courses that assess mastery of these concepts, our students also surpassed our goal, which is that 80% of students passed the related assignment. In the class already in our assessment plan, ANTH 4745, 100% of the majors passed the assignment, and 96% of non-majors passed. In the two other additional courses we assessed, ANTH 4120 and 4340, 100% of the students passed the assignment related to this learning outcome.

Like our introductory courses, we feel that our upper-level courses are effectively reinforcing these concepts. We are particularly pleased with the performance of our majors, who should be getting lessons and assignments/exams related to these concepts in several courses throughout their anthropology curriculum. And, it appears they are, if we are to take their excellent performance in these three classes as a gauge of their overall learning related to this PLO. Faculty qualitative information reinforced the quantitative data, mentioning the nuanced understanding of both concepts the students were able to relay in written and discussion-based assignments. These courses cover all three subfields in our department, so it is also good to see students across the spectrum of anthropological interests showing mastery of these concepts.

As mentioned above, we ran into some difficulties with our indirect measure. To offset this, I held an informal “town hall” with students that volunteered to meet and talk about the major and their learning over the course of their academic career. I had conversations with them and asked them about the concepts in this learning outcome. Every student there expressed they had been introduced these concepts and had them reinforced through multiple upper-level courses. Thus, while we had to shift gears somewhat on the methodology for our indirect measure, we feel that our senior majors feel confident they were introduced and provided opportunities to master the concepts of cultural relativism and ethnocentrism.

Together, our direct and indirect measures indicate that we are introducing and reinforcing the concepts of cultural relativism and ethnocentrism effectively. Given the range of courses and assignments and exams assessed, we feel confident that these findings are representative of the department and how we are teaching these concepts.

As for next steps, we’ll start with the direct measures from classes. We feel the classes currently in our list are good, but we could expand to other courses to capture more diversity within our broad field. We realized that given our course schedule and infrequency of some of the courses listed in our new plan developed last year, that we should add classes to the mastery list. Those that we added optionally here are a good place to start. We will also meet as a group and determine if another 1-2 courses would also be good to make sure we can regularly collect the necessary data.

As for our indirect measures, we realized that student responses on a non-graded, optional senior exit survey have traditionally been very low. With students having several final exams, papers, honors theses, etc. asking them to add one more thing onto their plates at the end of their last semester did not encourage high levels of participation. However, this opened the door to something new—in this case a “town hall” style event with our majors—that ended being even more effective in providing indirect measures. This was not something we had done before, and both the students and I enjoyed a semi-structured conversation about the major, our courses, and their relationship to this and our other PLOs. The format allowed them to bring up related topics that were not captured in the exit survey/exam. We feel that making this an annual event and replacing the exit survey/exam with this is actually a better way to get feedback from our graduating seniors as well as other students at various stages in their academic careers.

Assessment Results for Academic Year

Please provide your assessment results below (i.e. key findings and lessons learned/next steps) for each of the program learning outcomes identified in the reporting schedule as being assessed this academic year. *If more than one program learning outcome was assessed this year, please copy/paste the template below to report assessment results for each additional program learning outcome.*

List the program learning outcome that was assessed:

Through their coursework in anthropology, students **will understand the range of human diversity, both biological and cultural, across space and throughout time,** by examining human evolution, early complex polities, and contemporary groups. This PLO connects with CU Boulder Baccalaureate Learning Goals CCT, INQ, EBA, and CD

Please describe the context of the learning experiences related to this program learning outcome:

Students are introduced to these concepts in our introductory courses, ANTH 2010: Introduction to Biological Anthropology 1, ANTH 2100: Introduction to Cultural Anthropology, and ANTH 2200: Archaeology of Human History. In these classes students gain experience with the concepts related to this PLO through lectures and discussions and hands-on activities in sections/recitations, and are assessed through discussions, writing assignments, and exams.

Then, in six courses—ANTH 3000: Primate Behavior, ANTH 4000: Genetics and Domestication, ANTH 4235: Landscape Archaeology, ANTH 4040: Archaeology of Warfare; ANTH 4505: Globalization, and ANTH 4745: Science, Technology & Society—we assess the mastery of this learning outcome among the students in those classes. In these classes students experience these concepts through directed readings, lectures, class discussions, and hands-on activities, and they are evaluated on their learning about concepts related to this PLO through discussion participation, exams, reflective writing, and formal writing assignments.

Describe Assessment Efforts and Activities

For introducing the concepts, we collected data from the faculty that taught ANTH 2100 in the fall 2024 semester and ANTH 2200 in the spring 2025 semester. This represents all of the times these two courses were taught this year. These courses are open to all students regardless of major or year, but tend to be taken by first-year and sophomore students. These courses are also requirements for our major and thus tend to attract first-year and sophomore anthropology majors. We also included an additional course not on our list at the suggestion of our biological anthropology faculty, ANTH 2020: Human Biological Variation and Adaptation, which was taught spring 2025.

For mastery of the concepts associated with this learning outcome, I collected data from ANTH 3000 (biological anthropology) and ANTH 4745 (cultural anthropology), which are in our plan. None of the other courses in our list were taught this year, so I added two that were being taught in archaeology and biological anthropology: ANTH 4340: Archaeological Method and Theory and ANTH 4120: Social Bioarchaeology. These classes are mostly taken by junior and senior anthropology majors and minors.

Our direct assessment method was to have faculty report quantitative and qualitative data on student performance on an assignment related to this learning outcome. To accomplish this, for each of these classes, I presented the faculty teaching them with forms that had them directly assess an assignment or exam that evaluated student learning about human biological and/or cultural diversity. TAs were not involved in this process; the grades and qualitative assessment were reported from the faculty member directly to the director of undergraduate studies, who compiled the information. The faculty reported a description of the assignment/exam including how they graded it, a breakdown of the scoring by majors and non-majors, and a qualitative evaluation of students' performance. None of the faculty reported using rubrics for these courses.

As mentioned above, in our current plan, we included an indirect method for this learning outcome of administering and collecting voluntary responses on an exit exam/survey from our graduating seniors. We ran into the same problem listed above, so in the town hall event described in the previous PLO, we also discussed this PLO.

Key Findings/Lessons Learned/Next Steps

In our biological anthropology courses that was assessed for introducing this PLO, our students also exceeded our 70% goal. In ANTH 2010, which had two classes in the fall of 2024, 80% of the students across both classes passed an exam that covered the topic of human diversity. In the one class that I got a complete grade breakdown from the faculty member, 85% of students scored 70% or above. I added the follow-up course to 2010, which is ANTH 2020, and in that class in the spring of 2025, 100% of students passed an exam covering this topic. In our cultural anthropology class that was assessed for introducing this PLO, ANTH 2100, 95% of students passed the assignment that assessed their understanding of human diversity. The same percentage applied to majors and non-majors in the class. 74% of the students scored a 90% or above on this assignment. In our archaeology class that was assessed for introducing this PLO, 93% of students passed the exam that assessed their understanding of human diversity. 80% of students scored 80% or above.

Our courses across our three subfields that are introducing students to the concept of human biological and cultural diversity are surpassing our goals. In particular, our cultural anthropology and archaeology courses are very effective. The faculty teaching these classes provided qualitative data that support the quantitative, reporting that students showed a complex and nuanced understanding of human diversity across time (from the archaeology course) and space (the cultural anthropology course). We were not surprised that biological anthropology had scores a little lower. Human biological diversity is not well understood by the general public, and in fact, most people have very wrong information about human race and actual biological variation. Specifically, most people have to unlearn that race is not based in biology but is a cultural construct. Our biological anthropology faculty, despite being well above our goal of 70% of students passing, did mention some areas for improvement in assessing our student learning in their comments. For one, they all mentioned that ANTH 2020 might be a more effective gauge of student learning with this PLO since it more directly addresses modern humans. ANTH 2010 focuses more on our human ancestors, so the connection to our modern diversity can be a bit tougher for students to grasp. The much higher percentage of students passing the exam associated with this PLO in ANTH 2020 seems to provide solid support for their suggestion.

In our biological anthropology classes that assess mastery of this PLO, our students exceeded our 80% passing goal. In ANTH 3000, two exams were assessed, and 94% of students passed the first and 100% of students passed the second. In fact, over 80% of the students earned a 70% or higher on both exams. Majors and non-majors performed almost identically. In ANTH 4120, 100% of students passed the assignment, and they all scored an 80% or higher. They were all majors. In our archaeology class that was assessed mastery of this PLO, ANTH 4340, students 100% of students

passed the assignment. These students were all majors. In our cultural anthropology course that assesses mastery of this PLO, all but one student, who was a non-major, scored 80% or higher on the assignment.

As with our introductory courses, our upper-level courses appear to be effectively reinforcing the concept of human biological and cultural diversity. The scores surpassed our goals here by a significant margin. We think that across our subfields our courses are effectively teaching students accurate information about human diversity. The qualitative data from faculty repeatedly expressed satisfaction with students not only showing understanding of the all the components to human diversity, but with their ability to take what they have learned and apply it to new circumstances and information in hands-on, written, and discussion-based assignments. Faculty also mentioned that these findings are consistent with past scores and performances by students in these classes.

For our indirect measure, again we went with results from our town hall with our majors. The students expressed that they received ample and diverse opportunities to learn about human diversity across all three subfields. They felt like they had a very good understanding of biological and cultural diversity, especially compared to their peers majoring in other fields. They also expressed that the courses reinforced and worked well with one another. That is, they were getting consistent and complementary information and opportunities to display and apply what they had learned. In fact, they seemed a bit disdainful of how much they had to have conversations with friends about incorrect knowledge about human race and cultural diversity. That said, it was good to know that our students have such a good understanding of these concepts that they feel confident teaching others. We feel this is one of the best indirect measures of their learning.

Taking stock of all of these measures, we feel that our courses and the major in general are doing an effective job of introducing and reinforcing the important information anthropology teaches us about human biological and cultural diversity across space and time. We do think our biological anthropology colleagues face a bit more of an uphill battle given the ubiquity of incorrect knowledge about human race in American society, but they are fighting the good fight and winning.

As for next steps, we think that slightly altering our assessed courses might better capture how we are introducing concepts. ANTH 2020 may be a better gauge of how concepts about human biological diversity are being introduced since it actually covers modern humans and our evolution and diversity. We think it might be good in future plans to shift this into the assessment for introducing this PLO in place of ANTH 2010. We feel our other two introductory courses are effectively introducing the concepts associated with this PLO. As for the courses assessing mastery of this PLO, we think those are doing an effective job. We see students across all three subfields scoring very high. Like PLO 1, this was not surprising to us, given that human diversity is a core concept in anthropology. It is one of our unique contributions to social science knowledge. It is good to see our courses introducing and reinforcing this critical part of our field. As mentioned for PLO 1, we also feel like the face-to-face conversation with students about this concept gave us a more nuanced understanding of our how our students feel about their education about human diversity compared to an exit exam. The conversation with students reinforced the quantitative and qualitative data from the courses. Again, we liked how this change in indirect assessment ended up working out.

Assessment Results for Academic Year

Please provide your assessment results below (i.e. key findings and lessons learned/next steps) for each of the program learning outcomes identified in the reporting schedule as being assessed this academic year. *If more than one program learning outcome was assessed this year, please copy/paste the template below to report assessment results for each additional program learning outcome.*

List the program learning outcome that was assessed:

Through their coursework in anthropology, students will **analyze the ways in which the environment influenced/influences humans and the ways in which humans influenced/influence the environment** by studying the long and short term trajectory of human development. This PLO connects with CU Boulder Baccalaureate Learning Goals CCT, INQ, EBA, CD, and PS

Please describe the context of the learning experiences related to this program learning outcome:

Students are introduced to these concepts in our introductory courses, ANTH 2010: Introduction to Biological Anthropology 1, ANTH 2100: Introduction to Cultural Anthropology, and ANTH 2200: Archaeology of Human History. In these classes students gain experience with the concepts related to this PLO through lectures and discussions and hands-on activities in sections/recitations, and are assessed through discussions, writing assignments, and exams.

Then, in six courses—ANTH 3000: Primate Behavior, ANTH 4000: Genetics and Domestication, ANTH 4235: Landscape Archaeology, ANTH 4040: Archaeology of Warfare; ANTH 4505: Globalization, and ANTH 4745: Science, Technology & Society—we assess the mastery of this learning outcome among the students in those classes. In these classes students experience these concepts through directed readings, lectures, class discussions, and hands-on activities, and they are evaluated on their learning about concepts related to this PLO through discussion participation, exams, and formal writing assignments.

Describe Assessment Efforts and Activities

For introducing the concepts, we collected data from the faculty that taught ANTH 2100 in the fall 2024 semester and ANTH 2200 in the spring 2025 semester. This represents all of the times these two courses were taught this year. These courses are open to all students regardless of major or year but tend to be taken by first-year and sophomore students. These courses are also requirements for our major and thus tend to attract first-year and sophomore anthropology majors. We also included an additional course not on our list at the suggestion of our biological anthropology faculty, ANTH 2020: Human Biological Variation and Adaptation, which was taught spring 2025.

For mastery of the concepts associated with this learning outcome, I collected data from ANTH 3000 and ANTH 4745, which are on our plan list of courses. None of the other courses in our list were taught this year, so I added two that were being taught across our subfields: ANTH 4340: Archaeological Method and Theory and ANTH 4120: Social Bioarchaeology. These classes are mostly taken by junior and senior anthropology majors and minors.

Our direct assessment method was to have faculty report quantitative and qualitative data on student performance on an assignment related to this learning outcome. To accomplish this, for each of

these classes, I presented the faculty teaching them with forms that had them directly assess an assignment or exam that evaluated student learning about human-environment interactions across time and over space. TAs were not involved in this process; the assessment was done entirely by the faculty member teaching the course. The faculty reported a description of the assignment/exam including how they graded it, a breakdown of the scoring by majors and non-majors, and a qualitative evaluation of students' performance. None of the faculty reported using rubrics for these courses.

As mentioned above, in our current plan, we included an indirect method for this learning outcome of administering and collecting voluntary responses on an exit exam/survey from our graduating seniors. We ran into the same problems listed above in PLO 1, so in the town hall event described in the previous PLOs, we also discussed this PLO.

Key Findings/Lessons Learned/Next Steps

Across all our assessed introductory courses, the students exceeded the goal of 70% of students passing the assignment/exam used. In our biological anthropology courses that were assessed for introducing the concepts associated with this PLO, 92% of students passed the exam used in ANTH 2010 and 84/85 students passed the exam used in ANTH 2020. 83/85 scored an 80% and above. In our archaeology course assessed, 83% and 86% of students passed the two exams used. In the cultural anthropology course assessed, 94% of students passed the assignment used. No faculty reported using rubrics in their grading.

We were pleased with the results from our classes introducing the concepts associated with this PLO. And, faculty mentioned these numbers are consistent with past semesters. Human-environment interactions are just a bit of a hotbed political topic these days, to state the obvious. Our courses strive to introduce students to a wide range of anthropological studies and what they tell us about the range of human-environment interactions throughout time (going all the way back to our hominin ancestors) and around the globe. Across all three subfields, a very high percentage of students passed the assignments/exams that assessed learning of concepts associated with this PLO. We feel very good about our biological anthropology and cultural anthropology courses and their teaching of this PLO. The qualitative assessments from faculty in these classes expressed pleasure with the students grasp of human-environment interactions as it relates to human evolution and across the modern world. We feel our students focused on these subfields are being well prepared for more complex discussions of these concepts in upper-level courses. We are also happy with the archaeology course, but we were a bit surprised at first that the numbers were a bit lower than the other subfield courses. Human-environment interactions have been a core subject of study in this subfield since its inception in the 1800s. However, the faculty qualitative data shed some light on this. Reconstructing past environments and human impacts on them requires a complex and diverse set of archaeological methods and theory that can be difficult for new students in the field to fully grasp. As you'll see below, our archaeology-focused majors performed very well on the mastery part of this PLO. Our archaeologists agreed that understanding the nuts and bolts of how archaeology helps us understand past human-environment interactions might just take a lot of examples and hands-on learning before students fully grasp these concepts. That said, we are still well above our goals, but we think there can always be room for improvement. We are discussing activities, examples, and topics for recitations in ANTH 2200 that might improve our already solid numbers and set even more students up for success in upper-level courses that continue to discuss these topics and concepts.

For the biological anthropology courses that assessed mastery of this PLO, our students exceeded our goal of 80% passing. In ANTH 3000, two exams were assessed, and 94% of students passed the first and 100% of students passed the second. In fact, over 80% of the students earned a 70% or higher on both exams. Majors and non-majors performed almost identically. In ANTH 4120, 86% of

students passed the assignment, and in fact those students who passed all earned an 80% or above. All of the students were majors. In our archaeology course, ANTH 4340, 89% of students passed the assignment, and 84% earned an 80% or higher. All of these students were majors. In our cultural anthropology course, ANTH 4745, 37/38 students passed, and they all scored an 80% or above.

We were very pleased with our upper-level courses reinforcing anthropological concepts surrounding human-environment interactions. In fact, the qualitative data from faculty mentioned that most of the non-passing grades we students who did not complete the assignment or exams, not students failing to grasp the concepts. In particular, we were very pleased with the performance of our majors. The appear to be learning and able to apply knowledge about long-term human-environment interactions across the subfields and in several different contexts. Circling back around to the archaeology discussion above, it appears that our curriculum is catching up to the other subfields during the upper-level courses. ANTH 4340, in particular, has students doing several hands-on activities and using actual datasets from research. These appear to be helping students master this PLO.

In the indirect measure, the discussion with our senior majors, they not only expressed satisfaction with their education on human-environment interactions, but several of them engaged in honors theses or other research outside the classroom addressing this topic directly or related topics. Thus, they are getting ample opportunities to apply their knowledge and pursue interests in this topic. All of these findings from this conversation indicates that students are learning a lot about the topic; enough in fact to get interested in it and pursue those interests. The one area for improvement that students brought up is that sometimes the gap between the introductory courses and the upper-level courses can be a bit of a shock. Concepts are introduced in the 2000-level courses and the expectation of how much they should know in a 4000-level course can leave them feeling like they missed something.

As for next steps related to this PLO, we feel that our courses are doing a very good job of introducing and reinforcing concepts around long-term humane-environment interactions across all three subfields. But, there is area from improvement. To continue to improve our outcomes in archaeology, and as mentioned above, some small changes to ANTH 2200 are being discussed, and we also have a number of upper-level courses that address these topics we could teach more often. We currently do not have a 3000-level archaeology course that bridges the introductory course with the upper-level courses. Perhaps one that focuses on human-environment interactions or has components within it that address this topic would be a good way for students to build their understanding over time. As a faculty, we have discussed more 3000-level bridging classes across all the subfields and will begin to introduce some next academic year. We think these may help students feel less of a shock between the introductory and upper-level courses on a lot of topics and concepts, including human-environment interactions. We think continuing to assess ANTH 4340 will be a good measure in addition to the courses already listed. For biological anthropology, continuing to assess ANTH 4120 also seems to be a good way to further assess mastery of this PLO and capture the breadth of this broad subfield. As stated above, we are pleased with the process and findings from the town hall conversation, and we'd like to make that an annual event between the director of undergraduate studies and students. We're not sure the conversation around 3000-level courses would have come to light without this conversation.

Assessment Results for Academic Year

Please provide your assessment results below (i.e. key findings and lessons learned/next steps) for each of the program learning outcomes identified in the reporting schedule as being assessed this academic year. *If more than one program learning outcome was assessed this year, please copy/paste the template below to report assessment results for each additional program learning outcome.*

List the program learning outcome that was assessed:

Through their coursework in anthropology, **students will apply anthropological knowledge to pressing social issues** by debating current events. This PLO connects with CU Boulder Baccalaureate Learning Goals CCT, INQ, CD, PS, and CE.

Please describe the context of the learning experiences related to this program learning outcome:

Students are introduced to these concepts in our introductory courses, ANTH 2010: Introduction to Biological Anthropology 1, ANTH 2100: Introduction to Cultural Anthropology, and ANTH 2200: Archaeology of Human History. In these classes students gain experience with the concepts related to this PLO through lectures, discussions and hands-on activities in sections/recitations, and are assessed through writing assignments, quizzes, and exams.

Then, in six courses—ANTH 3000: Primate Behavior, ANTH 4000: Genetics and Domestication, ANTH 4235: Landscape Archaeology, ANTH 4040: Archaeology of Warfare; ANTH 4505: Globalization, and ANTH 4745: Science, Technology & Society—we assess the mastery of this learning outcome among the students in those classes. In these classes students experience these concepts through directed readings, lectures, class discussions, and hands-on activities, and they are evaluated on their learning about concepts related to this PLO through discussion participation, exams, reflective writing, and formal writing assignments.

Describe Assessment Efforts and Activities

For introducing the concepts, we collected data from the faculty that taught ANTH 2100 in the fall 2024 semester and ANTH 2200 in the spring 2025 semester. This represents all of the times these two courses were taught this year. These courses are open to all students regardless of major or year, but tend to be taken by first-year and sophomore students. These courses are also requirements for our major and thus tend to attract first-year and sophomore anthropology majors. We also included an additional course not on our list at the suggestion of our biological anthropology faculty, ANTH 2020: Human Biological Variation and Adaptation, which was taught spring 2025.

For mastery of the concepts associated with this learning outcome, we collected data from ANTH 3000 and ANTH 4745, which are on our plan list of courses. None of the other courses in our list were taught this year, so I added two that were being taught across our subfields: ANTH 4340: Archaeological Method and Theory and ANTH 4120: Social Bioarchaeology. These classes are mostly taken by junior and senior anthropology majors and minors.

Our direct assessment method was to have faculty report quantitative and qualitative data on student performance on an assignment related to this learning outcome. To accomplish this, for each of

these classes, we presented the faculty teaching them with forms that had them directly assess an assignment or exam that evaluated student learning. This one is a bit different from the previous PLOs, in that it is not tied to a specific concept but is about applying anthropological knowledge in general to pressing issues. As a result, we made sure to prompt faculty to provide a detailed description of the assignments and with what issue they had students engage. TAs were not involved in this process; the assessment was done entirely by the faculty member teaching the course and results sent to the director of undergraduate studies for compiling. The faculty reported a description of the assignment/exam including how they graded it, a breakdown of the scoring by majors and non-majors, and a qualitative evaluation of students' performance. None of the faculty reported using rubrics for these courses.

As mentioned above, in our current plan, we included an indirect method for this learning outcome of administering and collecting voluntary responses on an exit exam/survey from our graduating seniors. We ran into the same problems listed above in PLO 1, so we pivoted to the town hall event described in the previous PLOs, and we also discussed this PLO.

Key Findings/Lessons Learned/Next Steps

Across our assessed introductory courses, our students exceeded our goal of 70% of them passing. In the introductory biological anthropology courses, two ANTH 2010s, 92% and 94% of the students passed the assessed quiz that covered evolution and human sexuality. In the first, the entire 92% scored above 90%. In the second, 85% scored above 70%. We also collected data from ANTH 2020, and 97% of students passed a writing assignment about scientific literacy and online sources of scientific information. In our introductory archaeology course, 139/140 students passed an exam that evaluates students on their understanding of the archaeological study of the African Diaspora and enslavement and how it relates to conditions today. Breaking down these results a bit further, 69% of the students scored a 90% or above. In our introductory cultural anthropology course, 95% of students passed a writing assignment in which they conduct and write about ethnographic work they did related to an important current issue and a point of view different from their own. 93% of the students scored an 80% or above on this assignment.

We were pleased with the results from these courses. The assignments clearly evaluated this PLO, and the performance across all of the classes was well above our goal of 70% of students passing. This is perhaps the PLO where we feel the most confident that all of our courses, across all the subfields are doing a very effective job of introducing how anthropology can help us understanding and provide solutions to current problems we face. Our faculty are using innovative evaluation methods and clearly getting these concepts across to students effectively. We were a bit surprised by how high these numbers were given that most students in an introductory anthropology course are new to the discipline. To not only understand the basics but also see how they can help us address modern problems is no small feat. In the qualitative assessment, faculty across all of these courses expressed how impressed they were with students' ability to process complex concepts and then identify how the relate to and can help with modern issues.

In our upper-level courses, the students also exceeded our goals for mastery of this PLO. In our biological anthropology courses, students performed very well. In ANTH 3000, 94% of students passed one exam and 100% passed another. In ANTH 4120, 13/14 students passed a writing assignment on migration and the social and health experience of migrants. In our archaeology course, ANTH 4340, students all of the students earned a 90% or above on a reflective writing assignment in which we read and discussed examples of engaged, community-based archaeology and then the students wrote a piece on their ideal archaeological project and how they would use it to engage with and help modern communities. In the cultural anthropology course, ANTH 4735, 37/38

students passed a writing assignment in which they had to pick a science and technology topic that is deemed controversial, discuss the controversy, and address who it impacts and how.

We were very pleased with these results. They were less surprising than the introductory courses because most of us in the department conduct work that engages with modern issues and bring those interests into the classroom in our upper-level courses. These courses also tend to be much smaller than our introductory courses, allowing for more discussion, group work, and hands-on learning. In the qualitative assessments, faculty consistently expressed how impressed they were with students' ability to apply what they've learned to current issues. In discussions related to these assignments, they also noted how well students were able to express their view and have civil and productive conversations with their classmates.

In my conversation with students, which was our indirect measure, I found similar patterns to our last PLO. That is, students not only felt they were getting consistent messaging on how anthropology can offer solutions to modern problems, but also that they were getting a lot of examples and a lot of opportunities to discuss and debate these topics. Those students that had engaged in research in their time here also felt strongly encouraged by faculty to think about how their work engages with related communities. The one area for improvement that came out of this discussion was that students would have liked to have had more opportunities to engage in research both in and outside the classroom throughout their careers.

As for next steps, we think our introductory and upper-level courses are effectively introducing and reinforcing how to apply anthropological knowledge to current issues by giving students ample opportunities in discussions, exams, and writing assignments to express their views and think creatively. I think the additional courses assessed here should continue to be part of our assessment. We also have a few courses that were not taught this last year that would be very relevant to this topic, like Contemporary Archaeology and Historical Archaeology that both explicitly address how this subfield tackles pressing issues. When those are taught next year, we will include them in next report. The indirect assessment findings agree with our direct assessment findings in that students feel like the classes are helping them to learn about and apply anthropological knowledge to current issues. The one area we can improve upon is the application part, when it comes to opportunities outside the classroom. One solution may be devoting some department funds to small internal grants for students to assist faculty on research. We have also begun discussing reinstituting a capstone course for all majors, where the focus would be on learning research methods and conducting research. If we made part of the focus engaged research, it would give students a credit-based option for getting research experience. Related to this, promoting internships, which are already part of our curriculum, among our faculty would provide another credit-based opportunity for students.

Supplemental Material

Across the four PLO reports above, we mention the future steps and some that we have begun to take already. We wanted to add this supplemental section to make sure those disparate pieces were brought together in one place. As we compiled these data throughout the year, some preliminary results became clear. During our bi-weekly faculty meetings, the undergraduate director provides an update, and we discussed some of these patterns in those updates. In this way, we were hoping to not wait for yearly cycles to start implementing improvement but to be able to be a bit more responsive on the smaller things we felt confident could be done. As we mentioned above, one consistent suggestion by our students and pattern from the data are that more courses that bridge our introductory and upper-level courses would be helpful. ANTH 3000, which was part of this assessment, is a good example to build upon. Some faculty have already started the process of proposing new courses in that mold.

Now that we have the entire dataset and have summarized the findings, the curriculum committee (director of undergraduate studies and three appointed faculty) and the chair will review the findings and compile a list of suggested changes. This will be combined with all of our findings from the town hall conversation with our majors. Together, these findings will be the basis for a conversation in the fall semester about needed curriculum changes. This will become a part of our annual pre-fall semester retreat.

As for working solutions right now, we have begun adding more bridging courses. At our retreat, we will have a conversation about small changes to our introductory courses where we noted some small areas for improvement in the reports above. We will also have a conversation about how to increase research opportunities for students both in and outside of the classroom. Our curriculum already has research-focused classes; however, they have not been taught in some time. One easy solution could be reviving them. For outside the classroom, we need to devise the best methods for connecting faculty and graduate students, who have need for research assistants, to interested undergraduates. We also need to discuss funding for students doing that work.

CU Boulder Annual Student Learning Assessment Report:

AY2023-24 (Year 1 of 3-Year Assessment Plan)

Undergraduate Program in Chemistry

In this document, you will be asked to provide your program information and a description of your assessment reporting

Program Information

Program Name:	Chemistry
College:	Arts and Sciences
Program Chair:	Dr. Wei Zhang
Academic Years (AY) Included in Plan	
1st AY:	2023-24
2nd AY:	2024-25
3rd AY:	2025-26
Assessment Liaison/Coordinator:	Dr. Matthew Wise
Email:	Matthew.wise@colorado.edu
Phone:	303-476-8724

Date Report Submitted (for ODA use only):	[due by June 30 each year]

Program Learning Outcomes (PLOs) & Reporting Schedule

	Program Learning Outcome (PLO)	Reporting Schedule		
		1st AY (Y/N)	2nd AY (Y/N)	3rd AY (Y/N)
1	use chemical models to describe the behavior of matter and analyze chemical problems		x	
2	make quantitative predictions based on chemical models.	x		
3	know and demonstrate appropriate safety practices in the laboratory.			x
4	develop a scientific hypothesis and conduct an appropriate investigation using a safe and technically sound approach.	x		
5	communicate chemical knowledge and research results clearly in either written or oral format.	x		
6	utilize a range of scientific apparatus and instruments to synthesize molecules, measure their properties, or quantify the amount of a substance.			x
7	demonstrate critical thinking skills and logical approaches to problem solving		x	

Assessment Results for Academic Year

Provide assessment results below (i.e. key findings and lessons learned/next steps) for each of the PLOs identified in the reporting schedule as being assessed this academic year. *If more than one PLO was assessed this year, copy/paste the template below to report assessment results for the additional PLOs.*

List PLOs that were assessed

PLO 2. Make quantitative predictions based on chemical models.

PLO 4. develop a scientific hypothesis and conduct an appropriate investigation using a safe and technically sound approach.

PLO 5. Communicate chemical knowledge and research results clearly in either written or oral format.

Describe Assessment Efforts and Activities

PLO 2 – CHEM 3321: Oxidation of Alcohols Prelab Quiz. The average score for students is at least 70% on this quiz. This prelab quiz contains several questions about describing and predicting the outcomes of oxidation reactions.

PLO 2 - Chem 4181: Para-nitrophenol (PNP) lab report; 70% of students in the 4181 course will be able to use the standard addition method to determine the concentrations of 2 samples are closer to each other than would be predicted by the calibration curve method. Chem 4181 is taught in the spring semester. TAs grade lab reports using a rubric. Lab director will check the calculations part of the lab report to make sure students calculated reasonable values.

PLO 4 - CHEM 3341: Aldol Condensation Lab Report. The average score for students is at least 70% on this lab report. This experiment requires students to synthesize tetracyclone by performing a double aldol condensation between benzil and 1,3-diphenylacetone. The students then purify the product by recrystallization and characterize it by NMR and MP. (Note that this course is open to both majors and nonmajors.)

PLO 4 - Chem 4181: Student choice project lab report. 80% of students in the 4181 class will receive a passing grade on their final student choice project proposal and will complete the project they propose with results (either values for their analyte or enough data to justify why they would not see their analyte) without getting hurt. CHEM 4181 is offered in the Spring semester. In the final project for 4181 students design a project and complete it using instrument and chemistry principles they learned about in Chem 4171. They propose a final project for an experiment that they complete. Proposals are graded by TAs with input from faculty/lab director.

PLO 5 - CHEM 1400: Poster Presentation; 80% of students will create and present a scientific poster at a poster session; Students in CHEM 1400 engage in a semester long research project and present it at an end of semester poster session.

PLO 5 - Chem 4181: Student choice project lab report. 80% of students in the 4181 class will receive a passing grade on their final student choice project lab report and presentation. CHEM 4181 is offered in the Spring semester. In the final project for 4181 students design a project and complete it using instrument and

chemistry principles they learned about in Chem 4171. They write a final group report and give a group presentation. Presentations are graded by TAs and the instructor of the course. Lab reports are graded by TAs.

Key Findings/Lessons Learned/Next Steps

PLO 2 – CHEM 3321: Oxidation of Alcohols Prelab Quiz - the average grade was 15.7/20 (79%). 209 students took the quiz.

PLO 2 - Chem 4181:

KEY FINDINGS AND LESSONS LEARNED: This PLO tests almost all the techniques learned in the first semester of this course (Chem 4171) and their ability to bring the techniques together to get a final number for a sample where the answer is known. Areas where student struggled varied. Even some students who met the metric struggled in one or more of the required skills above.

1. This PLO tests the students abilities to make the samples (incorrect or sloppy sample preparation led to incorrect answers).
2. This PLO also tests the students' abilities to collect data on the UV/vis spectrometer with proper dark and background correction. This was an instrument the students had used previously so TAs tended to offer less 1:1 support to students in using the instrument (though they still had a handout with instructions available and a video on how to use the instrument available to them to watch before class).
3. This PLO also required the students to understand the calibration curve and the standard addition methods and the calculations associated with both methods. Some students met the criteria of the PLO but still missed a final dilution step in their calculations.

FUTURE STEPS: Realizing where specifically students struggled in this review experiment allowed us to go back to the class and give a review lecture on the dilutions associated with the standard addition method (the area where several students made mistakes) which hopefully will help them when they do their end of year independent projects. It will also guide us on areas where we can emphasize this topic in future Chemistry 4171 courses and where to remind teaching assistants to watch for mistakes when grading lab reports in both courses.

CONCLUSIONS: The PNP experiment is a bit of a review from the Chemistry 4171 course that we do in the Chemistry 4181 course (the second semester of the series). This experiment has many advantages that not all the other experiments in the Chemistry 4171 course have. First of all, since the samples are made by the lab director, not unknown samples, deviations from the known answer is known to be caused by a student mistake in either their experiment or calculations. This allows us to determine where students are struggling and to address the issues and misconceptions before students start their end of year projects they do during the last half of the semester. This experiment is less interesting to students than most experiments we do in the course, since samples are not real-life samples, but it serves as a good mid-series check of students before moving on to more complicated experiments and techniques.

PLO 4- CHEM 3341: Aldol Condensation Lab Report - the average grade was 27.3/30 (91%). 125 students took the quiz.

PLO 4 – CHEM 4181: Student choice project - In the Spring 2024 semester there were 27 students taking Chemistry 4181. There were 3 sections and students were broken up into groups of 2 or 3. Students spend the final 6 weeks of the semester working on a project they design using techniques and concepts they learned in the first semester of the class (Chem 4171) and in the first half of the class. Group proposals are submitted after consultation with the lab directors and the TAs. Students then work as a group and complete the project in the lab. Of the 27 students who handed in proposals, all 27 of them (100%) submitted proposals that received a passing grade. This means the proposals were written such that the lab director and TA felt that the projects could be completed using the equipment available in the lab and in the 6 weeks they had available to work. There were zero accidents leading to injury meaning 100% students completed their projects without getting hurt. Seven of the ten groups (so 16 students out of 27, or 66%) were able to successfully complete their experiments meaning they were able to find out how much of the analyte they were looking for was in their samples. 100% of the students were either able to complete the experiment or knew why they were not able to detect enough of their analyte to quantify it either due to instrument limitations or properties of the samples that made detection difficult.

KEY FINDINGS AND LESSONS LEARNED: This PLO tests the students' ability to independently come up with and execute an independent project. This may be one of the more challenging assignments in the major since students are not given as much guidance as they are in other experiments.

1. In order to successfully complete this experiment students must first come up with a project idea. This can be daunting to students who have mostly had experiments spelled out for them. They are encouraged to look in the Journal of Chemical Education for project ideas, they discuss project ideas with the TAs in the weeks leading up to their submission and for one group we sent them some article ideas when they were struggling to come up with ideas. All the projects were experiments where students needed to find an amount of analyte in a sample they provided. Examples included finding how much copper there is in rosin or how much iron there is in apples.
2. Several ideas were rejected by the lab coordinator or the TAs prior to their idea submission due to equipment concerns, safety concerns or time constraints. This means that several groups ended up exploring more than one project.
3. Students then needed to complete their projects. This often required them to use the instructions they came up with and to really understand every step in their method. This was often difficult for students because they needed to really understand what each step was requiring without as much help from TAs or other groups since these projects had not been completed in the class before. Students often had to do things that are not typically required of them such as making their own stock solutions and mobile phases and figuring out the digestion process for each of their samples.
4. Students needed to determine if their results made sense and modify their experiments if they did not. This is often where students struggled the most. If the method does not work, they need to, with the help of the TA and lab coordinator, figure out why it is not working and how they should modify the experiment if it did not. We saw this for several groups this semester. For one group the digestion technique did not work as expected so they needed to, with help, determine a new digestion technique. For one group the peaks were not separating on the HPLC column, so they needed to adjust the solvent method to get better separation and then adjust it again to get all the sample to come off the column. Some experiments worked as expected but several did not. This was a good learning experience for the groups that needed to modify their experiments from what was in their proposals.
5. Students needed to practice good safety techniques when doing their experiments. Since these are new experiments that have not been done before in the labs students needed to be aware of the

chemicals they were using and safety issues in the techniques they were proposing. All students looked up the SDS sheets and NFPA labels for all the chemicals they used. Students also discussed with their TAs any potential safety issues and needed to be aware of what was going on around them when they were doing their experiments.

FUTURE STEPS: The metric we used for this experiment was if students were able to design a project and safely complete the experiment find how much analyte was in their samples or to determine why they were not able to find it using the technique they were using. This metric was met however only 66% of the groups were able to detect their analyte. This semester we had a larger number of projects that were outside of projects that had been done in the class before. There were a couple of groups that were not able to find how much analyte they had but their experiments were hard enough that they had to do significant trouble shooting on their projects trying to get results. This trouble shooting process, done with feedback from the lab coordinator and the TAs, led to enhanced learning experiences for the students and likely did not indicate a failed experiment. I think in the future our goals for approving processes should focus as much on potential for learning experience as it does on potential to get results. This will need to be balanced though with the need for students to feel a sense of completion from the project since it is their final project in the major (typically) and it is important that they leave the major feeling like they successfully accomplished something.

CONCLUSIONS: The student choice project is a fun final project for students in the Chem 4181 class. Students learn a lot about designing and implementing an experiment on their own using methods they have been learning about the whole year up until the project. Students have the opportunity to choose projects that align with their interests and gain skills they think they will need after graduation. The goal of this PLO was initially to have students successfully complete their experiments but several students who did not end up successfully completing their project may have gotten more out of the experience than some students who did complete the projects. Future PLO assessment goals should take this into consideration.

PLO 5- CHEM 1400: Poster Presentation - CHEM 1400 had an enrolment of 142 students. These students were divided into groups of 3-4 at the beginning of the semester and were asked to come up with a research project in the general areas of chemistry and biochemistry. The students would pick a subject that they found interesting and evaluate the current scientific literature to further their understanding of their chosen subject. At the end of the semester, the students would showcase their literature research through a poster presentation. The poster session was held in JSCBB and the chemistry and biochemistry faculty, graduate students, and post-doctoral associates were invited to attend. The posters were graded by the Instructors and the TAs. The students also voted on the best three posters. Every student in the class participated in this group research project. The average score for the poster itself was 91.1%. The average score for the presentation was 92.1%.

KEY FINDINGS AND LESSONS LEARNED: There are many areas where this Group Project/Poster Presentation lead to student learning.

1. Literature Search: Students are exposed to literature searches via the use of the Pubmed website.
2. Reading Scientific Papers: This is the first-time students are exposed to original research articles. While their comprehension of these articles will improve over the student's college career, they begin to realize the importance of the Scientific Method and how knowledge is advanced. With the help of TAs and the Instructor, the students gain the ability to think analytically and critically when presented with a research article.
3. Collaboration: Through their weekly meetings with their group members, students realize the power of collaboration with their peers.

4. Generation of a Poster: Students work collaboratively to generate a cohesive and robust poster that is interesting and focused. Among other things, they understand when a scientific figure is better suited to illustrate a concept versus a lengthy description. They learn about the general "flow" of the poster that is interesting to the viewer and provides just the right number of details without being too verbose. The students also learn how to cite references.
5. Presentation Skills: All group members take turns presenting their semester-long work during the poster presentation. This is the first time in this college career, students must explain their work and field questions from faculty and from their peers. This experience is invaluable because it lays the foundation for their undergraduate research career as chemistry and biochemistry majors.

FUTURE STEPS: As an instructor, it has been a challenge to decide how much independence to give the students in choosing their topic of interest. Too much independence can lead to the generation of a poster that is generalized and lacks a focused area of interest. If students are not given sufficient independence, then their ability to critically evaluate pertinent scientific concepts can suffer. The role of TAs to guide the students here is of utmost importance. In the future, I will be providing help to the students by having TA Help room hours exclusively for help with their posters a few times a semester. In addition, I will be available as well during my office hours for help with posters exclusively.

CONCLUSION: Based on the surveys from students, attending faculty, and TAs, the poster session has been a huge success. Most students find this part of the class to be engaging and gain a tremendous amount of knowledge not only on the scientific concepts, but also how to find content, appropriately evaluate it, and present it to an audience.

PLO 5 – CHEM 4181: Student choice project - In the Spring 2024 semester there were 27 students taking Chemistry 4181. There were 3 sections and students were broken up into groups of 2 or 3. Students spend the final 6 weeks of the semester working on a project they design using techniques and concepts they learned in the first semester of the class (Chem 4171) and in the first half of the class. Students complete their projects, do a presentation on their results, get feedback from the class, the TAs and the lab coordinators, and then submit a final group report on their project incorporating their results and feedback from their presentations. All 27 students were broken up into 10 groups. Of the 10 groups who handed in proposals, all 10 of them (100%) submitted lab reports that received a passing grade. The highest grade was a 96% and the lowest grade was a 76%.

KEY FINDINGS AND LESSONS LEARNED: This PLO tests the students' ability to present their results in a written format and to work as a group.

1. It is not surprising that students did well on this final report because this is a skill that is practiced in several classes in the Chemistry Department. Students start writing lab reports for this class in the previous semester (CHEM 4171) and they also have practice writing lab reports in several other lab classes in the department.
2. Students tend to find this final lab report easier than other lab reports because they had been working on the project for the previous 6 weeks. They designed and completed the projects so more than anyone they are the experts on their projects.
3. When presenting their data in the project presentations students are able to present their results before having to write the report. This gives the TAs and professor a chance to correct any misconceptions about the data the students are presenting and to help students determine limitations of their data.
4. This report is the first time in the chemistry major that students write a group report and this format is hard for some students. This is an important skill though because both in academia and industry positions reports and papers are written in collaboration with other scientists.

FUTURE STEPS: The metric we used for this PLO was if students were able to present their results in a final lab report format. This is a very important skill for chemists to have since in addition to knowing how to do the technical aspects of chemistry students need to know how to present their technical results in order to be successful in the future. This is a skill that is practiced a lot in the chemistry department, and it is not surprising that at the end of their careers all the students in the class were able to do it. Some students did struggle with the fact that the report needed to be written as a group report though. It might be worthwhile to think about if one or more of the other reports students need to submit in the major should also be a group report to give students more practice on this aspect of learning.

CONCLUSIONS: The student choice project is a fun final project for students in the Chem 4181 class. Students learn a lot about designing and implementing an experiment on their own using methods they have been learning about the whole year up until the project. For their final report students are required to summarize what they were able to learn about their system and present their results in a scientifically rigorous way. They write the final report as a group and share the grade with the group. Students did well on this project as writing reports and presenting scientific results is something that is emphasized in this department.

CU Boulder Annual Student Learning Assessment Report
Academic Year 2025–26
(Year 1 of 3-Year Assessment Cycle)
| Environmental Studies (BA) | Department of Environmental Studies | College of Arts & Sciences |

Program Information

Program Name:	Environmental Studies (BA)
College:	Arts & Sciences (A&S)
Program Chair:	Prof. Amanda Carrico (Department Chair); Prof. Jill S. Litt (Associate Chair, Undergraduate Studies)
Assessment Liaison:	Nirav Patel, Assistant Teaching Professor
Email:	nirav.patel@colorado.edu
Year 1 (this report):	AY 2025–26 — PLOs 1 and 2
Year 2:	AY 2026–27 — PLOs 3 and 4
Year 3:	AY 2027–28 — PLOs 5 and 6

Program Learning Outcomes & Reporting Schedule

	Program Learning Outcome (PLO)	Yr 1	Yr 2	Yr 3
1	Integrate scientific principles of earth systems and human-environment interactions, understanding of perspectives and values, and practical responses in the study of environmental problems and proposed solutions	Y	N	N
2	Evaluate different sources, claims, and data for environmental topics and construct their own arguments	Y	N	N
3	Produce an independent research-based analysis of an environmental issue	N	Y	N
4	Evaluate contrasting perspectives on and values for environmental issues	N	Y	N
5	Generate effective communication about environmental topics in written and oral format	N	N	Y
6	Evaluate how environmental movements, policies, decision-making processes, benefits, information, and burdens are shaped by and influence systems of exploitation and inequality	N	N	Y

Assessment Results: PLO 1

Program Learning Outcome Assessed

- PLO 1: Students will integrate scientific principles of earth systems and human-environment interactions, understanding of perspectives and values, and practical responses in the study of environmental problems and proposed solutions.

Context of Learning Experiences

- PLO 1 sits at the core of the ENVS BA mission. It asks students to move beyond siloed understanding of environmental science, social perspectives, and policy responses, and instead integrate these dimensions when analyzing environmental problems. In the curriculum map, PLO 1 is introduced in the two foundational courses (ENVS 1000 and ENVS 1001), reinforced in intermediate coursework (ENVS 303x, ENVS 3020), and emphasized in upper-division cornerstone and capstone experiences.

- ENVS 1000 (Introduction to Environmental Studies) is the primary introductory science course in the major. Students engage with earth systems science, biodiversity, pollution, energy systems, and human health through an integrated textbook platform with weekly chapter quizzes, interactive data analysis exercises, in-class polling, multimedia case studies, and five summative module exams across the semester.

- ENVS 1001 (Introduction to Human Dimensions of Environmental Studies) is a required introductory science course which surveys themes within the environmental social sciences and emphasizes development of critical thinking, quantitative, and written communication skills. Through weekly quizzes, in-class exercises, and recitation assignments as well as biweekly writing assignments, a comprehensive exam and collaborative group project, students engage with key concepts characterizing the social aspects of human-environment interactions as organized into five mediators: knowledge production and use; psychology and values; economies and markets; policy, politics and governance; and power, conflict, and social mobilization.

Assessment Efforts and Activities

Overview: To provide a robust and multi-dimensional picture of student learning, we collected multiple sources of both direct and indirect evidence from ENVS 1000 across both semesters of AY 2025–26. The course was taught as multiple sections and common lecture by the assessment liaison (Nirav Patel), which facilitated consistent data collection. Total enrollment across both semesters was 463 students (Fall: 323; Spring: 140). Assessment data was compiled and analyzed by the assessment liaison (Nirav Patel) using Canvas grade exports.

Direct Measure 1 - ***Graded Online Textbook Assessments (Chapter Quizzes):*** Consistent with the assessment plan, chapter quizzes served as the primary direct measure. These are weekly online assessments integrated with the course textbook that scaffold student learning in analyzing and evaluating environmental issues across Bloom's taxonomy levels. The Canvas category final score (composite percentage across all chapter quizzes) was used as the metric.

Direct Measure 2 -*Summative Module Exams (supplementary):* In addition to the planned chapter quizzes, we collected data from the five summative module exams administered each semester. Module exams require students to synthesize and apply concepts across multiple chapters, directly testing the integration that PLO 1 demands. Including this supplementary measure strengthens the assessment through triangulation across formative and summative assessment types.

Direct Measure 3 - ***Case Study Assignments (supplementary):*** We also collected data from the six case study assignments within the Data Analysis and Statistics category. These assignments ask students to apply scientific principles to specific real-world environmental scenarios, requiring integration of scientific understanding, stakeholder perspectives, and practical responses; directly aligned with PLO 1. Student averages across all case study assignments were used as the metric.

ENVS 1001 - Direct Evidence:

ENVS 1001 was taught by Carrie Vodehnal (Associate Teaching Professor) in both semesters of AY 2025–26. For PLO 1, the instructor identified 10 final exam questions aligned with the integration of scientific principles, perspectives and values, and practical responses to environmental problems. Topics covered by these questions include systems thinking and feedback loops, environmental values and behavior, common-pool resource governance, environmental justice and cumulative risk analysis, environmental policy instruments (cap-and-trade, Pigouvian taxes), social norms, and social mobilization. Student scores on these 10 PLO 1-aligned questions were computed as a percentage (out of 10 points). Fall 2025: n=160 students. Spring 2026: n=130 students. Assessment data was compiled by Dr. Carrie Vodehnal (course instructor) via Canvas grade exports and reported by Dr. Nirav Patel (assessment liaison).

Indirect Evidence (ENVS 1000):

While direct measures capture whether students are meeting proficiency thresholds, indirect evidence provides insight into the learning environment that produces those outcomes; whether students perceive they are developing the skills PLO 1 describes, and whether instructional practices are deliberately fostering integration. Three sources of indirect evidence were collected from ENVS 1000, where the assessment liaison had direct access to student evaluation data and participated in the department's QTI peer observation process. Indirect measures were not collected from ENVS 1001 during this cycle; the program will explore extending indirect evidence collection to additional courses in future years.

- **Indirect Measure 1 -** ***Faculty Course Questionnaire (FCQ ENVS 1000 only):*** Student evaluations were collected at the end of each semester (Fall: n=188, 58.2% response rate; Spring: n=85, 60.7% response rate). Q3 (“Connect my learning to real world issues or life experiences”) and Q2 (“Reflect on what I was learning”) are directly relevant to PLO 1.
- **Indirect Measure 2** - ***QTI Peer Observation and Faculty Self-Report*** (***ENVS 1000 only):*** A formal classroom observation was conducted by Dr. David Ciplet (Associate Professor, ENVS) in Fall 2025. Based on his recommendations, the instructor implemented specific pedagogical changes for Spring 2026 and documented their impact in a faculty self-report (see Appendix A).
- **Indirect Measure 3** - ***Qualitative Student Feedback*** (***ENVS 1000 only):*** Open-ended FCQ comments (Q17) from both semesters were reviewed for themes relevant to PLO 1.

Note on planned QTI faculty self-report: The assessment plan included a faculty self-report in which all ENVS instructors would indicate which PLOs they teach and at what level (Introduce, Reinforce, Emphasize). The program will explore incorporating this with the QTI coordinator in Year 2.

Key Findings

Direct Evidence

Assessment Measure	Fall 2025	Spring 2026	Combined AY	Target & Result
Chapter Quizzes (primary)	89.2% (n=323)	91.4% (n=140)	89.8% (N=463)	≥80% at ≥80%: **MET**
Module Exams (supplementary)	98.8% (n=323)	98.6% (n=140)	98.7% (N=463)	≥80% at ≥80%: **EXCEEDED**
Case Studies (supplementary)	92.0% (n=323)	92.1% (n=140)	92.0% (N=463)	**≥80% at ≥80%: EXCEEDED**
ENVS 1001 Final Exam	91.9% (n=160)	95.4% (n=130)	93.4% (N=290)	≥80% at ≥80% **EXCEEDED**

Indirect Evidence

Indirect Measure	Fall 2025	Spring 2026
FCQ Q3 (real-world connection)	4.72/5.00 (97% Freq./Almost Always)	4.71/5.00 (93% Freq./Almost Always)
FCQ Q2 (reflective learning)	4.37/5.00 (88% Freq./Almost Always)	4.54/5.00 (93% Freq./Almost Always)
QTI (observation + self-report)	Peer observation: Positive	Self-report: Changes implemented; all 16 FCQ items improved (avg. +0.19)

Interpretation: All four direct measures exceeded the target. Chapter quizzes (primary) show 89.8% of students scoring 80% or higher, comfortably above the 80% threshold. Performance improved from Fall (89.2%) to Spring (91.4%), indicating that iterative instructional refinements had a positive effect. Module exams show an even stronger 98.7%, confirming that the majority of students can synthesize scientific concepts when assessed summatively. Case study assignments (92.0%) provide additional evidence that students can integrate scientific principles with practical environmental responses in applied scenarios.

ENVS 1001 final exam data corroborates these findings strongly: 93.4% of students scored 80% or higher on the 10 PLO 1-aligned questions (Fall: 91.9%; Spring: 95.4%), demonstrating that students in the human dimensions course are also achieving integration of perspectives, values, and practical responses.

The convergence of these four measures across two different courses and instructors — spanning formative, summative, and applied assessment types — provides strong confidence that PLO 1 learning extends beyond surface-level recall to genuine integration.

Indirect evidence corroborates these findings. Over 92% of ENVS-1000 students across both semesters reported being frequently or almost always encouraged to connect learning to real-world issues (Q3). The QTI peer observation confirmed that instruction integrates scientific, cultural, historical, and policy perspectives. Qualitative student comments describe the course as connecting scientific content to current events, policy, and multidimensional problem-solving.

Lessons Learned / Next Steps

1. **Strengths:** The multi-measure approach proved effective. Collecting formative, summative, and applied direct measures combined with multiple indirect sources, yielded a richer and more credible picture than any single measure would have provided. The program will continue this multi-measure approach in future cycles.
2. **Semester-over-semester improvement:** The improvement in chapter quiz performance (89.2% to 91.4%), alongside gains across all 16 FCQ items (average +0.19), provides evidence that deliberate instructional refinements are translating into measurable gains. Following the Fall 2025 QTI observation, the instructor implemented structured peer discussions, explicit daily learning objectives, reduced slide density, and a consistent opening routine. The largest FCQ gains occurred precisely in targeted areas: contributing ideas (+0.33), opportunities for discussion (+0.25), creative thinking (+0.25), and critical thinking (+0.22). Full details are in Appendix A.
3. **Areas for growth:** Approximately 10% of students did not reach the 80% threshold on chapter quizzes. The program will examine whether this group overlaps with broader course disengagement or whether specific content areas present challenges. Targeted interventions such as formative check-ins may help these students.
4. **QTI PLO self-report:** The planned faculty self-report instrument (PLO dropdown) was not implemented in Year 1. The program will look into coordinating with the QTI coordinator to incorporate this beginning in Year 2, enabling systematic indirect evidence from faculty across all six required course types.
5. **Faculty discussion:** The findings will be shared with ENVS faculty in AY 2026–27, anticipated at the Fall 2026 faculty meeting.
6. **Future refinement:** The program may introduce rubric-based qualitative assessment to capture the depth of students' integrative thinking beyond numerical scores.

Assessment Results: PLO 2

Program Learning Outcome Assessed

- PLO 2: Students will evaluate different sources, claims, and data for environmental topics and construct their own arguments.

Context of Learning Experiences

- PLO 2 focuses on evidence-based reasoning: evaluating source quality, critically assessing claims and data, and constructing original arguments.
- In ENVS 1000, students develop these skills through data analysis and graphing assignments requiring them to work with real-world environmental datasets—reading and constructing graphs, identifying trends, assessing data quality, and drawing evidence-based conclusions.

Students also engage through topical recitation query assignments requiring deeper inquiry into natural science topics.

- In ENVS 1001, students collaborate on a final project in which they identify an ongoing environmental challenge, research the issue using peer reviewed articles and technical reports and analyze the issue in the context of at least two of the course mediators; students also develop and defend a concrete solution to address the challenge. Course project deliverables include a 1500-word analytical report which cites at least five scholarly sources and includes an original figure; a scientific poster characterizing the challenge, analysis, and solution; and a 5-minute poster presentation with 3-minute Q&A in which each group member presents part of the project.

Assessment Efforts and Activities

Overview: As with PLO 1, we adopted a multi-measure strategy, collecting multiple sources of direct and indirect evidence from ENVS 1000 across both semesters (total N=463).

Direct Measure 1 - *Data Analysis and Graphing Assignments (primary)*: The Data Analysis and Statistics category in ENVS 1000 contains two types of assignments: case studies (used for PLO 1 above) and data analysis/graphing exercises. For PLO 2, we isolated the data analysis and graphing assignments specifically including exercises on graphing fundamentals, ecological pyramids, biomes, temperature anomalies, and chapter-specific data analysis tasks. These assignments most directly assess PLO 2 skills: interpreting graphical representations, evaluating data quality, identifying trends, and constructing evidence-based conclusions. This is a minor modification from the assessment plan (which specified three select recitation exercises); the data analysis assignments operate at a higher Bloom's level and more closely match PLO 2's emphasis on evaluating data. Student averages across all data analysis and graphing assignments were used as the metric.

Direct Measure 2 -*Topical Recitation Query Assignments (supplementary):* These embedded exercises on topical natural science ideas require deeper inquiry and application, providing an additional perspective on students' critical engagement with environmental content.

ENVS 1001 – Direct Evidence:
For PLO 2, the assessment instrument was the Group Case Study Final Project Report, a collaborative assignment in which student groups of five research an environmental challenge of their choosing, analyze it through at least two mediators covered in the course (e.g., knowledge production, psychology and values, markets and economics, policy and governance, social mobilization), and propose a concrete solution. The report is graded using a detailed rubric covering problem scope, mediator analysis, proposed solution, original figure, references, clarity of prose, and author contributions (80 points total). Note that this is a group-graded assignment, meaning all group members receive the same score; individual variation is therefore compressed relative to individually graded assessments. Fall 2025: n=163 students (approximately 32 groups). Spring 2026: n=132 students (approximately 26 groups). Assessment data was compiled by Dr. Carrie Vodehnal (course instructor) and reported by Dr. Nirav Patel (assessment liaison).

Indirect Measures (ENVS 1000 only): FCQ Q6 ("Evaluate arguments, evidence, assumptions, and conclusions—be a critical thinker") maps directly onto PLO 2. Q7 ("Connect, synthesize,

and/or transform ideas—be a creative thinker") provides supplementary evidence. QTI observation and qualitative feedback as described under PLO 1.

Key Findings

Direct Evidence

Assessment Measure	Fall 2025	Spring 2026	Combined AY	Target & Result
Data Analysis and Graphing (primary)	86.1% (n=323)	89.3% (n=140)	**87.0%** (N=463)	≥80% at ≥80%: **MET**
Recitation Queries (supplementary)	92.3% (n=323)	80.7% (n=140)	**88.8%** (N=463)	≥80% at ≥80%: **MET**
ENVS 1001 Group Project	89.6% (n=163)	97.0% (n=132)	**92.9% (N=295)**	≥80% at ≥80% **EXCEEDED**

Indirect Evidence

Indirect Measure	Fall 2025	Spring 2026
FCQ Q6 (critical thinking)	4.43/5.00 (87% Freq./Almost Always)	4.65/5.00 (96% Freq./Almost Always)
FCQ Q7 (creative thinking)	4.37/5.00 (87% Freq./Almost Always)	4.62/5.00 (95% Freq./Almost Always)
QTI (observation + self-report)	Peer observation: Positive	Self-report: Changes implemented; all 16 FCQ items improved (avg. +0.19)

Interpretation: All three direct measures met or exceeded the target. Data analysis and graphing assignments (primary) show 87.0% of students scoring 80% or higher across the year, above the 80% threshold. Notably, performance improved from Fall (86.1%) to Spring (89.3%), suggesting that instructional refinements documented in Appendix A — particularly the restructured collaborative data interpretation exercises in recitations — had a measurable positive effect on students' data evaluation skills. Recitation queries corroborate this at 88.8% combined. ENVS 1001 final project report data further strengthens the finding: 92.9% of students scored 80% or higher on the group case study (Fall: 89.6%; Spring: 97.0%), demonstrating that students can synthesize course concepts, evaluate evidence from multiple mediators, and construct original arguments about environmental challenges. Note that the final project is group-graded, which may compress individual variation; nevertheless, the high pass rate across 295 students provides additional confidence. The convergence of all three measures above the target provides strong evidence that PLO 2 is being effectively addressed.

The indirect evidence from ENVS 1000 is particularly noteworthy: FCQ Q6 (critical thinking) rose from 4.43 to 4.65 (+0.22), and Q7 (creative thinking) from 4.37 to 4.62 (+0.25), with students reporting "Frequently" or "Almost Always" increasing from 87% to 96% (Q6) and 87% to 95% (Q7). This aligns with the instructor's documented implementation of structured peer discussions and LA-facilitated reasoning exercises. Q5 (contributing ideas) showed the

single largest FCQ improvement (+0.33), suggesting students are actively constructing and defending arguments, a hallmark of PLO 2 proficiency.

Lessons Learned / Next Steps

1. **Strengths:** The data analysis and graphing assignments are a well-aligned and reliable PLO 2 measure. Their improvement from Fall (86.1%) to Spring (89.3%) provides a meaningful data point for tracking the impact of instructional changes over time. The program recommends retaining them as the primary measure.
2. **FCQ improvement:** The increases in critical thinking (Q6: +0.22), creative thinking (Q7: +0.25), and contributing ideas (Q5: +0.33) are a direct result of the instructional changes documented in Appendix A. The introduction of peer discussions, LA-facilitated group exercises, and explicit learning objectives created an environment where students more frequently engaged in evaluative and argumentative practices central to PLO 2.
3. **Areas for growth:** A small subset of students (approximately 2%) scored below 50% on data analysis assignments. The program will investigate whether this reflects broad course disengagement or specific data literacy barriers. If the latter, targeted scaffolding—potentially coordinated with ENVS 3020 (Advanced Writing)—may be warranted.
4. **Future refinement:** Given consistently high pass rates, the program will consider raising the target threshold (e.g., 85% scoring 85%+) and/or introducing rubric-based qualitative assessment to distinguish between students who can correctly interpret data and those who can critically evaluate conflicting sources or construct nuanced arguments.
5. **QTI and faculty discussion*:*** As noted under PLO 1, the program will explore incorporating the faculty self-report instrument in Year 2, and Year 1 findings will be shared with ENVS faculty in AY 2026–27, anticipated at the Fall 2026 faculty meeting.

Summary and Program-Level Reflections

Year 1 of the ENVS (BA) three-year assessment cycle focused on PLOs 1 and 2, assessed through both ENVS 1000 and ENVS 1001. The table below summarizes the primary ENVS 1000 results; ENVS 1001 data (PLO 1: 93.4% on selected exam questions; PLO 2: 92.9% on the group case study final project report) further corroborated these findings.

ENVS 1000 results:

PLO	Primary Direct Measure	Fall 2025	Spring 2026	Combined	Result
1	Chapter Quizzes	89.2%	91.4%	**89.8%**	**MET**
2	Data Analysis and Graphing Assignments	86.1%	89.3%	**87.0%**	**MET**

Both PLOs met or exceeded the target of 80% of students scoring 80% or higher across all measures. These findings were corroborated by supplementary direct measures from ENVS 1000 (module exams and case studies for PLO 1; recitation queries for PLO 2), by direct measures from ENVS 1001 (selected final exam questions for PLO 1; group case study final project report for PLO 2), and by multiple sources of indirect evidence (FCQ student evaluations, QTI peer observation and faculty self-report, and qualitative student feedback). The triangulation of converging evidence across two courses, two instructors, and multiple assessment types provides strong confidence that PLOs 1 and 2 are effectively addressed at the introductory level of the ENVS BA curriculum.

Key program-level takeaways:

1. *Multi-measure assessment proved valuable.* Using both formative and summative direct measures, combined with multiple indirect sources, yielded a richer and more credible picture of student learning. The program will continue this approach in Years 2 and 3.
2. *Iterative instructional improvement is working*. The Fall 2025 QTI peer observation identified areas for pedagogical refinement; targeted changes were implemented in Spring 2026; and measurable improvements were observed in both direct outcomes (chapter quizzes: 89.2% to 91.4%) and all 16 FCQ indicators (average: +0.19 points). This closed-loop process is documented in Appendix A.
3. The program will explore incorporating the QTI faculty PLO self-report instrument in Year 2 to capture indirect evidence from faculty across all six required course types.
4. Year 1 findings will be shared with ENVS faculty in AY 2026–27, anticipated at the Fall 2026 faculty meeting, with attention to how PLOs 1 and 2 are scaffolded from introductory through upper-division courses.
5. The program will explore raising PLO 2 thresholds and developing rubric-based qualitative components for future cycles.

Appendix A: QTI Evidence: Continuous Improvement Cycle

A.1 Fall 2025 QTI Peer Observation Summary

Instructor:	Nirav Patel
Mentor/Observer:	Dr. David Ciplet, Associate Professor, ENVS
Date of Observation:	November 6, 2025
Course:	ENVS 1000 — Introduction to Environmental Studies

Strengths observed: Dr. Ciplet noted exceptionally strong teaching ability, high comfort and confidence in front of students, excellent command of material, and effective communication of complex topics by connecting them to art, history, cultural references, and policy context. The class was described as “vibrant, intellectually stimulating, and engaging.” Creative and effective use of multimedia, Poll Everywhere, and a leaderboard dynamic were highlighted. Students appeared comfortable, interested, and responsive.

Recommendations for improvement:

- Recommendation 1: Incorporate more structured opportunities for peer-to-peer interaction (small-group discussions, group-based extensions of Poll Everywhere activities).
- Recommendation 2: Slightly slow transitions between lecture segments and more explicitly state daily learning objectives to situate activities within larger course goals.
- Recommendation 3: Implement a brief structured check-in at the start of class to focus student attention before logistics and announcements.

A.2 Spring 2026 Faculty Self-Report: Implementation and Impact

This section documents the specific instructional changes implemented in ENVS 1000 (Spring 2026) in response to the Fall 2025 QTI recommendations, along with measurable evidence of impact.

Recommendation 1: Increase peer-to-peer interaction

- **Actions taken:** Restructured lecture sessions to include two- to three-minute paired and small-group discussions following each Poll Everywhere question. More intentionally deployed Learning Assistants (LAs) to circulate during peer discussions, pose follow-up questions, and facilitate deeper engagement. Restructured recitations to include collaborative data interpretation exercises.
- **Evidence of impact:** FCQ Q5 (Contribute ideas) showed the single largest improvement of any item: 4.09 to 4.42 (+0.33). Students reporting "Hardly Ever" or "Occasionally" dropped from 8.5% to 2.4%. Q4 (Collaborative work) improved from 4.49 to 4.68 (+0.19), with "Almost Always" rising from 60.6% to 70.6%. Q1 (Respectful interaction) improved from 4.56 to 4.73 (+0.17).

Recommendation 2: Slow transitions and connect to learning objectives

- **Actions taken:** Refined slide structure with visually distinct daily learning objectives foregrounded at the start of each class. Added transition slides connecting preceding content to upcoming sections and to the day's stated objectives. Reduced content slides per session by approximately 15%, prioritizing depth over breadth. Built in one- to two-minute reflection pauses at key transition points.
- **Evidence of impact:** FCQ Q2 (Reflective learning) improved from 4.37 to 4.54 (+0.17). Q10 (Challenged to develop understanding) improved from 4.46 to 4.66 (+0.20). Pacing-related complaints in qualitative comments were notably less frequent in Spring compared to Fall.

Recommendation 3: Structured opening routine

- **Actions taken:** Implemented a consistent opening: a thought-provoking environmental question or current event image displayed as students arrive, followed by a Poll Everywhere warm-up question before transitioning to logistics and learning objectives.
- **Evidence of impact:** FCQ Q12 (Opportunities to ask questions and initiate discussion) improved from 4.52 to 4.77 (+0.25), with students reporting "Sometimes" or lower dropping from 11.8% to 0.0%. Q16 (Effective use of technology) improved from 4.54 to 4.76 (+0.22).

A.3 Complete FCQ Comparison: Fall 2025 to Spring 2026

All 16 FCQ items improved from Fall to Spring, with an average increase of +0.19 points. The largest gains occurred in areas directly targeted by the QTI recommendations.

FCQ Item	Fall 2025	Spring 2026	Change	Linked Rec.
Q5. Contribute ideas	4.09	4.42	**+0.33**	Rec. 1
Q7. Creative thinking	4.37	4.62	**+0.25**	Recs. 1, 2
Q12. Questions / discussion	4.52	4.77	**+0.25**	Rec. 3
Q8. Diverse perspectives	4.41	4.64	+0.23	
Q13. Feedback on work	4.07	4.30	+0.23	
Q6. Critical thinking	4.43	4.65	+0.22	Recs. 1, 2
Q16. Technology use	4.54	4.76	+0.22	Rec. 3
Q10. Challenged to develop	4.46	4.66	+0.20	Rec. 2

Q4. Collaborative work	4.49	4.68	+0.19	Rec. 1
Q11. Creative assignments	4.37	4.56	+0.19	
Q15. Availability	4.58	4.77	+0.19	
Q1. Respectful interaction	4.56	4.73	+0.17	Rec. 1
Q2. Reflective learning	4.37	4.54	+0.17	Rec. 2
Q9. Respect for diversity	4.61	4.75	+0.14	
Q14. Grading criteria	4.54	4.65	+0.11	
Q3. Real-world connection	4.72	4.71	−0.01	
Average (all 16 items)	**4.45**	**4.64**	**+0.19**	

CU Boulder Annual Student Learning Assessment Report

Academic Year 2024-25

(Year 2 of 3-Year Assessment Cycle)

Program Information

Program Name:	French and Italian (Major in French)
College:	Arts and Sciences
Program Chair:	Suzanne Magnanini
Academic Years (AY) Included in Plan	
1st AY:	2023-2024
2nd AY:	2024-2025
3rd AY:	
Assessment Liaison/Coordinator:	Brian Valente-Quinn
Email:	Brian.Valente-Quinn@colorado.edu

Program Learning Outcomes & Reporting Schedule

	Program Learning Outcome (PLO)	Reporting Schedule		
		1st AY (Y/N)	2nd AY (Y/N)	3rd AY (Y/N)
1	Communicate effectively in writing and speaking in the target language while developing proficiency in aural and written comprehension	X		
2	Analyze and interpret a variety of texts and materials from an interdisciplinary perspective with attention to cultural, historical, and social contexts		X	
3	Demonstrate knowledge of French and Francophone literatures, cultures, and thought by identifying, evaluating, and arguing from primary, and when appropriate, secondary sources.			
4	Engage with diverse perspectives with a view to building intercultural competence and critical-thinking skills.			
5				
6				

Assessment Results for Academic Year

Please provide your assessment results below (i.e. key findings and lessons learned/next steps) for each of the program learning outcomes identified in the reporting schedule as being assessed this academic year. *If more than one program learning outcome was assessed this year, please copy/paste the template below to report assessment results for each additional program learning outcome.*

List the program learning outcome that was assessed:

Analyze and interpret a variety of texts and materials from an interdisciplinary perspective with attention to cultural, historical, and social contexts.

Please describe the context of the learning experiences related to this program learning outcome:

Our students work on this program learning outcome early in the upper-division courses that lead to the French major and continue to do so throughout their studies. Analyzing and interpreting a range of materials from an interdisciplinary perspective and with a special attention to cultural contexts is interwoven into nearly everything that we do in our teaching.

Students begin formally working on the PLO in FREN 3050, our French composition course. In this class, the instructor goes over a range of texts with the students who are then asked to compose a piece of writing in a similar style or with a similar readership in mind. The types of text include fairy tales, news reports, literary texts and personal writings. The goal is to encourage students to consider the range of perspectives that are possible when one imagines a prospective reader. We also use these exercises to introduce students to key terms and expressions in French.

The interdisciplinary aspect of our curriculum is further emphasized as students move ahead in their studies. Each of our 3000 and 4000-level classes in French and English take on a topic that lends itself to, and even requires, interdisciplinary thinking. For example, in France and the Muslim World (FREN 3800), students cover material from the fields of cinema, literature, sociology, history, political science, and more. The written assignments in the class present students with a prompt that requires students to use readings in one field to inform analysis within another; for example, they might refer to the argument presented in a work of anthropology to bolster their interpretation of a film.

Medieval Literature and Psychoanalysis (FRE 4250) is an undergraduate class at the most advanced level and introduces students to major works of French medieval literature alongside concepts from psychoanalytic theory to illuminate certain aspects of the literature. Multidisciplinary and cross-field analysis is a central element of the course and each of its assignments; one example is a class presentation that prepares students to write their final paper and asks them to develop a theme that explores a work of medieval literature through a psychoanalytical lens. The students therefore articulate an original argument based on the modeling and training that they will have received throughout the semester.

Describe Assessment Efforts and Activities

The undergraduate committee identified three classes being taught this year that were not included in our previous assessment year and contained assignments which related to the PLO being assessed this year. We asked the instructor of each class to provide data on the grades earned by the class for the chosen assignment. The instructor reported back to the undergraduate committee, which found all the assessment results to be more than satisfactory; students had scored well above the markers that we had set, indicating that they are receiving adequate training and practice toward achieving the PLO in question. The undergraduate committee deliberated to determine the degree to which this PLO was being met and found that the department was meeting its goals. The committee then considered how we might refine our approach to this particular PLO and put forward the changes described in the next section. The committee reported its findings and the content of its discussion to the rest of the department during a faculty meeting.

Key Findings/Lessons Learned/Next Steps

As stated above, the committee and department found the collected results to be satisfactory and determined that the French program is clearly meeting its goals as pertains to the PLO under assessment. The program's students' work reflects the benefits of extensive exposure to material from across a range of disciplinary backgrounds with a specific focus on cultural, historical, and social contexts.

In terms of changes, the program might consider, in next year's assessment, increasing the benchmarks set to determine student success in achieving the PLOs. We will consider raising the target grade percentage to 80% instead of 75%.

In the French program, we have also resolved to make changes to our program requirements. One of the intended effects of these changes is to increase our focus on PLO #2 by increasing the number of classes which have as their focus a certain theme. We will do this by granting more flexibility to our students to choose, after second-year French, an advanced French elective that takes an interdisciplinary approach to a topic of interest (for example French cinema, fashion, francophone African cultures, etc.). Students will be introduced to key points of grammar and French expression *through* the topics addressed in class rather than in the context of a class solely focused on language acquisition.

We have decided to make these changes based on extensive feedback collected from students. The undergraduate committee organized several "mini focus groups" during which one of our department's student ambassadors visited a class for twenty minutes and, without the instructor present in the room, solicited feedback on their experience with the program, asking specifically which kinds of changes the students would like to see implemented. The same students were then sent a follow-up questionnaire with similar questions. All responses were collected anonymously and gathered by our Undergraduate program coordinator who sent the data to the Associate Chair of Undergraduate Studies. The reports were the focus of several undergraduate committee meetings. What emerged from the data was that students were interested in taking more "content-focused" courses that allowed them to hone their language skills in the context of a rigorous thematic course that draws from a range of materials.

The undergraduate committee also organized the visit of a guest speaker, a French Professor from Michigan State University, with experience making the kinds of changes that the committee was hoping to make. The requirement changes were implemented in the spring semester and will apply beginning in the fall semester of 2025.

CU Boulder Annual Student Learning Assessment Report:

AY2024-25 (Year 3 of 3-Year Assessment Plan)

Undergraduate Program in History

Program Information

Program Name:	HIST
College:	A&S
Program Chair:	Phoebe Young
Phone:	303-735-0826
Academic Years (AY) Included in Plan	
Assessment Planning AY (Year 0):	2021-22
Reporting AY (Year 1):	2022-23
Reporting AY (Year 2):	2023-24
Reporting AY (Year 3):	2024-25
Assessment Liaison/Coordinator:	Phoebe Young
Email:	phoebe.young@colorado.edu

Program Learning Outcomes (PLOs) & Reporting Schedule

Program Learning Outcome (PLO)		Reporting Schedule		
		1st AY (Y/N)	2nd AY (Y/N)	3rd AY (Y/N)
1	Students will develop substantial factual knowledge about the past, and understand that history is an evidence-based discipline	N	N	Y
2	Students will be able to understand and utilize foundational concepts of historical analysis	N	Y	N
3	Students will be able to analyze forms of historical narrative	N	N	Y
4	Students will be able to produce historical knowledge	N	Y	N
5	Students will be able to draw upon multiple perspectives on the past—such as global literacy and diversity—in order to understand the present world	Y	N	N

Assessment Results for Academic Year

PLO 1: Students will develop substantial factual knowledge about the past and understand that history is an evidence-based discipline.

We expect students to gain practice in this learning out come at the 1000-level and continue to refine their skills through advanced courses, which is why we selected HIST 18X0 – which is our first course geared specifically for History majors, though typically not the first History course they take – and 4000-level courses to get a snapshot at a later stage. Students encounter multiple opportunities in reading, classroom activities – including lecture and discussion – to learn these concepts, and complete papers, projects, or exams that allow them to demonstrate their learning.

Describe Assessment Efforts and Activities

For HIST 18X0, we conducted an exit survey of all history majors in the four sections taught during AY 2024-25, according to the plan below. A total of 180 students were enrolled, although we eliminated the 72 who were not HIST majors, creating 108 eligible students, of whom 57 responded to the survey, yielding a 56% response rate. The Chair developed and ran the survey; instructors reviewed and approved the questions and methodology in advance and encouraged their students to complete the survey; the Chair collected and analyzed the data reported below. ***For 4000-level courses, instructors evaluated summative assignments according to the plan below.*** The Chair generated a random list of all 4000-level courses and eliminated those taught be graduate students or non-permanent faculty, with the aim of selecting 2 courses per semester as representative of the courses being taught at this level (the assessment plan did not specify how many). The Chair then asked the instructors if their courses included summative assignments that were intended to measure students' abilities in PLO1 (and PLO3). Several instructors did not have suitable assignments, and one instructor was also teaching HIST 1800, so the Chair eliminated him from the 4000-level list. Working down the list, in Fall semester, this resulted in assessments in the 4th and 5th courses on the eligible courses random list; in Spring, we used the 1st and 3rd. A total of 96 assignments were completed, although one instructor eliminated 2 papers due to Honor Code violation, leaving 94 (representing papers from both History and non-History majors enrolled in 4000-level courses). Instructors reviewed the assignments using a paper rubric (with categories and statements below) reporting the results to the Chair, either by sharing the paper copies of each scored rubric or compiling the results into spreadsheet. The Chair then totaled the data for all four courses and reported and analyzed the results below. The Chair had informal conversations about the results with many of the instructors of both the 18X0 and 4000-level courses and plans to share this report with both the Director of Undergraduate Studies and the faculty in general.

Assessment Method	Metric/Target	Description of Assessment
Exit survey administered in HIST 18XX, which is required of majors (Indirect)	At least 80% of students will agree/strongly agree that they developed substantial factual knowledge about the past, and came to understand that history is an evidence-based discipline through taking HIST 1800	Qualtrics survey administered twice annually, at the end of each semester. Survey uses a 5-point scale (1=strongly disagree, 2=disagree, 3=neutral, 4=agree, 5=strongly agree).
HIST 4XXX, papers written in upper-division undergraduate lecture courses which	At least 70% of students will demonstrate that they are "proficient" or higher (75% or equivalent points) with 10% demonstrating advanced proficiency (score of 80% or	Papers in randomly selected courses will be assessed by instructor using a PLO assessment rubric.

are required of majors (Direct)	equivalent points) on the final papers or projects in HIST 4000-level classes	

Key Findings/Lessons Learned/Next Steps

HIST 18X0: The Qualtrics survey asked the following questions:

Thinking about your HIST 1800 course, please indicate your agreement with the following statements:

1. In this class, I developed substantial factual knowledge about the past.
2. In this class, I came to understand that history is an evidence-based discipline
3. In this class, I developed my ability to ask rigorous and open-ended questions
4. In this class, I came to understand the uses of context, that is, to relate historical facts and/or evidence to the time and place of their original existence.

Question 1: 79% of students selected “agree” or “strongly agree”
Question 2: 89% of students selected “agree” or “strongly agree”
Question 3: 70% of students selected “agree” or “strongly agree”
Question 4: 86% of students selected “agree” or “strongly agree”

Overall assessment: 81% of all students who responded selected “agree” or “strongly agree” in response to these questions. The average per question was 82%.

4000-level courses: Instructors reviewed the assignments based on this rubric – at both the level of proficiency and advanced proficiency:

1.1. Facts: Call upon substantial factual knowledge about the past.
The paper uses verifiable, substantive, and relevant factual evidence, drawn from course or course-related materials in the body of the paper.

1.2. Evidence: Understand that history is an evidence-based discipline that requires identifying reliable sources of information.
The paper establishes reliability of evidence used; relates evidence to analysis in ways that go beyond listing facts.

1.3. Questions: Ask rigorous and open-ended questions of historical evidence in order to interpret what happened in the past.
The paper interrogates evidence in relevant and productive ways to create analysis, going beyond taking evidence at face value.

1.4. Context: Establish relevant context to relate historical facts and/or evidence to the time and place of their original existence.
The paper employs appropriate historical contexts to interpret facts and evidence.

Their findings are as follows:

1.1: 96% of students demonstrated proficiency (4% did not); 71% of students demonstrated advanced proficiency (29% did not).
1.2: 98% of students demonstrated proficiency (2% did not); 81% of students demonstrated advanced proficiency (19% did not).
1.3: 88% of students demonstrated proficiency (12% did not); 67% of students demonstrated advanced proficiency (33% did not).
1.4: 91% of students demonstrated proficiency (4% did not); 77% of students demonstrated advanced proficiency (23% did not).

Overall assessment: 93% of students met the standard of proficiency, scoring 75% or better in at least three out of four categories (7% did not); 71% of students met the standard of advanced proficiency, scoring 80% or better in at least three out of four categories (29% did not).

Lessons Learned/Next Steps

For HIST 18x0: All measures met the benchmark, so we are confident that we are helping students gain skills and understanding in these key areas of PLO1. We do note that Q3 was the only one substantially below our target and so supporting students' development in asking rigorous and open-ended questions is something we intend to make a key focus in future semesters. For the Qualtrics surveys, we found that the rate of response was much higher when instructors gave time in class for students to do so than when students were only solicited by email (63% vs 41% response rates for these methods). In future semesters where we assess by way of a Qualtrics survey, we will ask instructors to distribute the survey in class.

For the 4000-level courses, student work well exceeded the target metric for achievement of this Learning Outcomes, suggesting that upper division students are learning these concepts and demonstrating these skills at a high level.

The data for this year and prior year's assessments will be useful as our department undertakes major curriculum revisions in the coming year.

PLO 3: Students will be able to analyze forms of historical narrative, recognizing it as a form of argument built from evidence and interpretation, guided by methodological approaches, and situated within a larger historiographical conversation among scholars who offer multiple and changing interpretations.

Analyzing arguments, evaluating scholars' use of sources, recognizing methodology, and engaging in historiographical conversation are all advanced and important skills for history majors, which is why we chose to evaluate this at the 4000-level. Students typically gain practice in this learning outcome encountering historical monographs and writing papers that analyze multiple scholarly arguments (historiography) and consider types of methodology and source use.

Describe Assessment Efforts and Activities

For 4000-level courses, instructors evaluated summative assignments according to the plan below. The Chair generated a random list of all 4000-level courses and eliminated those taught be graduate students or non-permanent faculty, with the aim of selecting 2 courses per semester as representative of the courses being taught at this level (the assessment plan did not specify how many). The Chair then asked the instructors if their courses included summative assignments that were intended to measure students' abilities in PLO3 (and PLO1). Several instructors did not have suitable assignments, and one instructor was also teaching HIST 1800, so the Chair eliminated him from the 4000-level list. Working down the list, in Fall semester, this resulted in assessments in the 4th and 5th courses generated on the eligible courses random list; in Spring, we used the 1st and 3rd. A total of 96 assignments were completed, although one instructor eliminated 2 papers due to Honor Code violation, leaving 94 to evaluate (representing papers from both History and non-History majors enrolled in 4000-level courses). Instructors reviewed the assignments using a paper rubric (with the categories and statements below) reporting the results to the Chair, either by sharing the paper copies of each scored

rubric or compiling the results into spreadsheet. The Chair then totaled the data for all four courses and reported and analyzed the results below. The Chair had informal conversations about the results with several instructors and plans to share this report with both the Director of Undergraduate Studies and the faculty in general.

Assessment Method	Metric/Target	Description of Assessment
HIST 4XXX, papers written in upper-division undergraduate lecture courses which are required of majors (Direct)	At least 80% of students will receive a score of 70%/C- or higher on this Learning Outcome	HIST 4XXX courses are taught in fall and spring semesters. Papers in randomly selected courses will be assessed by instructor using a PLO assessment rubric.

Key Findings/Lessons Learned/Next Steps

Instructors reviewed the assignments based on this rubric for achievement of proficiency:

3.1. Argument: Recognize historical narrative as a form of argument, built from evidence and interpretation and open to rigorous questioning and critique.
Discusses own or scholars' texts as argument-based, with attention to how they are rooted in evidence and analysis.

3.2. Sources: Assess authors' interpretations of sources (primary and secondary) as evidence in their historical narratives and arguments.
Examines or critiques authors' use and analysis of sources in scholarly or other narratives.

3.3. Methods: Identify how historians have used various sources and methodological traditions, including those drawn from other disciplines where relevant, to build their interpretations.
Considers how methodological approaches can influence selection of types of sources or lines of analysis

3.4. Historiography: Evaluate historical argument as part of a larger historiographical conversation among scholars who offer multiple and changing interpretations.
Recognizes and/or participates in ongoing scholarly conversations around historical interpretation.

The instructors evaluated each of the 26 papers with regard to each of these three criteria, defining proficiency as a score of 70%/C- or better, with the following findings:

3.1: 84% of students demonstrated proficiency (16% did not)
3.2: 74% of students demonstrated proficiency (26% did not)
3.3: 69% of students demonstrated proficiency (31% did not)
3.4: 79% of students demonstrated proficiency (21% did not)

Overall assessment: 79% of students met the standard of proficiency, scoring 75% or better in at least three out of four categories (21% did not).

Lessons Learned/Next Steps

For this PLO, we came very close but did not quite meet the target metric. We also note that these were particularly low in 3.2 and 3.3, especially given the low definition of proficiency here (as a C-/70% score). This may be an effect of the random selection of courses, assignments not geared to those particular PLOs, and/or the inclusion of papers from non-History majors (of which we have many in our 4000-level courses, many of whom have little to no background in college-level History; most of our 4000-level courses have no prerequisites, other than sophomore standing or above, in order to expand enrollments). In the future, we might separate out the History majors from the non-History majors to get a better handle on their cumulative learning; how scholars use sources and methodology are both rather advanced, but important, skills for history majors, that often rely upon prior experience. If future assessment exercises show that History majors are struggling with these skills, then we might need to focus more attention in these areas.

The data for this year and prior year's assessments will be useful as our department undertakes major curriculum revisions in the coming year.

CU Boulder Annual Student Learning Assessment Report:

AY2023-24 (Year 1 of 3-Year Assessment Plan)

Undergraduate Program in Integrative Physiology

In this document, you will be asked to provide your program information and a description of your assessment reporting

Program Information

Program Name:	Integrative Physiology
College:	Arts & Sciences
Program Chair:	Marissa Ehringer
Academic Years (AY) Included in Plan	
1st AY:	2023-2024
2nd AY:	2024-2025
3rd AY:	2025-2026
Assessment Liaison/Coordinator:	Teresa Foley
Email:	teresa.foley@colorado.edu
Phone:	303-492-5699

Date Report Submitted (for ODA use only):	[due by June 30 each year]

ORIGINAL: Program Learning Outcomes (PLOs) & Reporting Schedule

	Program Learning Outcome (PLO)	Reporting Schedule		
		1st AY (Y/N)	2nd AY (Y/N)	3rd AY (Y/N)
1	Demonstrate a mastery of core anatomical and physiological concepts.	Y* (direct)	N	N
2	Apply knowledge of the human body to new and real-world contexts.	Y* (direct)	N	N
3	Extract meaning from visual representations of data (e.g., graphs, tables, images).	N	N	Y* (direct)
4	Synthesize ideas and concepts from multiple sources to create a more comprehensive understanding of integrative physiology.	Y* (direct)	N	N
5	Apply the scientific method to questions related to integrative physiology.	N	Y* (direct)	N
6	Demonstrate effective communication and collaboration skills.	N	Y* (direct)	N

Assessment Results for Academic Year

In our original proposal, we intended to assess PLOs #1, #2, and #4 during AY23/24. However, we ended up assessing PLOs #1, #3, and #5 instead. Additionally, we conducted an indirect assessment of all PLOs through a senior exit survey.

PLO #3. Extract meaning from visual representations of data (e.g., graphs, tables, images).

Describe Assessment Efforts and Activities

Direct assessment: PLO #3 was assessed through pre-post tests in IPHY 3280 (Introduction to Biostatistics) and IPHY 3410 (Human Anatomy). These tests were administered on Canvas, with students receiving extra credit for completing the questions. In IPHY 3280, 30 students completed both the pre and post-tests (56% of the class), while in IPHY 3410, 224 students completed both assessments (80% of the class).

Indirect assessment: Additionally, a senior exit survey was conducted via Survey Monkey between April and May 2024, targeting graduating IPHY seniors. By the end of the survey period, we received 156 responses, resulting in a 42% response rate.

Key Findings/Lessons Learned/Next Steps

Our goal was for 75% of students to score at least 75% on questions related PLO #3 in the pre-post tests.

In IPHY 3280, we had one question assessing this PLO, which asked students to identify the best type of graph to show general characteristics of a dataset. By the end of the semester, **90%** of the respondents met this benchmark. Moving forward, we plan to include more assessment questions targeting PLO #3 to ensure students are truly achieving this skill.

In IPHY 3410, we had five questions on the pre-post test, all requiring students to interpret diagrams. Unfortunately, only **14.3%** of the respondents met the 75% benchmark. We have identified several potential reasons for this:

1. The questions might have been too difficult for students early in their major. To help, we will incorporate more diagram-based questions throughout the semester in various formats (e.g., clicker questions, homework assignments, worksheets, exams).
2. The question might not have assessed the intended skill. We plan to conduct “think alouds” with a subset of students to ensure clarity and alignment with our objectives.
3. Students may not have taken the post-test seriously, even with extra credit for completion. To address this, we plan to integrate post-test questions into the final exam.

Regarding the Senior Exit Survey, our goal was for 80% of students to strongly agree/agree that they learned PLO #3 through their coursework. Impressively, **98.72%** of graduating seniors indicated that this PLO was well covered. We aim to administer the same survey questions to students in IPHY 3280 and 3410 to gauge their responses at the sophomore/junior level.

PLO #5. Apply the scientific method to questions related to integrative physiology.

Describe Assessment Efforts and Activities

Direct assessment: PLO #5 was evaluated using pre- and post-tests in IPHY 3280. These tests were administered on Canvas, with students earning extra credit for their participation. In this course, 30 students (56% of the class) completed both the pre- and post-tests.

Indirect assessment: Additionally, a senior exit survey was conducted via Survey Monkey between April and May 2024, targeting graduating IPHY seniors. By the end of the survey period, we received 156 responses, resulting in a 42% response rate.

Key Findings/Lessons Learned/Next Steps

Our goal was for 75% of students to score at least 75% on questions related to PLO #5 in the pre-post tests.

In IPHY 3280, we included two questions assessing this PLO, which asked students to identify the most appropriate statistical test for the given study design or indicate which study design provided the highest quality evidence. By the end of the semester, **73.33%** of respondents met this benchmark. Although we were very close to achieving our goal, one factor that may have influenced the results is that the course instructor left CU around the time this material was being taught. Another faculty member took over, but this disruption might have impacted our results. In the future, we hope to have the same faculty member for the entire semester. Additionally, it's evident that students are still acquiring the skills to perform PLO #5, especially compared to PLO #3, on which students in IPHY 3280 performed much better. To address this, we plan to incorporate more scientific method questions throughout the semester.

Regarding the Senior Exit Survey, our goal was for 80% of students to strongly agree/agree that they learned PLO #5 through their coursework. Impressively, **93.59%** of graduating seniors indicated that this PLO was well covered.

PLO #1. Demonstrate a mastery of core anatomical and physiological concepts.

Describe Assessment Efforts and Activities

Direct assessment: PLO #1 was evaluated using pre- and post-tests in IPHY 3410. These tests were administered on Canvas, with students earning extra credit for their participation. In this course, 224 students completed both assessments (80% of the class).

Indirect assessment: Additionally, a senior exit survey was conducted via Survey Monkey between April and May 2024, targeting graduating IPHY seniors. By the end of the survey period, we received 156 responses, resulting in a 42% response rate.

Key Findings/Lessons Learned/Next Steps

Our objective was for 75% of students to score at least 75% on questions related to PLO #1 in the pre-post tests. In IPHY 3410, we included six questions focusing on core anatomical concepts (e.g., structures of the nervous system, heart, lungs, skeletal muscle, joints, and intestines). Unfortunately, only **14.3%** of respondents met the 75% benchmark.

Since five of these questions included diagrams (also assessing PLO #3), we suspect that the difficulty may stem from these visual elements. To investigate, we plan to reword the questions to test the same concepts without visual aids. This will allow us to compare results and identify whether the challenge lies in understanding the concepts or interpreting the diagrams. We also intend to reassess this PLO in other IPHY courses, such as Physiology and Physiology Lab. Given that Anatomy is the first required course in the major, students might not have fully developed this skill in IPHY 3410. We anticipate improved outcomes as students progress through their coursework.

On a positive note, regarding the Senior Exit Survey, our goal was for 80% of students to strongly agree/agree that they learned PLO #1 through their coursework. Impressively, **96.79%** of graduating seniors indicated that this PLO was well covered.

UPDATED: Program Learning Outcomes (PLOs) & Reporting Schedule

Since we made some adjustments this year, below is the new reporting schedule (in red):

Program Learning Outcome (PLO)		Reporting Schedule		
		1st AY (Y/N)	2nd AY (Y/N)	3rd AY (Y/N)
1	Demonstrate a mastery of core anatomical and physiological concepts.	Y* (direct)	Y* (direct)	N
2	Apply knowledge of the human body to new and real-world contexts.	N	Y* (direct)	N
3	Extract meaning from visual representations of data (e.g., graphs, tables, images).	Y* (direct)	N	N
4	Synthesize ideas and concepts from multiple sources to create a more comprehensive understanding of integrative physiology.	N	N	Y* (direct)
5	Apply the scientific method to questions related to integrative physiology.	Y* (direct)	N	N
6	Demonstrate effective communication and collaboration skills.	N	N	Y* (direct)

CU Boulder Annual Student Learning Assessment Report

Academic Year 2024-2025

(Year 2 of 3-Year Assessment Cycle)

Program Information

Program Name:	Integrative Physiology
College:	Arts & Sciences
Program Chair:	Marissa Ehringer
Academic Years (AY) Included in Plan	
1st AY:	2023-2024
2nd AY:	2024-2025
3rd AY:	2025-2026
Assessment Liaison/Coordinator:	Teresa Foley
Email:	teresafoley@colorado.edu

Program Learning Outcomes & Reporting Schedule

	Program Learning Outcome (PLO)	Reporting Schedule		
		1st AY (Y/N)	2nd AY (Y/N)	3rd AY (Y/N)
1	Demonstrate a mastery of core anatomical and physiological concepts.	Y* (direct)	N	Y* (direct)
2	Apply knowledge of the human body to new and real-world contexts.	N	Y* (direct)	N
3	Extract meaning from visual representations of data (e.g., graphs, tables, images).	Y* (direct)	Y* (direct)	N
4	Synthesize ideas and concepts from multiple sources to create a more comprehensive understanding of integrative physiology.	N	N	Y* (direct)
5	Apply the scientific method to questions related to integrative physiology.	Y* (direct)	Y* (direct)	N
6	Demonstrate effective communication and collaboration skills.	N	N	Y* (direct)

Assessment Results for Academic Year

PLO #1. Demonstrate a mastery of core anatomical and physiological concepts.

Students develop mastery of this outcome through a structured progression of lecture-based, laboratory, and applied learning experiences.

Courses Supporting Mastery

- **Introductory Courses**: IPHY 3410 (Human Anatomy) and IPHY 3430 (Human Physiology) introduce key concepts in human structure and function.
- **Laboratory Courses**: IPHY 3415 (Anatomy Lab) and IPHY 3435 (Physiology Lab) provide hands-on experience with cadaver dissection and physiological measurements (e.g., ECG, spirometry).
- **Advanced IPHY Courses**: IPHY 4060 (Cell Physiology), IPHY 4580 (Sleep Physiology), IPHY 4720 (Neurophysiology) and others emphasize the application of core concepts to disease processes and system-specific function.

Key Learning Experiences

- Cadaver-based anatomy dissection
- Physiological data collection and interpretation
- Case-based and clinical scenario analysis
- Exams, practicals, and conceptual assessments

These experiences are designed to progressively deepen students' understanding and ability to apply anatomical and physiological principles.

Describe Assessment Efforts and Activities

Direct assessment: PLO #1 was assessed using pre- and post-tests administered in IPHY 3435 (Physiology Lab) during the spring semester. The assessment was conducted on paper, and students received extra credit for completing both the pre- and post-tests. A total of 233 students—91% of the class—completed both components of the assessment.

Indirect assessment: A Senior Exit Survey was administered via SurveyMonkey between April and May 2025, targeting graduating IPHY seniors. By the close of the survey period, 98 responses were collected, yielding a 26% response rate.

Teresa Foley, Director of Undergraduate Studies in IPHY, analyzed the data from both the direct and indirect assessments and shared the findings with faculty teaching IPHY 3435 as well as with the Curriculum Committee.

Key Findings/Lessons Learned/Next Steps

Our goal was for **75% of students to score at least 75%** on questions related to **PLO #1: Demonstrate a mastery of core anatomical and physiological concepts**. Based on post-test results for Questions 3–7, this goal was **not met**. Only **2 out of 5 questions** reached the benchmark, indicating that many students struggled to apply foundational concepts—such as osmosis and experimental controls—when presented in applied or unfamiliar contexts.

These results suggest that while students may retain factual knowledge, they may lack the ability to use that knowledge in real-world or experimental scenarios. To address this gap, the curriculum may benefit from incorporating more opportunities for students to practice **applying physiological concepts** through **case studies, simulations, prediction-based lab activities**, and **low-stakes**

formative assessments. These strategies can help students deepen their understanding and build confidence in using their knowledge beyond rote memorization.

On a more positive note, data from the **Senior Exit Survey** show that **85.7% of graduating seniors** agreed or strongly agreed that they achieved this learning outcome through their coursework—**exceeding our 80% target**. This suggests that students perceive a strong foundation in core concepts, even if assessments highlight areas for further growth in applied understanding.

PLO #2. Apply knowledge of the human body to new and real-world contexts.

Students develop this outcome across courses that emphasize the translation of anatomical and physiological knowledge to practical, clinical, or research-based scenarios.

Courses Supporting Mastery

- **Introductory Courses**: In Human Physiology (IPHY 3430), students begin applying foundational concepts to homeostatic regulation and responses to environmental challenges.
- **Laboratory Courses**: Physiology Lab (IPHY 3435) provides experiential learning where students interpret real-time data.
- **Advanced Courses:**
  - Pathophysiology (IPHY 4300) challenges students to analyze how disease alters normal function and predict clinical outcomes.
  - Endocrinology (IPHY 4440), Biomechanics (IPHY 4540), Immunology (IPHY 4600), and Exercise Physiology (IPHY 4650), explore system-specific function in applied, clinical, or performance-based contexts.
  - Independent study and internship experiences further extend application through research design, data analysis, and scientific communication.

Key Learning Experiences

- Interpreting clinical case studies and predicting physiological outcomes
- Analyzing real-world physiological data (e.g., blood pressure, spirometry, ECG)
- Evaluating disease mechanisms and proposing evidence-based interventions
- Engaging in research, presentations, or outreach that connects classroom learning to real populations or problems

These experiences help students synthesize and apply their understanding of human biology beyond textbook scenarios, preparing them for careers in health, research, and public service.

Describe Assessment Efforts and Activities

Direct assessment: PLO #2 was assessed using pre- and post-tests administered in IPHY 3435 (Physiology Lab). The assessment was conducted on paper, and students received extra credit for completing both the pre- and post-tests. A total of 233 students—91% of the class—completed both components of the assessment.

Indirect assessment: A Senior Exit Survey was administered via SurveyMonkey between April and May 2025, targeting graduating IPHY seniors. By the close of the survey period, 98 responses were collected, yielding a 26% response rate

Teresa Foley, Director of Undergraduate Studies in IPHY, analyzed the data from both the direct and indirect assessments and shared the findings with faculty teaching IPHY 3435 as well as with the Curriculum Committee.

Key Findings/Lessons Learned/Next Steps

Our goal was for **75% of students to score at least 75%** on questions related to **PLO #2: Apply knowledge of the human body to real-world contexts**. Based on post-test performance for Questions 8–12, this goal was **not achieved**. Only **40% of these questions** met the benchmark, indicating that students struggled to apply their physiological knowledge to practical scenarios—such as interpreting weight loss data and evaluating study results. While students may grasp core concepts, many appear to have difficulty transferring that knowledge to real-world or unfamiliar situations.

These findings suggest a need to strengthen opportunities for students to practice applying their understanding in authentic, data-rich contexts. Future curriculum changes could include integrating more **case studies**, **mock clinical research projects**, and **guided data interpretation tasks** within both lectures and labs. Emphasizing these skills consistently throughout the course—not just during assessments—may help students build confidence and fluency in applying physiological knowledge beyond the classroom.

In contrast, results from the **Senior Exit Survey** were more encouraging. Our goal was for at least **80% of graduating seniors** to agree or strongly agree that they achieved **PLO #1: Demonstrate mastery of core anatomical and physiological concepts** through their coursework. We are pleased to report that **87.8% of respondents** indicated this outcome was well addressed. This supports the effectiveness of the program in delivering foundational content, even as we continue to refine how students apply that knowledge in real-world contexts.

PLO #5. Apply the scientific method to questions related to Integrative Physiology.

Students develop this outcome through coursework that emphasizes experimental design, data analysis, critical thinking, and scientific communication.

Courses Supporting Mastery

- **Introductory courses**: IPHY 3280 (Introduction to Data Sciences and Biostatistics) provides students with tools to analyze experimental data, interpret statistical outcomes, and evaluate research findings in the context of biological variability and experimental rigor.
- **Laboratory Courses**: Students design and conduct experiments investigating physiological principles (e.g., cardiovascular, respiratory, neuromuscular function). They formulate hypotheses, collect and analyze data, and present findings in scientific reports or presentations.
- **Advanced IPHY Courses**: Additional reinforcement occurs in upper-division IPHY courses (e.g., Endocrinology, Exercise Physiology) and independent research projects, where students may develop and test original research questions under faculty mentorship.

Key Learning Experiences

- Designing experiments and forming testable hypotheses
- Collecting, analyzing, and interpreting physiological data
- Applying statistical tests and evaluating significance
- Writing scientific lab reports and delivering research presentations

These experiences foster scientific literacy and prepare students to engage in evidence-based inquiry relevant to human physiology and health.

Describe Assessment Efforts and Activities

Direct assessment: PLO #5 was assessed using pre- and post-tests administered in IPHY 3435 (Physiology Lab). The assessment was conducted on paper, and students received extra credit for completing both the pre- and post-tests. A total of 233 students—91% of the class—completed both components of the assessment.

Indirect assessment: A Senior Exit Survey was administered via SurveyMonkey between April and May 2025, targeting graduating IPHY seniors. By the close of the survey period, 98 responses were collected, yielding a 26% response rate.

Teresa Foley, Director of Undergraduate Studies in IPHY, analyzed the data from both the direct and indirect assessments and shared the findings with faculty teaching IPHY 3435 as well as with the Curriculum Committee.

Key Findings/Lessons Learned/Next Steps

Our goal was for **75% of students to score at least 75%** on questions related to **PLO #5: Apply the scientific method to questions related to Integrative Physiology**. Based on post-test results for Questions 13–20, this goal was **not achieved**. Only **50% of the questions** met the benchmark, indicating that a substantial portion of students continue to struggle with core components of scientific reasoning—such as formulating hypotheses, identifying experimental controls, analyzing data, and applying appropriate statistical tests.

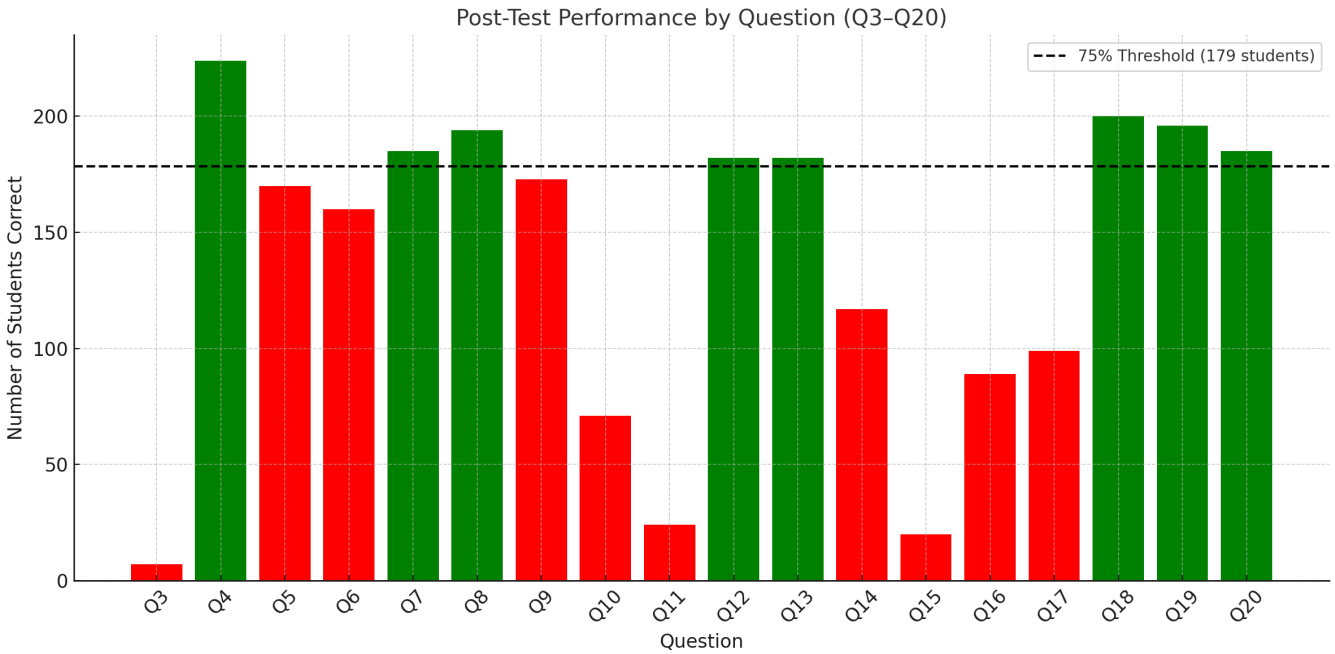
These findings suggest that while some students are gaining competency in experimental thinking, many would benefit from more structured and repeated exposure to the scientific method throughout the course. To address this, future instructional strategies could incorporate more **frequent opportunities to engage with experimental scenarios**, **interpret real physiological datasets**, and **justify statistical decisions**. Activities such as **mini-research projects**, **guided inquiry labs**, and **peer feedback on experimental designs** may help students internalize both the steps and rationale behind the scientific process. Strengthening these skills across the semester—not just during major assessments—may better prepare students for research and evidence-based practice.

Encouragingly, results from the **Senior Exit Survey** showed that **80.6% of graduating seniors** agreed or strongly agreed that they achieved this learning outcome through their coursework, slightly **exceeding our 80% target**. This suggests that students perceive meaningful engagement with the scientific method, even if assessment data show continued room for improvement in demonstrated performance.

Additional Note: With only 26% of graduating seniors responding to our most recent Senior Exit Survey, increasing participation will be a key focus moving forward. To help boost response rates, we will offer small incentives such as raffle entries or department-branded giveaways. Faculty and advisors will be encouraged to personally promote the survey, since students are more likely to respond to familiar voices. We will also make the survey more visible and accessible by sharing it through multiple channels—email, Canvas, social media—and posting QR codes in classrooms and common areas.

Data Set for IPHY 3435 Pre-Post Assessment (Spring 2025)

PLO	Question
PLO 1	Q3 - What is (are) the control(s) in this experiment?
PLO 1	Q4 - What specific type of study design does this experiment represent?
PLO 1	Q5 - Which type of graph would be most appropriate to illustrate the data?
PLO 1	Q6 - Which label would be on the x-axis of the graph?
PLO 1	Q7 - Which label would be on the y-axis of the graph?
PLO 2	Q8 - How many graphs should you use to illustrate the answer to this question?
PLO 2	Q9 - Which type of statistical test would be most appropriate for analyzing the significance of these results?
PLO 2	Q10 - To determine whether the data suggest the new diet is effective, how many statistical tests should you run on R commander and what values would you compare?
PLO 2	Q11 - Imagine you ran the appropriate statistical test(s) and found a p-value of 0.04. What does this value tell you?
PLO 2	Q12 - Is it appropriate to perform a post-hoc analysis? Why or why not?
PLO 5	Q13 - What is a potential research question for this experiment?
PLO 5	Q14 – Which graph best shows an optimum range for brine shrimp egg hatching with varying salt-water concentrations?
PLO 5	Q15 - What is (are) the control(s) in this experiment?
PLO 5	Q16 - Is a line graph the most appropriate way to illustrate these data? Why or why not?
PLO 5	Q17 - Which type of statistical test would be most appropriate for analyzing the significance of these results?
PLO 5	Q18 - What is the null hypothesis for this experiment?
PLO 5	Q19 - Which graph illustrates the null hypothesis?
PLO 5	Q20 - You run an experiment with sufficient statistical power and find the p-value is not significant. What should you do next?



CU Boulder Annual Student Learning Assessment Report:

AY22-23 (Year 3 of 3-Year Assessment Plan)

Undergraduate Program in International Affairs

Table of Contents

Program Information 1

Program Learning Outcomes (PLOs) & Reporting Schedule 1

Assessment Results for Academic Year 2

PLO 3 Consider issues related to a specific geographic region of the world, including historical factors that give rise to regional institutions and processes 2

Assessment Methods 2

Key Findings 2

Lessons Learned/Next Steps 6

Program Information

Program Name:	International Affairs Program (IAFS)
College:	Arts and Sciences
Program Chair:	Tom Zeiler (Director)
Academic Years (AY) Included in Plan	
1st AY:	20-21
2nd AY:	21-22
3rd AY:	22-23
Assessment Liaison/Coordinator:	Katherine Rousseau (Assistant Director)
Email:	katherine.rousseau@colorado.edu
Phone:	303-492-0155

Date Report Submitted (for ODA use only):	6/23/23 [KMH]

Program Learning Outcomes (PLOs) & Reporting Schedule

	Program Learning Outcome (PLO)	Reporting Schedule		
		1st AY 2020-21 (Y/N)	2nd AY 2021-22 (Y/N)	3rd AY 2022-23 (Y/N)
1	Understand and examine fundamental issues, interdisciplinary theories, and approaches to the study of international affairs	N	Y	N

2	Analyze international challenges from a political, economic, historical and cultural perspective	N	Y	N
3	Consider issues related to a specific geographic region of the world, including historical factors that give rise to regional institutions and processes	N	N	Y
4	Communicate, orally and in writing, about international affairs to scholars in the field and to a broader audience, including in other cultural contexts	N	Y	N
5	Develop grammar-based proficiency in a foreign language	Y	N	N

Assessment Results for Academic Year

Provide assessment results below (i.e. key findings and lessons learned/next steps) for each of the PLOs identified in the reporting schedule as being assessed this academic year. *If more than one PLO was assessed this year, copy/paste the template below to report assessment results for the additional PLOs.*

PLO 3 Consider issues related to a specific geographic region of the world, including historical factors that give rise to regional institutions and processes

Assessment Methods

Assessment Method	Metric/Target	Description of Assessment
Senior survey (Indirect)	80% of graduating seniors will indicate agreement on the survey that they adequately learned about and considered "issues related to a specific geographic region of the world, including historical [...]" as measured by a series of statements designed to address this PLO.	A short survey will be administered to graduating seniors via Qualtrics once every 3 years. It will include a series of statements (exact question wording TBD). The metric will be percent agreement (scores consistent with somewhat or strongly agree categories) when averaging across all statements related to this PLO.

Key Findings

Senior Survey

IAFS surveyed seniors graduating with the International Affairs major in Fall 2022 and Spring 2023. The survey was done using Qualtrics and emails were sent to all graduating seniors in each semester. We received the following number of survey responses:

Graduation Semester	Total pool of graduates	Number of responses	Response rate

Fall 2022	19	3	16%
Spring 2023	115 (include 21 Summer 2023 graduates)	8	7%

Survey questions related to geographic concentration were discussed in advance with Kevin Hemer, Assistant Director of Assessment in the Office of Data Analytics. As part of the senior survey, we asked students the following questions. Students first selected for geographic concentration and then for language, based on the language options for each geographic concentration.

- Which Geographic Concentration area are you studying? (Options: Africa/Middle East, Asia, Europe/Eurasia, Latin America)
- Which Foreign Language are you studying? (Options: Arabic, Chinese, Farsi, French, German, Hebrew, Hindi, Italian, Japanese, Korean, Portuguese, Russian, Spanish, Swedish, other)

Then, the following questions were asked using a 5-point response scale to assess attitudes and views (strongly disagree, somewhat disagree, neither agree nor disagree, somewhat agree, strongly agree). Questions 1-3 are tied to the wording of PLO 3 and questions 4-5 are ones that are generally helpful to the program.

- I understand the region of my geographic concentration.
- I understand the history of the region of my geographic concentration.
- I understand the institutions and processes of the region of my geographic concentration.
- My foreign language study helps me understand the region of my geographic concentration and communicate in that region if I study or work there.
- I was able to find sufficient classes to analyze the region of my geographic concentration.

After these questions, students had the option of using a comment box at the end:

- Please provide any additional comments or thoughts on the IAFS geographic concentrations below.

<u>Fall 2022 responses</u>

We received three responses for Fall 2022: one Africa and Middle East/French, one Europe and Eurasia/Spanish, and one Latin America/Spanish.

Survey Question	**Strongly disagree**	**Somewhat disagree**	**Neither agree nor disagree**	**Somewhat agree**	**Strongly agree**
I understand the region of my geographic concentration.			1		2
I understand the history of the region of my geographic concentration.	1				2
I understand the institutions and processes of the region of my geographic concentration.			1	2	

My foreign language study helps me understand the region of my geographic concentration and communicate in that region if I study or work there.		1			2
I was able to find sufficient classes to analyze the region of my geographic concentration.		1		1	1

Additional comments: “The required history courses for Africa/the Middle East were not helpful largely due to the professors teaching the courses.”

In the Fall 2022 group, the majority of respondents agreed with the statements. The respondent with the Africa/Middle East geographic concentration expressed less understanding of the region’s history and less satisfaction with the class offerings than respondents in other geographic concentrations. This is likely due to the relative lack of classes on Africa and the Middle East at CU Boulder. As an interdisciplinary program, one challenge is that instructors for many of the courses on our curriculum are rostered in other units, and their instruction is overseen by the rostering departments.

Spring 2023 responses

We received eight responses for Fall 2022: two Asia/Korean, five Europe and Eurasia (two German language, two French language, one Spanish language), and one Latin America/Spanish.

Survey Question	**Strongly disagree**	**Somewhat disagree**	**Neither agree nor disagree**	**Somewhat agree**	**Strongly agree**
I understand the region of my geographic concentration.				1	7
I understand the history of the region of my geographic concentration.				3	5
I understand the institutions and processes of the region of my geographic concentration.			1	4	3
My foreign language study helps me understand the region of my geographic concentration and communicate in that region if I study or work there.	1		1	3	3
I was able to find sufficient classes to	1			3	4

analyze the region of my geographic concentration.					

Additional comments: “There are no classes offered about Korea other than Korean Language; also there are very few classes offered about E. Asia in general.” “I was originally hoping to focus on Africa/Middle East, but found there were not enough classes.”

Again, the majority of respondents in the Spring and Summer 2023 group agreed with all statements. Students in geographic concentrations with the most campus offerings (Europe/Eurasia) expressed the highest level of satisfaction with course offerings. One student in the Asia geographic concentration expressed dissatisfaction at the offerings on Korea (apart from language); while we do consistently list offerings on East Asia, there are not many KREN classes for us to list.

Combining Fall 2022 and Spring 2023 graduates (with Summer 2023 graduates added to the latter), here are the percentages of respondents who agreed with the statements.

Survey Question	Total agree	Total disagree	Neither agree nor disagree	% agree
I understand the region of my geographic concentration.	10	0	1	91%
I understand the history of the region of my geographic concentration.	10	1	0	91%
I understand the institutions and processes of the region of my geographic concentration.	9	0	2	82%
My foreign language study helps me understand the region of my geographic concentration and communicate in that region if I study or work there.	8	2	1	73%
I was able to find sufficient classes to analyze the region of my geographic concentration.	9	2	0	82%

For each survey question except one on foreign language (73%), we met or exceeded the benchmark of 80% of graduating seniors indicating agreement on the survey that they adequately learned about and considered aspects of their geographic concentration. **Averaging across all statements related to PLO 3 per the assessment plan, 84% of students agreed with the survey statements, exceeding the benchmark of 80%.**

The two respondents who chose “strongly disagree” or “neither agree nor disagree” studied Spanish and French for Europe/Eurasia, and their reponses may have related to the specific geographic scope in Europe of their languages.

Lessons Learned/Next Steps

Key lessons learned:

- While we exceeded the benchmark established for survey responses, as expected, students in geographic concentrations with fewer campus course offerings expressed some dissatisfaction. IAFS should continue to create opportunities for student learning in Africa/Middle East and Asia geographic concentrations in particular. While the respondents in the Latin America geographic concentration expressed satisfaction and assessed their own learning highly, Latin America is another region where course offerings have been limited. Opportunities could include listing new special topics on semester schedules or targeting geographic specialization in the faculty hiring process.
- The survey had a low response rate, especially for the spring/summer group of graduates. IAFS can explore ways to further publicize the survey, such as posting on different social media channels and faculty announcements in class.
- PLO 3 was the most difficult learning outcome to measure. There are many geographic concentration courses on our permanent curriculum and these courses are primarily in other departments. IAFS does not offer many geographic concentration classes of our own, given our small number of faculty. This leads to a wide range of student learning experiences and course availability, and the teaching faculty in other departments are not overseen by IAFS. To address this challenge, IAFS is open to discussing with ODA and its Office of Assessment ways we might use the IAFS 4500 assessment spreadsheet to evaluate some aspects of geographic concentration learning.

CU Boulder Annual Student Learning Assessment Report:

AY2023-24 (Year 3 of 3-Year Assessment Plan)

Undergraduate Program in Journalism

In this document, you will be asked to provide your program information and a description of your assessment reporting

Program Information

College:	College of Media, Communication and Information (CMCI)
Program Chair:	Patrick Ferrucci
Academic Years (AY) Included in Plan	
1st AY:	2021-22
2nd AY:	2022-23
3rd AY:	2023-24
Assessment Liaison/Coordinator:	Angie Chuang
Email:	Angie.Chuang@colorado.edu
Phone:	202-368-2066 (mobile)

Date Report Submitted (for ODA use only):	[due by June 30 each year]

Program Learning Outcomes (PLOs) & Reporting Schedule

PLO #	CMCI LO	Program Learning Outcome (PLO)	Reporting Schedule		
			1st AY (Y/N)	2nd AY (Y/N)	3rd AY (Y/N)
1	REM-1, 2, 3	Demonstrate an understanding of the history and role of professionals and institutions in shaping journalism, communications, and their role in democratic process	Y	N	N
2	CG&L - 1, 2	Demonstrate an understanding of gender, race, ethnicity, sexual orientation and, as appropriate, other forms of diversity in domestic and global society in relation to shaping journalism, communications, and their role in democratic process	N	N	Y
3	REF-1	Demonstrate an understanding of professional ethical principles in journalism and work ethically in pursuit of truth, accuracy, fairness and diversity	Y	N	N

4	REM-2, 3	Critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness	N	Y	N
5	D-4	Write correctly and clearly in forms and styles appropriate for the journalism profession, audiences and purposes it serves	N	Y	N
6	E&C-6	Apply tools and technologies appropriate for the journalism profession in which they work	N	N	Y

Assessment Results for Academic Year

Provide assessment results below (i.e. key findings and lessons learned/next steps) for each of the PLOs identified in the reporting schedule as being assessed this academic year. *If more than one PLO was assessed this year, copy/paste the template below to report assessment results for the additional PLOs.*

List PLOs that were assessed

Original Assessment Plans for PLOs 2 and 6 written in 2021

PLO 2: Demonstrate an understanding of gender, race, ethnicity, sexual orientation and, as appropriate, other forms of diversity in domestic and global society in relation to shaping journalism, communications, and their role in democratic process

Assessment Method	Metric/Target	Description of Assessment
JRNL 2401 and 3804 add assignment of 1-page paper with prompt based on race, gender, and/or social identity issues in journalism (5% of final grade in class)	80% of all students completing the paper must score 75% or higher	All instructors in sections of both courses will be required to assign the additional 1-page paper and submit overall grades to the department.

PLO 6: Apply tools and technologies appropriate for the journalism profession in which they work

Assessment Method	Metric/Target	Description of Assessment
Capstone Project Evaluation for JRNL 4624	Score of 75% or better on rubric	- Random selection of 50% of Final Projects - Panel of Advisory Board Members (working journalism professionals) do evaluation based on rubric used for ACEJMC assessment

Describe Assessment Efforts and Activities

Revised Assessment Plans for PLOs 2 and 6, Spring 2024

PLO 2: Demonstrate an understanding of gender, race, ethnicity, sexual orientation and, as appropriate, other forms of diversity in domestic and global society in relation to shaping journalism, communications, and their role in democratic process

Assessment Method	Metric/Target	Description of Assessment
JRNL 2401 and 3804 add in-class assignment of 200-350 word response to prompt based on race, gender, and/or social identity issues in journalism.	Mean score of 75% or higher on rubric categories	Panel of professional alumni readers with subject matter expertise evaluate based on rubric.

PLO 6: Apply tools and technologies appropriate for the journalism profession in which they work

Assessment Method	Metric/Target	Description of Assessment
JRNL 4572 and 4624 capstone courses add in-class assignment of 200-350 word response to prompt based on race, gender, and/or social identity issues in journalism.	Mean score of 75% or higher on rubric categories	Panel of professional alumni readers with subject matter expertise evaluate based on rubric.

[***Learning Outcome 2 (Diversity and Culture):*** *Demonstrate an understanding of gender, race, ethnicity, sexual orientation and, as appropriate, other forms of diversity in domestic and global society in relation to shaping journalism, communications, and their role in democratic process.*

Assessment Methods: For PLO 2, we collected responses from students in JRNL 2401 (Media and Diverse Populations) in Fall 2023, and from students in JRNL 3804 (Sports, Media and Society) in Spring 2024. The prompt asked students to reflect on how a journalist's understandings of gender, race, ethnicity and sexual orientation influence media's role in society and how such understandings can affect journalistic accuracy and ethics. Students were given 15 minutes and asked to limit responses to 350 words.

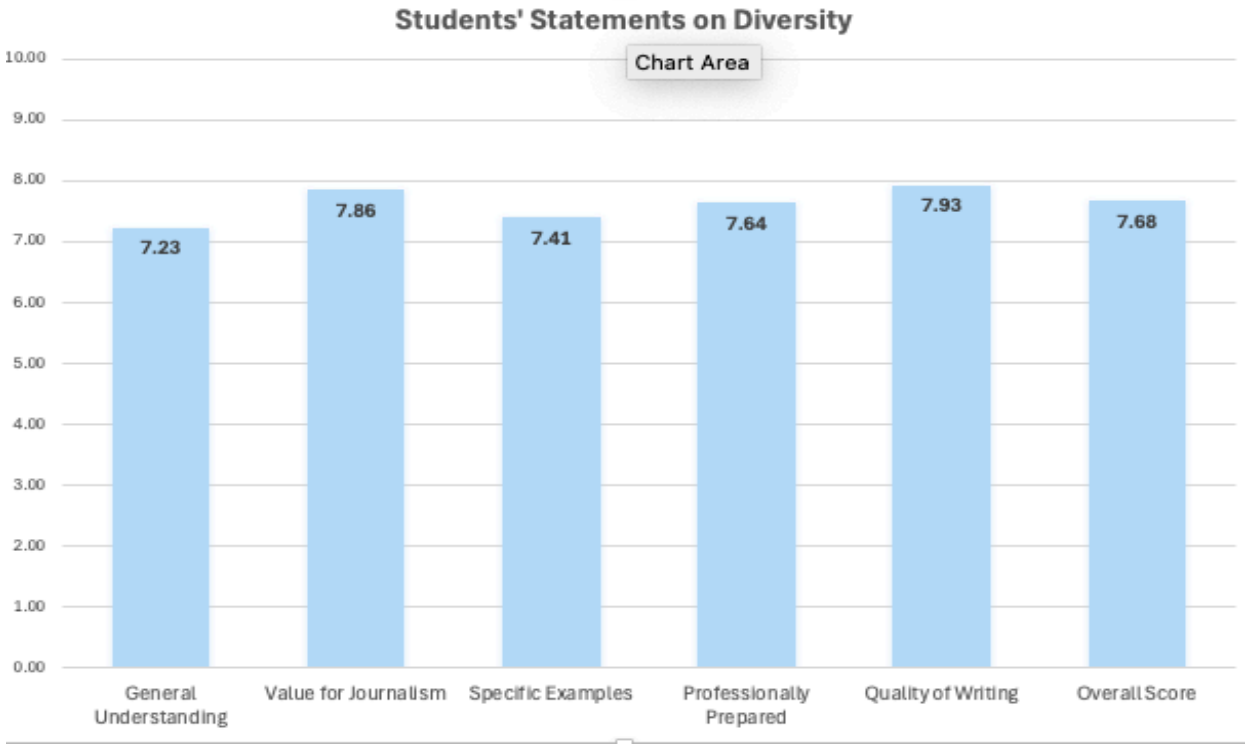
Nearly all students were given this prompt as either extra credit or an additional in-class assignment. The Curriculum Committee screened the responses to remove any that were clearly irrelevant or not being taken seriously. A random selection of 28 student responses comprise the sample that was evaluated by alumni. Evaluators rated the student responses in accordance with five rubrics that more specifically parse a student's cultural competence for this topic.

Of the seven professional evaluators, five are working multimedia journalists; one works in political communication, and one is a doctoral student in media studies. Four identify as being from racially diverse identities, and all seven have covered or researched diversity and social identity issues as part of their student and/or professional work.

Key Findings/Lessons Learned/Next Steps

The results are, according to the revised assessment target, mixed. As the chart below indicates, the overall score, averaging the scores for the five specific rubrics, was 7.7, where a rating of 10 is outstanding and 0 is entirely insufficient.

(Continued next page)



The assessment plan's target for PLO 2 is that "students' mean scores in all categories must be 75% or higher." The overall average score of 7.7 may suggest that the average student in the sample had a score that barely satisfies the plan's target range. However, only 16 students – 57% — made scores that averaged to 7.5 or better. Twelve students scored lower than 7.5, which accounts for the overall average score's close proximity to the target 7.5 (75%).

There is no single area of weakness, or of strength, among the results for the five specific rubrics. In fact, the lowest average score (7.2, for general awareness of diversity) is less than 1 rating point lower than the highest average score (7.9, for quality of writing). The results indicate a basic ability across-the-board to express understandings of the role of diversity in journalistic processes or content. To be sure, there were outstanding exceptions: six students had average scores of around 9. However, four students had average scores of around 6.

It could be that this group of seven media professionals was particularly harsh in evaluating the student statements, but that is unlikely. They did not evaluate the student work together in a single room – so no groupthink -- and their instructions from the faculty explicitly encouraged forgiveness for less-than-perfect statements, given the time constraints.

Our students do have basic understandings of societal diversity and the media/diversity nexus, but their ideas are not sophisticated enough – or not expressed with enough sophistication -- to satisfy the expectations of outside evaluators who have a sense of media and diversity in professional settings. Some students have a sense of what specific scenarios implicate diversity in media, but again, that's not so across the board. They are deemed prepared at a basic level to deal with diversity in a professional setting, but not to the degree the faculty requires.

Though the metrics met the expectations in some, but not all, the rubric categories, as per the assessment plan (altered because the decision was made to incorporate an optional time in-class assignment rather for extra credit rather than an additional paper, given instructor feedback about student workload and bandwidth toward the end of Spring semester), they revealed disparities in student knowledge of issues of social identity, and their ability to communicate specifically about applying it to journalism practice at a professional level. The students

performed better in their broader skills and understandings, such as the value of social identity diversity to journalism, their writing ability, and apparent preparedness for professional work. However, the categories in which they fell short of the target mean scores were about their demonstrated knowledge of the topic/topics (the lowest-scoring category) and ability to give specific examples.

Also, as noted above, the variation between students—with a handful performing extremely well across the board, and others demonstrating clear weaknesses—demonstrates that the means may not fully reveal an unevenness in student knowledge and preparedness in these areas.

Given that these assessments were performed in classes with a focus on social identity diversity's role in media and journalism (though students were explicitly encouraged to draw from their knowledge from all classes or activities in their undergraduate experience), we could conclude that more consistency and exposure across the curriculum is needed. Furthermore, faculty and instruction on social identity diversity needs to explicitly reach out to students of all levels of ability and interest/engagement.

The faculty needs to review (1) the degree to which considerations of diversity are engaged in the core curriculum, and the likelihood of students learning more advanced considerations of media and diversity in their elective courses; and (2) the manner in which considerations of diversity are taught. It could be, for example, that faculty spend a great deal of instructional effort on media and diversity but that it doesn't translate into the students' ability to explain — on their own, with little prompting -- the role of diversity in media work. (3) the incorporation of social identity diversity topics into all aspects and levels of the curriculum, beyond the more specialized classes that focus on them. Repeat exposure, and the message to students that such topics are not just for the "diversity classes" and/or the students who enjoy and seek out these topics in their courses, will likely improve the disparities in demonstrated student knowledge.

Future assessments of PLO 2 could focus on courses later in the curriculum, often taken as electives, that focus on social identity diversity, to gauge differences between 2000 and 3000 level courses, often taken as core requirements, and higher level electives.

[***Learning Outcome 6 (Tools and Technologies):*** *Apply tools and technologies appropriate for the journalism profession in which they work*

Assessment Methods: For PLO 6, we collected short-essay responses from undergraduate students in JRNL 4572 (News Corps) and JRNL 4624 (NewsTeam), in Spring Semester 2024.

The prompt asked students to discuss what types of technology a journalist needs to know to be proficient and effective. They were invited to define "technology" broadly and to produce specific examples to show how technology can enhance journalistic work. Students were given 15 minutes and asked to limit the response to 350 words. Nearly all students were given this prompt as either extra credit or an additional in-class assignment. The assessment committee screened the responses to remove any that were clearly irrelevant or not being taken seriously. A random selection of 25 student responses comprise the sample that was evaluated by alumni. Evaluators rated the student responses in accordance with five rubrics that more specifically parse a student's understanding of journalistic technologies.

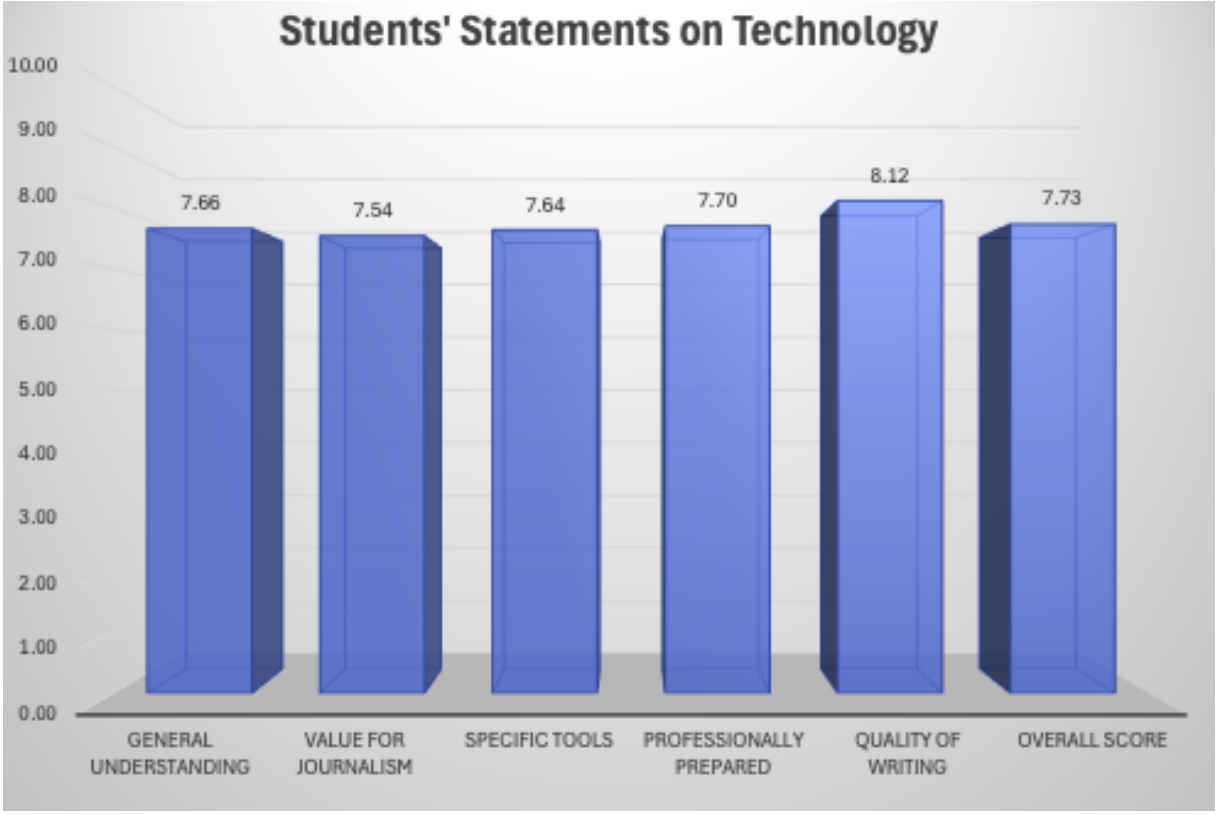
The assessment and evaluations methods were revised from the original 2021 plan prior to execution Spring 2024 in consultation with department faculty who teach applied technology and the two capstones, News Corps (text and multimedia focus) and NewsTeam (video and broadcast focus). First, the decision to invite alumni evaluators was made because CMCI Advisory Board members were already involved in the Year 2 assessments, and more recent alumni—who worked for television news stations, a public radio station, an online newspaper, in a doctoral program teaching digital media courses, and more—had stronger engagement in applied journalism technologies.

We decided the existing capstones (we employed both capstone courses because NewsTeam's enrollment was not sufficient to produce a large enough sample size) had such varying projects—student choice, particularly in News Corps, is emphasized in the topics and nature of multimedia delivery of projects—the evaluation process and any rubric we created would be too challenging and confusing for busy professional alumni. A format similar to the PLO 2 assessment was used, with a prompt that asked students to demonstrate their understanding and proficiency with all forms of applied technology (from multimedia tools to smartphone apps to AI tools) in journalistic reporting and story production. They were encouraged to give specific examples.

Of the seven professional evaluators, five are working multimedia journalists; one works in political communication, and one is a doctoral student in media studies teaching intro-level digital media courses.

Key Findings/Lessons Learned/Next Steps

Like the results on the diversity assessment, these results are solid—and meet overall goals in all categories—but still expose some inconsistencies between students. As the chart below indicates, the overall score, averaging the scores for the five specific rubrics, was 7.7, where a rating of 10 is outstanding and 0 is entirely insufficient.



The assessment plan's target states as the target a "score of 75% or better on all rubric categories," which implies that the average for the sample, using the mean of the five rubrics for each student, should be at least 7.5 (on the 0-10 scale) to meet the target. With overall average score of 7.7, this sample met the target.

However, a closer look at the distribution of student scores show only 16 responses – 64% – at 7.5 or better.) Thus the target is met, though just barely, and not by all students.

The specific rubrics for evaluating responses on technologies are similar to those for diversity, and the results are remarkably similar as well. There is no single area of weakness, or of strength, among the results for the five rubrics. In fact, the lowest average score (7.5, for technologies' value to journalism) is less than 1 rating point lower than the highest average score (8.1, for quality of writing). The results indicate a basic ability across the board to express understandings of the role of technologies in journalistic processes or content. To be sure, there were outstanding exceptions: three students had average scores above 9. However, three students had average scores of around 6.

The current assessment does indicate that the students have basic understandings of what technology can do to enhance journalism. Professional evaluators are telling us that our students seem prepared at a basic level to deal with technologies in professional work – but still in a conceptual, rather than practical, sense. The unevenness in student understanding and abilities resonates with a key motivation behind an overhaul of the B.A. curriculum underway that will further standardize and update skills courses, particularly those related to the visual/multimedia curriculum. In particular, the course JRNL 2001 Fundamentals of Reporting Technologies is due for a restructure and update, which will provide a foundation for the updated intermediate and advanced level curriculum.

Goals for the curriculum revisions that would address the concerns raised in this assessment include: (1) course goals, for core courses and reporting electives, that emphasize hands-on applications; (2) the creation of a lecture/demo and recitation/lab model for JRNL 2001 that will ensure that students have more consistent exposure to applied technologies early in their program; (3) the creation of one-credit modules, the first of which are focused on an applied technologies, which provide students to opt into reinforcing or reviewing certain skills, as well as acquiring new ones.

Because the assessment had evaluators judging what the students wrote "about" technologies, the Department Curriculum Committee might want to devise a future assessment in which evaluators could judge the actual use of technologies by the students in their capstone work. PLO 6, after all, speaks to the students' ability to "apply" tools and technologies, not just to understand what technology can do.

TABLE 5.1

Undergraduate Programs Learning Goal Assessment Results

Competency	Performance Target	How Assessed	Where Assessed	When Assessed	Results			
					Did not Meet Expectations	Met Exepecations	Exceeded Expectations	Total At or Above Expectation
Direct Measures								
1	Our graduates will have basic knowledge of core concepts in Leeds' major functional areas of business (Accounting, Finance, Management, Marketing, Operations and Information Management)	Leeds Capstone Exam (entry level administered at the end of the first year)	BADM 1250	FA19, FA20, SP21	72%	28%	6%	34%
		Leeds Capstone Exam (entry level test and core knowledge test administered at the end of the second year)	BASE 2104	SP20, FA20, SP21	15%	74%	11%	85%
2	Our graduates will have specialized knowledge of one or more of the major areas of emphasis (Accounting, Finance, Management, Marketing, Operations and Information Management)	Leeds Capstone Exam (Senior capstone course assessment exam)	FNCE 4850, ACCT 4850, MGMT 4850, MKTG 4850, OLIA 4850, REAL 4850	SP20, FA20, SP21	7%	48%	46%	94%
3	Our graduates will demonstrate that they have insight into the significance of the globalization of markets and its impact on modern business functions.	Leeds Capstone Exam (specific global questions on core test administered at the end of second year)	BASE 2104	SP20, FA20, SP21	36%	43%	21%	64%
4	Our graduates will understand the connections between academic theory and practice	Individual Case Assignment (BASE Marketplace Sim)	BASE	SP19, SP20, FA20, SP21	11%	29%	60%	89%
5	Our graduates will recognize societal issues inherent in all business decisions, including the value of diversity and the role values play in business practices.	Diverse perspectives survey	N/A	scheduled for SP21, delayed till FA21 due to COVID	N/A	N/A	N/A	N/A
6	Our graduates will possess strong analytical and problem-solving skills, enabling them to identify and critically assess business problems.	4000-level courses, individual case studies, and case presentations	BASE	FA20	6%	38%	56%	94%
				SP21	3%	19%	78%	97%

Continued on next page

TABLE 5.1 - CONTINUED

Undergraduate Programs Learning Goal Assessment Results continued

Competency	Performance Target	How Assessed	Where Assessed	When Assessed	Results			
					Did not Meet Expectations	Met Exepecations	Exceeded Expectations	Total At or Above Expectation
Direct Measures								
7	Our graduates will have a skill set appropriate for business professionals, including:							
7a	Strong verbal and written communication skills	Individual course papers	BASE	SP20, FA20, SP21	26%	43%	31%	74%
		Individual course papers	MKTG 4850	FA20, SP21	23%	25%	53%	78%
		Verbal presentations	BCOR 1030	SP20	17%	29%	54%	83%
				FA20	13%	42%	45%	87%
				SP21	8%	41%	51%	92%
	Proficiency in business computer applications	Presentation slides	BCOR 1030	SP20	17%	27%	56%	83%
				FA20	35%	52%	35%	87%
				SP21	2%	29%	69%	98%
		Presentation slides	BASE	SP20	4%	66%	30%	96%
		Excel exams	MATH 1112	FA20	17%	22%	50%	72%
Indirect Measures								
7c	The ability to work as part of a diverse team	Team evaluation rubrics (peer and faculty) (CATME)	BASE 2104	SP19	0%	48%	52%	100%
				SP20	10%	55%	35%	90%
				SP21	5%	50%	45%	95%
7d	The skills to act and present themselves in a professional manner.	Employer-completed survey	Employer Follow-Up Survey	AY2020 & AY2021	10%	50%	40%	90%

TABLE 5.1 - CONTINUED

Graduate Programs MS Accounting and Taxation Learning Goal Assessment Results

Competency	Performance Target	How Assessed	Where Assessed	When Assessed	Results				Improvements
					Did not Meet Expectations	Met Exepecations	Exceeded Expectations	Total At or Above Expectation	Identify whether process (P) or curriculum (C) (Date changes were made)
Direct Measures									
1	Graduates will be competent in and able to apply the basic technical and institutional knowledge of the discipline of accounting.								
1a	Compute and interpret complex accounting problems relying on technical accounting	Exam2 Exam2 Midterm Exam	ACCT 5240 (MSA)	FA20	4%	76%	20%	96%	
				SP21	13%	81%	6%	87%	
1b	Demonstrate the ability to compare and contrast different systems of accounting principles (i.e., US GAAP and IFRS)	Exam1 Writing Assignment	ACCT 5700 (E)	FA19	0%	82%	18%	100%	
2	Graduates will understand the conceptual foundations of accounting and be able to engage in rigorous critical thinking.								
2a	Interpret and apply statutory tax authority to unstructured and complex transactions.	Final Exam Final Research Project	ACCT 5450 (Both)	FA19	1%	19%	80%	99%	
				SP20	8%	19%	73%	92%	
				FA20	6%	67%	27%	94%	
			ACCT 6420 (MST)	FA19	0%	71%	29%	100%	
				SP20	0%	56%	44%	100%	
				FA20	0%	70%	30%	100%	
2b	Interpret and apply accounting standards governing private and public sector financial reporting.	Final exam	ACCT 5240 (MSA)	FA19	0%	3%	97%	100%	
				FA20	0%	59%	41%	100%	
				SP21	0%	81%	19%	100%	
			ACCT 6620 (Both)	SP20	6%	57%	37%	94%	
				FA20	8%	62%	31%	93%	
				SP21	0%	29%	71%	100%	
3	Graduates will demonstrate competence in general communication skills and analytical reasoning.								
3a	Write effective memoranda	Paper	BSLW 5120 (Both)	FA19	6%	74%	20%	94%	
				SP20	8%	77%	15%	92%	
			ACCT 6620 (Both)	SP20	6%	64%	30%	94%	
				FA20	4%	77%	20%	97%	
				SP21	9%	53%	38%	91%	
3b	Demonstrate the ability to reason and to solve complex business problems.	Exam #1	ACCT 5240 (MSA)	FA20	0%	85%	15%	100%	
				SP21	19%	62%	19%	81%	
4									
4a	Recognize professional standards of conduct.	Midterm Exam1 Case Study	ACCT 6620 (Both)	SP20	4%	10%	86%	96%	
				FA20	8%	12%	81%	93%	
				SP21	11%	18%	71%	89%	
4b	Recognize legal, ethical, and social responsibilities.	Paper Group Presentation	BSLW 5120 (Both)	FA19	3%	66%	31%	97%	
			BSLW 5120 (Both)	SP20	4%	69%	27%	96%	
			ACCT 6350 (Both)	FA19	0%	79%	21%	100%	

TABLE 5.1 - CONTINUED

Graduate Programs MS Business Analytics Learning Goal Assessment Results

Competency	Performance Target	How Assessed	Where Assessed	When Assessed	Results				Improvements
					Did not Meet Expectations	Met Exepecations	Exceeded Expectations	Total At or Above Expectation	Identify whether process (P) or curriculum (C) (Date changes were made)
Direct Measures									
1	Develop the contextual and pracitcal skills to structure, house, condition, analyze and visualize large data sets. Develop coding and "Hacking" skills in current diagnostic and analysis tools including "R", SPSS, Tableau, in structure (e.g., SQL) and unstructured data sets in open architectures including Hadoop	Quizzes, written reports, in-class exercises	MSBC 5070 Survey of Business Analytics	2020	1%	76%	23%	99%	P: need to break-out the performance target per course, rather than grouping together, as not every target is addressed in each class.
		Exams and assignments	MSBX 5405 Structured Data Modeling & Analysis	2019	6%	11%	83%	94%	
				2020	23%	39%	38%	77%	
		Exams and assignments	MSBC 5410 Foundations of Data Analytics	2020	22%	29.5%	48.5%	78%	
2	Become technically conversant in marketing applications for diagnostic and predictive analysis of large data sets.	Assignments	MSBX 5310 Customer Analytics	SP20	10%	86%	4%	90%	
				SP21	7%	74%	19%	93%	C: adjusted rubric to reflect changes in course curriculum reflective of program evolution/focus.
3	Provide a practical experience and practice in identifying value in the marketing or other non-operations function through a co-curriculum practicum with program partners.	Final group presentations	MSBC 5490 Business Analytics Experiential Projects	SP20	10%	90%	0%	90%	
				SP21	5%	90%	5%	95%	
4	Develop effective team and communication skills for the business environment.								
4a	Deliver clear, concise and effective presentations	Final group presentations: external evaluation	MSBC 5490 Business Analytics Experiential Projects	n/a	n/a	n/a	n/a	n/a	NOTE: external evaluations ceased when internships ceased
4b	Collaborate effectively in teams to solve business problems.	Final group presentations: internal evaluation	MSBC 5490 Business Analytics Experiential Projects	SP20	14%	81%	5%	86%	C: presentations goal more appropriately moved to 5490, 2020.
				SP21	0%	85%	15%	100%	
		Final group project: peer evaluation	MSBC 5415 Advanced Data Analytics	2019	5%	35%	60%	95%	
				2020	11%	28%	56%	84%	
Indirect Measures									
4a	Deliver clear, concise and effective presentations		PD Addendum						C: co-curricular programming in data communications added for AY21/22

TABLE 5.1 - CONTINUED

Graduate Programs MS Supply Chain Management Learning Goal Assessment Results

Competency	Performance Target	How Assessed	Where Assessed	When Assessed	Results				Improvements
					Did not Meet Expectations	Met Exepecations	Exceeded Expectations	Total At or Above Expectation	Identify whether process (P) or curriculum (C) (Date changes were made)
Direct Measures									
1	Develop the contextual and practical skills to structure, house, condition, analyze, and visualize data sets found throughout a company's operations and supply chain.	individual data points pulled from multiple assignments	MSBC 5460 Supply Chain Strategy	2019	9%	86%	5%	91%	
2	Develop a perspective and understanding of the major operating constructs and strategies in supply chain design (e.g. SCOR© Model – Supply Chain Organization)	Individual data points pulled from multiple assignments	MSBC 5460 Supply Chain Strategy	2019	9%	86%	5%	91%	
				2020	5%	84%	5%	89%	
				2021	0%	89%	11%	100%	
		Case presen-tations, written midterm, oral final	MSBC 5450 Transportation & Logistics	2020	0%	88%	12%	100%	
		Labs, simlua-tions, final exam	MSBX 5470 Procurement & Contracting	FA19	1%	29%	70%	99%	
				FA20	4%	16%	80%	96%	
3	Provide a practical experience and practice in identifying value in the supply chain through a co-curricular practicum with program partners.	Combined input from faculty and corporate partners: final presentation	MSBC 5480 Suplly Chain Experiential Projects	SP20	0%	50%	50%	100%	P: Scoring weights adjusted between 20 and 21 for greater emphasis on planning component
				SP21	0%	63%	37%	100%	
4	Develop effective team and communication skills for the business environment.								
4a	Deliver clear, concise and effective presentations.	Case analysis	MSBC 5450 Transportation & Logistics	2020	0%	88%	12%	100%	
		Combined input from faculty and corporate partners: final presentation	MSBC 5480 Suplly Chain Experiential Projects	2020	0%	50%	50%	100%	P: Scoring weights adjusted between 20 and 21 for greater emphasis on planning component
				2021	0%	63%	37%	100%	
4b	Collaborate effectively in teams to solve business problems.	Team case analysis	MSBC 5450 Transportation & Logistics	2020	0%	88%	12%	100%	
		Final project: peer evaluation	MSBC 5415 Advanced Data Analytics	SP19	3%	8%	89%	97%	C: Replaced w/ MSBX 5415 when removed from 5410
				SP20	4%	6%	91%	97%	
				SP21	0%	6%	94%	100%	
Indirect Measures									
4a	Deliver clear, concise and effective presentations		PD Addendum						C: Co-curricular programming in data communi-cations added for AY21/22

TABLE 5.1 - CONTINUED

Graduate Programs MS Finance Learning Goal Assessment Results

Competency	Performance Target	How Assessed	Where Assessed	When Assessed	Results				Improvements
					Did not Meet Expectations	Met Exepecations	Exceeded Expectations	Total At or Above Expectation	Identify whether process (P) or curriculum (C) (Date changes were made)
Direct Measures									
1		Case assignments	MBAX 6210 Applied Financial Management	SP20	9%	33%	58%	91%	
				SP21	10%	35%	55%	90%	
2	Develop an understanding of the risk and return characteristics of financial assets and portfolios of financial assets.	Markowitz project	MSBC 5220 Investments and Portfolio Analysis	Fall-B 2019	25%	25%	50%	75%	
3	Understand securities, securities markets, investment vehicles and derivative securities.	Markowitz project	MSBC 5220 Investments and Portfolio Analysis	Fall-B 2019	0%	0%	100%	100%	
		Assignments and exams	MBAX 6250 Derivative Securities	Fall-B 2019	15%	51%	35%	86%	
		Assignments and exams	MBAX 6260 Fixed Income Securities	Spg 21	8%	6%	85%	91%	C: AY20/21: added learning goals to rubric reflecting key core principles
4	Develop the mathematical modeling tools to necessary to make sound business and investment decisions.	Case assignments	MBAX 6210 Applied Financial Management	SP20	18%	23%	59%	82%	
				SP21	12%	26%	62%	88%	

TABLE 5.1 - CONTINUED

Graduate Programs MS Real Estate Learning Goal Assessment Results

Competency	Performance Target	How Assessed	Where Assessed	When Assessed	Results				Improvements
					Did not Meet Expectations	Met Exepecations	Exceeded Expectations	Total At or Above Expectation	Identify whether process (P) or curriculum (C) (Date changes were made)
Direct Measures									
1	Understand the mechanics of real property markets	Exam, homework	MBAX 6630 RE Economics (Fall-B)	2019	0%	9%	91%	100%	
				2020	0%	30%	70%	100%	
		Process of producing a group proposal for an actual piece of real estate	MBAX 6620 RE Project Competition (Spg)	SP21, n=4	0%	75%	25%	100%	P: end of 2020: teams assigned by faculty to distribue skill-sets rather than student-selected
2	Understand how private and public markets for real estate debt and equity function	Case studies, Exams, homework	MSBC 5610 RE Finance and Investments (Fall-B)	Fall-B 20	6%	22%	72%	94%	
		Final team project	MSBX 5605 RE Investment and Risk Mgmt (Spg)	SP21	10%	52%	39%	90%	P: AY19/20 revised exceeds expecta-tion metric: "@Risk" function too narrow an approach
3	The student has a basic understanding of what real estate developers and property managers can do to: (1) increase the useful economic life of real property; and (2) reduce real property's carbon footprint.		MBAX 6815 Sustainable Real Estate (not offered during reporting period AY20/21)	n/a	n/a	n/a	n/a	n/a	

*__Note:__ Enrollment in MS-REAL did not merit surveying until AY 2020/2021

TABLE 5.1 - CONTINUED

Graduate Programs MBA Learning Goal Assessment Results

Competency	Performance Target	How Assessed	Where Assessed	When Assessed	Results				Improvements
					Did not Meet Expectations	Met Exepecations	Exceeded Expectations	Total At or Above Expectation	Identify whether process (P) or curriculum (C) (Date changes were made)
Direct Measures									
1	Foster innovation in strategic thinking by developing an intergrated skill set across the core disciplines								
1a	Develop critical and creative thinking that drives innovation in new and established ventures.	Company analysis	MBAC 6090 Marketing Management	FA20	11%	25%	64%	89%	
		Team presentations	MBAC 6050 Strategy	SP20	0%	81%	19%	100%	
1b	Demonstrate proficiency in core business fundamentals to enhance the foundation for success.	Final exam, case study analysis	MBAC 6090 Marketing Management	FA20	11%	25%	64%	89%	
		Case assignment	MBAC 6060 Corporate Finance	FA19	24%	35%	41%	76%	
		Exams and assignments	MBAC 6020 Financial Accounting	FA19	3%	71%	26%	97%	
				FA20	3%	84%	13%	97%	
2	Develop a business perspective of ethics, social responsibility, law and compliance issues.	Position Statements	MBAC 6002 Social, Moral, Ethical Foundations of Business	FA20	4%	31%	64%	95%	C: Adjusted from MBAC 6000 due to revised core curriculum
3	Develop Effective team and communication skills for the business environment. (*interpersonal and team communication skils)								
3a	Write clear and concise business documents	Position Statements	MBAC 6002 Social, Moral, Ethical Foundations of Business	FA20	3%	35%	62%	97%	C: Adjusted from MBAC 6000 due to revised core curriculum
3b	Presentations: individual and team	Average of (3) presentations over the course of the term	MBAC 6096	SP20	0%	6%	94%	100%	C: Replaced with MBAC 6096 to assessments with introduction of new core

TABLE 5.1 - CONTINUED

Graduate Programs PMBA Learning Goal Assessment Results

Competency	Performance Target	How Assessed	Where Assessed	When Assessed	Results				Improvements
					Did not Meet Expectations	Met Exepecations	Exceeded Expectations	Total At or Above Expectation	Identify whether process (P) or curriculum (C) (Date changes were made)
Direct Measures									
1	Foster innovation in strategic thinking by developing an intergrated skill set across the core disciplines								
1a	Develop critical and creative thinking that drives innovation in new and established ventures.	Company analysis	MBAC 6090 Marketing Management	FA20	2.61%	2.61%	94.77%	97%	
		Exam questions	MBAC 6050 Strategy	SU19	3%	36%	64%	100%	
				SU20	4%	47%	53%	100%	
1b	Demonstrate proficiency in core business fundamentals to enhance the foundation for success.	Homework and exam questions	MBAC 6060 Corporate Finance	SP21	12%	88%	n/a	88%	
		Exams and assignments	MBAC 6020 Financial Accounting	FA19	3%	71%	26%	97%	
				FA20	3%	84%	13%	97%	
		Assignments	MBAC 6080 Decision Modeling	SU 20	39%	19%	42%	61%	
2	Develop a business perspective of ethics, social responsibility, law and compliance issues.	Position Statements	MBAC 6002 Social, Moral, Ethical Foundations of Business	SU20	24%	45%	31%	76%	C: Replaced MBAC 6000 w/MBAC 6050 when 6000 removed from core
3	Develop Effective team and communication skills for the business environment. (*interpersonal and team communication skils)								
3a	Write clear and concise business documents	Final project: Team presentation	MBAC 6050 Strategy	SU19	0%	70%	30%	100%	C: Replaced MBAC 6000 w/MBAC 6050 w/introduction of new core
				SU20	0%	61%	39%	100%	
3b	Presentations: individual and team	Final project: Team presentation	MBAC 6050 Strategy	SU19	0%	70%	30%	100%	
				SU20	0%	61%	39%	100%	
		Average of (3) presentations over the course of the term	MBAC 6096	SU21 (will be assessed for the first time)					C: Added MBAC 6096 to assessments w/introduction of new core

CU Boulder Annual Student Learning Assessment Report

Academic Year 2025-26

(Year 1 of 2025-2028 3-Year Assessment Cycle)

Program Information

Program Name:	B.A. in Media Production
Department Name	Critical Media Practices
College:	College of Communication, Media, Design and Information (CMDI)
Program Chair:	Reece Auguiste
Assessment Liaison/Coordinator:	Roshanna Sylvester, Associate Chair for Undergraduate Studies
Email:	roshanna.sylvester@colorado.edu
Academic Years (AY) Included in Plan	
Assessment Planning AY (Year 0):	2024/2025
Reporting AY (Year 1):	2025/2026
Reporting AY (Year 2):	2026/2027
Reporting AY (Year 3):	2027/2028

Program Learning Outcomes & Reporting Schedule

	Program Learning Outcome (PLO)	Reporting Schedule		
		1st AY (Y/N)	2nd AY (Y/N)	3rd AY (Y/N)
1	Knowledge of, and the ability to use, the creative process as a way of knowing.	N	N	Y
2	Understanding of how to critically engage media making as experience, inquiry, and world-making.	Y	N	N
3	The ability to collaborate on the conception and production of innovative works.	N	Y	N
4	Understanding of the histories and theories of media art and how they shape and are shaped by society and culture.	Y	N	N

Assessment Results for Academic Year

Please provide your assessment results below (i.e. key findings and lessons learned/next steps) for each of the program learning outcomes identified in the reporting schedule as being assessed this academic year. *If more than one program learning outcome was assessed this year, please copy/paste the template below to report assessment results for each additional program learning outcome.*

List the program learning outcome that was assessed:

PLO 2: Understanding of how to critically engage media making as experience, inquiry, and world-making.

Please describe the context of the learning experiences related to this program learning outcome:

Students are first introduced to this learning outcome in CMDP 1400 Introduction to Critical Media Practices (the required entry-point into the Media Production major) and CMDP 2500 Media Practices I, the first of three required Studio production courses. The outcome is reinforced at the intermediate level in CMDP 3600 Media Practices II (the second Studio course in the required sequence) and at the advanced level in CMDP 4900 Media Practices Capstone (the third required Studio course, generally taken in a student's final semester).

Describe Assessment Efforts and Activities

We assess PLO 2 through both direct and indirect methods.

Direct assessment considers student learning in the senior Capstone course (CMDP 4900), in which students complete a final media project that is publicly exhibited. The project includes the media work and an artist talk in which they reflect on their project and its meanings. Final projects are graded using criteria including: their ability to produce meaningful media work that asks questions of its audience, and to successfully reflect on their relationship to the world as a media maker. The target metric is that at least 80% of students will receive a score of 80% or higher on their final media project.

In AY2025-26, the Associate Chair for Undergraduate Studies requested and collected via email the required data from the instructors of the two Fall sections of CMDP 4900 (15 students) and five Spring sections (72 students).

Of the total number of students across sections who completed the course (87), 84 (97.6%) received a grade of 80% or higher for the final project – a success rate well above the targeted goal.

Indirect assessment occurs by means of responses of graduating seniors on the Media Production Capstone Exit Survey. The survey is administered via Qualtrics in all sections of the Capstone Seminar. The relevant question uses a forced-choice, Likert-type scale: extremely well, very well, moderately well, slightly well, not well at all. The target metric is that at least 80% of students will respond "extremely well" or "very well" to the statement: "Thinking about where you started and where you are now, how well did the Media Production program help you develop understanding of how to critically engage media making as experience, inquiry, and world-making."

All 87 students enrolled in AY2025-26 Capstone sections were invited and actively encouraged by their instructors to complete the Exit Survey. Of those, 35 filled in the questionnaire in Qualtrics, a response rate of 40%. Of the 35 who responded to the relevant question, 12 selected "extremely well" and another 12 selected "very well." The combined total of 68.6% was below the 80% target metric.

Key Findings/Lessons Learned/Next Steps

As a result of findings gained through our first cycle of program assessment (2021-2024), we introduced significant changes to the Media Production curriculum. First, students are now required to declare and complete a concentration as a formal sub-plan, choosing between three defined practice areas: Documentary Media, Immersive & Emergent Media, and Sound Practices. Second, we have created formal leadership positions and faculty caucuses that enhance curricular oversight, facilitate instructor training, and ensure greater consistency across multiple-section courses. Third, we have developed model syllabi, a library of sample assignments and rubrics, and website templates for the three core production courses (CMDP 2500, CMDP 3600, and CMDP 4900).

When analyzing assessment data in Year 1 of our second cycle, it is crucial to note that the cohort of students who graduated in AY2025-26 came into the program before those changes were fully implemented.

Particularly striking in this year's data is the disparity between a high level of *actual* student success (as shown through direct assessment of their final Capstone projects) and the lower level of *perceived* achievement (as self-reported on the Exit Survey). On the one hand, the results suggest that our attempts to improve the program are making a positive difference. On the other hand, we still need to work on ways to communicate to students more effectively what skills and habits of minds they are actually gaining through the program.

The department's Undergraduate Curriculum Committee will take up that challenge in AY2026-27.

List the program learning outcome that was assessed:

PLO 4: Understanding of the histories and theories of media art and how they shape and are shaped by society and culture.

Please describe the context of the learning experiences related to this program learning outcome:

This learning outcome is first introduced in CMDP 2100 Approaches to Historical Media Practices, a required Critical Studies course for Media Production majors that students generally take in their sophomore or junior year.

Describe Assessment Efforts and Activities

We assess PLO 4 through both direct and indirect methods.

Direct assessment considers student learning in the CMDP 2100, in which students research and write a first-person narrative essay exploring the social implications of media art and history from the perspective of an individual living in a different time and place. The final paper is graded with a rubric assessing student accomplishment in five areas: ideas, organization, understanding, research, and mechanics. The target metric is that at least 75% of students will receive a score of 80% or higher on their final research paper.

In AY2025-26, the Associate Chair for Undergraduate Studies requested and collected via email the required data from the instructor of the Fall and Spring sections of CMDP 2100, which enrolled a total of 140 and 157 students respectively.

Of the total number of students across the two sections who completed the course (297), 264 (88.9%) received a grade of 80% or higher for the final project – a success rate somewhat above the targeted goal (75%).

Indirect assessment occurs by means of responses of graduating seniors on the Media Production Capstone Exit Survey. The survey is administered via Qualtrics in all sections of the Capstone Seminar. The relevant question uses a forced-choice, Likert-type scale: extremely well, very well, moderately well, slightly well, not well at all. The target metric is that at least 80% of students will respond "extremely well" or "very well" to the statement: "Thinking about where you started and where you are now, how well did the Media Production program help you develop understanding of the histories and theories of media art and how they shape and are shaped by society and culture."

All 87 students enrolled in AY2025-26 Capstone sections were invited and actively encouraged by their instructors to complete the Exit Survey. Of those, 35 filled in the questionnaire in Qualtrics, a response rate of 40%. Of the 35 who responded to the relevant question, 7 selected "extremely well" and another 15 selected "very well." The combined total of 62.8% was well below the 80% target metric.

Key Findings/Lessons Learned/Next Steps

Once again, we note a disparity between a relatively high level of *actual* student success (as shown through direct assessment of their final research papers) and the lower level of *perceived* achievement (as self-reported on the Exit Survey).

Under our revised curriculum, CMDP 2100 remains a required Critical Studies course for Media Production majors. That said, the new version of the major requires students to take an upper-division Critical Studies course specific to their concentration area that reinforces PLO 4: CMDP 3150 Sonic Histories, CMDP 3210 Immersive and Emergent Media Histories, or CMDP 3350 Modes of Documentary Media History.

When analyzing assessment data in Year 1 of our second cycle, it is crucial to note that the cohort of students who graduated in AY2025-26 came into the program before those changes were fully implemented.

Going forward, we expect that the inclusion of a required upper-division course will improve student achievement of PLO 4 by the point of graduation.

CU Boulder Annual Student Learning Assessment Report

Academic Year 2025-26

(Year 1 of 2025-2028 3-Year Assessment Cycle)

Program Information

Program Name:	B.A. in Media Production
Department Name	Critical Media Practices
College:	College of Communication, Media, Design and Information (CMDI)
Program Chair:	Reece Auguiste
Assessment Liaison/Coordinator:	Roshanna Sylvester, Associate Chair for Undergraduate Studies
Email:	roshanna.sylvester@colorado.edu
Academic Years (AY) Included in Plan	
Assessment Planning AY (Year 0):	2024/2025
Reporting AY (Year 1):	2025/2026
Reporting AY (Year 2):	2026/2027
Reporting AY (Year 3):	2027/2028

Program Learning Outcomes & Reporting Schedule

	Program Learning Outcome (PLO)	Reporting Schedule		
		1st AY (Y/N)	2nd AY (Y/N)	3rd AY (Y/N)
1	Knowledge of, and the ability to use, the creative process as a way of knowing.	N	N	Y
2	Understanding of how to critically engage media making as experience, inquiry, and world-making.	Y	N	N
3	The ability to collaborate on the conception and production of innovative works.	N	Y	N
4	Understanding of the histories and theories of media art and how they shape and are shaped by society and culture.	Y	N	N

Assessment Results for Academic Year

Please provide your assessment results below (i.e. key findings and lessons learned/next steps) for each of the program learning outcomes identified in the reporting schedule as being assessed this academic year. *If more than one program learning outcome was assessed this year, please copy/paste the template below to report assessment results for each additional program learning outcome.*

List the program learning outcome that was assessed:

PLO 2: Understanding of how to critically engage media making as experience, inquiry, and world-making.

Please describe the context of the learning experiences related to this program learning outcome:

Students are first introduced to this learning outcome in CMDP 1400 Introduction to Critical Media Practices (the required entry-point into the Media Production major) and CMDP 2500 Media Practices I, the first of three required Studio production courses. The outcome is reinforced at the intermediate level in CMDP 3600 Media Practices II (the second Studio course in the required sequence) and at the advanced level in CMDP 4900 Media Practices Capstone (the third required Studio course, generally taken in a student's final semester).

Describe Assessment Efforts and Activities

We assess PLO 2 through both direct and indirect methods.

Direct assessment considers student learning in the senior Capstone course (CMDP 4900), in which students complete a final media project that is publicly exhibited. The project includes the media work and an artist talk in which they reflect on their project and its meanings. Final projects are graded using criteria including: their ability to produce meaningful media work that asks questions of its audience, and to successfully reflect on their relationship to the world as a media maker. The target metric is that at least 80% of students will receive a score of 80% or higher on their final media project.

In AY2025-26, the Associate Chair for Undergraduate Studies requested and collected via email the required data from the instructors of the two Fall sections of CMDP 4900 (15 students) and five Spring sections (72 students).

Of the total number of students across sections who completed the course (87), 84 (97.6%) received a grade of 80% or higher for the final project – a success rate well above the targeted goal.

Indirect assessment occurs by means of responses of graduating seniors on the Media Production Capstone Exit Survey. The survey is administered via Qualtrics in all sections of the Capstone Seminar. The relevant question uses a forced-choice, Likert-type scale: extremely well, very well, moderately well, slightly well, not well at all. The target metric is that at least 80% of students will respond "extremely well" or "very well" to the statement: "Thinking about where you started and where you are now, how well did the Media Production program help you develop understanding of how to critically engage media making as experience, inquiry, and world-making."

All 87 students enrolled in AY2025-26 Capstone sections were invited and actively encouraged by their instructors to complete the Exit Survey. Of those, 35 filled in the questionnaire in Qualtrics, a response rate of 40%. Of the 35 who responded to the relevant question, 12 selected "extremely well" and another 12 selected "very well." The combined total of 68.6% was below the 80% target metric.

Key Findings/Lessons Learned/Next Steps

As a result of findings gained through our first cycle of program assessment (2021-2024), we introduced significant changes to the Media Production curriculum. First, students are now required to declare and complete a concentration as a formal sub-plan, choosing between three defined practice areas: Documentary Media, Immersive & Emergent Media, and Sound Practices. Second, we have created formal leadership positions and faculty caucuses that enhance curricular oversight, facilitate instructor training, and ensure greater consistency across multiple-section courses. Third, we have developed model syllabi, a library of sample assignments and rubrics, and website templates for the three core production courses (CMDP 2500, CMDP 3600, and CMDP 4900).

When analyzing assessment data in Year 1 of our second cycle, it is crucial to note that the cohort of students who graduated in AY2025-26 came into the program before those changes were fully implemented.

Particularly striking in this year's data is the disparity between a high level of *actual* student success (as shown through direct assessment of their final Capstone projects) and the lower level of *perceived* achievement (as self-reported on the Exit Survey). On the one hand, the results suggest that our attempts to improve the program are making a positive difference. On the other hand, we still need to work on ways to communicate to students more effectively what skills and habits of minds they are actually gaining through the program.

The department's Undergraduate Curriculum Committee will take up that challenge in AY2026-27.

List the program learning outcome that was assessed:

PLO 4: Understanding of the histories and theories of media art and how they shape and are shaped by society and culture.

Please describe the context of the learning experiences related to this program learning outcome:

This learning outcome is first introduced in CMDP 2100 Approaches to Historical Media Practices, a required Critical Studies course for Media Production majors that students generally take in their sophomore or junior year.

Describe Assessment Efforts and Activities

We assess PLO 4 through both direct and indirect methods.

Direct assessment considers student learning in the CMDP 2100, in which students research and write a first-person narrative essay exploring the social implications of media art and history from the perspective of an individual living in a different time and place. The final paper is graded with a rubric assessing student accomplishment in five areas: ideas, organization, understanding, research, and mechanics. The target metric is that at least 75% of students will receive a score of 80% or higher on their final research paper.

In AY2025-26, the Associate Chair for Undergraduate Studies requested and collected via email the required data from the instructor of the Fall and Spring sections of CMDP 2100, which enrolled a total of 140 and 157 students respectively.

Of the total number of students across the two sections who completed the course (297), 264 (88.9%) received a grade of 80% or higher for the final project – a success rate somewhat above the targeted goal (75%).

Indirect assessment occurs by means of responses of graduating seniors on the Media Production Capstone Exit Survey. The survey is administered via Qualtrics in all sections of the Capstone Seminar. The relevant question uses a forced-choice, Likert-type scale: extremely well, very well, moderately well, slightly well, not well at all. The target metric is that at least 80% of students will respond "extremely well" or "very well" to the statement: "Thinking about where you started and where you are now, how well did the Media Production program help you develop understanding of the histories and theories of media art and how they shape and are shaped by society and culture."

All 87 students enrolled in AY2025-26 Capstone sections were invited and actively encouraged by their instructors to complete the Exit Survey. Of those, 35 filled in the questionnaire in Qualtrics, a response rate of 40%. Of the 35 who responded to the relevant question, 7 selected "extremely well" and another 15 selected "very well." The combined total of 62.8% was well below the 80% target metric.

Key Findings/Lessons Learned/Next Steps

Once again, we note a disparity between a relatively high level of *actual* student success (as shown through direct assessment of their final research papers) and the lower level of *perceived* achievement (as self-reported on the Exit Survey).

Under our revised curriculum, CMDP 2100 remains a required Critical Studies course for Media Production majors. That said, the new version of the major requires students to take an upper-division Critical Studies course specific to their concentration area that reinforces PLO 4: CMDP 3150 Sonic Histories, CMDP 3210 Immersive and Emergent Media Histories, or CMDP 3350 Modes of Documentary Media History.

When analyzing assessment data in Year 1 of our second cycle, it is crucial to note that the cohort of students who graduated in AY2025-26 came into the program before those changes were fully implemented.

Going forward, we expect that the inclusion of a required upper-division course will improve student achievement of PLO 4 by the point of graduation.

CU Boulder Annual Student Learning Assessment Report
Academic Year 2024-2025 (Year 2 of 3-Year Assessment Cycle)
Undergraduate Program in Physics

Program Information

Program Name:	Physics
College:	A&S
Program Chair:	Tobin Munsat
Academic Years (AY) Included in Plan	
1st AY:	(started in 2023)
2nd AY:	2024-2025
3rd AY:	
Assessment Liaison/Coordinator:	Steven Pollock
Email:	Steven.Pollock@colorado.edu

Program Learning Outcomes & Reporting Schedule

	Program Learning Outcome (PLO)	Reporting Schedule		
		1st AY (Y/N)	2nd AY (Y/N)	3rd AY (Y/N)
1	After completing a BA degree in Physics, students will be able to… … apply appropriate conceptual and mathematical tools to solve introductory-level physics problems, and make sense of solutions.	Y	Y	
2	… solve complex physics problems across the core areas of physics (classical and quantum mechanics, statistical mechanics and thermodynamics, and electricity and magnetism) by applying relevant models, theories, and technical approaches.		Y	
3	… extract meaningful data from physical systems and construct conclusions through data analysis including consideration of error and uncertainty.			Y
4	… clearly and concisely track and report their work, including both experimental and theoretical analyses, following professional norms.			Y

Assessment Results for Academic Year

List the program learning outcome that was assessed:

PLO 1: After completing a BA degree in Physics, students will be able to apply appropriate conceptual and mathematical tools to solve introductory-level physics problems, and make sense of solutions.

Describe the context of the learning experiences related to this program learning outcome:

Context for this outcome focuses on introductory physics 1 and 2. We include data from Physics, Engineering Physics, Astrophysics, and broader engineering populations all in the context of Physics 1 and Physics 2 classes. These classes are large-lecture based, but interactive (with peer instruction and clicker questions, interactive lecture demonstrations, and associated small-group research-based recitations run by trained TA and LA teams.

Describe Assessment Efforts and Activities

Description: For the 2024-25 AY, we assessed student conceptual growth in Physics 1 (Mechanics) and Physics 2 (Electromagnetism) courses and topical areas.

Method 1: Fall 2024
Assessment: FMCE (Force and Motion Conceptual evaluation), a conceptual test for introductory mechanics.
Metric from the assessment plan: "At least 60% of students receive a score of 60% or higher on the posttest"
Description: FMCE is given (in person in last recitation or online) at the end of Physics 1110, and 1115, both 1st year introductory physics course. (1115 targets our majors) Questions are multi-choice and research-based. We have a database of past scores for comparison, and national databases also exist.
(The test is hard, a score of 60% would be well above national averages.)

Method 2: Spring 2025
Assessment: BEMA (Brief Electromagnetism Assessment) test for introductory E&M.
Metric from the assessment plan: "At least 60% of students receive a score of 60% or higher on the posttest"
Description: See description above, BEMA to be given at the end of 1120 and 1125, both 2nd semester physics courses (1125 targets our majors) This is an even more ambitious metric/target which (if achieved) would put us far above national averages. (From national data, the average posttest scores on the BEMA are not as high as those on the FMCE, this is thus a *more* challenging assessment.)

These are all per our original proposal. We are missing data from Phys 1115 students for Fa24, but present results from Phys 1110, as well as from 1125 (which is largely the same cohort of students as Phys 1115)

Key Findings/Lessons Learned/Next Steps

[Describe key findings and address any lessons learned/next steps. Lessons learned/next steps may include programmatic changes, improvements to the curriculum, or future steps for action. Lessons learned may also include reflections on the assessment method, its value, and potential changes to the assessment process.]
Outcomes: **FMCE for Physics 1, Fa24:** Due to a collection oversight, we did not collect posttests Fa24 from Phys 1115. We do have data for the larger Phys 1110 course, which serves engineering students (and some physics majors), and Phys 1115 generally outperforms Phys 1110. We collected matched pre-post data for almost 500 students in Phys 1110 in Fa24. (Historically we find this subpopulation is reasonably representative, in the sense that the average course score for students taking both pre and posttest is only slightly higher than the full class average course score)

- The average posttest score was 74%, well above our own CU historical average (69% for Fall terms over the past 20 years).
- For the metric we defined for ourselves: 72% of the class scored above 60% (Our departmental target for majors is > 60% of the class should score that high)
- 19% of the class got a perfect score (100%) on the posttest. This is a proctored solo activity in the final recitation, done on bubble sheets, so this is an impressive statistic.

In summary, for Phys 1110, we have exceeded our proposed outcome measure. The 1115 (majors) cohort largely moves on to Phys 1125 in the spring, and those results (see below) are very high

BEMA for Physics 2, Sp 2025: We collected 54 posttests out of a roster of ~90 students. This is 60% of the class. We are thus sampling a marginally stronger pool of students (those who showed up for the last class to take this posttest. See comments above about bias)

- The average posttest score was 64%, the second highest in 7 terms for this majors' course.
- For our metric: 59% of the class scored above 60%. (Ou target is > 60% should score that high. As noted above, the BEMA is a harder exam than the FMCE, with typically lower average scores)
  89% exceeded the published national BEMA average (47% for traditionally taught courses)

In summary, for Phys 1125, we have just reached our proposed outcome goals.

Note: Physics teaches a larger course for non-physics majors (primarily engineers), Physics 1120. For that population in Sp25, the average post BEMA score was 58%, median is 61%. This is well above our historical Phys 1120 course average of 55.5% Conclusion: for nonmajors to whom we provide this service Physics 2 course, we do not quite reach our proposed (ambitious) outcome for physics majors. However, ¾ of the class exceeds the published national average score.

Lessons learned and future steps: this course sequence (Physics 1115/25, i.e. Physics 1 and 2 for physics majors) has run for 7 years. Average posttests have been quite consistent year after year.
For Physics 2, the BEMA class average score (64% this term) has ranged from 55% to 67%, averaging 61%.

We are reaching the departmental goals for majors we set for ourselves. The assessments are nationally used and research-validated, the fact that we do this well on them speaks well for our program. The missing student data from the last week of classes is challenging to address and does modestly impact our ability to assess the program holistically. We are discussing ways to encourage better attendance that last week. There is also still a "tail" of significantly under-performing students: historically, the bottom ~20% of our students taking the FMCE exam score below 50%, demonstrating either that they did not take the test seriously, or they still lack what might be considered "Newtonian thinking". This number is consistent with students underperforming in the course itself. For the BEMA, only 11% of the Phys 1125 students who took the posttest this year scored below the published national average score of 47%. Given appropriate resources, we might try targeting this underperforming subpopulation with extra support throughout the term. We have some concrete ideas for how we might pursue this at the introductory level, but this is not something that can be done without significant external support in terms of personnel, money, and space.

PLO2: After completing a BA degree in Physics, students will be able to solve complex physics problems across the core areas of physics (classical and quantum mechanics, statistical mechanics and thermodynamics, and electricity and magnetism) by applying relevant models, theories, and technical approaches.

Please describe the context of the learning experiences related to this program learning outcome:

We include data from Phys 2210, the first "upper-division" mechanics course, Phys 3310 and Phys 3320, an upper-division electrodynamics sequence, and Phys 3220, the first upper-division Quantum Mechanics course. This is a good sampling of our "core" upper-division, spanning from year 2 to near-final semester physics majors' required courses. We also include final exam data from Phys 3210 (Classical Mechanics 2)

Describe Assessment Efforts and Activities

[Describe what assessment activities were conducted this year. Include assessment methodology, deviations from the assessment plan, and information related to assessment efforts that may provide context. Include detail about who was assessed, when the data was collected, how the data was analyzed, who analyzed the data, and if/how these findings were communicated to other program faculty and program stakeholders]

Our proposal suggested two independent assessment methods for PLO2:
1) research-based posttests, given at the end of a sampling of our core middle-division physics courses
2) Final exam scores, also sampling across courses.
Data was collected by individual faculty members (A half dozen different faculty collected over the past 5 semesters), compiled/analyzed by Prof. Steven Pollock, and shared with the chair and senior teaching faculty.

Method 1: Research based post-tests, given at the end of the semester. Original proposed metric/target: "At least 66% of students will receive a score of 50% or higher". These posttests are research-based and published assessments, given as a last homework assignment and scored "participation only" (grades do not impact course scores.) Students take them online, and we have evidence suggesting scores are slightly lower than what they would be in a proctored environment. Participation rate is typically (but not always) high.

Our target (2/3 would receive a score of 50% or higher) was not based on research. These are known to be challenging assessments roughly normalized to 50% averages, so this was an ambitious goal. A 50% class average would thus be "average" on a national scale. We have 4 assessments: CCMI (Class Mech), QMCA (Quantum 1) CUE (Electrodynamics 1), and CURRENT (Electrodynamics 2). We collected data dating back to Spring 2023. This represents courses taught by 10 different faculty members. Results are summarized below.

Method 2: We proposed randomly sampling final exam scores from a similar set of core middle division courses, with target: "At least 66% of students will receive a score of 70% or higher on selected subsets of final exam questions". We have compiled entire final exam scores (not a subset of questions). Since different faculty have very different personal criteria for curving, we realize this blanket goal is arbitrary, and not self-calibrated like Method 1 data. So, we expect considerable variance across faculty. We collected data from 7 faculty members across 5 courses over the past 2 years. Results are summarized below .

Key Findings/Lessons Learned/Next Steps

[Describe key findings, address lessons learned/next steps including programmatic changes, or curricular improvements. You may include reflections on the assessment method, its value, and potential changes]

Method 1: **Research based posttests:**

A) Quantum (QMCA) we have 5 semesters of data. Class average scores ranged from 52% to 65%. The fraction of students achieving at least 50% scores ranged from .5 to .8. Combining all terms, the average score was 58%, and 2/3 (0.65) of our students achieved at least 50% scores. For this course/metric, we have readily met our ambitious goal.

B) Classical Mechanics (CCMI): 4 semesters. Class averages range from 53% to 61%. The fraction of students achieving at least 50% scores ranged from .55 to .67. Combining terms, the average score was 56%, and 60% achieved at least 50% scores. For this course/metric, we are very close to our goal.

C) EM1 (CUE): 3 semesters. Class averages range from 41% to 53%. The fraction of students achieving at least 50% scores ranged from .24 to .48. Combining, the average score was 49%, and 42% achieved at least 50% scores. For this course/metric, we are below our goal. We note that the one anomalous low term (of 3) was taught by a new faculty member, their first time teaching.

D) EM2 (CURRENT): 2 semesters. Class averages were 48% and 60%. The fraction of students achieving at least 50% scores were .56 and .75. Combining, the average score was 57%, and 60% achieved at least 50% scores. For this course/metric, we are close to (but just below) our goal. Note that again the low score of the two was taught by a new faculty member, their first time teaching.

Method 2: Final exam results.

A) Quantum: We have 4 semesters of final exam data. Class averages range from 69% to 86%. The fraction achieving a score above 70% ranged from .5 (~half) to .9. For this course/metric, we have generally achieved our ambitious goal.

B) Classical Mechanics 1: 2 semesters. Class averages were 60% and 74%. The fraction achieving a score above 70% were ¼ and .6 respectively. For this course/metric, we do not achieve our target (Note: the faculty member with low averages writes hard exams which are then curved. The fraction of D or F students was roughly the same both terms, around 10-15%, which is our long term average as well. Class Mech 2: 3 semesters of final exam data. Class averages were 63%, 85%, and 88%. The fraction achieving a score above 70% were 1/3, 90%, and 96% respectively. (The low scoring faculty member was the same person as the low score for Class Mech 1, see comments above about curving)

C) EM1: 5 semesters. Class averages range from 67% to 78%. The fraction achieving a score above 70% ranged from .5 to .7. For this course/metric, we are close to achieving our target.

D) EM2: 2 semesters. Class averages were 75 and 82%. The fraction achieving a score above 70% was .65 and .78. For this course/metric, we are basically achieving our target.

Lessons learned and future steps: We reached our targets in many of these courses, with natural variation from faculty to faculty. In one case, a new faculty member taught a course twice, and his postscore increased by 10 points the second time. (We see this phenomenon at the introductory level as well: new faculty are learning to teach, but can make rapid, substantial improvements.) Our majors' metrics are not as well calibrated (internal or external) as at the intro level, but show substantial and consistent strong learning. Our research-based tests correlate strongly (typical correlation coefficient ~.6-.7) with course grades in individual courses, suggesting that despite significant (expected) final exam score variation from faculty member to faculty member, learning outcomes are consistently strong across courses and semesters.

Here again, there are some significantly under-performing students on both sets of metrics in every course. We might try targeting the underperforming subpopulation with extra support throughout the term, but this would require significant external support in terms of personnel, money, and space. It is frankly less clear to us how to tackle this issue at the upper division. We also note that many of our upper-division core majors' courses have class rosters averaging close to 100 students/term, so none of these are small classes. We are stretching our resources already to provide student-centered pedagogy in these courses.

CU Boulder Annual Student Learning Assessment Report

Academic Year 2024-25

(Year 1 of 3-Year Assessment Cycle)

Program Information

Program Name:	Political Science
College:	Arts & Sciences
Program Chair:	Jennifer Fitzgerald
Academic Years (AY) Included in Plan	
1st AY:	2024-2025
2nd AY:	2025-2026
3rd AY:	2026-2027
Assessment Liaison/Coordinator:	Nancy Billica
Email:	nancy.billica@colorado.edu

Program Learning Outcomes & Reporting Schedule

	Program Learning Outcome (PLO)	Reporting Schedule		
		1st AY (Y/N)	2nd AY (Y/N)	3rd AY (Y/N)
1	Students will communicate political science concepts clearly, both orally and in writing.	Y	N	N
2	Students will locate the evidence necessary to evaluate arguments in political science research and the current political world.	N	Y	N
3	Students will create well-designed arguments using relevant theories of political science.	Y	N	N
4	Students will answer research questions using logical inference from quantitative and qualitative evidence.	N	Y	N
5	Students will understand political dynamics at the subnational, national, and international levels.	N	N	Y
6	Students will develop an appreciation for various ideological perspectives and for the complex political environment around them.	N	N	Y
7	Students will acquire a sense of efficacy for changing the political environment.	N	Y	N

Assessment Results for Academic Year

Please provide your assessment results below (i.e. key findings and lessons learned/next steps) for each of the program learning outcomes identified in the reporting schedule as being assessed this academic year. *If more than one program learning outcome was assessed this year, please copy/paste the template below to report assessment results for each additional program learning outcome.*

List the program learning outcome that was assessed:

PLO 1: Students will communicate political science concepts clearly, both orally and in writing.

Please describe the context of the learning experiences related to this program learning outcome:

Clear communication of political science concepts is a goal for students in all political science courses. Direct assessment of this PLO was implemented in PSCI 2004 (Survey of Western Political Thought), one of the department's five courses required of all political science majors. This is an introductory course which is open to students at all levels, from freshman to senior. The course is also open to non-majors and is offered every semester. Thus, it is a mixed group. However, within the semester, assignments are designed to not only introduce concepts but to build student abilities towards mastery of both the concepts and the clear communication of those concepts. Course assignments require graded writing exams, and students engage in oral discussion of the course material in recitations (but with no grading of oral communications).

Describe Assessment Efforts and Activities

PLO 1 was subject to both direct and indirect assessment in year one of the 3-year assessment cycle. Direct assessment was carried out in the Fall 2024 semester in PSCI 2004, Survey of Western Political Thought. Student performance on this PLO was assessed based on the results of a second required essay submitted by students towards the end of the semester and with writing that was expected to reflect learning from previous course feedback as opposed to students' pre-existing skill sets. Students were given a choice in selecting one of two essay prompts for response. Each prompt required students to articulate an original argument by selecting and applying core concepts to a contemporary political puzzle.

As this was a take-home assignment, students were reminded of course policy: "Using AI is prohibited in this course, full stop—it may not be used in any capacity, including studying, summarizing, brainstorming, writing, editing, and any other activity related to this course."

Students were graded by TAs using a rubric with oversight from the instructor. The rubric included the following elements:

- Quality of thesis
- Argument structure
- Relationship to texts
- Comprehension of concepts
- Writing

Scoring of students drew on all rubric elements in the assignment of the final grade and related assessment score, where B+ to A grades were given a score of 3 (strong); C- to B grades were given a score of 2 (adequate); and F to D+ scores were given a score of 1 (weak). Students who did not complete the essay were dropped from the assessment.

Indirect assessment of PLO 1 was carried out through the annual PSCI undergraduate student survey, administered at the end of the spring 2025 semester. Students in this survey were asked to indicate their personal views as to how well their PSCI coursework helped them develop their skills in clearly communicating political science concepts, both orally and in writing, with scores ranging from 1 ("strongly disagree") to 5 ("strongly agree").

Key Findings/Lessons Learned/Next Steps

PLO 1 KEY FINDINGS

Direct Assessment of PLO 1

The target: At least 70% of students will receive a strong or adequate evaluation in a writing assignment assessing PLO 1.

Direct Assessment Results: A total of 203 students in PSCI 2004 had a second essay assignment evaluated for clear written communication of political science concepts consistent with the department's first program learning outcome. The target was met overall and with respect to all subgroups examined.

PSCI 2004 is open to students in any major. In Fall 2024, 132 of the 203 students assessed (65%) were political science majors (25 of the PSCI majors listing more than one major). Notably, 71.5% of the political science majors were assessed as strong (score of 3) in their clear written communication of political science concepts, as compared to 51.2% of the full set of students assessed.

Scoring of all student essay submissions

SCORE	All students (n=203)	PSCI majors (n=137, 67.5% of total)
3 (strong)	104 (51.2%)	98 / 137 (71.5%)
2 (adequate)	91 (44.8%)	34 / 137 (24.8%)
1 (weak)	8 (3.9%)	5 / 137 (3.6%)
3 + 2: target met	195 (96.1%)	132 / 137 (96.4%)

The most important finding: At 96% for all students as well as political science majors, students in the fall 2024 PSCI 2004 course far exceeded the target of 70% receiving a strong or adequate evaluation (numbers of students receiving scores of 3 or 2) in assessment of PLO 1.

Breakdown by class level: As noted, PSCI 2004 is open to undergraduates at all class levels. In the Fall 2024 semester, 158 out of the total of 203 students (77.8%) were either freshmen or sophomores. The remaining 45 students (22.2%) were juniors and seniors. No significant difference was apparent in the assessment results across these different sets of students in the evaluation of PLO 1. In general, students at all class levels were shown to have far exceeded the target of at least 70% of students receiving a strong or adequate evaluation (receiving scores of either 3 or 2) in the assessment of PLO 1.

Distribution of Scores Across Class Levels (% of 203 total) for PLO 1

	3 (strong)	2 (adequate)	1 (weak)	3 + 2
Freshman (n=79)	43/79 (54.4%)	30/79 (38.0%)	6/79 (7.6%)	73/79 (92.4%)
Sophomore (n=79)	36/79 (45.6%)	42/79 (53.2%)	1/79 (1.3%)	78/79 (98.7%)
Junior (n=33)	19/33 (57.6%)	14/33 (42.4%)	0/33 (0.0%)	33/33 (100%)
Senior (n=12)	6/12 (50.0%)	5/12 (41.7%)	1/12 (8.3%)	11/12 (91.7%)

Indirect Assessment of PLO 1

The target: At least 80% of students will agree or strongly agree with the statement: "My PSCI coursework helped develop my skills in clearly communicating political science concepts, both orally and in writing."

Indirect Assessment Results: Very limited data was gathered from the PSCI undergraduate survey administered at the end of the spring 2025 semester. The survey was sent to 930 PSCI majors across all class levels, with 31 responses received – a 3 percent response rate. Thus, any results can be considered suggestive at best.

Survey results across all PSCI students (total n = 31)
5 (strongly agree): n = 15/31 (48.4%)
4 (agree): n = 11/31 (35.5%)
Students selecting either 4 or 5 on the survey: n = 26/31 = 84%

Survey results for seniors only (total n = 12)
Seniors selecting either 4 or 5 on the survey: n = 11/12 = 92%

Both of these results exceed the target of having at least 80% of students agree or strongly agree that their PSCI coursework helped in developing clear communication skills. However, very low participation in the student survey undermines the confidence we have in the indirect assessment results by themselves.

PLO 1 LESSONS LEARNED

The overall results show that students are being given solid opportunity to develop clear communication of political science concepts in this introductory course, Survey of Western Political Thought. The course requires substantial reading across political philosophies and

issues from Western culture, from antiquity into the 20th century, and then solid opportunity for both writing and discussing these foundational theoretical concepts.

The vast majority of students received either strong or adequate scores on a second writing assignment. Increasing the number of students who receive a "strong" evaluation (score of 3) is a goal in any course. However, an introductory course brings in many students who are just learning the skills necessary for higher scholarly achievement. Important to consider is whether or not the course has the structures in place to allow the majority to learn the concepts, improve on their communication skills, and prepare for future coursework that will allow for further development of their skills. The required essay writing in this course, along with the oral discussion of political theory in recitations, provides an important avenue for this critical academic support

What is not clear is to what extent increasing access to artificial intelligence options has interfered with student academics. The course instructor expressed considerable concern about AI usage in this course and took on a very time-consuming process investigating student writing submissions. At the advice of Honor Code and in light of concerns about AI detection software, this process was undertaken without the use of detection software. A total of 88 essays were investigated, and 54 Honor Code cases were filed. Clearly, this was a serious issue.

Given these concerns, an additional level of analysis was carried out, singling out the political science students whose submissions were not considered suspicious in terms of Honor Code issues. Of the total of 137 political science students whose essays were assessed, 101 (73.7%) were seen as not raising any AI suspicions. Essays singled out for possible AI violations spanned all class levels.

Interestingly, the scoring of these 101 "clean" essays did not vary from the overall findings. Essays that raised no AI alarm bells were given scores very similar to the scores applied to the full set of PSCI student submissions.

Scoring of PSCI student essay submissions:

All PSCI submissions versus only those with no suspicion of AI use

SCORE	All PSCI majors (n=137)	PSCI majors, no AI concerns (n=101)
3 (strong)	98 / 137 (71.5%)	73 / 101 (72.3%)
2 (adequate)	34 / 137 (24.8%)	24 / 101 (23.8%)
96.0%)1 (weak)	5 / 137 (3.6%)	4 / 101 (3.9%)
3 + 2: target met	132 / 137 (96.4%)	97 / 101 (96.0%)

This is complicated territory. Both students and instructors are learning how to navigate the increased accessibility of technology. Added to this is the fact that AI detection tools remain imperfect, and students who might be accused of using AI might not actually be guilty of such use. As a recent headline in the *New York Times* put it, there's "A New Headache for Honest Students: Proving They Didn't Use A.I." (by Callie Holtermann, 17 May 2025, How Students Are Fending Off Accusations That They Used A.I. to Cheat - The New York Times).

An important lesson learned is that the Political Science Department along with the university as a whole must pay close attention to both the changing technology and to the underlying messaging to students that this is about learning and working to gain personal knowledge and skill. Shortcuts via AI undermine those higher goals. Helping students to develop skills in clearly communicating political science concepts remains a fundamental program learning outcome. Finding ways to ensure that students are doing their own communicating will be very important in the future – both in terms of class assignments as well as in assessing student achievement.

Regarding indirect assessment of PLO 1, low participation in the PSCI undergraduate survey resulted in very little information gained. In spite of this, we continue to find that student self-assessment is a valuable indicator of program success. Challenges include timing of the survey and increasing participation. These will be important considerations for planning the annual survey in the coming year.

Some remedies that are planned include: (1) limiting the number of surveys sent out to PSCI undergraduates across the academic year; (2) offering an incentive (such as the chance of receiving a gift card in a lottery) for responding to the survey; and (3) investigating the data gathered, both direct and indirect, for evidence of underlying problems in students being able to meet the department's program learning outcomes.

List the program learning outcome that was assessed:

PLO 3: Students will create well-designed arguments using relevant theories of political science.

Please describe the context of the learning experiences related to this program learning outcome:

Drawing on relevant theories of political science to construct arguments is a basic learning goal for students in all political science courses. Direct assessment of this PLO was implemented in PSCI 2223, Introduction to International Relations, one of the department's five courses required of all political science majors. As an introductory course, it is open to students at all levels, freshman to senior, and from all majors. Coursework covers theories, histories, and problems in international relations.

Describe Assessment Efforts and Activities

PLO 3 was subject to both direct and indirect assessment in year one of the 3-year assessment cycle. Direct assessment was carried out in the Fall 2024 semester in PSCI 2223, Introduction to International Relations.

Student performance on this PLO was assessed based on the results of an essay submitted by students in a third midterm exam administered near the end of the semester. The writing prompt for this assessment required students to explain a specific international relations theory, describe what the theory would predict, match the prediction with evidence, and apply the theory to new cases of international relations.

The exam writing prompt was administered entirely online. It was an open-book and open-note exam. Students were explicitly told that they could not use AI in formulating their responses.

TAs carried out the assessment with instructor guidance, evaluating the several required parts to this essay question. Student essay submissions were given a score of 3 for those essays demonstrating strong argument; 2 to indicate an adequate argument; and 1 for weak argument.

Indirect assessment was carried out through the annual PSCI undergraduate student survey, administered at the end of the spring 2025 semester. Students in this survey were asked to indicate their personal views as to how well their PSCI coursework helped them develop well-designed arguments using relevant theories of political science, with scores ranging from 1 ("strongly disagree") to 5 ("strongly agree").

Key Findings/Lessons Learned/Next Steps

PLO 3 KEY FINDINGS

Direct Assessment of PLO 3

The target: At least 70% of students will receive a strong or adequate evaluation in a writing assignment assessing PLO 3.

Direct Assessment Results: A total of 327 students in PSCI 2223 had a third midterm exam essay evaluated for well-designed argument using relevant theories of political science as specified in the department's third program learning outcome. The target was met overall and with respect to all subgroups examined.

PSCI 2223 is open to students in any major. In Fall 2024, 140 of the 327 students assessed (42.6%) were political science majors (18 of the PSCI majors listing more than one major).

Scoring of all student essay submissions

SCORE	All students (n=327)	PSCI majors (n=140, 42.8% of total)
3 (strong)	107 (32.7%)	49 / 140 (35.0%)
2 (adequate)	140 (42.8%)	59 / 140 (42.1%)
1 (weak)	80 (24.5%)	34 / 140 (24.3%)
3 + 2: target met	247 (75.5%)	108 / 140 (77.1%)

Both the full set of students as well as those students with a declared political science major exceeded the target with no substantial difference between the two groups. Specifically, 75.5% of all students received a strong or adequate evaluation (scores of 3 or 2 on the writing assignment) and 77.7% of the political science majors received those strong or adequate evaluations in the assessment of PLO 3.

Breakdown by class level: PSCI 2223 is open to undergraduates at all class levels but primarily attracts freshmen and sophomores. In the Fall 2024 semester, 283 out of the total of 327 students (86.5%) were either freshmen or sophomores. The remaining 44 students (13.5%) were juniors and seniors. No significant difference was apparent in the assessment results across these different sets of students in the evaluation of PLO 3. In general, students at all class levels exceeded the target of at least 70% of students receiving a strong or adequate evaluation (receiving scores of either 3 or 2) in the assessment of PLO 3.

Distribution of Scores Across Class Levels (% of 203 total) for PLO 1

	3 (strong)	2 (adequate)	1 (weak)	3 + 2
Freshman (n=178)	48/178 (27.0%)	82/178 (46.1%)	48/178 (27.0%)	130/178 (73.0%)
Sophomore (n=105)	39/105 (37.1%)	43/105 (41.0%)	23/105 (21.9%)	82/105 (78.1%)
Junior (n=35)	15/35 (42.9%)	13/35 (37.1%)	7/35 (20.0%)	28/35 (80.0%)
Senior (n=9)	5/9 (55.6%)	2/9 (22.2%)	2/9 (22.2%)	7/9 (77.8%)

Indirect Assessment of PLO 3

The target: At least 80% of students will agree or strongly agree with the statement: "My PSCI coursework helped me to develop well-designed arguments using relevant theories of political science."

Indirect Assessment Results: As noted in the review of PLO 1, a low response rate for the PSCI undergraduate survey administered at the end of the spring 2025 semester limits the findings for PLO 3.

Survey results across all PSCI students (total n = 31 survey responses received)
5 (strongly agree): n = 12/31 (38.7%)
4 (agree): n = 10/31 (32.3%)
Students selecting either 4 or 5 on the survey: n= 22/31 = 71%

Results for seniors only (total n = 12)
Seniors selecting either 4 or 5 on the survey: n = 9/12 = 75%

These results are close to the target but do not meet the target of having at least 80% of students agree or strongly agree that their PSCI coursework helped them to develop well-designed arguments. However, the very low response rate leaves the question open as to how most PSCI undergraduates view their coursework in the achievement of this program learning outcome.

PLO 3 LESSONS LEARNED

The results of the direct assessment show that a large majority of students demonstrated adequate or strong skill in political science theoretical argument. The essay question assessed was a sophisticated one that required clear knowledge, analytical thinking, and organized presentation of information as the basis for response.

The writing prompt assessed: *Is public opinion on trade and immigration consistent with the predictions of Heckscher-Olin theory? Explain what Hecksher-Olin theory predicts about support for and opposition to international trade and immigration, and if the evidence you have seen in this class is consistent with those predictions. Finally, evaluate if and how these dynamics have manifested in political polarization in the United States and the withdrawal of Britain from the European Union.*

A similar writing prompt (also focused on explaining and developing argument related to the Heckscher-Olin theory) was assigned to students in fall 2022 with similar assessment results.

Scoring of all student essay submissions

SCORE	Assessment Fall 2024 (n=327)	Assessment Fall 2022 (n=307)
3 (strong)	107 (32.7%)	116 (37.8%)
2 (adequate)	140 (42.8%)	140 (45.6%)
1 (weak)	80 (24.5%)	51 (16.6%)
3 + 2: target met	247 (75.5%)	256 (83.4%)

A general goal is to increase the number of students who receive a “strong” evaluation in designing and communicating theoretical arguments (score of 3). However, an introductory course such as this, attracting primarily freshmen and sophomores, means that many are just beginning to learn these skills. Students in this course have opportunity to learn and practice the basics of theoretical argument. This then serves as the foundation for future coursework where these skills will be further developed.

An underlying question in this and other political science courses focuses on how the increased access to artificial intelligence options might be affecting student work. Students were told that they could not use AI in constructing their essay responses, but the expectation is that at least some students are using these tools. The Political Science Department has been considering these challenging issues and is in an ongoing process of sharing information and recommendations on AI-related concerns.

Reflecting on indirect assessment of PLO 3, low participation in the PSCI undergraduate survey resulted in limited insight on how students view their PSCI coursework in helping them to develop well-designed arguments. As described with respect to indirect assessment of PLO 1, there are plans in the coming academic year to change the administration of the undergraduate survey, including with respect to both timing and participation incentives, and to consider other information that might reveal underlying problems in student achievement of this PLO. We hope to gain better student feedback in the future.

CU Boulder Annual Student Learning Assessment Report:

AY2022-2023 (Year 3 of 3-Year Assessment Plan)

Undergraduate Program in Political Science

Table of Contents

Program Information 1
Program Learning Outcomes (PLOs) & Reporting Schedule 2
Assessment Results for Academic Year 3
Assessment Methods 3
Key Findings 3
Lessons Learned/Next Steps 3
PLO 5: Students will understand political dynamics at the subnational, national, and international levels 4
Assessment Methods 4
Key Findings 4
Lessons Learned/Next Steps 5
Assessment Methods 6
Key Findings 6
Lessons Learned/Next Steps 7
PLO 7: Students will acquire a sense of efficacy for changing the political environment. 7
Assessment Methods 7
Key Findings 8
Lessons Learned/Next Steps 8

Program Information

Program Name:	Political Science
College:	Arts & Sciences
Program Chair:	Jennifer Fitzgerald
Academic Years (AY) Included in Plan	
1st AY:	2020-2021
2nd AY:	2021-2022
3rd AY:	2022-2023
Assessment Liaison/Coordinator:	Nancy Billica
Email:	Nancy.billica@colorado.edu
Phone:	303-492-7871

Date Report Submitted (for ODA use only):	[due by June 30 each year]

Program Learning Outcomes (PLOs) & Reporting Schedule

Program Learning Outcome (PLO)		Reporting Schedule		
		1st AY (Y/N)	2nd AY (Y/N)	3rd AY (Y/N)
1	Students will communicate political science concepts clearly, both orally and in writing.	Y	Y	N
2	Students will locate the evidence necessary to evaluate arguments in political science research and the current political world.	N	Y	N
3	Students will create well-designed arguments using relevant theories of political science.	N	N	Y
4	Students will answer research questions using logical inference from quantitative and qualitative evidence.	N	Y	N
5	Students will understand political dynamics at the subnational, national, and international levels.	N	N	Y
6	Students will develop an appreciation for various ideological perspectives and for the complex political environment around them.	N	N	Y
7	Students will acquire a sense of efficacy for changing the political environment.	N	Y	Y

Assessment Results for Academic Year

PLO 3: Students will create well-designed arguments using relevant theories of political science.

Assessment Methods

Assessment Method	Metric/Target	Description of Assessment
PSCI 2223 students will be assessed as weak, adequate or strong in a writing assignment. (Direct)	At least 70% of students will receive an adequate or strong evaluation.	Assessment will be conducted in Fall 2022. Written assignment will be graded by TAs by rubric with oversight from instructor. The rubric will include a specific sub-score for performance on this PLO, with a score of 1=weak, 2= adequate and 3=strong.

Key Findings

The target was met as demonstrated in the results of direct assessment.

Direct assessment of PLO 3 was done in the course PSCI 2223, Introduction to International Relations. Student performance on this PLO was drawn from the responses to an essay question included in a mid-semester exam administered in this course in the fall 2022 semester. The essay required description and explanation of theory as well as argument related to observation and application of the theory.

TAs carried out the assessment across a total of 307 students, directly scoring a 1 for weak argument, 2 to indicate adequate, and 3 to indicate strong argument. Assessment results are as follows:

Score of 3 = strong: 116 / 307 = 37.8%
Score of 2 = adequate: 140 / 307 = 45.6%
Score of 1 = weak: 51 / 307 = 16.6%

The target of at least 70% of students receiving either adequate or strong evaluations was strongly met, with a total of 83.4% of the students achieving these scores (37.8% + 45.6%, or a total of 256 out of the 307 students assessed) indicating that they were able to create well-designed arguments using relevant theories of political science.

Lessons Learned/Next Steps

The results of the direct assessment show that a vast majority of our students are acquiring skill in political science theoretical argument. The question assessed was a sophisticated one that required clear knowledge, analytical thinking, and organization of information as the basis for response. The question: “What does the Hecksher-Ohlin theory predict about international financial flows and migration, and why? Does the theory explain well the actual patterns of finance and migration that we observe? Why or why not?”

Review of student responses to a similar written assignment in the future will be very useful for continued tracking of this program learning outcome. We will also add in an indirect question on the future senior exit survey to assess student’s own sense of their ability to formulate arguments.

PLO 5: Students will understand political dynamics at the subnational, national, and international levels.

Assessment Methods

Assessment Method	Metric/Target	Description of Assessment
PSCI 2012 students will be assessed as adequate, weak or strong in a writing assignment. (Direct)	At least 70% of students will receive an adequate or strong evaluation.	Assessment will be conducted in Fall 2022. Written assignment will be graded by TAs by rubric with oversight from instructor, with a score of 1=weak, 2= adequate and 3=strong.
Senior Exit Survey question: My PSCI coursework helped broaden my understanding of political dynamics at the subnational, national, and international levels. (Indirect)	At least 80% of students will agree/strongly to the statement.	Qualtrics survey administered to seniors annually in late April/early May of each year. Question uses a 5-point Likert scale. Data will be reported in year 3 (2022-2023) of the assessment cycle.

Key Findings

The targets were met in both direct and indirect assessments.

Direct assessment of PLO 5 was done in the introductory course on comparative politics, PSCI 2012. Student performance on this PLO was drawn from the responses to multiple choice questions included in the second midterm exam administered in this course in the fall 2022 semester.

The exam included a total of 20 multiple choice questions covering a broad range of concepts and arguments used to discuss and compare politics at all levels – subnational, national, and international. Students were instructed that there was only one best answer for each.

Scores for 277 students were included in this assessment with results as follows:
Score of 3 = strong: 84 / 277 = 30.3%
Score of 2 = adequate: 114 / 277 = 41.2%
Score of 1 = weak: 79 / 277 = 28.5%

The target of at least 70% of students receiving either adequate or strong evaluations was met, with a total of 71.5% of the students achieving these scores (30.3% + 41.2%, or a total of 198 out of the 277 students assessed).

The strong category includes students who correctly answered at least 18 of the 20 questions (grades of 90-100%). The 114 scores in the adequate category include those who correctly answered 14-17 of the 20 multiple choice questions (a class grading range of 70-85%). The weak category includes those who correctly answered 13 or fewer of the multiple choice questions

Indirect assessment was conducted through the senior exit survey. A total of 74 graduating seniors responded to the question – 41 responses received in 2021, 17 from the 2022 survey, and 16 from the 2023 survey. Of these, 48 (64.9%) strongly agreed, and an additional 18 (24.3%) chose the "somewhat agreed" option for a total of 89.2% (66/74) who either strongly agreed or agreed that their political science coursework had broadened their understanding of political dynamics. The target of having at least 80% of students agreeing was clearly met by this indirect measure.

Lessons Learned/Next Steps

Overall, we are satisfied in knowing that the target was met of at least 70% of students receiving an adequate or strong evaluation in meeting this program learning outcome. There is always room for improvement. We believe that the current measure of 71.5% of the students who met the goal for this PLO assessment could be increased.

Multiple choice questions have many advantages in assessing student learning outcomes. Among other things, as demonstrated in this particular assessment application, the questions can focus on a broad range of materials and many different levels of learning. This includes basic concept recall, application, and evaluation. Consistency in measuring outcomes is another advantage.

However, there are limits as well. The questions could not assess the ability of students to organize their thoughts or to provide full explanations of how or why political dynamics vary at the subnational, national, or international levels. We could probably gather better information on how our students are doing in this area if a written assignment were used instead. This interest must be balanced with the burden of conducting multiple assessments in a single course. That was the case in this particular instance, where PLOs 5 and 6 were both assessed in the same course. We are wary of unduly increasing the burden of scoring on the instructor and TAs. Thus, it seemed fair to have one of the PLOs assessed with multiple choice exam questions (this PLO 5) while the second one, PLO 6, was assessed through evaluation of written responses.

We will continue to accept a variety of assessment approaches in the future. This will keep the kind of information being considered very broad and also allow for flexibility in actually administering assessment processes.

Even with some limits on direct evaluation of this PLO due to the nature of the assignment chosen for review (outcomes on a multiple choice instrument as opposed to a written assignment), the indirect survey results reinforce the general finding that students leave the program with enhanced understanding of political dynamics.

However, low participation in the senior survey somewhat undermines the confidence we have in the indirect assessment results by themselves. Some of the goals identified following last year's senior exit survey were addressed, including getting the survey instrument ready to go early in spring semester. A couple of challenges remain focused on timing and increased participation. The end of the school year is busy for everyone – students, faculty, and staff – and a survey such as this is generally not anyone's top priority. Add to that the fact that it's an optional step for the graduating seniors, it's no surprise that many students completely bypass the survey. A new challenge for the coming year is adding in participation incentives to increase the numbers who complete the survey.

PLO 6: Students will develop an appreciation for various ideological perspectives and for the complex political environment around them.

Assessment Methods

Assessment Method	Metric/Target	Description of Assessment
PSCI 2012 students will be assessed as weak, adequate, or strong in a writing assignment. (Direct)	At least 70% of students will receive an adequate or strong evaluation.	Assessment will be conducted in Fall 2022. Written assignment will be graded by TAs by rubric with oversight from instructor, with a score of 1=weak, 2= adequate and 3=strong.
Senior Exit Survey question: My PSCI coursework has given me an understanding of multiple political perspectives. (Indirect)	At least 80% of students will agree/strongly to the statement.	Qualtrics survey administered to seniors annually in late April/early May of each year. Question uses a 5-point Likert scale. Data will be reported in year 3 (2022-2023) of the assessment cycle.

Key Findings

The targets were met in both direct and indirect assessments.

Direct assessment of PLO 6 was done in the introductory course on comparative politics, PSCI 2012. Student performance on this PLO was drawn from the written responses on the second midterm exam administered in this course in the fall 2022 semester. The exam allowed students to choose four out of six concepts for full discussion. For each, students were required to write a “thorough definition and description of the concept AND describe its importance and broader significance.”

Scores for 277 students were included in this assessment with results as follows:

Score of 3 = strong: 164 / 277 = 59.2%
Score of 2 = adequate: 99 / 277 = 35.7%
Score of 1 = weak: 14 / 277 = 5.1%

The target of at least 70% of students receiving either adequate or strong evaluations was easily exceeded at 95% of the total (59.2% + 35.7%, or a total of 263 out of the 277 students assessed).

The 164 included in the strong category had received a grade of 54/60 or better on this portion of the midterm exam, or a grade of 90% or above. The 99 scores in the adequate category were those graded in the range 43-53 out of 60 possible points (a class grading range of 72-88%). The 14 weak scores were graded at 42 out of 60 possible points or lower.

Indirect assessment was conducted through the senior exit surveys administered in 2021, 2022, and 2023. 61 of the 74 responses (82.4%) received across the 3-year period either strongly agreed or somewhat agreed. This includes 45 who strongly agreed, and an additional 16 who provided a “somewhat agree” response. These results show that the target was met of having at least 80% of students agreeing that they had developed an appreciation for various ideological perspectives through their political science coursework.

Lessons Learned/Next Steps

The political science major requires students to be familiarized with several distinct subfields of knowledge and inquiry. This introductory course on comparative politics is one of those requirements for all majors. Comparative politics, by its nature, presents multiple perspectives and approaches in the complex world around them. The written responses assessed for this PLO show that almost all of the students enrolled in the course were able to demonstrate appreciation for various ideological perspectives and for complexities in the political environment.

Students were expected to bring a wide range of information and knowledge to their writing in completing this assignment. Concepts included: welfare state, social democracy, colonialism, inclusive economic institutions, tropical disadvantage, and international trade. In writing about each item's broader significance, students were required to discuss at least one of the following: "(1) its relevance to course themes and comparative politics, (2) its relevance to some country's economic or political history or trajectory, or (3) its impact on something else of importance." In addition, good responses required students to "mention material from readings as well as lectures."

The concepts covered in this course are further developed and applied in increasingly specialized and focused materials presented in subsequent courses. This includes in-depth analysis of and comparison across countries and regions as well as over time. It is very encouraging to see the strong evidence in this PLO 6 assessment that students are grappling with competing perspectives and political variability.

We expect to use similar assessment approaches for this PLO in the future, both direct and indirect. As noted in the review of PLO 5 above, efforts to improve participation rates in the senior exit survey should yield better information in the future.

PLO 7: Students will acquire a sense of efficacy for changing the political environment.

Assessment Methods

Assessment Method	Metric/Target	Description of Assessment
PSCI 1101 students will be assessed as weak, adequate, or strong in a writing assignment. (Direct)	At least 70% of students will receive an adequate or strong evaluation.	This assessment was rescheduled from the original plan to be conducted in Fall 2021. Written assignment will be graded by TAs by rubric with oversight from instructor. The rubric will include a specific sub-score for performance on this PLO, with a score of 1=weak, 2= adequate and 3=strong
Senior Exit Survey question: I have the knowledge and understanding of the political system to work for change when I believe change is needed. (Indirect)	At least 80% of students will agree/strongly to the statement.	Qualtrics survey administered to seniors annually in late April/early May of each year. Question uses a 5-point Likert scale. Data to be reported in year 3 (2022-2023) of the assessment cycle, together with the direct assessment results.

Key Findings

The targets were met in both direct and indirect assessments.

Direct assessment of PLO 7 was carried out in PSCI 1101, Introduction to American Politics & Government in the fall 2022 semester. Student responses to two true/false questions included in the final exam were used as the basis for evaluating this program learning outcome. Both questions focused on the student's sense of efficacy in changing the political environment, one at the general level ("the average person"), and the other specific to the individual student.

The questions:

1. The average person has the ability to influence politics and policy in the United States.
   Agree: 316 / 388 students = 81%

2. I feel like I have the knowledge and ability to affect politics and political decisions in the United States
   Agree: 339 / 388 students = 87%

These results show that the target was clearly met of having at least 70% of students expressing a sense of efficacy for changing the political environment.

Indirect assessment was conducted through the senior exit surveys administered in 2021, 2022, and 2023. 51 of the 63 students (81%) who responded to this question across the 3-year period either strongly agreed or somewhat agreed that they had gained the knowledge and understanding of the political system necessary to work for change. This includes 36 who strongly agreed, and an additional 15 who somewhat agreed. While we hope that all of our students gain a sense of efficacy for changing the political environment, 81% meets the desired target.

Lessons Learned/Next Steps

Students majoring in political science are acquiring more than just knowledge about the way the world works. They are also learning about problems and alternatives and processes for achieving change to better match policy and political goals. Thus, efficacy – the belief in one's own ability to produce a desired change or to succeed in a chosen endeavor – is an important program learning outcome.

The original plan was to approach this PLO assessment in a manner similar to all others covered by the department. Students would be given a written assignment, and responses would be scored weak, adequate, or strong on the basis of those responses. This original approach may or may not be appropriate. On the one hand, students could be given a writing prompt that would solicit a response designed to demonstrate student views on personal ability and effectiveness in relation to political problem-solving. On the other hand, to the extent that efficacy taps into a sense of personal beliefs and self-perception about one's capacity to make an impact, perhaps it is enough just to ask what the students believe to be true, as was done in this particular assessment.

We will have to consider again how best to approach the direct assessment of this PLO. However, it seems most appropriate to retain this PLO assessment in the introductory course on American government, as this is where students are exposed to many issues and opportunities for personal involvement.

The senior exit survey will continue to be an important avenue for our indirect assessment of this PLO, with planned efforts to increase participation rates likely to bring even more information to light.

CU Boulder Annual Student Learning Assessment Report

Academic Year 2025-26

(Year 1 of 3-Year Assessment Cycle)

Program Information

Program Name:	Spanish & Portuguese
College:	Arts & Sciences
Program Chair:	Esther Brown
Academic Years (AY) Included in Plan	
1st AY:	2025-26
2nd AY:	
3rd AY:	
Assessment Liaison/Coordinator:	
Email:	

Program Learning Outcomes & Reporting Schedule

	Program Learning Outcome (PLO)	Reporting Schedule		
		1st AY (Y/N)	2nd AY (Y/N)	3rd AY (Y/N)
1	PLO 1: Demonstrate proficiency in Spanish and/or Portuguese sufficient to conduct academic research, teach language and culture courses and engage in professional communication in these languages.	Y	N	N
2				
3				
4				
5				
6				

Assessment Process

During the 2025–26 assessment cycle, the Spanish and Portuguese graduate program assessed two program learning outcomes across graduate seminars, pedagogy courses, and M.A. and Ph.D. comprehensive examinations. One program learning outcome evaluated students' proficiency in Spanish and/or Portuguese sufficient for academic research, teaching language and culture courses, and professional communication. The second assessed students' understanding of key theoretical frameworks and methodologies in Hispanic and Lusophone literary and cultural studies, including their ability to critically analyze texts and media across genres, periods, and regions. Faculty evaluated written assignments, oral presentations, seminar discussions, teaching demonstrations, conference-style papers, and written and oral comprehensive exams. Course instructors and examination committees analyzed the assessment data, with findings shared among graduate faculty.

Findings

Assessment results indicate that students are meeting both program learning outcomes. Across courses and examination formats, students demonstrated advanced language proficiency, strong research and professional communication skills, effective teaching practices, and the ability to analyze literary, cultural, and linguistic materials using disciplinary methodologies and theoretical frameworks.

Program Strengths

A key strength of the program is its emphasis on authentic and professionally relevant assessment practices. Students regularly completed work that mirrors professional academic activities, including teaching mini-lessons, research presentations, conference-style papers, synthesis of large bodies of scholarship, and oral defense of ideas in Spanish and/or Portuguese. Faculty also highlighted the importance of collaborative learning environments—such as seminar discussion, peer feedback, workshops, and engagement with guest scholars—in supporting student development and professionalization.

Areas for Improvement and Planned Actions

Faculty identified the need for more sustained and explicit engagement with theoretical and methodological frameworks across the curriculum, as theoretical analysis was sometimes the weakest component of student work. Additionally, faculty noted the importance of increased scaffolding and clearer guidance for students entering the program with varying levels of preparation and language proficiency. In response, the program will continue refining the curriculum by strengthening theoretical training, expanding professionalization opportunities, and enhancing support structures to promote student success across diverse academic backgrounds.

Assessment Results for Academic Year

Please provide your assessment results below (i.e. key findings and lessons learned/next steps) for each of the program learning outcomes identified in the reporting schedule as being assessed this academic year. *If more than one program learning outcome was assessed this year, please copy/paste the template below to report assessment results for each additional program learning outcome.*

List the program learning outcome that was assessed:

PLO 1: Demonstrate proficiency in Spanish and/or Portuguese sufficient to conduct academic research, teach language and culture courses and engage in professional communication in these languages.

Please describe the context of the learning experiences related to this program learning outcome:

SPAN 4650/5650 Methods of Teaching Spanish is a course designed to prepare students to teach Spanish as an additional language primarily in the US-context. The course covers pedagogical practices as well as theoretical constructs relevant for second language acquisition and Spanish language teaching contexts. The course is taught in Spanish and students are expected to submit written and oral work in Spanish.

Describe Assessment Efforts and Activities

In Spring 2025, SPAN 4650/5650 completed the following direct assessments: mini lessons and multiple written reports and reflections; participation in class discussions.

- Mini lessons: Students had to design and present 7 mini lessons in Spanish based on the content of a chapter of a typical secondary-level textbook or the textbook that students were already using to teach. The topics of the mini lessons included vocabulary, grammar, paired interaction, reading, writing, among others. The mini lessons also required offering feedback to classmates, self-evaluation and reflection of their lesson designs, and making modifications based on feedback received.
- Written reports and reflections: Students had to watch and write observation reports in Spanish of 7 videos of Spanish classes from the Annenberg Learner collection "Teaching Foreign Languages K-12: A Library of Classroom Practices." The observation reports require students to summarize the activities, or pedagogical practices witnessed in the teaching videos and connect their observations with course texts and class discussions, using key theoretical concepts and terminology.
- Participation in class discussions: This includes in-person class discussions as well as occasional Canvas Discussions conducted in Spanish. The discussions included topics related to course texts and assignments.

There were a total of nine students, and all data were collected during Spring semester 2025. (SPAN 4650/5650 is taught every two years in the Spring.) The assessments were analyzed by the instructor of record using various rubrics for each assignment (see below). The results of the assessments were communicated to students via our learning management system, Canvas, and to the advisor of the MA Spanish Teaching track and the Associate Chair of Graduate studies as the course is a requirement for graduation.

Key Findings/Lessons Learned/Next Steps

The combination of assessments described above prepare students “to teach language and culture courses” as well as “engage in professional communication” in Spanish, evidenced by students’ successful pass rate, employment in Spanish teaching jobs post-graduation, and by some students’ achievement of Advanced low writing and speaking proficiency according to ACTFL’s proficiency standards. Three of the students completed the ACTFL Oral Proficiency Interview in Fall 2025 and received at least an Advanced low rating. Meanwhile three other students are currently employed as Spanish language teachers in primary and secondary schools after taking this course and graduating. All nine students passed the course, expect for one who withdrew halfway through the semester. As such, no changes seem required at this stage.

Additional materials:

Example of evaluation rubric for written observation report:

The observation reports will be evaluated according to the following criterio:

3 ptos (A): addresses all the requirements listed in the assignment

2.75 ptos (B): Missing 1 requirement from the list

2.25 ptos (C): Missing 2 requirements from the list

0-2 ptos (D-F): More than 2 missing requirements from the list

CU Boulder Annual Student Learning Assessment Report

Academic Year 2025-26

(Year 1 of 3-Year Assessment Cycle)

Program Information

Program Name:	Spanish and Portuguese
College:	Arts and Sciences
Program Chair:	Esther L. Brown
Academic Years (AY) Included in Plan	
1st AY:	2025-2026
2nd AY:	2026-2027
3rd AY:	2027-2028
Assessment Liaison/Coordinator:	
Email:	

Program Learning Outcomes & Reporting Schedule

	Program Learning Outcome (PLO)	Reporting Schedule		
		1st AY (Y/N)	2nd AY (Y/N)	3rd AY (Y/N)
1	Demonstrate proficiency in Spanish and/or Portuguese sufficient to conduct academic research, teach language and culture courses and engage in professional communication in these languages.	Y		
2	Exhibit a general understanding of key theoretical frameworks and methodologies in Hispanic and Lusophone literary, cultural and linguistic studies, with the ability to critically analyze texts and media across different genres, registers, periods and regions.	Y		
3				
4				
5				
6				

Assessment Results for Academic Year

Please provide your assessment results below (i.e. key findings and lessons learned/next steps) for each of the program learning outcomes identified in the reporting schedule as being assessed this academic year. *If more than one program learning outcome was assessed this year, please copy/paste the template below to report assessment results for each additional program learning outcome.*

List the program learning outcome that was assessed:

1. (PLO 1) Demonstrate proficiency in Spanish and/or Portuguese sufficient to conduct academic research, teach language and culture courses and engage in professional communication in these languages.

2. (PLO 2) Exhibit a general understanding of key theoretical frameworks and methodologies in Hispanic and Lusophone literary, cultural and linguistic studies, with the ability to critically analyze texts and media across different genres, registers, periods and regions.

Please describe the context of the learning experiences related to this program learning outcome:

The graduate seminar Span 5130/7310 titled "Critical Approaches to Iberian and Latin American Literatures" focused on Borders and Migration in the Americas through the lens of literature, film, and media. Students were expected to read significant amounts of text each week, present their findings on a weekly basis to their peers in class for approximately 20-30 minutes, summarize and analyze research with weekly discussion posts, and demonstrate mastery of Spanish and English by reading advanced texts written by leading authors from Latin America and the U.S.

The course also asked students to have a general understanding of the relationship of Latin American Studies and Latinx Studies, including in terms of theories present in the study of migration and borders from various disciplinary perspectives like sociology, anthropology, and history. Students met with visiting scholars and artists, engaged in workshops, participated in organizing related Hispanic Heritage Month events, and even dialogued with the poet and United Nations Indigenous Forum Leader, Irma Pineda, along with her translator, among several notable guest speakers.

Finally, students developed robust public facing projects, including essays, zines (a hybrid text-image form), and other media, including podcasts, along with syllabi design, that helped several students in their applications for teaching positions in the region.

Students were also encouraged to read in a trilingual format, and explore basic linguistic elements in Indigenous languages.

Describe Assessment Efforts and Activities

Students presented summaries and analyses of their readings each week. They posted to Canvas. They came to multiple events with prepared questions; they engaged with guest speakers dialogically. They prepared abstracts around the midterm and then final projects at the end of the semester. They were provided feedback on virtually all elements of the course and met with the instructor multiple times. Peer feedback also helped, and overall participating in a culture of creation and research helped them find constructive parameters and new ones for their professionalization.

All weekly, monthly, and semester long work was evaluated multiple times.

There were 12 students in the course.

Key Findings/Lessons Learned/Next Steps

Lesson Learned: This was my first graduate seminar. As such, in particular, I found that taking a firmer stance around the polemics of what students believe to be true about certain epistemological frameworks will help.

Key Findings: Discussion posts are a rich resource for dialogue, analysis, and feedback. Sustain feedback in other modalities.

Next Steps: Design a course that is more public-facing given recruitment and graduate cohort size variables, and draw in novel methods given the job market's realities. Help students professionalize even further while maintaining academic and creative rigor.

CU Boulder Annual Student Learning Assessment Report

Academic Year 2025-26

(Year 1 of 3-Year Assessment Cycle)

Program Information

Program Name:	Spanish and Portuguese
College:	Arts & Sciences
Program Chair:	Esther L. Brown
Academic Years (AY) Included in Plan	
1st AY:	2025-26
2nd AY:	
3rd AY:	
Assessment Liaison/Coordinator:	
Email:	

Program Learning Outcomes & Reporting Schedule

	Program Learning Outcome (PLO)	Reporting Schedule		
		1st AY (Y/N)	2nd AY (Y/N)	3rd AY (Y/N)
1	PLO 1: Demonstrate proficiency in Spanish and/or Portuguese sufficient to conduct academic research, teach language and culture courses and engage in professional communication in these languages.	Y	N	N
2	PLO 2: Exhibit an in-depth understanding of key theoretical frameworks and methodologies in Hispanic and Lusophone literary and cultural studies, with the ability to critically analyze texts and media across different genres, periods and regions.	Y	N	N
3				
4				
5				
6				

Assessment Results for Academic Year

Please provide your assessment results below (i.e. key findings and lessons learned/next steps) for each of the program learning outcomes identified in the reporting schedule as being assessed this academic year. *If more than one program learning outcome was assessed this year, please copy/paste the template below to report assessment results for each additional program learning outcome.*

List the program learning outcome that was assessed:

PLO 1: Demonstrate proficiency in Spanish and/or Portuguese sufficient to conduct academic research, teach language and culture courses and engage in professional communication in these languages.

Please describe the context of the learning experiences related to this program learning outcome:

SPAN 69** (M.A. Comprehensive Exams) is designed to test a student's mastery of a broad field of knowledge and encourages comprehensive and synthesized thinking. The exam is both written and oral. At least some part of the written and oral exam must be conducted in the language of the student's main area of study (Spanish or Portuguese). Students choose 1 main area of concentration and two secondary ones, and work with three faculty members to advise on each one. For each area of concentration, the student selects a reading list of twenty primary works and 2-3 secondary ones.

Students in the **Peninsular and Latin American Literatures Option** must choose three areas of concentration (Medieval Iberian Literature, Early Modern Spanish Literature, Colonial Spanish American Literature, Nineteenth Century Spanish American Literature, Eighteenth and Nineteenth Century Peninsular Literature, Twentieth and Twenty-First Century Peninsular Literature, and Twentieth and Twenty-First Century Spanish American Literature).

Students in the **Hispanic Linguistics Option** must choose three areas of linguistic research (i.e., one major and two minor areas) in collaboration with their advisor.

Students in the Spanish Teaching Option will have three areas of concentration. The primary area will be Applied Linguistics, Second Language Acquisition, or Language pedagogy. One secondary/minor area will focus on Hispanic Linguistics while the other will focus on Literature.

Students in the Spanish and Portuguese Option have Portuguese Literature as their primary area of concentration, and must choose one area of concentration in Peninsular Literature (Medieval, Early Modern, Eighteenth and Nineteenth Century, Twentieth and Twenty-First Century) and one in Latin American Literature (Colonial, Nineteenth Century, Twenty and Twentieth and Twenty-Fist Century).

The written exam is divided into the following parts:

1. **Main area of concentration**: A two hour exam where the student demonstrates their mastery of their main area of concentration by responding to two broad questions in essay form.

2. **Secondary areas of concentration 1**: A two hour exam where the student demonstrates their handling of the two secondary areas of concentration by responding to one broad question for each one.

The 2-hour oral exam is administered within four weeks after the completion of the written M.A. Comprehensive Examination. This exam covers the material in the written exam.

Students in SPAN 69** (M.A. Comprehensive Exams) develop their mastery of this PLOs by:

1. Responding in writing (in Spanish or Portuguese) questions pertaining to three areas of concentration.
2. Elaborating and deepening their ideas in the oral exam, which is largely conducted in Spanish or Portuguese.
3. Learning experiences: students taking their M.A. Comprehensive examinations gain expertise in three areas of study within the field. They also learn to synthesize ideas from a large corpus of information. Throughout the written and oral exams, they engage in professional communication in Spanish or Portuguese.

Describe Assessment Efforts and Activities

4 graduate students passed their M.A. Comprehensive Exams in Spring 2025. The members of their M.A. Comprehensive Exams committee read and evaluated the exam in its entirety, thereby making sure that the candidates showed proficiency in Spanish and/or Portuguese sufficient to conduct academic research, teach language and culture courses and engage in professional communication in these languages.

Key Findings/Lessons Learned/Next Steps

Because the three reading lists are compiled by graduate students with input from their advisor and graduate faculty, this assessment method is at the same time flexible (reflecting the student's research interests) and comprehensive (in that the students must show command of three areas of concentration). It's a valuable assessment method that has proven effective in helping students embark upon their dissertation projects. All the graduate students that took their M.A. Comprehensive Exams in 2025 passed both their written and oral exams. No changes seem required at this stage.

List the program learning outcome that was assessed:

PLO 2: Exhibit an in-depth understanding of key theoretical frameworks and methodologies in Hispanic and Lusophone literary and cultural studies, with the ability to critically analyze texts and media across different genres, periods and regions.

Please describe the context of the learning experiences related to this program learning outcome:

Students SPAN 69** (M.A. Comprehensive Exams) develop their mastery of this PLO by:

1. Responding in writing (in Spanish or Portuguese) questions that require them to analyze texts from primary and secondary sources.
2. Elaborating and deepening the theoretical and methodological frameworks in the oral exam.
3. Learning experiences: students taking their M.A. Comprehensive examinations gain expertise analyzing texts from three main areas of concentration. They also learn to synthesize ideas from a large corpus of information. They rely on theoretical frameworks and methodologies of each area of concentration to both analyze and synthesize their readings.

Describe Assessment Efforts and Activities

4 graduate students passed their M.A. Comprehensive Exams in Spring 2025. The members of their M.A. Comprehensive Exams committee read and evaluated the exam in its entirety, thereby making sure that candidates showed command of the key theoretical frameworks and methodologies each of the three areas of concentration

Key Findings/Lessons Learned/Next Steps

Although the M.A. Comprehensive Exams are not heavily focused on the study of theories themselves, the students' familiarity with them inform and shape their ability to analyze and synthesize information from their readings in each area of concentration.
In order to further enhance students' command of theoretical and methodologica frameworks, two changes could be put in place: 1. Include more theoretical texts in graduate seminars; 2. Offer more regularly SPAN 5130 "Critical Approaches to Iberian & Latin American Literatures and Cultures"

CU Boulder Annual Student Learning Assessment Report

Academic Year 2025-26

(Year 1 of 3-Year Assessment Cycle)

Program Information

Program Name:	Spanish and Portuguese
College:	Arts & Sciences
Program Chair:	Esther Brown
Academic Years (AY) Included in Plan	
1st AY:	2025-2026
2nd AY:	
3rd AY:	
Assessment Liaison/Coordinator:	
Email:	

Program Learning Outcomes & Reporting Schedule

	Program Learning Outcome (PLO)	Reporting Schedule		
		1st AY (Y/N)	2nd AY (Y/N)	3rd AY (Y/N)
1	PLO 1: Demonstrate proficiency in Spanish and/or Portuguese sufficient to conduct academic research, teach language and culture courses and engage in professional communication in these languages.	Y	N	N
2	PLO 2: Exhibit an in-depth understanding of key theoretical frameworks and methodologies in Hispanic and Lusophone literary and cultural studies, with the ability to critically analyze texts and media across different genres, periods and regions.	Y	N	N
3				
4				
5				
6				

Assessment Results for Academic Year

Please provide your assessment results below (i.e. key findings and lessons learned/next steps) for each of the program learning outcomes identified in the reporting schedule as being assessed this academic year. *If more than one program learning outcome was assessed this year, please copy/paste the template below to report assessment results for each additional program learning outcome.*

List the program learning outcome that was assessed:

PLO 1: Demonstrate proficiency in Spanish and/or Portuguese sufficient to conduct academic research, teach language and culture courses and engage in professional communication in these languages.

Please describe the context of the learning experiences related to this program learning outcome:

SPAN7320 Spanish American Literature and Culture since the XX century is a seminar designed to advance the students' knowledge of the literary and cultural production of the Latin American region from the twentieth century to the present. As such, the course relies on the students' already existing proficiency of Spanish and/or Portuguese to conduct academic research and communicate professionally in these languages.

Describe Assessment Efforts and Activities

During the Spring 2025, students turned in weekly reports of assigned readings that demonstrate their knowledge and engagement with course materials. These assignments are written and graded by the instructor. Students receive feedback. In parallel, students engage orally with the material during seminar discussions. They receive feedback both from their peers and from the instructor as the discussion develops over the time of the seminar.

In this semester, there were a total of 5 students.

Key Findings/Lessons Learned/Next Steps

Findings: The two assessment activities are an integral part of the proceedings of the seminar. This means that there are opportunities in every class for the instructor to assess, provide feedback, and ensure the development of students' skills. These activities constitute the practice of "professional communication in these languages" themselves.

Lessons Learned: For students with lower levels of proficiency, a more guided set of instructions (for engaging with texts and preparing for discussion was needed)

Next steps: Continuing with the assessment activities and produce materials for less proficient students.

List the program learning outcome that was assessed:

PLO 2: Exhibit an in-depth understanding of key theoretical frameworks and methodologies in Hispanic and Lusophone literary and cultural studies, with the ability to critically analyze texts and media across different genres, periods and regions.

Please describe the context of the learning experiences related to this program learning outcome:

SPAN7320 Spanish American Literature and Culture since the XX century is a seminar designed to advance the students' understanding of theoretical frameworks and methodologies and ability to critically analyze texts and media from the Latin American region from the 1900s to the present.

Describe Assessment Efforts and Activities

For the Spring 2025 semester, the final assignment students turned in was a "conference paper" a 7-page investigation on a topic of their choosing that they then must present to their peers in a "mock" conference presentation. This assignment asks students to analyze contemporary texts using the theoretical frameworks studied throughout the semester. Students receive feedback after the mock conference presentation which they can incorporate before final submission.

In this semester, there were a total of 5 students.

Key Findings/Lessons Learned/Next Steps

Findings: As a final assignment, the conference paper synthesizes the knowledge acquired and advanced during the semester. It provides reliable evidence for assessment.

Lessons Learned: While some students work within the texts studied in class, others taking advantage of the open topic deviate from the seminar's path. While this shows initiative on their part, it also introduces, at a late time in the semester, new theories and approaches that the instructor may or may not have time to delve into with the students.

Next steps: Continuing with the assessment activity and provide more specific parameters and topics for the research paper.

CU Boulder Annual Student Learning Assessment Report

Academic Year 2025-26

(Year 1 of 3-Year Assessment Cycle)

Program Information

Program Name:	Spanish and Portuguese
College:	Arts & Sciences
Program Chair:	Esther L. Brown
Academic Years (AY) Included in Plan	
1st AY:	2025-26
2nd AY:	
3rd AY:	
Assessment Liaison/Coordinator:	
Email:	

Program Learning Outcomes & Reporting Schedule

	Program Learning Outcome (PLO)	Reporting Schedule		
		1st AY (Y/N)	2nd AY (Y/N)	3rd AY (Y/N)
1	PLO 1: Demonstrate proficiency in Spanish and/or Portuguese sufficient to conduct academic research, teach language and culture courses and engage in professional communication in these languages.	Y	N	N
2	PLO 2: Exhibit an in-depth understanding of key theoretical frameworks and methodologies in Hispanic and Lusophone literary and cultural studies, with the ability to critically analyze texts and media across different genres, periods and regions.	Y	N	N
3				
4				
5				
6				

Assessment Results for Academic Year

Please provide your assessment results below (i.e. key findings and lessons learned/next steps) for each of the program learning outcomes identified in the reporting schedule as being assessed this academic year. *If more than one program learning outcome was assessed this year, please copy/paste the template below to report assessment results for each additional program learning outcome.*

List the program learning outcome that was assessed:

PLO 1: Demonstrate proficiency in Spanish and/or Portuguese sufficient to conduct academic research, teach language and culture courses and engage in professional communication in these languages.

Please describe the context of the learning experiences related to this program learning outcome:

SPAN 8890 (Comprehensive Exams) is a course designed to test a student's mastery of a broad field of knowledge (not limited to the formal course work completed by each student) in the chosen area of concentration and related field or fields. At least some part of the written and oral sections of the exam must be conducted in Spanish/Portuguese. Each student, in consultation with their advisor, and with the members of their Ph.D. Comprehensive Exams committee, puts together three reading lists, which have to be presented and approved at the beginning of the semester prior to the exams.

The reading lists are to be organized as follows:

1. **Dissertation Field**: a list of at least 30-35 titles covering a particular problem / topic upon which the Dissertation Proposal will be based. This should include "primary" materials (the corpus to be studied in the dissertation, and may include "secondary" readings of literary, critical, theoretical, historical materials that are directly relevant to the dissertation topic;
2. **Theory Field**: a list of at least 20-25 titles referring to literary critical or theoretical problems that complement and provide a larger context of debate for the issues discussed in the Dissertation Field;
3. **Teaching Field**: a list of at least 35-40 titles based on the student’s teaching field. This reading list entails a comprehensive approach to a field roughly corresponding to the broad designations found in the MLA job list, e.g., "Latin American Colonial Literature”, or “Modern (19th-21st century) Peninsular Literature/Culture.”

The written exam is divided into the following parts:

1. **Dissertation Field**: A take-home (48 hours) exam based on student's potential interest for dissertation work. This section of the exam should provide a detailed and convincing outline of the proposed dissertation work: problem to be studied, guiding questions, justification for the corpus, area, period to be studied, proposed structure of the dissertation, theoretical and critical background.
2. **Theory Field**: A take-home (48 hours) exam in which the student will have to demonstrate their familiarity with current theoretical and critical discussions relevant to the dissertation topic.
3. **Teaching Field**: A take-home (48 hours) exam in which the student should demonstrate familiarity with the larger field in which his/her dissertation will intervene.

The advisor is responsible for formulating the questions for the exam, in consultation with the other members of the Ph.D. Comprehensive Exams committee. All the members of the Ph.D. Comprehensive Exams committee will read and evaluate the exam in its entirety.

The 2-hour oral exam is administered within four weeks after the completion of the written PhD Comprehensive Examination. This exam covers the material in the written exam.

Students in SPAN 8890 (Comprehensive Exams) develop their mastery of this PLO by:

1. Responding in writing (in Spanish or Portuguese) questions pertaining to 3 different approaches to the topic of their dissertation (content, theoretical frame, and pedagogy).
2. Defending their ideas in the oral exam, which is largely conducted in Spanish or Portuguese.
3. Learning experiences: students taking their PhD Comprehensive examinations conduct academic research when compiling the Dissertation Field and Theory Filed reading lists and responding to the questions about them; they also show their ability to teach language and culture courses when compiling the Teaching Field reading list and responding to the questions about it; throughout the written and oral exams, they engage in professional communication in Spanish or Portuguese.

Describe Assessment Efforts and Activities

2 graduate students passed their Ph.D. Comprehensive Exams in Fall 2025. The members of their Ph.D. Comprehensive Exams committee read and evaluated the exam in its entirety, thereby making sure that the candidates showed proficiency in Spanish and/or Portuguese sufficient to conduct academic research, teach language and culture courses and engage in professional communication in these languages. The results of the Ph.D. Comprehensive Exams exam are communicated to the the graduate faculty.

Key Findings/Lessons Learned/Next Steps

Because the 3 reading lists are compiled by graduate students with input from their advisor and graduate faculty, this assessment method is at the same time flexible (reflecting the student's research interests) and comprehensive (in that the students must show command of the wider literary/cultural context in which their dissertation topic is inscribed). It's a valuable assessment method that has proven effective in helping students embark upon their dissertation projects. All the graduate students that took their PhD Comprehensive Exams in 2025 passed both their written and oral exams. No changes seem required at this stage.

List the program learning outcome that was assessed:

PLO 2: Exhibit an in-depth understanding of key theoretical frameworks and methodologies in Hispanic and Lusophone literary and cultural studies, with the ability to critically analyze texts and media across different genres, periods and regions.

Please describe the context of the learning experiences related to this program learning outcome:

Students in SPAN 8890 (Comprehensive Exams) develop their mastery of this PLO by:

1. Responding in writing (in Spanish or Portuguese) questions pertaining to the theoretical approach to their dissertation topic. The Theory Field question consists of a take-home (48 hours) exam in which the student must demonstrate their familiarity with current theoretical and critical discussions relevant to the dissertation topic.
2. Defending the theoretical and methodological framework of their dissertation in the oral exam.
3. Learning experiences: when compiling the Theory Field reading list and responding to the questions about it, students taking their PhD Comprehensive examinations exhibit an in-depth understanding of key theoretical frameworks and methodologies in Hispanic and Lusophone literary and cultural studies; they also critically analyze texts and media across different genres, periods and regions.

Describe Assessment Efforts and Activities

2 graduate students passed their Ph.D. Comprehensive Exams in Fall 2025. The members of their Ph.D. Comprehensive Exams committee read and evaluated the exam in its entirety, thereby making sure that candidates showed command of the key theoretical frameworks and methodologies in Hispanic and Lusophone literary and cultural studies and were able to critically analyze texts and media across different genres, periods and regions. The results of the Ph.D. Comprehensive Exams exam are communicated to the the graduate faculty.

Key Findings/Lessons Learned/Next Steps

The Theory Field question is a valuable assessment method that has proven effective in helping students define the theoretical framework of their dissertation projects. Despite the fact that the graduate students that took their PhD Comprehensive Exams in 2025 passed both their written and oral exams, the answer to the Theory Field question is usually the weaker answer of the three. Two changes could be put in place: 1. Include more theoretical texts in graduate seminars; 2. Offer regularly SPAN 5130 “Critical Approaches to Iberian & Latin American Literatures and Cultures”

CU Boulder Annual Student Learning Assessment Report:

AY2023-24(Year 2 of 3-Year Assessment Plan)

Undergraduate Program in Theatre & Dance THDN

Table of Contents

Program Information 1

Program Learning Outcomes (PLOs) & Reporting Schedule 2

Assessment Results for Academic Year 3

PLO X 3

Assessment Methods 3

Key Findings 3

Lessons Learned/Next Steps 6

Program Information

Program Name:	Theatre & Dance (THDN)
College:	Arts and Sciences
Program Chair:	Bruce Bergner
Assessment Liaison/Coordinator:	Teresa Gould
Email:	Teresa.Gould@colorado.edu
Phone:	303.492.5037
Academic Years (AY) Included in Plan	
Assessment Planning AY (Year 0):	2021-2022
Reporting AY (Year 1):	2022-2023
Reporting AY (Year 2):	2023-2024
Reporting AY (Year 3):	2024-2025
Date Submitted (completed by ODA):	

Program Learning Outcomes (PLOs) & Reporting Schedule

Program Learning Outcome (PLO)		Reporting Schedule		
		1st AY (Y/N)	2nd AY (Y/N)	3rd AY (Y/N)
1	*define their positionality as a maker and thinker of art, with responsibility and awareness in their local setting and global conversations*	N	**Y**	N
2	*create and perform through dance, theatre, design, technology, research, scholarship, and writing*	N	**Y**	N
3	*make art that is relevant to their medium of expression, that generates resistance to and expands developed techniques towards contemporary relevance, and aesthetic and artistic excellence*	N	N	Y
4	*apply diverse theories to critically analyze various performance practices, approaches, compositions, forms, histories, events, and scripts*	N	**Y**	N
5	*engage with the histories of their art form and the impact of these histories on contemporary performance challenges and opportunities*	N	N	Y
6	*build communities of greater equity and inclusion within the cultures of Theatre and Dance and the broader world*	Y	N	N
7	*cultivate their responsibility as artist-citizens to have a positive impact on the world and the future*	N	N	Y

Assessment Results for Academic Year 23-24

Provide assessment results below (i.e. key findings and lessons learned/next steps) for each of the PLOs identified in the reporting schedule as being assessed this academic year. *If more than one PLO was assessed this year, copy/paste the template below to report assessment results for the additional PLOs.*

PLO 1,2 and 4:

Students in THDN, upon graduation, will be able to:

1.) define their positionality as a maker and thinker of art, with responsibility and awareness in their local setting and global conversations

2.) create and perform through dance, theatre, design, technology, research, scholarship, and writing

4.) apply diverse theories to critically analyze various performance practices, approaches, compositions, forms, histories, events, and scripts

Assessment Methods

Assessment Method	Metric/Target	Description of Assessment
Learning Survey	Chair and Chair Assist (staff) will write 7-8 question survey and send to all students enrolled in THDN UG courses in F and S 23-24. Focus was on positionality, creative and performance opportunities, and to question whether they have encountered diverse ways to analyze/approach the work	*Digital survey administered across THDN courses on a 5-point scale. (1-strongly disagree, 2-disagree, 3-nuetral, 4-agree, 5 strongly agree)*

Key Findings

[Write key findings from assessment methods listed above – compare metric to target to determine whether expectations were met. Include any other relevant findings, if applicable]
A Learning Survey - generated via Google Forms - with 6 key questions (based on our PLO #1, #2 and #4) was sent out to ALL students enrolled in THDN classes during F23-S24 AY. The survey was administered by our Program Manager at the end of the Spring term and remained open until the end of day May 15, 2024. A viable cross section of responses was collected and processed by the THDN main office personnel. All students registered for at least one THTR or DNCE class in 23-24 AY received an email announcement with the link to the survey, rationale and instructions.

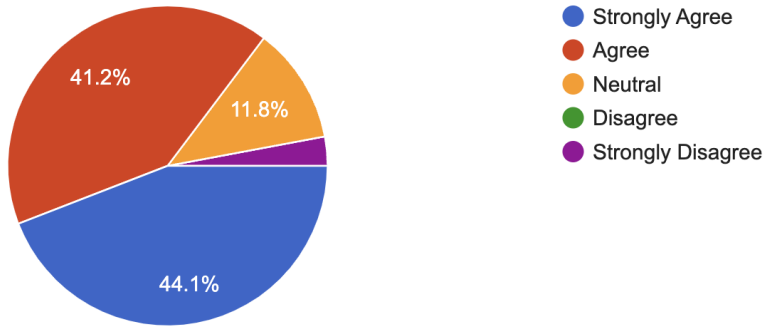
Student Response Summary:

The respondents were presented with 6 statements about their experience with THDN coursework. The statements referred to the subjects laid out in our PLO worksheet from 2021. Respondents were asked to agree or disagree with statements using a 1-5 scale, like the FCQ system. The following results demonstrate how the students felt about their experience in our courses and whether they felt that our PLO assertions were genuine. Each statement is shown below with a pie chart reflecting the students' collective, quantified responses:

The course work I have taken in the Department of Theatre & Dance helps me to define my positionality as a maker and thinker of art within my local setting and beyond.

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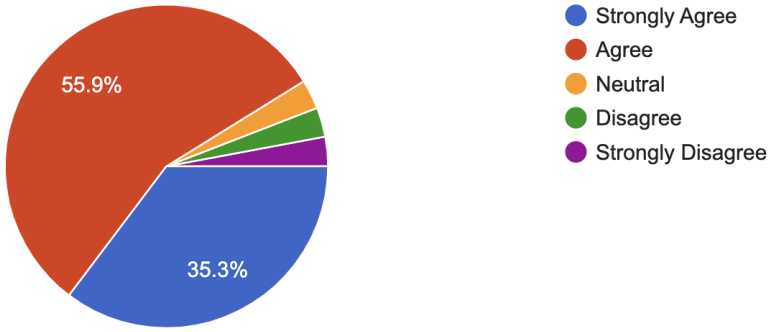
34 responses



The course work I have taken in the Department of Theatre & Dance prepares and encourages me to create and/or perform through dance, theatre, design, technology, research, scholarship, and writing.

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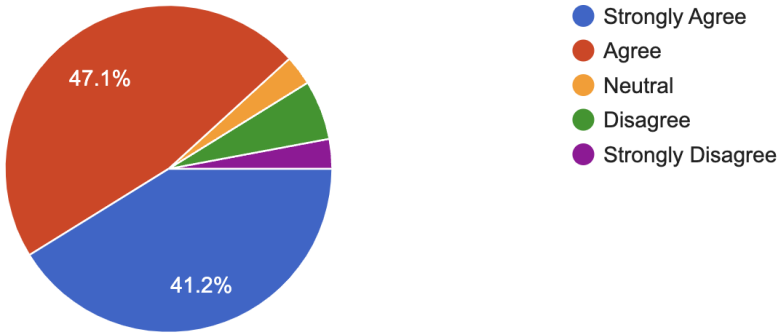
34 responses



The coursework I have taken in the Department of Theatre & Dance teaches me how to apply diverse theories to critically analyze various performance practices, approaches, compositions, forms, histories, events, and scripts.

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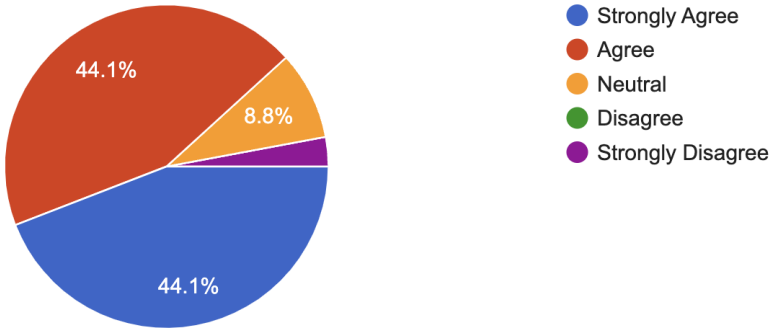
34 responses



I perceive the collaboration and creative process as fundamental aspects of Theatre & Dance, and my learning experiences advance me towards achieving excellence and deeper comprehension of those processes.

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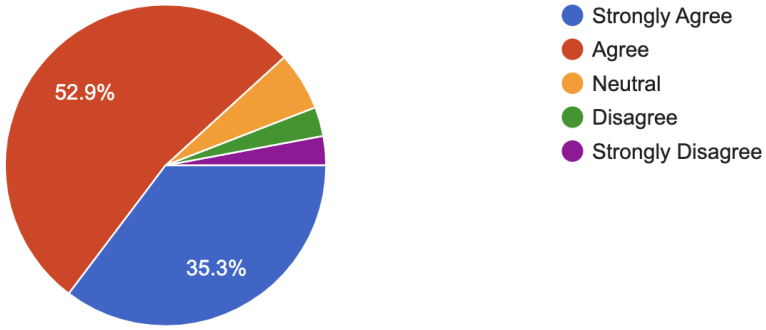
34 responses



The course work I have taken in the Department of Theatre & Dance addresses and contributes to my comprehension of Diversity, Equity, and Inclusion (DEI).

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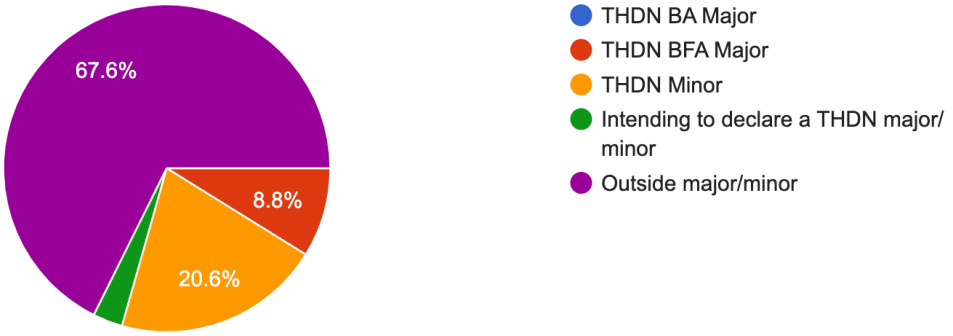
34 responses



I am a:

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34 responses



Lessons Learned/Next Steps

[Write lessons learned/next steps – discuss any improvements to curriculum that were made/are planned based on assessment findings.]

With help from this survey, the Department notes that a large majority (roughly 85-90%) of respondents find that they agree with the statements and assertions relative to Departmental PLOs. Students are finding that THDN courses do help them define positionality, offer opportunities to create and perform, help them appreciate diverse approaches to the art form and bolster their appreciation and comprehension of the creative/collaborative process and both general and specific interests of DEI.

These responses confirm the language in the department's mission and values statements, some of which are articulated on the Department website. THDN has long celebrated the vitality of process, creativity, the freedom to make art, to express oneself and to find their connection – as individual students of artistry – in the broader world. This aspect is satisfying to the faculty and affirms the unit's forward path.

The Department also recognizes – after reflecting on the above statements - that it has not made sufficient assertions regarding how/where the "quality" of creation is emphasized in these PLOs and in the curriculum. While it is comforted by the general positivity of the survey responses, the Department feels the need to examine its stewardship of artistic performance making and setting standards of craft and innovation.

The Department intends to pursue measurement methods for gauging efficacy and reach within its live, produced output. THDN is a public facing entity with an established audience base. Ticket revenues drive many of its programs. In fairness to its audience, key collaborators in the unit's process of production, THDN intends to invite established practitioners and reviews of its public programming, to help explore its potential as a beacon of new methodology, impactful and life enriching art and thus a fortified inspiration to its students. The avenue to this end begins with the external assessment exercise in the upcoming AHUM ARPAC process. THDN finds that it may be wise to extend a survey to its general audiences to hear how our performances best impact life in our community. This, in turn, will impact the choices we make for our students.

Assessment Method	Metric/Target	Description of Assessment
Finals, Creative Projects, and Portfolios/Performances (Culminating Course Projects/Events)	Each THDN faculty member will get a short questionnaire asking about how their students fared on Finals and in other Culminating Events for their given class. These questionnaires will be quantitative – there will be a simple scoring system.	Email poll sent to regular, rostered faculty teaching in the assessment year, asking simple questions about whether students are demonstrating a mastery of basic skills and concepts by the end of a given course's (or program's) completion – during its culminating curricular activities.

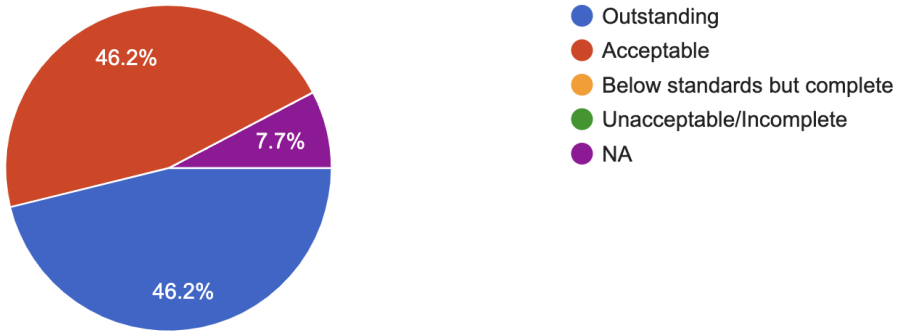
Key Findings

[Write key findings from assessment methods listed above – compare metric to target to determine whether expectations were met. Include any other relevant findings, if applicable]
At the end of the 2023-24 AY (after grading was completed on May 12, 2024), regular rostered faculty were sent an email (sent by THDN Program Manager in coordination with the THDN Chair) including a link to a Google form where they were asked to assess whether the THDN students, under their supervision, completed their academic experience – in a class or degree program – with demonstrable and satisfactory culminating academic performance. The questions and the resulting replies are shown below with pie charts that demonstrate how faculty assess the culminating achievements of their students, relevant to the Department's stated PLOs, especially those being assessed in this year's exercise.

Faculty were to respond on a scale ranging from outstanding to unsatisfactory in gauging the general output of students on final – and creative - culminating academic activities such as performance, portfolios of creative work, regular finals, projects and other measures. They were also asked if the students in their charge are generating work considered to be "passing." Results of this simple, two question poll follow.

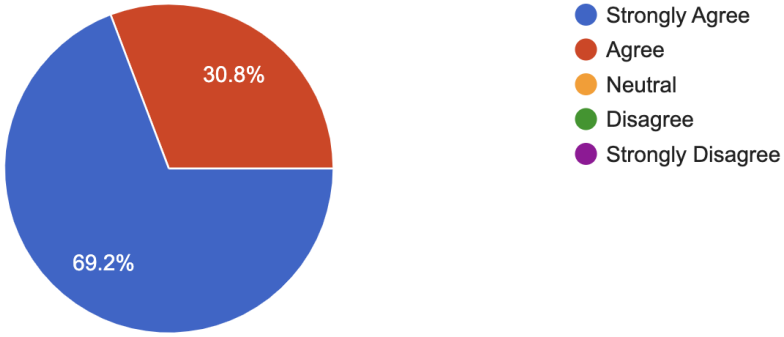
Are the majority of **creative** projects being assigned (performances, stage direction, management of a production, technical production, design, production portfolios, dramaturgy, etc.):

13 responses



Do you feel the majority of your students are earning passing scores on course material relevant to the subject?

13 responses



Lessons Learned/Next Steps

Write lessons learned/next steps – discuss any improvements to curriculum that were made/are planned based on assessment findings.]

THDN finds that this poll reflects a parallel with the Student Learning Survey represented above. In it, faculty assert that 92.4% of its students end their learning experience with acceptable or outstanding academic performance, indicating the efficacy of their delivery of content. 46.2% of students were performing at a level regarded as “outstanding.” These numbers exceed the stated goals of the Department’s PLOs, where a general goal of 75% gaining successful skillsets and acumen, should be reached. This is heartening.

The poll also demonstrates that the majority of students are at a level of passing - and many exceeding – the published expectations of THDN courses.

THDN also finds that this poll does not address the curricular standards of the broader academy. It focuses on individual student performance distinctive to CU and gauges whether students seem to be “getting” the content that is constructed into the course and programmatic content but may not reflect what is being learned at peer institutions. THDN, like most academic units at CU, processes course content through a Departmental Curriculum Committee. It vets the assignment and appointment of faculty via a process of review that confirms the knowledge base of the given faculty member and their suitability and experience with the specific content. They are assigned courses that match their experience level, passions and dept need. This is a collaborative process, with strongest input coming from Dept. Chair and the Directors of Graduate and Undergraduate Study.

THDN intends to spend a significant part of the 2024-25 AY studying its current curricula of specific degree areas with the current range of faculty expertise and size as key factors. THDN finds that it may need to shrink the size and scope of its offerings to better suit its limits. And, in that exercise – might find ways to identify its foci as distinctive. unique and even innovative.

THDN also intends to make it a practice to hire local and unaffiliated experts in the field - and the broader academy - to attend courses and public performances at CU and offer feedback to students, staff and faculty about how well those demonstrations marry with trends in the field.

Over many years, THDN has actively participated in college performance festivals where external judges came in and juried the work being presented in a competitive format. The notion of arts-making as competition no longer resonates with THDN’s philosophy. These festival adjudications can also be very expensive. THDN intends to move toward supporting more students attending industry events off-site, where they can stand in front of their peers and perform or present their own creative agendas, work and social stances.

Simultaneously, CU THDN students can witness how they each measure up to their peers firsthand. As investments, these kinds of activities seem more valuable than the competitions. A collective of faculty members have already begun to host informational town halls to educate THDN students about external events and are advocating for fiscal mechanisms to assist students with the costs of attending. This is a new and (THDN faculty feels) better direction and emphasis for extending our teaching.

Assessment Method	Metric/Target	Description of Assessment
Student Faculty Forums (Like Town Halls or area meetings lead by area heads)	Area Heads (Directors of BFA areas, and UG Studies and Faculty Leads) will be asked to make qualitative statements to give to the chair by the end of May or the end of their contract that speaks to those themes which resonate among the students on questions about	Discipline-specific open discussions (medium size groups of about 25-50 students) are scheduled periodically through the AY by Department area heads. Students are informed via email

	whether they are finding their positionality, creative and performance outlets, and are learning diverse theories that they can apply to study, practice, approach and encounters with aspects of the craft/history/theory/etc.	of these events, and they take place in familiar spaces/studios. Therein, students engage in open conversations with faculty and staff on how their learning experiences are faring, expressing their lessons learned and what kinds of activities proved most and least valuable. The area heads then discuss how these discussions played out in qualitative terms with the Department Chair and – when feasible -among the entire THDN faculty.

Key Findings

[Write key findings from assessment methods listed above – compare metric to target to determine whether expectations were met. Include any other relevant findings, if applicable]
A number of these events were held in AY 2023-24. The conversations were frequently instigated by a prompt from a faculty member, then were free to move to related topics. The allowance for freedom of structure was intentional. Faculty leaders observed certain common themes in the conversations that might eventually inform policy making and the selection of creative projects, assignments and how the Department might best serve the community, the curriculum, how it interfaces with the campus, the public and how it crafts its methods. Theatre & Dance are not exact sciences and the search for subjects on which to concentrate are often arrived at spontaneously or through a loose and liquid discursive exploration.

This was especially evident when the faculty and students engaged in dialogues about DEI concerns and how students become involved and interface with live performance and live audiences during the Department's production season. Prevalent themes included how THDN selects projects that serve the interests of social justice. The Dance program expanded these forums via a regular rotation of discursive anti-racism workshops, some with invited guests, to explore how the art form might improve human relations and understanding. The Theatre program confronted the difficult question of how it selects plays to teach and produce, on one hand trying to be inclusive and diverse while at the same time acknowledging the lack of diversity among a predominantly white student population. There are too few students of color for the program to produce plays with many characters of color, This has been a difficult and ongoing dialogue, and has been – at times – heated.

Other themes included discussions of what kinds of production experiences serve the students and the development of their professional profiles the best. The sense is that the more external experts who interact with students, the better. The teaching in the unit is best when expanded and flavored with many perspectives. THDN is better when it engages and reaches inward and outward concurrently.

Lessons Learned/Next Steps

(Write lessons learned/next steps – discuss any improvements to curriculum that were made/are planned based on assessment findings.]

THDN has discovered that these kinds of open forums are extremely valuable to knowing certain truths and conditions about itself and its relationship with the world. It plans to expand these and to start exploring post-show discussions with its audiences. It has also started holding post-production sessions where involved students reflect on how the production process fared and how THDN might improve how it works. All this information is registered in the minds and psyches of the participants while they are engaged and much of it circulates around the concepts of positionality, process approach and the values and entry points toward creativity. These will continue each year as subjects arise. There are really no limits. It may be best to reduce the centralization of faculty in these and allow students to convene and host such events themselves.

CU Boulder Annual Student Learning Assessment Report

Academic Year 2024-25

(Year 1 of 3-Year Assessment Cycle)

Program Information

Program Name:	ANTHROPOLOGY
College:	Arts & Sciences
Program Chair:	Dr. Carole McGranahan
Academic Years (AY) Included in Plan	
1st AY:	2024-25
2nd AY:	
3rd AY:	
Assessment Liaison/Coordinator:	Dr. Eric Jones
Email:	eric.e.jones@colorado.edu

Program Learning Outcomes & Reporting Schedule

	Program Learning Outcome (PLO)	Reporting Schedule		
		1st AY (Y/N)	2nd AY (Y/N)	3rd AY (Y/N)
1	Through their coursework in anthropology, students will **demonstrate an understanding of cultural relativism and ethnocentrism**, by studying other cultures.	Y	Y	Y
2	Through their coursework in anthropology, students **will understand the range of human diversity, both biological and cultural, across space and throughout time,** by examining human evolution, early complex polities, and contemporary groups.	Y	Y	Y
3	Through their coursework in anthropology, students will **analyze the ways in which the environment influenced/influences humans and the ways in which humans influenced/influence the environment** by studying the long and short term trajectory of human development.	Y	Y	Y
4	Through their coursework in anthropology, **students will apply anthropological knowledge to pressing social issues** by debating current events.	Y	Y	Y

Assessment Results for Academic Year

Please provide your assessment results below (i.e. key findings and lessons learned/next steps) for each of the program learning outcomes identified in the reporting schedule as being assessed this academic year. *If more than one program learning outcome was assessed this year, please copy/paste the template below to report assessment results for each additional program learning outcome.*

List the program learning outcome that was assessed:

Through their coursework in anthropology, students will **demonstrate an understanding of cultural relativism and ethnocentrism**, by studying other cultures. This PLO connects with CU Boulder Baccalaureate Learning Goals CCT, ER, and CD.

Please describe the context of the learning experiences related to this program learning outcome:

Students are introduced to these concepts in our introductory courses, particularly ANTH 2100: Introduction to Cultural Anthropology and ANTH 2200: Archaeology of Human History. In these classes students gain experience with the concepts related to this PLO through lectures, discussions and hands-on activities in sections/recitations, and are assessed through group activities, writing assignments, and exams.

Then, in four courses—ANTH 4235: Landscape Archaeology, ANTH 4040: Archaeology of Warfare; ANTH 4505: Globalization, and ANTH 4745: Science, Technology & Society—we assess the mastery of this learning outcome among the students in those classes. In these classes students experience these concepts through directed readings, lectures, class discussions, and hands-on activities, and they are evaluated on their learning about concepts related to this PLO through discussion participation, exams, reflective writing, and formal writing assignments.

Describe Assessment Efforts and Activities

For introducing the concepts, We collected data from the faculty that taught ANTH 2100 in the fall 2024 semester and ANTH 2200 in the spring 2025 semester. This represents all of the times these two courses were taught this year. These courses are open to all students regardless of major or year but tend to be taken by first-year and sophomore students. These courses are also requirements for our major and thus tend to attract first-year and sophomore anthropology majors.

For mastery of the concepts associated with this learning outcome, I collected data from ANTH 4745, a cultural anthropology course which is in our plan. None of the other courses were taught, so we added in two that were being taught across our other two subfields: ANTH 4340: Archaeological Method and Theory and ANTH 4120: Social Bioarchaeology. These classes are mostly taken by junior and senior anthropology majors and minors.

Our direct assessment method was to have faculty report quantitative and qualitative data on student performance on an assignment related to this learning outcome. To accomplish this, for each of these classes, we presented the faculty with forms that had them directly assess an assignment or exam that evaluated student learning about cultural relativism and ethnocentrism. TAs were not involved in this process; the grades and description were reported by the faculty member to the

director of undergraduate studies, who compiled the data. The faculty reported a description of the assignment/exam including how they graded it, a breakdown of the scoring by majors and non-majors, and a qualitative evaluation of students' performance. None of the faculty reported using rubrics for these courses.

In our plan, developed last year, we carried over an indirect method for this learning outcome of administering and collecting voluntary responses on an exit exam/survey from our graduating seniors. This was to be done online and sent out to them. However, and as I discuss in more detail below, we realized this was not going to effectively return enough responses to provide representative information. As a result, we pivoted, and the director of undergraduate studies held an in-person town hall style event with our seniors and other majors to collect indirect data on these concepts. As we state below, this ended being a positive change that will be implemented in our next plan.

Key Findings/Lessons Learned/Next Steps

In our courses that introduce the concepts in this learning outcome, our students surpassed our goal of 70% of students passing. In one course, 95% of students passed and in the other 94%. Our majors performed as well or better than non-majors in both classes, with 95% and 98% passing. Breaking down the quantitative data a bit more, in one of the classes 80% of the students scored over 70% on the assessed exam, and over 50% were above 80%. In the other class, 93% of the students scored 80% or higher on a written assignment that directly assessed students understanding of the concepts of cultural relativism and ethnocentrism. We were pleasantly surprised. These are not simple concepts for students with little anthropological experience to grasp.

These are core concepts in anthropology, and the courses in which we are introducing these concepts are doing an effective job. Faculty, in their qualitative assessment of student performance, noted that they were pleased with the students grasping of these concepts. In addition, they noted that their performance is consistent with previous semesters, giving us a sense of long-term success in relation to this PLO. In addition, these courses cover the two primary subfields, cultural anthropology and archaeology, that address these concepts. This is where we should be introducing these concepts effectively, and we feel like that is happening. We think our students are being set up well in these classes to continue on and learn the nuances and complexity surrounding cultural relativism and ethnocentrism in upper-level courses.

In our courses that assess mastery of these concepts, our students also surpassed our goal, which is that 80% of students passed the related assignment. In the class already in our assessment plan, ANTH 4745, 100% of the majors passed the assignment, and 96% of non-majors passed. In the two other additional courses we assessed, ANTH 4120 and 4340, 100% of the students passed the assignment related to this learning outcome.

Like our introductory courses, we feel that our upper-level courses are effectively reinforcing these concepts. We are particularly pleased with the performance of our majors, who should be getting lessons and assignments/exams related to these concepts in several courses throughout their anthropology curriculum. And, it appears they are, if we are to take their excellent performance in these three classes as a gauge of their overall learning related to this PLO. Faculty qualitative information reinforced the quantitative data, mentioning the nuanced understanding of both concepts the students were able to relay in written and discussion-based assignments. These courses cover all three subfields in our department, so it is also good to see students across the spectrum of anthropological interests showing mastery of these concepts.

As mentioned above, we ran into some difficulties with our indirect measure. To offset this, I held an informal “town hall” with students that volunteered to meet and talk about the major and their learning over the course of their academic career. I had conversations with them and asked them about the concepts in this learning outcome. Every student there expressed they had been introduced these concepts and had them reinforced through multiple upper-level courses. Thus, while we had to shift gears somewhat on the methodology for our indirect measure, we feel that our senior majors feel confident they were introduced and provided opportunities to master the concepts of cultural relativism and ethnocentrism.

Together, our direct and indirect measures indicate that we are introducing and reinforcing the concepts of cultural relativism and ethnocentrism effectively. Given the range of courses and assignments and exams assessed, we feel confident that these findings are representative of the department and how we are teaching these concepts.

As for next steps, we’ll start with the direct measures from classes. We feel the classes currently in our list are good, but we could expand to other courses to capture more diversity within our broad field. We realized that given our course schedule and infrequency of some of the courses listed in our new plan developed last year, that we should add classes to the mastery list. Those that we added optionally here are a good place to start. We will also meet as a group and determine if another 1-2 courses would also be good to make sure we can regularly collect the necessary data.

As for our indirect measures, we realized that student responses on a non-graded, optional senior exit survey have traditionally been very low. With students having several final exams, papers, honors theses, etc. asking them to add one more thing onto their plates at the end of their last semester did not encourage high levels of participation. However, this opened the door to something new—in this case a “town hall” style event with our majors—that ended being even more effective in providing indirect measures. This was not something we had done before, and both the students and I enjoyed a semi-structured conversation about the major, our courses, and their relationship to this and our other PLOs. The format allowed them to bring up related topics that were not captured in the exit survey/exam. We feel that making this an annual event and replacing the exit survey/exam with this is actually a better way to get feedback from our graduating seniors as well as other students at various stages in their academic careers.

Assessment Results for Academic Year

Please provide your assessment results below (i.e. key findings and lessons learned/next steps) for each of the program learning outcomes identified in the reporting schedule as being assessed this academic year. *If more than one program learning outcome was assessed this year, please copy/paste the template below to report assessment results for each additional program learning outcome.*

List the program learning outcome that was assessed:

Through their coursework in anthropology, students **will understand the range of human diversity, both biological and cultural, across space and throughout time,** by examining human evolution, early complex polities, and contemporary groups. This PLO connects with CU Boulder Baccalaureate Learning Goals CCT, INQ, EBA, and CD

Please describe the context of the learning experiences related to this program learning outcome:

Students are introduced to these concepts in our introductory courses, ANTH 2010: Introduction to Biological Anthropology 1, ANTH 2100: Introduction to Cultural Anthropology, and ANTH 2200: Archaeology of Human History. In these classes students gain experience with the concepts related to this PLO through lectures and discussions and hands-on activities in sections/recitations, and are assessed through discussions, writing assignments, and exams.

Then, in six courses—ANTH 3000: Primate Behavior, ANTH 4000: Genetics and Domestication, ANTH 4235: Landscape Archaeology, ANTH 4040: Archaeology of Warfare; ANTH 4505: Globalization, and ANTH 4745: Science, Technology & Society—we assess the mastery of this learning outcome among the students in those classes. In these classes students experience these concepts through directed readings, lectures, class discussions, and hands-on activities, and they are evaluated on their learning about concepts related to this PLO through discussion participation, exams, reflective writing, and formal writing assignments.

Describe Assessment Efforts and Activities

For introducing the concepts, we collected data from the faculty that taught ANTH 2100 in the fall 2024 semester and ANTH 2200 in the spring 2025 semester. This represents all of the times these two courses were taught this year. These courses are open to all students regardless of major or year, but tend to be taken by first-year and sophomore students. These courses are also requirements for our major and thus tend to attract first-year and sophomore anthropology majors. We also included an additional course not on our list at the suggestion of our biological anthropology faculty, ANTH 2020: Human Biological Variation and Adaptation, which was taught spring 2025.

For mastery of the concepts associated with this learning outcome, I collected data from ANTH 3000 (biological anthropology) and ANTH 4745 (cultural anthropology), which are in our plan. None of the other courses in our list were taught this year, so I added two that were being taught in archaeology and biological anthropology: ANTH 4340: Archaeological Method and Theory and ANTH 4120: Social Bioarchaeology. These classes are mostly taken by junior and senior anthropology majors and minors.

Our direct assessment method was to have faculty report quantitative and qualitative data on student performance on an assignment related to this learning outcome. To accomplish this, for each of these classes, I presented the faculty teaching them with forms that had them directly assess an assignment or exam that evaluated student learning about human biological and/or cultural diversity. TAs were not involved in this process; the grades and qualitative assessment were reported from the faculty member directly to the director of undergraduate studies, who compiled the information. The faculty reported a description of the assignment/exam including how they graded it, a breakdown of the scoring by majors and non-majors, and a qualitative evaluation of students' performance. None of the faculty reported using rubrics for these courses.

As mentioned above, in our current plan, we included an indirect method for this learning outcome of administering and collecting voluntary responses on an exit exam/survey from our graduating seniors. We ran into the same problem listed above, so in the town hall event described in the previous PLO, we also discussed this PLO.

Key Findings/Lessons Learned/Next Steps

In our biological anthropology courses that was assessed for introducing this PLO, our students also exceeded our 70% goal. In ANTH 2010, which had two classes in the fall of 2024, 80% of the students across both classes passed an exam that covered the topic of human diversity. In the one class that I got a complete grade breakdown from the faculty member, 85% of students scored 70% or above. I added the follow-up course to 2010, which is ANTH 2020, and in that class in the spring of 2025, 100% of students passed an exam covering this topic. In our cultural anthropology class that was assessed for introducing this PLO, ANTH 2100, 95% of students passed the assignment that assessed their understanding of human diversity. The same percentage applied to majors and non-majors in the class. 74% of the students scored a 90% or above on this assignment. In our archaeology class that was assessed for introducing this PLO, 93% of students passed the exam that assessed their understanding of human diversity. 80% of students scored 80% or above.

Our courses across our three subfields that are introducing students to the concept of human biological and cultural diversity are surpassing our goals. In particular, our cultural anthropology and archaeology courses are very effective. The faculty teaching these classes provided qualitative data that support the quantitative, reporting that students showed a complex and nuanced understanding of human diversity across time (from the archaeology course) and space (the cultural anthropology course). We were not surprised that biological anthropology had scores a little lower. Human biological diversity is not well understood by the general public, and in fact, most people have very wrong information about human race and actual biological variation. Specifically, most people have to unlearn that race is not based in biology but is a cultural construct. Our biological anthropology faculty, despite being well above our goal of 70% of students passing, did mention some areas for improvement in assessing our student learning in their comments. For one, they all mentioned that ANTH 2020 might be a more effective gauge of student learning with this PLO since it more directly addresses modern humans. ANTH 2010 focuses more on our human ancestors, so the connection to our modern diversity can be a bit tougher for students to grasp. The much higher percentage of students passing the exam associated with this PLO in ANTH 2020 seems to provide solid support for their suggestion.

In our biological anthropology classes that assess mastery of this PLO, our students exceeded our 80% passing goal. In ANTH 3000, two exams were assessed, and 94% of students passed the first and 100% of students passed the second. In fact, over 80% of the students earned a 70% or higher on both exams. Majors and non-majors performed almost identically. In ANTH 4120, 100% of students passed the assignment, and they all scored an 80% or higher. They were all majors. In our archaeology class that was assessed mastery of this PLO, ANTH 4340, students 100% of students

passed the assignment. These students were all majors. In our cultural anthropology course that assesses mastery of this PLO, all but one student, who was a non-major, scored 80% or higher on the assignment.

As with our introductory courses, our upper-level courses appear to be effectively reinforcing the concept of human biological and cultural diversity. The scores surpassed our goals here by a significant margin. We think that across our subfields our courses are effectively teaching students accurate information about human diversity. The qualitative data from faculty repeatedly expressed satisfaction with students not only showing understanding of the all the components to human diversity, but with their ability to take what they have learned and apply it to new circumstances and information in hands-on, written, and discussion-based assignments. Faculty also mentioned that these findings are consistent with past scores and performances by students in these classes.

For our indirect measure, again we went with results from our town hall with our majors. The students expressed that they received ample and diverse opportunities to learn about human diversity across all three subfields. They felt like they had a very good understanding of biological and cultural diversity, especially compared to their peers majoring in other fields. They also expressed that the courses reinforced and worked well with one another. That is, they were getting consistent and complementary information and opportunities to display and apply what they had learned. In fact, they seemed a bit disdainful of how much they had to have conversations with friends about incorrect knowledge about human race and cultural diversity. That said, it was good to know that our students have such a good understanding of these concepts that they feel confident teaching others. We feel this is one of the best indirect measures of their learning.

Taking stock of all of these measures, we feel that our courses and the major in general are doing an effective job of introducing and reinforcing the important information anthropology teaches us about human biological and cultural diversity across space and time. We do think our biological anthropology colleagues face a bit more of an uphill battle given the ubiquity of incorrect knowledge about human race in American society, but they are fighting the good fight and winning.

As for next steps, we think that slightly altering our assessed courses might better capture how we are introducing concepts. ANTH 2020 may be a better gauge of how concepts about human biological diversity are being introduced since it actually covers modern humans and our evolution and diversity. We think it might be good in future plans to shift this into the assessment for introducing this PLO in place of ANTH 2010. We feel our other two introductory courses are effectively introducing the concepts associated with this PLO. As for the courses assessing mastery of this PLO, we think those are doing an effective job. We see students across all three subfields scoring very high. Like PLO 1, this was not surprising to us, given that human diversity is a core concept in anthropology. It is one of our unique contributions to social science knowledge. It is good to see our courses introducing and reinforcing this critical part of our field. As mentioned for PLO 1, we also feel like the face-to-face conversation with students about this concept gave us a more nuanced understanding of our how our students feel about their education about human diversity compared to an exit exam. The conversation with students reinforced the quantitative and qualitative data from the courses. Again, we liked how this change in indirect assessment ended up working out.

Assessment Results for Academic Year

Please provide your assessment results below (i.e. key findings and lessons learned/next steps) for each of the program learning outcomes identified in the reporting schedule as being assessed this academic year. *If more than one program learning outcome was assessed this year, please copy/paste the template below to report assessment results for each additional program learning outcome.*

List the program learning outcome that was assessed:

Through their coursework in anthropology, students will **analyze the ways in which the environment influenced/influences humans and the ways in which humans influenced/influence the environment** by studying the long and short term trajectory of human development. This PLO connects with CU Boulder Baccalaureate Learning Goals CCT, INQ, EBA, CD, and PS

Please describe the context of the learning experiences related to this program learning outcome:

Students are introduced to these concepts in our introductory courses, ANTH 2010: Introduction to Biological Anthropology 1, ANTH 2100: Introduction to Cultural Anthropology, and ANTH 2200: Archaeology of Human History. In these classes students gain experience with the concepts related to this PLO through lectures and discussions and hands-on activities in sections/recitations, and are assessed through discussions, writing assignments, and exams.

Then, in six courses—ANTH 3000: Primate Behavior, ANTH 4000: Genetics and Domestication, ANTH 4235: Landscape Archaeology, ANTH 4040: Archaeology of Warfare; ANTH 4505: Globalization, and ANTH 4745: Science, Technology & Society—we assess the mastery of this learning outcome among the students in those classes. In these classes students experience these concepts through directed readings, lectures, class discussions, and hands-on activities, and they are evaluated on their learning about concepts related to this PLO through discussion participation, exams, and formal writing assignments.

Describe Assessment Efforts and Activities

For introducing the concepts, we collected data from the faculty that taught ANTH 2100 in the fall 2024 semester and ANTH 2200 in the spring 2025 semester. This represents all of the times these two courses were taught this year. These courses are open to all students regardless of major or year but tend to be taken by first-year and sophomore students. These courses are also requirements for our major and thus tend to attract first-year and sophomore anthropology majors. We also included an additional course not on our list at the suggestion of our biological anthropology faculty, ANTH 2020: Human Biological Variation and Adaptation, which was taught spring 2025.

For mastery of the concepts associated with this learning outcome, I collected data from ANTH 3000 and ANTH 4745, which are on our plan list of courses. None of the other courses in our list were taught this year, so I added two that were being taught across our subfields: ANTH 4340: Archaeological Method and Theory and ANTH 4120: Social Bioarchaeology. These classes are mostly taken by junior and senior anthropology majors and minors.

Our direct assessment method was to have faculty report quantitative and qualitative data on student performance on an assignment related to this learning outcome. To accomplish this, for each of

these classes, I presented the faculty teaching them with forms that had them directly assess an assignment or exam that evaluated student learning about human-environment interactions across time and over space. TAs were not involved in this process; the assessment was done entirely by the faculty member teaching the course. The faculty reported a description of the assignment/exam including how they graded it, a breakdown of the scoring by majors and non-majors, and a qualitative evaluation of students' performance. None of the faculty reported using rubrics for these courses.

As mentioned above, in our current plan, we included an indirect method for this learning outcome of administering and collecting voluntary responses on an exit exam/survey from our graduating seniors. We ran into the same problems listed above in PLO 1, so in the town hall event described in the previous PLOs, we also discussed this PLO.

Key Findings/Lessons Learned/Next Steps

Across all our assessed introductory courses, the students exceeded the goal of 70% of students passing the assignment/exam used. In our biological anthropology courses that were assessed for introducing the concepts associated with this PLO, 92% of students passed the exam used in ANTH 2010 and 84/85 students passed the exam used in ANTH 2020. 83/85 scored an 80% and above. In our archaeology course assessed, 83% and 86% of students passed the two exams used. In the cultural anthropology course assessed, 94% of students passed the assignment used. No faculty reported using rubrics in their grading.

We were pleased with the results from our classes introducing the concepts associated with this PLO. And, faculty mentioned these numbers are consistent with past semesters. Human-environment interactions are just a bit of a hotbed political topic these days, to state the obvious. Our courses strive to introduce students to a wide range of anthropological studies and what they tell us about the range of human-environment interactions throughout time (going all the way back to our hominin ancestors) and around the globe. Across all three subfields, a very high percentage of students passed the assignments/exams that assessed learning of concepts associated with this PLO. We feel very good about our biological anthropology and cultural anthropology courses and their teaching of this PLO. The qualitative assessments from faculty in these classes expressed pleasure with the students grasp of human-environment interactions as it relates to human evolution and across the modern world. We feel our students focused on these subfields are being well prepared for more complex discussions of these concepts in upper-level courses. We are also happy with the archaeology course, but we were a bit surprised at first that the numbers were a bit lower than the other subfield courses. Human-environment interactions have been a core subject of study in this subfield since its inception in the 1800s. However, the faculty qualitative data shed some light on this. Reconstructing past environments and human impacts on them requires a complex and diverse set of archaeological methods and theory that can be difficult for new students in the field to fully grasp. As you'll see below, our archaeology-focused majors performed very well on the mastery part of this PLO. Our archaeologists agreed that understanding the nuts and bolts of how archaeology helps us understand past human-environment interactions might just take a lot of examples and hands-on learning before students fully grasp these concepts. That said, we are still well above our goals, but we think there can always be room for improvement. We are discussing activities, examples, and topics for recitations in ANTH 2200 that might improve our already solid numbers and set even more students up for success in upper-level courses that continue to discuss these topics and concepts.

For the biological anthropology courses that assessed mastery of this PLO, our students exceeded our goal of 80% passing. In ANTH 3000, two exams were assessed, and 94% of students passed the first and 100% of students passed the second. In fact, over 80% of the students earned a 70% or higher on both exams. Majors and non-majors performed almost identically. In ANTH 4120, 86% of

students passed the assignment, and in fact those students who passed all earned an 80% or above. All of the students were majors. In our archaeology course, ANTH 4340, 89% of students passed the assignment, and 84% earned an 80% or higher. All of these students were majors. In our cultural anthropology course, ANTH 4745, 37/38 students passed, and they all scored an 80% or above.

We were very pleased with our upper-level courses reinforcing anthropological concepts surrounding human-environment interactions. In fact, the qualitative data from faculty mentioned that most of the non-passing grades we students who did not complete the assignment or exams, not students failing to grasp the concepts. In particular, we were very pleased with the performance of our majors. The appear to be learning and able to apply knowledge about long-term human-environment interactions across the subfields and in several different contexts. Circling back around to the archaeology discussion above, it appears that our curriculum is catching up to the other subfields during the upper-level courses. ANTH 4340, in particular, has students doing several hands-on activities and using actual datasets from research. These appear to be helping students master this PLO.

In the indirect measure, the discussion with our senior majors, they not only expressed satisfaction with their education on human-environment interactions, but several of them engaged in honors theses or other research outside the classroom addressing this topic directly or related topics. Thus, they are getting ample opportunities to apply their knowledge and pursue interests in this topic. All of these findings from this conversation indicates that students are learning a lot about the topic; enough in fact to get interested in it and pursue those interests. The one area for improvement that students brought up is that sometimes the gap between the introductory courses and the upper-level courses can be a bit of a shock. Concepts are introduced in the 2000-level courses and the expectation of how much they should know in a 4000-level course can leave them feeling like they missed something.

As for next steps related to this PLO, we feel that our courses are doing a very good job of introducing and reinforcing concepts around long-term humane-environment interactions across all three subfields. But, there is area from improvement. To continue to improve our outcomes in archaeology, and as mentioned above, some small changes to ANTH 2200 are being discussed, and we also have a number of upper-level courses that address these topics we could teach more often. We currently do not have a 3000-level archaeology course that bridges the introductory course with the upper-level courses. Perhaps one that focuses on human-environment interactions or has components within it that address this topic would be a good way for students to build their understanding over time. As a faculty, we have discussed more 3000-level bridging classes across all the subfields and will begin to introduce some next academic year. We think these may help students feel less of a shock between the introductory and upper-level courses on a lot of topics and concepts, including human-environment interactions. We think continuing to assess ANTH 4340 will be a good measure in addition to the courses already listed. For biological anthropology, continuing to assess ANTH 4120 also seems to be a good way to further assess mastery of this PLO and capture the breadth of this broad subfield. As stated above, we are pleased with the process and findings from the town hall conversation, and we'd like to make that an annual event between the director of undergraduate studies and students. We're not sure the conversation around 3000-level courses would have come to light without this conversation.

Assessment Results for Academic Year

Please provide your assessment results below (i.e. key findings and lessons learned/next steps) for each of the program learning outcomes identified in the reporting schedule as being assessed this academic year. *If more than one program learning outcome was assessed this year, please copy/paste the template below to report assessment results for each additional program learning outcome.*

List the program learning outcome that was assessed:

Through their coursework in anthropology, **students will apply anthropological knowledge to pressing social issues** by debating current events. This PLO connects with CU Boulder Baccalaureate Learning Goals CCT, INQ, CD, PS, and CE.

Please describe the context of the learning experiences related to this program learning outcome:

Students are introduced to these concepts in our introductory courses, ANTH 2010: Introduction to Biological Anthropology 1, ANTH 2100: Introduction to Cultural Anthropology, and ANTH 2200: Archaeology of Human History. In these classes students gain experience with the concepts related to this PLO through lectures, discussions and hands-on activities in sections/recitations, and are assessed through writing assignments, quizzes, and exams.

Then, in six courses—ANTH 3000: Primate Behavior, ANTH 4000: Genetics and Domestication, ANTH 4235: Landscape Archaeology, ANTH 4040: Archaeology of Warfare; ANTH 4505: Globalization, and ANTH 4745: Science, Technology & Society—we assess the mastery of this learning outcome among the students in those classes. In these classes students experience these concepts through directed readings, lectures, class discussions, and hands-on activities, and they are evaluated on their learning about concepts related to this PLO through discussion participation, exams, reflective writing, and formal writing assignments.

Describe Assessment Efforts and Activities

For introducing the concepts, we collected data from the faculty that taught ANTH 2100 in the fall 2024 semester and ANTH 2200 in the spring 2025 semester. This represents all of the times these two courses were taught this year. These courses are open to all students regardless of major or year, but tend to be taken by first-year and sophomore students. These courses are also requirements for our major and thus tend to attract first-year and sophomore anthropology majors. We also included an additional course not on our list at the suggestion of our biological anthropology faculty, ANTH 2020: Human Biological Variation and Adaptation, which was taught spring 2025.

For mastery of the concepts associated with this learning outcome, we collected data from ANTH 3000 and ANTH 4745, which are on our plan list of courses. None of the other courses in our list were taught this year, so I added two that were being taught across our subfields: ANTH 4340: Archaeological Method and Theory and ANTH 4120: Social Bioarchaeology. These classes are mostly taken by junior and senior anthropology majors and minors.

Our direct assessment method was to have faculty report quantitative and qualitative data on student performance on an assignment related to this learning outcome. To accomplish this, for each of

these classes, we presented the faculty teaching them with forms that had them directly assess an assignment or exam that evaluated student learning. This one is a bit different from the previous PLOs, in that it is not tied to a specific concept but is about applying anthropological knowledge in general to pressing issues. As a result, we made sure to prompt faculty to provide a detailed description of the assignments and with what issue they had students engage. TAs were not involved in this process; the assessment was done entirely by the faculty member teaching the course and results sent to the director of undergraduate studies for compiling. The faculty reported a description of the assignment/exam including how they graded it, a breakdown of the scoring by majors and non-majors, and a qualitative evaluation of students' performance. None of the faculty reported using rubrics for these courses.

As mentioned above, in our current plan, we included an indirect method for this learning outcome of administering and collecting voluntary responses on an exit exam/survey from our graduating seniors. We ran into the same problems listed above in PLO 1, so we pivoted to the town hall event described in the previous PLOs, and we also discussed this PLO.

Key Findings/Lessons Learned/Next Steps

Across our assessed introductory courses, our students exceeded our goal of 70% of them passing. In the introductory biological anthropology courses, two ANTH 2010s, 92% and 94% of the students passed the assessed quiz that covered evolution and human sexuality. In the first, the entire 92% scored above 90%. In the second, 85% scored above 70%. We also collected data from ANTH 2020, and 97% of students passed a writing assignment about scientific literacy and online sources of scientific information. In our introductory archaeology course, 139/140 students passed an exam that evaluates students on their understanding of the archaeological study of the African Diaspora and enslavement and how it relates to conditions today. Breaking down these results a bit further, 69% of the students scored a 90% or above. In our introductory cultural anthropology course, 95% of students passed a writing assignment in which they conduct and write about ethnographic work they did related to an important current issue and a point of view different from their own. 93% of the students scored an 80% or above on this assignment.

We were pleased with the results from these courses. The assignments clearly evaluated this PLO, and the performance across all of the classes was well above our goal of 70% of students passing. This is perhaps the PLO where we feel the most confident that all of our courses, across all the subfields are doing a very effective job of introducing how anthropology can help us understanding and provide solutions to current problems we face. Our faculty are using innovative evaluation methods and clearly getting these concepts across to students effectively. We were a bit surprised by how high these numbers were given that most students in an introductory anthropology course are new to the discipline. To not only understand the basics but also see how they can help us address modern problems is no small feat. In the qualitative assessment, faculty across all of these courses expressed how impressed they were with students' ability to process complex concepts and then identify how the relate to and can help with modern issues.

In our upper-level courses, the students also exceeded our goals for mastery of this PLO. In our biological anthropology courses, students performed very well. In ANTH 3000, 94% of students passed one exam and 100% passed another. In ANTH 4120, 13/14 students passed a writing assignment on migration and the social and health experience of migrants. In our archaeology course, ANTH 4340, students all of the students earned a 90% or above on a reflective writing assignment in which we read and discussed examples of engaged, community-based archaeology and then the students wrote a piece on their ideal archaeological project and how they would use it to engage with and help modern communities. In the cultural anthropology course, ANTH 4735, 37/38

students passed a writing assignment in which they had to pick a science and technology topic that is deemed controversial, discuss the controversy, and address who it impacts and how.

We were very pleased with these results. They were less surprising than the introductory courses because most of us in the department conduct work that engages with modern issues and bring those interests into the classroom in our upper-level courses. These courses also tend to be much smaller than our introductory courses, allowing for more discussion, group work, and hands-on learning. In the qualitative assessments, faculty consistently expressed how impressed they were with students' ability to apply what they've learned to current issues. In discussions related to these assignments, they also noted how well students were able to express their view and have civil and productive conversations with their classmates.

In my conversation with students, which was our indirect measure, I found similar patterns to our last PLO. That is, students not only felt they were getting consistent messaging on how anthropology can offer solutions to modern problems, but also that they were getting a lot of examples and a lot of opportunities to discuss and debate these topics. Those students that had engaged in research in their time here also felt strongly encouraged by faculty to think about how their work engages with related communities. The one area for improvement that came out of this discussion was that students would have liked to have had more opportunities to engage in research both in and outside the classroom throughout their careers.

As for next steps, we think our introductory and upper-level courses are effectively introducing and reinforcing how to apply anthropological knowledge to current issues by giving students ample opportunities in discussions, exams, and writing assignments to express their views and think creatively. I think the additional courses assessed here should continue to be part of our assessment. We also have a few courses that were not taught this last year that would be very relevant to this topic, like Contemporary Archaeology and Historical Archaeology that both explicitly address how this subfield tackles pressing issues. When those are taught next year, we will include them in next report. The indirect assessment findings agree with our direct assessment findings in that students feel like the classes are helping them to learn about and apply anthropological knowledge to current issues. The one area we can improve upon is the application part, when it comes to opportunities outside the classroom. One solution may be devoting some department funds to small internal grants for students to assist faculty on research. We have also begun discussing reinstituting a capstone course for all majors, where the focus would be on learning research methods and conducting research. If we made part of the focus engaged research, it would give students a credit-based option for getting research experience. Related to this, promoting internships, which are already part of our curriculum, among our faculty would provide another credit-based opportunity for students.

Supplemental Material

Across the four PLO reports above, we mention the future steps and some that we have begun to take already. We wanted to add this supplemental section to make sure those disparate pieces were brought together in one place. As we compiled these data throughout the year, some preliminary results became clear. During our bi-weekly faculty meetings, the undergraduate director provides an update, and we discussed some of these patterns in those updates. In this way, we were hoping to not wait for yearly cycles to start implementing improvement but to be able to be a bit more responsive on the smaller things we felt confident could be done. As we mentioned above, one consistent suggestion by our students and pattern from the data are that more courses that bridge our introductory and upper-level courses would be helpful. ANTH 3000, which was part of this assessment, is a good example to build upon. Some faculty have already started the process of proposing new courses in that mold.

Now that we have the entire dataset and have summarized the findings, the curriculum committee (director of undergraduate studies and three appointed faculty) and the chair will review the findings and compile a list of suggested changes. This will be combined with all of our findings from the town hall conversation with our majors. Together, these findings will be the basis for a conversation in the fall semester about needed curriculum changes. This will become a part of our annual pre-fall semester retreat.

As for working solutions right now, we have begun adding more bridging courses. At our retreat, we will have a conversation about small changes to our introductory courses where we noted some small areas for improvement in the reports above. We will also have a conversation about how to increase research opportunities for students both in and outside of the classroom. Our curriculum already has research-focused classes; however, they have not been taught in some time. One easy solution could be reviving them. For outside the classroom, we need to devise the best methods for connecting faculty and graduate students, who have need for research assistants, to interested undergraduates. We also need to discuss funding for students doing that work.

CU Boulder Annual Student Learning Assessment Report:

AY2024-25 (Year 3 of 3-Year Assessment Plan)

Undergraduate Program in History

Program Information

Program Name:	HIST
College:	A&S
Program Chair:	Phoebe Young
Phone:	303-735-0826
Academic Years (AY) Included in Plan	
Assessment Planning AY (Year 0):	2021-22
Reporting AY (Year 1):	2022-23
Reporting AY (Year 2):	2023-24
Reporting AY (Year 3):	2024-25
Assessment Liaison/Coordinator:	Phoebe Young
Email:	phoebe.young@colorado.edu

Program Learning Outcomes (PLOs) & Reporting Schedule

Program Learning Outcome (PLO)		Reporting Schedule		
		1st AY (Y/N)	2nd AY (Y/N)	3rd AY (Y/N)
1	Students will develop substantial factual knowledge about the past, and understand that history is an evidence-based discipline	N	N	Y
2	Students will be able to understand and utilize foundational concepts of historical analysis	N	Y	N
3	Students will be able to analyze forms of historical narrative	N	N	Y
4	Students will be able to produce historical knowledge	N	Y	N
5	Students will be able to draw upon multiple perspectives on the past—such as global literacy and diversity—in order to understand the present world	Y	N	N

Assessment Results for Academic Year

PLO 1: Students will develop substantial factual knowledge about the past and understand that history is an evidence-based discipline.

We expect students to gain practice in this learning out come at the 1000-level and continue to refine their skills through advanced courses, which is why we selected HIST 18X0 – which is our first course geared specifically for History majors, though typically not the first History course they take – and 4000-level courses to get a snapshot at a later stage. Students encounter multiple opportunities in reading, classroom activities – including lecture and discussion – to learn these concepts, and complete papers, projects, or exams that allow them to demonstrate their learning.

Describe Assessment Efforts and Activities

For HIST 18X0, we conducted an exit survey of all history majors in the four sections taught during AY 2024-25, according to the plan below. A total of 180 students were enrolled, although we eliminated the 72 who were not HIST majors, creating 108 eligible students, of whom 57 responded to the survey, yielding a 56% response rate. The Chair developed and ran the survey; instructors reviewed and approved the questions and methodology in advance and encouraged their students to complete the survey; the Chair collected and analyzed the data reported below. ***For 4000-level courses, instructors evaluated summative assignments according to the plan below.*** The Chair generated a random list of all 4000-level courses and eliminated those taught be graduate students or non-permanent faculty, with the aim of selecting 2 courses per semester as representative of the courses being taught at this level (the assessment plan did not specify how many). The Chair then asked the instructors if their courses included summative assignments that were intended to measure students' abilities in PLO1 (and PLO3). Several instructors did not have suitable assignments, and one instructor was also teaching HIST 1800, so the Chair eliminated him from the 4000-level list. Working down the list, in Fall semester, this resulted in assessments in the 4th and 5th courses on the eligible courses random list; in Spring, we used the 1st and 3rd. A total of 96 assignments were completed, although one instructor eliminated 2 papers due to Honor Code violation, leaving 94 (representing papers from both History and non-History majors enrolled in 4000-level courses). Instructors reviewed the assignments using a paper rubric (with categories and statements below) reporting the results to the Chair, either by sharing the paper copies of each scored rubric or compiling the results into spreadsheet. The Chair then totaled the data for all four courses and reported and analyzed the results below. The Chair had informal conversations about the results with many of the instructors of both the 18X0 and 4000-level courses and plans to share this report with both the Director of Undergraduate Studies and the faculty in general.

Assessment Method	Metric/Target	Description of Assessment
Exit survey administered in HIST 18XX, which is required of majors (Indirect)	At least 80% of students will agree/strongly agree that they developed substantial factual knowledge about the past, and came to understand that history is an evidence-based discipline through taking HIST 1800	Qualtrics survey administered twice annually, at the end of each semester. Survey uses a 5-point scale (1=strongly disagree, 2=disagree, 3=neutral, 4=agree, 5=strongly agree).
HIST 4XXX, papers written in upper-division undergraduate lecture courses which	At least 70% of students will demonstrate that they are "proficient" or higher (75% or equivalent points) with 10% demonstrating advanced proficiency (score of 80% or	Papers in randomly selected courses will be assessed by instructor using a PLO assessment rubric.

are required of majors (Direct)	equivalent points) on the final papers or projects in HIST 4000-level classes	

Key Findings/Lessons Learned/Next Steps

HIST 18X0: The Qualtrics survey asked the following questions:

Thinking about your HIST 1800 course, please indicate your agreement with the following statements:

1. In this class, I developed substantial factual knowledge about the past.
2. In this class, I came to understand that history is an evidence-based discipline
3. In this class, I developed my ability to ask rigorous and open-ended questions
4. In this class, I came to understand the uses of context, that is, to relate historical facts and/or evidence to the time and place of their original existence.

Question 1: 79% of students selected “agree” or “strongly agree”
Question 2: 89% of students selected “agree” or “strongly agree”
Question 3: 70% of students selected “agree” or “strongly agree”
Question 4: 86% of students selected “agree” or “strongly agree”

Overall assessment: 81% of all students who responded selected “agree” or “strongly agree” in response to these questions. The average per question was 82%.

4000-level courses: Instructors reviewed the assignments based on this rubric – at both the level of proficiency and advanced proficiency:

1.1. Facts: Call upon substantial factual knowledge about the past.
The paper uses verifiable, substantive, and relevant factual evidence, drawn from course or course-related materials in the body of the paper.

1.2. Evidence: Understand that history is an evidence-based discipline that requires identifying reliable sources of information.
The paper establishes reliability of evidence used; relates evidence to analysis in ways that go beyond listing facts.

1.3. Questions: Ask rigorous and open-ended questions of historical evidence in order to interpret what happened in the past.
The paper interrogates evidence in relevant and productive ways to create analysis, going beyond taking evidence at face value.

1.4. Context: Establish relevant context to relate historical facts and/or evidence to the time and place of their original existence.
The paper employs appropriate historical contexts to interpret facts and evidence.

Their findings are as follows:

1.1: 96% of students demonstrated proficiency (4% did not); 71% of students demonstrated advanced proficiency (29% did not).
1.2: 98% of students demonstrated proficiency (2% did not); 81% of students demonstrated advanced proficiency (19% did not).
1.3: 88% of students demonstrated proficiency (12% did not); 67% of students demonstrated advanced proficiency (33% did not).
1.4: 91% of students demonstrated proficiency (4% did not); 77% of students demonstrated advanced proficiency (23% did not).

Overall assessment: 93% of students met the standard of proficiency, scoring 75% or better in at least three out of four categories (7% did not); 71% of students met the standard of advanced proficiency, scoring 80% or better in at least three out of four categories (29% did not).

Lessons Learned/Next Steps

For HIST 18x0: All measures met the benchmark, so we are confident that we are helping students gain skills and understanding in these key areas of PLO1. We do note that Q3 was the only one substantially below our target and so supporting students' development in asking rigorous and open-ended questions is something we intend to make a key focus in future semesters. For the Qualtrics surveys, we found that the rate of response was much higher when instructors gave time in class for students to do so than when students were only solicited by email (63% vs 41% response rates for these methods). In future semesters where we assess by way of a Qualtrics survey, we will ask instructors to distribute the survey in class.

For the 4000-level courses, student work well exceeded the target metric for achievement of this Learning Outcomes, suggesting that upper division students are learning these concepts and demonstrating these skills at a high level.

The data for this year and prior year's assessments will be useful as our department undertakes major curriculum revisions in the coming year.

PLO 3: Students will be able to analyze forms of historical narrative, recognizing it as a form of argument built from evidence and interpretation, guided by methodological approaches, and situated within a larger historiographical conversation among scholars who offer multiple and changing interpretations.

Analyzing arguments, evaluating scholars' use of sources, recognizing methodology, and engaging in historiographical conversation are all advanced and important skills for history majors, which is why we chose to evaluate this at the 4000-level. Students typically gain practice in this learning outcome encountering historical monographs and writing papers that analyze multiple scholarly arguments (historiography) and consider types of methodology and source use.

Describe Assessment Efforts and Activities

For 4000-level courses, instructors evaluated summative assignments according to the plan below. The Chair generated a random list of all 4000-level courses and eliminated those taught be graduate students or non-permanent faculty, with the aim of selecting 2 courses per semester as representative of the courses being taught at this level (the assessment plan did not specify how many). The Chair then asked the instructors if their courses included summative assignments that were intended to measure students' abilities in PLO3 (and PLO1). Several instructors did not have suitable assignments, and one instructor was also teaching HIST 1800, so the Chair eliminated him from the 4000-level list. Working down the list, in Fall semester, this resulted in assessments in the 4th and 5th courses generated on the eligible courses random list; in Spring, we used the 1st and 3rd. A total of 96 assignments were completed, although one instructor eliminated 2 papers due to Honor Code violation, leaving 94 to evaluate (representing papers from both History and non-History majors enrolled in 4000-level courses). Instructors reviewed the assignments using a paper rubric (with the categories and statements below) reporting the results to the Chair, either by sharing the paper copies of each scored

rubric or compiling the results into spreadsheet. The Chair then totaled the data for all four courses and reported and analyzed the results below. The Chair had informal conversations about the results with several instructors and plans to share this report with both the Director of Undergraduate Studies and the faculty in general.

Assessment Method	Metric/Target	Description of Assessment
HIST 4XXX, papers written in upper-division undergraduate lecture courses which are required of majors (Direct)	At least 80% of students will receive a score of 70%/C- or higher on this Learning Outcome	HIST 4XXX courses are taught in fall and spring semesters. Papers in randomly selected courses will be assessed by instructor using a PLO assessment rubric.

Key Findings/Lessons Learned/Next Steps

Instructors reviewed the assignments based on this rubric for achievement of proficiency:

3.1. Argument: Recognize historical narrative as a form of argument, built from evidence and interpretation and open to rigorous questioning and critique.
Discusses own or scholars' texts as argument-based, with attention to how they are rooted in evidence and analysis.

3.2. Sources: Assess authors' interpretations of sources (primary and secondary) as evidence in their historical narratives and arguments.
Examines or critiques authors' use and analysis of sources in scholarly or other narratives.

3.3. Methods: Identify how historians have used various sources and methodological traditions, including those drawn from other disciplines where relevant, to build their interpretations.
Considers how methodological approaches can influence selection of types of sources or lines of analysis

3.4. Historiography: Evaluate historical argument as part of a larger historiographical conversation among scholars who offer multiple and changing interpretations.
Recognizes and/or participates in ongoing scholarly conversations around historical interpretation.

The instructors evaluated each of the 26 papers with regard to each of these three criteria, defining proficiency as a score of 70%/C- or better, with the following findings:

3.1: 84% of students demonstrated proficiency (16% did not)
3.2: 74% of students demonstrated proficiency (26% did not)
3.3: 69% of students demonstrated proficiency (31% did not)
3.4: 79% of students demonstrated proficiency (21% did not)

Overall assessment: 79% of students met the standard of proficiency, scoring 75% or better in at least three out of four categories (21% did not).

Lessons Learned/Next Steps

For this PLO, we came very close but did not quite meet the target metric. We also note that these were particularly low in 3.2 and 3.3, especially given the low definition of proficiency here (as a C-/70% score). This may be an effect of the random selection of courses, assignments not geared to those particular PLOs, and/or the inclusion of papers from non-History majors (of which we have many in our 4000-level courses, many of whom have little to no background in college-level History; most of our 4000-level courses have no prerequisites, other than sophomore standing or above, in order to expand enrollments). In the future, we might separate out the History majors from the non-History majors to get a better handle on their cumulative learning; how scholars use sources and methodology are both rather advanced, but important, skills for history majors, that often rely upon prior experience. If future assessment exercises show that History majors are struggling with these skills, then we might need to focus more attention in these areas.

The data for this year and prior year's assessments will be useful as our department undertakes major curriculum revisions in the coming year.

Recommendations for Completing your Three-Year Student Learning Assessment Plan

This document is designed to provide guidance on completing a three-year student learning assessment plan. This includes guidance on program learning outcomes, curriculum mapping, assessment methodology, and reporting schedule.

Part 1: Introduction to the Components of the Plan

The Purpose of Program Assessment

Developing Program Learning Outcomes

Developing a Curriculum Map

Developing an Assessment Methodology

Example of Assessment Methods

Part 2: Assessment Methodology and Reporting Schedule

Reporting timeline

Assessment method(s)

Examples

Part 1: Introduction to the Components of the Plan

The Purpose of Program Assessment

The assessment plan helps to document how your program is engaging in ongoing systematic assessment of how well the program is helping students to achieve the program's learning outcomes. Program assessment is not intended to serve as a summative evaluation of the program, but, instead, is intended to serve as a systematic approach to continuous program improvement. The goal of program assessment is for programs to learn from their work. Specially, programs can improve their curriculum designs and pedagogical approaches by studying the effectiveness of the learning experiences that the program creates for students.

The key questions associated with program assessment include the following:

- What do we, as a program, expect our students to learn? What are our program learning outcomes? What are the knowledge and skills that students are expected to acquire through our program of study?
- Where in our program do we provide students with learning experiences that will help them to achieve our program learning outcomes?
- How do we know that the students in our program are achieving our program learning outcomes? What evidence do we have of what our students are learning?

The program assessment plan that you will develop represents a systematic approach to answering these questions.

Developing Program Learning Outcomes

Program Learning Outcomes help to provide an answer to the question, “What do we expect our students to achieve by the end of their program of study?” Although there will naturally be variation in the learning across the students in your program, your program learning outcomes should outline the core learning (e.g., knowledge and skills) expected of all students in your program. We recommend that each program develop a set of 4-6 program learning outcomes.

Program learning outcomes should be specific, realistic, and measurable. To accomplish this, we recommend that program learning outcomes adhere to the following format: “After completing study in the program, students will be able to [demonstrate a specific action]”. The following action verbs can be used to describe the given action that students are expected to demonstrate: “After completing study in the program, students will be able to [recall; identify; summarize; organize; apply; solve; analyze; produce; compose; etc.]”

Some examples of program learning outcomes include the following:

- “By the completion of the program, students will be able to **demonstrate** knowledge of foundational business concepts.”
- “By the completion of the program, students will be able to **analyze** a school curriculum utilizing educational theories of learning.”
- “By the completion of the program, students will be able to **synthesize** existing research through a written literature review.”
- “By the completion of the program, students will be able to **apply** mathematical models to real-world situations”

Program Learning Outcomes (PLO)	
1	
2	
3	
4	
5	
6	

Please note: Your program’s PLOs must be updated in the university course catalog. For questions or assistance from the Registrar on this step, go to the “Resources” section on their Catalog Production website, or email catalog@colorado.edu.

Developing a Curriculum Map

A curriculum map is designed to present an answer to the question, "Where in the curriculum of our program do students engage in learning experiences that help our students to achieve our program learning outcomes?" The curriculum map indicates when learners are introduced to specific program learning outcomes as well as when mastery of the program learning outcomes is expected. The curriculum map provides a visualization of how the various learning experiences across curriculum of the program fit together and complement one another. Furthermore, a well-developed curriculum map allows faculty, students, and advisors to clearly identify when students are expected to be introduced to, and then later to master, specific program learning objectives.

Because the curriculum map is intended to present the way learning experiences in the program connect and work together, it is recommended that your program's curriculum map be developed in collaboration with all program faculty. In particular, the development of the curriculum map will benefit from the input from faculty who teach different courses within the curriculum.

In your curriculum map, it is important to include all required courses for your program (e.g., all of the core courses included in the degree plan for a student enrolled in the major). We also recommend that you include additional elective courses from your program in the curriculum map, especially if these are courses in which students in your program often enroll (e.g., commonly offered electives). You are not required, however, to map every course offered in your program, as there may be some variability in the courses that your program offers (e.g., the topics of seminars may change).

Note: Your department may provide students with the option to "*Choose one of the following courses from the following set of courses*…" in order to satisfy a particular degree plan requirement. For example, "*Students must choose one course from among the three available research methods courses*." In this context, it may be helpful in your curriculum map to group these related courses together as one set (rather than mapping each course individually).

Additionally, please note that if students in your program often enroll in elective courses or specialization courses that are offered outside of your program or department, then it is not necessary to include all of those courses in your curriculum map.

While developing your curriculum map, we recommend that you consider the following questions:

- Do all of the required core courses in your program address at least one program learning outcome?
- Are all of your program learning outcomes first introduced and then reinforced within the curriculum of your program?
- Do all students in the program, regardless of which electives they choose, experience a coherent progression and coverage of all program learning outcomes?
- Do some program learning outcomes get more coverage than others? If so, is that intentional?

Template:

Required Course	PLO #1	PLO #2	PLO #3	PLO #4	PLO #5	PLO #6

Example:

Required Course	PLO #1	PLO #2	PLO #3	PLO #4
Course #1	Introduced		Introduced	
Course #2	Reinforced	Introduced		Introduced
Course #3			Reinforced	
Course #4		Reinforced		Reinforced

Developing an Assessment Methodology

Developing a methodology for your assessment plans allows your program to collect evidence of student learning. Through your assessment plan, your program will be able to systematically address the question, "What is the evidence that students are learning what they are expected to learn within our program?" It is worth reemphasizing that the purpose of this program assessment is not to evaluate the success of the program. Instead, program assessment is intended to serve as an opportunity for programs to inquire into the nature of the learning experiences that they are creating for their students. By collecting evidence regarding the efficacy of those learning experiences, programs can make strategic revisions to the curriculum and/or pedagogy of their program as a means of further supporting student learning.

In developing a methodology for your assessment plan, it is important to consider two types of evidence that can be collected: **direct evidence** and **indirect evidence**.

Within your program assessment plan, sources of direct evidence are required, and sources of indirect evidence are optional.

Direct evidence provides a direct measure of student success with respect to a specific program learning objective. Direct evidence may include the following:

- Artifacts of student work from the program's capstone course
- Examples of student work from undergraduate research theses or doctoral dissertations
- A standardized exam given to students at the end of their program before graduation
- A final exam embedded within student coursework
- A comprehensive or qualifying exam
- Faculty committee review of learning artifacts (e.g., portfolios, specific assignments, etc.)

All of these examples serve as direct evidence of student learning because these artifacts (e.g., the student's research thesis manuscript, the student's written exam) provides students with an opportunity to demonstrate the knowledge and skills that they have developed during their program of study. Furthermore, it is important to consider the way in which each of these assessments can and should be mapped to specific program learning outcomes. For example, a student's research manuscript can be evaluated using a standardized rubric, and this rubric can be mapped directly to the learning objectives of the program (e.g., "By the end of the program, students will be able to synthesize existing research literature in the form of a literature review."). Likewise, the content on a final exam within a given course can be mapped to specific program learning objectives (e.g., "By the end of the program, students will be able to demonstrate their foundational knowledge of Calculus."). Therefore, as you develop your methodology for your assessment plan, we encourage you to include, in your assessment plan, a description of the rubric or criteria that will be used to evaluate the given source of direct evidence.

Indirect evidence of student learning might include course evaluations, surveys of students, or focus groups conducted with students. In contrast to direct evidence of student learning, indirect evidence of student learning does not provide direct evidence of students' ability to demonstrate the knowledge and skills that they have developed through their study within the program. For example, a final exam (an example of direct evidence) provides students with an opportunity to demonstrate their knowledge. In contrast, students' evaluations of that course (for example, data from the Faculty Course Questionnaire (FCQ)) does not provide faculty with direct evidence of student learning; instead, the FCQ provides data regarding students' perceptions of the course (e.g., Did the student perceive the course to be intellectually challenging?). Nonetheless, this data regarding students' perceptions of the given course

can provide valuable information regarding ways in which the course (and other similar courses within the program) might be improved through curricular and pedagogical revisions.

In addition to FCQ data, programs may choose to design their own survey for students regarding what students perceive that they have learned within the program. For example, programs might design a survey that asks students to rate their own self-efficacy regarding the program's various learning outcomes (e.g., "Do you feel confident in your ability to synthesize existing research literature in the form of a literature review?"). Student responses to such questions do not provide direct evidence of student learning, but such student responses do provide **indirect evidence** of the extent to which the program is currently successful at helping students to master the program learning outcomes. These sources of indirect evidence (e.g., course evaluation data (e.g., FCQs), surveys of students in the program, interviews or focus groups with students from the program) can serve as valuable complementary sources of data for program faculty to consider when inquiring into the current efficacy of the curriculum and pedagogy of their program.

Example of Assessment Methods

Context: Teacher Preparation (Secondary Mathematics)

Program Learning Outcome: By the completion of the program, students will be able to demonstrate their ability to lead a productive classroom discussion on a mathematical topic in a secondary-level classroom.

Assessment Method	Description of Assessment
Video analysis assignment (Course #1) (Direct evidence)	Students will watch a video of a mathematics teacher leading a classroom discussion and will then write an analysis of the video. The analysis will be evaluated by the course instructor using a rubric.
Practice teaching performance (Course #1) (Direct Evidence)	Students will lead a classroom discussion in the university classroom. This performance will be video-recorded and assessed by the course instructor using a rubric.
Performance assessment of classroom discussion facilitation (Student Teaching / Capstone Course) (Direct Evidence)	The performance assessment of the classroom discussion will be video-recorded and assessed using a rubric by both the capstone course instructor as well as the supervising mentor teacher.
Survey of teacher candidate self-efficacy (Indirect Evidence)	At the completion of their capstone course, each student will fill out a survey which asks them to rate their preparedness and confidence with respect to the leading of a mathematics discussion in the classroom.

Part 2: Assessment Methodology and Reporting Schedule

Four items are required (for each PLO) to complete the assessment methodology section of the Assessment Plan: (1) reporting timeline, (2) assessment method, (3) metric and target for measuring and determining success, and (4) brief description of the assessment.

Reporting timeline

For each program learning outcomes, please indicate which academic year (AY) during the 3-year assessment cycle in which the outcome will be assessed/reported. At least one learning outcome must be assessed/reported during each year, and all of a program's learning outcomes must be assessed/reported over the 3-year cycle.

Program Learning Outcome (PLO)		Reporting Schedule		
		1st AY (Y/N)	2nd AY (Y/N)	3rd AY (Y/N)
1	Ex: Students will persuasively articulate ideas and arguments	Y	N	N
1				
2				
3				
4				
5				

Copy and paste the Learning Outcomes that were identified into the table. Next indicate during which years you will report on which outcomes.

We request that you collect data and report on at least 1 PLO per year AND that each PLO gets reported at least once over the 3 year assessment cycle.

Assessment method(s)

Describe your approach for data collection, indicating whether the method provides direct or indirect evidence of student learning. *Note that each PLO must have at least one assessment method that uses direct evidence of student learning.*

For each program learning outcome, provide:

1. **Assessment method(s)** that will be used to collect data, indicating whether method provides direct or indirect evidence of student learning. You may also optionally choose to attached additional documentation to your assessment plan (e.g., rubrics used to assess the given exam or assignment). *Note that each PLO should have at least one assessment method that uses direct evidence of student learning.*
2. **Metrics** that will be calculated from the collected data to measure student learning. For example, if the metric is an exam it would be the score on the exam. If the metric is a rubric, it could be the associated evaluative category (e.g., "met expectations"). **Targets** set a threshold for whether an acceptable level of learning was met. While most metric and targets are quantitatively framed, this is not required. For example, the target may be a percentage of students receiving a specific score or better. Alternatively, it could be a comparison to students' performance during previous assessment efforts (e.g., compare new data to a meaningful benchmark).
3. **Description of Assessment** that contains additional information about the assessment methods and metrics (e.g., how the data will be collected, when the data will be collected, from whom the data will be collected, how the program faculty will discuss the data).

Examples

The examples below are modified examples from departments at CU Boulder.

Example #1

PLO: **Students will learn to use a variety of research methods to help describe and explain [discipline-specific area of focus]**

Assessment Method	Metric/Target	Description of Assessment
SUBJ 2000 four projects (direct measure)	For each of the four projects (each pertains to a different research method), at least 80% of students will receive at least 70% of the points.	SUBJ 2000 is taught every semester. Projects are done by groups of students and are graded by instructors using a scoring rubric. Scores from the four projects will be averaged.

Example #2

PLO: **Understand the theoretical foundations of [discipline/field of study]**

Assessment Method	Metric/Target	Description of Assessment
SUBJ 1000 Final Essay (Direct Measure)	80% Proficient (score of 75% or equivalent points) 40% Advanced proficiency (score of 87% or equivalent points)	Score for essay about foundational theories of [discipline/field]. This course is taught every fall semester.

Example #3

PLO: **Communicate effectively in a variety of professional contexts.**

Assessment Method	Metric/Target	Description of Assessment
Grading interviews twice per semester from SUBJ 2000 Direct Measure	At least 80% of majors in this course receive an 80% or higher on the assessment.	SUBJ 2000 is taught in fall and spring semesters, and interview grades will be collected in all sections. This assignment requires students to communicate effectively to a TA. If more than one interview takes place, scores will be averaged.
Group Project from SUBJ 4000	At least 80% of majors in this course receive an 80% or higher on the assessment.	SUBJ 4000 is taught in fall and spring semesters. This group-based assignment includes grading criteria that students communicate via written reports and verbal presentations. The assessment metric will be the average of the writing score and the verbal presentation grade from this assignment.

Example #4

PLO: **Students will be able to apply key [relevant type] methods for generating insights from data**

Assessment Method	Metric/Target	Description of Assessment
Capstone Project from SUBJ 4800 (direct measure)	At least 80% of students will be receive an 8/10 or better on the rubric item for “data analysis” for the capstone project	SUBJ 4800 is taught every spring and is a capstone, project-based course. The grading rubric for the final project will include a sub-score rubric item for data analysis. That sub-score will be reported and used as the assessment metric.

Developing Program Learning Outcomes

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Office of Data and Analytics

University of Colorado Boulder

Data Analytics

UNIVERSITY OF COLORADO **BOULDER**

Why does each program need to engage in a formal process of student learning assessment?

Higher Learning Commission Criterion 4.B.

*"**Criterion 4.B:** The institution engages in ongoing assessment of student learning as part of its commitment to the educational outcomes of its students"*

The university must provide evidence that demonstrates that all undergraduate, graduate, and professional degree programs have published measurable student learning outcomes available to students, staff, and faculty and that faculty implement assessment of these program learning outcomes.

What is required in this process?

For each program

- **Program learning outcomes**
  - published in the university catalog
- **An assessment plan**
  - on file with our office
- **An annual assessment report**
  - on file with our office

Guiding Questions

"What do we, as a program, expect our students to learn?"

- the program learning outcomes

"What evidence do we have that our students are achieving these program learning outcomes?"

- the assessment plan and the assessment report

Guiding Questions

"What changes or additions can we make to our program curriculum to continue to increase student learning and student achievement in our program?"

- In this way, program learning assessment supports student success.

This process is not the same as "program review."

The purpose of this accreditation criterion is to ensure that each academic program

a) has clearly stated and publicly available student learning goals and
b) is engaged in a systematic process of reflection, within the program, on whether students are achieving those goals

Examples of Program Learning Outcomes

Four program learning outcomes that might align with your undergraduate program

Knowledge, Theory, Application, Writing

"By the completion of our program, students will be able to..."

1. Demonstrate a mastery of knowledge in the discipline
2. Identify and apply major concepts and theories in the discipline
3. Analyze and develop solutions to real-world problems in the discipline
4. Communicate knowledge in the discipline through effective writing

Possible sources of evidence of undergraduate student learning

- **Final exams** in coursework
- **Final papers or projects** in coursework
- **Practicum projects**

- Note: Final course grades should not be used as a direct source of evidence.
- Instead, use the direct demonstration of learning itself: e.g., the score on the exam or the score on the paper or project.

Three program learning outcomes that might align with your PhD program

Knowledge, Research, Communication

"By the completion of our program, students will be able to..."

1. Demonstrate expertise of knowledge in the discipline and demonstrate the ability to synthesize arguments through academic writing
2. Design and conduct high-quality original research in the discipline
3. Effectively communicate and present research to academic and public audiences in both written and oral form

Possible sources of evidence of doctoral student learning

Demonstrate expertise of knowledge in the discipline and demonstrate the ability to synthesize arguments through academic writing

Could possibly be assessed by

- Assignments from graduate coursework
  - e.g., writing a literature review
- Comprehensive / Qualifying Exam

Design and conduct high-quality original research in the discipline

Could possibly be assessed by

- Projects from research methods coursework
- Practicum Project
- Dissertation (when assessed using a rubric)

Effectively communicate and present research to academic and public audiences in both written and oral form

Could possibly be assessed by

- Presentations from coursework (when assessed using a rubric)
- Oral defense of the dissertation (when assessed using a rubric)
- Number of conference presentations or publications completed by time of graduation

Example of an expanded version of PhD outcomes

1. *Demonstrate expertise in the history of the development of knowledge in the discipline*
2. *Demonstrate familiarity with the core theoretical frameworks utilized within the discipline*
3. *Demonstrate a proficiency with multiple research methodologies, including qualitative and quantitative methods*
4. *Design and conduct high-quality original research*
5. *Effectively communicate and present research to academic and public audiences in both written and oral form*
6. *Effectively engage with students and community stakeholders*

MA / MS degrees

- These PhD learning outcomes (or a subset of them) would most likely also be appropriate within MA / MS programs.
- For the MA / MS program that is achieved *en route* to a PhD, you can include the same learning outcomes (or a subset of them).

Template

By the completion of our program, students will be able to...

- Program Learning Outcome #1
- Program Learning Outcome #2
- Program Learning Outcome #3
- …

Next Steps

- Please develop 3-10 program learning outcomes for your academic program
- Please submit those program learning outcomes to the Curriculum Inventory Management System by December 2, 2024:
- https://catdev.colorado.edu/programadmin/
- Please email me (aaron.zimmerman@colorado.edu) to let me know that you have uploaded these program learning outcomes, and I will review them and provide feedback by viewing them in the Curriculum Inventory Management System.

Evidence 2B21 - Program Proposal and Approval Workflow Process

Program Proposal Guidelines and Process

New programs and degrees represent a significant commitment by those involved in their development. The proposal, review and approval process is structured to reflect that same level of commitment by the university in the development of programs and degrees that represent the mission and future of CU Boulder and our students.

This guide gives an estimated representation of the documentation, effort and time that individuals or groups proposing new degree programs, minors or certificates, should anticipate before, during and after submitting the request. Each stage may require multiple exchanges between the proposer and the offices or reviewers noted. It is important to understand that review and endorsement by different offices or reviewers can take varying lengths of time.

If your goal is to start a new program in a specific semester or academic year, this timeline should assist you in planning accordingly. Please note that some dates, such as the Board of Regents meetings, cannot be moved or changed. When preparing your proposal, please be aware of due dates and timeline expectations. The requested date for the new program to be available may need to be revised based on the timing of the submission and the duration of the review and approval process.

At each phase of the process, the Senior Vice Provost for Academic Planning and Assessment will update the individual proposer about the program proposal's status.

You are encouraged to consult with the individuals and offices noted in the various sections and steps of the guide as you pursue the proposal to ensure the program request reflects your desired goals and outcomes.

See also: **Program Proposal Timeline**

The Intent Stage: Submitting an Initial Program Intent Proposal

If you're preparing to propose new programs (including new majors, minors, degrees and certificates), you'll first need to submit a **program intent proposal form**. The program intent proposal form allows multiple stakeholders to review the proposed elements of the program at a high level and provide early feedback to utilize in crafting a full proposal.

In the intent proposal, you'll need to provide the following information:

- Anticipated credential type (degree/major, certificate or minor)
- Anticipated effective catalog year/ first term the program will be offered (Note: The requested date for the new program to be available may need to be updated based on the timing of the submission and the duration of the review and approval process.)
- Academic Level (Graduate, Law or Undergraduate)
- Intended modality/modalities (on-campus, distance education, correspondence, hybrid)
- Unit where the new program will be housed (Note: If this is to be an interdisciplinary program, you will select this option and identify participating units later in the full proposal. On the intent form, provide preliminary information in the "Anticipated Additional University Resources" field.)
- College/School
- Anticipated credential title
- Target student population
- Brief statement on student and industry demand

- Brief statement on anticipated additional university resources required (e.g., budget, space, personnel) - Please review the Financial Planning Guidelines for additional information and guidance.
- Brief description of proposed budget and tuition model
- Initial draft budget proposal
- Supporting documentation (as needed)

Once the program intent proposal form has been completed and submitted, it will be first reviewed and approved by your/the appropriate dean(s) and automatically routed to the following individuals or offices for review and endorsement:

- Senior Vice Provost for Academic Planning and Assessment
- College-level dean
- Vice Provost for Undergraduate Education
- Dean and Assistant Dean of the Graduate School
- Senior Vice Provost of Online Education (if credential is offered online)

If your program intent proposal form is approved, you'll be notified by email and may continue to the new program proposal phase.

The Proposal Phase: Completing the New Program Proposal

Once your program intent proposal has been approved, you will receive information on and access to the **new program proposal form**. From the new program proposal form, you'll need to find and select your program in the "CIM intent stage pick list" field to populate it with the initial information from your intent form. Any changes to that information may delay the review process and require submission of a new intent form. Throughout this phase, you will need to work with the following offices and individuals to ensure that you are able to provide the most complete information:

- The Office of Data Analytics (ODA) for formal market analysis.
- Dean/Assistant Dean of the Graduate School or Dean and Vice Provost for Undergraduate Education (depending on program level) to ensure curriculum and degree requirements meet minimum standards and precedents.
- The Offices of the Provost and Budget & Fiscal Planning to establish a revenue and expense budget.
- Compliance and Authorization to confirm designations and other state authorization and accreditation requirements.
- Senior Vice Provost of Online Education and the Online Executive Committee (for online programs) to determine development and support needs specific to distance or correspondence education.
- The Office of Admissions.

The information you enter in the intent form will roll over into the program proposal form. You'll also need to provide:

- For interdisciplinary programs, the **additional units** and **colleges/schools** that are involved in the development and delivery of the program.
- For certificate programs, review the Academic Certificate Proposal Policy and Procedures for required information and documentation that is specific to certificate program proposals.
- A comprehensive **program description**, including the academic rationale and educational objectives of the program as well as information about who will provide academic oversight for the program, how the curriculum was developed, and the intended instructional delivery mode(s). For graduate programs, include information about the intent or focus of the program, including whether it will include thesis and

non-thesis options, is intended to be professional, etc.

- For BAM or dual degree graduate program proposals:
    - The underlying academic reasons to combine two existing degree programs.
    - Information on the program administration including who will serve as the faculty director, who will have oversight for curriculum, standards, policies, and procedures (e.g., for dual degree programs, degrees must be awarded simultaneously; consider how units may work together to ensure appropriate double-counting of coursework and coordinating degree planning).
    - In the case of cross-department or cross-college proposals, how programs will work together, and with the Graduate School to make student and curricular decisions.
- **Suggested catalog text**: the overview section for the program in the published University Catalog is typically 2–3 paragraphs in length. It may include a general program description, any program specializations or concentrations, how the program prepares students, typical career paths and the type of students it attracts.
- **Abbreviated transcript title**: if the title of the program being proposed is greater than 30 characters, how would the proposers like it to be abbreviated on the student transcript?
- **Suggested CIP code**: Each program needs to carry a code from the *Catalog of Instructional Programs*, also known as a CIP code. These codes were developed by the U.S. Department of Education as the national taxonomic coding scheme used for academic programs and are used in state and federal reporting and surveys. Accurate assignment of CIP codes based on the program's curriculum is important not just for reporting and accurate benchmarking among peer institutions in higher education, but some CIP codes, especially in the STEM fields, may disqualify some students from receiving certain types of aid. Please review the CIP directory on the NCES site, and select the code you believe most closely aligns with your proposed plan. The CIP provided on the proposal form will be reviewed by the Office of the Registrar and Institutional Research for accuracy and availability. You will be contacted if a different CIP code is recommended or must be assigned. If you have CIP code questions, contact either the University Registrar or the Director of Institutional Research.

Program Delivery

This section contains several questions regarding the delivery and the modality of the program being proposed. For programs that are proposed to be delivered at a physical off-campus location, and potentially outside of Colorado, please provide information on where the education will be taking place. Please note, the addition of a new location will need to be approved by the university's accreditor, the Higher Learning Commission, before any classes may start.

For new programs being proposed to be offered via distance education, you' need to provide information on how student academic achievement and success will be assessed and how instructors will regularly and proactively engage in substantive interaction with students in a manner equivalent to in-person instruction.

For programs that are being proposed to be delivered via correspondence education[1], please provide information on how student academic achievement and success will be assessed and how students will be able to request and receive assistance in their coursework.

[1] Correspondence education is defined by the U.S. Department of Education as, *(1) A course provided by an institution under which the institution provides instructional materials, by mail or electronic transmission, including examinations on the materials, to students who are separated from the instructors. Interaction between instructors and students in a correspondence course is limited, is not regular and substantive, and is primarily initiated by the student. (2) If a course is part correspondence and part residential training, the Secretary considers the course to be a correspondence course. (3) A correspondence course is not distance education.*
Definitions, 34 C.F.R. §600.2 (2020)

For programs that are being designed to operate outside of the traditional academic calendars and timelines, please provide information on how the program's design and timeline will be different and the anticipated time to completion.

If you have questions or need more information about your options regarding locations, modality or academic calendars and the potential implications of each, please contact the following offices:

- Additional locations and state authorization: stateauth@colorado.edu
- Distance and correspondence education: ali@colorado.edu
- Academic calendars and timelines: academicrequests@colorado.edu

Admissions

In this section you will be required to provide information about your expectations for the program in the context of admissions, including:

- If the new program should be included in the standard application for admissions. If yes, describe the intended admissions process for this program, including information on how the admissions process would be staffed.
    - Certificates that may be pursued as standalone credentials through Continuing Education should be included in this section.
    - For certificates that are embedded within degree programs, provide information on the internal certificate application or declaration process and requirements.
- Who is eligible for the proposed program (e.g., undergraduate, graduate, transfer, etc.)?
- If this is a specialized program that requires students to have specific knowledge or credentials prior to admissions (e.g., prerequisites for transfer students), any program-specific admissions criteria (e.g., minimum GPA requirement for admissions, letters of recommendation, etc.).
- For dual degree programs, the procedures, deadlines and methods of communication between departments during admission, as well as specific criteria by which the student will be evaluated and specific admission requirements (e.g., whether students will be expected to start in one program before the other).
- The target market, including the demographics and educational aims of students who would be most likely to apply to and enroll in this program. Will there be specific strategies used to recruit/retain a diverse student body?
- The student and workforce demand for this program. Include links to supporting documentation or upload at the end of the proposal.

Market Research & Enrollment Goals

Market research assesses the competitive landscape both regionally and nationally for the proposed degree program, determines potential demand for the degrees program and provides estimated student enrollments given actual enrollments at peer institutions plus actual CU Boulder retention rates in similar degree programs. The document also assesses the potential impact on other CU Boulder degree programs at CU Boulder and across the CU System.

After the intent proposal has been approved, the Office of Data Analytics can assist in performing the required research and analysis for the proposed new credential. This includes data detailing historical enrollments at peer institutions in the same credential classification and estimating demand in the job market for a 10-year projection. Annual enrollment and degrees conferred figures for the first five years of the program, are provided as part of the market research process for use in the proposal.

Please also include any specific program admission criteria (e.g., prerequisites for transfer students).

If you have questions about, or need more information on, your options regarding undergraduate or graduate admissions or market research processes and data analysis, please contact the following offices:

- For market research: Contact the Office of Data Analytics and review Market Research information.
- For undergraduate programs: Contact the Office of Admissions
- For graduate programs: Contact the Assistant Director of Graduate Admissions and Fellowships.

Budget

In this section, you'll need to submit a formal budget including revenue and expenditure projections. The Offices of the Provost and Budget & Fiscal Planning will assist you in completing the budget template.

For the proposed budget documentation, use of CU's program budget template is required for new degrees and minors and is recommended for other new credentials. You will find additional information regarding the budget process in the Financial Planning Guidelines.

Impact on Existing and New Resources

For the budget proposal you'll need to identify any existing or new funding sources for the program. The budget template will automatically generate tuition revenue projections based on enrollment projections from ODA's market analysis. The school/college or campus may have also committed to continuing or temporary funding on top of the tuition revenue generated by the program. Outside sources may also be committed such as grants or a donor gift.

For BAM or dual degree program proposals where the two programs have different tuition rates, note that MOUs may be necessary to address those issues absent formal university-wide agreements. Please describe any such issues or arrangements in detail.

Program Costs

Describe the anticipated direct costs associated with this academic program to be incurred within the school/college. Include instructional operating costs, laboratory or materials cost, space or renovation costs, advertising costs, startup costs and personnel salaries and benefits for faculty, staff, graduate student appointments and other student/hourly appointments.

You'll also need to describe any anticipated impacts on existing college/school or campus resources (e.g., a new academic program might require additional faculty, staff support or additional student recruitment and admissions support; how is that reflected in the proposed budget?). Every program is different, and the explanation provided here will help to evaluate whether CU Boulder has the current capacity to support the proposed program.

Physical Capacity and Needs

Identify any additional physical space or equipment needs that would be required for a successful program. When significant capital construction or equipment needs are anticipated, please provide or upload additional information.

If you have any questions about, or need assistance with, budget planning and documentation, please contact the Offices of the Provost and Budget & Fiscal Planning

Financial Aid

Financial aid comes in several forms and is an important part of many programs for many students. Additionally, it is important to know if students will be eligible for any form of aid (such as federal Title IV, state, CU Boulder aid or private loans) prior to launching a new program as there are many factors to consider. For example, CU

Boulder is not able to offer state or federal Title IV aid to students enrolled in programs that are offered on Coursera or via correspondence education.

Regarding federal Title IV aid (Pell grants and federal student and parent loans) here are examples of potential considerations:

- Does the program meet the requirements for an eligible program (e.g., minimum length, credential earned, training provided and admissions criteria)?
- If the program measures student learning by credit or clock hours, does the number of hours assigned to each course meet, as applicable, the regulatory definition of credit or clock hour?
- If a direct assessment program, did the institution establish a methodology to equate the program (or the direct assessment portion of any program, as applicable) reasonably to credit or clock hours for purposes of complying with applicable regulatory requirements?
- Does the program follow a standard semester schedule? If not, what system setup and monitoring would be required by the Office of Financial Aid?
- Does the program require approval from the U.S. Department of Education (ED)?
- Does the program make the university subject to Gainful Employment requirements?

If the program does not meet the definition of an eligible program or if the program does not have approval from ED, then students are not eligible for federal Title IV aid. Students may still be eligible for private loans/scholarships or campus aid. The unit where the program is housed will need to work with the school/college/program dean, budget director and associate deans to know if there are school, college or program specific scholarships available to these students. The Office of Financial Aid should also be aware of all aid options available to students to allow for any necessary system set-up.

If you have any questions about financial aid applicability or documentation, please contact the Office of Financial Aid.

Program Requirements

Program requirements and the plan(s) of study are required for all programs being proposed. This official record of the curricular requirements and course descriptions that would apply to students who enroll in the program is required for the University Catalog and for degree audit development.

Required Courses and Credits

Information entered here will synchronize directly with the program's "Requirements" section in the University Catalog. Please include all requirements needed to complete the program, including course options, minimum grades and/or GPA requirements, total number of credits, etc. For graduate programs, information about thesis and/or final examination requirements should be included.

Plans of Study

Content entered here will sync directly with the program's "Plan(s) of Study" section in the University Catalog and in other degree planning tools and resources. Please provide a term-by-term plan of study (including general education requirements for undergraduate programs) showing how a student would progress through the program. Credit totals should equal the minimum required total hours for the program, in accordance with accreditation standards and institutional policies. If more than one program track/option (academic subplan) is being proposed, include a plan of study grid for each. Please note that any new courses must be proposed and approved separately prior to being included in the University Catalog.

If the program being proposed will operate on a non-standard term, identify the term structure that will be used and provide supporting documentation (below) from the Office of Registrar, the Office of Financial Aid (if the program is designed to be financial aid eligible) and the Office of International Student and Scholar Services.

If the program being proposed is a BAM program, review the posted guidance and specifically address the following:

- Identify which credits (up to 12) may be taken as an undergraduate for later use toward the graduate degree.
- Identify which six credits of those 12 may be double counted between the undergraduate and graduate degrees.
    - Six credits may be double counted toward both the bachelor's degree and master's degree. Double-counted courses may not be used toward a subsequent doctoral program (or additional master's program) at CU Boulder. Master's degree requirements (aside from double count allowed) should mirror those for existing master's students (final examination required, etc.).
    - Identify potential courses the student may take while still at undergraduate status to be double counted between the two degrees.

For dual degree programs, review the posted dual degree program proposal guidance and address the following:

- Identify how many credits may be double counted between the two degrees and which courses may be used. Provide information about the arrangement of the curriculum, including any specific order of courses, and explain the time limit for both degrees.
- Detail the total number of credits normally required for each degree.
- Identify how many credits are being requested to double-count between the two degrees and identify which specific courses may be used.
- Typically, double-counting credits should at most be one-half of the credits required for the degree with the lower credit requirement.
- Provide the total number of credits required for the dual degree (Degree 1 + Degree 2 – double-counting coursework).

Program Learning Outcomes

The program learning outcomes entered here will synchronize directly with the program's "Learning Outcomes" section in the University Catalog. As part of the university's accreditation and its commitment to transparency, student success and continuous improvement, all degree programs must publish their learning outcomes in the catalog and conduct regular assessments of their students' learning outcome achievement and academics based on these learning outcomes.

If you have any questions about, or need assistance with, curriculum or degree requirements and minimum standards and precedents, please contact:

- For graduate programs, the Dean or Assistant Dean of the Graduate School
- For undergraduate programs, the Vice Provost of Undergraduate Education
- For assistance in developing learning outcomes, the Office of Data Analytics

External Considerations

In this section you'll be required to provide information relating to external considerations—including similar programs at other CU campuses or within Colorado, additional requirements stemming from professional accreditors or the university's accreditor, and the impact of the proposed program on other units on campus—regarding the proposed program, including:

- **Role and mission criteria**: Provide information on how the program being proposed supports the mission and strategic plans of CU Boulder. Identify CU Boulder's strengths that would support the proposed program area.
- **Duplicate programs**: Include information regarding other similar programs at CU Boulder, other CU campuses and other institutions within the state of Colorado. How are these programs similar or different? What will make this program distinct and attractive to students? If there is duplication, address the impact on student demand.
- **Statutory requirements**: Describe how the proposed program conforms to applicable statutory requirements (e.g., credit hour limitations for undergraduate degrees, Guaranteed Transfer Pathways, etc.).
- **Professional requirements or evaluations**
    - Where applicable, describe any institutional or professional accreditor or professional licensing requirements that may have shaped or informed the curriculum of the proposed program. Be sure to specify the effect of these requirements on the length of the program, restriction on content or mode of delivery and any effects these requirements may have on budgetary requirements.
    - Where applicable, describe any institutional or professional accreditor or professional licensing requirements that may have shaped or informed timetables that have been established to meet professional requirements.
    - Where applicable, describe any institutional or professional accreditor or professional licensing requirements that have informed, or will inform, the required qualification of the proposed program's faculty.
- **Impact on other units**: Explain how the implementation of the proposed program may affect other units (e.g., instructional, research, Strategic Relations, Communications, Admissions, Financial Aid or service programs) on campus. Describe the impact on existing resources, including libraries, educational spaces or laboratory resources.
- **Formal relationships**: Describe formal relationships with other parties that are anticipated (e.g., inter-institutional arrangements, resource sharing, cooperative programs or clinical affiliations). Describe and explain the type and extent of the relationship and the resources that the affiliating institution will provide. A copy of any draft contracts or agreements must be included in the supporting documentation.

If you have any questions about, or need assistance with, external considerations, please contact your College Dean's office.

Additional Supporting Documentation

- **Letter(s) of support from department chair(s)**.[2] Department chair/program director letters should be prepared and attached upon submission of full proposal.
- **Letter of support from appropriate Dean(s)**. Dean letters should be prepared and attached after any college level review has taken place (committee review etc.).
- **Budget proposal** completed in collaboration with the Offices of the Provost and Budget & Fiscal Planning.
- **Market research**, which includes an assessment of the competitive landscape for the proposed credentials, five-year enrollment estimates and degree completion approximations for the proposed credential.
- Other additional documentation as needed, including letters of support from institutional or industry partners, information concerning new courses that will need to be subsequently proposed, etc.

Proposal Submission and the Approval Phase

In the process of completing the program proposal, be sure to work with departmental and college representatives, as well as other affected offices (e.g., Admissions, Strategic Relations and Communications,

[2] Please note that review and endorsement by departments and colleges can take varying lengths of time.

etc.) early to understand in advance the timelines required for review (e.g., committee meeting dates, when documents are due, etc.).

After these endorsements have been added, the program proposal can be submitted, via the CIM program proposal form, to the Senior Vice Provost for Academic Planning and Assessment.

Submitted proposals ultimately require the additional review and endorsements from the individuals or offices listed below before moving to the *approval phase*. The individual or group proposing the new program is not responsible for gathering these additional reviews or endorsements; instead these will take place via internal CIM processes:

- Graduate School Executive Advisory Council (graduate programs only).
- Office of Undergraduate Education Academic Advisory Committee (undergraduate programs only).
- Review and support of the proposed budget from the Chief Financial Officer and Vice Chancellor and Executive Vice Provost for Academic Resource Management.
- For graduate programs, a letter of support from the Dean of the Graduate School (after EAC review).
- For undergraduate programs, a letter of support from the Vice Provost of Undergraduate Education (after AAC review).
- For all online programs, a letter of support from the Senior Vice Provost of Online Education.

Approval Phase

Degree programs

Once submitted and approved through the workflow, completed proposals will be given to the Provost and Chancellor for review and endorsement. After receiving those endorsements, proposals for *new degree programs* are submitted by the Senior Vice Provost for Academic Planning and Assessment to the University of Colorado System office of Academic Affairs at least six weeks prior to the meeting date for the Board of Regents, University Affairs Committee.

The completed proposal will then be reviewed and/or approved by:

- University of Colorado Vice President for Academic Affairs
- University of Colorado President
- The Board of Regents University Affairs subcommittee
- The Board of Regents
- The Colorado Department of Higher Education

Certificate programs

Completed proposals for new certificate programs will be given to the Senior Vice Provost for Academic Planning and Assessment for review and endorsement on behalf of the Provost. New certificate programs do not require approval by the Chancellor, the University of Colorado System or the Board of Regents. After receiving the endorsements of CU Boulder leadership, new certificate programs will move to the *implementation phase*.

The Higher Learning Commission & Programmatic Accreditors

New programs and changes to existing programs that have been approved by the above process and individuals must be reported to the University's accreditor, the Higher Learning Commission, via the Commission's *Substantive* Change process. In some cases, additional approval (either by a visit or a desk review) by the Commission may be required, delaying the intended start of the program. It is important for the proposer to work

closely with the Office of the Senior Vice Provost for Academic Planning and Assessment from the beginning to determine what additional approval, if any, may be required by the Commission.

For programs that will be submitted to a programmatic or specialized accreditor for approval or addition, please note that additional approval by the agency may be required as well, possibly delaying the start of the program or requiring a change in how the program is advertised and/or recruited for. Contact the Office of the Senior Vice Provost for Academic Planning and Assessment early in your process to assist you in determining what additional approval, if any, may be required.

Implementation Phase

Once an academic program has been approved, you'll work with the representatives from the Office of the Registrar to determine the deadlines for the program plan code, subject/prefix code, CIP code assignment, new courses, term schedule requirements and the integration into the University Catalog.

Catalog Integration

- **Plan code**: The academic plan code will be used to identify the program in the Student Information System (SIS) and in the admission application set up. An academic plan code may be requested in the proposal form, but the designated code is determined by the Office of the Registrar based on availability and coding standards in the SIS. The academic plan code may guide the program's subsequent request for a new prefix code, if applicable.
- **Course and prefix (subject code) approvals**
    - New course prefixes that will be created specifically for the new program *should not be* proposed until the program is fully approved. See Course Prefix Guidelines.
    - New courses to be offered under a new prefix cannot be proposed until the prefix is submitted/approved through the CIM for Courses form and built in the SIS.
    - Standing deadlines are in place for submission of course proposals in order for courses to be offered in each semester:
        - Fall: Priority deadline November 11, final deadline January 15.
        - Spring: Priority deadline July 1, final deadline October 1.
        - Summer: Priority deadline September 1, final deadline December 1.

Admissions

Work with the Office of Admissions (for undergraduate level degrees), the Graduate School (for graduate level degrees) or the Senior Vice Provost for Online Education (for all programs offered online) to have approved plan, including finalized admissions requirements and/or criteria, in to the next appropriate (or desired) application & admission cycle. Working with the Office of Admission early in the process will improve their ability to recruit and support that program.

Working with the Admissions team and based on the approval date from the board of Regents and intended dates for new course creations, identify the appropriate start date (e.g., First term of enrollment).

Once the new program or degree has been included in the University Catalog:

- For **new undergraduate degree programs**, applications go live the August prior to the next admissions cycle (e.g., the Common Application goes live on 8/1/21 for the Spring, Summer and Fall 2022 semesters).
    - Program and admissions information must be received by May 1 for the development of marketing and admissions materials.
    - In order to get a new program included in the admissions application for the following academic

year, approved program information must be received by June 1.

- For **new graduate programs**, applications go live the July prior to the next admissions cycle.
    - Program and admissions information must be received by April 1 for the creation of marketing and admissions material and inclusion in the admissions application.
- For **new online programs**, consult with the Senior Vice Provost for Online Education to determine when applications for your program would go live.

Other Considerations Prior to Implementation

In addition to working with the Offices of Admissions, Financial Aid and the Registrar *prior* to advertising, recruiting and enrolling an initial cohort for your new program, you will need to be sure to:

- Work with Office of Veterans and Military Affairs and the Veterans Education Benefits Program Manager regarding any additional program information that may be required for the program to be approved and eligible for the student use of VA funding. The University Catalog and any additional programmatic information must be received must be received by May 1 for students enrolling in the Fall.
- Work with International Student and Scholar Services (ISSS) regarding any additional program information that may be required for the program to be approved and eligible for the enrollment of International Students. The University Catalog and any additional programmatic information must be received must be received by May 1 for students enrolling in the Fall.
- For programs that can, or could conceivably, lead to professional licensure, work with the Office of the Senior Vice Provost for Academic Planning and Assessment to determine applicability of the education provided to individual state and US territory requirements for licensure.

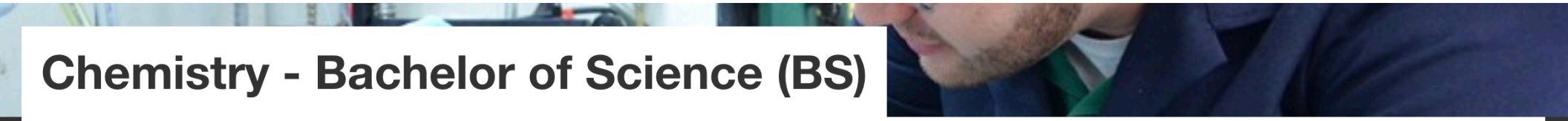
Program Change Requests

After a program has been approved, any future changes must be submitted through the same program proposal form as a change request. Changes to existing programs, whether by addition or removal of modalities or areas of emphasis or a change in description or title, require some level of acknowledgement and approval. The program modification, review and approval process is structured to reflect the commitment by the university to the continued stewardship of programs and degrees that represent the mission and future of CU Boulder and our students.

In some cases, where the changes being requested involve the addition of an off-campus location, a change in modality or a change in academics that represents more than 50% of the current academic program, additional, external, approvals may be required. In rare cases, the changes may be so substantial that a new program proposal may be requested. You are encouraged to consult with the individuals and offices noted in the various sections and steps of the guide as you pursue the requested changes to ensure the program request reflects your desired goals and outcomes.

Program Inactivation and Discontinuance

Programs that are no longer deemed viable may be submitted for inactivation. Programs may also elect to be discontinued entirely. Departments should work with the Office of the Registrar on inactivation or discontinuance.



Chemistry - Bachelor of Science (BS)

About CU Boulder

Undergraduate Catalog

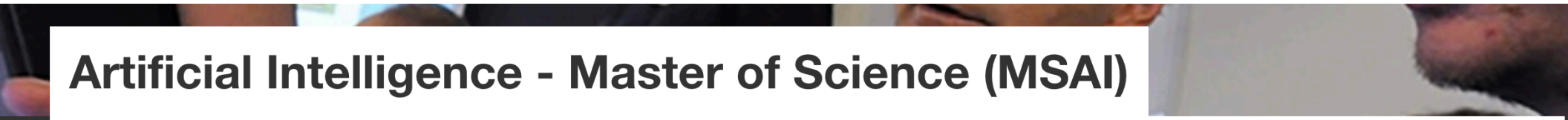
- Academic Advising
- Academic Calendar & Exams
- Academic Integrity
- Academic Offerings
- Academic Records
- Admissions
- Credits & Grading
- Financial Aid
- Graduation
- New Student & Family Programs
- Registration & Enrollment

Overview | Requirements | Plan(s) of Study | Learning Outcomes

Learning Outcomes

By the completion of the program, students will be able to:

- Use chemical models to describe the behavior of matter and analyze chemical problems.
- Make quantitative predictions based on chemical models.
- Know and demonstrate appropriate safety practices in the laboratory.
- Develop a scientific hypothesis and conduct an appropriate investigation using a safe and technically sound approach.
- Communicate chemical knowledge and research results clearly in both written and oral format.
- Utilize a range of scientific apparatus and instruments to synthesize molecules, measure their properties and quantify the amount of a substance.
- Demonstrate critical thinking skills and logical approaches to problem solving.



Artificial Intelligence - Master of Science (MSAI)

About CU Boulder

Undergraduate Catalog

Graduate Catalog

Academic Calendar & Exams

Academic Integrity

Academic Offerings

Academic Records

Academic Standards & Advising

Admissions

Credits & Grading

Degree Requirements

Distance Education

Graduation

New Student & Family Programs

Registration & Enrollment

Overview | Requirements | Plan(s) of Study | Learning Outcomes

Learning Outcomes

By the completion of the program, students will be able to:

- Demonstrate an understanding of the mathematical and computational foundations of AI.
- Design state of the art AI techniques to solve problems of relevance to industry and society at large.
- Use existing AI tools and techniques with an expert understanding of the principles behind their design and operation, and advance new AI tools and techniques to push the boundaries of AI.
- Apply AI techniques to diverse areas including healthcare, finance, education, engineering design and government.
- Keep up with the evolution of AI technology and maintain a lifelong professional readiness to adapt with the changing technology landscape.
- Appreciate the ethical implications of AI technology and the potential pitfalls behind specific deployments of AI techniques.

Recommendations for Completing your Three-Year Student Learning Assessment Plan

This document is designed to provide guidance on completing a three-year student learning assessment plan. This includes guidance on program learning outcomes, curriculum mapping, assessment methodology, and reporting schedule.

Part 1: Introduction to the Components of the Plan

The Purpose of Program Assessment

Developing Program Learning Outcomes

Developing a Curriculum Map

Developing an Assessment Methodology

Example of Assessment Methods

Part 2: Assessment Methodology and Reporting Schedule

Reporting timeline

Assessment method(s)

Examples

Part 1: Introduction to the Components of the Plan

The Purpose of Program Assessment

The assessment plan helps to document how your program is engaging in ongoing systematic assessment of how well the program is helping students to achieve the program's learning outcomes. Program assessment is not intended to serve as a summative evaluation of the program, but, instead, is intended to serve as a systematic approach to continuous program improvement. The goal of program assessment is for programs to learn from their work. Specially, programs can improve their curriculum designs and pedagogical approaches by studying the effectiveness of the learning experiences that the program creates for students.

The key questions associated with program assessment include the following:

- What do we, as a program, expect our students to learn? What are our program learning outcomes? What are the knowledge and skills that students are expected to acquire through our program of study?
- Where in our program do we provide students with learning experiences that will help them to achieve our program learning outcomes?
- How do we know that the students in our program are achieving our program learning outcomes? What evidence do we have of what our students are learning?

The program assessment plan that you will develop represents a systematic approach to answering these questions.

Developing Program Learning Outcomes

Program Learning Outcomes help to provide an answer to the question, “What do we expect our students to achieve by the end of their program of study?” Although there will naturally be variation in the learning across the students in your program, your program learning outcomes should outline the core learning (e.g., knowledge and skills) expected of all students in your program. We recommend that each program develop a set of 4-6 program learning outcomes.

Program learning outcomes should be specific, realistic, and measurable. To accomplish this, we recommend that program learning outcomes adhere to the following format: “After completing study in the program, students will be able to [demonstrate a specific action]”. The following action verbs can be used to describe the given action that students are expected to demonstrate: “After completing study in the program, students will be able to [recall; identify; summarize; organize; apply; solve; analyze; produce; compose; etc.]”

Some examples of program learning outcomes include the following:

- “By the completion of the program, students will be able to **demonstrate** knowledge of foundational business concepts.”
- “By the completion of the program, students will be able to **analyze** a school curriculum utilizing educational theories of learning.”
- “By the completion of the program, students will be able to **synthesize** existing research through a written literature review.”
- “By the completion of the program, students will be able to **apply** mathematical models to real-world situations”

Program Learning Outcomes (PLO)	
1	
2	
3	
4	
5	
6	

Please note: Your program’s PLOs must be updated in the university course catalog. For questions or assistance from the Registrar on this step, go to the “Resources” section on their Catalog Production website, or email catalog@colorado.edu.

Developing a Curriculum Map

A curriculum map is designed to present an answer to the question, "Where in the curriculum of our program do students engage in learning experiences that help our students to achieve our program learning outcomes?" The curriculum map indicates when learners are introduced to specific program learning outcomes as well as when mastery of the program learning outcomes is expected. The curriculum map provides a visualization of how the various learning experiences across curriculum of the program fit together and complement one another. Furthermore, a well-developed curriculum map allows faculty, students, and advisors to clearly identify when students are expected to be introduced to, and then later to master, specific program learning objectives.

Because the curriculum map is intended to present the way learning experiences in the program connect and work together, it is recommended that your program's curriculum map be developed in collaboration with all program faculty. In particular, the development of the curriculum map will benefit from the input from faculty who teach different courses within the curriculum.

In your curriculum map, it is important to include all required courses for your program (e.g., all of the core courses included in the degree plan for a student enrolled in the major). We also recommend that you include additional elective courses from your program in the curriculum map, especially if these are courses in which students in your program often enroll (e.g., commonly offered electives). You are not required, however, to map every course offered in your program, as there may be some variability in the courses that your program offers (e.g., the topics of seminars may change).

Note: Your department may provide students with the option to "*Choose one of the following courses from the following set of courses*…" in order to satisfy a particular degree plan requirement. For example, "*Students must choose one course from among the three available research methods courses*." In this context, it may be helpful in your curriculum map to group these related courses together as one set (rather than mapping each course individually).

Additionally, please note that if students in your program often enroll in elective courses or specialization courses that are offered outside of your program or department, then it is not necessary to include all of those courses in your curriculum map.

While developing your curriculum map, we recommend that you consider the following questions:

- Do all of the required core courses in your program address at least one program learning outcome?
- Are all of your program learning outcomes first introduced and then reinforced within the curriculum of your program?
- Do all students in the program, regardless of which electives they choose, experience a coherent progression and coverage of all program learning outcomes?
- Do some program learning outcomes get more coverage than others? If so, is that intentional?

Template:

Required Course	PLO #1	PLO #2	PLO #3	PLO #4	PLO #5	PLO #6

Example:

Required Course	PLO #1	PLO #2	PLO #3	PLO #4
Course #1	Introduced		Introduced	
Course #2	Reinforced	Introduced		Introduced
Course #3			Reinforced	
Course #4		Reinforced		Reinforced

Developing an Assessment Methodology

Developing a methodology for your assessment plans allows your program to collect evidence of student learning. Through your assessment plan, your program will be able to systematically address the question, "What is the evidence that students are learning what they are expected to learn within our program?" It is worth reemphasizing that the purpose of this program assessment is not to evaluate the success of the program. Instead, program assessment is intended to serve as an opportunity for programs to inquire into the nature of the learning experiences that they are creating for their students. By collecting evidence regarding the efficacy of those learning experiences, programs can make strategic revisions to the curriculum and/or pedagogy of their program as a means of further supporting student learning.

In developing a methodology for your assessment plan, it is important to consider two types of evidence that can be collected: **direct evidence** and **indirect evidence**.

Within your program assessment plan, sources of direct evidence are required, and sources of indirect evidence are optional.

Direct evidence provides a direct measure of student success with respect to a specific program learning objective. Direct evidence may include the following:

- Artifacts of student work from the program's capstone course
- Examples of student work from undergraduate research theses or doctoral dissertations
- A standardized exam given to students at the end of their program before graduation
- A final exam embedded within student coursework
- A comprehensive or qualifying exam
- Faculty committee review of learning artifacts (e.g., portfolios, specific assignments, etc.)

All of these examples serve as direct evidence of student learning because these artifacts (e.g., the student's research thesis manuscript, the student's written exam) provides students with an opportunity to demonstrate the knowledge and skills that they have developed during their program of study. Furthermore, it is important to consider the way in which each of these assessments can and should be mapped to specific program learning outcomes. For example, a student's research manuscript can be evaluated using a standardized rubric, and this rubric can be mapped directly to the learning objectives of the program (e.g., "By the end of the program, students will be able to synthesize existing research literature in the form of a literature review."). Likewise, the content on a final exam within a given course can be mapped to specific program learning objectives (e.g., "By the end of the program, students will be able to demonstrate their foundational knowledge of Calculus."). Therefore, as you develop your methodology for your assessment plan, we encourage you to include, in your assessment plan, a description of the rubric or criteria that will be used to evaluate the given source of direct evidence.

Indirect evidence of student learning might include course evaluations, surveys of students, or focus groups conducted with students. In contrast to direct evidence of student learning, indirect evidence of student learning does not provide direct evidence of students' ability to demonstrate the knowledge and skills that they have developed through their study within the program. For example, a final exam (an example of direct evidence) provides students with an opportunity to demonstrate their knowledge. In contrast, students' evaluations of that course (for example, data from the Faculty Course Questionnaire (FCQ)) does not provide faculty with direct evidence of student learning; instead, the FCQ provides data regarding students' perceptions of the course (e.g., Did the student perceive the course to be intellectually challenging?). Nonetheless, this data regarding students' perceptions of the given course

can provide valuable information regarding ways in which the course (and other similar courses within the program) might be improved through curricular and pedagogical revisions.

In addition to FCQ data, programs may choose to design their own survey for students regarding what students perceive that they have learned within the program. For example, programs might design a survey that asks students to rate their own self-efficacy regarding the program's various learning outcomes (e.g., "Do you feel confident in your ability to synthesize existing research literature in the form of a literature review?"). Student responses to such questions do not provide direct evidence of student learning, but such student responses do provide **indirect evidence** of the extent to which the program is currently successful at helping students to master the program learning outcomes. These sources of indirect evidence (e.g., course evaluation data (e.g., FCQs), surveys of students in the program, interviews or focus groups with students from the program) can serve as valuable complementary sources of data for program faculty to consider when inquiring into the current efficacy of the curriculum and pedagogy of their program.

Example of Assessment Methods

Context: Teacher Preparation (Secondary Mathematics)

Program Learning Outcome: By the completion of the program, students will be able to demonstrate their ability to lead a productive classroom discussion on a mathematical topic in a secondary-level classroom.

Assessment Method	Description of Assessment
Video analysis assignment (Course #1) (Direct evidence)	Students will watch a video of a mathematics teacher leading a classroom discussion and will then write an analysis of the video. The analysis will be evaluated by the course instructor using a rubric.
Practice teaching performance (Course #1) (Direct Evidence)	Students will lead a classroom discussion in the university classroom. This performance will be video-recorded and assessed by the course instructor using a rubric.
Performance assessment of classroom discussion facilitation (Student Teaching / Capstone Course) (Direct Evidence)	The performance assessment of the classroom discussion will be video-recorded and assessed using a rubric by both the capstone course instructor as well as the supervising mentor teacher.
Survey of teacher candidate self-efficacy (Indirect Evidence)	At the completion of their capstone course, each student will fill out a survey which asks them to rate their preparedness and confidence with respect to the leading of a mathematics discussion in the classroom.

Part 2: Assessment Methodology and Reporting Schedule

Four items are required (for each PLO) to complete the assessment methodology section of the Assessment Plan: (1) reporting timeline, (2) assessment method, (3) metric and target for measuring and determining success, and (4) brief description of the assessment.

Reporting timeline

For each program learning outcomes, please indicate which academic year (AY) during the 3-year assessment cycle in which the outcome will be assessed/reported. At least one learning outcome must be assessed/reported during each year, and all of a program's learning outcomes must be assessed/reported over the 3-year cycle.

Program Learning Outcome (PLO)		Reporting Schedule		
		1st AY (Y/N)	2nd AY (Y/N)	3rd AY (Y/N)
1	Ex: Students will persuasively articulate ideas and arguments	Y	N	N
1				
2				
3				
4				
5				

Copy and paste the Learning Outcomes that were identified into the table. Next indicate during which years you will report on which outcomes.

We request that you collect data and report on at least 1 PLO per year AND that each PLO gets reported at least once over the 3 year assessment cycle.

Assessment method(s)

Describe your approach for data collection, indicating whether the method provides direct or indirect evidence of student learning. *Note that each PLO must have at least one assessment method that uses direct evidence of student learning.*

For each program learning outcome, provide:

1. **Assessment method(s)** that will be used to collect data, indicating whether method provides direct or indirect evidence of student learning. You may also optionally choose to attached additional documentation to your assessment plan (e.g., rubrics used to assess the given exam or assignment). *Note that each PLO should have at least one assessment method that uses direct evidence of student learning.*
2. **Metrics** that will be calculated from the collected data to measure student learning. For example, if the metric is an exam it would be the score on the exam. If the metric is a rubric, it could be the associated evaluative category (e.g., "met expectations"). **Targets** set a threshold for whether an acceptable level of learning was met. While most metric and targets are quantitatively framed, this is not required. For example, the target may be a percentage of students receiving a specific score or better. Alternatively, it could be a comparison to students' performance during previous assessment efforts (e.g., compare new data to a meaningful benchmark).
3. **Description of Assessment** that contains additional information about the assessment methods and metrics (e.g., how the data will be collected, when the data will be collected, from whom the data will be collected, how the program faculty will discuss the data).

Examples

The examples below are modified examples from departments at CU Boulder.

Example #1

PLO: **Students will learn to use a variety of research methods to help describe and explain [discipline-specific area of focus]**

Assessment Method	Metric/Target	Description of Assessment
SUBJ 2000 four projects (direct measure)	For each of the four projects (each pertains to a different research method), at least 80% of students will receive at least 70% of the points.	SUBJ 2000 is taught every semester. Projects are done by groups of students and are graded by instructors using a scoring rubric. Scores from the four projects will be averaged.

Example #2

PLO: **Understand the theoretical foundations of [discipline/field of study]**

Assessment Method	Metric/Target	Description of Assessment
SUBJ 1000 Final Essay (Direct Measure)	80% Proficient (score of 75% or equivalent points) 40% Advanced proficiency (score of 87% or equivalent points)	Score for essay about foundational theories of [discipline/field]. This course is taught every fall semester.

Example #3

PLO: **Communicate effectively in a variety of professional contexts.**

Assessment Method	Metric/Target	Description of Assessment
Grading interviews twice per semester from SUBJ 2000 Direct Measure	At least 80% of majors in this course receive an 80% or higher on the assessment.	SUBJ 2000 is taught in fall and spring semesters, and interview grades will be collected in all sections. This assignment requires students to communicate effectively to a TA. If more than one interview takes place, scores will be averaged.
Group Project from SUBJ 4000	At least 80% of majors in this course receive an 80% or higher on the assessment.	SUBJ 4000 is taught in fall and spring semesters. This group-based assignment includes grading criteria that students communicate via written reports and verbal presentations. The assessment metric will be the average of the writing score and the verbal presentation grade from this assignment.

Example #4

PLO: **Students will be able to apply key [relevant type] methods for generating insights from data**

Assessment Method	Metric/Target	Description of Assessment
Capstone Project from SUBJ 4800 (direct measure)	At least 80% of students will be receive an 8/10 or better on the rubric item for “data analysis” for the capstone project	SUBJ 4800 is taught every spring and is a capstone, project-based course. The grading rubric for the final project will include a sub-score rubric item for data analysis. That sub-score will be reported and used as the assessment metric.

Developing an Assessment Plan

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Office of Data and Analytics
University of Colorado Boulder

Data Analytics
UNIVERSITY OF COLORADO **BOULDER**

Higher Learning Commission Criterion 4.B.

*"**Criterion 4.B:** The institution engages in ongoing assessment of student learning as part of its commitment to the educational outcomes of its students"*

The university must provide evidence that demonstrates that all undergraduate, graduate, and professional degree programs have published measurable student learning outcomes available to students, staff, and faculty and that faculty implement assessment of these program learning outcomes.

What is required in this process?

For each program

- **Program learning outcomes**
  - published in the university catalog
- **An assessment plan**
  - on file with our office
- **An annual assessment report**
  - on file with our office

Guiding Questions

"What do we, as a program, expect our students to learn?"

- the program learning outcomes

"What evidence do we have that our students are achieving these program learning outcomes?"

- the assessment plan and the assessment report

Guiding Questions

"What changes or additions can we make to our program curriculum to continue to increase student learning and student achievement in our program?"

- In this way, program learning assessment supports student success.

Program Learning Outcomes

"By the end of our program, students will be able to..."

Template

By the completion of our program, students will be able to...

- Program Learning Outcome #1
- Program Learning Outcome #2
- Program Learning Outcome #3
- …

Curriculum Map for the Program

Where in the program do students have an experience to learn / master each given program learning outcome?

	Program Learning Outcome #1	Program Learning Outcome #2	Program Learning Outcome #3	Program Learning Outcome #4	Program Learning Outcome #5
Course #1	X	X			
Course #2	X				
Course #3			X		
Course #4				X	
Course #5		X	X		
Course #6	X			X	
Electives				X	X

- You do not have to list every course in the curriculum map.
- List the courses that most / all students are required to take.
- You can include electives in one row (You do not need to list every possible elective course).

Assessment Methods / Sources of Evidence

What are the sources of evidence that you will collect to assess whether students have achieved the program learning outcomes?

Assessment Methods

- Source of evidence
- Target
- Description of the Assessment

Examples of Direct Evidence of Learning

- Student exams from coursework
- Student papers or projects from coursework
- Student presentations from coursework
- Milestones:
  - Comprehensive / Qualifying Exam
  - Practicum Project
  - Dissertation

Examples of Indirect Evidence of Student Learning

- Final course grades
- Student surveys (given at the end of a course or the end of the program)
  - e.g., *"Do you believe that you became proficient in quantitative research methodology by taking this course?"*
  - This provides some evidence of student learning, but it is not direct evidence of what students know and are able to do.

Evidence of Learning

Ideally, there should be at least two sources of evidence for each program learning outcome.

- And at least one source of direct evidence of student learning.

Setting a target for each source of evidence

"Our goal is for all students to achieve a 70% or higher on their final exam for this course."

Describing each source of evidence

- When will the assessment be given?
  - e.g., in which course?
  - Fall semester or spring semester
- Who will take the assessment?
  - e.g., First-year students? Fourth-year students?
- Who will assess the exam/paper/project?
  - e.g., The course instructor? A committee of faculty?
- How will the source of evidence be assessed?
  - e.g., using a rubric?

Timeline

Timeline

- We are using a 3-year cycle
- During the 3-year cycle, each program learning outcome should be assessed at least once.
- You can distribute the assessment of the different program learning outcomes across the 3 years.

	Year 1	Year 2	Year 3
Program Learning Outcome #1	X		
Program Learning Outcome #2	X		
Program Learning Outcome #3		X	
Program Learning Outcome #4		X	
Program Learning Outcome #5			X

Next Steps (Fall Semester)

- Please develop 3-10 program learning outcomes for your academic program
- Please submit those program learning outcomes to the Curriculum Inventory Management System by December 2, 2024:
- https://catdev.colorado.edu/programadmin/
- Please email me (aaron.zimmerman@colorado.edu) to let me know that you have uploaded these program learning outcomes, and I will review them and provide feedback by viewing them in the Curriculum Inventory Management System.

Next Steps (Spring Semester)

- Please develop your assessment plan for your academic program using our template
- https://www.colorado.edu/oda/assessment/program-assessment-cu-boulder
- Please email me (aaron.zimmerman@colorado.edu) your assessment plan by May 16, 2025.

Expectations for Faculty Program Assessment Liaison

Expectations for Faculty Program Assessment Liaison....1
Timeline for the program learning assessment process....1
General Expectations for the Faculty Assessment Liaison....3
Expectations related to Assessment Planning....3
Expectations related to Assessment Reporting....3
Recommended Best Practices for Program Assessment....3
Incorporating rubrics for evaluating Summative Assessments....4
Assessment and Learning Improvement....4
Sample Rubrics....6
Recommendations for Involving Students in the Assessment Process....8
Resources for the development of the assessment plan....9
Resources for the development of the assessment report....9
Advice for Program Chairs and Department Chairs....11

Timeline for the program learning assessment process

Planning Year (Year 0)

- The program reviews assessment data from the previous assessment cycle and makes additions or revisions to the previous assessment plan.
  - See section: **Assessment and Learning Improvement**
  - See section: **Template and resources for the development of an assessment plan**
- Assessment Plan should be submitted by the end of the spring semester (or, latest by **June 12**).

Reporting Year 1 – Year 3

- Assessment Report should be submitted by the end of the spring semester (or, latest by **June 12**).

- See section: **Template and resources for the development of an assessment plan**

Cycle Ends

- The program re-enters into a planning year in which there is an opportunity to review the findings from the previous 3 years. Using these findings, the program can engage in curricular revisions within the program.
- The program reviews assessment data from the previous assessment cycle and makes additions or revisions to the previous assessment plan.
  - See section: **Assessment and Learning Improvement**
  - See section: **Template and resources for the development of an assessment plan**
- Assessment plan for the next cycle should be submitted by the end of the spring semester (at latest, by **June 12**).

General Expectations for the Faculty Assessment Liaison

- Maintain communication with the **Office of Academic Planning and Assessment** through Aaron Zimmerman (Aaron.Zimmerman@colorado.edu). Provide relevant updates and request help when needed.
- Ensure that there is a smooth transition between faculty liaison roles. Help to ensure that the next faculty assessment liaison is aware of the expectations of this role and has access to all planning documents and previously collected program data.
- Ensure that all faculty members in the program are aware of the program's learning outcomes and current assessment plan.

Expectations related to Assessment Planning

- Ensure that your program has a set of program learning outcomes and that all faculty (especially those teaching required courses in the program) are aware of these learning outcomes.
- Help facilitate a discussion among program faculty focused on revisiting (or revising) existing program learning outcomes.
- Make sure that your program's learning outcomes are published in the **University Catalog.** Use the following link to update your program's catalog page: https://catdev.colorado.edu/programadmin/
- Work collaboratively with a group of program faculty (including, but not limited to, a curriculum committee) to review and develop a program assessment plan during the planning year.
- Ensure that program faculty have an opportunity to review the program's assessment plan. **Ensure that faculty are aware of the data collection methods specified in the assessment plan, including data that may be collected from courses that they teach.**

Expectations related to Assessment Reporting

- Facilitate the process of data collection in accordance with the program's assessment plan and compile that data within the program's annual assessment report.
- Work collaboratively with a group of program faculty (including, but not limited to, a curriculum committee) to review assessment findings each year.
- Ensure that your program submits an assessment report at the end of each spring semester (at latest, by June 12).

Recommended Best Practices for Program Assessment

The following best practices are grounded in recommendations from Assessment experts across institutions as well as from departments at CU Boulder that have effectively undertaken the

program assessment process to better support their department's curricular revision and accreditation process. While the practices below **are not required** by the current program assessment process, we do **advise considering them** to ensure assessment data are meaningful indicators of strengths and opportunities of improvement in the program.

Incorporating rubrics for evaluating Summative Assessments

- Include specific rubrics that you will use to evaluate students' summative assessments.
- Using a rubric (especially when incorporated into program assessment efforts) helps programs to identify the specific dimensions on which students in the program may be struggling. For program assessment efforts, the scores on specific dimensions/criteria are often more useful than the overall grade on the final assignment.
- Also note that rubrics used to evaluate projects/papers within courses (or to evaluate the student's final thesis/dissertation) can and should be given to students in advance, so that students are able to self-assess as they develop their project/paper.
- If a rubric is being used across multiple sections of a given course, it is important to ensure that the rubric is standardized across sections. To this end, asking faculty to collectively review (and potentially revise) the rubric may be a valuable exercise.

  You can see more information about the development and implementation of rubrics for specific skills or specific assignments on the Center for Teaching and Learnings webpage titled Rubrics

Assessment and Learning Improvement

- Faculty assessment liaisons (e.g., undergraduate curriculum coordinators) should work collaboratively with program faculty to utilize assessment findings (as documented in assessment reports) to revisit and potentially revise the program's curriculum and curriculum map (based on students' strengths and areas for growth as evidenced by the assessment findings).
- Based on the results of program assessment, faculty can consider revising assignments in their courses or dedicating additional course curriculum to a given program learning outcome on which students may be struggling.
- All program faculty should be aware of changes that are being made to program curriculum and within individual courses. For example, if a faculty member makes a change in a 100-level course, the instructors of the 300-level courses should be aware of the change and consider ways reinforcing the given program learning outcome across the program curriculum.
- Programs can dedicate specific meeting time (or organize "data retreats") where curricular revisions are discussed. These meetings can be framed with the question:

"Our program assessment data shows that students are excellent at Program Learning Outcome #1 but struggling with Program Learning Outcome #2. Let's spend 30 minutes brainstorming one way each of our core courses can support learning that adequately addresses Program Learning Outcome #2."

- An essential step in the Learning Improvement process is to **re-assess** (in the upcoming assessment cycle) to confirm that the curricular revisions had the intended effect. For example:

  "In the previous assessment cycle, 60% of students had a score of proficiency or higher on Program Learning Outcome #3. After we made the curricular revisions, 75% of students now have a score of proficient or higher."

- One example of how to document Learning Improvement in an assessment report or assessment plan is as follows:

Finding (Data)	**Action (Improvement Effort)**	**Rationale**
Students struggled with bibliography formatting.	Created a 5-minute video tutorial and a "cheat sheet" for the 100-level intro course.	Providing a visual guide allows class time to focus on content rather than mechanics.
Senior theses showed weak thesis statements.	Added a "Thesis Pitch" day in the Junior Seminar where students defend their argument to peers.	Early peer-feedback helps students sharpen their focus before they begin the heavy writing phase.

Sample Rubrics

Sample Rubric for Graduate Comprehensive Exam Evaluation

Criteria	1: Does not meet expectations	2: Progressing	3: Meets Expectations	4: Exceeds expectation
Breadth of Knowledge	Demonstrates significant gaps in core disciplinary knowledge.	Covers major authors/theories but misses key connections between them.	Demonstrates a solid command of the required reading list and core themes.	Shows an exhaustive and nuanced command of the field's evolution and current state.
Synthesis & Integration	Treats topics as isolated silos; lacks an overarching narrative.	Attempts to link ideas but relies on superficial or "textbook" connections.	Effectively synthesizes different theories or eras into a coherent argument.	Creates original frameworks that bridge disparate sub-fields in innovative ways.
Critical Evaluation	Accepts scholarly claims uncritically; lacks an independent "voice."	Identifies critiques but does not weigh their relative merits effectively.	Evaluates the strengths and weaknesses of major scholarly positions.	Offers sophisticated, high-level critiques that challenge established paradigms.
Oral Defense (If applicable)	Unable to clarify written points; defensive or non-responsive to faculty.	Provides basic answers but struggles with "what if" or application questions.	Defends positions logically; handles challenging questions with professional poise.	Engages in a high-level scholarly dialogue; pushes the conversation into new territory.
Professional Writing	Organization is disjointed; frequent errors hinder the scholarly argument.	Writing is clear but may lack the formal tone or precision expected at this level.	Writing is professional, well-organized, and follows all disciplinary conventions.	Writing is of publishable quality; demonstrates a sophisticated command of academic prose.

Sample Rubric for Thesis / Dissertation Evaluation

Criteria	1: Beginning	2: Developing	3: Proficient	4: Exemplary
Problem Definition	The research problem is vague or lacks a clear focus.	The problem is identified but its significance to the field is poorly articulated.	Clearly defines a significant research problem or question.	Articulates a sophisticated, nuanced problem that addresses a critical gap in the field.
Literature Review	Relies on a limited range of sources; lacks critical synthesis.	Lists relevant literature but fails to connect it to the current study.	Critically evaluates and synthesizes relevant literature to ground the study.	Provides a comprehensive, masterful synthesis that builds a compelling case for the study.
Methodology / Inquiry	Methods are inappropriate for the question or poorly explained.	Methods are identified but lack sufficient detail or justification.	Methods are appropriate, clearly described, and executed with rigor.	Demonstrates a high level of methodological sophistication and reflexivity.
Analysis & Results	Data/Evidence is misinterpreted or insufficient to support claims.	Analysis is mostly descriptive; fails to address contradictions in data.	Analysis is logical and supports the conclusions drawn.	Analysis is insightful, original, and reveals deep patterns or implications.
Writing & Mechanics	Frequent errors in grammar, style, or citation format.	Writing is generally clear but contains inconsistencies in style or formatting.	Professional level of writing; adheres strictly to discipline-specific style (APA, MLA, etc.).	Writing is elegant, persuasive, and ready for professional publication.

Recommendations for Involving Students in the Assessment Process

- Ask students to provide feedback on Program Learning Outcomes (Are the outcomes clear?).
- Ask students to translate the program learning outcomes into their own words.
- Form a student assessment advisory committee of 3-5 students (across different year levels). Present the students with aggregated, anonymous program assessment data. Ask the students:
  "The data shows that students are struggling with this particular program learning outcome. From your perspective as a student, why do you think that is? Is it the timing of the courses, the type of assignments, or something else?"

- Engage students within a particular course in the process of collaboratively developing a rubric for a course project/paper. Ask students,
  "What does 'Excellence' look like in this paper/project?"

- In a particular course, or, across the program, engage students in the process of developing a portfolio. Ask students to select one piece of their work and to write a reflection about which program learning outcome the artifact demonstrates.
- Conduct a focus group interview with a group of graduating seniors. Ask the students,
  "Looking back on your experience in the program, which course or learning experience best prepared you to achieve this particular program learning outcome? Where do you feel there was a gap in your preparation?"

  You can also ask this focus group about the program learning outcomes themselves:

  "When you look the program learning outcomes, where in the curriculum did you feel that each of these outcomes was most clearly emphasized?"

Resources for the development of the assessment plan

The template for the Assessment Plan:

Assessment_Plan_Template--January_2025--1.docx

A resource document for the development of the Assessment Plan:

Resource_Document_for_Assessment_Plan--January_2025--1.docx

A self-study checklist for assessment plan development:

Self-Assessment Checklist for Assessment Plan Development.docx

This document contains some examples of different assessment methods from a variety of CU Boulder academic programs:

Resource Document - Program Assessment Plan Methodology - CU Boulder Examples--1.docx

Additionally, here a PowerPoint presentation focused on the development of the Assessment Plan, as well as a video recording of a presentation of these slides:

Developing an Assessment Plan

Video recording of presentation: Developing an Assessment Plan

For graduate programs, I also created this set of slides focused on potentially relevant sources of evidence that can be incorporated into your assessment plan. I am linking to the PowerPoint slides as well as a video recording of a presentation of these slides:

Sources of Evidence for Graduate Programs

Video recording of presentation: Sources of Evidence for Graduate Programs

Resources for the development of the assessment report

Assessment_Report_Template--January_2025--1.docx

Resource_Document_for_Assessment_Report--January_2025--1.docx

A self-study checklist for assessment report development:

Self-Assessment Checklist for Assessment Report Development.docx

Advice for Program Chairs and Department Chairs

- In the 3-year assessment cycle, do not necessarily try to assess each program learning outcome each year. Instead, spread out the assessment of each program learning outcome across years so that there is time, during the generation of each year's assessment report, to analyze the data collaboratively with faculty.
- Focus the program's assessment efforts around the following questions:
    - What do we want our graduates to be able to do or know? (Program Learning Outcomes)
    - Where in our curriculum do they actually learn those things? (Curriculum Map)
    - How do we know they've learned it? (Sources of Evidence / Rubrics)
- Schedule time to collaboratively discuss the program's learning outcomes, assessment plan, and assessment findings, e.g., during department meetings or during dedicated "data retreats".
    - You might consider dedicating one full department meeting to the discussion of the program assessment data. The meeting can be framed around the question:

      "The data shows students are struggling with this particular program learning outcome. Is this a pedagogical issue, a curriculum sequence issue, or an issue with our methods of assessment?"

      At the meeting, document one specific pedagogical or curricular revision the program will try next year based on this discussion.

- Consider ways to incorporate the work of assessment as a recognized service role within the department, e.g., as one of the core responsibilities of the undergraduate curriculum coordinator.
- Consider a way in which teams can work with an overlapping 2-year cycle (e.g., former assessment liaison is in an advisory role with current assessment liaison). This can allow for a smoother transfer of institutional memory and handover of roles
- Consider establishing a shared drive that contains all documents related to the program assessment planning and giving access to assessment liaisons.

Program chairs and/or faculty assessment liaisons can use the following set of questions to facilitate the generation of a curriculum map and assessment methods for your assessment plan

Ask each faculty member to respond to the following questions:

For each course that you regularly teach, please answer the following questions:

1. What are the **course's learning outcomes** (as listed in the course syllabus)?
2. Which of our **program's learning outcomes** do you believe best align with your **course's learning outcomes**?
3. What are the **summative assessments** that you use in this course to evaluate student learning (e.g., final papers, final projects, final exams)? Which **course-level learning outcomes** do these summative assessments assess?

Additional Questions:

4. If you advise students, how do you evaluate and/or provide feedback to these students outside of coursework (e.g., annual review, evaluation by the dissertation/thesis committee, regularly occurring meetings)?
5. In your opinion, what would progress look like in a given year for a student in your program (e.g., GPA, manuscripts published, conferences attended, etc.)?

Three-Year Student Learning Assessment Plan

Contents

Program Information

Program Mission (optional)

Reflection on Previous Assessment Activities

Program Learning Outcomes (PLOs)

Curriculum Map

Assessment Methodology and Reporting Schedule

Program Information

Program Name:	
College:	
Program Chair:	
Assessment Liaison/Coordinator:	
Email:	
Academic Years (AY) Included in Plan	
Assessment Planning AY (Year 0):	
Reporting AY (Year 1):	
Reporting AY (Year 2):	
Reporting AY (Year 3):	

Program Mission (optional)

[Write mission statement]

Reflection on Previous Assessment Activities

If applicable, please reflect on your previous assessment planning and implementation cycle (i.e., the previous 3 years of collecting and analyzing evidence of student learning from your program).

We have provided guiding questions that may be useful:

What did your program learn about students' learning from the previous assessment planning and implementation cycle?

What were some of the challenges related to your program's assessment planning and/or implementation process?

Were there any methods or sources of evidence that proved to be especially helpful or insightful in terms of analyzing student learning?

Did your program make any specific curricular or pedagogical revisions within your program based on the findings from the most recent assessment cycle?

[Please enter your reflection here]

Program Learning Outcomes (PLOs)

List your program learning outcomes (PLOs) below. You can add more rows for additional learning outcomes, as needed.

Program Learning Outcomes/Objectives (PLO)

	By the end of their studies in our program, students will be able to...
1	
2	
3	
4	
5	
6	

Additionally, please check the box below after the task has been completed:

☐ Please confirm that your Program Learning Outcomes are entered in the CU Boulder Course Catalog for your program using the "Learning Outcomes" tab in CourseLeaf. (For questions or assistance from the Registrar on this step, go to the "Resources" section on their Catalog Production website, or email catalog@colorado.edu.)

Curriculum Map

In the table below, please list the required courses and/or learning experiences for your program as rows and the PLOs in columns (add rows and columns, as needed).

Place an **"X**" in the cells for which a course contributes to a PLO.

If possible, in lieu of an "X", indicate the level to which a PLO is addressed in each course. (Levels: **1 = Introduced, 2 = Reinforced**).

REQUIRED COURSE	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6
Ex: SUBJ 2345	1		1		2	
Ex: SUBJ 4321	2	2		2	2	

Assessment Methodology and Reporting Schedule

For each program learning outcomes, please indicate which academic year (AY) during the 3-year assessment cycle in which the outcome will be assessed/reported. At least one learning outcome must be assessed/reported during each year, and all of a program's learning outcomes must be assessed/reported over the 3-year cycle.

Program Learning Outcome (PLO)		Reporting Schedule		
		1st AY (Y/N)	2nd AY (Y/N)	3rd AY (Y/N)
1	Ex: Students will persuasively articulate ideas and arguments	Y	N	N
1				
2				
3				
4				
5				

For each program learning outcome, provide:

1. **Assessment method(s)** that will be used to collect data, indicating whether method provides direct or indirect evidence of student learning. You may also optionally choose to attached additional documentation to your assessment plan (e.g., rubrics used to assess the given exam or assignment). *Note that each PLO should have at least one assessment method that uses direct evidence of student learning.*
2. **Metrics** that will be calculated from the collected data to measure student learning. For example, if the metric is an exam it would be the score on the exam. If the metric is a rubric, it could be the associated evaluative category (e.g., "met expectations"). **Targets** set a threshold for whether an acceptable level of learning was met. While most metric and targets are quantitatively framed, this is not required. For example, the target may be a percentage of students receiving a specific score or better. Alternatively, it could be a comparison to students' performance during previous assessment efforts (e.g., compare new data to a meaningful benchmark).
3. **Description of Assessment** that contains additional information about the assessment methods and metrics (e.g., how the data will be collected, when the data will be collected, from whom the data will be collected, how the program faculty will discuss the data).

PLO 1: [Write outcome text]

Assessment Method	Metric/Target	Description of Assessment
Ex: SUBJ 2345 Final presentation (Direct)	At least 80% of students will receive a score of 70% or higher on final presentation	SUBJ 2345 is taught in fall and spring semesters. Final presentation is graded by instructor using a scoring rubric.
Ex: Senior Exit Survey (Indirect)	At least 90% of students will agree/strongly agree that they learned [insert learning outcome language] through the required coursework in their major.	Qualtrics survey administered annually in early May. Question uses a 5-point scale (1=strongly disagree, 2=disagree, 3=neutral, 4=agree, 5=strongly agree).

PLO 2: [Write outcome text]

Assessment Method	Metric/Target	Description of Assessment

PLO 3: [Write outcome text]

Assessment Method	Metric/Target	Description of Assessment

PLO 4: [Write outcome text]

Assessment Method	Metric/Target	Description of Assessment

PLO 5: [Write outcome text]

Assessment Method	Metric/Target	Description of Assessment

[Copy/Paste text above to add more PLOs, if needed.]

CU Boulder Annual Student Learning Assessment Report

Academic Year 20XX-XX

(Year X of 3-Year Assessment Cycle)

Program Information

Program Name:	[copy/paste table from assessment plan]
College:	
Program Chair:	
Academic Years (AY) Included in Plan	
1st AY:	
2nd AY:	
3rd AY:	
Assessment Liaison/Coordinator:	
Email:	

Program Learning Outcomes & Reporting Schedule

	Program Learning Outcome (PLO)	Reporting Schedule		
		1st AY (Y/N)	2nd AY (Y/N)	3rd AY (Y/N)
1	[copy/paste table from assessment plan]			
2				
3				
4				
5				
6				

Assessment Results for Academic Year

Please provide your assessment results below (i.e. key findings and lessons learned/next steps) for each of the program learning outcomes identified in the reporting schedule as being assessed this academic year. *If more than one program learning outcome was assessed this year, please copy/paste the template below to report assessment results for each additional program learning outcome.*

List the program learning outcome that was assessed:

[Copy/paste PLO statement here.]

Please describe the context of the learning experiences related to this program learning outcome:

[e.g., In which courses do students develop their mastery of this program learning outcome? What are the learning experiences related to this program learning outcome that students encounter in those courses?]

Describe Assessment Efforts and Activities

[Describe what assessment activities were conducted this year. Please include a description of assessment methodology, any deviations from the assessment plan, and any other information related to assessment efforts that may provide context. Please include detail about who was assessed, when the data was collected, how the data was analyzed, who analyzed the data, and if/how these findings were communicated to other program faculty and program stakeholders]

Key Findings/Lessons Learned/Next Steps

[Describe key findings and address any lessons learned/next steps. Lessons learned/next steps may include programmatic changes, improvements to the curriculum, or future steps for action. Lessons learned may also include reflections on the assessment method, its value, and potential changes to the assessment process.]

Recommendations for Completing Your Assessment Report

Contents

Part 1 - Introduction: The Purpose of Program Assessment

Part 2 - A Description of Assessment Activities During the Previous Year

- Program Learning Outcome
- Describe Assessment Efforts and Activities
- Key Findings/Lessons Learned/Next Steps

Part 1 - Introduction: The Purpose of Program Assessment

Program assessment is not intended to serve as a summative evaluation of the program. Instead, program assessment is intended to serve as a systematic approach to **continuous program improvement**. The goal of program assessment is for programs to learn from their work. Specially, programs can improve their curricular designs and pedagogical approaches by studying the effectiveness of the learning experiences that the program creates for students.

The key questions associated with program assessment include the following:

- What do we, as a program, expect our students to learn? What are our program learning outcomes? What are the knowledge and skills that students are expected to acquire through our program of study?
- Where in our program do we provide students with learning experiences that will help them to achieve our program learning outcomes?
- How do we know that the students in our program are achieving our program learning outcomes? What evidence do we have of what our students are learning?
- **How do we use that evidence to make improvements in our program?**

Whereas your program's **assessment plan** describes how you will collect evidence of student learning, your program's **assessment report** describes your program's assessment efforts and how your program has used and/or will use the evidence that you have collected to make improvements to your program.

Although not required, **it is strongly recommended that your program work collaboratively to review the assessment evidence that has been collected before finalizing your assessment report.** For example, your program may choose to hold a faculty meeting to discuss the assessment evidence that has been collected and to propose next steps in response to the evidence. It is also worth noting that records (e.g., meeting agenda, meeting minutes) of this faculty discussion can serve as supplemental materials for the annual assessment report (i.e., documentation of the process of developing next steps).

Part 2 - A Description of Assessment Activities During the Previous Year

Program Learning Outcome

Please specify which program learning outcome was assessed during the past academic year:

Please note that within your assessment report for a given academic year, you may have assessed more than one program learning outcome. If more than one PLO was assessed during the given academic year, then, in your assessment report, you should complete the following sections ("Describe Assessment Efforts and Activities", "Key Findings / Lessons Learned / Next Steps") for each Program Learning Outcome that was assessed.

Describe Assessment Efforts and Activities

[Describe what assessment activities were conducted this year. Please include a description of assessment methodology, any deviations from the assessment plan that occurred, and any other information related to assessment efforts that may provide context]

This section asks you to describe the assessment activities that were conducted during the past year. This section should reference the specific program learning outcome that was investigated as well as the assessment methodology that was described in your assessment plan. It is recommended that you address the following questions in your description:

- What sources of evidence were collected?
  - Were these sources of direct evidence and/or indirect evidence of student learning?
- Where and when were these sources of evidence collected?
  - For example, was the assessment part of a course during a specific semester for first-year students? Was the assessment a survey that was distributed to senior students at the end of the semester?
- Who analyzed this evidence?
  - For example, did the instructor of the course assess the student work that was collected? Did a committee of faculty assess samples of student work?

- How was the evidence analyzed?
    - For example, was a rubric used to assess the student work? (Note: If a rubric was used to assess the student work, the rubric can be included as a supplement in your assessment report)

If your assessment methodology as described in your assessment report is different from the assessment methodology that you originally proposed in your assessment plan, please describe any of the variations or revisions that occurred and/or any of the challenges that you encountered regarding the collection and/or analysis of the data that you collected. Also please address why these changes were made (e.g., the intended course for assessment was not offered).

Key Findings/Lessons Learned/Next Steps

[Describe key findings and address any lessons learned/next steps. Lessons learned/next steps may include programmatic changes, improvements to the curriculum, or future steps for action. Lessons learned may also include reflections on the assessment method, its value, and potential changes to the assessment process.]

In this section, you are asked to describe the key findings from the evidence that you have collected and analyzed, and you are asked to discuss the implications that those findings have for your program.

Regarding your description of your key findings and lessons learned, please consider the following questions:

- What were the main findings from your data?
    - For example, what was the distribution of scores from the exam or project that was used as evidence? Were there any specific components on the exam/rubric where students particularly excelled or struggled?
- Did any of these findings surprise you? Were these results higher or lower than you had expected?
    - Were these results different from results on similar assessments from previous years? Have students' scores on these assessments increased/decreased compared to previous years?
- If you have collected multiple sources of direct and/or indirect evidence to assess this program learning outcome, how do you make sense of these different data sources with respect to one another?
    - Do these different sources of evidence confirm one another, or, are the findings divergent in some way?

- What are the primary take-aways and lessons learned from these findings? How do these findings provide insight into the effectiveness of the learning experiences for students in your program?
- Do these findings provide any insights in regard to the effectiveness of your program's curriculum map / sequence of courses? Do these findings suggest any specific ways that your program's curriculum map can be improved?

Regarding your description of your program's next steps in light of these findings, please consider the following questions:

- In light of your findings, what might be some revisions that your program might consider making to your program's curriculum map?
    - Do the findings suggest that it might be effective to revise the sequencing of the courses?
    - Do the findings suggest that it might be effective to supplement the existing curriculum map with additional learning experiences that reinforce the specific program learning outcome that was assessed?
- In light of your findings, what might be some revisions that your program might consider making in regard to the pedagogy within particular courses?
    - Do these findings suggest that it might be effective to develop additional pedagogical approaches with respect to the teaching of this particular program learning outcome?
- With respect to the assessment methodology that was used to gather this data, what revisions might you suggest making when you investigate this program learning outcome during future assessment cycles?
    - What additional evidence might be useful as you investigate student learning experiences within the context of this program learning outcome? Are there other sources of direct evidence and/or indirect evidence that you might collect in the future that would provide additional insight?
    - What were some of the challenges with regards to the gathering and/or analysis of the data during the current assessment of this program learning outcome?
    - What revisions might your program make with respect to the analysis of the data? Would it be helpful to revise the rubrics or criteria that were used to evaluate the evidence that was collected?
    - Would it be helpful to include additional individuals in the process of analyzing this data (for example, inviting additional faculty to assess the student work; inviting external stakeholders to assess the student work)?
- What is the timeline for your next steps?
    - What is the timeline for making these changes to your assessment plan (for example, the timeline to complete revisions of an existing rubric)?
    - If you are proposing to make changes to your curriculum map and/or the revision of the curriculum or pedagogy within existing courses, what is the time for making these changes within your program?
        - What additional resources may your program need to enact these changes (for example, professional development for faculty; additional time for faculty to incorporate curricular or pedagogical changes into their existing coursework)?

Neuroscience (BA)

Example of Program Learning Outcomes

Upon completion of the BA in Neuroscience, graduates will be able to:

1. **Foundational Knowledge:** Explain the molecular, cellular, and systems-level processes of the nervous system and how they relate to behavior and cognition.
2. **Scientific Inquiry & Design:** Formulate research questions and design controlled experiments to test hypotheses related to neural function.
3. **Data Analysis & Interpretation:** Use quantitative and statistical methods to analyze neuroscientific data and interpret results within the context of existing literature.
4. **Scientific Communication:** Communicate complex neuroscientific concepts and research findings effectively through written reports and oral presentations.
5. **Critical Evaluation:** Critically evaluate the validity of neuroscientific claims in peer-reviewed literature and popular media, including ethical considerations of brain research.

Example of Curriculum Map

The map ensures that students encounter these outcomes at increasing levels of complexity as they progress through the major.

Course Number & Title	PLO 1: Knowledge	PLO 2: Inquiry	PLO 3: Data	PLO 4: Comm.	PLO 5: Eval.
NRSC 2100: Intro to Neuroscience	I	I		I	I
NRSC 3100: Cellular Neurobiology	R	R	I	R	R
NRSC 3110: Systems Neuroscience	R	R	R		R
NRSC 4000: Neuro Lab Methods	R	M	M	R	
NRSC 4800: Senior Capstone	M	M	M	M	M

(I = Introduced, R = Reinforced, M = Mastery)

Example of Assessment Methods

Neuroscience assessment requires a mix of objective testing for foundational concepts and performance-based tasks for lab skills.

Direct Evidence: The Experimental Research Report (NRSC 4000)

- **Method:** Students conduct a multi-week laboratory experiment (e.g., measuring action potentials or observing behavioral changes in a model organism).
- **Source:** A formal, peer-review style laboratory report.
- **Measurement:** A rubric evaluating **Scientific Inquiry & Design** (PLO 2) and **Data Analysis & Interpretation** (PLO 3).

Direct Evidence: The Senior Thesis or Capstone Presentation (NRSC 4800)

- **Method:** A culminating project where students either conduct original research or produce a comprehensive meta-analysis of a specific neuroscientific topic.
- **Source:** A digital poster or oral presentation and a 15-page final paper.
- **Measurement:** A mastery-level rubric assessing **Scientific Communication** (PLO 4) and **Critical Evaluation** (PLO 5).

Example of learning improvement based on assessment results

The Finding:

During the 2024–2025 review of **Senior Capstone Papers**, the department found that while students had excellent "Foundational Knowledge" (PLO 1), they scored lower on **Data Analysis & Interpretation** (PLO 3). Specifically, many students were able to create graphs but struggled to perform the correct statistical tests (e.g., t-tests vs. ANOVA) to determine if their results were statistically significant.

The Action:

The department implemented the following changes for the 2025–2026 academic year:

1. **Curriculum Update (NRSC 3100):** Integrated a mandatory "Quantitative Mini-Module" using Python or R for basic neuro-statistical analysis.
2. **Scaffolded Assignment:** Added a mandatory "Data Worksheet" to the mid-level **Systems Neuroscience** course, requiring students to justify their choice of statistical test for three different hypothetical datasets before they reach the senior level.
3. **Lab Manual Revision:** Updated the **NRSC 4000** manual to include a "Statistical Decision Tree" to help students self-select the correct analysis during their independent projects.

The Re-Assessment:

In Spring 2027, the department will re-evaluate the "Statistical Analysis" scores in the Senior Capstone. Success will be defined as an 80% proficiency rate in students’ ability to justify and correctly execute their statistical models.

Your program learning outcomes:

By the completion of the program, students will be able to:

- *Demonstrate knowledge of the structural organization and functional components of the nervous system, including intracellular and intercellular signaling.*
- *Demonstrate understanding of the systems and circuits of the brain and nervous system that control specific functions.*
- *Demonstrate understanding of the important mechanistic relationship between nervous system function and health (physiological, neurological and psychological health).*
- *Read, evaluate and interpret primary literature in the neuroscience field.*
- *Design experiments, critically evaluate experimental design and analyze experimental data related to the neuroscience field.*
- *Effectively communicate information in the neuroscience field.*

Some potential assessment methods / sources of evidence for these learning outcomes:

1. Direct Assessment Methods (Performance-Based)

The Capstone Research Project or Senior Thesis (PLOs 5 & 6)

This is the "Signature Artifact" for a science major.

- **The Artifact:** A formal research paper or poster presentation based on original laboratory research or a systematic literature review.
- **The Evidence:** A rubric used by faculty to score the student's ability to **design experiments**, **analyze data**, and **effectively communicate** complex findings.
- **What it assesses:** The synthesis of technical knowledge and practical inquiry.

The "Primary Literature" Journal Club (PLO 4)

- **The Method:** A required component of a Senior Seminar where students must lead a discussion on a recent, high-impact neuroscience paper (e.g., from *Nature Neuroscience* or *Journal of Neuroscience*).
- **The Evidence:** Faculty evaluation of the student's ability to **evaluate and interpret** the paper's methodology, statistics, and conclusions.

- **What it assesses:** Critical thinking and literacy in a fast-evolving field.

Case Study Analysis: Brain & Health (PLO 3)

- **The Method:** A detailed written exam or project where students are presented with a clinical pathology (e.g., Alzheimer's, Schizophrenia, or TBI).
- **The Evidence:** Assessment of the student's ability to explain the **mechanistic relationship** between the damaged neural circuit and the resulting physiological or psychological symptoms.
- **What it assesses:** The transition from anatomy to clinical application.

2. Technical & Foundational Assessment

Cumulative Foundational Exam (PLOs 1 & 2)

- **The Method:** A comprehensive assessment given at the end of the "Core" sequence (e.g., after Cellular Neuro and Systems Neuro).
- **The Evidence:** Standardized scores focusing on **structural organization**, **signaling mechanisms**, and **neural circuits**.
- **What it assesses:** The retention of the foundational "map" of the nervous system.

Laboratory Practical Exams (PLO 5)

- **The Method:** Hands-on testing in lab courses (e.g., Neuroanatomy or Neurophysiology labs).
- **The Evidence:** Success in identifying structures on a brain sheep dissection or successfully recording an action potential in an electrophysiology setup.
- **What it assesses:** Technical proficiency and the ability to work with **experimental data**.

3. Indirect Assessment Methods (Perceptions & Trajectory)

Graduating Senior Exit Survey

- **The Evidence:** Self-reported data on student confidence in **designing experiments** and their perceived ability to **effectively communicate** science to non-specialists.

Alumni Career Tracking (Topic 4: Student Success)

- **The Source:** Surveying alumni 3–5 years post-graduation.
- **The Evidence:** Acceptance rates into MD or PhD programs and employment in "State-of-the-Art" biotech firms. This validates the program’s rigor and market relevance.

Example of a rubric that can be used to assess a student's thesis:

Criteria	1: Developing	3: Proficient	5: Mastery
Neurobiological Foundations (PLOs 1, 2)	Struggles to explain the cellular signaling or circuit-level organization relevant to the topic.	Demonstrates a clear understanding of the structural organization and functional components of the nervous system.	Provides an expert-level synthesis of cellular mechanisms and systems-level circuits; identifies novel connections.
Mechanistic Health Connection (PLO 3)	Fails to connect the research topic to broader physiological or psychological health.	Demonstrates a clear understanding of the mechanistic relationship between the nervous system and health.	Offers a sophisticated analysis of how specific neural malfunctions translate into clinical or behavioral pathologies.
Criteria	**1: Developing**	**3: Proficient**	**5: Mastery**
Literature Evaluation (PLO 4)	Relies on secondary sources or summaries; fails to critically evaluate primary literature.	Effectively reads, evaluates, and interprets primary literature to ground the research.	Critically deconstructs the methodology and statistical validity of high-impact primary sources.
Experimental Design (PLO 5)	Design is flawed or lacks proper controls; variables are poorly defined.	Designs a logical experiment or critical review; selects appropriate neuroscience methodologies.	Proposes an innovative or highly rigorous design that accounts for complex confounding variables.
Data Analysis (PLO 5)	Analysis is superficial; fails to use appropriate statistical tools or interpret graphs correctly.	Critically evaluates experimental design and accurately analyzes data related to the field.	Demonstrates advanced quantitative literacy; interprets complex datasets with nuance and precision.

Criteria	1: Developing	3: Proficient	5: Mastery
Written/Oral Delivery	Use of jargon is imprecise; thesis is disorganized or contains significant technical errors.	Effectively communicates complex neuroscience information in a clear, organized, and professional manner.	Communicates with the clarity of a professional researcher; adapts complex data for various levels of audience expertise.

Example of Neuroscience (BA): Graduating Student Exit Survey

Section 1: Foundations & Functional Organization (PLOs 1 & 2)

Please rate your level of agreement with the following statements regarding your technical knowledge.

As a result of this program, I am confident in my ability to:	**1: Disagree**	**2**	**3**	**4: Agree**
Structural Organization: Identify and describe the structural organization of the central and peripheral nervous system.	[ ]	[ ]	[ ]	[ ]
Cellular Signaling: Explain the mechanisms of intracellular and intercellular signaling (e.g., action potentials and neurotransmission).	[ ]	[ ]	[ ]	[ ]
Systems & Circuits: Describe how neural circuits and systems control specific functions (e.g., sensory, motor, or cognitive).	[ ]	[ ]	[ ]	[ ]

Section 2: Clinical & Mechanistic Relationships (PLO 3)

1. **Brain-Health Connection:** How well do you understand the mechanistic relationship between nervous system function and psychological or neurological health?
    a. (1: Poorly) — (2) — (3) — (4) — (5: Exceptionally)
2. **Pathophysiology:** Rate your ability to explain how a specific neural circuit malfunction leads to a particular disease state (e.g., Parkinson's, Alzheimer's, or Depression).
    a. (1: Low Ability) — (2) — (3) — (4) — (5: High Ability)

Section 3: Research Literacy & Inquiry (PLOs 4 & 5)

1. **Primary Literature:** How confident are you in your ability to read, evaluate, and interpret original research papers in the neuroscience field?
    a. (1: Not confident) — (2) — (3) — (4) — (5: Highly confident)
2. **Experimental Design:** Rate your ability to design a controlled experiment to test a neuroscience hypothesis and select appropriate techniques (e.g., fMRI, Optogenetics, or Electrophysiology).
    a. (1: Low Ability) — (2) — (3) — (4) — (5: High Ability)
3. **Data Analysis:** How prepared do you feel to analyze and interpret experimental data related to neuroscience?
    a. (1: Not prepared) — (2) — (3) — (4) — (5: Fully prepared)

Section 4: Communication & Professionalism (PLO 6)

1. **Scientific Communication:** How effectively can you communicate complex neuroscience information to both scientific and non-scientific audiences (orally or in writing)?
    a. (1: Ineffectively) — (2) — (3) — (4) — (5: Highly effectively)
2. **Interdisciplinary Integration:** How well did the program help you synthesize information across biology and psychology to understand the "whole" nervous system?
    a. (1: Poorly) — (2) — (3) — (4) — (5: Exceptionally)

Section 5: Trajectory & Resources (Topic 4: Student Success)

1. **Immediate Post-Graduation Plans:**
    a. [ ] Medical / Health Professional School
    b. [ ] Graduate Research (PhD/MS in Neuroscience or related field)
    c. [ ] Biotech / Pharmaceutical Industry
    d. [ ] Non-profit / Public Health / Education
2. **Research Opportunities:** Did you have sufficient access to faculty labs or "bench" research experiences during your time in the program?
    a. [ ] Yes [ ] No [ ] Partially



Evidence 2B38 - CTL annual report

Annual Report
2024-2025

Center for Teaching & Learning
UNIVERSITY OF COLORADO BOULDER

Celebrating the CTL's 5-Year Anniversary

Arts and Sciences Support of Education Through Technology
UNIVERSITY OF COLORADO BOULDER



Thank You!

In celebrating our five-year anniversary, the Center for Teaching & Learning (CTL) team takes this opportunity to reflect on the purpose and value of the work you have contributed to our mission and to the mission of CU Boulder. It is with deep gratitude to you–CU educators, students, collaborators, and colleagues from across campus and all who have made our work possible and meaningful over the past few years–that we share this compilation of our collective work.

The CTL opened its doors in Spring 2020 following a recommendation of the Academic Futures report–"Creating a Common Student-Centered Approach to Learning"–to serve as a central hub to support teaching, learning, and the professional growth and development of educators across the CU Boulder campus. At its inception, CTL signature offerings included teaching and learning workshops and trainings, individual teaching consultations, book clubs, an Inclusive Community of Practice, and the Lead Graduate Student Fellows program. In Summer 2021, Arts & Sciences Support of Education Through Technology (ASSETT) joined the CTL in an effort to maximize our efforts to enhance teaching with technology. Combining these two teams promoted opportunities for more extensive collaboration and innovation both in the College of A&S and campuswide.

Since then, the CTL and ASSETT have expanded their programming in key areas within teaching and learning, including equitable and inclusive practices, course design, instructional strategies, assessment, innovation and technology, career pathways, and educator and student well-being. The CTL created new micro-credential programs; launched new teaching and learning conferences addressing topics such as just and equitable teaching, student engagement, and supporting educators and students in large-enrollment courses; and delivered more robust teaching training and mentorship to graduate students and postdocs. Meanwhile, ASSETT enhanced programs and services around Universal Design for Learning (UDL), technology and innovation (e.g., BuffsCreate), technology-supported classroom observations, and a renewed focus on student voices. Additionally, with funding from the CTL, ASSETT's well-established Faculty Fellows program expanded to include faculty from across campus.

In Summer 2025, ASSETT became fully integrated into the CTL, allowing this team to serve educators campuswide. It is bittersweet that ASSETT will no longer be a part of our name, but we are so excited to extend the team's work. We further look forward to expanding outreach and on-demand department trainings, as well as creating "pathways" to guide individual educators and departments interested in sustained engagement with CTL programming.

Thank You! - cont.

Reflecting on the 2024-25 year, our team has remained at the cutting edge by founding new initiatives at the intersections of pedagogy and many key challenges of our day, such as generative AI and sustainability. Regarding the latter, we are thankful to the hard work over the past year of the Climate, Sustainability and Justice Education Pathways group, which we co-sponsored with the Boulder Faculty Assembly, and look forward to working collaboratively with the newly established Buckley Center for Sustainability Education. Our programming is guided by emerging and critical pedagogical frameworks, such as trauma-informed pedagogy, culturally-responsive pedagogy, Universal Design for Learning (UDL), and students as pedagogical partners.

From our first days in 2020 in the midst of the pandemic, collaboration has been a core value. We have continually cultivated robust partnerships with faculty and with other campus units, named at the end of this report, to advance the teaching mission of our university. For example, in partnership with the Office of Institutional Technology, Digital Accessibility Office, and Continuing Education, among others, we hosted three faculty working groups to carry out three major campus-wide teaching and learning initiatives designed to promote positive systemic change: the BUS Large Courses Initiative, BUS Canvas Grading Initiative, and BUS Canvas Templates Initiative.

Whether you served as a presenter or panelist at one of our events or on our advisory board; collaborated with us on a faculty working group, program, or initiative; participated in one of our community-building events; or are one of the myriad of educators, students, or staff members who help make CU Boulder a vibrant place to teach and learn, we thank you! We look forward to continuing to advance and grow the teaching and learning community at CU Boulder for many years ahead.



Amanda McAndrew
CTL Assistant Director - ASSETT,
Arts & Sciences Support of Education Through Technology



Kirk Ambrose
Founding Faculty Director,
Center for Teaching & Learning
Professor, Classics



Kelly Gildersleeve
Assistant Director,
Center for Teaching & Learning

CTL & ASSETT Mission

CTL Mission

The Center for Teaching & Learning (CTL) **fosters a community of educators** dedicated to supporting teaching and learning, a cornerstone of our university. Our goal is to transform our teachers and students in their educational practice, inspire innovative and evidence-based teaching, and create a culture of continuous improvement. Through the CTL, we strive to promote a **diverse and inclusive community** of educators and learners who serve as the hallmark of our student-centered campus. We serve all educators at CU Boulder, including tenured and tenure-track faculty, instructors, lecturers, postdoctoral scholars, graduate students, and staff.

ASSETT Mission

Arts & Sciences Support of Education through Technology (ASSETT) seeks to integrate technology with pedagogy to promote impactful learning. We **partner** with our constituents and other units on campus to offer a more holistic approach to our programming, services, and workshops. ASSETT believes that true change in teaching and learning takes time and connection, so we focus our energy on **community** building. Another focus area is **assessment** services including expertise in classroom assessment techniques and evaluation of teaching practices. Undergirding these principles is a strong foundation in **pedagogy**. We seek to empower students and faculty to innovate and experiment with technology and other new teaching and learning strategies.

In Their Own Words: The Impact of CTL and ASSETT

"CTL/ASSETT's programming is some of the most impactful I've experienced as both a graduate student and faculty member at CU Boulder. The opportunity to connect with other individuals from across campus (who often come from totally different disciplinary backgrounds than me) and to work to develop my teaching has had a huge impact on my career choices and ultimately life. I am, and always will be, pro-CTL/ASSETT and will always tell people that they should get involved as well."
Anthony Pinter, Assistant Teaching Professor, ATLAS





"CTL is a vital resource for improving teaching and the classroom culture. It has filled a void at our university that was much needed. As an R1 research institution, teaching falls to the wayside. CTL brings teaching and the classroom into central focus, which is what supports our success in research."
Teresa Wroe, Assistant Vice Chancellor of Prevention and Deputy Title IX Coordinator, Office of Institutional Equity and Compliance

"They enable a sense of community around teaching. Their work helps us to continue to grow as educators."
David Paradis, Associate Teaching Professor, HIST





"I am so glad that ASSETT exists and that we now have a CTL! Thank you for all the wonderful and hard work you do to help us all become better educators and to continually strive to create communities of practice!! I truly am amazed by all you do and grateful to have you on campus! Thank you!!"
Leilani Arthurs, Associate Professor, GEOL

"The Center for Teaching & Learning (CTL) has been an invaluable resource in my professional journey. From being able to help my students in putting together professional portfolios via Buffs Create to participating in the AI Summer Design Studio to sharing and learning through the mentor program, CTL offers invaluable training and social opportunities of all kinds. The mentor program has also been instrumental in fostering collaboration and knowledge-sharing, further enhancing my teaching and learning experience."
Lori Poole, Assistant Teaching Professor, COMM



New & Noteworthy

- The CTL partnered with the Boulder Faculty Assembly (BFA) to create a faculty fellow in sustainability across the curriculum. During AY 2024-25, Professor Vicki Hand convened a group of faculty, students, and community members to develop clearer pathways for students to pursue climate change and sustainability education across multiple majors.

- The AI Literacy Ambassadors pilot, funded by ASSETT and CTL, supported faculty in creating discipline-specific AI projects across departments.

- The CTL welcomed Sandra Vargas as our new Event Planning & Communications Coordinator!

- The CTL website was redesigned to improve navigation, streamline content, and create a more accessible, user-friendly experience. The updated design reflects CTL's commitment to clear communication and inclusive engagement.

- The CTL, ASSETT, and OIT co-hosted our first Fall Teaching and Learning Symposium on Equitable & Inclusive Engagement Practices for Learner Success.

- In May, Professors Tina Pittman Wagers and Roselinde Kaiser offered the first Promoting Wellness in the Classroom micro-credential course. This course will be offered again in Spring 2026

- The CTL welcomed to the team three new Graduate Assistants (GAs; Rebecca Lee, Sarah Maronick, Matthew Nesselrodt), two new hourly graduate student assistants (Emily Brown, Emma Wood), three new undergraduate Educational Technology Research Assistants (Ellen Kedzierski, August Milliken, Ameenah Razi), and eight new undergraduate Student Pedagogical Consultants (Anthony Cortez, Adriana Espinoza, Isaiah Fuentes, Anna Hoisington, Aaron Klass, Lindsey Trussell, Aris Wertin, Grace Zinser).

- With support from A&S Student Success Leadership, the CTL partnered with OIT to carry out an extensive yearlong assessment project to support the Grade Early and Often Initiative (GEO). GEO is an A&S initiative identified through the college's Early Alert Program work, designed to support student success by encouraging instructors to provide early and frequent feedback, track attendance, and implement the Grade for Student Success recommendations for student-centered grading in Canvas.



CTL at a Glance

Offering Type	Number of Events, Programs, or Meetings	Number of Participants
Workshops & Events	**55**	**600**
Assessment	10 (2 with ASSETT)	122
Career Pathways	10	123
Community Building	4	90
Inclusive Practices	11	117
Innovation	4 (1 with ASSETT)	53
Instructional/Course Design	7	39
Students as Partners	1 (with ASSETT)	8
Wellbeing	8	48
Programs, Initiatives, & Communities of Practice		**340**
AI Summer Design Studio (with ASSETT)	9 sessions	43
Book Clubs	3 clubs	57
Inclusive Community of Practice (ICoP) (with ASSETT)	6 meetings	32
Innovating Large Courses Initiative	4 course teams	10

CTL at a Glance, cont.

Offering Type	Number of Events, Programs, or Meetings	Number of Participants
Programs, Initiatives, & Communities of Practice,		**340**
Just & Equitable Teaching (JET) Micro-credential	1 cohort, 6 meetings	6
Teaching International Students (TIS) Micro-credential (with ASSETT & campus partners)	1 cohort, 6 meetings	5
Teaching & Learning with AI CoP (with ASSETT)	8 meetings	172
Teaching Triads (with ASSETT)	4 cohorts, 9 meetings, 16 peer observations	15
Conferences		**1298**
Fall Intensive	45 sessions	1196
Fall Teaching and Learning Symposium (with ASSETT)	14 sessions	55
Spring Conference	5 sessions	47
Orientation Sessions		**185**
New Faculty Orientation	1	35
Graduate Student Orientation	1	150

CTL at a Glance, cont.

Offering Type	Number of Events, Programs, or Meetings	Number of Participants
Services	**102**	**347**
Individual & Group Consultations	65 (2 with ASSETT)	66
Department/Unit Trainings	18 trainings for 13 units (7 with ASSETT)	266
Classroom Observations	19 observations	15 instructors (total number of students in courses observed: 842)







"I am always learning about new pedagogical practices and new tools to implement those practices. This benefits me, as a lifelong learner, and my students. CTL/ASSETT has provided me with many opportunities to grow as an educator and to make what I do more impactful for the learning experience of my students."
Nicole Jobin, Teaching Professor, A&S RAPs, University of Colorado Boulder

ASSETT at a Glance

Offering Type	Number of Events, Programs, or Meetings	Number of Participants
Workshops & Events	**20**	**210**
Assessment	2 (with CTL)	36
Inclusive Practices	2	14
Innovation	1 (with CTL)	40
Instructional/Course Design	4	28
Students as Partners	1 (with CTL)	8
Technology	10	84
Programs, Initiatives, & Communities of Practice		**340**
AI Summer Design Studio (with ASSETT)	9 sessions	43
Faculty Fellows	8 meetings	8
Inclusive Community of Practice (ICoP) (with ASSETT)	6 meetings	32
Innovation Incubator	3 teams	30
Students as Partners	11 meetings	9 faculty & undergraduate student pairs

ASSETT at a Glance, cont.

Offering Type	Number of Events, Programs, or Meetings	Number of Participants
Programs, Initiatives, & Communities of Practice		**340**
Teaching International Students (TIS) Micro-credential (with CTL & campus partners)	1 cohort, 6 meetings	5
Teaching & Learning with AI CoP (with CTL)	8 meetings	172
Teaching Triads (with CTL)	4 cohorts, 9 meetings, 16 peer observations	15
Conferences		**182**
Fall Teaching and Learning Symposium (with CTL)	14 sessions	55
Data Science + Humanities Symposium	4 sessions	127
Services	**98**	**459**
Individual & Group Consultations	52 (2 with CTL)	49
Department/Unit Trainings	9 trainings for 7 units (7 with CTL)	138
Visualizing Instructional Practices (VIP) Classroom Observations	30 observations	12 instructors (1,313 students observed)
Classroom presentations	7 presentations (6 courses, 5 instructors)	260 students

CTL Programming

Book Club

Book Club meets weekly to discuss a selected book or text, as well as ways we can apply this understanding in our own classrooms and university community. Since operations of the Graduate Teaching Program (GTP), established in 1983, came within the fold of the CTL in 2020, the book club has continued its role as a community-building tool across multiple institutions. These book clubs are open to anyone interested in CU and institutions that are part of the CIRTL network. The informal nature of discussions about ways to improve pedagogical approaches allow participants to come and go as needed. In AY 2024-2025, we facilitated three book clubs discussing *Improving Learning and Mental Health in the College Classroom* by Robert Eaton, Steven V. Hunsaker, and Bonnie Moon; *Teaching to Transgress: Education as the Practice of Freedom* by bell hooks, and *Grading for Growth* by David Clark and Robert Talbert, respectively. Over the past five years, shifting from in-person to virtual meetings has facilitated fostering connections among participants from institutions across the US, expanding our network beyond the CU campus.

"I have a greater sense of belonging through the connections I have made at the CTL. I know that I have resources (and mentors) at the CTL that I can turn to, and I have made friends through participation in book clubs that carried over into other semesters and as we see each other on campus."
Kim Jackson, PhD Candidate, HIST, Participant Fall 2019 - Spring 2024

Certificate in College Teaching

The Certificate in College Teaching (CCT) program originally began with the Graduate Teacher Program thirty years ago, before integrating with the CTL which was established in Spring 2020, to recognize graduate teachers who devote time to improve their teaching. Offered in collaboration with the Graduate School, the CCT supports CU's goal of shaping the professoriate of the future through offering a professional apprenticeship model that employs and trains graduate teachers. This certificate requires no coursework and is free to obtain. In 2024-25 we awarded 46 CCTs. Those who have earned the CCT report that it is an asset to those seeking postdoctoral scholar and faculty appointments. This improvement from 33 awardees in AY 23/24 to 46 in AY 24/25 may reflect the support available for graduate students to be as competitive as possible when seeking faculty and other roles, despite the further contraction of such open positions throughout higher education.

"This is the program that any graduate student at CU should do, no matter what you imagine your professional future being, you will be in teaching and/or mentoring relationships with others and this program helps you develop your personal teaching and pedagogical philosophy."
Anthony Pinter, Asst. Teaching Professor, ATLAS, Participant Fall 2017 - Spring 2019



CTL Programming

Fall Intensive

The CTL's Fall Intensive is an annual 3-day teaching conference designed to support educators at the outset of the academic year and is open to all current and future CU educators. The 2024 Fall Intensive featured a total of 45 workshops addressing myriad aspects of teaching at CU Boulder–from "Boosting Student Engagement in Small Classes" to "The Universal Classroom: Designing Your Courses for Diverse Learners" to "Elevating Your Speaking Voice." We had 487 registrants in the Canvas Community Page, and 1196 participants attended in total across all workshops. Over the past five years, the Fall Intensive has adapted to address the evolving needs of learners and educators. Although much of the foundational information essential to new educators remains, individual presenters update their presentations and workshops from year-to-year to address new challenges and opportunities in teaching and learning and in higher education–for example, providing guidance on leveraging academic technologies to support student engagement, navigating teaching and learning in the age of generative AI, and supporting graduate student and future faculty well-being in an ever-changing higher education landscape.

Future Faculty Development Certificate

The Future Faculty Development Certificate (FFD) provides graduate students and postdoctoral scholars with the opportunity to expand their understanding of and appreciation for faculty careers in postsecondary institutions. Participants complete a teaching and learning project under the mentorship of a faculty member in conjunction with a CTL staff member, join a site visit to another institution, attend workshops, and complete a Socratic Portfolio. This certificate requires no coursework and is free to obtain. In 2024-25, we awarded 3 FFDs. Several of these were related to CTL Lead Graduate Teaching Fellow projects, which can be combined with their Lead duties, while two others were done by graduate students and postdoctoral scholars outside of this program. Although the FFD remains rooted in core principles and frameworks that remain relevant, we have added a Diversity Statement to the portfolio to reflect candidates potentially being asked for this during the academic job application process. The FFD's enduring success over the past five years speaks to its continued importance in preparing future faculty for impactful careers.

"The program allowed me to define my personal views on teaching and my professional profile, which was essential for entering the job market"
Sandra Ortiz-València, Asst. Professor of English and Spanish, Averett University

Inclusive Educators Podcast

The Inclusive Educators Podcast explores topics on college teaching and learning in the 21st century. Guests on the show feature scholars and authors across the country and in the CU Boulder community who can offer expertise on inclusive teaching practices. In 2024-25, new episodes highlighted the value that graduate students bring, as well as the challenges they face as teaching assistants and instructors. Since its inception in December 2022, the podcast has featured 16 episodes on varied topics, such as anti-racist teaching, active learning, culturally responsive pedagogy, and trauma informed pedagogy. With over 2,461 downloads from over 57 countries in the past 2.5 years, the podcast continues to reach a wide audience from across the globe.



CTL Programming, cont.

Innovating Large Courses Initiative

The Innovating Large Courses Initiative (ILCI), a 3-year Buff Undergraduate Success (BUS) initiative that ran from Fall 2022 - Spring 2025, focused on supporting academic units to create sustainable change for supporting student learning and success in large courses at CU Boulder. Course teams representing the Departments of Ecology and Evolutionary Biology (EBIO), Atmospheric and Oceanic Sciences (ATOC), Computer Science (CSCI), and Art History (ARTH) worked together to adopt effective, student-centered practices in course design and teaching strategies. Course teams also received pedagogy and assessment support, including training in student-centered teaching strategies, equitable assessment methods, Universal Design for Learning (UDL), digital accessibility, and other areas. To support their work during the initiative, each Course Team received $10,000 per year that they used at their discretion toward executing varied interventions. This initiative culminated in a final report to the CTL Director, a presentation to the BUS Leadership Implementation Team, and a List of Best Practices for Large Course Instructors.

"The ILCI has been incredibly helpful in bringing our faculty together to improve student success in our large art history survey courses. It has been wonderful creating a community to experiment with new teaching and learning ideas, and to implement new practices that will provide our students a more meaningful experience in large courses."

Brianne Cohen, Associate Professor and Associate Chair, ARTH, Participant AY 2024-25

Just & Equitable Teaching (JET) Micro-credential

The Just & Equitable Teaching (JET) micro-credential is a professional development program that equips instructors with evidenced-based resources and practices to co-create inclusive learning environments through self-reflection, dialogue, workshops, and mentorship. In Fall 2024, six out of a total of 11 JET participants completed a Capstone action plan and other requirements to receive a digital badge. Initially conceived by a group of graduate students and CTL members in 2020 and subsequently re-designed in Spring 2023, the JET program has been completed by over 65 participants from 30 different departments across campus. In Spring 2025, our team undertook a more extensive and ongoing retrospective to follow-up with past participants of the JET program, conducting surveys, interviews, and classroom observations to assess the longer-term impact of this program in transforming the culture of teaching at CU. Although many projects have focused on improving accessibility, representation, and assessment practices at the course level, a subset of these have led to curricular re-design efforts and creation of broader support systems for faculty and students in several departments. Ongoing collaborations among past JET participants suggest the success of this program in fostering a community of equity-minded educators on campus.

"I have an expanded perspective and this has positively impacted my approach to the course. [Moreover,] incorporating my JET learnings into my syllabus and our classroom has helped my students stay on point and me to provide a more inclusive, equitable experience."

Karen Reid, Lecturer, COMM, Participant Spring 2024



CTL Programming, cont.

Lead Graduate Fellows Program

Through the Lead Graduate Student Fellowship program (Lead Network), the CTL supports discipline-specific teacher training activities in over 47 graduate programs across seven schools and colleges on the CU Boulder campus. The 2024-25 year marked the 32nd year of the Lead Network. This year, we supported 50 graduate student Leads and an additional three programs without a Lead. With well over 1,000 former Leads across the globe, the Network continues to have an impact both inside and outside of higher education. A few highlights from the 2024-25 year include Leads performing over 125 Video-Teacher (peer) Consultations (VTCs); assisting their colleagues in finishing 46 Certificates; creating and facilitating 12 workshops for the CTL on topics such as "Transitioning from a TA to a GPTI," "Supporting International Students," "Writing Skills," and "Balancing Teaching and Research"; organizing orientations for their programs; and conducting small projects around Canvas Community pages for grads, peer mentoring networks, co-facilitating pedagogy seminars, and a myriad of other topics. These are but a few of the many ways that the Lead Network assists the CTL in advancing its mission and values. Over the past five years we have been fortunate to add a few new programs to the Lead Network, including ATLAS, Biomedical Engineering, and the Leeds School of Business. As a program that has now been running for over 30 years (and 5 years since joining the CTL), we are continuing to find creative ways to add programs and maximize our impacts at CU and beyond. In short, the Leads continue to shine and make us all look good.



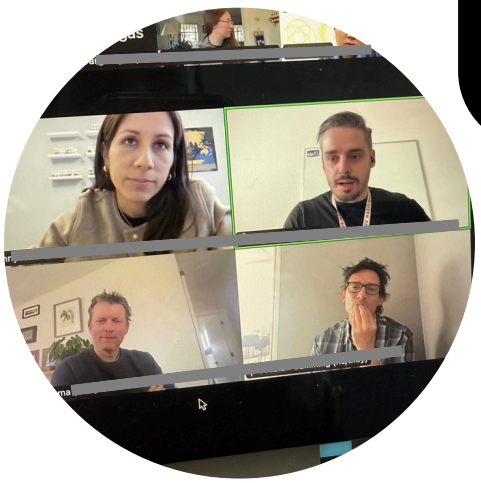
"[The LEAD Program] really helped demonstrate to interviewers that I am at the top of my field when it comes to both personal dedication and experience to college instruction."
Kerri Clement, Asst. Professor, HIST, Weber State University, Participant Fall 2016 - Spring 2020

Pedagogical Conversations: Faculty Well-being & Resilience



The Pedagogical Conversations: Faculty Well-being & Resilience series in Spring 2025 was a new event series for building community and discussions around the topics of faculty burnout, well-being, and resilience. The CTL hosted this series to discuss and provide guidance on strategies and resources for supporting faculty in their own well-being and resilience as an instructor. Over the semester, 23 faculty and staff from across campus attended. Participants took part in contemplative practices, self-assessments, and making commitments for new habits toward their well-being goals. Additionally, through this series, the CTL formed new partnerships with Employee WorkWell, the Wardenburg Health Center, and the Contemplative Arts, Learning and Meditation (CALM) Center to help promote a Well-being & Resilience Community of Practice (WBRCoP) in the upcoming year and further our collective well-being mission.

"This series came at exactly the right time in the semester. It gave me the space to reflect, connect with others, and walk away with practical strategies for protecting my energy and staying grounded as an educator. I appreciated how thoughtfully it was facilitated and how much it centered community care. It's encouraging to see CTL taking the lead in supporting faculty well-being in such a meaningful way."
Laura Reed, Lecturer, Spanish & Portuguese, Participant Spring 2025



CTL Programming, cont.

Spring Conference

The CTL's annual Spring Conference brings together campus educators to share strategies for fostering dynamic learning environments in a rapidly changing educational landscape. In 2025, our 2-day Spring Conference featured a keynote presentation and workshop by Flower Darby, co-author of *The Norton Guide to Equity-minded Teaching* and *Small Teaching Online.* It also involved an array of interactive workshops, panel discussions, and community-building sessions. A total of 47 unique participants attended across all 2025 Spring Conference sessions. In sum, since its inception, the CTL's Spring Conference has served to bring together current and aspiring educators from across the CU campus and beyond. Conference themes have included *Promising Teaching Practices in the 21st Century* (2024); *Equity, Authenticity, and AI in the Modern College Classroom* (2025); and many more. We look forward to continuing to expand this signature event in future years!



"I always feel at home at CTL/ASSEETT events. You are "my people" - people focused on pedagogy, the art of teaching and learning that goes beyond what is "routine", and on placing students at the center of what we do in the classroom."

Nicole Jobin, Teaching Professor, A&S RAPs, University of Colorado Boulder

ASSETT Programming

BuffsCreate

Since 2018, BuffsCreate has been providing all Arts & Sciences learners the opportunity to take control of their digital identities by designing and hosting their own websites. Learners can hone their digital and information literacies by crafting their own digital presence free from social media influences and corporate data collection practices. BuffsCreate allows learners to host academic, research, professional, and creative works via a panel of open source applications. Practical examples include personal or class blogs and projects, online portfolios, art and photo galleries, and repositories of other digital artifacts. In AY 2024-25 we conducted nine consultations, four workshops, and delivered five classroom presentations. We have maintained almost full capacity for user accounts for the past five years. This year we have exceeded our capacity with 520 users and attracted 173 new users this academic year, which almost doubles our new users from last year and is by far the most new users achieved in a single year!



"[Through BuffsCreate my students gained] confidence when working with technology. They could try stuff out and see what worked and did not work. In that process, they began to develop their own intuition about how to solve challenges instead of just waiting for me to tell them what to do."
David Paradis, Associate Teaching Professor, HIST, User of BuffsCreate in Fall 2023 and Fall 2024

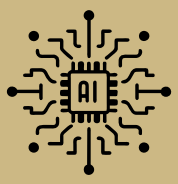
Course Design Workshop Series



The May 2025 three-day Course Design Workshop Series supports faculty endeavors in creating impactful learning experiences and has been a popular workshop since it first started in 2019. The series covers course design for multiple modalities and provides a foundation of pedagogy and helpful frameworks, technical tools, and research-informed practices that can be flexibly applied to support Canvas courses. This year we had 19 participants who engaged in approximately 6-9 hours of guided instruction: three daily synchronous remote sessions and this year we offered a new optional 4th day to explore a range of AI tools to help educators understand how to update their workflows and be more proficient using Copilot and other platforms in their course design process.

Educational Technology Research Assistants

As faculty & students returned to campus after the global pandemic, we recognized the fatigue of our community and disruption with the emergence of generative AI. In our efforts to understand what our students were going through and how best to support them, we retired the Student Technology Consultants team and created the Educational Technology Research Assistants (ETRA) in Fall 2024. Three new undergraduate students were hired to design a mixed-methods research study to help community stakeholders make informed decisions about generative AI to improve the student experience at CU Boulder. In Fall 2024, the ETRAs began communicating their informed perspectives as undergraduate student researchers by dialoguing with faculty and administrators engaged in creating an AI guidance statement. Through the Teaching and Learning with AI Community of Practice they participated as panelists in a community discussion of an informal class survey. In Spring 2025, they launched a survey garnering 3,084 responses and conducted 17 interviews with students to provide a comprehensive view of CU Boulder undergraduate students' use and perceptions of generative AI. In Summer 2025, they presented their findings as a keynote panel for the 2025 AI Summer Design Studio and to OIT's AI Steering Committee.

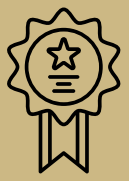


"We thank our 2024–2025 Educational Technology Research Assistants (ETRAs) for all the energy, creativity, and care they brought to our work this year. We're so grateful for everything they've contributed to teaching and learning across campus."
CTL & ASSETT Teams

ASSETT Programming, cont.

Excellence in Teaching with Technology Award

Each year ASSETT places a call for the Excellence in Teaching with Technology Award. This student-led award recognizes an Arts & Sciences faculty member nominated by their peers and/or students. Nominees have a record of excellence in teaching with technology and demonstrate commitment and leadership in furthering ASSETT's mission of advancing teaching and learning within CU's College of Arts & Sciences. In Spring 2025, Dr. Lee Frankel-Goldwater (Assistant Teaching Professor, Environmental Studies) was recognized for his innovative use of technology to create powerful learning experiences for students. In his courses ENVS 3032: Environment, Media, and Society and ENVS 3005: Environmental Education, he leverages digital tools not as add-ons, but as core components of immersive active learning class experiences with real-world applications.



Innovation Incubator



In AY 2024-25 the ASSETT Innovation Incubator supported three funded teams in their second year of a three-year funding cycle. New to this cycle is increased student leadership on the projects. Current teams include: Give Us the Camera: Improving Equity in the Media Arts (GUT-C), Project Viable: Developing Virtual Labs to Train Undergraduate Researchers and the AI Literacy Ambassadors program which was co-funded by the CTL to support participation from colleges other than Arts & Sciences. Each team is assigned an assessment specialist from ASSETT or the CTL who provides ongoing consultation in design criteria and tools for measuring success of team projects over time. Collectively, the teams, which totaled 30 participants, made significant progress in developing and testing prototypes and implementing programming in partnership with student participants. For example, over years 1 and 2 the GUT-C program strategically trained and ceded responsibility to student partners so that the project will be entirely student led in year 3 (2025-26). Additionally, the innovation incubator continued to provide pro-bono support to the thriving Inclusive Data Science team from the 2019-2022 cohort via a National Endowment for the Humanities grant demonstrating the incubator's commitment to ensuring the sustainability of proven projects over the long-term.

"The Innovation Incubator brought several faculty together to collaborate on a new vision for undergraduate education. The facilitation and structure provided by ASSETT led to a transformational program at CU Boulder."

Eric Vance, Associate Professor, APPM, Participant Fall 2019-Spring 2022

Students as Partners

In Spring 2024, ASSETT launched its inaugural Students as Partners program. This initiative partnered an equity-minded undergraduate student with a faculty member who sought to improve their teaching and their student's learning. Through this one-semester partnership, pairs worked together to incorporate the student perspective into a course, assignment, or project design. The Students as Partners framework encourages each project to have its own personality, objectives, and outcomes - with the goal of the final product being more student-focused. In Fall 2024, the program expanded to six faculty participants, each paired with an undergraduate partner. In Spring 2025, the program included five faculty participants and their undergraduate partners. The program celebrated its first year accomplishments by hosting a Students as Partners showcase featuring 10 partner projects.



"[Through Students as Partners I gained] great feedback and insights into how to frame my assignments in a clear way for students."

Lauren Collins, Teaching Assistant Professor, CAS, Participant Spring 2025

ASSETT Programming, cont.

Universal Design for Learning (UDL) Support & Trainings

Universal Design for Learning (UDL) is a framework for curriculum and course design that fosters an inclusive learning environment and considers learner variability. We offer consultations, department trainings, workshops, and a UDL micro-credential. In AY 2024-25 we completed several one-on-one consultations and departmental meetings that reached over 50 individual faculty where participants explored specific issues, challenges, or questions related to UDL implementation or best practices. We ran 2 interactive workshops in partnership with CE's Learning Design Group to provide foundational knowledge on the framework and course design implementation tips. We also presented and attended the UDLHE Digicon 2024, an international conference that brings together education leaders, researchers, policymakers, practitioners, and technologists from around the world.

Visualizing Instructional Practices (VIP) Service

ASSETT's Visualizing Instructional Practices (VIP) classroom observation service provides educators with data-driven visualizations showing patterns of teaching practices, student activities, and student engagement. The VIP Service first launched in Fall 2017 but was paused during the pandemic. We re-launched the service in Fall 2022, when we had 1 request for the service, and now regularly field 6-8 requests per semester. In AY 2024-25 we observed 12 faculty across 10 departments (30 observations). Every semester we have a mix of returning and new participants, reaching 1-3 new departments per semester. In total from Fall 2022 to Spring 2025, we've observed 29 faculty across 18 departments in A&S, CEAS, and LEEDS, for a total of 38 courses (81 classroom visits). Internally we've created more visually appealing reports, developed an observation protocol for observing language courses when the observer doesn't speak the target language, and are preparing to offer a new protocol specific to inclusive teaching practices. In Fall 2025 the VIP Service will become an option within the CTL's broader Classroom Observation Service.







CTL & ASSETT Collaborative Services & Programming

Consultations, Classroom Observations & Department Trainings

The CTL & ASSETT offer confidential consultations, classroom observations, and department trainings free of charge to all educators and future educators on the CU Boulder Campus. Topics cover all aspects of pedagogy, including student engagement and classroom interactions, assessment of student learning, high-impact practices and active learning, Canvas, student success, backwards design, grading, generative AI, and more. This past year, the CTL and ASSETT completed a total of 115 consultations (111 unique participants), 20 department/unit trainings for 15 units (293 participants in total), and 49 classroom observations in 31 courses across 17 departments (27 instructors serving 2,155 students).

AI Summer Design Studio

ASSETT and the CTL partnered in delivering the second annual AI Summer Design Studio in 2025. The studio was re-designed to simplify the program based on feedback from 2024 participants. The two-day event engaged 31 in-person participants through keynote and panel presentations, facilitated discussions and studio design time. An additional 12 participants attended the keynotes virtually. Keynotes were provided by Susan Adams from Achieving the Dream and ASSETT's Educational Technology Research Assistants on their survey findings on undergraduate students' use and perceptions of generative AI. Alumni from the 2024 Design Studio Dr. Nicole Jobin, Dr. Diane Sieber, and Rebecca Lee provided their expertise and guidance as lead facilitators. New to this year's event, participants were encouraged to work with a student partner to develop a "right fit" approach for addressing or integrating generative AI into teaching and learning. Participants were invited to contribute to the Teaching & Learning with AI Repository which will help to build out content on this open, online resource. At the close of the event group debrief, participants shared that they deeply valued the community and connections that they made during the studio and requested that the CTL host 1-2 meet-ups for the cohort in the next academic year.

"The design studio made me more aware of how students use AI and how it can be both helpful and beneficial. I am more likely to think about how students may be using AI for a particular assignment or assessment so that I can also acknowledge how that use may benefit or hinder learning."
Christy Fillman, Teaching Professor of Distinction, MCDB, Participant May 2024







CTL & ASSETT Collaborative Services & Programming, cont.

Faculty Fellows

The Faculty Fellows program began in 2017 with ASSETT convening a cohort of A&S faculty investigating teaching, learning and technology as a community of learners. In 2022, when ASSETT joined the CTL, we began offering the program in partnership and expanded the program to all colleges and schools. In 2024-25, we supported a cohort of 8 faculty members in a year-long examination of teaching practices, emerging technologies, and student-centered learning approaches, including active learning, culturally responsive pedagogy, generative AI, universal design for learning, teaching evaluation best practices, and immersive learning experiences. All 2024-25 Faculty Fellows projects will be made public so other faculty may benefit from their work and gain inspiration to try new teaching approaches and other related projects. 2024-25 example projects: Dr. Azza Kamal (ENVD) redesigned her Foundations of Sustainable Planning & Urban Design course to include experiential learning practices using 3D virtual and mixed reality tools, allowing students to "walk" through re-envisioned neighborhoods; Dr. Lisa de Alwis (Herbst) integrated a Reacting to the Past microgame called Athens Besieged into her Ethical Awareness for Engineers course; and Dr. Kevin Mason (MASP) developed a study abroad experience to take first-generation and underrepresented college students to Buenos Aires, Argentina.

"Participating in the Faculty Fellows program introduced me to new people, new ideas, and new experiences that impacted my teaching in a way that makes me feel both adventurous and creative in my teaching - and feel it is okay to be adventurous and creative in my teaching."
Leilani Arthurs, Associate Professor, GEOL, Participant AY 2020-21

Fall Teaching and Learning Symposium

In September 2024, the CTL, ASSETT, and OIT jointly hosted our first Fall Teaching and Learning Symposium. This new 1-day mini-conference was born out of the combination of two annual events held in previous years—the Large Courses Symposium and the Student Engagement Through Technology Symposium. Our Fall Teaching and Learning Symposium theme for 2024 was Equitable & Inclusive Engagement Practices for Learner Success, and the event featured 14 panels and interactive workshops organized around three content tracks: Teaching & Learning in Canvas, Supporting Learner Success in Large Courses, and Promoting Engagement through Technology. In total, 55 participants attended across all Fall Symposium 2024 sessions. Looking ahead, we plan to make this conference an annual event, renamed the Fall Teaching, Learning, and Technology Conference starting in 2025. In the future, we will maintain our focus on leveraging equity-minded teaching practices and academic technology to support the engagement, learning, and success of all students, with a particular emphasis on supporting students in large courses. We also plan to expand our offerings to new topics, such as educator wellness and community-building.





"I would say that going to CTL/ASSETT events helps to keep you thinking about evidence-based practice and experimenting with how to make your teaching better - how to engage with new technology and new ideas about best practices in the classroom in a way that helps you to improve *what you do.*"
Nicole Jobin, Teaching Professor, A&S RAPs, University of Colorado Boulder

CTL & ASSETT Collaborative Services & Programming, cont.

Inclusive Community of Practice (ICoP)

The Inclusive Community of Practice (ICoP) was initially conceived in 2018 as a collaboration between the former Office of Diversity, Equity and Community Engagement (ODECE), CU faculty, and staff who have since joined the CTL team. Since 2020, the CTL and ASSETT have administered this community of practice, providing a monthly meeting space for CU community members to discuss timely and relevant topics related to diversity, inclusion, equity, and social justice, with a particular focus on promising practices in a university teaching and learning context. Over the past few years, we have discussed diverse topics ranging from Dr. Martin Luther King Jr.'s philosophy of peace and justice to teaching through critical dialogues to supporting our own health and self-care as educators. In 2024-25, 32 CU community members participated in ICoP to discuss culturally and historically responsive teaching and learning, students as pedagogical partners, implicit bias, just and equitable teaching practices, and supporting international students in and outside of the classroom. In addition, our related Inclusivity Network email list has continued to keep its membership of approximately 400 CU community members informed with announcements regarding inclusivity-related programs and events campuswide.

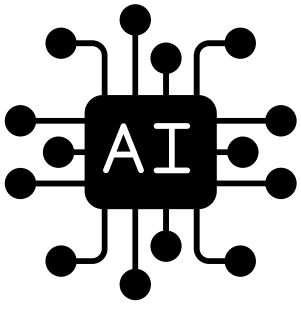
"The group discusses complex issues, and the wealth of knowledge is profound. I have heard unique perspectives and ideas that have helped me think more critically about my own work."
Teresa Wroe, Assistant Vice Chancellor of Prevention and Deputy Title IX Coordinator, OIEC

Teaching, Learning, & Artificial Intelligence CoP (TLAI CoP)

First launched in Fall 2023, ASSETT's and the CTL's Teaching, Learning, & Artificial Intelligence CoP (TLAI CoP) was created in response to the rapid popularization of generative AI tools and consequent challenges and opportunities facing educators. In AY 2024-25, we facilitated eight TLAI CoP sessions that attracted 172 unique participants (an increase from 95 in the first year), with 19-51 participants per session. Sessions explored complex questions about how we can best prepare our students to work with AI responsibly and ethically in their future professional, personal, and civic lives. Specific topics included: AI Use Syllabus Guidance; AI, Misinformation & the Election; Navigating AI within Your Unique Departmental Culture; Building Trust & Centering Student Learning in the Age of AI; Exploring Notebook LM; Talking About the Environmental Impacts of AI with Your Students; AI & Accessibility; and Student Use & Perceptions of AI: Results from a 2025 Campus Survey. The popular TLAI CoP will continue monthly in AY 2025-26.

"I gained so much insight and understanding from listening to the presentations shared and from the conversations that followed [in the TLAI CoP]. I truly felt part of a community learning forwards together."
Beth Osnes-Stoedefalke, Professor, THDN, Participant AY 2024-25





CTL & ASSETT Collaborative Services & Programming, cont.

Teaching Triads

The CTL and ASSETT piloted the Teaching Triads program from Fall 2023 to Spring 2025. Teaching Triads provides a structure and framework for small groups of faculty from different departments to observe each other's teaching, learn instructional methods from one another, and build community. Participants use the BUFF Classroom Observation Framework (pdf), created by CTL/ASSETT staff, a qualitative observation framework that covers four evidence-based dimensions of teaching: **B**e Prepared, **U**se Active Learning Strategies, **F**oster an Inclusive and Equitable Learning Environment, and use **F**eedback & Assessments. In AY 2024-25 we facilitated four Teaching Triads cohorts (2/semester), with 4 faculty per cohort, and a total of 15 participants (1 person participated both semesters). This was an increase from the first-year pilot of two cohorts and 5 total participants. Every cohort across both years provided feedback through focus groups, which we used to make small changes over time to improve the program and the BUFF framework. Based on very positive feedback and increasing demand, the CTL will be officially launching this program, rebranded as Teaching Circles, in Fall 2025.

"[Teaching Triads] is a chance to have someone from another discipline/department/etc. watch you teach and think with you about teaching (and vice versa) -- it's invaluable!"
Anthony Pinter, Assistant Teaching Professor, ATLAS, Participant Fall 2023-Spring 2025







CTL and ASSETT Team Members from the Past Few Years

Campus & National Partnerships

Assessment Support to Other CU Units

The CTL's assessment team provides assessment support to other units campuswide. Assessment services include advising colleges, departments and programs, and course teams on the development of comprehensive assessment plans; creating surveys and other assessment instruments to measure program, course, and student-level outcomes; developing frameworks and protocols for assessing teaching effectiveness; guiding assessment data collection, analysis, and interpretation; and developing action plans informed by assessment findings. In 2024-25, the CTL assessment team provided assessment support to the CU Dialogues micro-credential program, Grade Early and Often initiative, Natural Sciences Divisional Council, Engineering Management Program, Residence Life, and College of Engineering and Applied Science.

BFA AI Working Group

The BFA AI Working group first convened in Fall 2024 with a focused goal of developing suggested syllabus statements to provide campus-wide guidance on generative AI use. Co-led by Drs. Shelly Miller and Kirk Ambrose, the group met twice monthly throughout fall semester and into early spring semester in an open, Zoom forum to gather input from educators and student representatives from across campus. Meeting attendance averaged 12 participants per meeting. Additionally, the group referenced other institutions including Penn State, Brandeis, and the University of Oregon for syllabus resources on generative AI use. Via a highly collaborative and iterative process, the group developed and released an AI use syllabus guidance document to the campus in January 2025. Group leads presented and discussed this guidance document at the CTL's Teaching, Learning & AI Community of Practice in January and the AI Syllabus Statements are now hosted on the CTL's website.

BFA FCQ Redesign Working Group

The BFA FCQ Redesign working group first convened in Spring 2025 to address some of the concerns from a 2024 BFA resolution: BFA-R-3-042224 Recommendation to review the Boulder FCQ process. Co-led by Dr. Vicki Grove, Lynne Howard, and Dr. Shelly Miller, the group was tasked in particular to look for how peer institutions use course evaluations for course improvement and merit, reappointment, promotion, and tenure review; to look for CU Boulder academic unit examples for enhanced course evaluation process; and to make recommendations for language that could be added to FCQs or elsewhere shared with students to provide students with a better understanding of how FCQs are used. The group met several times via Zoom and worked asynchronously to research and share examples via Teams. A draft set of recommendations was completed on April 23, 2025.



Campus & National Partnerships, cont.

BUS Canvas Grading Initiative

The Buff Undergraduate Success (BUS) Canvas Grading Initiative is an ongoing collaboration between the CTL and OIT that aims to increase student access to timely and accurate grades in Canvas, while making grading in Canvas more efficient and customizable for instructors. In 2024-25, we partnered with Strategic Relations and Communications to promote the Grade for Student Success (GSS) faculty guide to student-centered grading in Canvas across campus. This included creating a promotional video highlighting faculty testimonials on the benefits of GSS. We also conducted two major rollouts of the GSS guidelines. Through the related Grade Early and Often Initiative (below), we piloted the GSS practices in A&S Residential Academic Programs (RAPs) and select Math courses in Fall 2024 and Spring 2025. Separately, we promoted the GSS practices to instructors of high-impact courses (large-enrollment, introductory courses critical to student success) in Spring 2025. We administered pre- and posttest surveys to all instructors and students in these courses to assess their experiences with the practices. Our findings indicated high implementation rates of the GSS practices, with both instructors and students reporting positive impacts on student experiences.

BUS Canvas Templates Initiative

The BUS Canvas Template Initiative is an ongoing collaboration between the CTL, OIT, ASSETT, Digital Accessibility Office (DAO), and Continuing Education (CE). When we started this initiative in Spring 2024, our immediate objective was to develop a Canvas course template as a resource for all CU educators, with longer-term goals of (1) improving consistency across Canvas courses for students and (2) decreasing course preparation time for instructors. Notably, Oct. 2024 marked the "soft launch" of our new Canvas template via Canvas Commons, making it available to all CU educators for use in Spring 2025 courses. The template includes resources such as a start-of-semester survey, campus resources page, and customizable student-centered syllabus. It also reflects promising practices in teaching and learning and digital accessibility, having been refined based on instructor and student usability testing, instructor and student feedback surveys, and accessibility testing. As of Spring 2025, the template was used in roughly 200 Canvas courses at CU. In preparation for our Fall 2025 "hard launch," we plan to pair promotion of the template with expanded support for CU educators, along with continued assessment of the template's impacts on instructor and student success.

CIRTL@CU

The University of Colorado is a founding member of the Center for integrated Research, Teaching & Learning (CIRTL), through the former Graduate Teaching Program (GTP) at CU. The CIRTL Network provides nationally recognized standards for training future faculty and professionals in core pedagogical arenas, such as active learning and inclusive teaching. Membership in this organization for over 20 years since its inception in 2005, has allowed graduate students and postdocs to access a host of workshops and courses across the network, previously through the GTP and now the CTL. Additionally, CTL's professional development series for graduate students and postdoctoral scholars, facilitated by CU affiliates or alumni, gained greater visibility through the CIRTL network. Titled "The Joyful Journey," this series included workshops, presentations, and panels on materials and guidance for navigating the academic job market as well as one panel for exploring careers outside of higher education. With eight sessions across the semester, The Joyful Journey saw 2,179 unique registrants (nearly half being international) and 1,218 unique participants from 43 different institutions, both inside and outside of the CIRTL Network. The University of Colorado had a strong turnout, with 58 individual participants. Although CU is leaving the Network in Summer 2025, we will continue to collaborate with them through advertising the Joyful Journey and Book Club, as well as promoting their open programming to the CU community.







Campus & National Partnerships, cont.

Grade Early and Often Initiative

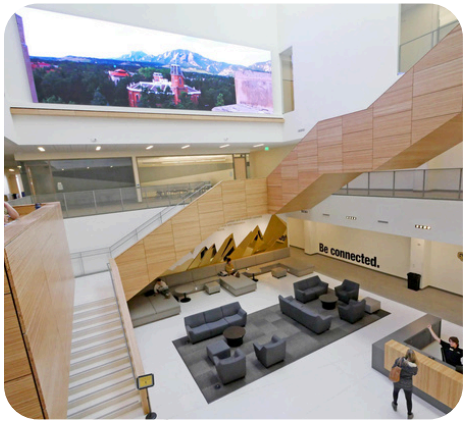
The Grade Early and Often Initiative (GEO) is an A&S student success pilot identified through the college's Early Alert Program work that aims to encourage instructors to provide early and frequent feedback, track attendance, and implement the 16 guidelines from the Grade for Student Success faculty guide to student-centered grading in Canvas.The purpose of these practices is to promote timely access to information regarding students' class-based performance and engagement data, while fostering their learning, sense of belonging, and success. Over the 2024-25 year, with support from A&S Student Success Leadership, the CTL partnered with OIT to carry out an extensive yearlong project to assess a pilot of GEO. Instructors of A&S RAPs (Residential Academic Programs) and select Math courses (MATH 1150, 1300, 2300, 2400, 2510) were asked to implement the recommended practices in their courses. Our team conducted pre- and posttest surveys of instructors and students in these courses to assess faculty implementation of the practices (as well as barriers and resources to support implementation), student perceptions of and experiences with the practices, and examine links between the recommended practices and key student outcomes of interest.

Humanities Core Competencies as Data Acumen

The Humanities Core Competencies as Data Acumen: Integrating Humanities and Data Science Education grant is a collaboration across ASSETT; the CTL; the department of English; the Center for Research Data & Digital Scholarship; the College of Communication, Media, and Information; and the Miramontes Arts & Sciences Program. This grant supports course development teams of 8 faculty and 8 undergraduate student collaborators over the first two years of the three year grant. AY 2024-25 marked the third and final year of the grant during which new courses were finalized and a culminating campus-wide inclusive data science symposium was held in March 2025. Symposium speakers included scholars from Kenyon College; Emory University; The Australian National University; and the University of California, Los Angeles. A total of 127 unique participants attended symposium sessions offered throughout the day-long symposium and evening keynote.

Inclusive Research Mentoring Micro-credential

Beginning in Fall 2023, the Inclusive Research Mentoring micro-credential is a collaboration with the Graduate School's Dr. Loren Hough, Faculty Director for Student Support, and the CTL. This collaborative project offers eight sessions based on the Center for Improvement in Mentored Experiences (CIMER) network training, which is designed to "improve mentoring relationships for trainees and mentors at all career stages and disciplines through the development, implementation, and study of evidence-based and culturally-responsive interventions." Participants attend these eight, in addition to three DEI-focused workshops from across campus, create a mentoring agreement (faculty), participate in a mentor experience (graduate student/postdoctoral scholar), and fill out a reflection/exit survey to obtain this micro-credential. To date, we have had seven participants complete the requirements and have routinely had 5-10 participants at all workshops since its inception.







Campus & National Partnerships, cont.

Pedagogy and Wellness in the Classroom Micro-credential

The Pedagogy and Wellness in the Classroom (PWC) micro-credential is a partnership with Dr. Roselinde Kaiser, Associate Professor, and Dr. Tina Pittman Wagers, Teaching Professor Emerita, both of Psychology & Neuroscience. This collaborative project that began development in AY 2022-23 will offer multifaceted professional development in teaching practices that enhance student wellness. The PWC micro-credential launched its inaugural cohort in May 2025 with eight faculty members who attended two synchronous meetings. Topics discussed included conversations around the mental health on campus, the mental health of faculty, Dr. Pittman Wagers' EPICC model of pedagogy and communicating, and having difficult conversations with students.

Teaching Seminar Program (Turkey)

Since Fall 2019, staff who are now part of the CTL team have collaborated with three institutions (Sabancı University, Boğaziçi University, and Abdullah Gül University) in Turkey to provide 15-20 local graduate students and postdoctoral scholars support in teacher development as part of their continuing Preparing Future Faculty for Turkish Universities program. In the summer of 2020, the CTL delivered workshops on "Backwards Design" and "The Teaching Portfolio" for fifteen participants from two institutions via Zoom. Since then, the CTL has facilitated the Teaching Portfolio workshop each year as part of this program (2021-2025). Originally funded in part by the US State Department as a collaborative initiatives program, it is now self funded by two institutions to continue to provide this support.

Teaching International Students (TIS) Micro-credential

The Teaching International Students (TIS) micro-credential was developed to provide professional learning to CU educators to prepare them to support multilingual international students within and beyond the classroom. Initially conceived as the Working with International Students program by the Office of Undergraduate Education, this program was re-designed and launched as the TIS micro-credential by a collaborative team of facilitators from CTL, ASSETT, International English Center (IEC), Department of Linguistics-TESOL, and International Student Support Services (ISSS). Designed for instructors and instructional support staff at all levels, the program focuses on high-impact course design and instructional practices that leverage the linguistic and cultural assets international students bring to the U.S. classroom. Over two iterations of the program in 2024, a total of 10 participants each from a different department, have earned the micro-credential badge, becoming more vocal advocates for international students on campus. These participants have also undertaken impactful projects, such as curricular redesign to improve the graduation rates of international students, workshops to help international students prepare for job searches, and course redesign to incorporate diverse and global perspectives in coursework.

> "In teaching [my discipline] I use a lot of comparison with US institutions and the [TIS micro-credential] made me reflect that I was making things more complicated [for international students], so I started comparing with their countries too. [Additionally], I was already vocal [about advocating for international students], but the class gave me an American perspective that I was lacking."
> *Federiga Bindi, Lecturer, PSCI, Participant Fall 2024*







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STUDENT PEDAGOGICAL CONSULTANT

Congratulations to Emma Wood, who earned her Master's in Religious Studies in May 2025 and will begin her PhD at Florida State University this fall. Congratulations also to our undergraduate graduates: Adriana Espinosa (MCD Biology), Abi Horton (Classics/History), Grace Zinser (Neuroscience), Ellen Kedzierski (Psychology & Russian), Aaron Klass (Theater & Dance), and August Millikin (Computational Linguistics, Analytics, Search, and Informatics B.A./M.S.) - many of whom will be starting or continuing graduate programs this fall. We wish you all the best.

Campus Partners - Thank You for Making this Work Possible!

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Thank You

As of May 2025, CTL and ASSETT have officially merged into one unit under the CTL name, marking an exciting new chapter. This merger builds on years of collaboration and brings together ASSETT's strength in educational technology with CTL's campus-wide support for teaching. While the ASSETT name is no longer in use, its impact continues through CTL's expanded mission. Together, we are shaping the future of teaching and learning at CU Boulder through deeper connections, greater innovation, and a stronger commitment to connectedness.

Center for Teaching and Learning (CTL)
Center for Academic Success & Engagement (CASE)
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www.colorado.edu/center/teaching-learning/

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Center for Teaching & Learning

Assessment



Assessment is the systematic process of collecting, evaluating, and using information to determine how well we are meeting our educational goals. Purposeful assessment efforts at all levels of the institution combined with use of results for improvement demonstrate our shared commitment to student learning.

Assessment is a systematic process for gathering and using information to evaluate how well we are meeting educational goals. It improves teaching, learning, and institutional effectiveness while demonstrating a shared commitment to student success.

Why Assessment Matters

Assessment is a critical tool for improving teaching, learning, and institutional effectiveness. It helps answer essential questions about student learning, curriculum design, and the overall impact of educational efforts:

- **Are students learning what we want them to learn?**
- **Does our curriculum make sense?** What are we missing, and what could be improved?
- **Are we preparing students effectively for their futures?**
- **What evidence shows that the university is fulfilling its educational mission?**
- **How well are we meeting institutional goals for student success?**

By addressing these questions, assessment supports meaningful changes that enhance teaching practices, course design, and institutional priorities, ultimately leading to better outcomes for students.

Evidence Page 483 of 959

Levels of Assessment

Assessment operates at multiple levels, each with a distinct focus:

Course Level

- At the course level, instructors use assessment to understand how well students are achieving the course learning outcomes.
- This helps identify areas where instruction can be improved and ensures that course activities, assignments, and assessments align with the intended outcomes.
- Examples include evaluating student performance on key assignments or projects, using rubrics to assess skills, and reflecting on teaching practices to address gaps.

Program Level

- Program-level assessment focuses on how courses work together to achieve broader learning goals.
- Faculty collaborate to design and evaluate curricula, ensuring that programs are cohesive and support student progress toward competencies required for their field.
- This type of assessment often involves mapping learning objectives across courses, analyzing trends in student performance, and revising curricula to address gaps or redundancies.

Institutional Level

- At the institutional level, assessment guides decisions about improving programs, services, and co-curricular opportunities to support student success.
- It provides evidence that the university is meeting its educational mission and preparing students for future careers or advanced study.
- Institutional assessment also supports external accountability for accreditation purposes. For example:
  - **Higher Learning Commission** for regional accreditation.
  - Specialized accrediting bodies like **ABET** (Engineering), **NASM** (Music), **CAEP** (Education), and **AACSB** (Business).

Assessment at this level can also evaluate the effectiveness of co-curricular initiatives, such as advising programs, student support services, and campus-wide learning opportunities.

Evidence Page 484 of 959

Assessment in Practice

Assessment is not just about evaluating learning—it's about using the results to drive improvement. Purposeful assessment efforts include:

- **Designing Aligned Assessments:** Ensuring that learning goals, activities, and assessments are cohesive and support the desired outcomes.
- **Using Results for Improvement:** Reflecting on assessment data to make evidence-based changes in teaching practices, curricula, and institutional programs.
- **Demonstrating Accountability:** Providing evidence of success to stakeholders, including accrediting agencies and institutional leadership.

Need Support?

Looking for guidance on assessment? The CTL offers **free, confidential consultations** to individuals and groups at CU Boulder. Reach out for personalized support to improve learning outcomes in your course or program.

Examples of Support Offered:

- Designing rubrics and assessment tools for specific courses.
- Mapping learning objectives across a program.
- Interpreting assessment results and identifying actionable steps.
- Aligning assessments with accreditation requirements.

Schedule a Consultation

Assessment Events

No events found

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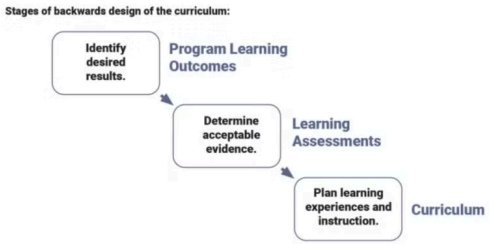
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Curriculum Alignment & Mapping

Evidence Page 487 of 959

What Is a Curricular Alignment?



Curricular alignment is the process of aligning a program's curriculum with its goals. It is a part of a high-level **backwards design** approach to the design of an entire curriculum. In backwards design, one starts by defining the learning goals (in this case, the program level learning outcomes, or **PLOs**). Those goals then drive the design of assessments and of the educational intervention (in this case, the curriculum itself).

What Is a Curriculum Map?

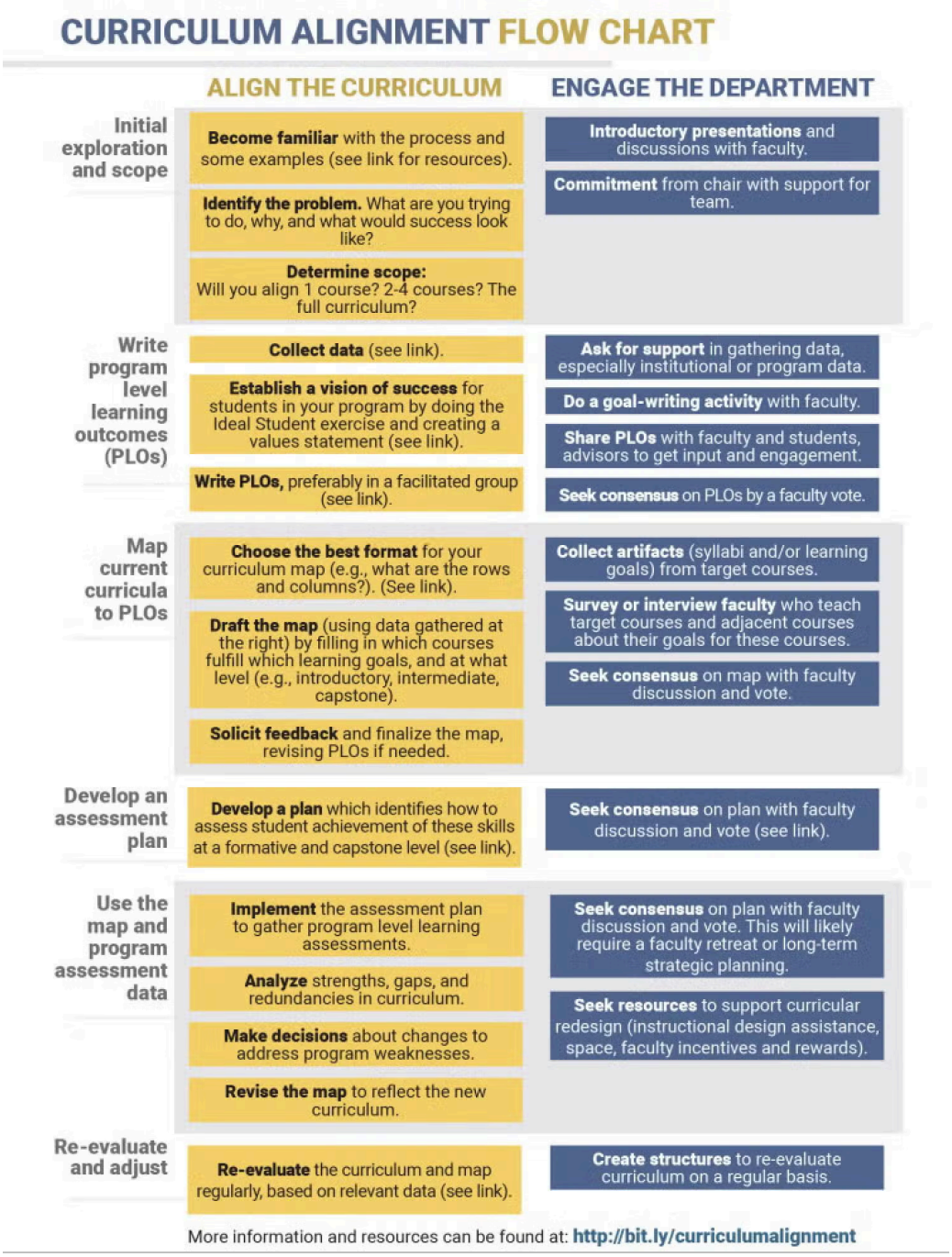
A key document created in this process is a **curriculum map**, a spreadsheet or matrix identifying which courses are responsible for addressing, and assessing, specific PLOs. A curriculum map allows for a better understanding of the curriculum, and more deliberate design of that curriculum to achieve the desired outcomes, by identifying strengths, gaps, and redundancies.

What Are the Steps to Aligning a Curriculum?

The infographic below illustrates the process of mapping out and aligning the curriculum. While this could be done solo, it would be unlikely to result in actual curricular changes; therefore, we also show where departmental engagement is likely to be important. Ideally, the mapping process should be done as part of a faculty group with an external facilitator. We leave it to the reader to determine how these steps might look for their particular structure.

- Initial exploration and scope
- Write program-level learning outcomes (PLOs)
- Map current curricula to PLOs
- Develop an assessment plan
- Use the map and program assessment data
- Re-evaluate and adjust

More information and resources can be found at: **http://bit.ly/curriculumalignment**.



*The information above is provided through a collaboration between CTL (Center for Teaching & Learning) and TRESTLE (Center for STEM Learning), CU Boulder. This material is based upon work supported by the National Science Foundation under Grant Number DUE-1525331.

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Learning Outcomes

Evidence Page 491 of 959

Build a Better Objective

1. Pick one of your current course learning outcomes or create a new one based on a topic you teach.
2. Evaluate the outcome using these questions:
   - Is it specific and measurable?
   - Does it focus on observable student behaviors or skills?
   - Are your course activities and assessments aligned with this learning outcome?
3. Revise your learning outcome to make it clearer and more measurable. Use action verbs like “analyze,” “design,” or “classify.”

What Are Learning Outcomes?

Course learning outcomes define what students should be able to do, know, or demonstrate after completing your course. They’re clear, measurable, and central to designing meaningful teaching and assessment strategies.

Why Write Clear Course Learning Outcomes?

For Students:

- **Clarify Expectations:** Provide students with a clear understanding of what they are expected to achieve.
- **Guide Learning Efforts:** Help students prioritize study strategies and focus on specific goals.
- **Enhance Motivation:** Show relevance to real-world applications, improving engagement and persistence.

For Instructors:

- **Align Course Content:** Ensure lectures, activities, and assignments support targeted outcomes.
- **Streamline Assessments:** Make it easier to evaluate whether students meet expectations.
- **Improve Transparency:** Communicate goals to stakeholders, including students, colleagues, and accrediting bodies.

Tips for Crafting Effective Course Learning

Evidence Page 492 of 959

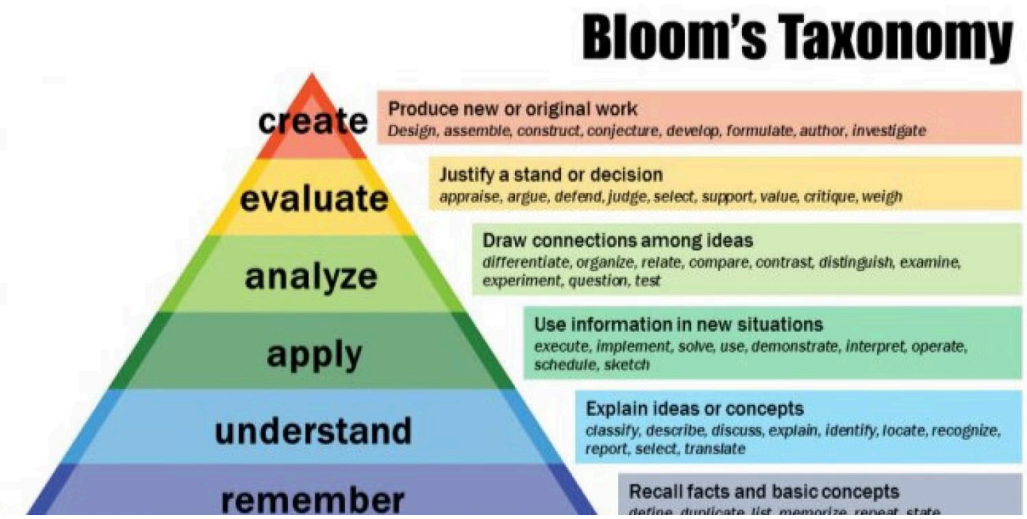
Outcomes

1. **Be Measurable:** Use specific **action verbs** (e.g., “describe,” “evaluate,” and “create”) rather than vague terms like “understand” or “learn.”
2. **Focus on Outcomes:** Emphasize what students should demonstrate or produce by the end of the course.
3. **Align with Assessments:** Match learning objectives with how you evaluate student success.
4. **Use Bloom’s Taxonomy:** Categorize objectives based on cognitive skills, from basic recall to advanced analysis and creation.

Using Bloom’s Taxonomy for Course Learning Outcomes

Bloom’s Taxonomy organizes learning outcomes into cognitive levels to scaffold learning effectively:

- **Create:** Produce new or original work (e.g., “Design a marketing plan for a startup business.”)
- **Evaluate:** Justify decisions and opinions (e.g., “Critique the ethical implications of gene editing.”)
- **Analyze:** Break down information to explore relationships (e.g., “Analyze demographic trends in voting patterns.”)
- **Apply:** Use information in new situations (e.g., “Apply Newton’s laws to design a simple machine.”)
- **Understand:** Explain ideas or concepts (e.g., “Summarize the causes of World War I.”)
- **Remember:** Recall facts and concepts (e.g., “List the stages of mitosis.”)



Evidence Page 493 of 959

Examples of Measurable Learning Outcomes

- **Vague**: Students will understand cell division.
- **Clear**: Students will diagram the stages of mitosis and explain their significance.

- **Vague:** Students will know the laws of motion.
- **Clear:** Students will apply Newton's three laws of motion to solve real-world physics problems.

- **Vague:** Students will learn about perspective in drawing.
- **Clear:** Students will sketch a landscape using one-point and two-point perspective techniques.

- **Vague:** Students will know financial concepts.
- **Clear:** Students will calculate the net present value (NPV) of an investment and assess its feasibility.

- **Vague:** Students will learn about voting behavior.
- **Clear:** Students will analyze demographic data to predict voting trends in the United States.

CTL Resources:

Student Learning Outcomes Assessment (CTL webpage)

Assessing Student Learning (CTL webpage)

Further Reading & Resources:

Learning Objectives, Carnegie Mellon University Eberly Center

Writing Course Goals/Learning Outcomes and Learning Objectives, Iowa State University Center for Excellence in Learning and Teaching

Cognitive Process Examples and Verbs Handout, CU Denver Center for Excellence in Teaching and Learning

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Assessment for Busy People
Checklist: Learning Outcomes

Do your course learning outcomes:

- ✓ Reflect what you want students to know or be able to do by the end of the course?
- ✓ Use language that students understand?
- ✓ Set expectations that are realistic and achievable?
- ✓ Identify knowledge, skills, attitudes, or behaviors that students will be able to demonstrate during the time period for the course?
- ✓ Define learning that can be observed and measured through course activities and assignments?
- ✓ Use active verbs that target the desired level of performance?
- ✓ Focus on what the learner does, not what the instructor does?
- ✓ Align with the instructional activities and assessments?
- ✓ Support the program-level learning outcomes?

If you only check off one question, it should be this:

Do your learning outcomes matter to you and your students?

Want support in developing or using learning outcomes? Set up a consultation:

https://www.colorado.edu/center/teaching-learning/consultations

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Rubrics

Evidence Page 497 of 959

» Test Your Rubrics Knowledge

Match the feedback statement to the most relevant rubric criterion:

1. **“Your argument is clear, but adding more evidence would strengthen your points.”**
   - Clarity
   - Use of Evidence
   - Organization
2. **“You’ve structured your essay well, but your conclusion needs to tie back to your main points.”**
   - Organization
   - Creativity
   - Grammar
3. **“Great use of examples, but ensure your analysis links directly to your thesis.”**
   - Analysis
   - Formatting
   - Grammar

*Answers at the bottom of the webpage

Setting Clear Expectations: The Power of Rubrics in Assessment

Rubrics are a set of criteria to evaluate performance on an assignment or assessment. Rubrics can communicate expectations regarding the quality of work to students and provide a standardized framework for instructors to assess work. Rubrics can be used for both formative and summative assessment. They are also crucial in encouraging self-assessment of work and structuring peer-assessment.

Why Use Rubrics?

Rubrics are an important tool to assess learning in an equitable and just manner. This is because they enable:

1. A common set of standards and criteria to be uniformly applied,

Evidence Page 498 of 959

which can mitigate bias
2. Transparency regarding the standards and criteria on which students are evaluated
3. Efficient grading with timely and actionable feedback
4. Identifying areas in which students need additional support and guidance
5. The use of objective, criterion-referenced metrics for evaluation

Some instructors may be reluctant to provide a rubric to grade assessments under the perception that it stifles student creativity (Haugnes & Russell, 2018). However, sharing the purpose of an assessment and criteria for success in the form of a rubric along with relevant examples has been shown to particularly improve the success of BIPOC, multiracial, and first-generation students (Jonsson, 2014; Winkelmes, 2016). Improved success in assessments is generally associated with an increased sense of belonging which, in turn, leads to higher student retention and more equitable outcomes in the classroom (Calkins & Winkelmes, 2018; Weisz et al., 2023). By not providing a rubric, faculty may risk having students guess the criteria on which they will be evaluated. When students have to guess what expectations are, it may unfairly disadvantage students who are first-generation, BIPOC, international, or otherwise have not been exposed to the cultural norms that have dominated higher-ed institutions in the U.S (Shapiro et al., 2023). Moreover, in such cases, criteria may be applied inconsistently for students leading to biases in grades awarded to students.

Steps for Creating a Rubric

Define The Purpose

Clearly state the purpose of the assessment, which topic(s) learners are being tested on, the type of assessment (e.g., a presentation, essay, group project), the skills they are being tested on (e.g., writing, comprehension, presentation, collaboration), and the goal of the assessment for instructors (e.g., gauging formative or summative understanding of the topic).

Identify Criteria

Determine the specific criteria or dimensions to assess in the

Evidence Page 499 of 959

assessment. These criteria should align with the learning objectives or outcomes to be evaluated. These criteria typically form the rows in a rubric grid and describe the skills, knowledge, or behavior to be demonstrated. The set of criteria may include, for example, the idea/content, quality of arguments, organization, grammar, citations and/or creativity in writing. These criteria may form separate rows or be compiled in a single row depending on the type of rubric.

(See *row headers* of **Figure 1**)

Levels of Performance

Create a scale of performance levels that describe the degree of proficiency attained for each criterion. The scale typically has 4 to 5 levels (although there may be fewer levels depending on the type of rubrics used). The rubrics should also have meaningful labels (e.g., not meeting expectations, approaching expectations, meeting expectations, exceeding expectations). When assigning levels of performance, use inclusive language that can inculcate a growth mindset among students, especially when work may be otherwise deemed to not meet the mark. Some examples include, “Does not yet meet expectations,” “Considerable room for improvement,” “ Progressing,” “Approaching,” “Emerging,” “Needs more work,” instead of using terms like “Unacceptable,” “Fails,” “Poor,” or “Below Average.”

(See *column headers* of **Figure 1**)

Descriptors

Develop a clear and concise descriptor for each combination of criterion and performance level. These descriptors should provide examples or explanations of what constitutes each level of performance for each criterion. Typically, instructors should start by describing the highest and lowest level of performance for that criterion and then describing intermediate performance for that criterion. It is important to keep the language uniform across all columns, e.g., use syntax and words that are aligned in each column for a given criteria.

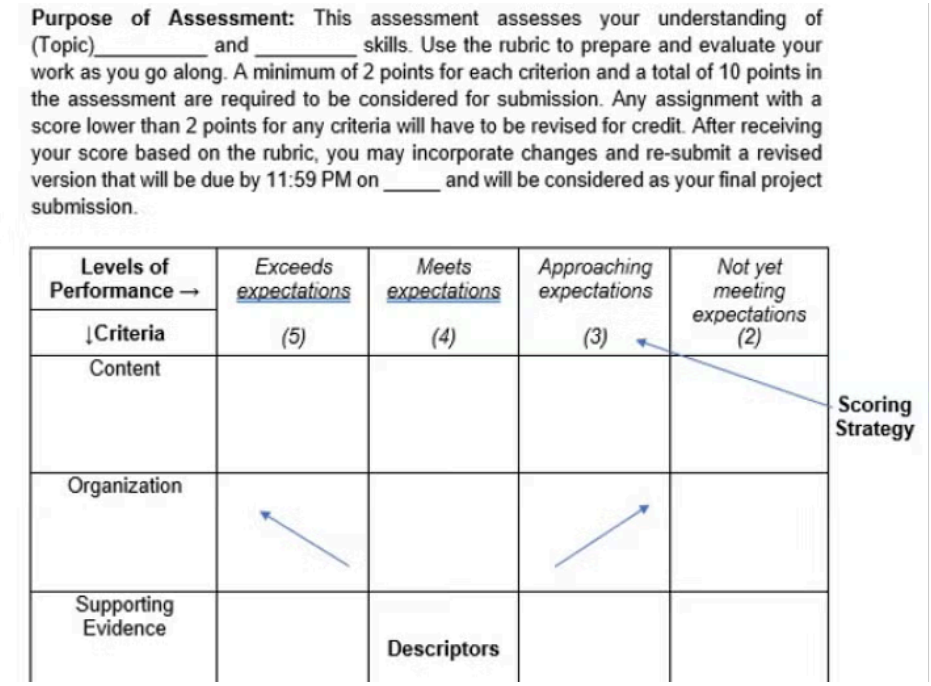
(See *cells* of **Figure 1**)

Evidence Page 500 of 959

Scoring Strategy

It is important to consider how each criterion is weighted and for each criterion to reflect the importance of learning objectives being tested. For example, if the primary goal of a research proposal is to test mastery of content and application of knowledge, these criteria should be weighted more heavily compared to other criteria (e.g., grammar, style of presentation). This can be done by associating a different scoring system for each criteria (e.g., Following a scale of 8-6-4-2 points for each level of performance in higher weight criteria and 4-3-2-1 points for each level of performance for lower weight criteria). Further, the number of points awarded across levels of performance should be evenly spaced (e.g., 10-8-6-4 instead of 10-6-3-1). Finally, if there is a letter grade associated with a particular assessment, consider how it relates to scores. For example, instead of having students receive an A only if they received the highest level of performance on each criterion, consider assigning an A grade to a range of scores (28 - 30 total points) or a combination of levels of performance (e.g., exceeds expectations on higher weight criteria and meets expectations on other criteria).

(See the *numerical values in the column headers* of **Figure 1**)



Evidence Page 501 of 959

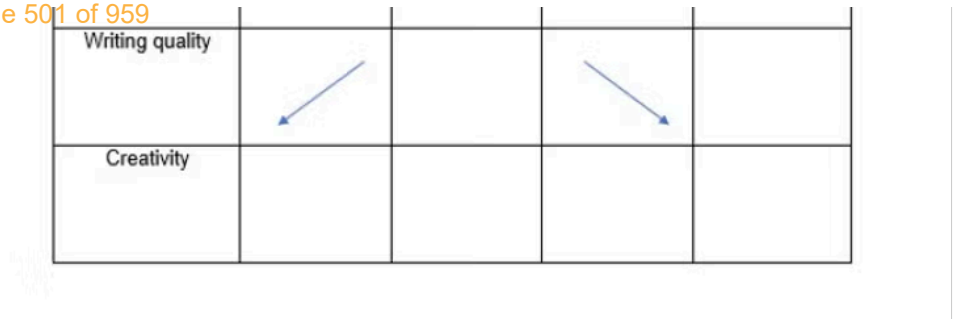


Figure 1: Graphic describing the five basic elements of a rubric

Note: Consider using a template rubric that can be used to evaluate similar activities in the classroom to avoid the fatigue of developing multiple rubrics. Some tools include Rubistar or iRubric which provide suggested words for each criteria depending on the type of assessment. Additionally, the above format can be incorporated in rubrics that can be directly added in Canvas or in the grid view of rubrics in gradescope which are common grading tools. Alternately, tables within a Word processor or Spreadsheet may also be used to build a rubric. You may also adapt the example rubrics provided below to the specific learning goals for the assessment using the blank template rubrics we have provided against each type of rubric. Watch the linked video for a quick introduction to designing a rubric. Word document (docx) files linked below will automatically download to your device whereas pdf files will open in a new tab.

Types of Rubrics

Analytic Rubric

In these rubrics, one specifies at least two criteria and provides a separate score for each criterion. The steps outlined above for creating a rubric are typical for an analytic style rubric. Analytic rubrics are used to provide detailed feedback to students and help identify strengths as well as particular areas in need of improvement. These can be particularly useful when providing formative feedback to students, for student peer assessment and self-assessments, or for project-based summative assessments that evaluate student learning across multiple criteria. You may use a blank analytic rubric template (docx) or adapt an existing sample of an analytic rubric (pdf).

		D	*C– C C+*	*B– B B+*	*A– A A+*
	Percentage points	*1–3*	*5–7*	*9–11*	*13–15*
Introduction	**15**	Gives enough to tell what the topic is but little prioritizing	Describes topic, refers to past work, what is proposed to do here	As in C, but shows what past work has done/not done; logical progression to topic	Interesting and complex account of why this topic, what questions need to be addressed, foretaste of original contribution
		5–20	24–28	32–38	42–50
Argument	**50**	Some relevant points in descriptive lists, mainly either pro or con	More relevant points drawn from literature, lists both pros and cons, but has difficulty in making a convincing case	Most/all relevant points from mainstream literature; uses appropriate structure to resolve issues in convincing argument	As in B, but makes an original case in own voice, well supported by resources/references going well beyond the mainstream literature
		2–4	7–10	13–17	18–20
Summary and conclusions	**20**	Summary is a list of either pros or cons leading to a lopsided conclusion	Summary recognizes differences but unable to resolve them, weak conclusion or jumps to conclusion	Summary is balanced leading to well-reasoned conclusion	Summary leads to a surprise or original conclusion generating new issues
		1–3	5–7	9–11	13–15
References	**15**	Sparse; little evidence of library skills Incorrect formatting	Evidence of some search skills Standard references in mostly correct formatting	Comprehensive, showing care in researching the issue, format correct and clear	As in B, but uses unusual references to bolster an original argument Formatting as in B

Fig 2: Graphic describing a sample analytic rubric (adopted from George Mason University, 2013)

Developmental Rubric

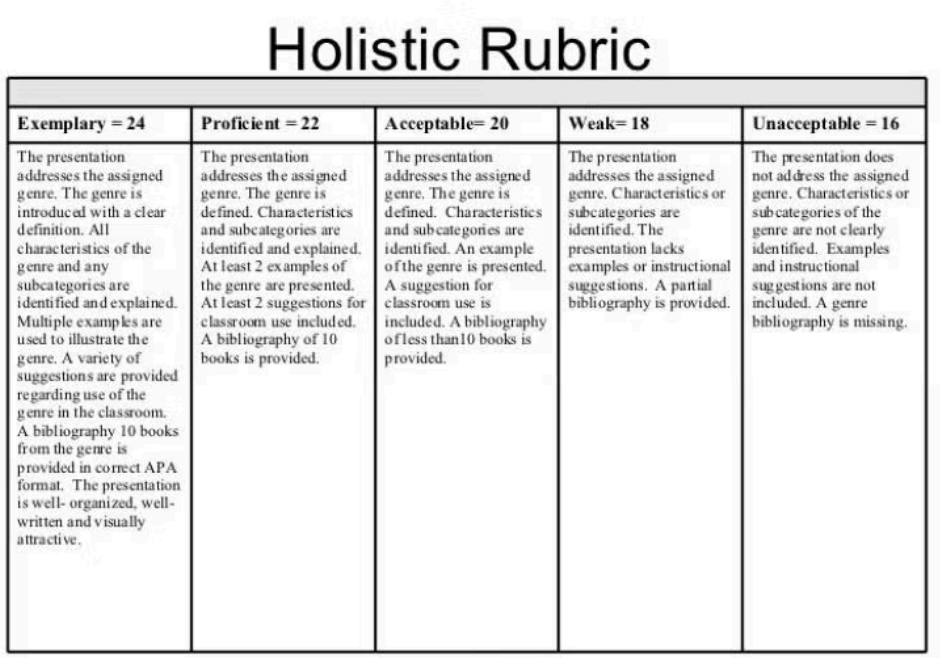
These are a subset of analytical rubrics that are typically used to assess student performance and engagement during a learning period but not the end product. Such rubrics are typically used to assess soft skills and behaviors that are less tangible (e.g., intercultural maturity, empathy, collaboration skills). These rubrics are useful in assessing the extent to which students develop a particular skill, ability, or value in experiential learning based programs or skills. They are grounded in the theory of development (King, 2005). Examples include an intercultural knowledge and competence rubric (docx) and a global learning rubric (docx).

Holistic Rubric

These rubrics consider all criteria evaluated on one scale, providing a single score that gives an overall impression of a student's performance on an assessment.These rubrics also emphasize the overall quality of a student's work, rather than delineating shortfalls of their work. However, a limitation of the holistic rubrics is that they are not useful for providing specific, nuanced feedback or to identify areas of improvement. Thus, they might be useful when grading

Evidence Page 503 of 959

summative assessments in which students have previously received detailed feedback using analytic or single-point rubrics. They may also be used to provide quick formative feedback for smaller assignments where not more than 2-3 criteria are being tested at once. Try using our blank holistic rubric template (docx) or adapt an existing sample of holistic rubric (pdf).



Holistic Rubric

Exemplary = 24	Proficient = 22	Acceptable= 20	Weak= 18	Unacceptable = 16
The presentation addresses the assigned genre. The genre is introduced with a clear definition. All characteristics of the genre and any subcategories are identified and explained. Multiple examples are used to illustrate the genre. A variety of suggestions are provided regarding use of the genre in the classroom. A bibliography 10 books from the genre is provided in correct APA format. The presentation is well- organized, well-written and visually attractive.	The presentation addresses the assigned genre. The genre is defined. Characteristics and subcategories are identified and explained. At least 2 examples of the genre are presented. At least 2 suggestions for classroom use included. A bibliography of 10 books is provided.	The presentation addresses the assigned genre. The genre is defined. Characteristics and subcategories are identified. An example of the genre is presented. A suggestion for classroom use is included. A bibliography of less than10 books is provided.	The presentation addresses the assigned genre. Characteristics or subcategories are identified. The presentation lacks examples or instructional suggestions. A partial bibliography is provided.	The presentation does not address the assigned genre. Characteristics or subcategories of the genre are not clearly identified. Examples and instructional suggestions are not included. A genre bibliography is missing.

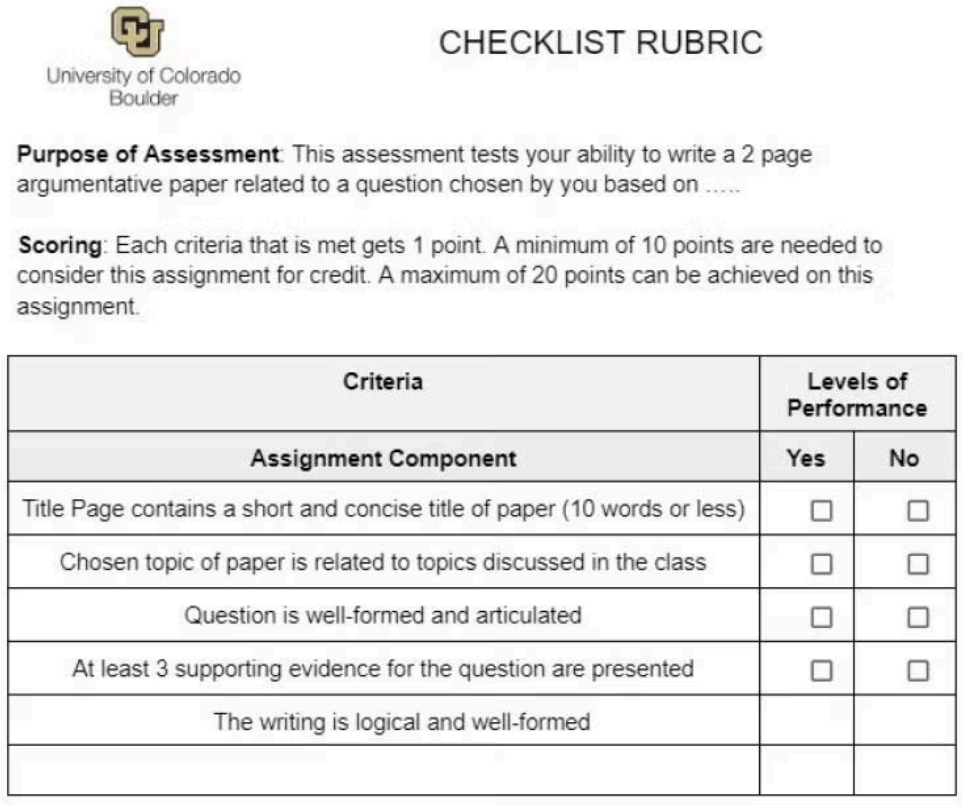
Fig 3: Graphic describing a sample holistic rubric (adopted from Teaching Commons, DePaul University)

Checklist Rubric

These rubrics contain only two levels of performance (e.g., yes/no, present/absent) across a longer list of criteria (beyond 5 levels). Checklist rubrics have the advantage of providing a quick assessment of criteria given the binary assessment of criteria that are either met or are not met. Consequently, they are preferable when initiating self- or peer-assessments of learning given that it simplifies evaluations to be more objective and criteria can elicit only one of two responses allowing uniform and quick grading. For similar reasons, such rubrics are useful for faculty in providing quick formative feedback since it immediately highlights the specific criteria to

Evidence Page 504 of 959

improve on. Such rubrics are also used in grading summative assessments in courses utilizing alternative grading systems such as specifications grading, contract grading or a credit/no credit grading system wherein a minimum threshold of performance has to be met for the assessment. Having said that, developing rubrics from existing analytical rubrics may require considerable investment upfront given that criteria have to be phrased in a way that can only elicit binary responses. Here is a link to the checklist rubric template (docx).



University of Colorado Boulder

CHECKLIST RUBRIC

Purpose of Assessment: This assessment tests your ability to write a 2 page argumentative paper related to a question chosen by you based on .....

Scoring: Each criteria that is met gets 1 point. A minimum of 10 points are needed to consider this assignment for credit. A maximum of 20 points can be achieved on this assignment.

Criteria	Levels of Performance	
Assignment Component	**Yes**	**No**
Title Page contains a short and concise title of paper (10 words or less)	☐	☐
Chosen topic of paper is related to topics discussed in the class	☐	☐
Question is well-formed and articulated	☐	☐
At least 3 supporting evidence for the question are presented	☐	☐
The writing is logical and well-formed		

Fig. 4: Graphic describing a sample checklist rubric

Single Point Rubric

A single point rubric is a modified version of a checklist style rubric, in that it specifies a single column of criteria. However, rather than only indicating whether expectations are met or not, as happens in a checklist rubric, a single point rubric allows instructors to specify ways in which criteria exceeds or does not meet expectations. Here

Evidence Page 505 of 959

the criteria to be tested are laid out in a central column describing the average expectation for the assignment. Instructors indicate areas of improvement on the left side of the criteria, whereas areas of strength in student performance are indicated on the right side. These types of rubrics provide flexibility in scoring, and are typically used in courses with alternative grading systems such as ungrading or contract grading. However, they do require the instructors to provide detailed feedback for each student, which can be unfeasible for assessments in large classes. Here is a link to the single point rubric template (docx).

Working Toward Proficiency *{Feedback: Areas that Need Work}*	**Proficient (Level 3/Grade C)** *{Goals Met}*	**Beyond Expectations** *{Feedback: Evidence of Exceeding Goals}*
	Criterion One Descriptor - the specific list of performance indicators for proficiency in this area ***Score: ____**	
	Criterion Two Descriptor - the specific list of performance indicators for proficiency in this area ***Score: _____**	
	Criterion Three Descriptor - the specific list of performance indicators for proficiency in this area ***Score: _____**	

Fig. 5 Graphic describing a single point rubric (adopted from Teaching Commons, DePaul University)

Best Practices for Designing and Implementing Rubrics

Consider Accessibility to All Learners

When designing the rubric format, descriptors and criteria should be presented in a way that is compatible with screen readers and reading assistive technology. For example, avoid using only color, jargon, or complex terminology to convey information. In case you do

Evidence Page 506 of 950

use color, pictures or graphics, try providing alternative formats for rubrics, such as plain text documents. Explore resources from the CU Digital Accessibility Office to learn more.

Co-Create the Rubric with Students and Teaching Assistants

Co-creating rubrics can help students to engage in higher-order thinking skills such as analysis and evaluation. Further, it allows students to take ownership of their own learning by determining the criteria of their work they aspire towards. For graduate classes or upper-level students, one way of doing this may be to provide learning outcomes of the project, and let students develop the rubric on their own. However, students in introductory classes may need more scaffolding by providing them a draft and leaving room for modification (Stevens & Levi 2013). Watch the linked video for tips on co-creating rubrics with students. Further, involving teaching assistants in designing a rubric can help in getting feedback on expectations for an assessment prior to implementing and norming a rubric.

Establish Uniformity Across Multiple Graders (Norming)

When first designing a rubric, it is important to compare grades awarded for the same assessment by multiple graders to make sure the criteria are applied uniformly and reliably for the same level of performance. Further, ensure that the levels of performance in student work can be adequately distinguished using a rubric. Such a norming protocol is particularly important to also do at the start of any course in which multiple graders use the same rubric to grade an assessment (e.g., recitation sections, lab sections, teaching team). Here, instructors may select a subset of assignments that all graders evaluate using the same rubric, followed by a discussion to identify any discrepancies in criteria applied and ways to address them. Such strategies can make the rubrics more reliable, effective, and clear.

Share the Rubric with Students

Sharing the rubric with students prior to an assessment can help

Evidence Page 507 of 959

sharing a rubric with students prior to an assessment can help familiarize students with an instructor's expectations. This can help students master their learning outcomes by guiding their work in the appropriate direction and increase student motivation. Further, providing the rubric to students can help encourage metacognition and ability to self-assess learning.

Sample Rubrics

Below are links to rubric templates designed by a team of experts assembled by the Association of American Colleges and Universities (AAC&U) to assess 16 major learning goals. These goals are a part of the Valid Assessment of Learning in Undergraduate Education (VALUE) program. All of these examples are analytic rubrics and have detailed criteria to test specific skills. However, since any given assessment typically tests multiple skills, instructors are encouraged to develop their own rubric by utilizing criteria picked from a combination of the rubrics linked below.

For Specific Skills

- Civic knowledge and engagement-local and global
- Creative thinking
- Critical thinking
- Ethical reasoning
- Teamwork
- Foundations and skills for lifelong learning
- Information literacy
- Integrative and applied learning
- Intercultural knowledge and competence
- Inquiry and analysis
- Oral communication
- Problem solving
- Quantitative literacy
- Reading
- Written Communication

Note: Clicking on the above links will automatically download them to your device in Microsoft Word format. These links have been created and are hosted by Kansas State University. Additional information regarding the VALUE Rubrics may be found on the AAC&U homepage.

Below are links to sample rubrics that have been developed for different types of assessments. These rubrics follow the analytical rubric template, unless mentioned otherwise. However, these rubrics can be modified into other types of rubrics (e.g., checklist, holistic or single point rubrics) based on the grading system and goal of assessment (e.g., formative or summative). As mentioned previously, these rubrics can be modified using the blank template provided.

For Specific Types of Assessments

- Essays
- Oral presentations
- Portfolio
  - Painting Portfolio (single-point rubric)
- Projects
- Storyboard
  - Video Storyboard

Additional Information:

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***Answers:**

- **"Your argument is clear, but adding more evidence would strengthen your points."**
  Answer: Use of Evidence
- **"You've structured your essay well, but your conclusion needs to tie back to your main points."**
  Answer: Organization
- **"Great use of examples, but ensure your analysis links directly to your thesis."**
  Answer: Analysis

Formative Assessment Rubric for Program Learning Assessment Plans

This rubric has been designed to serve as a resource for programs as they complete their three-year assessment plans. As programs develop their plan, as well as after submitting their plan, programs will be provided with formative feedback using this rubric. This feedback will highlight strengths within the plan and areas where future iterations of the plan can be developed. This rubric is not a tool for summative evaluation, but, rather, a resource intended to support continuous improvement.

	Beginning	**Developing**	**Strong**
Program learning outcomes	No program learning outcomes stated	Program learning outcomes are stated, but some of the verbs are imprecise or vague (e.g., "Students will learn...", "Students will understand...")	Program learning outcomes are present, and all of the program learning outcomes use verbs that specify clearly what content or skill is being assessed
Tip: Verbs such as "understand" and "learn" can be difficult to assess. The more specific the program learning outcome is, the easier it will be to design assessment methods that directly assess the given learning outcome.			
Curriculum map	No curriculum map is presented	The curriculum map outlines the sequence of courses but does not link these courses to the program learning outcomes	All of the program learning outcomes are mapped to specific learning experiences, and the degree of coverage of the learning outcome (e.g., introduced, reinforced) is specified within each learning experience
Tip: By identifying where a given program learning outcome is first introduced and later reinforced within the program's curriculum map, the easier will be for students to identify exactly where they should be learning (and mastering) each given learning outcome in the program.			
Methods – Direct evidence	None of the program learning outcomes are assessed using direct evidence	There is at least one source of direct evidence used to assess the program learning outcomes	Every outcome that is assessed utilizes at least one source of direct evidence and at least one additional source of evidence (direct or indirect)
Tip: Surveys of students (including FCQ data, filtered by program) can be used as a source of indirect evidence. *Tip: Your program might consider including multiple sources of direct evidence for a given program learning outcome, providing your program with the opportunity to assess students' learning at different stages of the program (for example, assessing a given program learning outcome in both a course for Freshman and a course for Seniors).* *Tip: Sources of evidence in the assessment plan should include summative assessments (e.g., final exam, final paper, final project), rather than formative assessments (e.g., homework, quizzes).*			

Methods – Link between objectives and measures	There is seemingly no relationship between the objectives assessed and the measures used to assess those objectives	There appears to be a link between the measures and the objectives, but a detailed explanation is not provided	The reader is presented with a detailed justification of how each measure aligns with the given objective being assessed. For example, rubrics are provided, or specific test prompts / questions are provided to demonstrate the link between the objective and the assessment methods being utilized.
Tip: If you are assessing a given program learning outcome in a particular course, providing the name of the course will strengthen the justification of the link between the program learning outcome and the assessment method. *Tip: If you are assessing a given program learning outcome with a particular assignment/project, you can provide the description of the assignment/project as a supplement in your assessment plan.* *Tip: If you are assessing a given program learning outcome with a particular exam, you can provide a description of the types of questions that are asked on the exam.*			
Methods – Data collection and analysis	Data collection and data analysis procedures are not explained	Limited information is provided about the data collection procedure (e.g., who will be assessed, when will the assessment be administered) and limited information is provided about the data analysis procedures (e.g., who will analyze the findings, how will the findings be analyzed, how will the findings be shared and discussed by program faculty)	Detailed information is provided about the data collection procedure (e.g., who will be assessed, when will the assessment be administered) and detailed information is provided about the data analysis procedures (e.g., who will analyze the findings, how will the findings be analyzed, how will the findings be shared and discussed by program faculty)
Tip: If you are assessing a given program learning outcome in a particular course, consider providing when students generally take the course within their course of study in the program. Also, you can consider providing information about approximately how many students you anticipate will enroll in the given course. *Tip: As you write your assessment plan, consider including specific information about how the assessment results, once collected, will be shared and discussed with all faculty in the program. This will help to ensure that time is built into your plan for the entire program to learn from the program assessment process.*			

Formative Assessment Rubric for Program Learning Assessment Reports

This rubric has been designed to serve as a resource for programs as they complete their annual assessment report. After submitting their assessment report, programs will be provided with formative feedback using this rubric. This feedback will highlight strengths within the report and areas where reports in future years can be developed. This rubric is not a tool for summative evaluation, but, rather, a resource intended to support continuous improvement.

Outcome being evaluated (name and/or number in alignment with plan): _____

	Beginning	**Developing**	**Strong**
Program learning outcome	No program learning outcome is stated.	The program learning outcome is stated, but the verbs included in the outcome are imprecise or vague (e.g., "Students will learn...", "Students will understand...").	The program learning outcome is stated and uses verbs that specify clearly what knowledge or skills are being assessed.
Context of the learning experiences	No descriptions of the context of the learning experiences related to this program learning outcome are presented.	Descriptions of the learning experiences related to this program learning outcome are presented. The descriptions of the associated learning experiences outline the sequence of courses and/or learning experiences but do not specify how these learning experiences address the given program learning outcome.	The program learning outcome is linked to detailed descriptions of specific courses and specific learning experiences, and the degree of coverage of the learning outcome (e.g., introduced, reinforced) within the context of each learning experience is specified. The reader of the report is provided with a thorough description of the context in which students developed their mastery of this program learning outcome.
Methods – Direct evidence	The program learning outcome is not assessed using direct evidence.	There is at least one source of direct evidence used to assess the program learning outcome.	The program learning outcome is assessed using at least one source of direct evidence and at least one additional source of evidence (direct or indirect).
Methods – Link between	There is seemingly no relationship between the outcomes	There appears to be a link between the measures and the outcome, but a detailed explanation is not provided	The reader is presented with a detailed justification of how each measure aligns with the given program learning outcome being assessed.

outcomes and measures	assessed and the measures used to assess those outcomes		For example, rubrics are provided, or specific test prompts or test questions are provided to demonstrate the link between the program learning outcome and the assessment methods being utilized.
Methods – Data collection and analysis	Data was not collected, or, data collection and data analysis procedures are not explained	Limited information is provided about the data collection procedure (e.g., who was assessed, when was the assessment administered) and limited information is provided about the data analysis procedures (e.g., who analyzed the findings, how were the findings analyzed)	Detailed information is provided about the data collection procedure (e.g., who was assessed, when was the assessment administered) and detailed information is provided about the data analysis procedures (e.g., who analyzed the findings, how were the findings analyzed)
Results and interpretation	No results are presented	Results are presented, but no interpretation is presented	Results are presented, and an interpretation of the results is presented. The interpretation directly refers to the program learning outcome that is being assessed. The interpretation presents at least one hypothesis for how the curriculum and/or pedagogy experienced by the students may have influenced these results.
Communication of results	There is no evidence that the results were communicated to faculty or stakeholders	There is a description of how the results were shared with a limited number of faculty, but the communication process is not clearly described.	There is a description of how the results were provided to all faculty (and, potentially, to additional stakeholders) and the details of the communication are clear (e.g., results were shared via email, results were shared during a program meeting).

Assessment Reports: Meta-Assessment

Program	PLOs	Context of Learning Experiences	Methods - Direct Evidence	Methods - Link between PLOs and measures	Methods - Data collection and analysis	Results and Interpretation	Communication of Results
German (BA) - Y2	3	3	2	3	2	3	1
REEES (Russian Studies) (BA) - Y2	3	3	2	3	2	3	1
German (BA) - Y3	3	2	2	2	2	2	2
Japanese (BA) - Y3	3	3	3	3	2	2	1
Anthropology (BA) - Y1	3	3	3	3	3	3	3
Atmospheric and Oceanic Sciences (BA) - Y1	3	3	3	2	3	3	1
Chemistry (BA) - Y1	3	3	3	3	3	3	1
Chinese (BA) - Y2	3	3	3	3	3	2	1
Cinema Studies & Moving Image Arts (Critical Studies) (BA) - Y2	3	3	3	2	3	2.5	1
Cinema Studies & Moving Image Arts (Production) - Y2	3	3	3	2	3	2.5	1
Classics (BA) - Y2	3	3	3	2.5	2	1.5	1
Economics (BA) - Y3	3	3	3	2	3	2	1
English (BA) - Y2	3	3	3	2	2	2	2
Ethnics Studies (BA) - Y3	3	3	3	2	2	1.5	1
Geological Sciences (BA) - Y1	3	3	3	3	3	2	1
History (BA) - Y2	3	3	2	3	2	2	1
International Affairs (BA) - Y3	3	3	3	3	3	3	1
International Affairs (BA) - Y1	3	3	2	2	2	2	2
Integrative Physiology (BA) - Y1	3	3	3	3	3	3	1
Integrative Physiology (BA) - Y2	3	3	3	3	3	3	2
Japanese (BA) - Y2	3	3	3	2.5	2	2	1
Linguistics (BA) - Y3	3	3	3	2	2	2	1
Mathematics (BA) - Y1	3	1.5	1.5	1.5	2	1.5	1
Molecular Cellular and Developmental Biology (BA) - Y1	3	3	3	2.5	2	1	1
Neuroscience (BA) - Y1	3	3	3	2	2.5	2	1
Neuroscience (BA) - Y2	3	3	3	2	2.5	2	1

Philosophy (BA) - Y2	3	3	3	2	2	1.5	1.5
Philosophy (BA) - Y3	3	2	2	2	2	2	1.5
Physics (BA) - Y1	3	3	3	3	2.5	2.5	2.5
Physics (BA) - Y2	3	3	3	3	3	3	2.5
Political Science (BA) - Y3	3	3	3	3	3	3	1.5
Political Science (BA) - Y1	3	3	3	3	3	3	2
Psychology (BA) - Y1	**3**	**2**	**2**	**2**	2	1	1
Sociology (BA) - Y2	3	2	2	2	1.5	1.5	1
Sociology (BA) - Y1	3	2	2	2	2	2	1
Theatre and Dance (BA) - Y2	3	3	3	3	3	3	3
Women and Gender Studies (BA) - Y3	3	2	2	2	2	2	2
Art and Art History (BA) - Y3	3	1.5	2	1.5	2	2	1
History (BA) - Y3	3	3	3	3	3	3	3
Atmospheric and Oceanic Sciences (BA) - Y2	3	3	3	3	2	2	2
Biochemistry (BA) - Y2	3	3	3	3	2	2	1
Chemistry (BA) - Y2	3	3	3	3	3	3	1.5
Chinese (BA) - Y3	3	3	3	2	2	1.5	1
Classics (BA) - Y3	3	3	3	2	2	1.5	1
Information Science (BS) - Y2	3	3	3	2.5	2	2	2
Journalism (BA) - Y3	3	3	3	3	3	3	2.5
Media Production (BA) - Y3	3	3	3	2	2	2	1
Economics (BA) - Y1	3	1.5	1.5	1.5	2	2	1
Ethnics Studies (BA) - Y1	3	1.5	1.5	1.5	2	2	1
French (BA) - Y2	3	3	3	3	3	3	3
Italian (BA) - Y2	3	2	2	2	2	2	2.5
Linguistics (BA) - Y1	3	2	2	2	2	2	1
Statistics and Data Science (BA) - Y1	3	2	3	2	3	2.5	1
Average	**3**	**2.717**	**2.670**	**2.415**	**2.396**	**2.236**	**1.453**

Assessment Plans: Meta-Assessment

Program	Program Learning Outcomes	Curriculum Map	Methods – Direct evidence	Methods – Link between objectives and measures	Methods – Data collection and analysis
Aerospace Engineering Sciences (BSAE)	3	3	3	2	2
Aerospace Engineering Sciences (MS)	3	2.5	2	2	2
Aerospace Engineering Sciences (PhD)	3	2.5	2.5	2	2
Anthropology (BA)	3	3	2.5	2	2
Anthropology (MA)	3	3	2	2	2
Anthropology (PhD)	3	3	2	2	2
Applied Computer Science - Post-Baccalaureate Bachelor of Science (BSACS)	3	3	3	2	2
Applied Mathematics (BSAM)	3	3	2.5	2	2
Architectural Engineering (BSARE)	3	3	2	2	2
Architectural Engineering (MS) - Professional	3	3	2	2	2
Architectural Engineering (PhD)	3	3	3	2	2
Art & Art History (Art Practices) (BA)	3	3	2	2	2
Art History (MA)	3	3	2	2	2
Art Practices (MFA)	3	3	2	2	2
Arts of the Americas (PhD)	3	3	2	2	2
Asian Languages & Civilizations (MA)	3	3	2.5	2	2
Asian Languages & Civilizations (PhD)	3	3	3	2	2
Asian Studies (BA)	3	3	3	2.5	2
Astrophysical & Planetary Sciences (APS) (PhD)	3	2.5	2	2	2
Astrophysical & Planetary Sciences (BA)	3	3	3	2.5	2
Atmospheric & Oceanic Sciences (ATOC) (BA)	3	3	3	2	2
Atmospheric & Oceanic Sciences (ATOC) (MS)	3	2.5	3	2	2
Atmospheric & Oceanic Sciences (ATOC) (PhD)	3	2	3	2	2
Audiology (Aud.D.)	3	2.5	3	2	2

Biochemistry (BA)	3	3	2	2	2
Biochemistry (PhD)	3	2.5	3	2.5	2
Biological Engineering (BSBE)	3	3	3	3	2.5
Biological Engineering (PhD)	3	2.5	3	2	2
Biological Engineering (BSBE)	3	3	3	3	2
Biological Engineering (PhD)	3	3	3	2	2
Biomedical Engineering (BSBM)	3	3	3	3	2
Chemical Engineering (BSCHE)	3	3	3	3	2.5
Chemical Engineering (PhD)	3	3	3	2	2
Chemistry (BA)	3	3	3	2	2
Chemistry (PhD)	3	2.5	2.5	2	2
Civil Engineering (BSCV)	3	3	2	2	2
Civil Engineering (PhD)	3	3	3	2	2
Classics (PhD)	3	3	3	2	2
Cognitive Science (PhD)	3	3	2.5	2	2
Communication (BA)	3	3	2	2.5	2
Communication (PhD)	3	3	3	2.5	2
Computational Linguistics, Analytics, Search and Informatics (CLASIC) (MS) - Professional	3	3	2	2	2
Computer Science (BA)	3	2.5	1.5	1.5	2
Computer Science (PhD)	3	2	3	2	2
Corporate Communication (MA)	3	3	3	2	2
Creative Technology & Design (BSCTD)	3	3	3	2	2
Creative Technology & Design (ATLAS) (PhD)	3	3	2.5	2	2
Creative Writing (MFA)	3	3	3	2	2
Dance (MFA)	3	3	3	2	2
Data Science (MS)	3	3	3	2	2
Ecology & Evolutionary Biology (BA)	3	3	2	2	2
Ecology & Evolutionary Biology (PhD)	3	3	3	2	2
Economics (PhD)	3	2.5	2	2	2
Electrical and Computer Engineering (BSEC)	3	3	3	2	2
Electrical Engineering (BSEE)	3	3	3	2	2

Electrical Engineering (MS)	3	1	1.5	2	2
Electrical Engineering (MS) - Professional	3	1	1	2	2
Electrical Engineering (PhD)	3	1	2	2	2
Emergent Technologies and Media Arts Practices (PhD)	3	3	3	2	2
Engineering Education (PhD)	3	2.5	2	2	2.5
Engineering Management (ME)	3	2.5	2	2	2
Engineering Management (ME) - Professional	3	2.5	2	2	2
Engineering Physics (BSEP)	3	3	2.5	2	2
English (MA)	3	3	2	2	2
English (PhD)	3	3	2	2	2
Environmental Engineering (BSEV)	3	3	2.5	2	2
Environmental Engineering (MSENV) - MS and MS Professional	3	3	2	2	2
Environmental Engineering (PhD)	3	3	3	2	2
Environmental Studies (BA)	3	3	3	2	2
Ethnic Studies (Critical Ethnic Studies) (PhD)	3	2.5	2	2	2
French (BA)	3	3	3	2.5	2.5
French (MA)	3	2.5	3	2.5	2.5
French (French Literature) (PhD)	3	2.5	2	2.5	2.5
Gender & Sexuality Studies (MA)	3	2.5	2	2	2
Geography (BA)	3	3	3	2	2
Geography (MA)	3	2.5	3	2	2
Geography (PhD)	3	2.5	3	2	2
Geological Sciences (Geology) (BA)	3	1	3	2	2
Geological Sciences (Geology) (MS)	3	3	2.5	2	2
Geology (Geological Sciences) (PhD)	3	3	3	2	2
Geophysics (PhD)	3	2.5	2.5	2	2
Histroy (MA)	3	2.5	3	2	2
History (PhD)	3	2.5	3	2	2
Humanities (BA)	3	3	2	2	2
Information Science (BS)	3	3	2	2	2
Integrated Design Engineering (BSIDE)	3	3	3	3	3

Integrative Physiology (BA)	3	3	3	2	2
Integrative Physiology (MS)	3	2.5	2	2	2
Integrative Physiology (PhD)	3	3	3	2	2
Italian (BA)	3	3	2	2.5	2.5
Jewish Studies (BA)	3	3	2	2	2
Journalism (BA)	3	3	2	2.5	2.5
Journalism (MA)	3	3	2	2.5	2.5
Law (JD)	3	3	3	2	2
Linguistics (MA)	3	3	3	2	2
Linguistics (PhD)	3	2.5	3	2	2
Master of Studies in Law (MSL)	3	3	3	2	2
Masters of the Environment (MENV)	3	3	3	2.5	2.5
Materials Science & Engineering (PhD)	3	3	2	2	2
Mathematics (BA)	3	3	3	2	2
Mathematics (MA)	3	2.5	2.5	2	2
Mathematics (PhD)	3	2.5	3	2	2
Mechanical Engineering (BSME)	3	2.5	3	2	2
Media Studies (BA)	3	3	3	2	2
Media Production (BA)	3	3	3	2.5	2.5
Media Studies (PhD)	3	3	2	2	2
Molecular, Cellular & Developmental Biology (BA)	3	3	1.5	2	2
Molecular, Cellular & Developmental Biology (PhD)	3	3	3	2.5	2.5
Museum and Field Studies (MS)	3	2.5	3	3	3
Music (BAMus) (Bachelor of Arts in Music)	3	2.5	3	2.5	2.5
Music (BMus) (Bachelor of Music)	3	2.5	3	2.5	2.5
Music (MMus)	3	3	2	2.5	2.5
Music (PhD)	3	3	2	2.5	2.5
Music Education (MMusEd)	3	2.5	3	2.5	2.5
Musical Arts (D.Mus.A.)	3	3	2	2.5	2.5
Network Engineering (MSNE) - Professional	3	3	1.5	1	1
Neuroscience (BA)	3	3	3	2	2

Neuroscience (PhD)	3	3	3	2	2
Organizational Leadership (MS) - Professional	3	2.5	3	2	2
Outdoor Recreation Economy (MS)	3	3	3	2	2
Philosophy (MA)	3	3	1.5	1.5	1.5
Philosophy (PhD)	3	3	1.5	1.5	1.5
Physics (BA)	3	3	3	2	2
Physics (PhD)	3	3	2	2	2
Political Science (PhD)	3	2.5	3	2	2
Psychology (BA)	3	3	3	2	2
Psychology (PhD)	3	3	3	2	2
Public Health (BA)	3	3	2.5	2	2
Robotics (MS)	3	3	2	2	2
Robotics (PhD)	3	3	2.5	2	2
Russian, East European & Eurasian Studies (MA)	3	3	2.5	2.5	2.5
Spanish (BA)	3	3	3	2.5	2.5
Spanish (MA)	3	3	3	2.5	2.5
Spanish (PhD)	3	3	3	2.5	2.5
Speech, Language, and Hearing Science (SLHS) PhD	3	3	3	2.5	2.5
Statistics & Data Science (BA)	3	3	2	2	2
Strategic Communication (BS)	3	3	3	2	2
Strategic Communication Design (MA) - Professional	3	3	3	2.5	2.5
Theatre & Performance Studies (Theatre) (MA)	3	3	2	2	2
Women and Gender Studies (BA)	3	3	2	2	2
Curriculum and Instruction (MA)	3	3	3	2	2
Education (PhD)	3	3	3	2	2
Educational Foundations, Policy, and Practice (MA)	3	3	3	2.5	2.5
Elementary Education (BA)	3	2.5	3	2	2
Equity, Bilingualism and Biliteracy (MA)	3	3	3	2	2
Higher Education (MA)	3	3	3	3	3
Leadership and Community Engagement (BA)	3	3	3	2.5	2.5
Learning Sciences and Human Development (MA)	3	3	3	2.5	2.5

Teacher Leadership (MA)	3	3	2	2	2
Middle and High School Teaching (BA)	3	3	3	2	2
Sociology (PhD)	3	3	3	2	2
Average	3	2.821	2.586	2.126	2.096

Self-Assessment for Assessment Plan Development

Section 1: Program Learning Outcomes (PLOs)

Regarding each program learning outcome:

- **Is it measurable?** Have you replaced vague verbs like "learn," "understand," or "know" with action verbs that specify a demonstrable skill or behavior?
- **Is it clear?** Does the outcome specify exactly what content or skill is being assessed?
- **Is it specific?** Is the outcome specific enough that you can design a single assignment or exam question to measure it?

Section 2: Curriculum Mapping

Regarding your curriculum map:

- **Is it comprehensive?** Is every single PLO mapped to at least one specific course or learning experience in the curriculum?
- **Is there a developmental path?** Does the map distinguish between where a skill is first **introduced** and where it is later **reinforced** or mastered?

Section 3: Evidence & Methods

Regarding the sources of evidence:

- **Is there direct evidence?** Does the assessment of each outcome include at least one source of **direct evidence** (e.g., a final exam, a final paper, a final project)?
- **Is there indirect evidence? (Optional)** Have you included additional sources of indirect evidence (e.g., a survey of graduating students, exit interviews, FCQ data) to provide a fuller picture of student learning?
- **Is the connection to the learning outcome clear?** Can you provide a detailed justification of how the source of evidence directly measures the given program learning outcome? Are you able to provide the rubric that is used for evaluating the given source of evidence?
- **Is each assessment summative?** Are you utilizing **summative assessments** (e.g., a final exam, a final paper, a final project) rather than **formative assessments** (homework, quizzes)?

Section 4: Data Collection & Analysis

Regarding the analysis and discussion of the data:

- **Who and When?** Have you clearly defined which students will be assessed (e.g., first-year students, fourth-year students) and exactly when the data collection will occur (i.e., what year in the cycle, which semester)?
- **Who will analyze and discuss the data?** Does the plan specify who will analyze the findings and how the findings will be shared with all faculty in the program?
- **Is time built-in for reflection?** Does the plan include a scheduled time for the program faculty to discuss the findings together and learn from the process?

Self-Assessment Checklist for Assessment Report Development

1. Program Learning Outcome (PLO)

- Does the report state the specific program learning outcomes that are being evaluated?
- Does the PLO use precise, measurable "action verbs" (e.g., *analyze*, *design*, *evaluate*) rather than vague terms like "understand" or "learn"?
- Is it clear what specific knowledge or skills are being assessed?

2. Context of the Learning Experiences

- Does the report describe the specific courses or experiences where students encounter the given program learning outcome?
- Does it go beyond just listing course numbers to explain **how** these experiences address the given program learning outcome (for example, describing a specific assignment or pedagogical approach)?

3. Assessment Methods

- **Collection Procedures:** Is there detailed information about **who** (e.g., freshmen, seniors) was assessed and **when** the assessment took place?
- **Analysis Procedures:** Does the report specify **who** analyzed the work (e.g., the course instructor; a faculty committee) and **how** it was analyzed (e.g., using a specific rubric)?

4. Results and Interpretation

- Are the findings or data results clearly presented?
- Does the analysis and interpretation of these results connect back to the specific program learning outcome that is being assessed? (i.e., What do these results reveal about students' mastery of the given program learning outcome?)
- Does the report present at least one hypothesis explaining how the program's current curriculum or teaching methods may have influenced these results?

5. Communication of Results

- Is there a clear description of how the results were shared with all program faculty?
- Are the details of the communication clear (e.g., shared during a specific faculty meeting)?

Assessment Planning Process Questionnaire

Introduction to Questionnaire:

The purpose of this questionnaire is to learn from exemplary programs about how they went about developing their assessment plan. Using the responses to these questions, a resource document will be created that consolidates these successful strategies. The goal is to then share that resource document with programs throughout the university.

1) Who were the people involved in developing an assessment plan for your program? How was this team developed or composed?

2) What were the different steps or stages that you engaged in when developing the assessment plan?

3) How long did the process of developing your assessment plan take (from start to finish)?

4) What strategies did you use to manage your time and stay on track?

5) Did you encounter any concerns or reluctance when talking to faculty about program assessment? If so, what were their concerns? How did you navigate or respond to concerns raised in response to program assessment?

6) In general, how often does your program or department discuss and/or review matters related to curriculum?

7) Does your program have a curriculum committee? If yes, how do you decide who will serve on this committee? How frequently does the committee meet? How is the agenda determined for these meetings? What topics does the committee discuss during its meetings?

8) Are there examples of ways in which the program assessment planning process has informed aspects of curriculum design in your program?

9) Are there specific resources offered by CU that supported your work on your program's assessment plan?

10) In relation to program assessment, what resources do you envision needing in the future and why?

11) Is there anything else you would like to share about the process of developing your program's assessment plan?

Survey questions

The purpose of this questionnaire is to learn a few key details about how your program went about developing your program's assessment plan. Using the responses to these questions, a resource document will be created that consolidates successful strategies, and we will also document any concerns that you want to share.

1) Who were the people involved in developing an assessment plan for your program?

   Check all that apply:

   - Program chair only
   - Faculty assessment liaison only
   - A faculty committee
   - Associate Chair for Undergraduate Education
   - Associate Chair for Graduate Education
   - Other:

2) In general, how often does your program or department discuss or review matters related to the program's curriculum (e.g., the program degree plan or the curriculum within individual courses)?

   Check all that apply:

   - Once per semester
   - Once per month
   - More than once per month
   - Other:

3) Which of the following steps of the program assessment process were most challenging? (Rank order)

- Developing the assessment plan
- Collecting the data
- Analyzing the data
- Making curricular revisions based on the data

4) What resources were most useful to you as you developed your program's assessment plan?

   Check all that apply:

- Discussions with program faculty
- Mentorship from former faculty assessment liaisons
- Financial compensation for faculty [for example, stipend, micro-grants]
- Financial compensation for external reviewers
- Resource documents supplied by the Office of Academic Planning and Assessment
- Other:

5) What resources do you believe would be most helpful in supporting your program's learning assessment process? Select all that apply:

- Allocation of time [for example, course release, time allocated through FTE]
- Automation of data collection
- Data analysis support [for example, creation of data visualization and dashboards]
- Financial compensation for faculty [for example, stipend, micro-grants]
- Financial compensation for external reviewers
- Increased opportunities to discuss student learning data with the entire program
- Seeing examples of assessment plans and assessment reports from other programs
- Mentorship from former faculty assessment liaisons
- Other:

6) On a scale of 1-5, how useful would say that the program assessment process with respect to:

- Developing evidence for ARPAC (1-5)
- Professional Accreditation (1-5)
- Curricular Revisions (1-5)
- Student Learning and Success (1-5)

Optional comments:

Open-ended questions:

7) Did you encounter resistance or concerns related to assessment planning and program learning assessment from faculty? If so, what were their concerns?

8) What data related to student achievement do you believe would be most useful for you and your program to have access to (for example, data on retention, data on enrollment, disaggregated data)?

9) What advice would you have for other programs currently navigating the program assessment planning process? For example, what aspects of your own process were most effective?

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4. ACADEMIC ORGANIZATION AND PROGRAM PLANNING

Policy 4.A: Administration and Governance of Academic Units

4.A.1 Administration and Governance

The dean shall be the principal academic and administrative officer of a school or college, and the presiding officer for faculty meetings of the school or college.

Each dean shall be responsible for matters at the school or college level including, but not limited to, enforcement of admission requirements; the efficiency of departments and other divisions within the school or college; budgetary planning and allocation of funds; faculty assignments and workload; decisions or recommendations on personnel actions; curriculum planning; and academic advising accountability and reporting.

Article 5.A of the Laws of the Regents specifies the shared governance principles of participation of tenured and tenure-track faculty with appropriate participation of instructional, research, and clinical faculty. A school or college faculty shall collaborate with the dean in the shared governance of the school or college. Subject to any specific Board of Regents' requirements, the voting and participation of a school or college faculty shall be determined by its tenured and tenure-track faculty.

Departments and programs within a school or college shall develop their working structures and rules, subject to the approval of the dean and provost and in accordance with policies established by the Board of Regents.

History:

- Adopted: June 15, 2017, as Policy 4.A: Administration and Governance of Academic Units, but did not become effective until the related administrative policy statements (APSs) were implemented on January 1, 2018.
    - NOTE: Policy 4.A and 4.B were the result of significant changes to both the structure and content of the previous versions of Article 4, Policy 4 and related policies.
- Revised: June 4, 2025.
- Last Reviewed: June 4, 2025.

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4. ACADEMIC ORGANIZATION AND PROGRAM PLANNING

Policy 4.B: Academic Planning and Accountability

4.B.1 Academic Program Review

As articulated in regent law, article 1, part B, the delivery of high-quality education is fundamental to the mission of the university, and the Board of Regents is authorized to approve the creation and discontinuance of degree programs per regent law, article 4, part B. System and campus policies shall be implemented to support understanding of degree program progress over time and accountability.

(A) Review of all degree programs must be conducted at least once every seven years within an established timetable. Each campus shall have a published process for conducting program review that, at a minimum, provides the information specified in APS 1019: Degree Program Review. As appropriate, professional accreditation processes may be used to meet some, or all, program review requirements. Professional accreditation processes may require adjustments to the seven-year time period. The Board of Regents shall receive an annual report on program review activities and, where appropriate, recommendations for board action.

(B) In collaboration with the campuses, the vice president of academic affairs must develop and implement a process to periodically and independently audit the integrity of campus processes for program reviews relative to the requirements of APS 1019.

4.B.2 Notification of Accreditation Status Change

The president and chancellors must notify the Board of Regents of any change in the status of institutional accreditation or a change to the accreditation status of a degree program, department, or other unit that results in probation or loss of accreditation.

4.B.3 Proposals for Academic Units, Degree Programs, and Other Credentials

Each campus must have published processes for the following:

(A) Development of proposals for new academic units, new degree programs, and other credentials that are consistent with the respective Administrative Policy Statement (APS) (1041: Approval of Academic Units; 1038: New Degree Program Approval; and 1040: Board of Regent Approval for Non-Degree Credentials).

(B) In collaboration with the campuses, the vice president of academic affairs must develop and implement a process to periodically and independently audit the integrity of the campus processes for new academic units and new degree programs relative to the requirements of APS 1038: New Degree Program Approval and APS 1041: Approval of Academic Units.

(C) Name changes of academic units or degree programs must be approved by the chancellor and communicated to the Board of Regents through the vice president of academic affairs

4.B.4 Academic Unit and Degree Program Discontinuance

Upon recommendation by the chancellor, the Board of Regents may discontinue a regent-approved academic unit or degree program for educational, strategic realignment, resource allocation, or financial reasons, or a combination of these reasons.

The processes for academic unit and degree program discontinuance are specified in APS 1015: Implementing Academic Unit or Degree Program Discontinuance.

Each campus must have processes for the discontinuance of academic units or degree programs that are consistent with those provided in APS 1015.

Upon a decision by the Board of Regents to discontinue a degree program, every reasonable effort will be made to allow students to complete their degrees. Termination of faculty appointments that occur as the result of formal discontinuance of an academic unit or degree program must follow procedures detailed in Regent Policy 5.F: Termination of Faculty Appointments Following Program Discontinuance.

4.B.5 Records of Degree Completions

The campus registrars shall maintain the official records of the candidates to whom degrees are awarded.

4.B.6 Degree Revocation

Upon recommendation of the faculty and the chancellor, the Board of Regents may revoke a degree if it is discovered that degree requirements were not satisfied due to academic misconduct or administrative error. Procedures for revoking a degree must be consistent with the corresponding APS 1039: Degree Revocation.

History:

- Adopted: June 15, 2017, as Policy 4.B: Academic Planning and Accountability, but did not become effective until the related administrative policy statements (APSs) were implemented on January 1, 2018.
    - NOTE: Policy 4.A and 4.B were the result of significant changes to both the structure and content of the previous versions of Article 4, Policy 4 and related policies.
- Revised: July 1, 2020, non-substantive changes made to section 4.B.4 to replace “terminate” with “discontinue” and updated old reference to Appendix 4.1 to Regent Policy

5.F after Appendix 4.1 was rescinded and policy statements previously stated in Appendix 4.1 were incorporated into Regent Policy 5.F; June 4, 2025; November 6, 2025.

- Last Reviewed: November 6, 2025.

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ADMINISTRATIVE POLICY STATEMENT

Policy Title: Degree Program Review

APS Number: 1019 **APS Functional Area:** ACADEMIC/RESEARCH

Brief Description:	Requires procedures for review of all degree programs within an established timetable.
Effective:	January 1, 2026
Approved by:	President Todd Saliman
Responsible University Officer:	Vice President for Academic Affairs
Responsible Office:	Office of Academic Affairs
Policy Contact:	Office of Academic Affairs
Supersedes:	Degree Program Review, January 1, 2018
Last Reviewed/Updated:	January 1, 2026
Applies to:	All degree programs

Reason for Policy: Provides reporting requirements for degree program review. Degree program review is required by Regent Policy 4.B.1: Academic Program Review.

I. INTRODUCTION

This policy requires the campuses to establish and publish processes and procedures for review of all degree programs within an established timetable and states the requirements for annual reports to the Board of Regents.

II. POLICY STATEMENT

A. The goal of this policy is to promote and maintain high-quality degree programs that are administered efficiently.

B. All degree programs shall be reviewed at least once every seven years. A degree program review schedule may be modified to coincide with a professional accreditation review or campus academic program cohort review, with the approval of the vice president for academic affairs. This includes shortening or extending the program review period if needed.

C. Each campus shall have published processes defining degree program review procedures.

1. These procedures shall be designed to identify strengths and weaknesses of each degree program and include goals and plans for the next review period approved by the dean, provost, and chancellor.

2. Campus review procedures may be as detailed as desired, with only the information requested in section III of this Administrative Policy Statement (APS) reported to the Board of Regents.

3. The integrity of the campus program review processes shall be periodically and independently audited relative to the requirements of this APS.

III. **ANNUAL DEGREE PROGRAM REVIEW REPORT**

A. On an annual basis, all campuses shall submit to the vice president for academic affairs a report containing the following sections:

1. A list of degree program reviews completed in the prior academic year.

2. A report of each degree program reviewed. The individual degree program reviews should be approximately one to two pages and shall consist of a summary and a data table, as stipulated below.

   a. The summary portion of each degree program review should be written in bulleted or narrative form and shall address:
      i. A brief narrative overview or description of the degree program.
      ii. The approved goals and plans from the last review.
      iii. Performance relative to the goals and plans and any appropriate narrative.
      iv. Approved goals and plans for the next review period. Goal approval requirements are described in section II.C.1.

   b. The following table shall be included in each degree program summary report with data for each year of the review period (depending on the length of the review period, please adjust the number of years in the table and label the columns with the actual years reported):

<Name of Degree Program and Degree>	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**	**Year 7**
Degree Program Headcount (Fall Census)							
Full-time Equivalent Enrollment (FY)							
Degrees Awarded (FY)							

Note: If a degree program has significant part-time enrollment, as evident in FTE enrollment, or if it carries a substantial service teaching workload (courses taught include notable numbers of non-majors), this may be discussed in the narrative.

3. The campus report should conclude with a schedule showing degree program reviews by year that are anticipated to occur in the next seven years.

B. The annual degree program review summary reports submitted by the campuses to the Office of Academic Affairs shall be provided to the president and Board of Regents.

IV. **HISTORY**

A. Related Regent Policy History

The Board of Regents passed a resolution at its November 1980 meeting requiring the review of all academic programs once every five years where feasible, but at least once every seven years. The resolution also identified the goals for those reviews. The academic program review requirement was codified in regent policy 4.C. In July 2017, regent policy 4.C was revised, limiting the academic program review requirement to degree programs. The new requirement is captured in current regent policy 4.B.

B. APS History

- Adopted: September 1, 1983 – Existing Program Review.
- Revised: March 16, 1989 – updated to comply with implementation of regent policy 4.C on program review; March 1, 1996; September 1, 1996; September 1, 2006; July 1, 2010; January 1, 2014; January 1, 2018; April 2, 2018 – non-substantive clarification to section III.A.3.ii.b; May 8, 2023 – non-substantive updates to section III to clarify annual degree program review reporting requirements; January 1, 2026.
- Last Reviewed: January 1, 2026.

On this page:

Introduction
The Program Review Process
How is ARPAC formed? Who serves on ARPAC?
How are units/programs categorized into their review groups? Which units will undergo review this year?
ARPAC Final Reports

Introduction

At their November 1980 meeting, the Regents of the University of Colorado called for the regular review of colleges, schools, and academic units. Since 1981, CU Boulder has employed procedures to identify academic program strengths and weaknesses, and to provide constructive options for program development and modification.

The ultimate goal of academic program review is to promote and maintain high-quality academic programs that are administered efficiently, consistent with the institution's role and mission.

For more information regarding academic program review, see:

- APS 1019
- Regent Policy 4
- University of Colorado Boulder Academic Program Review Policy

At CU Boulder, academic program review processes are administered by the Academic Review and Planning Advisory Committee (ARPAC), and supported by the Program Review team of the Office of Faculty Affairs.

The Program Review Process

At CU Boulder, some 70+ academic units undergo review over a seven-year period, called a review cycle.

Unit Reports
External Review

Discovery Summary
ARPAC Review
Follow-Up Reporting

How is ARPAC formed? Who serves on ARPAC?

ARPAC is composed of tenured faculty members representing the range of CU Boulder colleges and schools and the University Libraries. The size of the committee varies depending upon the number of units undergoing review in a given cohort. ARPAC members serve three-year terms, and. The senior vice provost for academic planning and assessment and the vice provost for faculty affairs co-chair ARPAC as non-voting members. The vice chancellor for academic resource management; the senior vice chancellor for leadership support and programming; the dean of the graduate school; the dean of undergraduate education; the vice chancellor for enrollment management; and the dean of the institutes also serve as standing, non-voting members. The co-chairs recruit ARPAC members subject to approval by the provost; ARPAC membership is then shared annually with the Boulder Faculty Assembly (BFA) Executive Committee.

ARPAC and external review committees are administratively supported and correspond with the campus out of the Office of Faculty Affairs.

As described by campus policy, the provost convenes ARPAC as the program discontinuance committee when required. The group's expected role and required work as it relates to program discontinuance can be found on the 2005 campus policy for academic program discontinuance.

How are units/programs categorized into their review groups? Which units will undergo review this year?

As much as possible, program reviews are grouped around shared strategic interests and concerns. CU Boulder academic units are grouped into seven major aggregations:

- Arts and Humanities
- Physical Sciences and Mathematics
- Engineering and Applied Science
- Biological and Environmental Sciences
- Social Sciences/Professional Schools (I)
- Social Sciences/Professional Schools (II)
- Professional Schools
- Academic Affairs

The Physical Sciences and Mathematics cohort will be undergoing program review in fall 2026. For more information:

ARPAC Final Reports

Arts and Humanities
Physical Sciences and Mathematics
Engineering and Applied Sciences
Biological and Environmental Sciences
Social Sciences
Professional Schools
Academic Affairs

Please contact arpac@colorado.edu with any questions regarding the program review process.

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University of Colorado **Boulder**

Academic Review and Planning
2026 Program Reviews

2026 Review Units:

Applied Mathematics (APPM)

Astrophysical & Planetary Sciences (APS)

Atmospheric & Oceanic Sciences (ATOC)

Biochemistry (BCHM)

Chemistry (CHEM)

JILA

Laboratory for Atmospheric & Space Physics (LASP)

Mathematics (MATH)

Physics (PHYS)

Renewable & Sustainable Energy Institute (RASEI)

Contents

Introduction and Process History – 1

Process Timeline – 3

Degree Program Summary Guidelines – 5

Goal Setting Exercise Guidelines and Topics – 7

Additional Resources and Supplemental Information – 10

Reauthorize Affiliated Centers – 11

External Review Guidelines – 13

ARPAC Procedures – 16

Contingent Review – 20

Glossary of Commonly Used Terms – 21

Introduction

As required by Board of Regents and University of Colorado (CU) System policy, the University of Colorado Boulder (CU Boulder) conducts degree program reviews on a seven-year cycle. CU Boulder undertakes degree program review in conjunction and coordination with academic program review to facilitate a holistic review of academic units, comprising departments, programs, research institutes, schools/colleges, and academic support offices in the Division of Academic Affairs, and in order to incorporate an assessment of degree program effectiveness within its assessment of those academic programs that offer undergraduate and/or graduate degrees. As defined in CU Boulder policy, the purpose of academic program review is to promote and maintain high-quality academic programs and academic support units that are administered equitably and efficiently, consistent with CU Boulder's mission. Responsibility for academic program review at CU Boulder lies with the provost, who determines the scope and structure of academic program review.

As also specified in CU Boulder policy, academic program review involves systematic procedures designed to identify program strengths and areas for improvement and results in recommendations for program development and modification. Academic program review is conducted by the Academic Review and Planning Advisory Committee (ARPAC), Academic Review and Planning Advisory Committee (ARPAC), which is advisory to the provost and executive vice chancellor for academic affairs. CU Boulder faculty members serving on ARPAC assist the provost in carrying out academic review and planning obligations by making recommendations that identify and prioritize unit needs and opportunities and advance campus strategic goals.

The purpose of this document is to detail academic program review procedures and timeline in the context of the current academic year's review cycle and cohort.

Process History and Recent Notable Changes

Process Revision

Program review at CU Boulder has undergone two major revisions since it began in 1981. Following the work of a faculty task force in 2007, the campus undertook efforts to improve program review outcomes, including cohorting the units under review to facilitate discussions across units with similar academic interests.

In 2023, the provost charged ARPAC staff to conduct research and solicit campus input regarding how to revise the program review process. Faculty had expressed concerns about the length of the review process and found the amount of work required of units (in particular the self-study work) disproportional to the value of the outcomes of program review. In addition, CU System policy had changed to require a specific, detailed review of each degree program offered by the university. The key goals of the provost's charge included a reduction in the time and effort spent by units; a renewed focus on strategic goal setting of academic units informed by data; a clear and concise degree program summary; and the inclusion of an overview of budget, shared governance, and administration.

In response to this charge, ARPAC made revisions to several aspects of the review process:

- Timeline: reduced to 12 months from unit report to ARPAC report, down from 18+ months; this revised timeline is reflected in the Process Timeline in these guidelines (see p. 3-4).
- Unit Self-study: replaced by a shorter, more focused two-part submission:
    - Degree program summary, comprising (1) an ARPAC-provided data table for each degree program within the unit and (2) a unit-provided summary of strengths, challenges, and goals. This report fulfills CU System degree program review requirements.
    - Goal setting exercise, a unit-provided statement of vision and purpose, plus a set of short- and long-term goals and a roadmap toward meeting those goals. The goal setting exercise serves as the main driver of the review. Tools, guidelines, and resources are provided by ARPAC staff.
- External Reviewer Nomination Process: shorter and easier. While ARPAC staff continue to monitor and mitigate any bias and conflicts of interest, the double-blind selection process was revised so that nominations are collected directly from the unit, with review, ranking, and invitations completed by the ARPAC co-chairs and staff.
- Discovery summary process: conducted following the spring semester external review committee (ERC) visits, rather than before the ERC visits. Any suggestions or clarifications stemming from the discovery summary will be in response to the unit's goals and roadmap (as defined by the goal setting exercise) and the ERC report. Units have from approximately June 1 to Labor Day to revise their goals and roadmap.
- ARPAC Reports: streamlined to focus on the unit's strengths, challenges, and goals, as well as recommendations to units and administrators. The final ARPAC report for each unit is due at the end of the fall semester.
- Accountability/follow-ups: streamlined and revised to include more communication between deans/campus leaders and the unit.

Report Templates

ARPAC staff have created templates for the key reports throughout the review process, to be distributed by staff leading up to each section of the review. These include templates for the degree program summary, goal setting exercise, discovery summary report, and the final ARPAC report.

Follow-Up Responses

Instead of requiring annual follow-up responses from the unit, dean, and provost/campus leadership in each of the three years following the review, the units now have two required follow-ups in years two and four after the review. The dean has one required follow-up in year three, and the provost and other campus leaders have one required follow-up in year five. A table outlining the responses and due dates is included in the "ARPAC Report" section of these guidelines (see p.18-19).

Process Timeline

A review begins with the unit drafting its Degree Program Summary and planning for its Goal Setting Exercise. The degree program summary and the goal setting exercise allow the unit to look back on its accomplishments and look forward to its goals for the next five years. As a complement to these local perspectives, the provost invites experts from outside of the University of Colorado to serve as an external review committee (ERC) to bring the specific academic discipline's perspectives to bear in assessing the unit's strengths and weaknesses. After the ERC report is submitted, ARPAC members then take on a "discovery process" to review the unit's degree program summary and goals and roadmap. These three key parts of the academic program review process – the unit reports (i.e., degree program summary and goal setting exercise), external review, and discovery process – help the unit focus on goal setting and actionable suggestions and provide support for the unit's development of a roadmap for the next five years.

ARPAC reviews all of these materials before composing its report and recommendations to the unit, the dean(s), the provost, and other campus leaders. The provost may ask for revisions to the recommendations before they are finalized. In subsequent years, the unit, dean(s), provost, and other campus leaders provide follow-up responses on actions taken.

2026 Timeline	What to Expect
Early-Mid Fall 2025	• Review guidelines distributed to units and posted on public website • Units receive initial email regarding orientation scheduling for fall 2025
Fall 2025	• Unit orientation: ARPAC co-chairs and program director meet with unit leads/unit program review committees • Units receive degree program summary template from ARPAC staff • Units receive goal setting exercise report template from ARPAC staff • Units submit names of external reviewer nominators (Deadline: Sept 19) • ARPAC staff email ERC nominations; external review committees (ERCs) seated • Units work on their degree program summary and goal-setting exercise report
November 2025	• Units submit degree program summary to ARPAC staff (Deadline: November 21) • ARPAC staff work with units to begin coordinating external review logistics
Jan-Feb 2026	• Units submit goal setting exercise report to ARPAC staff (Deadline: February 13) • ARPAC unit liaisons submit discovery summary report following receipt of goal setting exercise • ARPAC staff work with units to finalize external review logistics
Mar-May 2026	• External reviewer visits take place • Units work with ARPAC member unit liaisons to respond to external review report as needed • Units respond with clarifications to discovery summary report and revise goal setting exercise as needed
Fall 2026	• ARPAC full committee review and meetings take place • ARPAC liaisons complete work on final ARPAC report for each unit (Deadline: November 20)
December 2026	• Provost signs off on ARPAC reports with dean(s) in attendance (Deadline: December 18) • Units receive copy of signed ARPAC report
Jul 2027	• ARPAC submits cumulative campus degree program review report to CU System (Deadline: July 1)
Apr-Jun 2028	• Units submit first follow-up (Deadline: April 1)

Degree Program Summary

The degree program summary mirrors the requirements of the cumulative campus degree program review report that ARPAC staff are required to submit to the System Office every July following the review year. Degree program review is required under Regent Policy 4.B.1: Academic Program Review, as well as Administrative Policy Statement (APS) 1019: Degree Program Review. The degree program summary consists of two parts: a data table summary and a summary of each degree program.

The data table summary includes data for five (5) years leading up to the review period for the following: 1) degree program headcount; student credit hours delivered by the degree program including percentage of credit hours taken by majors and taken by non-majors; and 2) degrees awarded. A separate data table is created for each degree program offered by the unit under review. ARPAC staff work with the Data & Analytics division of the Office of Information Technology to create and prepopulate all tables for units within each review cohort.

Upon distribution of the data table summaries, ARPAC staff send the units a template for composing the summary of each degree program. For each degree program offered by the unit, the unit will be charged with writing a summary in bulleted or narrative form that addresses:

- up to five (5) program strengths;
- up to five (5) program challenges
- up to five (5) program opportunities;
- up to five (5) program goals for the next review period

Each degree program summary is limited to 1,000 words; the data tables are not included in the word count.

The template for the degree program summary is provided by ARPAC staff following the orientation session held at the beginning of the program review cycle.

Degree Program Summary Deadline

For 2026 Program Review: Friday, November 21, 2025

Please submit degree program summaries via email to arpac@colorado.edu by 5:00pm on Friday, November 21, 2025.

Formatting and Submission Requirements

Word Count, File Type, and Naming Conventions

The prompts for the degree program summary should be answered in the order presented. Be succinct and thorough. Either bullet point or narrative format (or a combination) is acceptable.

Please limit each degree program summary to 1,000 words. The data tables and any required appendices are not included in the word count, but any non-required appendices submitted will be included in the word count. If your degree program summary exceeds the limit, ARPAC staff will request a revised and shortened submission within the word count limit.

Format your summaries of all of your degree programs as a single (1) Word document (.docx files). Please use the template provided to you by ARPAC staff for your responses.

File names should follow this convention: “[Unit abbreviation]_Degree_Program_Summary” For example: *APPM_Degree_Program_Summary.docx* or *PHYS_Degree_Program_Summary.docx*.

Appendices

Appendices in support of the degree program summary should be submitted as individual files. Non-required appendices that do not relate to a specific degree program summary cannot be accepted.

Please be sure to make the appendix’s association clear in its file name. For example, if you have an appendix for the summary, use the file name convention: [Unit abbreviation]_[File]_DPR_Apx.docx.
For example: *ATOC_Curriculum_Revision_DPR_Apx.docx* or *LASP_Certificate_Proposal_DPR_Apx.docx*
The addition of “Apx” signals that it is an appendix belonging to the degree program summary.

Goal Setting Exercise

While the degree program summary is a key requirement, the substantive goal setting exercise serves as the main driver of the review for the unit, the external review committee, and the ARPAC committee. Tools, guidelines, and resources will be provided by ARPAC staff.

The goal setting exercise report includes (1) a unit-provided self-description and (2) a set of short-term and long-term goals, along with a roadmap for meeting those goals.

For the unit self-description, summarize your unit's purpose, role, and standing within the context of the University of Colorado Boulder's mission as a public comprehensive research university and in relation to the national (and, if applicable, international) discipline(s) represented within the unit. In broad terms, the self-description also presents the unit's vision of its current and future states. The unit self-description is limited to 1,000 words.

For the unit goals and road map, key areas of consideration include:

- Research, scholarly, and/or creative work excellence
- Hiring and mentoring (faculty, staff, postdoctoral fellows)
- Teaching and learning excellence and assessment
- Student success and mentoring (undergraduate and graduate students)
- Inclusivity and unit climate
- Unit planning and governance structures and processes

For each of these areas, please share 1-3 short-term goals (1-3 year horizon) and 1-5 long-term goals (4-6 year time horizon) for your unit. Explain briefly why your unit selected these goals, how the unit plans to meet them and measure success, and any barriers the unit anticipates. If an area does not apply to your unit, you may omit it. The unit goals and road map are limited to 3,500 words.

Required appendices

- A description of the goal-setting process within the unit (committee membership, voting process and results, etc.)
- Unit bylaws; reappointment, tenure, and promotion criteria; annual merit, salary, and grievance processes, etc.
- Learning outcome assessment plans and reports
- The unit's faculty roster including rank, employment tenure, and joint appointments. Use the tables below as guidelines for formatting and providing this data.

Faculty Name	Current Rank	Time in Unit	Rostered (i.e., paid by) in the Unit?	Joint Appointment?
Last Name, First Name	*Assistant Professor*	*[ ] years*	*Yes/No*	*Tenure home in CMDI, 25% appointment in ENGL*

Faculty Rank	Total	Full-time	Part-time (<100% in Unit)
Professor			
Associate Professor			
Assistant Professor			
Teaching Professor			
Associate Teaching Professor			
Assistant Teaching Professor			
Clinical Professor			
Clinical Associate Professor			
Clinical Assistant Professor			
Scholar or Artist in Residence			
Lecturer			
Visiting Professor			
Other			

The template will be sent by ARPAC staff following the orientation session held at the beginning of the program review cycle.

Goal Setting Exercise Report Deadline

For 2026 Program Review: Friday, February 13, 2026

Please submit your goal setting exercise report via email to arpac@colorado.edu by 5:00pm on Friday, February 13, 2026.

Formatting and Submission Requirements

Word Count, File Type, and Naming Conventions

The topics should be addressed in the order presented. Be succinct and thorough. Either bullet point or narrative format (or a combination) is acceptable.

Your goal-setting exercise report is limited to a total of 4,500 words: a maximum of 1,000 words for your unit self-description to 1,000 words and 3,500 words for your unit goals and roadmap. Required appendices are not included in the word count, but any non-required appendices submitted will be included in the word count. Please do not exceed the word limit. If your goal setting exercise report exceeds the limit, ARPAC staff will have to request a revised and shortened submission that is within the word count limit.

Format your goal setting exercise as one (1) Word document (.docx files). Please use the template provided to you by ARPAC staff for your responses.

File names should follow this convention: “[Unit abbreviation]_Goal_Setting_Exercise” For example: *CHEM_Goal_Setting_Exercise.docx* or *JILA_Goal_Setting_Exercise.docx*.

Appendices

Appendices in support of the goal setting exercise report should be submitted as individual files. Non-required appendices that do not relate to a specific goal setting exercise prompt are not accepted.

Be sure to make the appendix's association clear in its file name. For example, if you have an appendix for the goal setting exercise, use the file name convention: [Unit abbreviation]_[File]_GSE_Apx.docx.
For example: *BCHEM_Bylaws_GSE_Apx.docx* or *MATH_OrgChart_GSE_Apx.docx*
The addition of "Apx" signals that it is an appendix belonging to the goal setting exercise.

Optional Attachments

If your unit has any goals focusing on physical space, you are highly encouraged to provide additional attachments such as photos or videos. While not required, such attachments are extremely useful for external reviewers as well as ARPAC committee members to get a better sense of the physical spaces (e.g., classrooms, laboratories, studios, storage spaces, etc.) your unit wishes to draw attention to. These additional attachments should be sent to arpac@colorado.edu at least one week before the external review visit.

Additional Resources and Supplemental Information

Unit Data Profiles and Other Resources from the Data & Analytics Division

Most of the Data & Analytics data is now under a login protected page at https://data.colorado.edu/user/login?destination=/reports.

Once a user is logged into that page there's a check box filter for 'ARPAC Academic Review and Planning.' Currently the unit profiles are set up as separate pages for each unit (i.e., for Physics see https://data.colorado.edu/reports/physics-academic-review-planning). The 'go to report' link takes the user to a SharePoint folder that contains each unit report for that individual unit.

If there are issues with accessing these reports, email arpac@colorado.edu for assistance.

The ARPAC visualization can be found at https://public.tableau.com/app/profile/university.of.colorado.boulder.ir/viz/all_years_gr_ug/UGStudents.

CU Boulder Strategic Plan and Academic Futures

In completing its goal setting exercise, a review unit may find it useful to take into consideration the campus vision, values, and strategic goals and the priorities laid out in the Academic Futures report:
https://www.colorado.edu/about/strategic-priorities
https://www.colorado.edu/chancellor/strategic-plan
https://www.colorado.edu/academicfutures/

Leadership Support at CU Boulder

In completing its goal setting exercise, a review unit may find it useful to take into consideration the campus's five common goals; and the unit-level results of the most recent Campus Culture Survey:
https://www.colorado.edu/leadershipsupport/
https://www.colorado.edu/dei/five-goals
https://www.colorado.edu/dei/survey-results/unit-level-dashboard

Remember to Reauthorize Affiliated Centers

The university's Centers Establishment and Reauthorization Process and Procedures specifies that requests for center reauthorization should be made concurrently with the review of the parent unit by the Academic Review and Planning Advisory Committee (ARPAC). The center reauthorization process is managed by the Research and Innovation Office (RIO).

The unit to which the center reports (the “parent unit”) is responsible for ensuring that the center supplies RIO with the required reauthorization materials by February 13, 2026. RIO staff will invite the school/college associate dean for research and all center directors to an open information session prior to the start of each center reauthorization cycle.

If your unit is the parent unit for a center, please make sure the center follows RIO’s instructions for the reauthorization process to ensure affiliated centers are reauthorized appropriately. Instructions and templates for required materials, including the center’s program plan, bylaws, and budget, are available on the RIO website: https://www.colorado.edu/researchinnovation/research-administration/policies/centers-establishment-and-reauthorization-process

If you have questions about this process, please email centers@colorado.edu.

List of Centers Undergoing Reauthorization Review in 2026

Parent Unit	Affiliated Centers
Astrophysical & Planetary Sciences (APS)	● Center for Astrophysics and Space Astronomy (CASA)
Physics	● Center for Experiments on Quantum Materials (CEQM) ● Center for Integrated Plasma Studies (CIPS) ● Center for Theory of Quantum Matter (CTQM)

External Review Guidelines

The external review is an assessment of unit strengths and weaknesses by disciplinary experts from outside of CU Boulder. External reviewers are asked to:

- address the unit's scope, orientation, and standing, including evaluating the strengths and weaknesses of the unit's curricular offerings and research or scholarly/creative work programs;
- comment on the unit's planning goals and progress toward meeting the goals; and
- provide a broad and comparative perspective.

As area experts, external reviewers are qualified to apply a specific academic discipline's perspective to strategic questions and to appraise the unit's relative standing in the field as well as the currency of its research or scholarly/creative work trajectories.

External Review Committee (ERC)

Composition and Selection Criteria

- Each unit will be assigned two external reviewers. If the unit would like to have more than two external reviewers, the unit lead should inform the ARPAC co-chairs, with the understanding that the honorarium payment of an additional reviewer must be covered by the unit. The co-chairs will decide if the request can be granted.
- Following the orientation, the unit will be tasked with providing at least 10 names of unbiased experts working within the unit's disciplinary scope from outside of the University of Colorado who do not have a conflict of interest (e.g., graduates of the program, faculty members' friends, co-PIs, former advisor/advisees). These individuals should be widely knowledgeable about their field and may have held leadership positions within their field (e.g., department chair, research director, etc.). Submitted names should be rank-ordered and grouped into specializations, if applicable. Additional names may be required if 2 external reviewers cannot be secured from the initial list.
- The ARPAC co-chairs will make final selections, considering the unit's rank order but also considering the candidate's expertise, experience, and institution. The ARPAC co-chairs extend invitations on behalf of the provost to the top-ranked nominee(s), working down the list until the requisite number of reviewers is found.
- Once external reviewers are identified, the unit lead is informed of their names and works with ARPAC staff and the external reviewers to select and coordinate dates for the review.
- An honorarium is provided to each external reviewer for their participation in the process. ARPAC staff and the Office of the Provost Financial Service Center specialist work with the external reviewers to complete the necessary forms before the honorarium can be processed. This process is initiated once the external reviewers submit their report.

Visit Rules

- Prior to the visit, external reviewers will be made aware of these procedures. The reviewers will be given access to the unit's degree program summary, goal setting exercise report and appendices, and other relevant documents.
- The external review for the 2026 program review will be held remotely via web conferencing tools. Both external reviewers must be present synchronously for the remote

"visit." If an external reviewer cancels, a replacement reviewer will be selected, and the review may need to be rescheduled.

- The external review typically takes place while classes are in session, usually before spring finals. At the outset of the review, reviewers will be provided with a meeting itinerary. If the external reviewers wish to hold additional interviews outside those scheduled by the unit, ARPAC staff make the necessary arrangements.
- ARPAC staff are responsible for logistical support for remote visits.
- The objectivity of the external reviewers must be protected. Although reviewers may have friends in the unit, outside of meetings included within the review schedule itself, unit members should have no contact with the external reviewers from the point that they are identified until after the receipt of their report. This prohibition includes all communications and meetings between unit members and external reviewers outside of those published in the review schedule, unless specifically approved by the ARPAC co-chairs.
- The first day of the review is typically spent meeting with the unit's students, faculty, and staff. Any faculty member may request a private meeting with an external reviewer, though if the schedule does not allow this, an option exists to talk by phone or via email after the review visit ends, depending on terms specified by the external reviewers, but not to exceed a period of 7 days after the conclusion of the external review. ARPAC staff will work with the faculty member and the external reviewers to coordinate such a meeting.
- On the second day of the visit, the conversations are typically focused on planning and larger organizational themes, including meetings with allied unit leads, such as institute directors or the chairs of cognate departments. The day ends with an exit meeting attended by the provost, the dean, ARPAC members, and other campus officers, as needed.

External Review Report

Report Preparation Guidelines

The external review report does not need to describe the unit, as that has already been accomplished by earlier reporting. Instead, the external review report should focus on analyzing unit strengths and weaknesses; the report should indicate how the unit has (or has not) created a strong identity for itself in its field(s), comment on the unit's vision and plans, and point to any opportunities the unit may have missed. The report should address specific recommendations regarding how the college and/or campus can better sustain and improve the unit. It is helpful for the external review report to include some commentary on each of the key areas of consideration addressed in the unit goal setting exercise:

- Research, scholarly, and/or creative work excellence
- Hiring and mentoring (faculty, staff, postdoctoral fellows)
- Teaching and learning excellence and assessment
- Student success and mentoring (undergraduate and graduate students)
- Inclusivity and unit climate
- Unit planning and governance structures and processes

As this is a review of the whole unit, the report should not include comments on individuals or particular personnel issues.

Any finding of doubt about the educational and/or research qualifications of a unit should be detailed in the external review report. This information is advisory to the campus committee and to the provost in determining whether a contingent review of the department is advisable, including a more extensive external review.

Deadline, Formatting, and Submission Guidelines

The external reviewers are expected to email a report formatted as a Word document (.docx file) to arpac@colorado.edu within 14 days of the conclusion of the external review. There is no predetermined template for the external reviewers' report.

When the ARPAC co-chairs receive the external reviewers' report, it is forwarded to the unit lead. The unit has 14 days to make written comments to ARPAC for the correction of factual errors.

ARPAC Procedures

Academic Review and Planning Advisory Committee (ARPAC) Role and Membership

The Academic Review and Planning Advisory Committee (ARPAC), which is advisory to the provost, is responsible for turning strategic information generated by the units in their degree program summary and goal setting exercise and by the external review committees in their discipline-specific evaluations, into planning recommendations, as informed by their own committee discussions. The committee's reports address accountability requirements in the context of campus planning goals. The committee is responsible for describing unit-specific and multi-unit strengths, challenges, and opportunities that have arisen during the review process and for recommending actions to the unit, dean, provost, and other relevant campus leaders. Recommendations might describe resource-neutral or resource-saving improvements as well as improvements requiring new investment.

ARPAC is composed of tenured faculty members representing the range of CU Boulder colleges and schools and the University Libraries. The size of the committee varies depending upon the number of units undergoing review in a given cohort. ARPAC members serve three-year terms, and. The senior vice provost for academic planning and assessment and the vice provost for faculty affairs co-chair ARPAC as non-voting members. The vice chancellor for academic resource management; the senior vice chancellor for leadership support and programming; the dean of the graduate school; the dean of undergraduate education; the vice chancellor for enrollment management; and the dean of the institutes also serve as standing, non-voting members. The co-chairs recruit ARPAC members subject to approval by the provost; ARPAC membership is then shared annually with the Boulder Faculty Assembly (BFA) Executive Committee.

Liaison Assignment

The ARPAC co-chairs assign a primary and secondary liaison or liaisons from among the committee's standing members to each review unit. The assigned ARPAC unit liaison(s) must come from outside the unit under review and may not serve as the assigned unit liaison if they have a conflict of interest with the unit. The ARPAC unit liaison is responsible for documenting a summary of their findings from the discovery process and drafting the ARPAC report for the unit. In some review years, liaisons may be tasked with drafting multiple reports.

Discovery Process

The ARPAC discovery process aims to ensure the accuracy and completeness of the goal setting exercise report and determine if additional consideration is needed. The ARPAC unit liaison(s) are tasked with examining the unit's goal setting exercise report closely and documenting a summary of their findings from the discovery process. Units will have the opportunity to respond to the discovery summary report and revise the goal setting exercise as needed.

External Review Committee Visit Protocol

It is customary for the ARPAC co-chairs to welcome and meet with external reviewers on the first day of their visit to brief them on the review procedures and to answer their questions. Additionally, the ARPAC unit liaisons meet with the external reviewers, typically on the morning of the second day of the visit; ARPAC unit liaisons should try to make themselves available to the external reviewers as a resource for information about the review process and the campus.

The ARPAC liaisons are also invited to meet with the external reviewers at an exit interview on the last day of their visit. The liaisons are advised of the date and time as soon as it is known.

Fall Meetings

The ARPAC staff send a meeting schedule to committee members and provide the group with relevant materials and reports. Committee members are asked to inform the ARPAC co-chairs of absences as soon as possible, preferably before the beginning of the fall term.

ARPAC fall meetings take place for two hours twice weekly and begin with the start of the term in August. Meetings continue until all final reports are completed and approved by the committee.

Confidentiality

Committee members are expected to maintain confidentiality throughout the review process. Committee meetings and discussions are confidential. The committee's final reports are public, after the provost has accepted and approved them.

Discovery Summary Report

Report Preparation Guidelines

The discovery summary report focuses on identifying any gaps in or questions about the goal setting exercise report and includes a list of follow-up questions or concerns for the unit to address or provide additional clarification. The discovery summary report does not describe the unit, as that has already been covered by the degree program summary and goal setting exercise report, nor does it provide analysis of the unit, as that is part of the final ARPAC report The discovery summary does not report on the degree program summary, although this will be made available to the assigned ARPAC liaison(s) for additional information on the unit.

When the ARPAC co-chairs receive the discovery summary report, it is forwarded to the unit lead. The unit is then charged to make written comments to ARPAC for the correction of factual errors and to revise the goal setting exercise report, as needed. All responses and/or revised goal setting exercises are due to arpac@colorado.edu by the end of the spring semester.

Deadline, Formatting, and Submission Guidelines

The ARPAC unit liaison(s) email the discovery summary report formatted as a Word document (.docx file) to arpac@colorado.edu following receipt of the unit's goal setting exercise report and degree program summary. All discovery summaries must be submitted no later than the end of the spring semester.

ARPAC Report

Report Preparation Guidelines

The ARPAC report contains the following sections, in the order shown. Each section is headed with the title indicated.

- **Process Overview**: A description of the entire review process for the unit, including summary details of the discovery process and the external review visit.
- **Past Review**: A brief description of recommendations from the previous program review and the results of their implementation.
- **Unit Analysis**: A summary and analysis of key points raised in the degree program report, goal setting exercise report, external review report, and discovery summary report with specific attention to the review units' strengths, challenges, and goals. The analysis must address each area of goal-setting described in the goal setting exercise but may also bring up additional considerations such as the unit's role in the context of the campus. These are the general observations and conclusions of the Academic Review and Planning Advisory Committee (ARPAC).
- **Recommendations**: Specific and numbered recommendations for program improvement and development. Recommendations must relate explicitly to a topic mentioned in the unit analysis section of the report. Recommendations may be made to the unit, to the dean(s), to the provost, or to other campus officers, as appropriate.

Submission

After the Academic Review and Planning Advisory Committee has approved the report and its recommendations, the ARPAC co-chairs submit the document to the provost. The provost may elect to make modifications. A copy of the report signed by the provost, with any modifications noted, shall then be distributed to the unit leads and the deans. The final signed report is a public document. *When the Division of Academic Affairs undergoes review, the chancellor will fill in for the provost and be the final approver of the report.*

Follow-up Reporting

Purpose of Follow-Up Reporting and ARPAC Assessment

Units, deans, the provost, and other administrators are required to respond to ARPAC recommendations in the four years subsequent to the report's final acceptance by the provost. ARPAC assesses follow-up reports submitted by the units, the deans, and the provost that describes the implementation of review recommendations. The committee's ongoing involvement with reviews provides it with opportunities to outline areas of emerging and ongoing concern for the campus as a whole, to point to new opportunities, and to relate ARPAC findings to other campus planning processes.

Follow-up Deadlines

From 2028 through 2031, the heads of the reviewed units, the deans, and the provost/other central campus leaders are expected to complete follow-up reports; reports are not required by each group each year (see table below for year assignments for each group). The reports describe the implementation of review recommendations.

The following table outlines the follow-up deadlines and the assigned parties:

The unit leads must complete their reports by these dates:	The dean reports are due after the units' follow-ups:	The provost and other central campus leaders reports follow:
April 1, 2028 April 1, 2030	May 1, 2029	June 1, 2031

Requirements

The follow-up narrative should address each of the recommendations found in the ARPAC report. The follow-up should duplicate the layout of the review report recommendations, listing the original recommendation by number and adding a brief narrative that outlines what the unit has done regarding its implementation. Unit leads should address all recommendations, including any directed to the deans and the provost.

The follow-up might also afford the unit lead with an opportunity to address other, more general post-review developments. Information about significant programmatic and personnel changes, space and infrastructure losses or gains, new degree proposals, major gifts, etc., is of interest to ARPAC.

The deans and the provost are likewise asked to address review recommendations in their replies but with special attention to broader campus circumstances. As with recommendations addressed to the units, campus leaders will find recommendations addressed to them in most unit reports.

ARPAC will take up the responses of the unit leads, the deans, and the provost at the outset of the fall term. It is ARPAC’s responsibility to make sure that the responses offer sufficient explanation and context and to ask for clarifications or additional information if needed.

The unit leads are obliged to update ARPAC with clarifications or additional information when these are asked for. If asked for, these updates are expected before the end of the fall term. The updates are not a substitute for the follow-up narrative itself.

Contingent Review

Occasionally a unit might require extra attention, such as when program or management difficulties impede its progress or when its reporting line within the university's organizational structure is in question.

Additionally, administrators might wish to understand the goals of a unit not otherwise reviewed (for example, an academic support unit), or to study specific questions consequential to a single unit or to multiple units.

Any unit reporting to the provost may be obligated to undergo a contingent review, even well-performing ones. A contingent review would follow one of these requests:

- the dean finds cause to request the review;
- ARPAC requests the review;
- the provost orders the review.

A contingent review might assume the form of a task force reporting to the dean or provost on actions necessary to promote unit quality, or to recommend program reconstitution or discontinuance.

Contingent review status, or pending status, does not excuse a unit from regular program review obligations.

Glossary of Commonly Used Terms

Terms	Definition
Unit	As defined in Regent Law 4.A, academic units are schools, colleges, and departments that roster tenured and/or tenure track faculty and offer at least one degree program. For the purposes of program review, the definition of a unit is extended to include research institutes; research centers; the University Libraries; academic programs such as the Environmental Design Program and the Program for Writing and Rhetoric; and the administrative support units and associated offices of the CU Boulder Academic Affairs' division.
Degree program	As defined in Regent Law 4.B, a degree program is a course of study leading to a degree at the bachelor's, master's, or doctoral level and may only be offered by an academic unit or a program within an academic unit. The following abbreviated terms are common in describing academic degrees: ● BA/BS - Bachelor of Arts/Bachelor of Science ● BAM - Bachelor's-Accelerated Master's ● MA/MS - Master of Arts/Master of Science ● PMP - Professional Master's Program
Underrepresented groups	Individuals who self-report as African American, Hispanic/Latinx, American Indian/Native American, or Pacific Islander. When expressed as a percentage of a total number in CU Boulder statistics, the percentage is a proportion of those with known race/ethnicity. International students/faculty are considered distinct from underrepresented groups.
Faculty	**Full-time faculty:** Full-time faculty are those with a 100% appointment. The percent time of the appointment (% full-time) is based on the college- or school-specific definition of 100% full-time effort. In larger colleges, full-time expectations may be defined on a discipline-specific basis. **Regular faculty:** All faculty eligible for membership in the Faculty Senate of the University of Colorado, as defined by Regent Law 5.A.2(A)(2). **Rostered faculty:** Faculty who appear on a primary unit's personnel roster with a position number and are compensated by the unit. Rostered tenured or tenure-track faculty of a specific unit may have their tenure home in other units. **Tenure home:** The unit that is the tenure locus (full or shared) of a tenured or tenure-track faculty member. Tenured and tenure-track faculty are appointed and reviewed by the tenure home unit.

Full-time equivalent (FTE)	FTE is defined as the equivalent of one position, continuously filled, full-time for the entire fiscal year (or the academic year in the case of academic year appointments) and may comprise any combination of part-time and full-time positions. It provides an estimate of the total full-time employment by converting part-time employees to a full-time derived statistic.
Fall-term (FT)	Refers to data compiled as of the fall census, which occurs in third week of fall classes.
Fiscal year (FY)	Refers to the time period from July 1 through June 30.
Academic year (AY)	Refers to the time period from August through May.

Other common abbreviations (in alphabetical order):

- ERC - External review committee
- FCQ - Faculty Course Questionnaire
- FRPA - Faculty Report of Professional Activity
- IR - Institutional Reporting
- D&A - Data & Analytics
- OIEC - Office of Institutional Equity and Compliance
- PUEC - Primary unit evaluation criteria
- SCH - Student credit hours
- TTT - Tenured and tenure-track faculty

University of Colorado **Boulder**

2025 Program Review

Department of History

Academic Review and Planning Advisory Committee Report

Approved

Signed by:
Ann Stevens
A18C4579D6C4482...

1/9/2026

Provost and Executive Vice Chancellor for Academic Affairs | Date

Contents

AY 2024-25 ARPAC Members – 3

Process Overview – 5

Past Reviews – 5

Unit Analysis – 6

Teaching and Learning Excellence and Assessment – 6

Research, Scholarly, and/or Creative Work Excellence – 7

Hiring and Mentoring (Faculty, Staff, Postdoctoral Fellows) – 8

Student Success and Mentoring (Undergraduate and Graduate Students – 9

Inclusivity and Unit Culture – 10

Unit Planning and Governance Structures and Processes – 11

Recommendations – 12

Required Follow-Up – 14

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Process Overview

The Academic Review and Planning Advisory Committee (ARPAC) review of the Department of History (HIST) was conducted in accordance with the 2025 program review guidelines. The degree program report and goal setting exercise were prepared and submitted by the unit. An external review committee (ERC), consisting of two experts from outside of the University of Colorado Boulder, engaged in a virtual visit and submitted a report based upon review of relevant documents and interviews with faculty, staff, and student unit members and university administrators. ARPAC staff, employing web conferencing tools, facilitated the external review as a remote visit over April 24 and 25, 2025. The ARPAC unit liaisons submitted a summary of findings derived from the goal setting exercise. ARPAC reviewed and considered these materials, met with the chair, and wrote this report.

Past Reviews

The last ARPAC review of the Department of History was in 2016. At that time, ARPAC directed four recommendations toward the department that focused on increasing student recruitment and retention, improving inclusive excellence (particularly in the context of a growing international student population), pursuing faculty hires in key areas, and pursuing the renovation of facilities to increase the capacity of the department.

The department has made impressive progress on all of the 2016 ARPAC recommendations. Almost immediately following the last review, the department began a large, highly structured, multi-year effort to reinvigorate their undergraduate curriculum called the History Teaching and Learning Project (HTLP). This project addressed ARPAC's recommendation to address student recruitment and retention through curricular reform and went much further, leading to a peer-reviewed publication that described their cohesive strategy for addressing the nationwide trends in declining history students. Since the last review, the number of undergraduate majors has stopped declining, but the number of student credit hours (SCH) taken in the department has continued to decline. The department very much considers these efforts to be a work-in-progress. This year's ERC made several recommendations that echoed many of those in 2016, encouraging HIST to continue to keep these activities as a top priority.

HIST has taken steps to address ARPAC's recommendations regarding challenges in inclusive excellence, particularly in the context of gender imbalances in the department and a growing international student population. The department's inclusive excellence committee conducted a survey to begin addressing the impacts of international student enrollments and teaching assessments on female faculty, faculty of color, and international faculty. The department engaged in facilitated faculty meetings and participated in the multi-departmental Teaching Quality Framework efforts to improve faculty teaching evaluation practice and assessment. While all accounts describe a positive, strong, and supportive departmental culture, the department continues to recognize that this remains an ongoing area of work in the unit. (See "Inclusivity and Unit Culture" below.)

The final two recommendations from the 2016 ARPAC involved actions that were not entirely within the unit's control, but HIST effectively advocated for the actions that were needed to make progress on both fronts. To address gaps in their expertise, they continued to advocate for new faculty hires, and the dean of the College of Arts & Sciences granted some of these requests. However, several faculty departures (due primarily to retirements) have led to an overall decline in

the number of faculty in the department by 20%. As a result, key gaps in the department's scholarly profile have emerged or widened, and the teaching and administrative burden on the remaining staff has increased. Finally, ARPAC's concerns about the state of the department's facilities have been addressed through the comprehensive renovation of the Hellems Arts & Sciences building, which is scheduled for re-occupancy at the end of 2025.

The 2016 recommendations to the dean of the College of Arts & Sciences included funding a part-time staff position, addressing funding disparities for graduate students across the humanities, prioritizing space renovations for the department, and fully considering the department's hiring requests to increase the number of faculty. Following the review, the department was able to hire a full-time staff person, but two subsequent staff departures (only one of which was allowed to be refilled) have led to no overall change in the number of staff positions in the department. Follow-up reports did not include responses from the dean's office about their responses to funding disparities within the humanities.

The 2016 ARPAC report had two recommendations for the vice provost and associate vice chancellor for undergraduate education. First, they were encouraged to investigate recent international student admissions that were impacting the course evaluations of specific faculty. The 2025 ARPAC did not see if or how this recommendation was addressed in follow-up reports. The second recommendation was to investigate the practice of charging fees to graduate students. Since 2016, the majority of graduate student fees (like the majority of undergraduate student fees) have been converted to tuition, and the ASSETT fee has been eliminated.

Unit Analysis

The campus' standardized description of the Department of History is available on the website of the Office of Data & Analytics (D&A) at https://www.colorado.edu/oda/institutional-research/institutional-level-data/information-department/academic-review-and-planning. D&A updates the profile annually in the fall semester. Generally speaking, this report cites data posted for the unit profile in August 2024, reflecting the state of the History Department as of fall 2022. Additional data was obtained from the department, including the degree program report and the goal setting exercise, as well as the unit data profile posted by D&A in October 2025.

Teaching and Learning Excellence and Assessment

The Department of History currently offers Bachelor of Arts (BA), Master of Arts (MA), and Doctor of Philosophy (PhD) degrees in history, as well as an undergraduate minor. The MA program includes two dual degree options, one with Asian Languages (D-HISTALAC) and another with Religious Studies (D-HISTRLST). The department offers a broad range of courses in multiple subfields, approaches, and geographic regions, providing students with many different degree paths that align with their individual interests and professional goals. Undergraduate students edit, produce, and publish in a departmental undergraduate journal, "The Colorado Historian," run an active History Club, and have many opportunities for advanced study through the honors thesis program and credit-earning internships. The graduate program is well-known for its strengths in US History (particularly Environmental History and the American West), Asian History, and European History. Across all of their courses and programs, the department emphasizes critical reading and thinking skills, effective communication (particularly in writing), and research methods,

The HTLP was designed to address a pattern of declining student engagement in HIST at CU Boulder that reflects a broader national trend in humanities disciplines. By many measures, the project has been extremely successful. Through the HTLP, HIST developed department-wide undergraduate student learning objectives and incorporated assessments (i.e., CU's Teaching Quality Framework and the Quality Teaching Initiative from the College of Arts & Sciences) to measure undergraduate outcomes and improve faculty teaching. Perhaps most importantly, the HTLP succeeded in creating a "culture of scholarly teaching" in the department that successfully built the momentum needed to make long-lasting changes to the undergraduate experience in the program. The number of majors in HIST has stabilized in recent years, indicating that these improvements are translating into increased student attraction and retention. Nonetheless, the department considers their work in this area to be far from done, with several current and planned activities aiming to further streamline the curriculum, address new pedagogical challenges like artificial intelligence (AI), increase interdisciplinary offerings, and cultivate a student population that better reflects CU Boulder and state demographics.

The department is in the process of reforming and streamlining its curriculum to make it more attractive and accessible to students, particularly in the context of the new budget model. A major priority is revising a complicated course numbering system to make the sequence of courses required for the major simpler and easier to navigate. New introductory courses are being developed to more effectively draw students into the program, and defunct courses are being removed from the catalog to reduce confusion about course offerings. A current challenge involves addressing gaps that have emerged in Modern European, Latin American, and gender history due to the shrinking faculty size. Once curricular reforms are complete, there are many opportunities for the department to expand its offerings to facilitate interdisciplinary studies. Particularly exciting collaborations include those that support student pathways in sustainability, public health, environmental studies, and international affairs. More interdisciplinary connections, including micro-credentials, certificates, and cross-department minors, will likely increase the attractiveness of the department to undergraduates while expanding the unit's reach across campus.

As HIST continues to reform and reimagine its program, they would benefit from beginning to incorporate assessments that specifically evaluate the student experience. They are already moving in this direction by creating an undergraduate student advisory board and increasing their efforts to track and engage with alumni. Adding formal and informal assessments that solicit feedback from students that take HIST courses, both majors and non-majors, will help clarify barriers to attracting and retaining students (particularly women and other underrepresented groups) in the program that might not be detected through the course assessments that are currently in place.

Finally, it is important for the department to expand curricular reform and assessments to include the graduate curriculum, particularly given declining graduate student enrollment. Improvements to the MA and PhD curriculum and program requirements should aim to reduce time to completion, standardize workload expectations, and ensure that new training opportunities are designed to track the changing professional landscape. Plans to do this are already in place and should be prioritized in the near future. Any changes must now be considered in the context of the broader Arts & Humanities (AHUM) Future State plan; for example, new limits on the number of years of support that may be included in MA admissions offers will reverse the department's recent progress in offering competitive funding packages to MA students. As with undergraduate offerings, the graduate program will also benefit from cross-departmental collaborations that facilitate interdisciplinary research and training opportunities for MA and PhD students.

Research, Scholarly, and/or Creative Work Excellence

The Department of History consists of "an energetic group of excellent and award-winning faculty" with expertise in both premodern and modern history. They use a range of historical methods and approaches to understand the causes and context of change. While the department's research expertise is broad in both geographic and methodological scope, its historical strengths lie in US History (particularly Environmental History and the American West), Asian History, and European History. Currently approximately half of the faculty specialize in East Asian or South Asian History, and an ongoing hire in Indigenous American History will help fill a major gap in Western American history that has recently developed in the department.

HIST has an award-winning collection of faculty, including three winners of the Boulder Faculty Assembly Award for Excellence in Teaching and Pedagogy, a Distinguished Professor, two College of Arts & Sciences Professors of Distinction, a MacArthur "genius grant" winner, three Guggenheim fellows, several Fulbright fellows, and winners of a long list of various book awards. The ERC identified the "quality and pace of publishing and research contributions to the historical discipline and beyond" as one of the primary strengths of the department. Faculty have been particularly successful in receiving research funding and prestigious fellowships; between 2017-2023, HIST was consistently in the top three units in AHUM for direct grant expenditures. They regularly publish refereed books, scholarly monographs, journal articles, and digital history projects and are in the process of developing mechanisms for rewarding faculty for other research products that may reach broader audiences outside academe.

The primary challenge to the department's research excellence is maintaining their strengths in multiple areas despite shrinking faculty numbers. Recent retirements and departures have weakened the department's strength in US History and European History and increased the service and administrative burdens on the faculty that remain. A timely search for a tenure-track scholar in Indigenous American History is currently underway and will help address a key gap in the department's expertise. The department is cognizant of other gaps and poised to be strategic with future hiring opportunities to ensure they maintain their depth and breadth of research expertise. Increasing administrative support, e.g., by adding staff positions that are shared among units, would help protect the research excellence of the unit by ensuring that faculty can devote appropriate time to their research programs. As aptly summarized by the ERC, "Squandering the varied opportunities inherent in a well-hired, well-mentored faculty complement should be avoided."

Hiring and Mentoring (Faculty, Staff, Postdoctoral Fellows)

According to the D&A profile for academic year (AY) 2023-2024 faculty personnel in the Department of History consisted of 28 tenured and tenure-track (TTT) faculty (1 distinguished professor, 10 full professors, 13 associate professors, 5 assistant professors), 2 teaching-track faculty, and 4 lecturers. This represents a 20% decline in TTT since the 2016 ARPAC review, when the department had 35 faculty. A disproportionate number of these TTT losses have been in European History, reducing the representation of this area in the department relative to past levels. The average salary for TTT faculty in HIST is, on average, 16% lower at CU Boulder compared to the average among Association of American Universities (AAU) peer institutions. The disparity is greatest for full and associate professors, which are 83% of equal-rank faculty at peer institutions on average. The salaries for assistant professors are 92% of the average salary at other peer institutions.

The department has a strong and supportive mentoring structure for early-career faculty (ECF). All ECF have 1-2 assigned faculty mentors, and the department has a "chair of mentoring" who provides mentors with guidance on how to support their mentees and follows up to make sure that they are meeting on a regular basis. The chair of mentoring keeps track of ECF timelines and progress towards promotion, meeting with ECF individually and with their mentors as needed to discuss their progress. Given this strong and supportive mentoring structure, it is not surprising that ECF reports a collegial and supportive departmental culture where they feel that their contributions are encouraged and valued.

Moving forward, the department could benefit from extending their departmental mentoring structure to include mid-career faculty. Over the past several years, the rate of associate professors being promoted to full professor has stagnated. This is due in part to the impacts of the COVID-19 pandemic on faculty whose research requires extensive travel to archives, but it is also the case that many of these associate professors had already been long in rank at the time of the pandemic. Given the striking success of the ECF mentoring program, it is likely that mid-career faculty would benefit from a similar support structure that helps ensure their timely promotion and professional growth.

According to the Office of Data & Analytics profile for AY 2023-2024, staff personnel in the Department of History consisted of 1 university staff member, 2 classified staff members, and 2 student hourly employees. Since the 2016 ARPAC review, the department was granted (and filled) an additional staff position. However, since that hire, one staff member retired, and another left the department. The department was allowed to fill one of the two vacancies with a position that is now stretched across both graduate and undergraduate programming. The unit has pursued several short-term solutions to cover critical gaps in administrative support, such as hiring a temporary worker and creating a graduate research assistant (GRA) position to focus on public and community engagement. However, these solutions are not sustainable in the long term. Given current financial constraints in AHUM, the department would benefit from a division-wide program that created additional shared administrative support services for functions that the department cannot currently cover without overburdening their current staff.

Student Success and Mentoring (Undergraduate and Graduate Students)

According to the 2025 D&A profile and degree program report, in fall 2024 the Department of History had 314 undergraduate majors, which ranked 5th of 16 units currently under review, and which was an 8% decrease from 5 years prior. In fiscal year (FY) 2024-2025, the department awarded 92 bachelor's degrees, which ranked 3rd among units under review, and which was a 7% decrease from 5 years prior. In 2024, the Department taught 12,768 SCH, ranking 5th among units under review, and which was a 19% decrease from 5 years prior. Seventy-five percent of those SCH were taken by non-majors, and 56% of the SCH were taught by TTT faculty, 21% by teaching-track faculty, 3% by graduate part-time instructors (GPTIs) or teaching assistants (TAs), and 20% by others.

Student interest is fostered in part by a History Club. According to the 2021 Senior Exit Survey, 50% of seniors were planning on employment, 8% were seeking employment, and 41% were continuing their education. While 92% of those seniors reported being satisfied or very satisfied with their history major, only 28% felt satisfied with their preparation for the job market. According

to the unit, since the last review, they have “restarted and expanded our internship program, created undergraduate scholarships, and developed summer funding opportunities for graduate students.”

Regarding graduate education, as of fall 2024, 28 PhD students and 7 master's students were enrolled. This represented an 8% increase in PhD students and a 53% decrease in master's students compared to five years prior. In 2025, the department awarded 5 master’s degrees and 2 PhDs. Compared to five years prior, this was a 67% increase in master’s degrees and an equal number of PhDs. As the department explains, the decrease in master’s students is attributable to their shift to two-year funding packages for MA students, resulting in a more productive MA environment. The department also now has full funding packages for PhD students. The Department notes that it is a challenge to move MA students through in two years in part because the declining number of TTT reduces the number of graduate courses provided.

Both the PhD and MA use a “dual field system” that emphasizes training in a regional area alongside a thematic field, allowing the students breadth, depth, and flexibility, while enhancing recruiting. Graduate students can serve on the department’s graduate studies committee in an advisory role, and the ERC observed that graduate students felt well mentored. HIST does not have a system in place for formally tracking graduate student employment placements but is working to informally track this via LinkedIn. They would welcome support from Alumni Relations on this project.

The department observed that increasing PhD student stipends, which currently lag behind the Boulder cost of living, would help in recruiting. The department also emphasized the need to better train graduate students for jobs outside of academia, given the challenging academic job market nationally. Finally, the department observed that there is an opportunity to streamline some of its graduate degree requirements.

Inclusivity and Unit Culture

In February 2022, a collaborative group met and identified the following five goals to advance diversity, equity and inclusion at CU Boulder: (1) employee skills and development; (2) student achievement outcomes; (3) community building; (4) employee recruitment outcomes; and (5) preparing students to participate in a diverse democracy. As the ERC observed regarding the Department of History “the 2016 report referred to tensions with the department that showed no continued signs in our virtual visit.” The department concurred in this assessment, with the return to the renovated Hellems Building in spring 2026 likely to further enhance community building. As to inclusivity, the department recently folded its dedicated inclusive excellence committee into the executive committee but will continue to evaluate the efficacy of that approach. The department has developed a set of “Inclusive Excellence Principles,” that signal its commitment to inclusivity among faculty, staff, and students.

The 2021 Campus Culture Survey results suggested that generally speaking HIST’s various constituencies experienced a high degree of belonging and inclusivity. As discussed, hiring a professor in Indigenous American History, along with strengthening relationships with the Center of the American West, has the potential to further deepen the department’s commitment to inclusivity. As noted by both the department submissions and the ERC, HIST’s principal challenge/opportunity is the need to boost major/minor enrollment and SCH, as well as address the demographic gap in majors, which skews 59% men and 41% women. Potential methods of addressing these challenges, as identified by the department and/or ERC, include developing additional experiential

learning opportunities to both foster and educate about employment opportunities, additional faculty recruiting/teaching by women in introductory history courses (though currently 55% of the TTT faculty is women), the continued streamlining of the major requirements coupled with expanded curricular breadth, and creating connections with other disciplines including, for example, through courses such as History of Science or Public Health.

Unit Planning and Governance Structures and Processes

The department's vision includes maintaining and modestly expanding its high-quality faculty, maintaining and expanding its undergraduate student population, and maintaining and strengthening its graduate programs. While the department views its governance structure as fair and as a strength of the department, to help facilitate the department's broader goals, it plans to reexamine service distribution and committee structures, revisit its equitable but cumbersome annual merit review process, and conduct a thorough review of department bylaws for improved efficiency. Through their goal setting exercise, the department developed a timeline for revisiting annual merit review, which should be completed in spring 2026. These concrete and specific revisions to the department's governance structures seem both feasible and underway.

The department has bylaws that were last revised in 2022, policies and procedures last revised in 2022, and standing rules that were last amended in 2024. Tenured and tenure-track professors and teaching-track faculty on at least 50% appointments have voting rights to set rules, policies, and procedures for the department. As required by Regent and CU system law and policy, decisions about hiring into TTT positions are made by the tenured and tenure-track faculty. In contrast, decisions about hiring rostered instructorships are made by the executive committee and the search or review committee. The department has detailed rules regarding the procedures for reappointment, promotion, and tenure, as well as published criteria for these employment achievements. As noted, the department has extremely detailed methods for calculating annual merit raises that it is considering streamlining. A committee on mentoring exists to provide formalized mentoring through the probationary period for "junior faculty." The department has a detailed grievance policy that encourages resolution at the lowest level possible, with escalating involvement of department leadership and, if needed, the development of a formal committee. The grievance process for students simply says university procedures should be followed. The department is governed by a chair and executive committee. The department's governance procedures seem comprehensive, though there did seem to be some minor discrepancies among the documents.

Recommendations

The members of the Academic Review and Planning Advisory Committee address the following recommendations to the Department of History and to the offices of responsible administrators:

To the Unit:

1. Recruit and retain a tenure-track faculty scholar in Indigenous American History in collaboration with the Center of the American West and other units and partners on campus.

2. Continue developing mechanisms for assessing the "student experience" to inform changes to the curriculum and requirements.

3. Review and revise the undergraduate curriculum in order to:
   a. Pursue reducing the number of credit hours required for both the major and the minor, to align with history departments at peer universities.
   b. Rethink the structure of the BA for the purposes of streamlining the major and logically sequencing courses.
   c. Take student feedback into account while planning curricular revisions.

4. Aggressively pursue interdisciplinary collaborations with other units to create new offerings for students in conversation with the Future State discussions in AHUM.

5. Evaluate methods for streamlining the graduate curriculum and sequencing to better facilitate timely graduate degree completion.

6. Extend the departmental mentoring program to support mid-career faculty and facilitate promotions from associate to full professor.

7. Prioritize the maintenance of the positive departmental culture as the unit returns to its renovated space in Hellems.

To the Dean of the Arts and Humanities:

8. Support the department in recruiting, supporting, and retaining a tenure-track hire in Indigenous American History.

9. Consider opportunities for shared staffing resources to support units across AHUM with their unmet needs.

10. Explore creating shared administrative support services for certain key functions for which individual units, especially smaller units, may not have staff personnel, e.g., graduate student administrative support, event support, budget and finance support, etc.

11. Facilitate collaborations between HIST and other units to promote interdisciplinary offerings in the undergraduate and graduate student curricula.

12. Emphasize and support the important role that HIST—and the humanities disciplines as a whole—play in CU Boulder's mission when communicating and advocating to university

administration, the local community, and the state of Colorado, including in central campus (SRC) communications and storytelling.

To the Provost:

13. Emphasize and support the important role that HIST—and the humanities disciplines as a whole—play in CU Boulder's mission when communicating and advocating to university administration, the local community, and the state of Colorado, including in central campus (SRC) communications and storytelling.

Required Follow-up

The chair of the Department of History shall submit two follow-up reports—one due on the first of April 2027 and one due on the first of April 2029. The follow-up reports shall focus on the implementation of the recommendations from ARPAC detailed herein. The dean of Arts and Humanities and the dean of the College of Arts and Sciences, as well as the provost and other relevant central campus leadership will also respond to all outstanding matters under their purview arising from this review year's recommendations. The dean of Arts and Humanities and the dean of the College of Arts and Sciences will submit one follow-up report due on May 1, 2028, while the provost and relevant central campus leaders will submit one follow-up report due on June 1, 2030.

Evidence 2B45 - ARPAC_Report_Philosophy_2025

University of Colorado **Boulder**

2025 Program Review

Department of Philosophy

Academic Review and Planning Advisory Committee Report

Approved

Signed by:
Ann Stevens
A18C4579D6C4482...

12/16/2025

Provost and Executive Vice Chancellor for Academic Affairs | Date

Contents

AY 2024-25 ARPAC Members – 3

Process Overview – 5

Past Reviews – 5

Unit Analysis – 5

Teaching and Learning Excellence and Assessment – 6

Research, Scholarly, and/or Creative Work Excellence – 6

Hiring and Mentoring (Faculty, Staff, Postdoctoral Fellows) – 7

Student Success and Mentoring (Undergraduate and Graduate Students – 8

Inclusivity and Unit Culture – 8

Unit Planning and Governance Structures and Processes – 9

Recommendations – 11

Required Follow-Up – 13

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Maria A. Windell, Associate Professor, Department of English

Non-voting members	Scott Adler, Dean of the Graduate School and Vice Chancellor for Graduate Education and Professor of Political Science
	Katherine Eggert, Senior Vice Provost and Associate Vice Chancellor for Academic Planning and Assessment and Professor of English
	Sonia DeLuca Fernández, Senior Vice Chancellor for Leadership Support and Programming
	Amy Hutton, Vice Chancellor for Enrollment Management Michele Moses, Vice Provost and Associate Vice Chancellor for Faculty Affairs and Professor of Education
	Erika Randall, Interim Dean and Vice Provost of Undergraduate Education and Professor of Theatre and Dance
	Fernando Rosario-Ortiz, Interim Vice Chancellor and Executive Vice Provost for Academic Resource Management and Professor of Civil, Environmental, and Architectural Engineering
	Massimo Ruzzene, Vice Chancellor for Research & Innovation and Dean of the Institutes and Professor of Mechanical Engineering
Staff	Andre Grothe, Office of Academic Planning and Assessment
	Samantha Hertenstein, Office of Faculty Affairs
	Emmanuel Melgoza Alfaro, Office of Faculty Affairs

Process Overview

The Academic Review and Planning Advisory Committee (ARPAC) review of the Department of Philosophy (PHIL) was conducted in accordance with the 2025 program review guidelines. The degree program report and goal setting exercise were prepared and submitted by the unit. An external review committee (ERC), consisting of two experts from outside of the University of Colorado Boulder, engaged in a virtual visit and submitted a report based upon review of relevant documents and interviews with faculty, staff, and student unit members and university administrators. ARPAC staff, employing web conferencing tools, facilitated the external review as a remote visit over April 14 and 15, 2025. The ARPAC unit liaisons submitted a summary of findings derived from the goal setting exercise. ARPAC reviewed and considered these materials, met with the chair, and wrote this report.

Past Reviews

The recommendations from ARPAC in the Department of Philosophy's 2016 program review focused on departmental climate, diversity and equity, and strategic planning. Philosophy has worked to make progress in departmental culture and climate since the previous report. Since problems surrounding the internal climate of the Department of Philosophy and concomitant public scandals associated with both unethical and inequitable behaviors of some faculty members, PHIL has made progress, addressing many of the problems noted in the last ARPAC review. The department has, since the last review, corrected many of the shortcomings of the departmental practices and breaches in appropriate conduct; this progress was confirmed through multiple conversations and meetings with external reviewers. These changes have helped to elevate the reputation of both the department and the University more broadly.

Unit Analysis

The campus' standardized description of the Department of Philosophy is available on the website of the Office of Data & Analytics (D&A). D&A updates the profile annually in the fall semester. This report cites data posted in October 2024, reflecting the state of the Department of Philosophy as of the academic year (AY) 2025-2026.

Philosophy has, particularly in the last several years, enhanced its reputation in the wider field of philosophy as a discipline. Academically, the unit has demonstrated over the last several years an excellent record, both in terms of the highly productive publishing record of its faculty and its standing in the field as a whole, reflected for instance, particularly in the comments of the external reviewer committee. The faculty of Philosophy are accomplished, and the department ranks among the best in world, including a #1 ranking in the subdiscipline of medieval philosophy and a #4 ranking in applied ethics in the Philosophical Gourmet Report (confirmed by external reviewers as the discipline's standard ranking system).

Moreover, Philosophy has done a tremendous amount of work towards bolstering the humanities in a current climate of bias towards science, technology, engineering, and mathematics (STEM), and this is reflected as well in the strong numbers for majors and student credit hours. Along these lines, Philosophy also offers curricular benefits for the university as a whole, specifically in relation to the large number of credit hours taken in the department by non-majors, as roughly 90% of its student credit hours generated come from students not majoring in Philosophy. The department offers three degrees: a Bachelor of Arts (BA), a Master of Arts (MA), and a Doctor of Philosophy

(PhD). In each of these areas, Philosophy has established strong numbers in relation to peer departments across the country. Philosophy has also established relationships with other departments on campus, to deliver curriculum useful to these other departments, such as its course offerings in logic and ethics for the Department of Computer Science.

It appears that a substantial portion of the student credit hours generated by Philosophy are tied to online instruction delivered by lecturers and adjunct faculty. Roughly half of Philosophy's faculty of approximately 48 faculty members are lecturers, while the remaining tenured and tenure-track (TTT) faculty include 9 full professors, 7 associate professors, 3 assistant professors, and 5 teaching assistant professors.

Philosophy is to be commended for recognizing the challenges associated with online education and its commitment to addressing the challenges arising from this modality, which ARPAC suspects will only increase as more and more students start to use artificial intelligence (AI) for their online assignments. This may pose problems particularly as this usage increases, and specifically for a writing intensive discipline such as Philosophy.

Teaching and Learning Excellence and Assessment

Philosophy houses three degree programs: a bachelor's degree, a master's degree, and a PHD degree. The department graduates approximately 60 majors each year, which is high compared to peer institutions. Philosophy has focused on a dual mission of servicing the needs of other programs, such as Cognitive Science and Neuroscience for its MA curriculum, along with classes in ethics for other departments, such as Computer Science. Roughly 90% of its student credit hours service non-majors, emphasizing this contribution to the University's wider teaching mission.

In addition to its mission towards servicing the needs of other university units, Philosophy also offers an exceptionally wide range of course topics for students. In this regard, CU's Department of Philosophy certainly does stand out among its peers at other institutions in its robust delivery of a wider curriculum. Particularly noteworthy are offerings in less common subjects in the United States, such as African philosophy.

Philosophy offers assessment of its degree programs particularly in relation to placement of undergraduates in master's and doctoral programs in philosophy and in student placement in professional fields, such as medicine and law. Philosophy plans to expand offerings to engage with the new degrees that will be offered in public health, which will also require student training in ethics, which is an area of research expertise of the department.

On the whole, the Department of Philosophy is strong in both undergraduate and graduate offerings for students, particularly those offered by TTT faculty. There is room for development and improvement with regard to online course offerings. As Philosophy has flagged in its report, and ARPAC concurs, particular attention should be given to assessing online course offerings as part of university requirements for assessing learning outcomes. The department offers a substantial contribution to interdisciplinary education on campus.

Research, Scholarly, and/or Creative Work Excellence

Philosophy has a strong reputation for excellence in relation to peer institutions in terms of its research program. The department covers a wide range of philosophical topics, with special strengths in the fields of medieval philosophy, in which it ranks #1 in the world; applied ethics, in which it ranks #4; and epistemology, among another broad range of subdisciplines. Overall, the

reputation of research and scholarship for the department is extremely high and to be congratulated. The external review committee confirmed the prominence of the CU Department of Philosophy's reputation. Center for Values and Social Policy and the department host the annual Rocky Mountain Ethics Congress (RoME), which is the largest annual international ethics conference in the world; the Committee on the History & Philosophy of Science, which the 2016 ARPAC recommended be turned into a center, hosts the Conference on the History and Philosophy of Science.

ARPAC agrees with the assessment of the external review committee that Philosophy has a stellar reputation, particularly after the difficulties several years ago. In the revised ARPAC format, the department does not fully articulate their vision for what areas need expansion. The external review committee noted a lacuna in the areas of logic and the philosophy of language and particularly modern philosophy and Kant. They recommend a hire in the area of logic to dovetail with philosophy of language in relation to newer work on AI. Certainly, if the department has an opportunity to focus on a new hire, a hire that would emphasize philosophy of language in relation to AI seems to be a good bet to help sustain the Philosophy's robust reputation.

Hiring and Mentoring (Faculty, Staff, Postdoctoral Fellows)

According to the D&A profile for AY 2024-2025, faculty personnel in Philosophy consisted of 19 tenured/tenure-track (TTT) faculty (9 full professors, 7 associate professors, 3 assistant professors), 5 teaching-track faculty (all assistant teaching professors) and 21 lecturers. The department reports show one of these assistant professors was promoted to associate by the time of the report. Five of the 19 TTT faculty are women; 4 are from groups traditionally underrepresented in philosophy as a discipline. CU Boulder salaries are all 93% or higher of the Association of American Universities (AAU) public peer average salaries in Philosophy.

Philosophy offers a faculty mentor for junior faculty, as an optional assignment, but one which is strongly encouraged. On the whole, junior faculty feel supported by senior faculty; however, the ERC reported some junior faculty have been given unrealistic expectations in terms of the number of publications they were told they would need to gain tenure, with the ERC suggesting that the number suggested by senior faculty was probably double the expectations of peer institutions. The department has suggested that these recommendations have resulted in successful tenure cases. Clear communication of disciplinary expectations will ameliorate faculty morale particularly for junior faculty.

The department's goals suggest a replacement for two recently retired faculty, one in the area of philosophy of language and logic and another in metaphysics and epistemology. The external review committee concurs with the need to make sure that the department has a person whose research particularly addresses language and recommends someone who might also be able to address ideas of language in relation to AI. It may be possible to pursue links to the Program in Culture, Language, and Social Practice as well to ameliorate offerings connected to AI. ARPAC also supports Philosophy directing its efforts towards new hires, particularly towards this subdiscipline.

According to the Data and Analytics profile for AY 2024-2025, staff personnel in Philosophy consisted of 3 classified staff members and 2 hourly student employees. The ERC report suggests that the three staff members feel appreciated by the community in the department as a whole and work well together to keep the department functioning optimally.

Student Success and Mentoring (Undergraduate and Graduate Students)

Philosophy has a strong profile for student success among its 215 majors (2024) majors; for example, the department graduated approximately 60 students per year over the past 5 years. The D&A report shows 59 degrees awarded in 2023 and 230 total undergraduate majors. The department notes that numerous undergraduates have gone on to prestigious PhD programs in philosophy and some have become tenured professors elsewhere, without giving precise figures; this sort of information, particularly for undergraduates, is extremely difficult to track and mostly gets noted in departmental memory via individual faculty anecdotes. This holds for graduate students as well, including some of the department's placements for PhD students in tenure-track positions elsewhere in the US.

The department also has a robust program compared to peer institutions, particularly on the level of undergraduates, but also in terms of graduate level instruction for the PhD. The department taught 31,197 student credit hours in 2024, a substantial contribution to the university. Approximately 90% of these student credit hours were taken by non-majors, and the number of student credit hours has increased over the last five years. Approximately half of these credit hours are taught by TTT faculty, with the remaining half taught by lecturers (i.e., temporary faculty).

The department profile posts a variety of opportunities for undergraduates and graduate students to engage in social activities around philosophy. However, the external review committee also noted that some undergraduate students felt that engagement opportunities were lacking, with the notable exception of a late-night philosophy evening event, which students found appealing. They have also offered a variety of workshops to help students prepare papers for publication and professional development workshops. Additionally, they have made great strides to make the process involved in funding transparent for students, with a website explaining how funding awards, summer teaching, and other awards are distributed.

The external review committee noted general undergraduate satisfaction with both the teaching and the climate of Philosophy. Graduate students as well were mostly satisfied with the culture and climate of the department and its educational opportunities.

On the whole, Philosophy appears to offer a congenial atmosphere of learning for both undergraduate and graduate students. Students appear satisfied with instruction and the opportunities for learning and community. The external reviewer committee report suggests that there are some problems with mentoring for women undergraduates and suggests a proactive plan to incorporate more women in the teaching faculty. ARPAC notes that in previous reports from 2018, 2019 and 2020, the department has made concerted and successful efforts to recruit female graduate students which could help with mentoring for women undergraduates.

Inclusivity and Unit Culture

In February 2022, a collaborative group met and identified the following five goals to advance diversity, equity and inclusion at CU Boulder: (1) employee skills and development; (2) student achievement outcomes; (3) community building; (4) employee recruitment outcomes; and (5) preparing students to participate in a diverse democracy. Philosophy has worked to address these goals through a variety of programs and assessment activities. Regarding the Campus Culture surveys, the Department of Philosophy generally ranks well, with scores ranging from the high 4's

to the low 5's. The unit has included graduate students in decision-making processes and worked to pair graduate students with faculty mentors and other graduate student mentors.

While the department has made progress since 2016, concerns remain about the problem of interruptions within graduate seminars, often related to gender. In addition, an element of concern noted in the external review report was the lack of women's participation in upper-level class offerings and the perception by some undergraduates that women's voices have a tendency to be silenced in the lower-level offerings. The external reviewers suggest a concerted effort to recruit a wider pool of applicants for teaching faculty positions; however, some of these goals of supporting women students could also be accomplished by training for faculty to encourage women's participation in lower-level undergraduate classes. This same attention by faculty could also help with problems noted regarding interruptions of graduate students.

The Department of Philosophy has worked since its last review to improve the climate for faculty, students and others, and this work appears to have caused positive impacts on the department's climate. Students appear generally satisfied with the culture of the department, as noted in the external review committee report. Faculty as well appear to be generally satisfied with the collegial climate of the department. More transparent procedures for merit have contributed to departmental faculty satisfaction. However, the external review committee did note that some faculty, particularly pre-tenured faculty felt that senior colleagues placed excessively high standards for promotion to tenure, standards that the ERC also felt were excessively high and not conducive to pre-tenured faculty success.

Here, however, ARPAC wishes to also note another separate avenue for inclusivity, which ought to be recognized, in terms of curricular offerings by the Department of Philosophy. As noted above, Philosophy offers a robust variety of course offerings, and, as mentioned, courses such as its course in African Philosophy are noteworthy, contributing to goals of inclusivity for the culture at large.

Unit Planning and Governance Structures and Processes

The department bylaws were last amended on November 15, 2024. The bylaws delineate voting rights, providing full voting rights to all members (at least a half-time academic appointment as assistant teaching professor to full professor). The bylaws include: faculty hiring procedures, annual merit review procedures, reappointment, promotion, and tenure criteria and procedures, and grievance procedures for faculty. An additional document providing a detailed annual evaluation system was also provided. Mentoring was discussed in other documents but does not appear in by-laws. No grievance procedures for students were provided.

The department has two elected committees (executive and salary) and six appointed committees (climate, colloquium, fellowship and awards, graduate admissions, graduate studies and curriculum, and undergraduate and curriculum). The chair calls faculty meetings, which follow Robert's Rules of Order.

The annual evaluation system initially appears onerous; it is explained in a 15-page single-spaced document with seven steps for completion, but the external review committee reports that department members find it relatively easy to follow. It does have the benefit of making cutoffs and rankings generally known.

The department has a strong identity within the discipline of philosophy, particularly within the area of medieval philosophy. It has defined its future trajectory through replacement of recently retired faculty, particularly focusing on the area of language, with the possibility of a hire in the field of language in relation to AI. The unit's goals seem sensitive to current cultural issues.

Recommendations

The members of the Academic Review and Planning Advisory Committee address the following recommendations to the Department of Philosophy and to the offices of responsible administrators:

To the Unit:

Teaching

1. Develop department infrastructure for online teaching. This may include the following: a template/model for online education (e.g., generic Canvas shells and best practices), a plan for generation of student credit hours online (i.e., ideal mix of online and in-person offerings), the stated goal of developing procedures for evaluating online teaching, and consistent guidance and procedures the department will follow in response to student use of AI (consider consulting disciplinary guidelines from professional associations).
    a. Consider working with the dean of arts and humanities, as well as the vice chancellor for academic resource management to reach out to Continuing Education to see if they can provide the department with support for online education.

2. Formulate and act on a clear proposal for the department's stated goal of shifting the balance of faculty towards more TTT and teaching faculty to reduce reliance on adjunct lecturers for undergraduate course offerings. Work with the dean of arts and humanities on the plan for decreasing the number of temporary faculty (i.e., lecturers).

Research/Faculty Support

3. Provide consistent and equitable mentoring for all pre-tenured faculty around tenure expectations and how the department defines "excellence" in scholarly and creative work.

Inclusive Climate

4. Work with the appropriate campus support offices (e.g., Center for Teaching and Learning, Graduate School, Office of Institutional Equity and Compliance) to provide education for all faculty on inclusive practices that are attentive to identity and power across the department. This should attend to three dimensions: specific concerns about women in undergraduate classes feeling silenced, interruption in graduate seminars, and the department undergoing change, with particular attention to the needs and experiences of underrepresented faculty. Given the long-standing issues in the department, especially around gender, noted in the external review materials, this work should be ongoing. There should be a plan for this education to be included systematically in the preparation of all instructors, through, for example, campus resources such as the Center for Teaching and Learning or the Graduate School's inclusive faculty mentoring initiative.

To the Dean of the Arts and Humanities:

5. Work with the department on a plan for decreasing its number of temporary faculty (i.e., lecturers) by moving longtime lecturers into teaching faculty positions or other teaching positions such as scholar in residence or postdoctoral (teaching) fellow.

6. Explore creating shared administrative support services for certain key functions for which individual units, especially smaller units, may not have staff personnel, e.g., graduate student administrative support, event support, budget and finance support, etc.

7. Assist the department in connecting with online education experts (such as Continuing Education) who can help the faculty become more proficient in planning for and teaching online courses.

8. Emphasize and support the important role that PHIL—and the humanities disciplines as a whole—play in CU Boulder's mission when communicating and advocating to university administration, the local community, and the state of Colorado, including in central campus (SRC) communications and storytelling.

To the Vice Chancellor for Academic Resource Management:

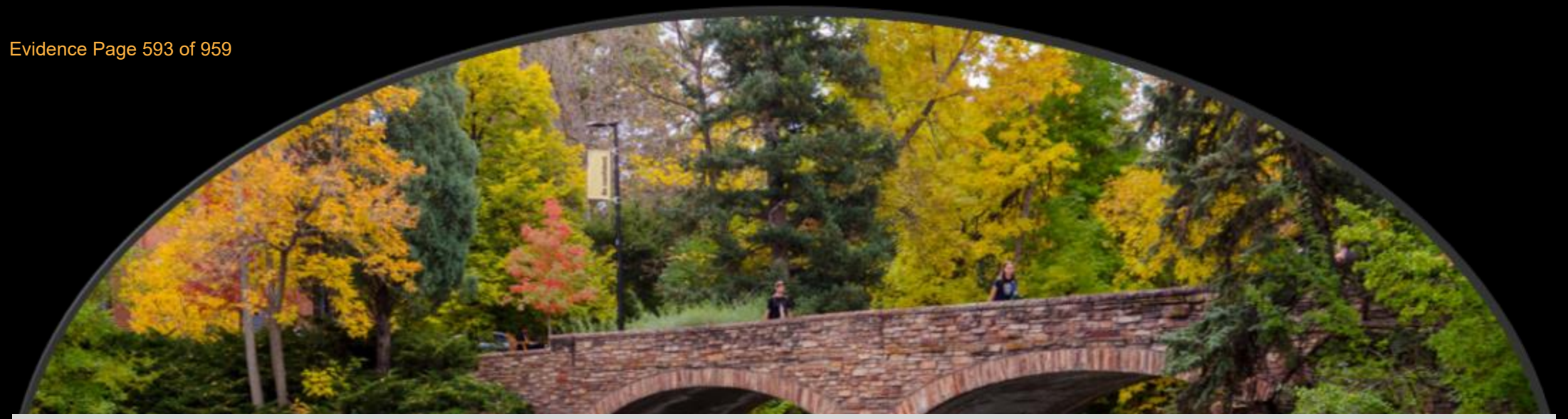
9. Assist the department in connecting with online education experts (such as Continuing Education) who can help the faculty become more proficient in planning for and teaching online courses.

To the Provost:

10. Emphasize and support the important role that PHIL—and the humanities disciplines as a whole—play in CU Boulder's mission when communicating and advocating to university administration, the local community, and the state of Colorado, including in central campus (SRC) communications and storytelling.

Required Follow-up

The chair of the Department of Philosophy shall submit two follow-up reports—one due on the first of April 2027 and one due on the first of April 2029. The follow-up reports shall focus on the implementation of the recommendations from ARPAC detailed herein. The dean of Arts and Humanities and the dean of the College of Arts and Sciences, as well as the provost and other relevant central campus leadership will also respond to all outstanding matters under their purview arising from this review year's recommendations. The dean of Arts and Humanities and the dean of the College of Arts and Sciences will submit one follow-up report due on May 1, 2028, while the provost and relevant central campus leaders will submit one follow-up report due on June 1, 2030.



Update on Program Learning Outcomes Assessment

Katherine Eggert, Vice Chancellor for Academic Planning & Assessment
Aaron Zimmerman, Assessment Analyst

Chairs & Directors Meeting
November 7, 2025

University of Colorado
Boulder

Reminder: Why does each program need to engage in a formal process of student learning assessment?

Higher Learning Commission Criterion 4.B.

*"**Criterion 4.B:** The institution engages in ongoing assessment of student learning as part of its commitment to the educational outcomes of its students"*

The university must provide evidence that demonstrates that all undergraduate, graduate, and professional degree programs have published measurable student learning outcomes available to students, staff, and faculty and that faculty implement assessment of these program learning outcomes.

Purpose

Ensures that each academic program

a) has clearly stated and publicly available student learning goals and

b) is engaged in a systematic process of reflection, within the program, on whether students are achieving those goals

Our HLC "midterm review" of 2024 required us to take immediate action on student learning assessment

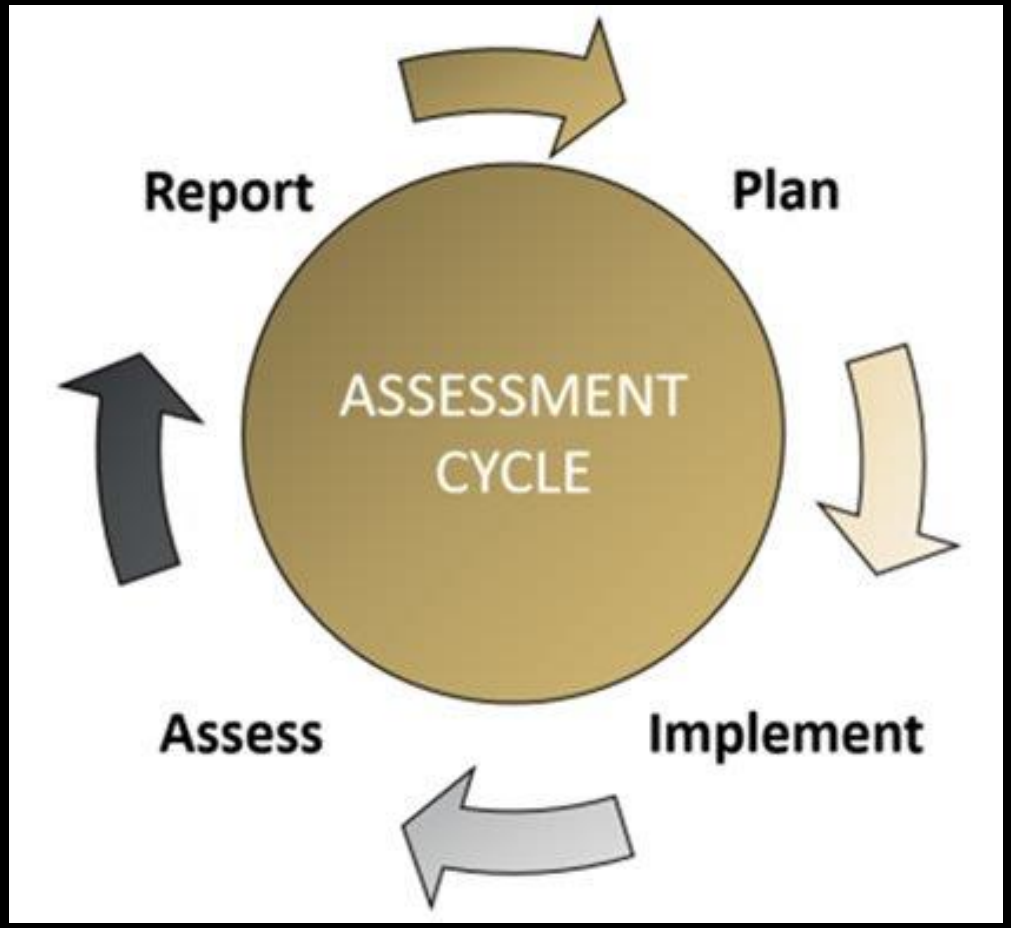
"The team recommends that an interim monitoring report be submitted to HLC **no later than July 1, 2026** that addresses the concerns in Core Components 3.B and 4.B. The report should include. . . . Evidence that demonstrates that all undergraduate, graduate, and professional degree programs have published, measurable student learning outcomes available to students, staff, and faculty and that they have begun to implement assessment of these program learning outcomes."

What is required in this process?

The Assessment Cycle

4-year process

- Planning Year
- 3-year Implementation Phase
- Annual Report
- Re-engage in Planning Year



For each program

- **Program learning outcomes**
  - published in the university catalog
- **An assessment plan**
  - on file with our office
- **An annual assessment report**
  - on file with our office

Guiding Questions

"What do we, as a program, expect our students to learn?"

- the program learning outcomes

"What evidence do we have that our students are achieving these program learning outcomes?"

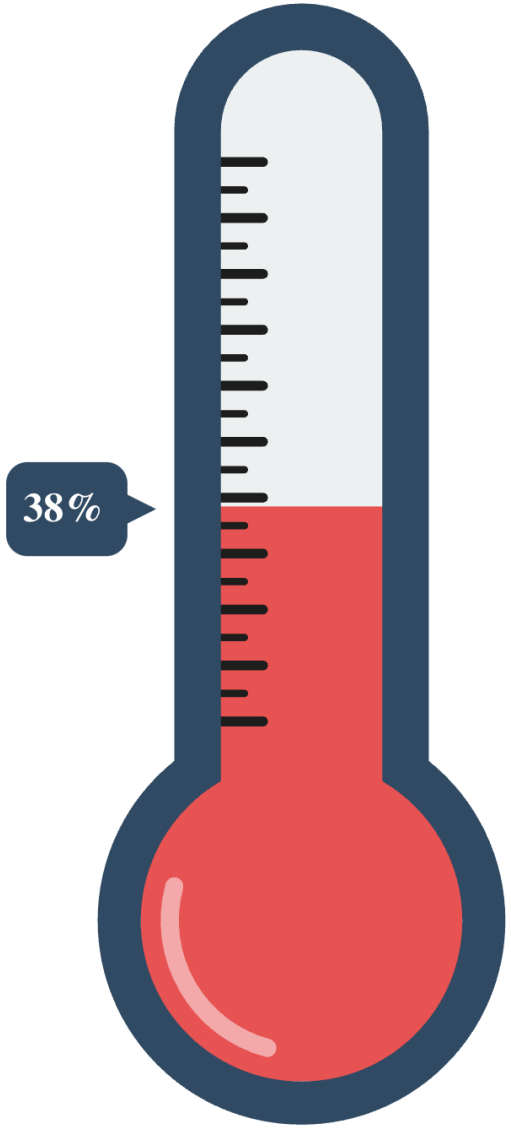
- the assessment plan and the assessment report

Guiding Questions

“What changes or additions can we make to our program curriculum to continue to increase student learning and student achievement in our program?”

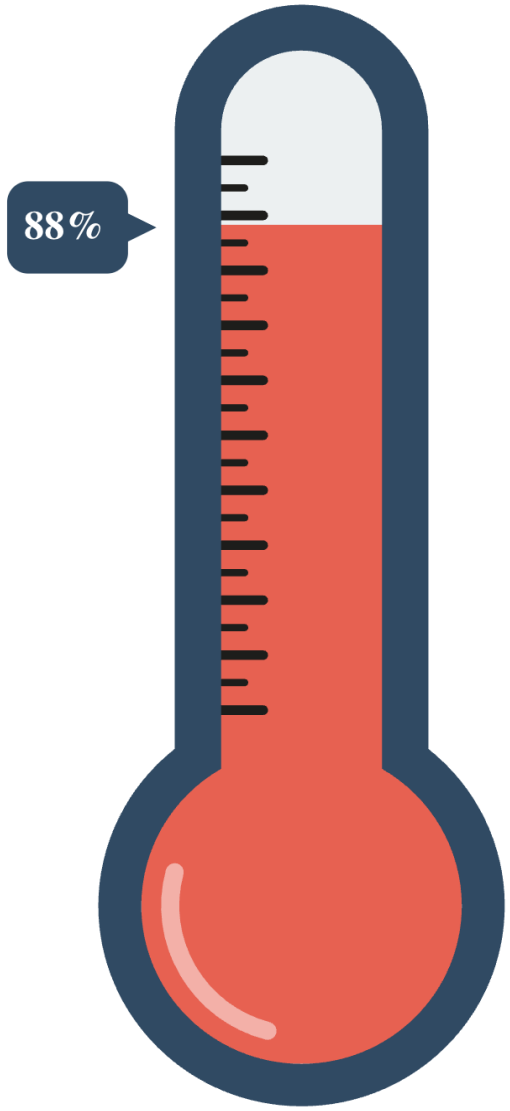
- In this way, program learning assessment supports student success.

How are we doing since the last update? What comes next?



CU Boulder's Program Learning Outcomes as of Summer 2024

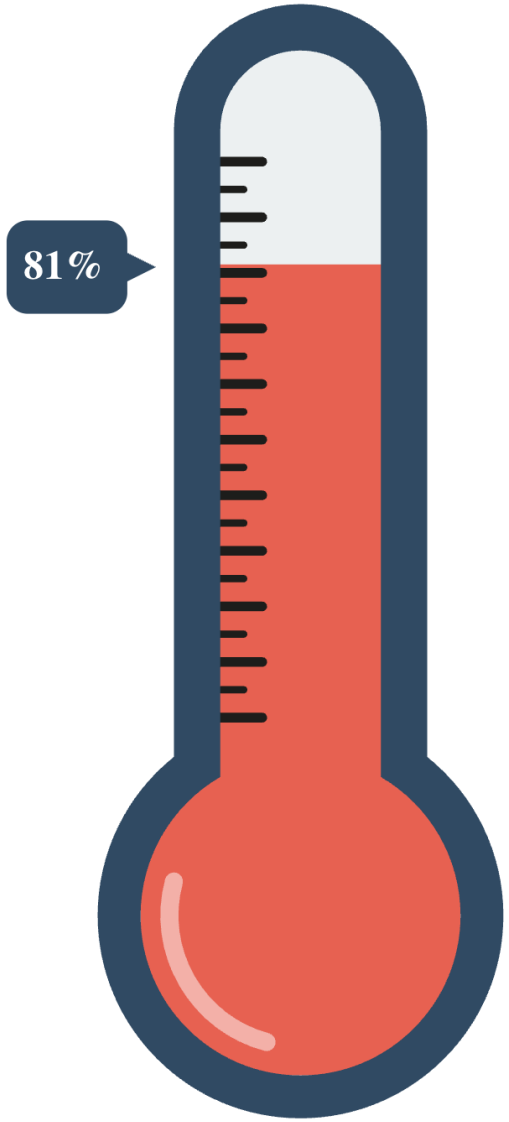
- 219 undergraduate and graduate degree programs in total
  - Not including certificates
- **83/219 (38%)** degree programs had published program learning outcomes published in the catalog



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CU Boulder's Program Learning Outcomes as of November 1, 2025

- **Great progress!**
- **193/219 (88%) degree** programs have program learning outcomes published in the catalog
- **Must be at 100% of all degree programs in the 2026-2027 catalog**



causevox

Program Learning Assessment Planning as of November 1, 2025

- **178/219 (81%)** degree programs have an **assessment plan** on file
- **Must be at 100% of all degree programs in the 2025-26 catalog**

What do we need?

And when do we need it?

For each program

- **Program learning outcomes**
  - published in the 2026-27 university catalog for 100% of degrees
    - programs that haven't done so yet must submit their program learning outcomes within the Curriculum Inventory Management System (CIM) no later than **February 15, 2026**
- **An assessment plan**
  - on file with our office for 100% of degrees
    - Goal: end of this fall semester **(December 19, 2025)**
- **Going forward: an annual assessment report**
  - on file with our office
    - Programs that are currently in their assessment cycle will continue to submit an annual assessment report at the end of each academic year.

Integration with Other Assessment Processes

Program learning outcome assessment isn't the same as "degree program review" or "program review" (i.e., "ARPAC"), but we've integrated them so that we can think holistically about our curricula

- "Degree program review" is required by CU System policy on a 7-year cycle and is a comprehensive look at each degree program's structure, enrollments, and goals
- CU Boulder's longstanding ARPAC (Academic Review and Planning Advisory Committee) program review process comprehensively evaluates all aspects of academic units and research institutes on a 7-year cycle

To integrate these processes, the ARPAC program review process now incorporates:

- A degree program review that fulfills CU System requirements
- Updates on each academic unit's program learning outcomes assessment plan
- Along with a comprehensive assessment of other aspects of the academic unit



Questions? Contact Aaron.Zimmerman@colorado.edu

University of Colorado
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CU Boulder Today

Evidence 2B52 - CU Boulder Today Article - CU Boulder learning outcomes assessment takes shape, garners cross-campus participation _ CU Boulder Today _ University of Colorado Boulder

CU Boulder learning outcomes assessment takes shape, garners cross-campus participation

11/17/2025

In 2024, CU Boulder identified the need for an intensive cross-campus focus on creating and assessing program learning outcomes to support student success, guide academic planning and meet the standards of the university accreditation agency, the Higher Learning Commission. While the focus began with undergraduate degree program assessment, graduate degree programs subsequently joined the effort.

The university has built a strong foundation for assessment with centralized support and a growing collection of plans and reports. CU Boulder has also worked to build assessment into academic program reviews, ensuring data-driven improvements.

The following interview with Katherine Eggert, vice chancellor for academic planning and assessment, and Aaron Zimmerman,

Evidence Page 612 of 959

assessment analyst, addresses the need for assessing program learning outcomes and the cross-campus effort to get them in place.

What motivates the process of program learning assessment?


Katherine Eggert


Aaron Zimmerman

The core questions that motivate the program learning assessment process are the following:

- “What do we, the faculty of this program, expect our students to learn?”
- “What evidence do we have that our students are achieving these program learning outcomes?”
- “Based on the evidence that we have collected, what changes can we make to our curriculum to continue to increase student learning and student achievement?”

In this sense, student success is the core motivation. The faculty of each program work together to answer these questions, and our team supports them and keeps records of their assessments.

What is involved in the program learning assessment cycle?

Evidence Page 613 of 959

At CU Boulder, we have implemented a four-year cycle for program learning assessment to ensure continuous improvement and accountability. The cycle begins with a planning year, with faculty working together to develop program learning outcomes that capture what students should know and be able to do by the time they have completed their studies within the given degree program. Faculty then identify meaningful sources of evidence of student learning (for example, papers, projects or exams) that assess students' mastery of these program learning outcomes.

During the following three years, the program collects data and submits an assessment report at the end of each year. The program then re-enters the cycle with a new planning year, which is an opportunity for the program to analyze the data that has been collected as well as to revisit and revise the previous cycle's assessment plan.

What are the benefits of the program learning assessment process for students?

When a program shares its program learning outcomes with students, students have a clear sense of what they will be learning, i.e., "By the end of my study in this program, I will be able to..." Furthermore, when students have a curriculum map of their degree, they also can see what they are learning in a given course, how that learning prepares them for future courses and how the program's curriculum fits together.

Finally, when students seek guidance from their academic advisors or Career Services on possible employment options, they can collaboratively reference the program's learning outcomes for a concrete sense of the skills and knowledge students have practiced and mastered during their studies.

What are the opportunities that program learning assessment creates?

Assessment structures a unique opportunity for the program's faculty to have meaningful conversations around student learning. Faculty members can engage collaboratively in their analysis of student work: "Based on the evidence that we have collected, what are the strengths and the areas for growth that our students are currently demonstrating?"

Evidence Page 614 of 959

Another important opportunity is for the program to consider how it shares the meaningful teaching and learning taking place within the program with the public. A program might share its learning outcomes and some data about student learning on its website, for example, demonstrating to prospective students and the public at large that the program not only has ambitious educational aims but also direct evidence of their students achieving these ambitious learning goals. This is all the more critical during a time when the value of higher education is being questioned.

What advice would you give to programs regarding the learning assessment process?

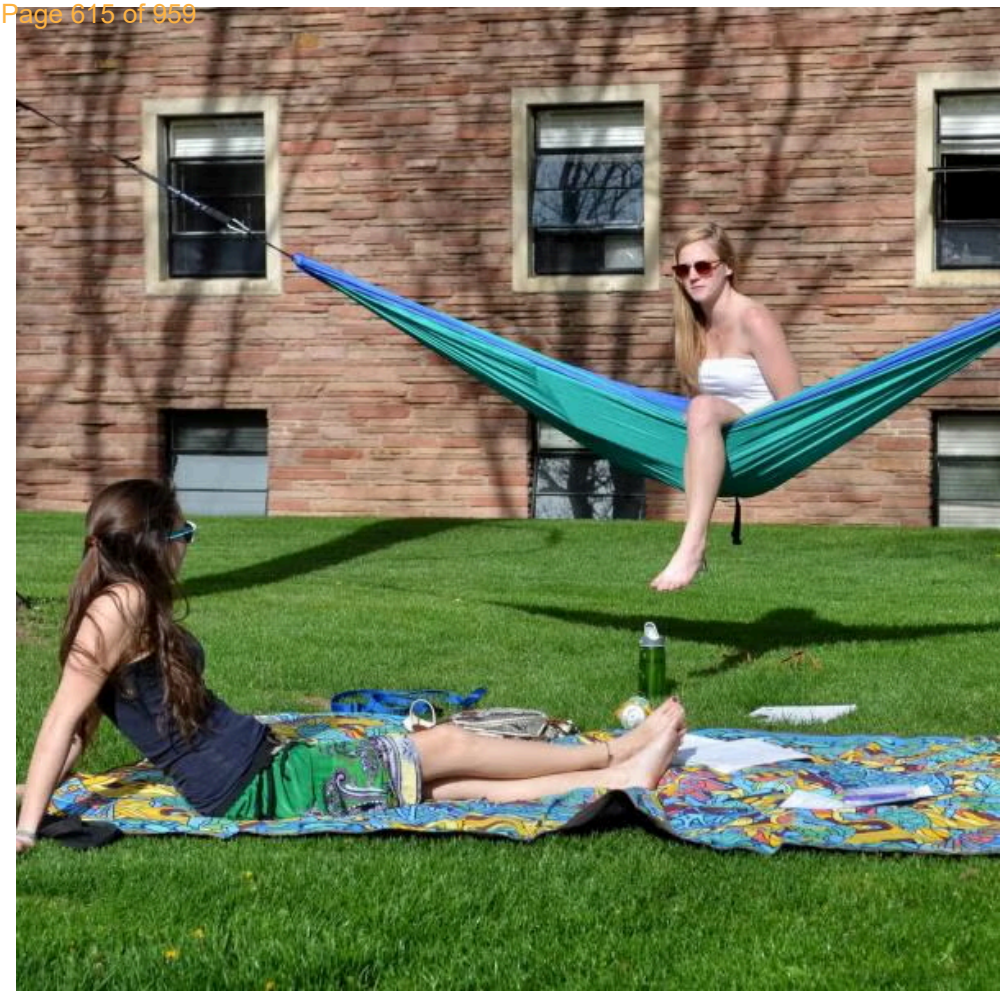
The first piece of advice would be to create time and space for these discussions to take place. The more these discussions become a routine part of a department's business, the more learning assessment—and learning improvement—becomes an integral component of the program's culture.

The second piece of advice is to frame program learning assessment as an opportunity for curiosity and authentic inquiry. A program's assessment plan should be centered, first and foremost, on questions that matter deeply to the faculty. Questions like, "How well are our students able to apply what they are learning (in our coursework) to the field?" and, "How well are our students doing at designing and conducting independent research?" go to the heart of what faculty care about when it comes to teaching and learning.

Visit Program Assessment for additional information and recent news and presentations.

Academics

Related Articles



There's still time to enroll in Summer Session

Choose from hundreds of courses and earn the credit you need. Summer Session is a great way to get into popular classes, focus on one class, find flexible options and more.

Evidence Page 616 of 959



Bring the next Buffs One Read into your classroom

The 2026–27 Buffs One Read selection, "Lessons from My Teachers," celebrates the importance of human connection through powerful examples of teaching and learning across every stage of life. Faculty can get ready-to-use Canvas resources.



CU Athletics honors student athletes' academic success

The University of Colorado Department of Athletics celebrated another banner year for student athletes, who excelled and set records in the classroom.

University of Colorado Boulder

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Evidence 2B53 - Provost's_Post_Nov_2025

Post

Provost's Post, Nov. 2025

This is the last Provost's Post of the fall semester. A big thanks to all of you—colleagues and partners in our academic mission—who have worked so hard to serve our students and advance our research, scholarship and creative work. It's been a semester of astounding contradictions: the longest government shutdown in our nation's history, punctuated by the the rare and beautiful appearance of the northern lights.

I'm concluding my Conversations with the Provost for this semester, which will soon have taken me to all of our colleges and schools. Thanks to all those who've turned out for these important conversations—I've learned a lot and you've all made me feel welcome.

Before you begin to wrap up the semester's work and take needed time with family and friends for the holidays, please check out this edition of the Provost's Post, where you can read about:

- How CU Boulder's accreditation process with learning assessment outcomes and the Faculty Fellows annual review work are progressing
- Changes in our spring academic calendar for everyone to note
- Vital OIT security updates that all faculty, staff and students must make

Plus: new distinguished professors, a new face in our Ombuds office, and a special group of faculty called End Zone Innovators.

My best to all of you for restful and enjoyable holidays!

Ann

Ann Stevens, Provost
University of Colorado Boulder

Provost's Post

Oct. 2023
Nov. 2023
Jan. 2024
Feb. 2024
March 2024
April 2024
June 2024
Aug. 2024
Sept 2024
Oct. 2024
Nov. 2024
Jan. 2025
Feb. 2025
March 2025
April 2025
June 2025
Aug. 2025
Sept. 2025
Oct. 2025
Nov. 2025
Jan. 2026
Feb. 2026
March 2026

Federal Governance and Higher Education

Perspectives

YEAR Program Review Report

ACADEMIC UNIT

Primary Liaison:
Secondary Liaison:

The ARPAC report contains the following sections, in the order shown. Each section is headed with the title indicated.

- **Process Overview**: A description of the entire review process for the unit, including summary details of the discovery process and the external review visit.
- **Past Review**: A brief description of recommendations from the previous program review and the results of their implementation.
- **Unit Analysis**: A summary and analysis of key points raised in the degree program evaluation, goal setting exercise, external review report, and discovery summary report with specific attention to the review units' strengths, challenges, and goals. The analysis must address each area of goal-setting described in the goal setting exercise but may also bring up additional considerations such as the unit's role in the context of the campus. These are the general observations and conclusions of the Academic Review and Planning Advisory Committee (ARPAC).
- **Recommendations**: Specific and numbered recommendations for program improvement and development. Recommendations must relate explicitly to a topic mentioned in the unit analysis section of the report. Recommendations may be made to the unit, to the dean(s), to the provost, or to other campus officers, as appropriate.

Use the template below to write your report. You should not omit any section or designated topic/paragraph within a section unless you are sure it does not apply to the unit. (For example, the unit does not have any postdoctoral fellows.) If in doubt, contact arpac@colorado.edu.

1. Process Overview

[Use this boilerplate prose:] The Academic Review and Planning Advisory Committee (ARPAC) review of the [Unit Name] was conducted in accordance with the [Year] program review guidelines. The degree program evaluation and goal setting exercise were prepared and submitted by the unit. An external review committee (ERC), consisting of [how many?] experts from outside of the University of Colorado Boulder, engaged in a virtual visit and submitted a report based upon review of relevant documents and interviews with faculty, staff, and student unit members and university administrators. ARPAC staff, employing web conferencing tools, facilitated the external review as a remote visit over [DATES]. The

ARPAC unit liaisons submitted a summary of findings derived from the goal setting exercise. ARPAC reviewed and considered these materials, met with the [chair/dean], and wrote this report.

2. Past Reviews

List or briefly summarize the previous ARPAC review's recommendations and briefly give your sense of whether and how progress was made or not made by the unit and/or administration (as relevant). This section bridges fact and analysis, both the analysis as conveyed from the unit's reports on past reviews, and your own analysis. Compliment the unit and/or the administration (as relevant) on the progress made, and comment on how action or inaction on past recommendations suggests further needed effort or new directions or needs for the unit and/or administration. You do not need to include the logistics of the previous review; this section should focus only on how the unit and/or administration has or has not made progress on these recommendations (and why or why not).]

3. Unit Analysis

[Use this boilerplate prose. The dates will depend on whether you are accessing your unit's data before or after the annual fall update of unit profiles by the Office of Data & Analytics.] The campus' standardized description of the [Unit Name] is available on the website of the Office of Data & Analytics (D&A) at https://www.colorado.edu/oda/institutional-research/institutional-level-data/information-department/academic-review-and-planning. D&A updates the profile annually in the fall semester. This report cites data posted in October [Year], reflecting the state of the [Unit Name] as of the academic year (AY) [Years].

[If applicable, add this boilerplate sentence: "Additional [or updated] data obtained from [name sources: D&A, the unit, a campus web site, etc.] are also cited where relevant." For example, you may cite reports and documentation re: the unit's specialized accreditation report, etc.]

3.1 Research, scholarly, and/or creative work excellence

[First paragraph: briefly characterize in general terms the unit's scholarly/research/creative identity and its identity and prominence within the discipline or disciplines it covers, nationally or internationally, as appropriate. Use information or quotes from the unit documents and external reviewers.]

[Next paragraph: describe the particular areas, strengths, and major achievements of the faculty's research, scholarship, and/or creative work. If these areas, strengths, and major achievements have changed over time or will change in the future as noted by the unit submission and/or ERC, note those changes (e.g., has faculty scholarly and creative work gotten stronger since the last review or not?). Provide evidence for this assessment: Note major honors, awards, exhibits, performances, society memberships, prominent public scholarship, etc.; Describe the

productivity, reputation, and impact of the research, scholarship, and/or creative work of the faculty in the national (and, if applicable, international) context; Cite ratings, rankings, and other indices available in the unit submission and/or ERC report.]

[Analysis paragraph(s): assess the strengths, needs, and opportunities for the unit's research, scholarship, and/or creative work. What should be celebrated, and what should be improved?]

3.2 Hiring and mentoring (faculty, staff, postdoctoral fellows)

[Opening boilerplate sentence for the first paragraph: According to the D&A profile for AY [Year], faculty [and research] personnel in [Unit Name] consisted of [list as applicable and add categories if necessary]: X tenured and tenure-track (TTT) faculty, X specialized teaching- or clinical-track faculty[1], X lecturers, X other instructional personnel, and X research faculty.] [If necessary, add a sentence noting any major discrepancies between these numbers and the unit submission.] [The rest of this paragraph should comment on:

- Changes in faculty or research personnel over time as noted by the two-part unit submission or external reviewers.
- Any hires that were in progress for new personnel to start in the fall.
- Faculty groups or areas as designated by the unit.
- Faculty salaries as compared to AAU peers, as per the D&A profile—differentiated by rank.
- The current state of the mentoring system for department faculty, including both TTT faculty and others.]

[Analysis paragraph(s): what are the strengths, needs, and opportunities for the unit's faculty and faculty mentoring?]

[Opening boilerplate sentence for the next paragraph: According to the Office of Data & Analytics (D&A) profile for AY [Year], staff personnel in [Unit Name] consisted of [list as applicable and add categories if necessary]: X university staff members, X classified staff members, and X student hourly employees.] [If necessary, add a sentence noting any major discrepancies between these numbers and the unit submission.] [The rest of this paragraph can comment on such matters as:

- Changes in staff numbers over time as noted by the unit submission or external reviewers.
- Any hires that were in progress for new staff to start in the fall.
- The current state of any staff development programs or opportunities, if applicable.]

[Analysis paragraph(s): what are the strengths, needs, and opportunities for the unit's staff and staff development?]

---

[1] Starting In 2022, the job titles for non-tenure track faculty who specialize in teaching shifted from the "instructor" series to the "teaching professor" series. You may still see references in the review documents to "instructors," but please use "teaching-track" or "clinical-track" in your report, as applicable, rather than "instructors."

[Next paragraph: if applicable, describe the postdoctoral fellows' numbers and experiences in the unit. How many are they? Who mentors them, and how? What career preparation does the unit offer them?]

[Analysis paragraph(s), if applicable: What are the strengths, needs, and opportunities for the unit's postdoctoral training? What should be celebrated, and what should be improved?]

3.3 Teaching and learning excellence and assessment

[First paragraph: describe the teaching role of the unit on the campus. This paragraph should begin with a list of all degree programs, minors, and/or certificates the unit offers, including a list of tracks within each degree program, if applicable. The rest of this opening paragraph should address how the unit defines its teaching mission and enterprise: breadth, depth, teaching majors vs. non-majors, contributions to interdisciplinary education on campus, etc. If the unit doesn't grant degrees, describe its contributions to teaching and learning in general, if any (for example, student training or hosting an interdisciplinary certificate).]

[Second paragraph: Describe how the department assesses the effectiveness of its undergraduate and graduate degree programs . Describe any changes or plans for changes that the unit is undertaking in the undergraduate and/or graduate curriculum, including any plans for new degree, minor, or certificate offerings, and note whether any of these changes are specifically in response to data that has been collected and analyzed through the program's learning assessment cycles].

[Analysis paragraph(s): address these points of assessment:

- Particular strong points and particular areas of opportunity in degrees and other curricula (minors, certificates, etc.) offered
- Particular strong points and particular areas of opportunity in the unit's approach to the teaching and training of students, including specific program learning outcomes that appear to be areas of strength, areas of opportunity, or areas of growth, based on data collected through the program learning assessment process.
- Particular strong points and particular areas of opportunity in the unit's approach to developing and assessing its curriculums, including modifications to the department's assessment plan(s) over time.
- Particular strong points and particular areas of opportunity in the unit's contributions to interdisciplinary education on campus
- Other particular strong points and particular areas of opportunity in teaching and learning as relevant]

3.4 Student success and mentoring (undergraduate and graduate students)

[Opening paragraph(s) Outline the unit's contributions to undergraduate student success and mentoring:

- Note the numbers of majors and minors enrolled in the programs as per the most recent D&A profile, and the number of bachelor's degrees awarded in that year. Note whether these numbers increased or decreased in the last five years, as per D&A.
- Note how many undergraduate student credit hours (SCH) the unit taught in the most recent D&A profile year, and the number or percentage of those SCH that were taken by non-majors. Note whether these numbers increased or decreased in the last five years, as per D&A.
- Describe the percentages of SCH that were taught by TTT faculty, teaching- or clinical-track faculty, lecturers, and TA/GPTIs as per D&A.
- Describe whether the unit offers an honors program to its undergraduates, and if so, what percentage of students participate as per D&A. Note any increase or decrease in that percentage in the last five years as per D&A.
- List notable research or internship opportunities available to the unit's undergraduates, any undergraduate student clubs or organizations, and any career preparation the unit offers.
- Summarize any evidence of student placements after graduation.
- Summarize any evidence of student satisfaction with the undergraduate degree or undergraduate teaching in general. Evidence might be found here
    - D&A data ("What seniors say") from the National Survey of Student Engagement in the unit profile.
    - Any internal surveying the unit submission brings up.
    - Comments from the discovery process and ERC.
- If the unit doesn't grant undergraduate degrees, describe any evidence of its contributions to undergraduate student success and mentoring, if applicable.]

[Analysis paragraph(s): What are the strengths, needs, and opportunities for the unit's approach to undergraduate student success and mentoring? What should be celebrated, and what should be improved? What resources are needed?]

[Next paragraph: Outline the unit's contributions to graduate student success and mentoring:

- Note the numbers of students enrolled in the graduate degree programs as per the most recent D&A profile, and the number of master's and PhD degrees awarded in that year. Note whether these numbers increased or decreased in the last five years, as per D&A.
- Describe the teaching and research opportunities available to the unit's graduate students, including the normal levels of student support for each degree program.
- List any graduate student organizations within the unit and any opportunities for graduate students to participate in department governance.
- Describe the career paths of students who complete their graduate degrees, and the unit's efforts to assist their students in getting funding or jobs.

- Summarize any evidence of student satisfaction with the graduate degree or graduate teaching in general. Evidence might be found here:
    - A culture survey of the unit's graduate student appointees conducted by OIEC and D&A in [Fall 2020]
    - Any internal surveying the unit submission brings up.
    - Comments from the discovery process and ERC.
- If the unit doesn't grant graduate degrees, describe any evidence of its contributions to graduate student success and mentoring, if applicable]

[Analysis paragraph(s): What are the strengths, needs, and opportunities for the unit's approach to graduate student success and mentoring? What should be celebrated, and what should be improved?]

3.5 Inclusivity and unit culture

[Opening boilerplate sentence for the first paragraph: In February 2022, a collaborative group met and identified the following five goals to advance diversity, equity and inclusion on our campus: (1) employee skills and development; (2) student achievement outcomes; (3) community building; (4) employee recruitment outcomes; and (5) preparing students to participate in a diverse democracy.] [The rest of the paragraph should summarize any notable efforts in supporting and furthering inclusive excellence (and shared equity leadership, if applicable) described by the unit submission, discovery summary report, and/or ERC, e.g., culture and climate, recruitment, hiring/enrollment, or retention efforts.]

[Analysis paragraph(s): What has the unit done to promote equity and inclusion among its faculty, staff, students, and others, and what should it focus on? How does it measure progress? What does the unit plan to do to create a more inclusive unit?]

[Next paragraph: Describe the unit's climate and culture for faculty, students, staff, and others (including postdoctoral fellows), using available information. Your sources are:

- The Campus Culture Surveys of 2021 (all faculty, staff, and students) and 2023 (Institute employees)
- The 2023 and 2025 Faculty and Staff Engagement Surveys
- The unit submission (especially the unit's reply to the unit culture prompt); refer to unit descriptions of any internal student surveying work, if applicable.
- Relevant external reviewer comments assessing perceived collegiality, etc.

[Analysis paragraph(s): What has the unit done to promote a respectful and collegial climate for faculty, staff, students, and others, and what should it focus on? How does the unit handle incidents of incivility or bias? Have they met with OIEC, HR, and/or the Office of Leadership Support to unpack their Campus Culture Survey results: what action items?]

3.6 Unit planning and governance structures and processes

[First paragraph: briefly describe the unit's vision of itself for the future, and how it establishes that vision. Elements to consider may include:

- Unit identity: how does it plan to redefine its identity to meet current needs and future plans?
- The unit's plans and hopes for future faculty: their foci for teaching and for research, scholarship, and creative work, etc.
- The unit's plans and hopes for future staff: their roles, etc.

[Analysis paragraph(s): what elements of the unit's vision for itself seem promising, and what might be improved? Does the unit have good processes for planning and improvement? How can the college/school and/or campus administration help the unit in formulating and achieving its goals?]

[Next paragraph: Briefly describe how the unit governs itself and manages its personnel and grievance processes:

- Describe the state of the unit bylaws: when were they last revised? Do they follow campus guidelines as to what bylaws should contain?
- Describe whether the bylaws contain the following, and if not, whether they exist as separate documents:
    - Delineation of voting rights, including rights of teaching- and clinical-track faculty (if applicable) to vote on appropriate matters
    - Faculty hiring procedures
    - Annual merit review standards and procedures
    - Reappointment, promotion and tenure criteria and procedures
    - Mentoring system for untenured tenure-track faculty (and other faculty if applicable)
    - Grievance procedures for faculty
    - Grievance procedures for students
- Describe the main governing positions and/or bodies in the department and how the department makes its major decisions.]

[Analysis paragraph(s): Does the unit need to update or create policies, procedures, and/or standards in order to operate more effectively and treat its community members more fairly? Have recent changes had a positive impact?]

3.7 Support Needs [optional]

[Employ this section when the unit indicates unmet support needs that should be brought to the attention of campus planners, including within the Division of Academic Affairs (e.g., the Research and Innovation Office, the Student Life, University Libraries, etc.), and among other key service providers (e.g., the Office of Information Technology, Infrastructure and Sustainability, Parking and Transportation, etc.).]

4. Recommendations

[Each recommendation must start with a verb: “Assess the unit’s culture.” “Institute a strategic planning process.” The issue being addressed by a recommendation must have been discussed in the Unit Analysis section. A long recommendation with multiple action items or steps may be grouped into bullet points under a main point.

Recommendations should be specific and actionable in nature. It is better to have fewer strong recommendations than a laundry list of minor or vague recommendations; quality over quantity is key.

Make the agency for each recommendation clear. Group recommendations to the unit, the dean of the college and/or of the institutes, and the provost. Feel free to address recommendations to other specific administrators, if applicable. Recommendations within each group follow a priority order (the most pressing one leads). Number the recommendations.]

The members of the Academic Review and Planning Advisory Committee address the following recommendations to the [Unit Name] and to the offices of responsible administrators:

To the Unit:

To the Dean of the [College/School]:

To the Dean of the Institutes [if applicable]:

To [another administrator, usually at the vice provost/vice chancellor level] [if applicable]:

To the Provost:



University of Colorado
Boulder

Academic Program Review
Goal Setting Exercise for the Department of UNIT [PROGRAM]

[Date Submitted]

Academic Review and Planning
Advisory Committee (ARPAC)

For unit submission:

Part 1: Unit self-description

Describe the unit's purpose, role, and standing within the context of the University of Colorado Boulder's research, creative work, and teaching mission as a public comprehensive research university and in relation to the national (and, if applicable, international) discipline(s) represented within the unit. In broad terms, also present the unit's vision of its current and future states; specific goals will be described in Part 2.

Please limit your self-description to 2,500 words. Please do not exceed the word limit. If your unit self-description exceeds the limit, ARPAC staff will have to request a revised and shortened submission.

Part 2: Unit goals and roadmap

For each of the areas of consideration listed below, share 2-5 short-term goals and/or long-term goals. Short-term goals cover a 1–3-year horizon, and long-term goals cover a 4–6-year horizon. For each goal, explain briefly why the unit selected the goal, how the unit plans to meet the goal and measure success in meeting the goal, and any barriers the unit might face. If an area does not apply to your unit, please give a brief explanation as to why it should be omitted. Additionally, please provide the following appendices:

- *(A) a description of the goal setting process within the unit, including how the results from past years of the program's learning assessment informed with goal setting process (committee membership, voting process and results; the role of a curriculum committee or other standing committee in the process departmental review and voting process and results, etc.);*
- *(B) unit bylaws; reappointment, tenure, and promotion criteria; salary and merit procedures, etc.;*
- *(C) learning outcome assessment plans and reports for all degree programs in the unit;*
- *(D) the unit's faculty roster.*

Please limit your unit goals and roadmap to 3,500 words. Please do not exceed the word limit. If your unit goals and roadmap exceed the limit, ARPAC staff will have to request a revised and shortened submission.

Area of Consideration: **Research, scholarly, and/or creative work excellence**

- *Outline short-term or long-term goal one here, including any additional or clarifying information*
- *Outline short-term or long-term goal two here, including any additional or clarifying information*
- *Optional: Outline short-term or long-term goal three here, including any additional or clarifying information*
- *Optional: Outline short-term or long-term goal four here, including any additional or clarifying information*
- *Optional: Outline short-term or long-term goal five here, including any additional or clarifying information*

Goal Setting Exercise for the Department of UNIT [Program]

Area of Consideration: **Hiring and mentoring (faculty, staff, postdoctoral fellows)**

- *Outline short-term or long-term goal one here, including any additional or clarifying information*
- *Outline short-term or long-term goal two here, including any additional or clarifying information*
- *Optional: Outline short-term or long-term goal three here, including any additional or clarifying information*
- *Optional: Outline short-term or long-term goal four here, including any additional or clarifying information*
- *Optional: Outline short-term or long-term goal five here, including any additional or clarifying information*

Area of Consideration: **Teaching and learning excellence and assessment**

- *Outline short-term or long-term goal one here, including any additional or clarifying information*
- *Outline short-term or long-term goal two here, including any additional or clarifying information*
- *Optional: Outline short-term or long-term goal three here, including any additional or clarifying information*
- *Optional: Outline short-term or long-term goal four here, including any additional or clarifying information*
- *Optional: Outline short-term or long-term goal five here, including any additional or clarifying information*

Area of Consideration: **Student success and mentoring (undergraduate and graduate students)**

- *Outline short-term or long-term goal one here, including any additional or clarifying information*
- *Outline short-term or long-term goal two here, including any additional or clarifying information*
- *Optional: Outline short-term or long-term goal three here, including any additional or clarifying information*
- *Optional: Outline short-term or long-term goal four here, including any additional or clarifying information*
- *Optional: Outline short-term or long-term goal five here, including any additional or clarifying information*

Area of Consideration: **Inclusivity and unit culture**

- *Outline short-term or long-term goal one here, including any additional or clarifying information*
- *Outline short-term or long-term goal two here, including any additional or clarifying information*
- *Optional: Outline short-term or long-term goal three here, including any additional or clarifying information*
- *Optional: Outline short-term or long-term goal four here, including any additional or clarifying information*
- *Optional: Outline short-term or long-term goal five here, including any additional or clarifying information*



Academic Review and Planning
Advisory Committee (ARPAC)

Area of Consideration: **Unit planning and governance structures and processes**

- *Outline short-term or long-term goal one here, including any additional or clarifying information*
- *Outline short-term or long-term goal two here, including any additional or clarifying information*
- *Optional: Outline short-term or long-term goal three here, including any additional or clarifying information*
- *Optional: Outline short-term or long-term goal four here, including any additional or clarifying information*
- *Optional: Outline short-term or long-term goal five here, including any additional or clarifying information*

Appendices: if required or additional appendices are being submitted as separate documents, please using the following naming convention: [Unit Abbreviation]_Goal_Exercise_Appendix_(Name/description); for example, UNIT_Goal_Exercise_Appendix_Merit.

***Appendix A**: a description of the goal setting process within the unit, including how the results from past years of the program's learning assessment informed with goal setting process, including:*

- *committee membership*
- *voting process and results*
- *the role a curriculum committee and the role of sharing the previous program learning assessment results with the full department*
- *evidence for goal setting in relation to each of the areas of consideration*
- *how the results from past years of the program's learning assessment informed with goal setting process*

***Appendix B:** updated unit governing documents, including bylaws; reappointment, tenure, and promotion criteria; salary and merit procedures, etc.*

***Appendix C:** learning outcome assessment plans and reports for all degree programs in the unit.*

***Appendix D:** the unit's faculty roster as of the most recent fall semester census that includes rank, employment tenure, joint appointments (if applicable), as well as gender, race/ethnicity, etc. utilizing the table below*

Faculty Name	Current Rank	Time in Unit	Rostered in (i.e., paid by) the Unit?	Joint Appointment?
Last Name, First Name	*Assistant Professor*	*[ ] years*	*Yes/No*	*Tenure home at CMCI, 25% courtesy appointment at ENGL*

Academic Review and Planning
Advisory Committee (ARPAC)

Faculty Rank	Total	Full-time (100% in Unit)	Less than full-time (<100% in Unit)
Professor			
Associate Professor			
Assistant Professor			
Teaching Professor			
Associate Teaching Professor			
Assistant Teaching Professor			
Clinical Professor			
Clinical Associate Professor			
Clinical Assistant Professor			
Scholar or Artist in Residence			
Instructional Associate			
Lecturer			
Other			

Rubric for the Analysis of ARPAC Reports

Program Learning Assessment and Learning Improvement

Criteria	Strong (2)	Developing (1)
Evidence of Program Learning Outcome Data Collection and Analysis of Learning Gaps	**Multi-year, direct evidence.** The report synthesizes findings from multiple annual cycles using direct measures (rubrics, capstones). Identifies specific sub-skills where students struggle (e.g., "students can calculate but cannot interpret results"). **Did the unit collect specific data on *what* students are learning (e.g., direct assessment of work, rubrics applied to exams, portfolios)?** **Did the report go beyond reporting grades/GPA to analyze *where* students are struggling with specific concepts or skills?**	Program collects data related to student success (including enrollment data and student satisfaction surveys), but not necessarily data related to the program's student learning outcomes. *1.5 = Program Learning Assessment process is mentioned, but not analyzed

Data-Driven Curricular or Pedagogical Change	**Explicit "If-Then" Relationship.** A clear causal link exists: "Because students struggled with X, we added course Y to the requirements." Or, evidence that instructors changed *how* they teach (e.g., flipping a classroom) in response to learning data. **Is there a clear link between the learning data and a specific change in a course or degree requirement?** **Did the data lead to changes in *how* teachers teach (e.g., moving to active learning, changing lab formats)?**	Curricular or pedagogical changes are made, but the link to student learning data and learning gaps is not referenced.

Program / Department	Evidence of Program Learning Outcome Data Collection and Analysis of Learning Gaps	Data-Driven Curricular or Pedagogical Change
Art and Art History (2026)	1.5	1
Asian Languages and Civilizations (2026)	1	1
Center for Asian Studies (2026)	1	1
Cinema Studies and Moving Image Arts (2026)	1.5	1
Classics (2026)	1.5	1
English (2026)	1.5	1
French and Italian (2026)	1	1
Germanic and Slavic Languages and Literature (2026)	1.75	1
History (2026)	1.5	1
Humanities (2026)	1	1
Jewish Studies (2026)	1.5	1
College of Music (2026)	1.5	1
Philosophy (2026)	1	1
Program for Writing and Rhetoric (2026)	1	1
Religious Studies (2026)	1.5	1
Spanish and Portuguese (2026)	1.5	1
Theatre and Dance (2026)	1	1
Applied Math (2017)	1	1
Astrophysical and Planetary Sciences (2017)	1	1
Biochemistry (2017)	1	1
Chemistry (2017)	1	1
Mathematics (2017)	1	1
College of Music (2017)	1	1
Aerospace Engineering Sciences (2018)	1	1
Chemical and Biological Engineering (2018)	1	1
Civil, Environmental and Architectural Engineering (2018)	1	1

Computer Science (2018)	1	1
Electrical, Computer and Energy Engineering (2018)	1	1
Engineering Management Program (2018)	1	1
Institute of Cognitive Science (2019)	1.5	1
Ecology and Evolutionary Biology (2019)	1.5	1.5
Environmental Design (2019)	1.5	1
Environmental Studies (2019)	1	1
Geography (2019)	1	1
Geological Sciences (2019)	1	1
Integrative Physiology (2019)	1	1
Molecular, Cellular, and Developmental Biology (2019)	1	1
Psychology and Neuroscience (2019)	1	1
Anthropology (2020)	1	1
Economics (2020)	1	1
Ethnic Studies (2020)	1.5	1
International Affairs (2020)	1.5	1
Linguistics (2020)	1	1
Political Science (2020)	1	1
Sociology (2020)	1.5	1
Speech, Language and Hearing Sciences (2020)	1.5	1
Women and Gender Studies (2020)	1	1
Average	1.186170213	1.010638298

Note:

Average of Dimension 1:

2017-2018 == 1

2019-2020 == 1.19

2026 == 1.31

Outcome-to-Assessment Options & Data Impacts

Overview

- 1) Quick framing: why outcome-to-assessment set-up affects reporting
- 2) Three example scenarios (what faculty do, what it looks like in Canvas, what data we get)
- 3) Comparison: tradeoffs and reporting reliability
- 4) Decisions to guide summer training materials (last two slides have more information)

Considerations

- Outcomes evidence exists only when outcomes are assessed (often via rubrics or quiz question alignment)
- Different structures change consistency (across courses) and interpretability (for programs)
- Training materials will either encourage consistency or allow flexibility (both have tradeoffs)
- Decision point for training materials: pick a direction that matches reporting needs and faculty workload

Three scenarios

- Scenario 1: Standard rubric-based alignment (common rubrics created at the root or subaccount level with standard outcome criteria, imported to the course), can be used for grading or not
- Scenario 2: Hybridized rubrics (mix of graded criteria and imported outcomes criteria that can be used for grading or not)
- Scenario 3: Outcome alignment without a rubric (for example quiz items or outcome tagging)

Scenario 1: Standard rubric-based alignment

What faculty do

Use a consistent, imported common rubric

Assess outcome criteria when grading the assignment

Outcome scores are recorded through the rubric

What it means for reporting and training

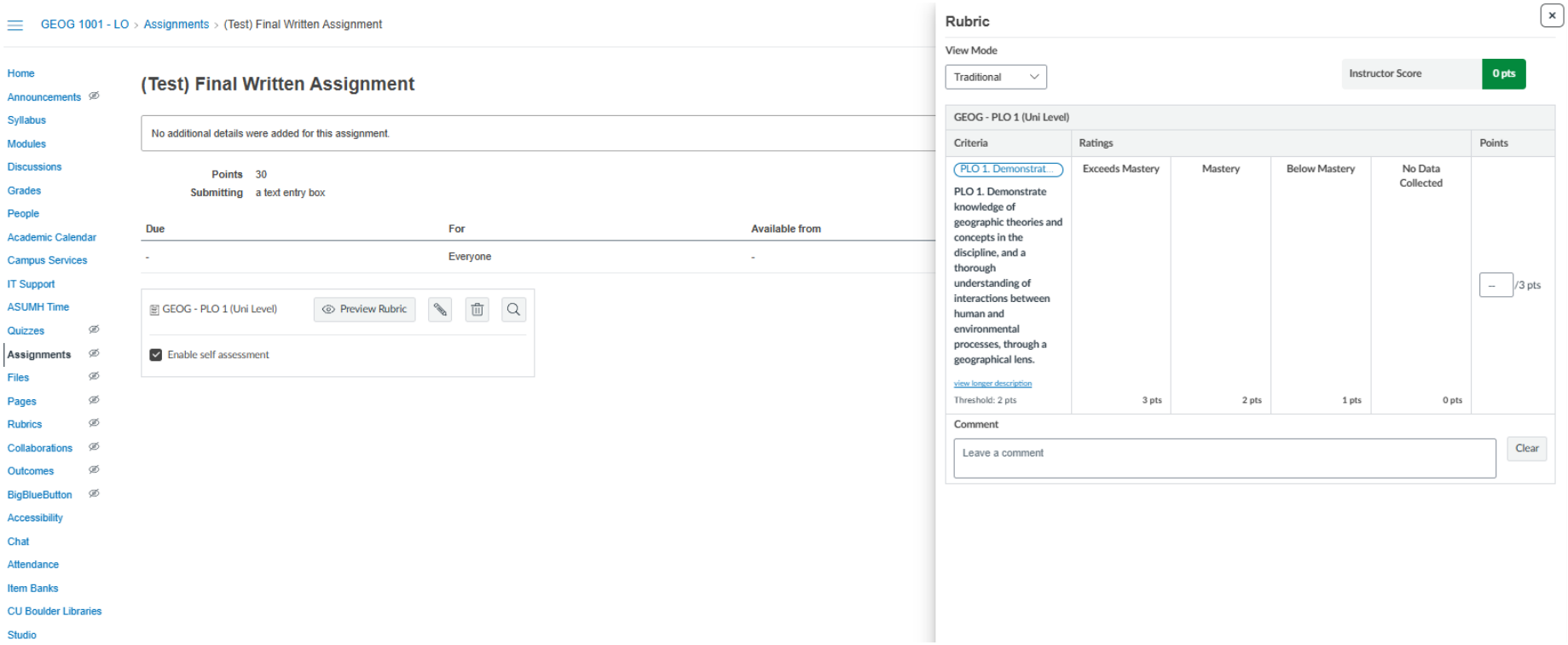
Most consistent data for program-level reporting

Easier to compare across courses and terms

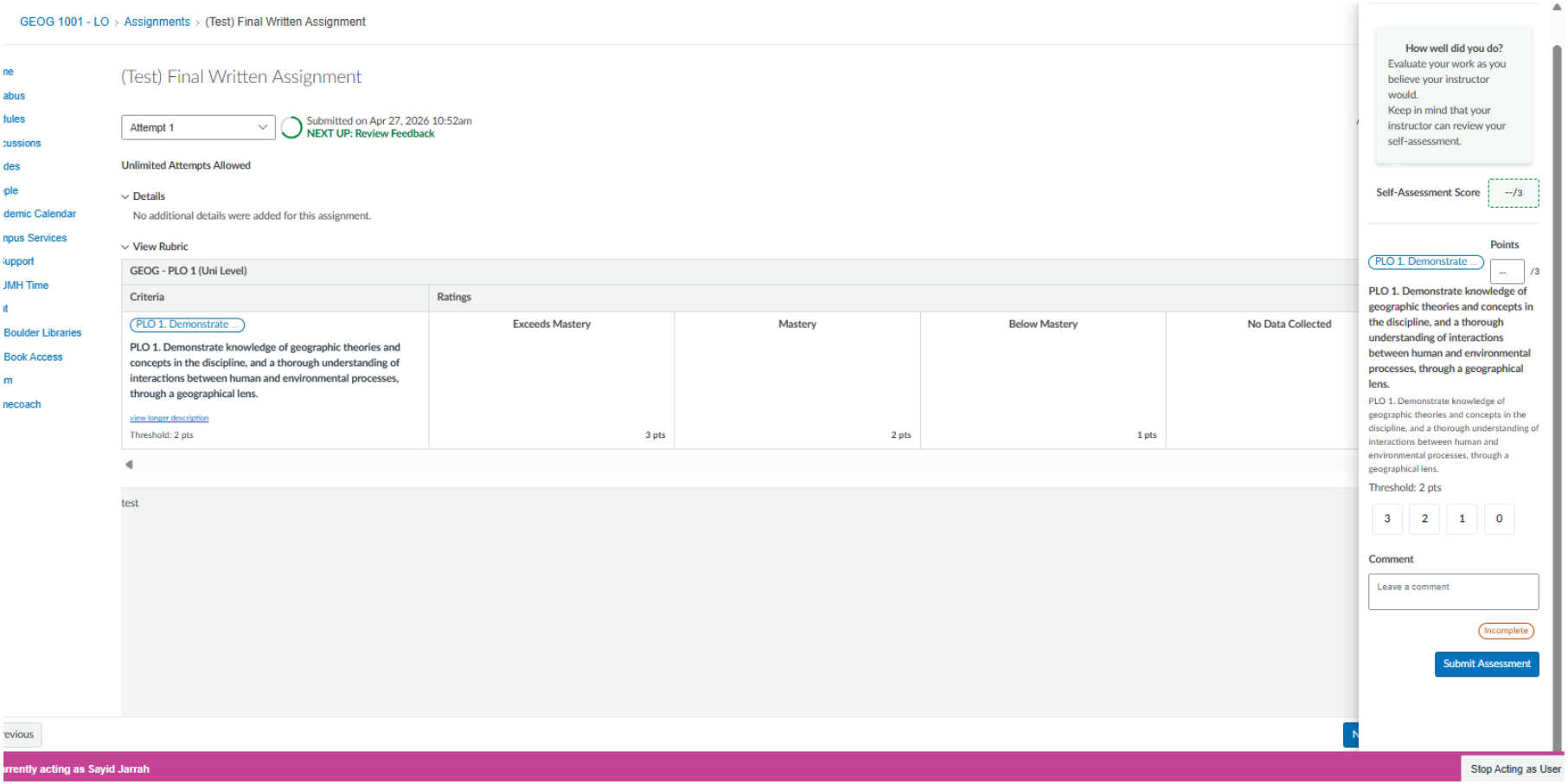
Training can focus on 1-2 repeatable workflows

Higher structure, lower flexibility

Rubric with PLO 1 imported as rubric from University level – this example demonstrates the rubric being used for grading as well as outcomes reporting. Note: Currently you cannot use two rubrics at once in Canvas, though Canvas is currently building a feature which *would* eventually allow this (Instructure Announcement)



Student view with self-assessment enabled. Self-assessment occurs after assignment submission, but rubric is visible on submission page prior to submission.



What the export looks like

Scenario 2: Hybridized rubrics

What faculty do

Use a rubric that combines instructor-specific grading criteria with outcomes criteria - this can occur by creating a rubric with imported PLOs (and adding course-specific criteria) or by importing a common rubric created from PLOs and adding course-specific criteria

Rubric is used for both grading and generating outcomes evidence

May vary by department or course type

What it means for reporting and training

More support needed (potentially) to avoid omitted outcome criteria

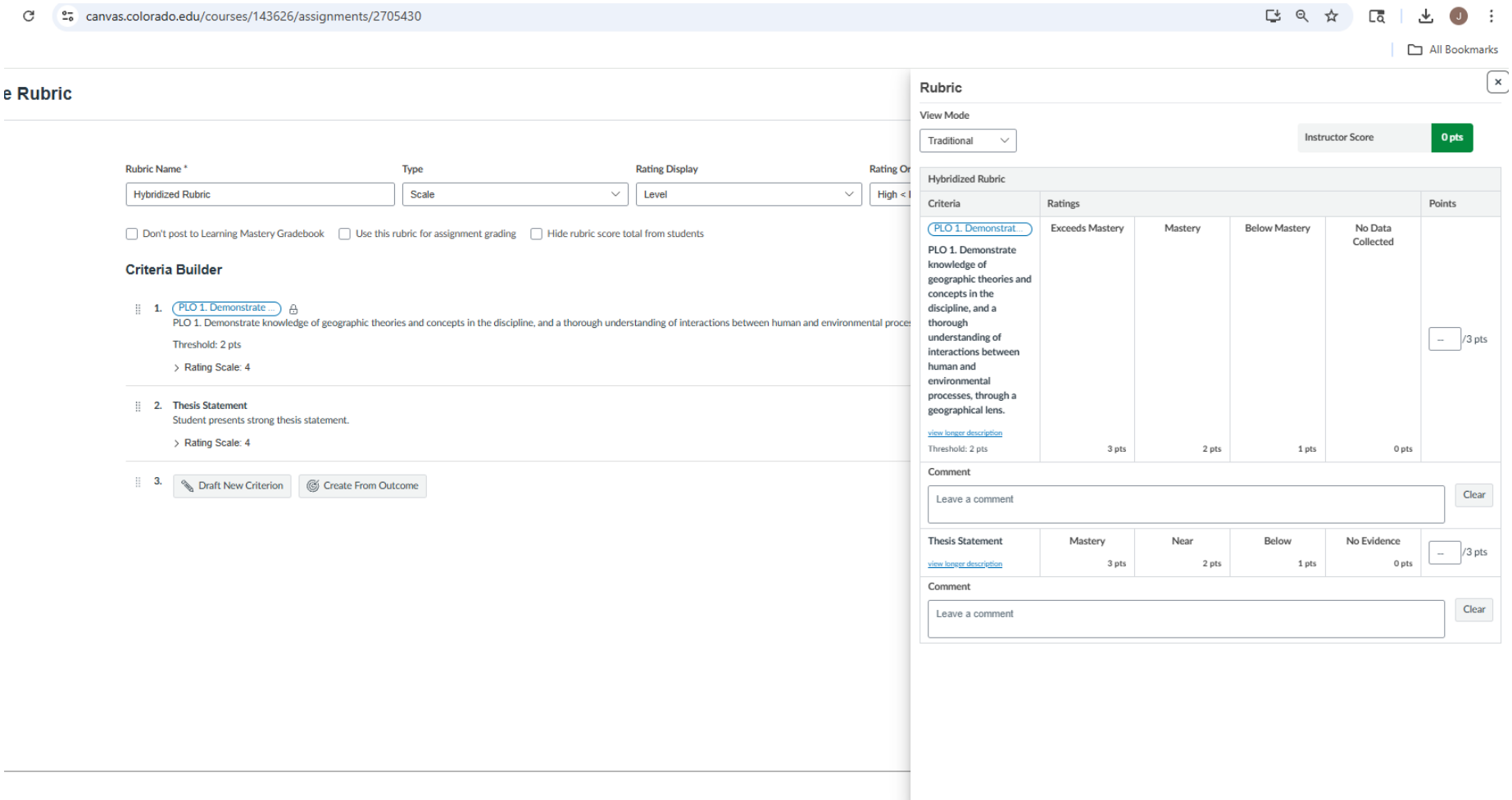
Unless you mark the outcome as ungraded, the outcome point value combines with course-specific criteria points

Training must clarify what counts toward outcomes evidence versus other assignment criteria

Balances flexibility with reporting needs

Depending on how faculty set up the rubric (specifically, if they import an Outcome to a self-created rubric), they may need to "uncheck" the PLO to be used for scoring – adding to the workflow

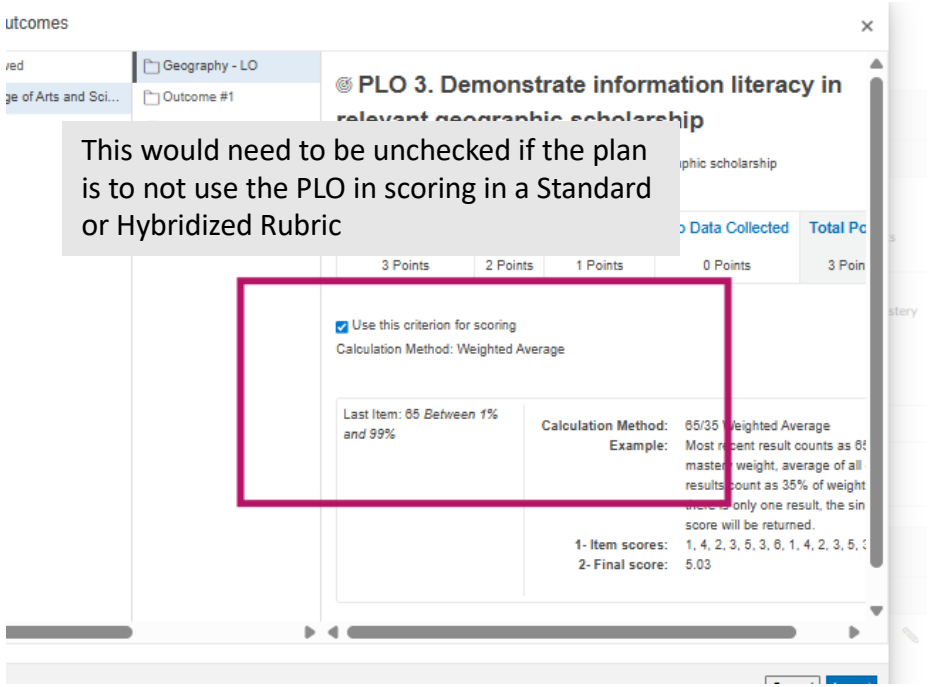
“Hybridized” Rubric



Other Notes

- Both a PLO and a Rubric can be imported to a course. As far as I can tell, if you import a Standard Rubric and add a criterion, the PLO criterion (criteria) will factor into the point value (3-2-1-0) unless the original Standard rubric has been created with the PLO "unchecked" as being used for scoring

What the export looks like



Scenario 3: Alignment without a rubric (ex. quizzes)

What faculty do

Align outcomes to non-rubric activities (for example quiz as a whole or quiz questions)

Or tag outcomes without consistent scoring criteria

Faculty workflows vary widely across courses

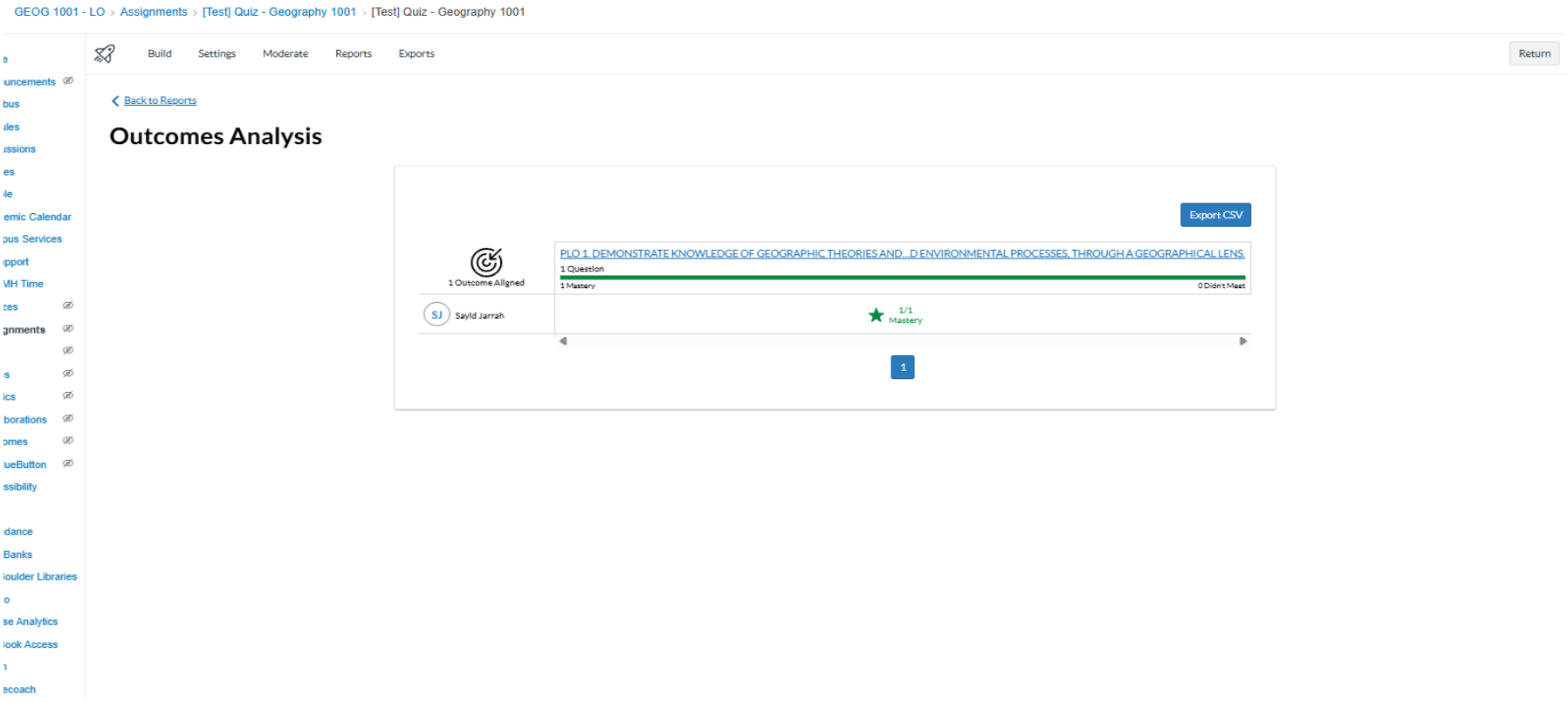
What it means for reporting and training

Potentially broader coverage, but data can be inconsistent

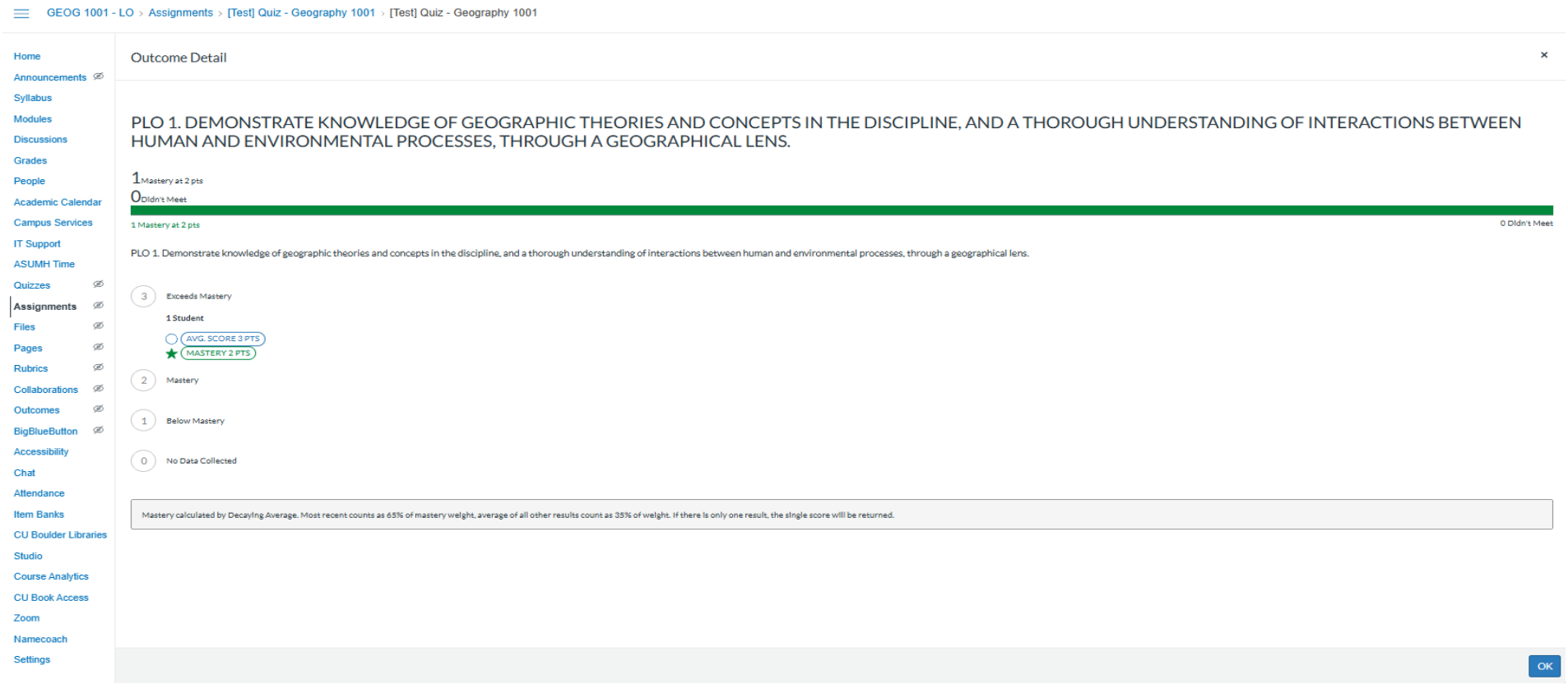
Harder to interpret and compare across instructors
Training must address multiple pathways and edge cases

May be best as an optional pathway, not the default

Single-question quiz with correct answer to a Quiz **question** that has been aligned to University-level outcome. (View 1) Note that Mastery reflects level 2 (Mastery, rather than Exceeds Mastery) -- may be dependent upon how many questions are aligned to the PLO (if there are more, I think a threshold can be set)



Single-question quiz with correct answer to a Quiz **question** that has been aligned to University-level outcome. (View 2) Note that Mastery reflects level 2 (Mastery, not Exceeds Mastery).



What the export looks like

Additional Info about Outcome Exports

- Jessica has noticed it takes about 2+ hours for Canvas to run an Outcomes-related report (you configure/request it, and then Canvas sends an email once it's done).

Tradeoffs at a glance

Highlights indicate Jessica's best guess but low confidence regarding my rating :)

	Reporting reliability	Faculty effort	Training complexity	Best used when
Scenario 1: Standard rubric	High	Medium	Medium	We need clean, comparable program data
Scenario 2: Hybridized rubric	Medium	Medium	Medium-High	We want some flexibility but still usable data
Scenario 3: Non-rubric alignment	Low-Medium	Varies	High (quiz-specific, requires transition to Enhanced Quizzes)	We need optional pathways (special cases)

Questions that shape training materials for Fall 2026 pre-pilot

- Do we want to standardize a default rubric pattern for pilot programs?
- Should hybrid rubrics be the recommended path or an advanced option (for example, for programs with established faculty buy-in)?
- Do we include quiz alignment and other non-rubric pathways in training now (or later, if at all)?
- What level of consistency is needed for reporting (Fall 2026 pre-pilot/Spring 2027 pilot vs accreditation use)?

Overall Decisions

- Capture the preferred default assessment scenario for the Spring 2027 pilot*
- Align training materials to that default (templates, examples, quick-start guides)
- Revisit (during? after?) Spring 2027 feedback to adjust structure and support

*If relevant, list any allowed exceptions (and who approves them)

Canvas Outcomes and Program Learning Assessment

Canvas Outcomes and Program Learning Assessment
Overview
Project participants and Roles
Projected timeline:
April 16, 2026
April 10, 2026
Context for questions below:
Questions:
Departments to consider
Reference for structure:
Persona 1: Dr. Maya Thompson — High-Structure Assessment Advocate
March 27, 2026
February 10, 2026

Overview

Goal: Implement and enable Canvas Outcomes & Mastery function across all programs at CU, and assist programs in implementing this to complete their Program Assessment Plan. Primary motivation for integrating these two is that it allows programs to

- Automate data collection to be able to collect those metrics of student performance in each of the listed courses that are related to Program-level outcomes.
- Enable easier integration and alignment between Institutional, Program, and Course Outcomes, as well as how they are measured.
- Support faculty and departments to do this work easily and promptly to support continuous improvement and a culture of assessment.

Project participants and Roles

Academic Affairs: Aaron Zimmerman, Assessment Analyst

Center for Teaching & Learning (CTL):

Kelly Gildersleeve, Assistant Director

Rachana Bhave (discontinuing at CU after April 20, 2026), Equitable Assessment Specialist

Office of Information Technology (OIT):

Viktoriya Oliynyk, Director of Academic Technology

Luke Prather, Assistant Director of Academic Technology Applications

Rebecca Kallemeyn, Program Manager for Academic Technology Initiatives, Consulting & Training

Jessica George, Academic Technology Professional

Emily Nicholl, LMS Applications Administrator

Projected timeline:

- We discussed a timeline for this project as follows:
    - **Summer of 2026** - All programs at CU (UG, Master's, PhD) would have submitted or will be close to submitting their program assessment plan (see example linked above) to Aaron in the Academic Planning office
    - **Spring 2026 & Summer 2026** - Test Canvas Outcomes Function + Mock-up examples
    - **Summer 2026** - Produce instructional support material like videos, tutorials, or webpage information for pilot
    - **Summer 2026** - If possible, identify programs interested in a Fall Pilot & pre-populate Canvas Program Outcomes
    - **Fall 2026** - Work with at least 2? programs to align a few of the required courses taught in Spring 2027 to Program outcomes. Throughout the process of aligning the course assessments to program outcomes, gather UX experience data as well as feedback on the resources created or to be created.
        - Also, explore the institutional-level/Gen Ed curricular needs
        - Note course faculty receive their course shells by Oct 2026 for any courses taught in Spring
    - **Winter 2026** - Set up/prepare for next semester. Possibly identify some other departments for a bigger pilot (including grad-level programs)
    - **Spring 2027** - Gather Data reports from courses set up and work with D&A or other software to generate visualizations to share with departments.
        - Possibly work with the same departments to expand the scope of implementation to other courses taught in Fall 2027 - Maybe have them work on their own, and see where assistance may still be needed? Add in some more departments to set up for **Fall 2027**
    - **Summer 2027** - First Year Report for Program Assessments
    - **Fall 2027 -** Roll out for all departments, with an option for one-on-one support?
        - Note: the core curriculum takes effect in Fall 2027.

April 29, 2026

- **To-do: Jessica will add Chad to future meetings (as optional)**
- **Impact of Outcome-Rubric-Assignment Structure on Reporting (10-15 min** with discussion**)**

        - Jessica will walk through example assignment and rubric alignment scenarios to illustrate how different outcome-to-assignment structures affect the quality, consistency, and usability of outcomes reporting. Decisions related to this topic may have downstream implications for training materials intended for creation over the summer. For example, in training materials, do we want to present faculty with the option of hybridized rubrics, quiz question alignment, etc.?
            - This will help inform faculty training and parameters/instructions we share with them, as well as backend structure as well as data and reporting.
            - PPT with screenshots
    - **Timeline and Deliverables (10 min** with discussion**)**
        - Are we treating Fall 2026 primarily as a faculty-facing learning phase, or as the first step of an accreditation build?
        - Should Fall 2026 efforts primarily focus on pilot-scale learning and training for Spring 2027 Pilot Launch, or begin laying formal groundwork for accreditation-related projects (mapping of program assessment and/or core curriculum plan)?
        - What does a successful pre-pilot in Fall 2026 look like?
        - What decisions, if any, need to be made now to keep the project aligned with accreditation timelines without constraining exploratory pilot work?
    - **Next Meeting (May 18th):** Emily will walk through back-end structural decisions in Canvas Outcomes that directly affect data, reporting, and faculty workflows.

April 17, 2026

Meeting with Lynn Ward from IUPUI - Meeting notes link CU Boulder x IU Meeting Agenda (4/17/26)

April 16, 2026

Meeting with Jessica and Emily to mock-up Canvas outcomes

Emily asked who generates these PLOs

- Programs are the ones that generate these PLOs and set the criteria. They share these plans with Aaron who oversees the work. We do not have a set standards per se, however Aaron is in the process of conducting a more detailed review of the documents, to support departments in prioritizing their data collection and review. So eventually departments may pare down the number of assessments that contribute to their Program Assessment processes.

Ideas for mocking up a Canvas course…

- The way Jessica & Emily set up the course outcomes for now, it lists the different artefacts underneath each PLO from every course as the multiple criterion for that outcome. However, that may be cumbersome and unnecessary since for courses with Multiple choice exams that are autograded on Canvas, setting up a mastery threshold and linking that entire quiz or a subset of questions on the quiz should be sufficient to align PLOs and assessments. You may want to revisit Video 7 from KSU as well as videos shared by Chad.

Commented [1]: Aligning quizzes to Outcome - https://community.instructure.com/en/kb/articles/660928-how-do-i-align-an-outcome-with-a-question-bank

Some questions include:

- Should PLOs live at the college or departmental subaccount?
    - Ideally all PLOs would be at the departmental account. True for all graduate and UG programs. Just use a naming convention to distinguish between UG & grad-level programs.
        - It could be words CUB-A&S-GEOG-(BA/BS/MS/PhD)-PLO1-5
        - It could be numbering convention 1.1.1.4 (For Campus, College
            - 1 = CU Boulder
            - X.1 = College/school
            - X.X.1 = Program?

While a numbering system might simplify the labelling, it can be unintuitive to look at numbers without knowing the directory.

        - Example PLO 1 from Geography:
          1. Demonstrate knowledge of geographic theories and concepts in the discipline, and a thorough understanding of interactions between human and environmental processes, through a geographical lens.
          Outcome name: CUB-CAS-GEOG-BA-PLO-1
        - Description: Demonstrate knowledge of geographic theories….
        - Criterion 1: Meets expectations for PLO 1/does not meet expectations
- To simplify things for programs using very simple measures of student success (for ex., pass/fail on an exam, project, etc.), would we create outcomes + rubrics to be imported into each course shell prior to faculty access (or will we need to rely on faculty to import outcomes)?
- What does a successful "final" mock-up look like?
    - Jessica knows the assessments seem to differ a lot.
    - To what extent do we need those options or choices to be pre-built and finished before
        - Aaron thinks it may be helpful to directly interact with the programs
            - Kelly & Rachana think that may be true but perhaps a bit later along the way once we have understood closely the mastery and

Outcomes function itself.

- Kelly & Rachana think of 3-4 different ways in which we may need to mock it up
    1. Link PLO 1 directly to Canvas quiz (must use "New Quizzes"),
    2. Create a rubric item for PLO 2 that they can import into an existing rubric so they can then use that "hybridized" rubric for both program assessment (ungraded/unscored) and grading/scoring for that course (i.e. it has other items that WILL be scored), and
    3. Create an entire rubric for PLO 3 that they can import just for the purpose of program assessment (not to be used for grading/scoring the assessment for that course; i.e. this is for an assignment where they wouldn't otherwise use a rubric at all)
    4. Standardized Questions that are added into the Quiz linked through mastery function
- Additionally the mock-up eventually by Fall 2026 should include sample courses, students assignments that link to these outcomes, provide written documentation and video tutorials describing these options, and if possible, visualization of the data.
- For rubric items, there's some flexibility in what **levels** of proficiency we use…
    - "Meets expectations" vs. "Does not meet expectations" (simple 2-level)
    - "Exceeds expectations," "Meets expectations," or "Does not meet expectations" (3 levels)
    - Chad recommends a 3-level rubric. However, because current assessment plans operate only at a 2-level of meets or does not meet expectation, will it be confusing to have a 3-level or 2-level rubric. We had discussed previously that this might be an answer we get to in the pilot, but worth asking Chad about how the end-data collection maybe impacted if 20 years down the line, a department moved from a 2-level to a 3 or 4-level rubric

- I've also started thinking about the back-end of things — are there any questions that we have about how data is pulled (and how the front-end is managed to create cleaner post-assessment data)? — It might be useful to bring Chad into that discussion.
    - Exporting the data will be helpful at the mock-up phase to know what the data

looks at the end of the data collection process
    - Chad already shared the datasets as .csv files and perhaps can walk us through some of them to understand what the end data looks like or we could study those .csv files ourselves.
    - We might want to explore what the Learning Outcomes Mastery Gradebook looks like since it automatically visualizes the data.
- Aaron suggests looping into future meetings maybe Vanessa Dunn in CEAS who may have already been implementing Outcomes function for their ABET accreditation.
- Resources to look into as Jessica and Emily revise the mock-up to share in the next joint meeting on the 29th of April.
    - What kind of assessments are available in Mastery Connect? - Instructure Community ; Mastery Connect Release Notes (2026-04-16) - Instructure Community
    - Indiana Knowledge base on setting up outcomes & Rubrics.
    - Aligning quizzes to Outcome - https://community.instructure.com/en/kb/articles/660928-how-do-i-align-an-outcome-with-a-question-bank

Next steps

- Planning to meet bi-weekly moving forward to keep conversations going and address these scenarios. Jessica will help set up that meeting.
    - Rachana may not be available to attend meetings going forward if they are scheduled post 20th April. Kelly will share updates, if any, on her behalf.
- Aiming to have many/most pieces in place by Oct. 2026 (when faculty will receive course shells for the Spring courses) and work with them to incorporate outcomes in their courses.
- Emily, Jessica & Luke will be working on fleshing out the mock-ups further
    - Emily & Jessica shared the questions they had as they were developing these mocks, and plan to meet with the Assessment team in CTL & VCAA to help map out institutional, program & course level outcomes on **Thurs, April 17th**
- Jessica, Rachana, and a few others are meeting up with the contact person at Indiana U. to get a sense of what kind of support CTLs can offer OIT moving forward in assessment design and alignment with the Outcomes function on **Fri, April 18th**.
- OIT may share their projected, more granular timeline that may outline the technical pieces and other details before the pilot can be outlined or progress on draft mock-ups shared last time.

April 10, 2026

Notetaker/Timekeeper: Rachana

Attendees: Emily, Jessica, Rebecca, Luke, Viktoriya, Aaron, Kelly, Rachana & Chad

Pre-work before meeting:

1) To make sure everyone is on the same page on the Canvas Outcomes functionality, encourage reviewing this set of videos created by Kansas State U, particularly **Video 3** & **Video 7** (on how to create Canvas Outcomes and align them at the Course-Level assignments ~ 20 mins)
2) Review sample program assessment plans provided by Aaron from CU -
    a) BA in Geography Program Assessment Plan
    b) BA in Music Program Assessment Plan

Keep an eye out for what may be needed to assist programs in automating data collection for each of the listed assessments, given how the Outcomes and Rubrics functions work in Canvas, and that some assessments may not be in Canvas at all.

Meeting Agenda

3:00 - 3:10 - Introductions, names, roles

3:10 - 3:15 PM - Rachana can give quick overview of project and projected timeline as discussed in previous meetings (see above)

Update from OIT:

- We have begun developing the project priorities and timeline, including key objectives and outcomes. We will update it following this meeting and share a draft for review by the end of next week.

3:15 - 3:20 PM - Describe context that came up based on Aaron & Rachana's discussion on how to align course assignments & program outcomes.

Context for questions below:

Not all programs are at the stage where the program-level outcomes to warrant more granularity in the criteria for assessing each outcome.

For example:

if PLO4 for BA in Geography is to effectively communicate about geographical issues through scholarly writing, presentations, and visualizations AND GEOG1972 says 80% students will receive a score of 70% or higher on the final presentation or paper

In this scenario, it may not be feasible to list multiple criterion (groups) under the "Effective

communication" Program Outcome and integrate rubrics at the course level.

Option 1: In that case, would it make sense for now to just set up program outcomes for all courses within geography (with a dummy rubric of Meets Expectations (70% or higher), Does not meet expectations (69% or lower) for each program outcome), and for the corresponding assignment at the course-level, faculty **import this rubric as an additional criterion in their existing rubric.**

Option 2 (ideally): Work with departments to determine how "Effective communication" is operationalized across all course assignments that contribute to evaluating this outcome, standardize language, and include those criteria as groups in the program Outcomes, work with faculty to re-design rubrics.

- This would require more time and individualized course-level support from the assessment team at the CTL, and fundamentally re-designing rubrics set up, and possibly, programs may have to change their program assessment plan too.

3:20 - 3:50 PM - Discuss Questions listed

Questions:

- **Option 1 is the easiest first-pass option to set up. Should we move forward with implementing it in that way first?**
    - Viktoriya suggests that we will learn which is the best option to set up in the pilots
    - Kelly says Chad's approach at UNC was ideal in that we give faculty options
        - Hybridized Rubric
        - Rubric that integrates PLOs and CLOs
    - Chad set up learning outcomes at the program level - but if courses are moved to a new program they lose information related tto that program, so Chad ensured the PLOs are set up at the college level rather than programs
    - For general Ed - program outcomes were set up at the root directory.
    - Emily mentioned that each of the Canvas level notation is departments courses are all listed
        - Chad mentioned naming of the outcomes can be updated
        - One can change enrolment status associated with the outcome - create an archive to move outcomes to the old section.
    - Faculty can often struggle with too many clicks on SpeedGrader to assess program outcomes so it may be important to
- **If yes, is a 2-level rubric sufficient? Should we allow for a 4-level rubric to make the data more meaningful, potentially?**
    - Kelly suggests we may leave that up to the faculty regarding whether to be more granular or not.
    - (Related question: Multiple criteria per PLO or just a single criterion? This is apart from levels of proficiency.)

    - Chad suggested one criterion per outcome, with the following levels of performance: 0 - 1 - 2 (Does not meet expectation, satisfactory & exceeds expectations)
        - This may be in alignment with the way CU encourages faculty to assign proficiency/expectation level reached as of now.
- **Will Option 1 still allow for future innovation in assessment cycles in which faculty analyze how students are performing on the sub-criterion of the PLO (e.g., effective oral, visual, and written communication skills)?**
    - **Would this enable an even bigger pilot? Since Aaron has all programs assessments in place, it would be a question of just physically setting up program outcomes and rubrics for those courses.**
        - Table this for later. May also need some reflection from Assessment to think through what may be necessary for now, versus nice-to have in the future. Regardless these options may be more clear once we have mocked up a few scenarios to work through.
        - Viktoriya and others on the team suggest avoiding reaching out to faculty or too many programs unless we absolutely need to. The way the Course shell is created to assign and identify outcomes, it won't interfere with existing courses. Plus, we can reach out to faculty on a need-to basis, asking if they are willing to help us flesh this out further as needed.
- **How would Option 1 work for analyzing goals such as PLO 1 In Geography,i.e., knowledge assessment, that maybe tested as multiple choice questions? Would the entire exam be a question bank linked to program outcome 1?**
    - **Some professional programs don't use the whole exam; they insert standardized external questions testing a specific Program Outcome in a course-level outcome in an existing exam (e.g., JRNL). In this case, can we offer support tailored to the departments or will we still have to mock the Option 2?**
- **How would Option 1 work for a course like Music that has flexibility in performance (e.g., for PLO2: Analyze and think critically on music, at least 70% of the students in MUSC 1113 will achieve an average of 80 or higher on the three tests)**
    - While we did not discuss specifics of each of these scenarios, Luke suggested this is the very thing we should plan on mocking up. Set up a variety of options or personas of faculty teaching these courses, prepare/anticipate for those scenarios, and test them out. This will help us as a group understand better:
        - What type of Resources exist, and how would we build them out or link them as needed?
        - Chad mentioned we haven't yet discussed the quizzes since that is often common in the natural sciences, and Instructure has recently had issues with this option, so it may not be as straightforward to link quizzes to outcomes & it would be critical to be considered for courses that prioritize this type of assessment
        - Kelly points out that many faculty are reverting to paper exams with AI too

so it may be worth considering how Canvas Outcomes may be set up in these cases.

- **How does the mastery option function in all of this?**
    - Luke says he doesn't know for sure yet, but again, these are the types of scenarios we would want to explore through mock-ups and think about.

Commented [2]: Forgot to mention, but seems that Indiana University uses Canvas Outcomes Mastery Gradebook to also visualize the data so worth looking into it.

———----

- **If going with Option 1, which depts should we approach to gauge interest in being involved? What type of time commitment and work are we expecting from departments?**
    - **Based on that, should we handpick or approach all the 8 departments below and gauge interest?**
    - Aaron wanted to make sure he was clear on the timeline and understanding what we mean when we call it a pilot and how different is it from the mock-ups. He does not want to overpromise faculty or gather a lot of information in advance, only for us to say, "We are not going to do this further." Discussed how this stage of mock-ups, as well as pilots, is us figuring out the feasibility & scalability of this and offer this as an option to as many departments who may be interested, knowing that it is a gradual process.
    - Clarified that the mock-ups are what OIT is currently developing to model the different scenarios that we have mentioned regarding rubrics whose criteria are not as granular, vs rubrics with very granular criteria to explore the canvas outcomes functionality for ourselves. At this stage, we probably have enough examples from the Program assessment plans ourselves to be able to create these scenarios, such that we may not need to talk to departments.
    - Viktoriya suggests wouldn't recommend reaching out to all programs or courses at once, maybe a few faculty as and when needed, and we can pre-identify what courses will be taught in Spring 2027, to know whom to work closely with.

Departments to consider

These programs have their program assessment plans completed. However, the top 5 identified as exemplars have generally been on top of schedule, engage in continuous program assessment, and have used program assessment plans to great effect for their accreditation processes. The programs that are not in that category but are worth working with closely are those that have asked for more support to automate data collection.

- Departments so far identified as **exemplary** by Aaron include -
    - JRNL, ANTH, MENV, PSCI, Museum and Field Studies
- **Depts. not onboard** with program assessments **UNLESS** they **receive more support** in automating data collection. Have unique challenges
    - MUSC (5 diff. programs/specializations) - Multiple weekly assessments,

performance-oriented courses in which scoring may not happen using a rubric or on Canvas always.
    - EBIO (UG or Grad level) ~ Large classes (>800 students), multiple low-stakes, scaffolded assessments, good pedagogy, but may not be easy to measure in the framework of program assessments
- **How would institutional outcomes be measured if Option 1 is the norm across all departments, and outcomes are not made more granular?**
- **Are there core curriculum goals we need to consider? How might we consider the use of standardized rubrics, such as: VALUE Rubrics** or **Gen Ed rubrics**
    - Chad is hoping to launch a Faculty Working Group by Fall 2026, he is working on tweaking some of the information and looking to modify the Learning outcomes laid out in core curriculum to be a little more granular to figure out how they will be incorporated and assessed across multiple courses.
- **What we need to continue building out the mockup:**
    - **Is Core Curriculum tracking a requirement of the Fall 'internal' pilot (prep for faculty-facing Spring 2027)?**
        - I think he said he is still on track for setting up the faculty working group for Fall and then pilot it in Spring 2027, but I am not sure.
        - Chad is going to try to implement common rubrics/test blueprinting, where possible.
    - **Jessica was wondering if all of the course assessments (across courses) listed under a PLO are required for PLO achievement? That is, will a PLO be complete only once all assessments have been completed?**
        - Not necessarily; a program might plan to collect all of this data within a given year, but their plans might change [e.g., a certain class might be offered in a given year]. Each source of data is used as an additional source of evidence, but the sources of evidence don't all necessarily have to be collected in order for the student to achieve the program learning outcome.
    - **Are all of the course assessments listed under a PLO required in order for a student to achieve completion of a PLO? For example:**
        - **If so, it may require splitting a PLO 1 up into PLO1.1, PLO1.2, etc.**
            - Currently, all assessments are listed in this example are linked to PLO 1. The way the outcomes are outlined, there is not much room for granularity to warrant PLO 1.1, 1.2 etc.
            - PLO1.1, 1.2 etc. would imply that demonstration of knowledge PLO is related to variety of subcriteria (e.g., PLO 1.1 Demonstration of knowledge about terms related to geographical features,1.2 knowledge of major cycles (water cycle, carbon cycle 1.3 Knowledge of human geography etc.,) which cannot be determined based on this example, given that departments have not provided more granular rubrics. We can, however, maybe look

Commented [3]: I didn't catch Chad's response to this as I was typing up notes to some other question. Can someone type in what he said?

at other sample rubrics, such as the value rubrics, in order to write those outcomes.

- **Is there a concrete course whose program has LOs defined, so we can test the Outcomes feature with an example?**
  - We may be able to easily rope in a few select faculty to work closely with us at this mock-up stage. Currently, Aaron and CTL assessment team are planning to meet with Emily and Jessica to help align outcomes and assessments at the institutional, program and course level on April 16th. Will know which faculty to reach out to or if more info is needed after this meeting.

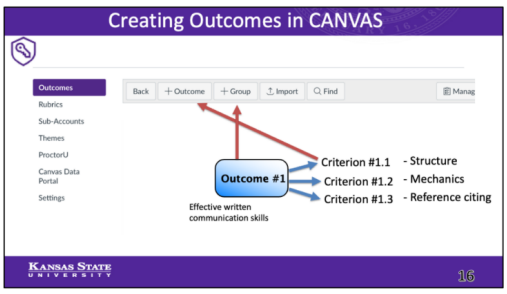
PLO 1: Demonstrate knowledge of geographic theories and concepts in the discipline, and a thorough understanding of interactions between human and environmental processes, through a geographical lens.

Assessment Method	Metric/Target	Description of Assessment
Final exam for GEOG 1001 Our Changing Planet: Climate and Vegetation	**At least 80% of students will receive a score of 70% or higher on the final exam.**	**The final exam is graded by the instructor. This course is offered every Fall, Spring, and Summer semesters.**
Final exam for GEOG 1011 Our Changing Planet: Landscapes and Water	At least 80% of students will receive a score of 70% or higher on final exam.	The final exam is graded by the instructor. This course is offered every Fall, Spring, and Summer semesters.
Final presentation and paper for GEOG 1972 Sustainable Futures, Environment and Society	At least 80% of students will receive a score of 70% or higher on final presentation and paper.	Final presentation and paper is graded by the instructor using a scoring rubric. This course is offered every Fall, Spring, and Summer semesters.
Final project for GEOG 2092 Advanced Introduction to Human Geography	At least 80% of students will receive a score of 70% or higher on their final project.	Final project is graded by the instructor using a scoring rubric. This course is offered every Fall semester.
Final exam and class project for	At least 80% of students will	Final presentation and final

3:50 - 4:00 PM - Next steps

- Planning to meet bi-weekly moving forward to keep conversations going and address these scenarios. Jessica will help set up that meeting.
  - Rachana may not be available to attend meetings going forward if they are scheduled post-20th. Kelly will share updates, if any, on her behalf.
- Aiming to have many/most pieces in place by Oct. 2026 (when faculty will receive course shells for the Spring courses) and work with them to incorporate outcomes in their courses.
- Emily, Jessica & Luke will be working on fleshing out the mock-ups further
  - Emily & Jessica shared the questions they had as they were developing these mocks, and plan to meet with the Assessment team in CTL & VCAA to help map out institutional, program & course level outcomes on Thurs, April 17th
- Jessica, Rachana, and a few others are meeting up with the contact person at Indiana U. to get a sense of what kind of support CTLs can offer OIT moving forward in assessment design and alignment with the Outcomes function on Fri, April 18th.

Reference for structure:



Update from OIT:

- We have started developing an outcomes structure mockup in Canvas and outside of Canvas.
    - High level structure:
        - Example diagram of our CU Canvas account and subaccount structure
        - Outcomes Mockup Account Structure (rough draft; still refining)
-
- We can provide Canvas access for those interested in exploring Outcomes directly
- **Proposal:** Develop personas over the coming months to help ground the Canvas Outcomes implementation in user workflows, support needs, and common scenarios. OIT can initiate this work and share drafts for feedback.
    - Sample persona:

Persona 1: Dr. Maya Thompson — High-Structure Assessment Advocate

Role: Program Assessment Lead (Mid-Size Undergrad Program)

Canvas Skill Level: High

Rubric Comfort: Very high

Subaccount Location: Courses spread across *two* subaccounts due to cross-listed curriculum

Goals

- Standardize assessment across the program
- Ensure accreditation bodies can easily see student learning mastery
- Drive adoption of outcomes-based grading

Pain Points

- Faculty in different subaccounts do not see consistent outcomes
- Cross-listed courses import the wrong set of outcomes accidentally
- Must manually audit rubrics each term

Desired Behaviors in Canvas

- Ability to attach program outcomes cleanly regardless of subaccount
- Dashboard visibility across all program courses
- Error prevention when instructors import outcomes not meant for the program

March 27, 2026

- Intros
- Updates from Program Learning Assessment team
    - Aaron: no updates
    - There are about 10 programs total that are missing outcomes; the rest have outcomes (about 200 programs)
        - They have outcomes
        - Some have a good level of buy-in, others are not there (1-2 people doing it); possible low awareness
        - Hope of some programs is that automation will increase efficiency, they are excited about Canvas Outcomes
    - Hired Chad Bebee; Asst. Dean for Undergraduate Curriculum; proceeding with rollout but no assessment plan yet
    - Discussed doing a mockup internally to mimic what we are going to pilot. We can then export the data.
    - Rachana is working at the course level with instructors in the various program to outline assessment outcomes
    - [Just a note that we could go through the list of questions below from our last meeting, if there's time]
    - Priority 1: Launching and exploring Canvas functionality
        - Create mockup to familiarize ourselves with functionality
        - Create process/resources for guiding small number of programs through this process of implementing LOs in Canvas (starting with PLOs)
        - **Do outreach to KSU**
            - Rachana suggested viewing K-state University Program Assessment Playlist Videos 1 to 7 ~ Total of 40 mins for a quick crash course on what is Canvas Outcomes, how to set up outcomes at program and institutional level and ideas for roll-out as KSU did it. Videos 8 & 9 are more relevant to how to export the data, visualize it etc. They also have a Q&A at the end that may help get a sense of the common questions that can come up for faculty or departments. For folks in OIT https://youtube.com/playlist?list=PLpgzf3TfOqUv35iq8s_l5rdjfRbxgDcKd&si=zFC5CS0wRQHgsEp8
            - **Other institutions that did something similar is Wake Forest University.**
            - I wasn't sure what outreach would look like to these but Jessica

can let us know more next time.

- Priority 2: Get initial but rich faculty input
  - VO: working with exemplars first while we are assessing viability of Canvas functionality will ensure engagement
  - Later: Broader pilot with small number of programs/departments (ranging in size and support needs), provide a LOT of support On the department side what would help buy-in:
  - 1) Pre-populating program outcomes in Canvas with rubrics designed
  - 2) Videos similar to KSU that quickly describes the different terminologies/how to do it
    - Can utilize materials from Jessica, Kelly, Jacob, Karen recent rubrics workshop (Enhanced Rubrics, AI Rubrics… Just note it's not yet clear whether we'll keep AI Rubrics functionality) to create tutorials (written, video) for a range of different rubric types
  - 3) Pilot - for a few faculty in exemplar departments do that, do the visualizations to show what the value of this looks like and then roll out across programs (throughout conduct UX/gather feedback)
    - Gather input from them on:
      - user experience
      - how to most effectively visualize the data for them
      - resources/support would be needed to do it more independently
      - collect data we can use to advocate for more instructional design support
    - Relevant comment from below Canvas Outcomes and Program Learning Assessment
    - Rachana: On the department side what would help buy-in: 1) Pre-populating program outcomes in Canvas with rubrics designed 2) Videos similar to KSU that quickly describes the different terminologies/how to do it 3) Pilot - for a few faculty in exemplar departments do that, do the visualizations to show what the value of collecting data in this way looks like, gather feedback on the ease of the process and then roll out to across each programs (throughout conduct UX/gather feedback)
    - Rachana: It is important to note that there are some things to our advantage:
      - 1) We already have program outcomes, CLO & Assessments as well as the Mastery %s
      - 2) Once the outcomes and rubrics at the program level are set up, CTL can assist faculty to adopt changing rubrics at the course level
      - 3) We can explore how easy this was to set up, how much handholding is needed (in the pilot)
    - Data priorities:

Commented [4]: One more comment from Rachana in chat: It is important to note that there are some things to our advantage:

1) We already have program outcomes, CLO & Assessments as well as the Mastery %s

2) Once the outcomes and rubrics at the program level are set up, CTL can assist faculty to adopt changing rubrics at the course level

3) We can explore how easy this was to set up, how much handholding is needed (in the pilot)

Commented [5]: Additional comments from Rachana in chat: On the department side what would help buy-in: 1) Pre-populating program outcomes in Canvas with rubrics designed

2) Videos similar to KSU that quickly describes the different terminologies/how to do it

3) Pilot - for a few faculty in exemplar departments do that, do the visualizations to show what the value of this looks like and then rollin out to across each programs (throughout conduct UX/gather feedback)

Commented [6]: Rachana's comment from the Zoom chat: On the department side what would help buy-in: 1) Pre-populating program outcomes in Canvas with rubrics designed 2) Videos similar to KSU that quickly describes the different terminologies/how to do it 3) Pilot - for a few faculty in exemplar departments do that, do the visualizations to show what the value of this looks like and then rollin out to across each programs (throughout conduct UX/gather feedback)

        - 1. Automate exporting data from the outcomes/establish a way to pull outcomes into reports so they can include it in Canvas outcomes reporting
        - 2. Build out visualizations to report on outcomes at the institutional level
- Updates from Canvas/OIT team (technical side)
    - Enhanced Rubrics in Canvas will become the default in December 2026
    - Other: VO: use AI to help generate rubrics? Kelly: enhanced rubrics
    - Dynamic rubrics vs. standard grid rubrics and having that on the radar for longer-term wider rollout
- Action items/next steps:
    - Meetings:
        - Aaron & Rachana will have more information to share with Luke latest in 2 weeks from now (By April 9th)
            - If we can have a follow-up meeting after then, and in the interim OIT may have internal discussions on what scope of support may be needed in summer, Fall & Spring 2026 -2027 may determine what subsets of people may need to meet going forward.
    - Deliverables (Rachana and Aaron):
        - List of proposed courses/programs for next fall, to produce mockup
            - Rachana and Aaron will work on refining and possibly requesting additional info from departments to provide to OIT
        - Learning outcomes examples
        - Assessment plans of exemplars
    - Other:
        - Include Chad Bebee (include in ongoing) (Viktoriya?)
        - Outreach to KSU, IU: Jessica
- Timeline:
    - 2 wave pilot; small in fall with exemplars, broader in spring including less well-resourced
    - Help set up in fall for spring (avoid asking 9-month contractors to do work in summer); data collection commencing in spring

February 10, 2026

- History: D&A, led by Jessica Keating, did an assessment of Canvas outcomes for program assessment before
    - Luke worked on a similar initiative to support accreditation at his prior institution
- Aaron has been working with programs to help them develop program learning outcomes
    - Long term, would like to streamline this process and have data visible. This would help make data culture thrive across programs.
    - Currently pulling spreadsheets together, emailing them back and forth, and it's time consuming.
        - This is the course we are using, this is the assignment we are using.

- Would like to know that Canvas functionality can be enabled and used by those interested
- Timeline: would need to have a solution by fall 2027
  - Early adopters at the program level can start anytime now; not immediate but if it can be done this summer/fall that would be great.
- Two separate initiatives:
  - Program Learning Assessment initiatives
    - Looking for high quality dashboards and visualizations that programs can use to track how students are doing
  - Core Curriculum - at the institution level, faculty working group is working on it now.
  - It would be great to link the data to other institutional data (e.g., how are different student groups doing? Are there equity gaps?)
- Current goals:
  - understand Canvas outcomes functionality,
  - assess data reporting/visualization capabilities,
  - opportunities to do cross-analysis with other campus data (data integrations)
  - **[adding this]** and do we need to purchase other software to get what we need?
- Data is currently raw and limited to a simple CSV, some data is missing.

Questions:

- Can we establish learning outcomes at the institutional level (for example, for the core curriculum) so that individual instructors just "pull" those in?
  - Yes but need to figure out the buckets (which programs/courses can "see" which LOs)
- Given that it just gives you the raw data, is there a way to pull that into Tableau or another program to create visualizations?
  - So are rubrics required for all the assignments counting towards the outcomes?
- There is also a mastery function that might need to be used, need to look into this further.
  - *Yes, rubrics are required for outcomes. However, rubrics can be attached without using them for grades.*
- Are there any depts/programs at CU that have used the outcomes feature?
  - Not that Luke is aware of.
- Could conduct a pilot with "exemplars" from Program Learning Assessment initiative?
  - Provide a lot of support for them to implement this in their own depts/programs but also use it as an opportunity to get feedback and determine what resources (tutorials, trainings, etc.) would be needed to support implementation on a larger scale

Commented [7]: We could start with exemplar programs for the pilot...but I know that many of the programs that are interested in this feature are programs that are "not necessarily exemplary", per se, but that really want to automate the data collection process (Some programs have told me that they won't be able to do the program assessment work (i.e., "too time consuming") unless the data collection is automated). Some of these programs might be the ones most eager to try out the new outcomes functionality.

Commented [8]: Such a great point, Aaron! I'm very much in support of offering this to those programs... In fact, in retrospect, it may make more sense to intentionally select a range of programs (e.g., some larger programs with a curriculum committee/more resources, some smaller programs that would struggle to do the program assessment work on their own) to ensure our pilot allows us to learn what all kinds of programs will need in terms of resources/support for implementing this

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Evidence 3Intro1 - CC Provost Implementation Directive

To: Tiffany Beechy, Chair of the Boulder Faculty Assembly
Katherine Eggert, Senior Vice Provost for Academic Planning and Assessment
Daryl Maeda, Dean and Vice Provost for Undergraduate Education
From: Russell L. Moore, Provost
Date: Feb. 1, 2023

Dear BFA Chair Beechy, Senior Vice Provost Eggert, and Vice Provost Maeda,

Thank you for transmitting to me the final campus voting results regarding the proposed Common Curriculum. I enthusiastically accept the overall recommendation of the Boulder Faculty Assembly, of the schools, colleges, and program offering undergraduate degrees, and of the Libraries to adopt the Common Curriculum.

I want to commend each of you for your leadership in this process. Through your efforts, all members of our campus community were afforded the opportunity to have their voices heard and to contribute to the shaping of an inspiring plan for a CU Boulder common curriculum. I would especially like to acknowledge the efforts of the Boulder Faculty Assembly. The BFA's focus and insights have been instrumental in galvanizing a true pan-campus effort that will be of great benefit to our students and our institution. In my opinion, this effort epitomizes the true spirit and value of faculty shared governance in shaping our collective future.

Now that we have broad consensus on the adoption of the CU Boulder Common Curriculum, we need to take the next step to implement it on our campus. One of the remarkable aspects of the Common Curriculum as proposed is the flexibility provided to schools and colleges with respect to how they can embrace it. On the other hand, that flexibility also runs the risk of providing programs with the potential to stray from the goals and intent of the Common Curriculum. Therefore, I believe that it is essential that the campus be provided with clear implementation guidance so that the common curriculum can be boldly and firmly established on the Boulder campus.

I believe that the three of you, in concert with the BFA, are the best equipped to oversee the development of such campus-wide implementation guidance. Consequently, it is my intent to authorize and empower you to lead the Common Curriculum implementation process. Specifically, I am asking that you attend to the following:

- Establish clear implementation principles with the goal of ensuring that the campus is being true to the spirit and intent of the Common Curriculum;
- Collaborate with the deans of the schools and colleges to develop these implementation principles, recognizing that it is you who will be empowered to make the final pan-campus implementation recommendations to me; and
- Develop a clear and simple plan that will allow our academic programs to periodically report on their successes, or lack thereof, in contributing to the goals and objectives of the common curriculum. I will leave the determination of the appropriate periodicity of this reporting up to you, with the expectation that this will be done in collaboration with campus constituents.

I look forward to discussing this approach with all of you in the very near future.

DocuSigned by:
Russell L. Moore
B191482205CC431...

Russell L. Moore, Ph.D.
Provost and Executive Vice Chancellor for Academic Affairs
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ph. 303.492.5537
Rmoore@colorado.edu

University of Colorado Boulder

Senior Vice Provost for Academic Planning and Assessment
362 Regent Administrative Center
40 UCB
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Phone: **303 735 5345**
Fax: **303 492 8861**

Russell L. Moore, Provost and Executive Vice Chancellor for Faculty Affairs
University of Colorado Boulder
40 UCB

October 6, 2022

Dear Provost Moore:

On behalf of the Common Curriculum Planning Committee, whose membership is listed below, I submit to you the committee's proposal for learning objectives and outcomes for a common undergraduate curriculum at CU Boulder.

The proposal is in the process of being studied and voted on by faculty governance groups in the schools and colleges, the Libraries, and the Program in Environmental Design, as well as by the Boulder Faculty Assembly. Daryl Maeda and I will keep you informed of the results of those votes.

Sincerely,

Katherine Eggert
Senior Vice Provost for Academic Planning and Assessment
Professor of English

<u>Common Curriculum Planning Committee Membership</u>

Co-chairs:

- Katherine Eggert, Senior Vice Provost for Academic Planning & Assessment; Professor of English
- Daryl Maeda, Dean and Vice Provost for Undergraduate Education; Professor of Ethnic Studies

Student committee members:

- Evangelyne Eliason, fourth-year undergraduate student majoring in psychology
- Jemil Abdu Kassahun, second-year Colorado Law student

Faculty committee members:

- Russell Cropanzano, Leeds School of Business
- Barbara Demmig-Adams, Ecology and Evolutionary Biology
- Vicki Grove, Germanic and Slavic Languages and Literatures and officer of the Boulder Faculty Assembly
- Roudy Hildreth, School of Education
- Caroline Sinkinson, Libraries
- Nicolò Spera, Music
- Colin West, Physics
- Cindy White, Communication
- Wendy Young, Chemical and Biological Engineering
- Thomas Zeiler, International Affairs

Staff committee members:

- Shelly Bacon, Undergraduate Education
- Patrick Tally, College of Arts and Sciences
- Joe Thomas, Student Affairs

CU Boulder Common Curriculum
Learning Objectives and Outcomes Proposal

Common Curriculum Planning Committee
October 6, 2022

PLEASE SEND COMMENTS AND QUESTIONS TO:
commoncurriculum@colorado.edu

PART A. OVERVIEW OF PROPOSED STRUCTURE

Following upon the Academic Futures recommendation that CU Boulder should develop "a campus-wide common learning experience and/or curriculum" for undergraduate education and Chancellor Philip DiStefano's directive to design "a campus-wide common learning experience and a common set of intended learning outcomes," the Common Curriculum Planning Committee was charged by Provost Russell Moore with "the identification and design development of a common curriculum through which our undergraduate students will achieve shared learning goals that address integrative values and common touchpoints throughout the undergraduate career." Provost Moore further charged the committee with developing "campus-wide learning goals that reflect both a deliberate statement about who we are as a university and that complement and enhance all of our educational programs." In keeping with its charge, the Common Curriculum Planning Committee hereby submits this proposal for Common Curriculum Learning Objectives and Outcomes to Provost Moore as the foundational step of forming a common curriculum.

The common curriculum integrates curricular pathways across all schools and colleges with co-curricular experiences offered across campus. Spanning the entire student journey, the common curriculum defines the learning objectives and learning outcomes that make up a CU Boulder undergraduate experience. It ensures that all students are prepared as civically engaged citizens and leaders, lifelong learners, and contributors to a thriving future.

PART B. OUTLINE OF LEARNING OBJECTIVES AND OUTCOMES

The Common Curriculum Planning Committee has defined the overall learning objective of the Common Curriculum—i.e., the ***purpose and distinctive nature of a CU Boulder education***—as preparing our students to take part in creating ***Sustainable Futures***: for themselves, for society, and for the world.

In addition, the committee has identified learning objectives that define ***three habits of mind*** that support this overall objective:

Discovery
Reflection
Engagement

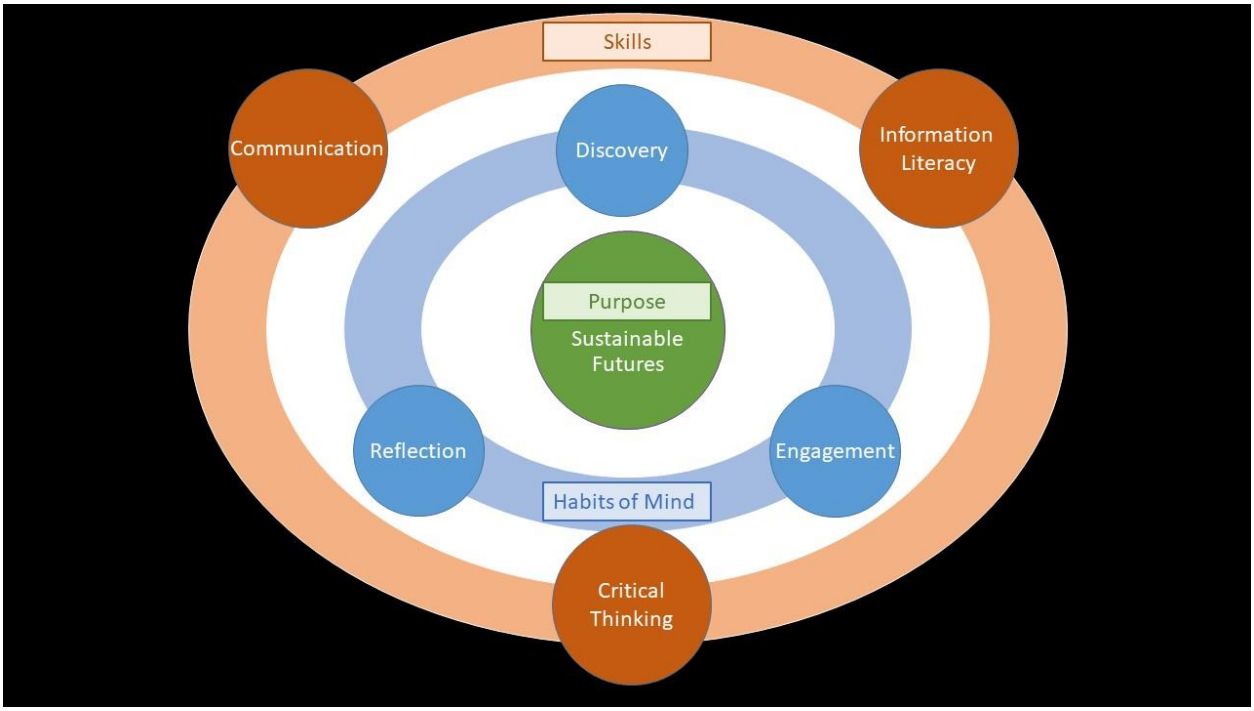
Finally, the committee has identified ***three essential skills*** for accomplishing these goals:

Information Literacy
Critical Thinking
Communication

These seven total learning objectives will not be sequentially taught, individual courses; nor will they be "covered" in the first year or in lower-division courses only. Rather, these learning objectives will be woven throughout the fabric of a student's entire undergraduate academic experience at CU Boulder.

The Common Curriculum Planning Committee has designed three assessable learning outcomes for each of these seven learning objectives. The committee imagines that the first phase of implementing the Common Curriculum will involve mapping these learning outcomes onto the curricular pathways and existing learning objectives and outcomes of all the schools, colleges, and undergraduate degree programs at CU Boulder, including both general education (or core) requirements and the curricula of specific majors, minors, and certificates. In addition, the common curriculum will incorporate the First Year Experience and its co-curricular activities, which focus on introducing students to academic life in higher education and reinforcing skills of study, citizenship, and self-care.

Thus, the common curriculum's learning objectives will span all levels of the undergraduate experience and be offered through both curricular and co-curricular activities.



PART C. DETAILS OF LEARNING OBJECTIVES AND OUTCOMES

Purpose of the Common Curriculum

Sustainable Futures: Self, Society, World

LEARNING OBJECTIVE

At CU Boulder, students will gain an understanding of the interdependence of individual, societal and environmental wellbeing and of the necessity for stewardship to advance balanced and equitable futures for all. Throughout their CU Boulder education, students will cultivate skills and habits of mind that enable them to thrive as individuals and contribute to a thriving world.

LEARNING OUTCOMES

Graduates of CU Boulder will be able to:

1. Discern their role in advancing resilient communities and demonstrate the ability to act as stewards for sustainable futures.
2. Explain different discipline-specific definitions of and approaches to sustainability and how sustainable solutions may be achieved through collaboration among different disciplines.
3. Articulate how specific actions foster individual well-being, social equity, long-term economic vitality, and the health of the natural environment.

Habit of Mind: Discovery

Preparing to Be a Lifelong Thinker and Problem-Solver

LEARNING OBJECTIVE

CU Boulder students will be active members of a university community that is devoted to the advancement of knowledge and marked by creation and creativity across all areas of research, scholarship, creative work, and innovation. They will cultivate curiosity and develop new ways of thinking, working, and living by participating in applied learning and invention and publicly presenting their research, scholarship, and creative work.

LEARNING OUTCOMES

Graduates of CU Boulder will be able to:

1. Evaluate positions, theories, practices, and/or methods on a topic they have defined and researched.
2. Investigate phenomena from multiple and distinct disciplinary perspectives, identifying points of agreement and disagreement and using ideas from one perspective to inform and critique another.
3. Integrate diverse ideas in creative and innovative ways to craft novel insights, new conceptual models, and/or solutions to problems.

Habit of Mind: Reflection

Preparing to Engage in Self-Understanding, Sustain Personal Well-Being, and Make Ethical Choices

LEARNING OBJECTIVE

CU Boulder students will understand their roles and responsibilities as self-reflective, self-sustaining individuals, as members of groups in a diverse society, and as ethical, civically literate citizens committed to building a more equitable world.

LEARNING OUTCOMES

Graduates of CU Boulder will be able to:

1. Describe their own identities, beliefs, and social positionings in relation to those of other people.
2. Apply ethical reasoning to comprehend how their actions affect themselves and others, and how the policies, functions, and actions of systems and institutions affect individuals and groups of people.
3. Practice metacognitive strategies to assess and foster their own learning and well-being.

Habit of Mind: Engagement

Preparing to Advance a Diverse Democracy

LEARNING OBJECTIVE

CU Boulder students will know how to make positive contributions to a diverse world as citizens and leaders engaged in their communities. Citizenship involves developing an orientation to the public good—understanding that this concept is always contested—and a commitment to democratic processes to address differences. Leadership involves promoting collaboration, motivating others, valuing diverse perspectives, and elevating the strengths of individuals. As committed citizens and leaders, students will recognize how histories, cultures, and values shape identities, practices, and social positionings; will understand that engagement can take many forms across different communities and cultures; and will engage productively across differences to identify and address barriers to inclusion, equity, and sustainability.

LEARNING OUTCOMES

Graduates of CU Boulder will be able to:

1. Define a personal approach to leadership and community engagement and an orientation to the public good with respect to different communities and cultures.
2. Participate in respectful and empathetic dialogue to explore barriers to inclusion, equity, and sustainable futures.
3. Engage in activities that positively contribute to their communities, such as community-based learning, volunteering, and internships and publicly engaged research, scholarship, and creative work.

Skill: Information Literacy

LEARNING OBJECTIVE

CU Boulder students will be able to negotiate increasingly complex information environments and to understand different modalities of information, how information is produced and valued, and their own involvement and participation in information landscapes as they create new knowledge.

LEARNING OUTCOMES

Graduates of CU Boulder will be able to:

1. Practice inquiry as an open-ended, social process of evaluating information and participating ethically in communities of learning.
2. Analyze how social, legal, technological, and economic factors affect the creation, dissemination, accessibility and use of information.
3. Recognize that information evolves and emerges from particular contexts and that authority and ways of knowing are legitimized within particular situations.

Skill: Critical Thinking

LEARNING OBJECTIVE

CU Boulder students will be able to conceptualize and synthesize an original belief about or solution to an issue through reasoned questioning, evaluation, and judgment derived from rigorous analysis, interpretation, inference, observation, discussion, and/or experience, and then to apply the finding in an intellectually transformative way, with an understanding of its relevance and implications.

LEARNING OUTCOMES

Graduates of CU Boulder will be able to:

1. Review material through attentive reading, listening, research, observation, and experience.
2. Evaluate sources of information, recognizing the different perspectives, identities, and social positions that may inform those sources.
3. Apply learning to create original arguments, craft solutions to problems, and participate in informed discussion and collaboration.

Skill: Communication

LEARNING OBJECTIVE

CU Boulder students will be able to use appropriate media (written, spoken, visual, symbolic, digital) for effective expression, argumentation, and communication of ideas and sentiments to audiences.

LEARNING OUTCOMES

Graduates of CU Boulder will be able to:

1. Write and speak logically, clearly, and with originality, using the process of composition to enhance intellectual discovery and express complex thought.
2. Demonstrate facility with the fundamentals of persuasion as these are adapted to a variety of situations and audiences.
3. Demonstrate advanced facility in the modes of communication most relevant to their particular majors or prospective professions.

August 29, 2025

To: D'Andra Mull, Vice Chancellor for Student Life
Erika Randall, Interim Dean and Vice Provost for Undergraduate Education

From: Ann Stevens, Provost and Executive Vice Chancellor for Academic Affairs

CC: Justin Schwartz, Chancellor
Katherine Eggert, Vice Chancellor and Senior Vice Provost, Academic Planning and Assessment
Amy Hutton, Vice Chancellor for Enrollment Management

Re: Residential Learning Communities

I want to thank you all for your ongoing efforts to improve the success of our students, their sense of belonging and experiences, and for your collaborative approach to tackling multi-dimensional challenges. With this letter, I am asking you to continue that work, specifically related to Residential Academic Programs (RAPs) and Living Learning Communities (LLCs), focusing on eliminating inequities, supporting greater coordination and flexibility, and expanding access across student cohorts.

As you all are aware, CU Boulder has a long tradition of college/school-sponsored RAPs, which serve a self-selected population of first-year undergraduate students with small, shared classes and co-curricular activities, charging a fee to participating students. Since 2013, CU Boulder's residence hall LLCs have offered a similar living experience (co-curricular engagement though no shared general education-aligned academic class) to a self-selected population of first-year students who do not pay additional fees. These arrangements have benefited many students, but the bifurcated funding models and the differing capacities of schools and colleges mean that students receive different support and offerings based on their school/college and on the RAP/LLC in which they enroll.

Data show an increased retention rate and higher GPA for students who participate in either a RAP or an LLC compared to their non-participating peers. In the interests of student success and providing equal access to all members of our incoming student cohort, CU Boulder must now move toward an aligned, consistent, and accessible living-learning model available to all new students without additional fees.

I am charging you to create a new living-learning model for first-year and incoming undergraduate students to CU Boulder, named Residential Learning Communities (RLCs). This new model should be in place for the entering student cohort of fall 2027.

As provost, I will serve as the executive sponsor of this project and designate D'Andra Mull and Erika Randall as the project leads, who will report the project's progress to me monthly. My expectation is that the projects leads will work closely with Katherine Eggert, Amy Hutton, and others as appropriate throughout the project.

Strategic Objectives:

The strategic objectives for implementation of the RLC model include but are not limited to:

- A consistent and accessible living-learning model that is aligned with student success for every incoming student, which incorporates successful aspects of current RAPs and LLCs, and that is sustainable and scalable to manage and support the ever-changing incoming cohorts of students into the future;
- A sustainable funding model with no additional fees or charges for students;
- Clearly articulated connections to existing student programs, with identified plans and pathways to grow and better connect existing wraparound student services and transitional experiences (including bridge and early/pre-arrival programs, and high impact practices, including service-learning, education abroad, global learning, cohort and campus seminars, and Research Colloquium Seminars courses for students;
- Clearly identified connections between RLCs and resources within the CU Lead Alliance, academic advising, and academic and co-curricular support;
- Baseline, standardized student outcomes for RLCs and their supporting courses that facilitate the learning goals of the common curriculum;
- Standardized assessment methods for all RLCs; and
- A comprehensive RLC review (to include budget/ROI review and/or student success/impact review) and feedback process that will take place under the supervision of the Division of Student Life and the Office of Undergraduate Education.

Measuring Success:

Success of this change must be evaluated in multiple ways, including, for example, financial metrics (cost vs ROI), student and staff surveys, and/or assessment of student understanding of learning outcomes. Measures of success should also include improved retention and engagement, GPAs, and/or graduation rates, and improvement in the overall student experience and sense of belonging. Finally, reduction of gaps in student success outcomes across student populations should be a key success metric for this project.

Project Support:

To ensure streamline communication, coordination, efficiency and demonstrated progress, Robin Swift, within the Division of Academic Affairs, will support this effort using campus supported tools.

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Office of Undergraduate Education
UNIVERSITY OF COLORADO **BOULDER**

2055 Regent Drive
UCB37
Boulder, CO 80309

MEMO

To: Ann Huff Stevens, Provost and Executive Vice Chancellor for Academic Affairs

Cc: Erika Randall, Interim Dean and Vice Provost of Undergraduate Education
Maia Andreasen, Associate Vice Chancellor for Student Life
Katherine Eggert, Vice Chancellor and Senior Vice Provost Academic Planning & Assessment
Amy Hutton, Vice Chancellor for Enrollment Management
D'Andra Mull, Vice Chancellor for Student Life
Danielle Brunner, Associate Vice Chancellor of Academic Affairs Budget & Finance
Mandy Cole, Associate Vice Chancellor, Budget, Finance & Business Strategy

Re: Residential Learning Communities

Date: August 29, 2025

The campus will recommend the elimination of the existing Residential Academic Program fee effective FY2027. Effective August 1, 2025, the Office of Undergraduate Education (OUE) and the Division of Student Life (SL) will begin planning for the elimination of the Residential Academic Program (RAP) fee and begin building a new model for Residential Learning Communities (RLCs).

<u>Budget and Finance:</u>

Speedtypes/org tree changes:

- FY2026:
  - All current First Year Experience (FYE), RAP and LLC funding and speedtypes will continue through FY2026
    - FYE fund 10 and fund 72 speedtypes currently reside under Budget & Fiscal Planning
  - Temporary budget allocations to each RAP and LLC will be processed by OUE fiscal staff
  - Residual balances in LLC and RAP match speedtypes will be recouped to FYE fund 72 at FY2026 year-end (via OUE fiscal staff)
- FY2027:
  - FYE $3M continuing budget and FYE fund 72 will be used to support RLC operations
    - FYE fund 10 and fund 72 speedtypes continue to reside under Budget & Fiscal Planning

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  - New RLC speedtypes, organizedd within each RLC, will be created in coordination with Student Life staff, RLC directors and OUE fiscal staff
  - Temporary budget transfers will be transferred from FYE fund 10 (via OUE fiscal staff) to RLCs to support operations and Research Colloquium Seminars courses for all students
  - Residual balances at fiscal year-end will be recouped to FYE fund 72 (via OUE fiscal staff)
- FY2028:
  - Up to $1.5M of campus funding will be provided by Budget and Fiscal Planning to replace revenue lost from fee elimination, providing a total budget of up to $4.5M to RLC model
  - FYE fund 10 speedtype(s) will be re-organized to OUE's B-Node B0012 effective July 1, 2027
    - Fiscal management will be assumed by OUE staff
  - Temporary budget transfers will be provided to RLC's to support operations and high impact practices, including service-learning, education abroad, global learning, cohort and campus seminars, and Research Colloquium Seminars courses for students
  - Residual balances at fiscal year-end will be recouped to FYE fund 72

<u>Reporting requirements:</u>

- FY2026:
  - OUE and SL will coordinate thorough budget reviews with each of the RLC's to develop a comprehensive budget plan for FY2028 and beyond. These will be provided to the Provost and the Budget and Fiscal Planning office

<u>Roles and responsibilities:</u>

The Division of Student Life (SL) and the Office of Undergraduate Education (OUE) will partner with one another and appropriate entities across campus to create a new living-learning model for first year and incoming undergraduate students to CU Boulder, named Residential Learning Communities (RLCs)

Approved:

DocuSigned by:
Erika Randall
A909B607591D4AF...

Erika Randall, Interim Dean and Vice Provost
Office of Undergraduate Education

8/29/2025
Date

DocuSigned by:
Gina Langfield
FDF9448F6B5A457...

Gina Langfield, Finance and Accounting Director
Office of Undergraduate Education

8/30/2025
Date

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Signed by:
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8/30/2025

D'Andra Mull, Vice Chancellor for Student Life — Date

DocuSigned by:
E Maia Andreasen
0E46991087EC409...

8/31/2025

Maia Andreasen — Date
Associate Vice Chancellor for Student Life

I concur:

Signed by:
Ann Stevens
A18C4579D6C4482...

9/1/2025

Ann Huff Stevens — Date
Provost and Executive Vice Chancellor for Academic Affairs

DS
DB

9/3/2025

Danielle Brunner (Initial) — Date
Associate Vice Chancellor of Academic Affairs Budget & Finance

Evidence 3A13 - RLC mtg timeline

RLC related Meetings – Spring 2026

Month	Colleges/Schools/Programs Met	Key Participants	Key Topics
February	CEAS (Faculty Director) A&S (Assistant Dean)	Christy, Scot Douglas, Lily Board	- Introductions, - history of programs, - current CEAS RAPs/LLCs, - Early Alert and RLC impacts
March	A&S (Interim Associate Dean) Leeds (Executive Director, Associate Dean), CMDI (Associate Dean) CSPs (Student Life Directors, Registrar)	Christy, Erika, Chad, Katherine, Erika S., Jennifer Fitzgerald, John Finney, Eric Small, Kelli Stevens, Jennifer Bone, Rick Stevens, Joe Thomas, Asst/Associate Deans	- FYEAB mtg, - the wholistic First Year Experience and how RLCs are situated within FYE, - Faculty needs and costs, - current state of Leeds RAPs/LLCs, Resource concerns, - 3+1 RLC options (A&S and CMDI), RLC capacities - Common curriculum meetings with schools/colleges, major mapping
April	Music (Associate Dean) CEAS (Director, Erin Deweese), Education (Associate Dean), Leeds (Executive Director, Associate Dean) SPIKE Center, A&S (Interim Associate Dean, faculty) CSPs (Student Life Directors, Registrar), Admissions AVC	Christy, Erika, Chad, Katherine, Scot Douglas, Melissa Braaten, Nicole, Jessica, Kate, Max Boykoff, Toby Murdock, Eric Small, John Finney, Jennifer Fitzgerald, Jennifer Bone, Kelli Stevens, Matt Roeder	- FYEAB mtg, - Music RLC options, - Education concerns (currently do not offer RAPs/LLCs, nor require it), Education in support of their students participating in an RLC outside of Education, - Leeds exploring non-Bus RLC options and asking about resources, - RLCs and future recruitment - Assessment and common curriculum discussions, - Common curriculum mapping meetings, and assessment - SPIKE ctr involvement in supporting RLCs and/or the 3 floating LOs around sustainability
May	Music (Associate Dean),CEAS (Director), A&S (Associate Dean, faculty) CSPs (Student Life Directors, Registrar), Admissions AVC	Christy, Erika, Chad, Erin Deweese, Scot Douglas, Jennifer Fitzgerald, Eric Small, John Finney, Matt	- FYEAB mtg, Housing/space discussions for RLC - Music development of 1 credit hour RLC course

		Roeder, Lelei Finau-Starkey, Joe Thomas, Rick Stevens, Asst/Assoc. Deans	- CEAS check-in, Honors RAP cannot be 3 credit hours while Eng. Connections course is 1 credit, RLC seminar course needs to be consistent - PES course updates, incorporate for RLC - Music and CMDI continue to remain open to any student who would want to participate in their RLC - Music open to their students participating in other RLCs outside music to integrate Music majors with non-music majors… see the benefits to this!
June			

Boulder Faculty Assembly
UNIVERSITY OF COLORADO **BOULDER**

Proposal for Faculty Working Group – Common Curriculum Implementation

The BFA Chair will appoint a Faculty Working Group (FWG) to make recommendations for the implementation of the Common Curriculum. The BFA ExCom will make reasonable efforts to include representatives from all affected colleges and schools at CU Boulder that offer undergraduate degrees. FWG members will be expected to serve no later than November 1, 2027, with the outcome of providing recommendations regarding implementation of the Common Curriculum to the BFA Chair, who will forward them to the Provost.

The FWG is designed to be the official faculty voice on the implementation of the Common Curriculum. Each of the affected colleges on the Boulder campus will have one voting member with one exception; Arts and Sciences will have three voting members, one from each of the Arts and Sciences divisions. In addition, the committee may include additional non-voting members at the discretion of the FWG chair and with the approval of the BFA Chair.

The committee's charge is as follows:

1. To collaborate with the Vice Chancellor and Senior Vice Provost for Academic Planning and Assessment to determine fundamental principles for aligning courses offered at CU Boulder with the learning outcomes identified in the Common Curriculum.
2. To leverage existing work completed on sustainability education, authored by the 2024-2025 Climate, Sustainability, Justice, and Education Working group, which developed a set of learning objectives that closely align with some of the learning objectives of the Common Curriculum.
3. To bridge FWG activities to the eventual formation of a Campus Curriculum Committee, advisory to the Provost, whose responsibilities will include ongoing oversight of the Common Curriculum.
4. To provide a brief summary of the committee's progress in achieving its goals to the BFA Chair in January 2026, May 2026, and October 2026.

Boulder Faculty Assembly (BFA)
Norlin Library – E138
University of Colorado Boulder
Boulder, CO 80309

303-492-6271
www.colorado.edu/bfa

3A22 - CC FWG Members

Name	Dept	Voting
David Paradis	BFA Chair-elect	N
Katherine Eggert	VC Academic Planning and Ass	N
Garrett Bredeson	A&S AHUM	Y
Lisa Barlow	A&S Natural Sciences	Y
Laura Michaelis	A&S Social Sciences	Y
Azza Kamal	CMDI	Y
Sarah Stanford Mcintyre	Engineering	Y
Will Lindsay	Education	Y
Jennifer Bone	Leeds	Y
Mark Arnett	Music	Y
Caroline Sinkinson	Libraries	Y
Roseanna Neupauer	Engineering	Y
Alejandro Murillo	eCenter	N
Kristi Wold-McCormick	Registrar's Office	N
Erika Swain	Compliance	N
Patrick Tally	Asst. Dean A&S	N

Outlook

3A23 - CC Working Group Nov 2025 mtg

Homework for November 6

From David Paradis <paradis@colorado.edu>

Date Wed 10/29/2025 4:04 PM

To Garrett Zantow Bredeson <garrett.bredeson@colorado.edu>; Lisa K Barlow <lisa.barlow@colorado.edu>; Jennifer E Bone <Jennifer.Bone@Colorado.EDU>; Azza Kamal <Azza.Kamal@colorado.edu>; Laura A Michaelis-Cummings <Laura.Michaelis@colorado.edu>; Sarah Stanford-Mcintyre <Sarah.StanfordMcintyre@Colorado.EDU>; William Edward Lindsay <William.Lindsay@Colorado.EDU>; Mark L Arnett <mark.arnett@colorado.edu>; Caroline B. Sinkinson <Caroline.Sinkinson@Colorado.EDU>; Roseanna Neupauer <Roseanna.Neupauer@colorado.edu>; Alejandro Murillo <Alejandro.Murillo@Colorado.EDU>; Kristi Wold-McCormick <kristi.woldmccormick@colorado.edu>; Erika Swain <Erika.Swain@colorado.edu>; Patrick Francis Tally <Patrick.Tally@colorado.edu>; Katherine Eggert <Katherine.Eggert@colorado.edu>

Good Afternoon,

I appreciate everyone's patience as we assembled the materials to review prior to our next meeting on November 6th, which are in our group's onedrive folder:

In general, I would recommend that you allot about an hour to read though the two pdfs:

1. An introduction to the crosswalk document (#2) including...
    a. the goals of the committee
    b. an overview of each of the crosswalks contained in document #2
    c. links to resources that will be useful for evaluating the crosswalks and the viability of the connections made in them
    d. a copy of the slides from the October 16th mtg
2. The crosswalk document
    a. each page contains information about the common curriculum learning objectives and outcomes next to the corresponding descriptions of A&S general education categories.

It is extremely important to keep this work-in-progress confidential. Please do not share these materials with anyone. Since it is a work-in-progress, we do not want to create headwinds for the committee while we are in the process of reviewing and discussing these materials.

Look for an agenda for our November 6th meeting along with a (working) Zoom link early next week. In the meantime, feel free to reach out with questions.

Thanks so much!

David Paradis
ps. I tested the link to the onedrive folder above, and it worked, but only after I refreshed the webpage; if you run into difficulties accessing the materials, please email me, and I will send them as attachments.

Agenda for BFA Common Curriculum Working Group 11-6-2025

Join Via Zoom: https://cuboulder.zoom.us/j/97697838548 <== link has been tested; however, you can also enter the meeting ID: 97697838548
Access documents in One Drive ← sign in to access

1. 3:00-3:05 Welcome – David P.
2. 3:05-3:15: Review purpose of cross walks - Katherine & Erika
3. 3:15-3:45: Group discussion facilitated by David P.
    1. We will review crosswalks in document #2
4. 3:45-3:50: Next Meeting, November 13
    1. Focus will be on the learning outcomes for the required first year course
5. 3:50 Adjourn

BFA Common Curriculum Working Group

Advance Reading for Nov. 6, 2025 Meeting

Homework assignment included:
Examine how you think the learning objectives of the Common Curriculum align (or don't align) with the learning objectives of A&S Gen Ed requirements

Questions before the meeting? Contact:

Erika Swain, Assistant Director of Academic Compliance and State Authorization (erika.swain@colorado.edu)

Katherine Eggert, Vice Chancellor for Academic Planning and Assessment (katherine.eggert@colorado.edu)

Goals of BFA CC Working Group Nov. 6, 2025 Meeting

1. Assign relevant Common Curriculum learning outcomes to applicable A&S Gen Ed categories
2. Determine which Common Curriculum learning outcomes are not reflected in the A&S Gen Ed categories, and will have to be delivered elsewhere in the undergrad curriculum (in the major or in the Residential Learning Communities course, or both)
3. Vote to approve assigning the details of the general approach worked out in Goals 1 and 2 above to a subsequent Mapping Working Group that will report its conclusions and recommendations back to the BFA CC Working Group

Need to review the slides from the BFA CC Working Group's Oct. 23 meeting? They're attached as an appendix at the end of this set of slides.

Working Group Homework Assignment (1 of 2)

Your homework is to study the tables provided in the CC/A&S Learning Objectives Crosswalk provided (PDF) and examine how you think the learning objectives of the Common Curriculum align (or don't align) with the learning objectives of A&S Gen Ed requirements.

1. **Crosswalk, p. 1:** Read the Intro for the principles behind these tables, which are an attempt to sketch out where the Common Curriculum learning outcomes might or might not align with the learning outcomes of the A&S Gen Ed requirements. Crosswalk, p. 2: Broadly speaking, the stated Purpose of the Common Curriculum might be seen to align with the Mission Statement of the A&S Gen Ed. Examine whether the learning outcomes of the CC Purpose align with the learning goals of the A&S Gen Ed Mission Statement. ***Think "align" in broad strokes; it doesn't have to be perfect alignment.***
2. **Crosswalk, pp. 3, 4, and 5:** Broadly speaking, the Common Curriculum Habits of Mind of Discovery, Reflection, and Engagement might be seen to align with the A&S Gen Ed Distribution Requirements categories of Natural Sciences, Arts and Humanities, and Social Sciences, respectively. For each slide, examine whether the learning outcomes of that particular CC Habit of Mind align with the learning outcomes of that particular A&S Distribution Requirement. ***Think "align" in broad strokes; it doesn't have to be perfect alignment.***
3. **Crosswalk, p. 6:** The Common Curriculum Skill of Communication seems to closely align with the A&S Gen Ed Skills Requirement of Written Communication. Examine the learning outcomes/goals of each to see whether they align. ***Think "align" in broad strokes; it doesn't have to be perfect alignment.***

Need to pull up the full Common Curriculum description or more details about A&S Gen Ed? See the next slide for Resources.

Working Group Homework Assignment (2 of 2)

(Continued) Your homework is to study the tables provided in the CC/A&S Learning Objectives Crosswalk provided (PDF) and examine how you think the learning objectives of the Common Curriculum align (or don't align) with the learning objectives of A&S Gen Ed requirements.

3. **Crosswalk, p. 6:** The Common Curriculum Skill of Communication seems to closely align with the A&S Gen Ed Skills Requirement of Written Communication. Examine the learning outcomes/goals of each to see whether they align. ***Think "align" in broad strokes; it doesn't have to be perfect alignment.***

4. **Crosswalk, pp. 7 and 8:** On the face of it, the learning outcomes of the Common Curriculum Skills of Information Literacy and Critical Thinking don't seem to align with any of the learning goals stated for the A&S Gen Ed requirements. Looking at the A&S Gen Ed learning goals spelled out in the tables on pp. 2, 3, 4, 5, 6, and 9, examine whether that is an accurate assessment. ***Think "align" in broad strokes; it doesn't have to be perfect alignment.***

5. **Crosswalk, p. 9:** On the face of it, the learning goals of the A&S Skill of Quantitative Reasoning and Mathematical Skills don't seem to align with any of the learning outcomes of the Common Curriculum. Looking at the Common Curriculum learning outcomes spelled out on in the tables on pp. 2-8, examine whether that is an accurate assessment. ***Think "align" in broad strokes; it doesn't have to be perfect alignment.***

Need to pull up the full Common Curriculum description or more details about A&S Gen Ed? See the next slide for Resource Links.

Resource Links

- Common Curriculum Plan **(approved for implementation by Provost Moore in 2023)**
- Arts & Sciences General Education Mission and Requirements **(from the 2025-26 University Catalog)**
- Process for nominating courses to fulfill the A&S General Education Requirements
  - **Click on an individual Gen Ed Distribution Requirement or Skills Requirement to pull up the nomination form, which includes learning goals for that Distribution Requirement or Skills Requirement**

Need to review the slides from the BFA CC Working Group's Oct. 23 meeting? They're attached as an appendix at the end of this set of slides.

Appendix: Slides from Oct. 23, 2025 meeting

Bridging the Common Curriculum and the A&S General Education Curriculum

The Purpose of Crosswalks

BFA Common Curriculum Working Group

Erika Swain and Katherine Eggert

November 6, 2025

A Reminder of Fall 2025 Tasks for the BFA Working Group: Establish the Foundations for Learning Outcomes Mapping

- Agreement to employ the current A&S Gen Ed structure to organize most of the Common Curriculum learning outcomes across all undergraduate programs.
- Discernment of which Common Curriculum learning outcomes do not fall into the A&S Gen Ed structure and must be delivered instead by the individual majors (i.e., undergraduate degree programs)
- Discernment of which Common Curriculum learning outcomes will be delivered via a course that is part of the new Residential Learning Communities, which will expand the current RAPs and Living Learning Communities to all incoming students

Goals of BFA CC Working Group Nov. 6, 2025 Meeting

1. Assign relevant Common Curriculum learning outcomes to applicable A&S Gen Ed categories
2. Determine which Common Curriculum learning outcomes are not reflected in the A&S Gen Ed categories, and will have to be delivered elsewhere in the undergrad curriculum (in the major or in the Residential Learning Communities course, or both)
    - ***[Note: At our Nov. 13 meeting, we'll be talking about what learning outcomes will be delivered in the Residential Learning Communities course, so we don't need to decide that today]***
3. If we're ready, vote to approve assigning the details of the general approach worked out in Goals 1 and 2 above to a subsequent Mapping Working Group that will report its conclusions and recommendations back to the BFA CC Working Group

A Reminder: Why A&S Gen Ed?

- In one way or another, all school/college/major requirements make use of A&S Gen Ed categories
- All schools/colleges rely on A&S to classify courses across campus as falling into those A&S Gen Ed categories

SHARED COMPONENTS ACROSS COLLEGE & SCHOOL GEN ED/CORE THAT RELY ON A&S DEFINITIONS

	A&S Gen Ed	CEAS	CMDI Core***	ENVD***	EDUC	LEEDS Gen Ed	Music****
Written Communication	6 credits	3 credits	6 credits	6 credits	6 credits	3 credits	6 credits
Arts & Humanities	12 credits		6 credits	3 credits	12 credits	unspecified	unspecified
Social Sciences	12 credits		6 credits	3 credits	12 credits	6 credits	12 credits
Arts & Humanities or Social Sciences*		15 credits		n/a			
Natural Sciences (with Lab)	12 credits	14+ credits	7 credits	4 credits	7 credits	unspecified	12 credits
Mathematics/QRMS	3 - 6 credits	4+ credits	3 credits	4 credits	3 credits	4 credits	3 credits
Diversity**	0 - 6 credits		0 - 6 credits		0 0-6 credits	0-6 credits	0
Total	45+ credits	35+ credits	28+ credits	20 credits	40+ credits	33 credits	33 credits

*CEAS replicates A&S categories but lumps them together

**Diversity reqs can overlap with Gen Ed/Core or major reqs

***ENVD in the process of incorporation into CMDI

****BA & B.Mus.Ed; B.Mus is different

Common Curriculum and A&S Gen Ed: A Shared Purpose with a Different Design

Shared foundation: developing curious, informed, and capable learners.

Different design: Common Curriculum is organized around transferable Habits of Mind and Skills rather than course lists.

Shared emphasis that needs surfacing: integrating critical thinking, ethical reasoning, and real-world application across all areas of study.

Crosswalk structure at a glance

	Common Curriculum	**A&S Gen Ed**
Organizing Principle	Framework of Habits of Mind & Skills	Framework of Distribution Areas & Skills
Course Placement	Courses assigned by learning outcomes	Courses assigned (mostly) by discipline
Student Goal	Mastery of habits/skills of inquiry across contexts	Exposure to major fields of study + mastery of skills across contexts
Common Thread	Integrative learning, reflection, communication	Integrative learning, reflection, communication

Mapping Themes Across the Curriculum

Common Curriculum Habit of Mind	Corresponding A&S Gen Ed Area	Shared Emphasis
Discovery	Natural Science	Inquiry, experimentation, evidence-based reasoning
Engagement	Social Science	Context, systems thinking, human behavior
Reflection	Arts & Humanities	Ethics, interpretation, creativity

Mapping Themes Across the Curriculum

Common Curriculum Skill	Gen Ed Skill	Shared Emphasis
Communication	Written Communication	Articulate ideas clearly and ethically
n/a?	Quantitative Reasoning	Evidence-based and analytical problem-solving
Critical Thinking	n/a?	Analyzing and evaluating ideas to reach reasoned conclusions
Information Literacy	n/a?	Evaluating and using information ethically and effectively

The Common Curriculum Does Not Displace College, School, or Major Requirements

Common Curriculum	College/School Curriculum	Major
Courses whose learning outcomes are ones that all undergraduate students are required to achieve, regardless of major, to ensure a well-rounded education.	The overall structure of courses required to earn a degree awarded by the college or school. Includes core (or gen ed) courses, major courses, and electives that total the number of credit hours required for the degree.	A focused area of study that consists of specialized courses related to a specific field, such as biology, journalism, business, music or psychology. These required courses provide in-depth knowledge and skills needed for a career or further education in that field or subject.

Mapping Common Curriculum Learning Objectives to General Education Requirements

Erika Swain
Assistant Director of Academic Compliance and State Authorization

Katherine Eggert
Vice Chancellor for Academic Planning and Assessment

The Big Picture: The Work Ahead for Fall 2027 Implementation of the Common Curriculum

To design a comprehensive, cohesive, and interdisciplinary *Common Curriculum*, based in the current A&S General Education structure, that incorporates the Common Curriculum learning outcomes adopted by the CU Boulder faculty and ensures all undergraduate students acquire a broad foundation of knowledge, skills, and essential competencies necessary for academic, professional, and civic success.

The Big Picture: Scope and Responsibilities

1. **Curriculum Design:** frame and **engage the current A&S general education structure into the Common Curriculum learning outcomes passed by the faculty, fostering the Common Curriculum's Habits of Mind and Skills across all undergraduate programs**, in a way that meets at least the required minimum of 30 credit hours.

2. **Integration & Flexibility:** **Ensure the curriculum supports diverse disciplines, accommodates transfer students, and provides flexibility for students** while maintaining coherence and rigor.

3. **Implementation Plan:** **Develop an implementation strategy and plan for the future state,** including the creation of a permanent committee to support faculty oversight and future developments of the curriculum, faculty development, budgetary administrative support, and necessary policy adjustments.

4. **Assessment & Evaluation:** **Establish a framework for ongoing assessment,** ensuring continuous improvement based on student performance data and feedback.

5. **Stakeholder Engagement:** **Establish a framework for gathering future input from faculty, staff, and current and prospective students** to refine a curriculum that meets future educational needs.

The Big Picture: Timeline

- **Fall 2025:** BFA Working Group makes foundational decisions on learning outcomes mapping
- **Late Fall 2025-Spring 2026:** BFA Working Group joined by other working groups to handle business processes, degree audit planning, assessment planning, policy planning, and adjustments as needed to individual curriculums and catalog pages to reflect the unified campus approach
- **Spring 2026:** Policy finalized for a new Campus Curriculum Committee including Common Curriculum oversight
- **Fall 2026:** BFA Working Group transitions to Campus Curriculum Committee
- **December 2026**: Common Curriculum framework complete
- **February 2027:** Finalized documentation for inclusion in the 2027-28 catalog
- **FALL 2027 LAUNCH: Common Curriculum applies to all incoming undergrads**
- **End of 2027-28:** Assessment plan and framework for continued input and improvement complete

Fall 2025 Tasks for the BFA Working Group: Foundations for Learning Outcomes Mapping

- Agreement to employ the current A&S Gen Ed structure to organize most of the Common Curriculum learning outcomes across all undergraduate programs.
    - Why A&S Gen Ed structure? We'll get to that in a minute
- Discernment of which Common Curriculum learning outcomes do not fall into the A&S Gen Ed structure and must be delivered instead by the individual majors (i.e., undergraduate degree programs)
- Discernment of which Common Curriculum learning outcomes will be delivered via a course that is part of the new Residential Learning Communities, which will expand the current RAPs and Living Learning Communities to all incoming students

Why A&S Gen Ed?

- In one way or another, all school/college/major requirements make use of A&S Gen Ed categories
- All schools/colleges rely on A&S to classify courses across campus as falling into those A&S Gen Ed categories

SHARED COMPONENTS ACROSS COLLEGE & SCHOOL GEN ED/CORE THAT RELY ON A&S DEFINITIONS

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*CEAS replicates A&S categories but lumps them together

**Diversity reqs can overlap with Gen Ed/Core or major reqs

***ENVD in the process of incorporation into CMDI

****BA & B.Mus.Ed; B.Mus is different

Meeting cadence:

- Nov 6: Assignment of relevant Common Curriculum learning outcomes to applicable A&S Gen Ed categories
- Nov. 13: Assignment of relevant Common Curriculum learning outcomes to Residential Learning Communities seminar/intro course
- Homework before each meeting: preview options and "what if" scenarios (to be distributed)

Introduction: The Purpose of This Crosswalk

The tables of this crosswalk illustrate how the **Common Curriculum Purpose, Habits of Mind, and Skills learning outcomes** align (or don't align) conceptually with the **Arts & Sciences General Education categories and learning outcomes**. It is important to emphasize that this is **not a one-to-one replacement of courses or credit requirements**. Instead, it shows where the intent of the new Common Curriculum framework resonates with the existing A&S requirements.

For example, the A&S requirement for **Written Communication** maps broadly onto the **Common Curriculum Skill of Communication**, while the A&S **distribution areas (Arts & Humanities, Social Sciences, Natural Sciences)** map broadly onto to the Common Curriculum **Habits of Mind of Reflection, Engagement, and Discovery**.

Not yet fleshed out here: the A&S **Diversity requirement**, which aligns within the Common Curriculum **Habits of Mind of Engagement and Reflection**, ensuring students examine diverse perspectives, equity, and global interdependence.

Common Curriculum: Purpose and Learning Outcomes	**A&S General Education: Mission and Learning Goals**
Purpose	***Mission Statement***
At CU Boulder, students will gain an understanding of the interdependence of individual, societal and environmental wellbeing anf of the necessity for stewardship to advance balanced and equitable futures for all. Throughout their CU Boulder education, students will cultivate skills and habits of mind that enable them to thrive as individual and contribute to a thriving world.	*The College of Arts & Sciences (A&S) General Education (Gen Ed) requirements are the heart of a liberal arts education at CU Boulder. This set of requirements allows students to pursue their passions while also ensuring that they venture into diverse areas of learning. The flexibility of the Gen Ed requirements enables students to explore areas of particular interest in depth, and in so doing facilitates the addition of minors or second majors. The Gen Ed requirements are straightforward, streamlined, rigorous and timeless; as society changes and technology advances, the courses of study that comprise these requirements will evolve naturally within the Gen Ed framework. These requirements reflect the Arts and Sciences identity and learning goals.*
Graduates of CU Boulder will be able to:	**Learning Goals**
1. Discern their role in advancing resilient communities and demonstrate the ability to act as stewards for sustainable futures.	*1: Develop the skills of communication, expression, and reasoning.* Students hone their communication skills through writing and speaking for various purposes (informing, instructing, persuading) and audiences (academic, civic, professional). They learn to design their message ethically and effectively using appropriate evidence and technologies, which may include alphabetic, visual, and aural elements. Students explore the breadth of human experience through diverse expressive forms. To develop problem-solving and analytical skills, students exercise various forms of reasoning—logical, computational and mathematical.
2. Explain different discipline-specific definitions of and approaches to sustainability and how sustainable solutions may be achieved through collaboration among different disciplines.	*2: Understand our world, in all its dimensions, through critical inquiry.* Students apply humanistic and scientific principles and methods to investigate local and global issues. Through exposure to multiple viewpoints, intellectual
3. Articulate how specific actions foster individual well-being, social equity, long-term economic vitality, and the health of the natural environment.	

Common Curriculum Habit of Mind: Discovery	A&S Gen Ed Distribution Requirement: Natural Science
Learning Objective: Preparing to Be a Lifelong Thinker and Problem-Solver *CU Boulder students will be active members of a university community that is devoted to the advancement of knowledge and marked by creation and creativity across all areas of research, scholarship, creative work, and innovation. They will cultivate curiosity and develop new ways of thinking, working, and living by participating in applied learning and invention and publicly presenting their research, scholarship, and creative work.*	*Natural science courses examine the physical and biological world, exploring the nature of matter, life, and the universe. They are designed to demonstrate that science is not a static list of facts, but a dynamic process that leads to knowledge. By combining observation, experimentation, and theory, students learn to formulate interpretations and conclusions through unbiased, critical application of scientific principles. Through a combination of lecture courses and laboratory or field experiences, students gain hands-on experience with scientific research. They develop expertise in measurement techniques and data interpretation, and learn the relevance of this expertise to the formation and testing of scientific hypotheses. As a result, natural science courses cultivate perspectives and intellectual skills necessary to enhance knowledge of one or more scientific disciplines, and to probe scientific issues in the context of important past discoveries and new developments.*
Learning Outcomes: Graduates of CU Boulder will be able to:	***The Natural Sciences Gen Ed Distribution requirement is meant to ensure that students:***
Evaluate positions, theories, practices, and/or methods on a topic they have defined and researched.	Understand the evolving state of knowledge in at least one scientific discipline
Investigate phenomena from multiple and distinct disciplinary perspectives, identifying points of agreement and disagreement and using ideas from one perspective to inform and critique another.	Gain experience in scientific observation and measurement, in organizing and quantifying results, in drawing conclusions from data, and in understanding the uncertainties and limitations of the results
Integrate diverse ideas in creative and innovative ways to craft novel insights, new conceptual models, and/or solutions to problems.	Learn sufficient general scientific vocabulary and methodology to acquire additional information, evaluate it critically and make informed decisions

Common Curriculum Habit of Mind: Reflection	A&S Gen Ed Distribution Requirement: Arts & Humanities
Learning Objective: Preparing to Engage in Self-Understanding, Sustain Personal Well-Being, and Make Ethical Choices *CU Boulder students will understand their roles and responsibilities as self-reflective, self-sustaining individuals, as members of groups in a diverse society, and as ethical, civically literate citizens committed to building a more equitable world.*	*Courses in the arts and the humanities explore the variety of human creative and intellectual experiences, as well as the history and foundations of culture, through the examination of human languages, literatures and other artistic, material, social, cultural, and political products, the forms they have taken in different places and eras, and the way these have changed over time. As a result, these courses cultivate perspectives and intellectual skills necessary to comprehend and respond adeptly to the world in which we live, offering frameworks for thinking critically about the universe and the smaller societies we inhabit. In particular, these courses help students develop the ability to appreciate and evaluate human efforts to explain, translate, and transform their diverse experiences of the world, as these efforts take shape in language, literature, philosophical systems, historical contexts, religious experience, material culture, images, sounds and performances.*
Learning Outcomes: Graduates of CU Boulder will be able to:	***The Arts & Humanities Gen Ed Distribution requirement is meant to ensure that students:***
Describe their own identities, beliefs, and social positionings in relation to those of other people	Study the fundamental intellectual and ethical dimensions of human experience
Apply ethical reasoning to comprehend how their actions affect themselves and others, and how the policies, funcions, and actions of systems and institutions affect individuals and groups of people.	Investigate the relations between artistic, humanistic, and scientific inquiry and interpretation;
Practice metacognitive strategies to assess and foster their own learning and well-being	Understand and are prepared to navigate successfully the complex and ever-changing world in which we live.

Common Curriculum Habit of Mind: Engagement	A&S Gen Ed Distribution Requirement: Social Sciences
Learning Objective: Preparing to Advance a Diverse Democracy *CU Boulder students will know how to make positive contributions to a diverse world as citizens and leaders engaged in their communities. Citizenship involves developing an orientation to the public good—understanding that this concept is always contested—and a commitment to democratic processes to address differences. Leadership involves promoting collaboration, motivating others, valuing diverse perspectives, and elevating the strengths of individuals. As committed citizens and leaders, students will recognize how histories, cultures, and values shape identities, practices, and social positionings; will understand that engagement can take many forms across different communities and cultures; and will engage productively across differences to identify and address barriers to inclusion, equity, and sustainability.*	*Social science courses examine the individual, social, ideological, cultural, political, and economic dimensions of human activities and behaviors. They address a broad range of topics through diverse theoretical and empirical approaches. As a result, these courses cultivate perspectives and intellectual skills necessary to apply qualitative and quantitative methods of inquiry to issues of societal significance. Students in social science courses are taught to analyze and interpret data from many different sources, such as fieldwork, interviews, surveys, peer-reviewed literature, published and unpublished repositories and electronic media. These courses also discuss applications of the social sciences, which range from developing fundamental theories of the social world to solving problems and informing advocacy and activism.*
Learning Outcomes: Graduates of CU Boulder will be able to:	***The Social Sciences Gen Ed Distribution requirement is meant to ensure that students:***
Define a personal approach to leadership and community engagement and an orientation to the public good with respect to different communities and cultures.	Explore the development of the institutions and functioning of human society
Participate in respectful and empathetic dialogue to explore barriers to inclusion, equity, and sustainable futures.	Understand the interpersonal relationships of individuals as members of social groups
Engage in activities that positively contribute to their communities, such as community-based learning, volunteering, and internships and publicly engaged research, scholarship, and creative work.	Gain experience with social science vocabulary, methods and tools in systematic studies of the social world

Common Curriculum Skill: Communication	**A&S Gen Ed: Written Communication**	
CU Boulder students will be able to use appropriate media (written, spoken, visual, symbolic, digital) for effective expression, argumentation, and communication of ideas and sentiments to audiences.	*Writing is a skill that is fundamental to all intellectual endeavors. In fulfilling this requirement, students hone their communication skills by writing for various purposes (informing, instructing, persuading) and audiences (academic,* *Specifically, courses that satisfy the* ***Lower-Division Written Communication*** *requirement focus on the central rhetorical elements of purpose, audience, and context to help students craft effective writing in a variety of situations. Lower-division writing courses emphasize the relationships among these elements, including a writer's choices of content, structure, style and use of language conventions. In addition, courses in this area develop students' analytical reading skills and introduce them to principles and practices of information literacy.*	*Specifically, in courses that satisfy the* ***Upper-Division Written Communication*** *requirement students apply the rhetorical elements of purpose, audience, and context to investigate and practice writing using disciplinary language, forms, and genres. Upper-division writing courses emphasize the application of students' disciplinary knowledge to a variety of writing situations, adjusting content, format, style and language conventions to accomplish specific purposes and communicate with specific audiences.*
Learning Outcomes: Graduates of CU Boulder will be able to:	***Students will be able to:***	***Students will be able to:***
Write and speak logically, clearly, and with originality, using the process of composition to enhance intellectual discovery and express complex thought.	Demonstrate their rhetorical knowledge through their writing choices	Demonstrate specialized rhetorical knowledge through composing texts in a variety of disciplinary forms and genres for specific audiences and purposes
Demonstrate facility with the fundamentals of persuasion as these are adapted to a variety of situations and audiences.	Construct effective and ethical arguments	Argue persuasively and with evidence, using discipline-specific forms and genres to present ideas and information
Demonstrate advanced facility in the modes of communication most relevant to their particular majors or prospective professions.	Analyze texts in a variety of genres	Demonstrate enhanced critical reading skills
	Refine and reflect on their writing process	Refine and reflect on their writing process
	Practice information literacy	Demonstrate specialized information literacy through applying research to disciplinary questions/issues
	Apply appropriate language conventions, including grammar, spelling, punctuation and format	Apply language conventions appropriately, including format, documentation, spelling, grammar, and punctuation

Common Curriculum Skill: Information Literacy	**A&S Gen Ed**
Learning Objective: CU Boulder students will be able to negotiate increasingly complex information environments and to understand different modalities of information, how information is produced and valued, and their own involvement and participation in information landscapes as they create new knowledge.	A&S Gen Ed does not include Information Literacy as a requirement.
Learning Outcomes: Graduates of CU Boulder will be able to:	
Practice inquiry as an open-ended, social process of evaluating information and participating ethically in communities of learning.	
Analyze how social, legal, technological, and economic factors affect the creation, dissemination, accessibility and use of information.	
Recognize that information evolves and emerges from particular contexts and that authority and ways of knowing are legitimized within particular situations.	

Common Curriculum Skill: Critical Thinking	**A&S Gen Ed**
CU Boulder students will be able to conceptualize and synthesize an original belief about or solution to an issue through reasoned questioning, evaluation, and judgment derived from rigorous analysis, interpretation, inference, observation, discussion, and/or experience, and then to apply the finding in an intellectually transformative way, with an understanding of its relevance and implications.	A&S Gen Ed does not include Critical Thinking as a requirement.
Learning Outcomes: Graduates of CU Boulder will be able to:	
Review material through attentive reading, listening, research, observation, and experience.	
Evaluate sources of information, recognizing the different perspectives, identities, and social positions that may inform those sources.	
Apply learning to create original arguments, craft solutions to problems, and participate in informed discussion and collaboration.	

Common Curriculum	A&S Gen Ed: Quantitative Reasoning and Mathematical Skills
The Common Curriculum does not specify quantative reasoning as a skill or a learning outcome.	*This requirement has two principal objectives. The first is to provide students with the analytical tools used in some of their other Gen Ed courses and used in their major areas of study. The second is to help students acquire the reasoning skills necessary to assess adequately the data that will confront them in their daily lives.*
	Students completing this requirement should be able to:
	construct a logical argument based on the rules of inference
	analyze, present, and interpret numerical data
	estimate orders of magnitude as well as obtain exact results when appropriate
	apply mathematical methods to solve problems in their university work and in their daily lives.

How A&S Gen Ed categories are used in the Core/Gen Ed other schools and colleges at CU Boulder

CMDI – Core Curriculum

Composition and Expression: 2 courses 6 credits

Lower-division writing

*(Any course approved for **A&S Gen Ed Lower-Division Written Communication** will fill this requirement, and one CMDI course that is not approved for A&S Gen Ed can also count.)*

Upper-division composition

*(Any course approved for **A&S Gen Ed Upper-Division Written Communication** will fill this requirement, and multiple CMDI courses that are not approved for A&S Gen Ed can also count.)*

Quantitative Thinking: 1 course 3 credits

*(Any course approved for **A&S Gen Ed QRMS** will fill this requirement, and one CMDI course that is not approved for A&S Gen Ed can also count.)*

World Language: third-year high school or third-semester college proficiency 0-3

*(Any course approved for **A&S Gen Ed World Language** will fill this requirement)*

The Natural World: 2 courses + a lab 7 credits

*(Any course approved for **A&S Gen Ed Natural Sciences or Natural Sciences Lab** will count toward this requirement.)*

People and Society: 2 courses 6 credits

*(Any course approved for **A&S Gen Ed Social Sciences** will count toward this requirement, and multiple CMDI courses that are not approved for A&S Gen Ed can also count.)*

Humanities and the Arts: 2 courses 6 credits

*(Any course approved for **A&S Gen Ed Arts and Humanities** will count toward this requirement, and multiple CMDI courses that are not approved for A&S Gen Ed can also count.)*

Historical Views: 2 "H" designated courses (0–6 additional credit hours) 0-6

(Any course with an HIST course prefix and all non-HIST courses that were approved for the old Historical Context requirement in the A&S Core Curriculum can count toward this requirement, and multiple non-HIST CMDI courses that were not approved for the old Historical Context requirement in the A&S Core Curriculum can also count.)

Diversity & Global Cultures: 2 “D” designated courses (0–6 additional credit hours) 0-6

*(Any course approved for either category of the **A&S Gen Ed Diversity** requirement will count toward this requirement, and multiple CMDI courses that are not approved for **A&S Gen Ed Diversity** requirement can also count.)*

Environmental Design Gen Ed

Unsure if this will change with the move to CMDI

Lower-Division Writing - 3 credits

*(Any course approved for **A&S Gen Ed Lower-Division Written Communication** will fill this requirement, and one ENVD course that is not approved for A&S Gen Ed can also count.)*

Upper-Division Writing - 3 credits

*(Any course approved for **A&S Gen Ed Upper-Division Written Communication** will fill this requirement, and one ENVD course that is not approved for A&S Gen Ed can also count.)*

Lower-Division Arts and Humanities - 3 credits

*(Any lower-division course approved for **A&S Gen Ed Arts and Humanities** will fill this requirement.)*

Lower-Division Social Science - 3 credits

*(Any lower-division course approved for **A&S Gen Ed Social Sciences** will fill this requirement.)*

Upper-Division Arts and Humanities or Social Science - 3 credits

*(Any upper-division course approved for either **A&S Gen Ed Arts and Humanities or Social Sciences** will fill this requirement.)*

Mathematics - 3 credits

*(Select courses that have been approved for **A&S Gen Ed QRMS**, choice depends on major)*

Natural Science - 3 credits

*(Select courses that have been approved for **A&S Gen Ed Natural Sciences**, choice depends on major)*

CEAS Humanities, Social Sciences and Writing requirements for BS degrees

Writing: 3 credit hours.

*(From A&S only WRTG 3030, 3035 and PHYS 3050, all of which can fill the **A&S Upper-Division Gen Ed Written Communication** requirement, can fill this requirement, there are also several CEAS courses, which are NOT approved for **A&S Gen Ed Written Communication**, that can also fill this requirement.)*

Humanities and Social Sciences: 15 credit hours of approved courses, of which 6 must be at the upper-division level (3000 or higher).

*(Any course approved for **A&S Gen Ed Social Sciences or Arts and Humanities** will count toward this requirement, and multiple courses both from within CEAS and from outside of CEAS that are not approved for A&S Gen Ed can also count.)*

*The BA in Computer Science follows the A&S Gen Ed requirements with the following exceptions – there is no **World Language** requirement and students can apply CEAS courses approved for the CEAS writing requirement to either **LD or UD Written Communication** even though they are not approved for A&S Gen Ed.*

School of Education General Education (Gen Ed) curriculum

SoE students follow the A&S Gen Ed requirements with the following exception – only 7 credits are required in the Natural Science category of the Distribution Requirement

Leeds School of Business General Education Curriculum

Math – 4 hours

*(This requirement must be filled by MATH 1112, which is approved for **A&S Gen Ed QRMS**.)*

Social Science – 8 credits

*(This requirement must be filled by ECON 2010 & 2020, both of which are approved for **A&S Gen Ed Social Sciences**.)*

Diversity U.S. Perspective – 3 credits

*(Any course approved for **A&S Gen Ed Diversity – U.S. Perspective** will fill this requirement.)*

Diversity Global Perspective – 3 credits

*(Any course approved for **A&S Gen Ed Diversity – Global Perspective** will fill this requirement.)*

Arts and Humanities – 6 credits

*(Any course approved for **A&S Gen Ed Arts and Humanities** will count toward this requirement)*

Natural Sciences – 6 credits

*(Any course approved for **A&S Gen Ed Natural Sciences or Natural Sciences Lab** will count toward this requirement, but a lab is NOT required.)*

Written Communication – 3 credits

*(Any course approved for **A&S Gen Ed Lower-Division or Upper-Division Written Communication** will fill this requirement.)*

3A24 - Survey of Crosswalks completed by everyone on committee

Overview of Crosswalk Ratings

The weakest correlations are in the overviews of the two documents. The only significant divergence between faculty and administrators is in the assessment of communication, where administrators rated the connection significantly higher. Overall, the skill of communication had the highest rating, even by faculty when viewed separately.

Group	Overall	Discovery	Reflection	Engagement	Communication
Everyone (13)	2.2	3.1	3.2	3.1	4.1
Faculty avg (10)	2.2	2.9	3.2	3.0	3.8
Admin avg (3)	2.3	3.7	3.3	3.3	5.0

Please take the following analyses with a grain of salt; they are not intended to be definitive. Instead, I am raising topics for discussion.

Summary of Comments on crosswalks

I. Strengths to consider

1. Communication Skills
2. Interdisciplinary inquiry – maybe overlooked when considering the "Overall" ratings."
    a. Analyzing and interpreting texts across a range of genres
    b. The CC Purpose LO #2, which emphasizes understanding how different disciplines relate to each other, aligns "really well" with the A&S Mission goal of understanding the world in all its interrelated dimensions, through critical inquiry.
3. The following strengths were noted in each of the habits of mind:
    a. Engagement and Social Sciences (SS): The alignment between the CC Engagement LOs and A&S Social Sciences is described as "intuitively strong." Both requirements compel students to comprehend how individuals relate to broader cultural, historical, and social structures.
    b. Discovery and Natural Sciences (NS): There is a strong assertion of "Very good alignment here". It is likely that if students pursue Natural Sciences outcomes, they will also have fulfilled the CC Discovery outcomes.
    c. Reflection and Arts and Humanities (AHUM): Both frameworks share the expectation that students engage with ethical questions and reflect on human experience. However, only one assessment suggested this alignment was strong, rating it with a 5.

Critiques

1. Gaps in thematic emphasis, differences in scope, and a lack of explicit alignment regarding student action and self-reflection.
    a. The Biggest Gaps: The correlation based on the core theme of sustainability is described as the weakest alignment, requiring one to "really squint" to see the theme reflected in the A&S GenEd MLGs. Sustainability and engagement seem to be the biggest gaps in GenEd when compared to the CC
    b. Scope: Communication skill of writing in A&S Gen ed is much narrower than communication in CC.
2. Lack of emphasis on Sustainability, Equity, and Justice. While these ideas are central to the Common curriculum, they do not appear much in the learning outcomes and in the A&S Gen Ed requirements. Consequently, this element of sustainability of society requires a plan moving forward.
    a. A primary purpose of the CC is to help students work toward a “just and equitable future.” This aspect of the CC is not part of the A&S GenEd mission and learning goals.
3. Active Citizenship/Public Good: The CC places a greater emphasis on students understanding their own role in communities and fostering change, viewing students as active and valued agents. Key concepts like "inclusion," "equity," and "sustainable futures" are absent in the Social Science general education requirements, despite being present in the CC Engagement learning outcomes.

<u>Overall critique:</u>

The situation of the crosswalk comparisons is like trying to fit a detailed, multi-tool Swiss Army knife (the broad, specific, and action-oriented Common Curriculum) into a simple, single-use sheath (the A&S General Education requirements); while the blade (skills like communication and critical inquiry) fits, the additional specialized tools (sustainability, civic engagement, self-reflection) stick out and require significant adjustment or redefinition to map them neatly.

Alignment of Common Curriculum Learning Outcomes to A&S Gen Ed Requirements Survey

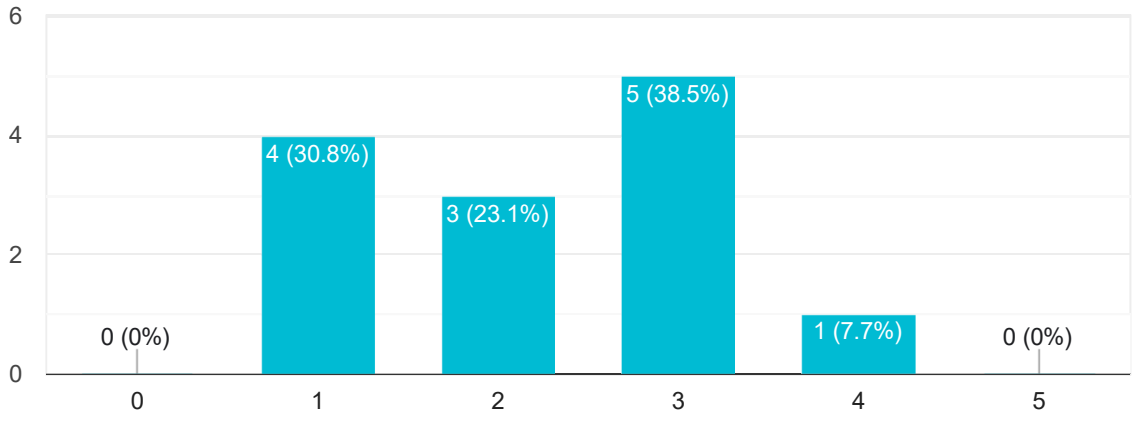
13 responses

Publish analytics

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Rate the alignment of the overview of the Common Curriculum "Purpose and Learning Outcomes" to the A&S general education "Mission and Learning Goals."

13 responses



Provide comments about this correlation if inspired to do so.

10 responses

When we examine the two — the set of outcomes under the Common Curriculum and those associated with our A&S General Education goals — it becomes clear that while there are meaningful points of connection, they do not align perfectly at present. What this suggests is that we will need to engage in a careful process of interpretation and refinement of both sets of statements.

The objective is to build a coherent mapping that faculty can understand, support meaningful assessment, and communicate to students in a way that is clear, straightforward, and unobtrusive. In other words: we'll need to "finesse" how we define, link, and present the common curriculum so that the eventual framework is pedagogically sound, manageable for faculty, and seamless for student experience.

I appreciate the specificity of skills and disciplines in the A&S language. The CC description uses vague and rather politically charged language which may be interpreted differently by different segments of the population.

Evidence Page 734 of 959

I am not convinced that these components are strongly correlated, particularly regarding the Common Curriculum's emphasize on "sustainable solutions", "social equity", and "individual well-being". The A&S identity and mission statement seem fairly unspecific in reaching these outcomes. Pursuing passions and venturing into diverse areas of learning may lead to sustainable solutions, social equity, and individual well-being, but there is power in naming these specific outcomes for students to achieve and for the university to assess.

the language of the CC: interdependence of individual, societal and environmental well being... necessity for stewardship; resilient communities (emphasis on resilience)...sustainable futures (emphasis on sustainable); "Explain different...definitions of and approaches to sustainability and how sustainable solutions may be achieved..." The language of sustainability...sustainable. futures... resilience...is not found in the A and S Mission and Learning Goals, and so neither is the intent. This was brought up at our last meeting.

The CC Purpose LO #2 (emphasizing understanding how different disciplines relate to each other) aligns really well with the A&S Mission goal of understanding the world in all its interrelated dimensions, through critical inquiry. But the the two CC LOs aren't really surfaced in the A&S Mission.

The primary purpose of the CC appears to be equipping students to secure a just and equitable future. This content area is not part of the A&S GenEd 'mission and learning goals'.

The Common Curriculum talks about sustainability; the learning goals of the A&S General Education are communication and critical inquiry, which are skills-based and broad. Perhaps the communications and critical inquiry goals on the A&S Gen Ed can be applied in the context of sustainability, but that doesn't appear to be guaranteed. Also, the document that I am viewing seems to have some of the A&S text cut off. It ends with "Through exposure to multiple viewpoints, intellectual".

The part about sustainable futures seems more in line with item #2 in the A&S core. Item #1 seems more in the present, related to the cultivation of skills; however, the breadth of human experience suggests some understanding of the bigger historical experience.

I think this is the weakest alignment we're being asked to look at. You would have to really squint to see the core theme of sustainability, which is the main thing articulated in the CC LOs, reflected in the A&S GenEd MLGs. I don't see a lot here to work with. I *do* think that the first GenEd MLG actually maps quite well onto the CC LOs associated with the Communication skill; in fact, it does so more cleanly than the GenEd Written Communication goals do. This suggests that the more broadly defined CC Communication skill *is* in fact reflected in GenEd, even if the Written Communication skill itself is much more narrowly construed.

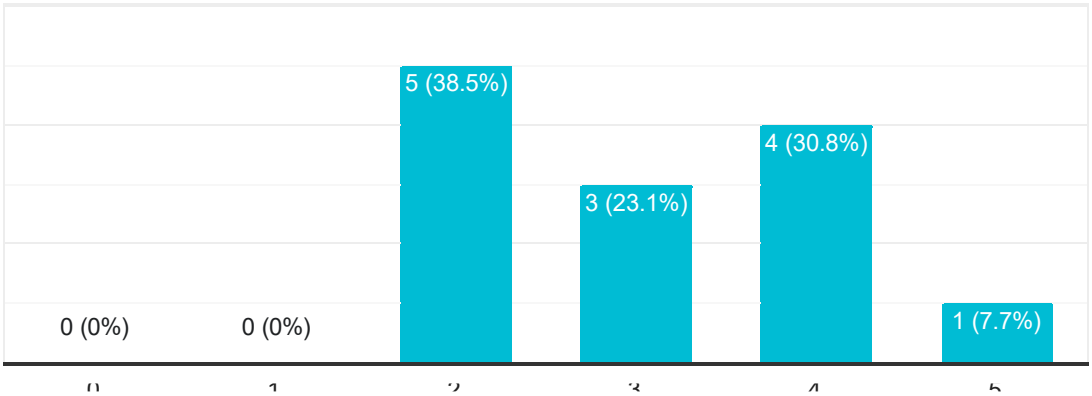
Shared intention of establishing foundational goals and learning that contributes to thriving futures and well being. Not a significant emphasis on sustainability in gened. The CC learning outcomes have a greater emphasis on understanding one's own role in communities and in fostering change. Students as active and valued agents. Both indicate timeless learning and skills as well as discipline informed knowledge.

Evidence Page 735 of 959

Habit of Mind "Discovery" and Natural Sciences Correlation

Rate the alignment of the "Discovery" habit of mind to the Natural Sciences general education requirements.

Copy



Provide comments about this correlation if inspired to do so.

10 responses

There are certainly elements of alignment between the two, which is a positive starting point. However, the connection may not yet immediately clear to some. With some careful refinement and clarification of how the two sets of outcomes relate, we can strengthen that alignment.

The CC language seems to embrace social sciences as well. It would be unfortunate for a student to lose exposure to the scientific method by circumventing a natural science course.

My only alignment critique would be the “integrating diverse ideas in creative and innovate ways to craft novel insights" text present in the "Discovery" habit of mind. The Natural Sciences general requirement seems like it might be more tied to a specific discipline or way of knowing, rather than a focus on integrating diverse ideas.

CC Discovery has a broader scope, as is should, than just Natural Science. CC statement includes: ..."by participating in applied learning and invention and publicly presenting their research, scholarship and creative work" By graduation, no matter what discipline, students should be achieving this. When considering a non-science major filling the A and S gen ed requirement, the stated CC goal attributed to Natural Science will probably not be met. CC Discovery should not be aligned solely with Natural Science.

Obviously, the CC LOs under the "Discovery" objective can be reached through any academic discipline. However, it's clear to me that they will especially reached through the courses under the A&S Natural Sciences rubric. In other words, if you score 100% as a student on the Natural Sciences outcomes you also will have fulfilled the CC Discovery outcomes. Very good alignment here.

The A&S GenEd natural sciences requirement appears to require a hands on scientific lab experience, complete with data analysis. The CC version concerns reading and evaluating

scientific literature.

It seems that the points listed for the common curriculum can be achieved through the science gen ed requirement, although the common curriculum seems to require "research" and :"public presentation" of research, which is not part of the A&S science requirement. I also can't imagine how 30,000 students would all do research and publically present on it.

The A&S gen ed is a little more limited because it allows for investigation to take place in one discipline, whereas the CC is more expansive.

I think there's a good case that all the LOs are well-captured by GenEd as a whole, but I don't think there's a ton of overlap between Discovery and the NS distribution requirement in GenEd. In particular, there's no mention of science at all in the Discovery habit of mind. The LOs are accordingly much more generic. That said, the Discovery LOs are actually quite liberal-arts-y, which is surely why GenEd overall seems to do a good job of covering them. They ask students to have a mix of depth (LO 1) and breadth (LO 2) of learning and to be able to integrate their knowledge (LO 3).

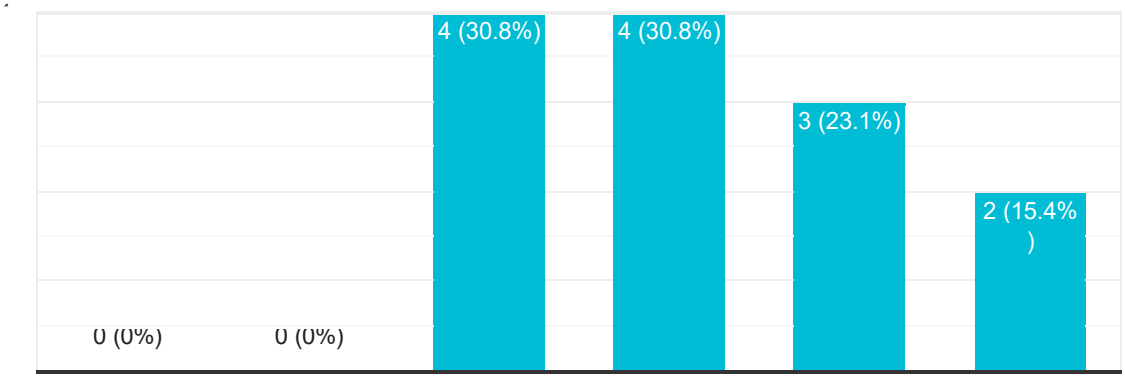
- Shared emphasis on applied knowledge for problem solving
- Shared notion that knowledge and science evolve over time and are informed by multiple perspectives and understandings
- Shared belief that this may entail uncertainties and questions
- CC seems broader than natural sciences

Evidence Page 737 of 959

Habits of Mind - Reflection - and A&S Arts and Humanities Correlation

Rate the alignment of the "Reflection" habit of mind to the Arts and

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Provide comments about this correlation if inspired to do so.

10 responses

the two sets are not yet wholly aligned — so achieving a smooth transition will require thoughtful refinement of how we define (and communicate) the common curriculum outcomes, how faculty understand them, and how students experience them.

I'm not sure how the personal wellness component is incorporated here. I also wonder if there is a wide range of proximity to the CC language on a course by course basis. If we consider Music Appreciation, Art History or the History of Jazz courses, civic literacy and global equity seem rather far removed.

The "Reflection" habit of mind seems more focused on fostering individual understanding of identities, agency, and positionality in larger systems that the general education requirements, which seem to focus more on general understandings of human experience. There is also a focus on "ethical reasoning", "metacognition" and the impact of action on others in the "Reflection" section that are missing the the general education requirements.

This alignment is a little less clear than the Discovery/Natural Sciences alignment in that it would need to be teased out a little more than it is now. However, similar to the Discovery/ Natural Sciences alignment, I believe if you score 100% as a student on the Arts and Humanities outcomes you also will have fulfilled the CC Reflection outcomes. Good alignment here, and I'd score it a 4.5 if I could.

Both frameworks expect students to engage with ethical questions and reflect on human experience, though the Common Curriculum centers personal ethical agency, whereas the GenEd situates ethics within the humanities' interpretive traditions.

The themes appear to be the same, but the Common Curriculum outcomes require the

students to identify their own beliefs, and how their own actions affect others; while the A&S Gen Ed requirements only expect students to learn about the human experience.

If we are focussing on learning outcomes I would say there is a stronger correlation between Reflection from the Common Curriculum and the Social Sciences category of Gen Ed.

The CC encourages more inward reflection whereas the A&S gen ed is outwardly focused in the examination of cultures and ethics.

Here I think the alignment is not bad, although the Reflection LOs probably map better onto a mix of the goals of AHUM and SS (as opposed to AHUM alone). In particular, I think that's true of the first two Reflection LOs. I'm not sure what to say about the third LO (on metacognition). That doesn't seem to be specifically covered anywhere in GenEd that I can easily see.

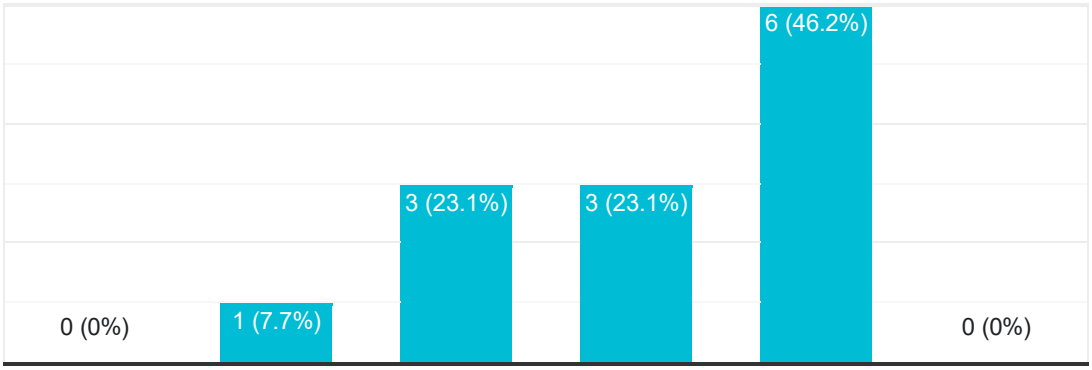
- Shared value of reflection: CC focuses on self reflection while GenEd is broader looking at history and foundations of culture and they ways its changed over time.
- Shared emphasis on ethical thinking.
- Shared focus on understanding individual's role in navigating complex worlds and communities.
- I'd hope to see meta-cognition emphasized

Evidence Page 739 of 959

Habits of Mind - Engagement - and the A&S Social Sciences Correlation

Rate the alignment of the "Engagement" habit of mind to the Social

Copy



Provide comments about this correlation if inspired to do so.

8 responses

The "Engagement" habit of mind's emphasis on "orientation to the public good" and positively contributing to communities are not made explicit in the Social Science general education requirements. Similar to the A&S general education learning goals, there is also an absence of key concepts like "inclusion", "equity", and "sustainable futures" in the Social Science general education requirements that are present in the "Engagement" learning outcomes.

CC includes "a commitment to democratic processes to address differences" which does not seem to have a comparable alignment in A and S Social Sciences requirement. Parts of the CC Engagement statement seem to also align with the Humanities statement (e.g.., "how histories, culture and values shape identities, practices, and social positionings")

The alignment between CC Engagement LOs and A&S Social Sciences is intuitively strong but would need further teasing out in terms of specifics. Ideally, we would be able to add the Diversity requirement to the Social Sciences requirement, since I believe if you meld the Diversity learning goals with the Social Sciences learning goals, you get something very, very close to the Engagement LOs.

In the CC version, students reflect on identities, beliefs, and social positionings; understand institutional impacts; recognize civic responsibilities. In the A&S SS GenEd requirement, students examine human experiences, cultural products, and frameworks for understanding societies; investigate relations among domains of inquiry. Both require students to comprehend how individuals relate to broader cultural, historical, and social structures. But the CC version frames this through self-understanding and social responsibility, while the SS GenEd version frames it through analysis of cultural and intellectual artifacts.

It seems like the common curriculum outcomes are for the students to participate in

community engagement, whereas the A&S gen ed does not. I'm still not clear on what the common curriculum is expecting students to do - does it mean that all 30,000 students must participate in at least one community engagement activity - and apparently be evaluated on it? I can't see how that would be accomplished for a population the size of ours.

While both sides address the need for communication skills related to social action, only the CC addresses actions, such as internships, and volunteering.

I think the correlation here is very weak, and, moreover, I don't think GenEd does much to cover the civic engagement/leadership side of things. Yes, there is a sentence at the end of the SS distribution requirement section that touches on engagement, but that's narrowly construed in terms of the application of social-scientific theories, which is not really what any of the Engagement LOs are concerned with. If anything, it's probably Engagement LO 2 that has the closest thing to a counterpart in GenEd (in the latter's Diversity requirements). I don't see much in GenEd supporting LO 1 or LO 3 here.

- CC is very much about leadership and action. GenEd less so though it does mention advocacy and activism.
- GenEd calls out quantitative and qualitative reasoning.
- Both center on issues of significance to society.
- Both hint at connection between individual, institutions, and society.
- Both concentrate on relationships and interdependence with the CC stressing inclusion and sustainability.
- CC has a clear goal of community-engaged learning or action such as volunteering or contributing

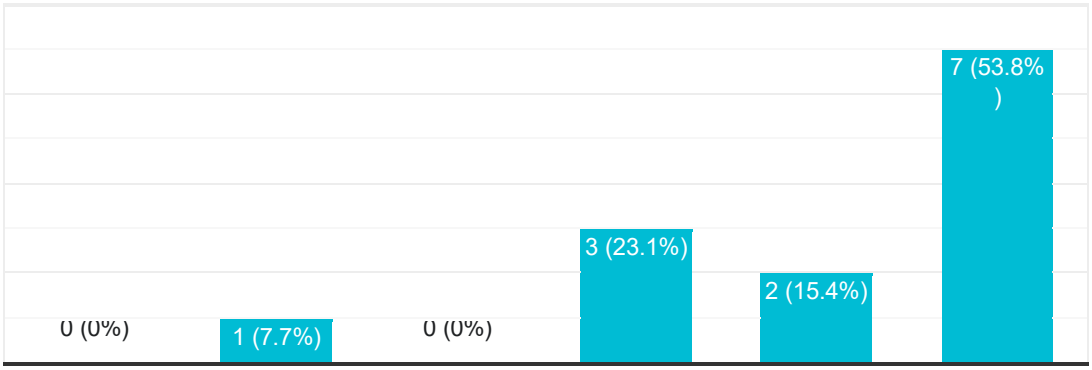


Evidence Page 741 of 959

Skill - Communication - and the A&S Written Communication

Rate the alignment of the Skill "Communication" to the A&S "Written

Copy



Provide comments about this correlation if inspired to do so.

8 responses

The CC language requires proficiency with other media platforms. Will the lower/upper division writing courses be adapted in any way to achieve those broader communication skills?

Feedback from students demonstrates that PWR courses use different media (not just writing) apparently depending on the course or faculty. Some faculty have been working with sustainability themes in their courses for many years. The majority of CU students will fulfill most or all of their Gen ed communication requirement through PWR, and so this seems like a good alignment.

This one is super clear. If you fulfill the A&S Written Communication requirement, you will also have fulfilled 100% of the CC Communication LOs. Obviously the CC Communication LOs allow for other than *written* communication to fulfill those LOs, so that leaves room for students in non-A&S schools/colleges to fulfill these CC LOs in other ways, as well.

The primary divergence is that in the case of the A&S GenEd writing requirement, students are expected to write within their major topics, even though their intro writing course is not discipline-specific. Further, the CC LOs concern multi-modal communication and finding the right channel for a message, whereas the A&S requirement is focused on technical aspects of written coms (like revising) and is less metacognitive. But the clear convergences are: 1. Communicate effectively by selecting appropriate media, genres, styles, and conventions for specific audiences, purposes, and contexts. 2. Construct clear, logical, ethics-driven and original arguments. 3. Analyze and interpret texts across a range of genres. 4. Apply information literacy skills by locating, evaluating, and integrating sources ethically and effectively in messaging.

The common curriculum mentions multiple modes of communication, but the A&S

requirements are specific to written communication.

Once again the A&S gen ed requirement is a subset of the CC with its emphasis on writing instead of multiple form of communication

I think this is relatively straightforward. For the most part, the WC GenEd skill focuses on writing skills, while the CC Communication skill encompasses a broader range of communication skills, including but not limited to writing. It's a little more complicated than this because the GenEd WC LOs actually have some specific stuff in there that could be seen to map back onto LOs defined elsewhere in CC. E.g., the "refine and reflect" GenEd LO may be the closest thing there is to a correlate to the metacognition Reflection LO for CC, and the "practice information literacy" GenEd LO pretty clearly maps onto stuff in the CC Information Literacy skill. But in the big picture you'd want to say something like this: courses that meet the GenEd WC goals should generally satisfy the CC Communication goals, as well, but not vice versa.

CC omits reading and reflection that is emphasized in GenEd

Please provide any additional feedback on how the committee is progressing with its charge.

7 responses

I suggest we invest a bit of time to seek clarity on how each outcome in the common curriculum is defined, how it aligns with faculty expectations, and how students will experience it—so we ensure the shift is transparent and meaningful.

I look forward to discussing alignment on Thursday! Thanks for setting up a survey.

It is understandable that A and S is not interested in changing the gen ed statements of the three divisions. However, inclusion of sustainability/climate change/resilience in gen ed course content may already be (is probably) occurring more than general awareness. I hope that one of the suggestions of this committee is to take a survey of gen ed courses that already include some perspective on climate change/sustainability/resilience. The new required one credit course will not go over well with students if it is perceived as an add-on that is not followed through in the rest of required distributive requirements.

The second charge, involving sustainability, is not something we have reckoned with. As a member of CSJE, I can't see many meaningful parallels between the CSJE pathway LOs and the CC LOs. Every one of the CSJE pathway LOs mentions climate (climate science, climate action, climate justice), whereas climate is not mentioned at all in the CC learning objectives or outcomes (although a very broad conception of sustainability is a foundation of CC).

Why don't we just have the colleges identify which courses align with each of the common curriculum items? It seems like we are spending a lot of time looking at the birds-eye view, when the real meat is way deeper than that.

We need to build off the work of the CSJE working group.

Since they were on the homework assignment to think about, two comments:

1. We were asked whether we agreed that the CC Info Literacy and Critical Thinking skills don't align with the GenEd learning goals. My answer: I think there's better alignment here than might appear at first blush, especially when it comes to Info Literacy. Its first LO (open-ended inquiry) is covered diffusely, but it actually fits the liberal-arts nature of GenEd quite well. Its second LO doesn't align that tightly with anything in GenEd, but it has at least some correlation with the SS distribution requirement. Its third LO seems to me to be connected with Gene's Diversity requirements. When we turn to Critical Thinking, I actually see all three of its LOs being reflected to some degree in GenEd's Written Communication learning goals. The alignment isn't super-clean for either Info Literacy or Critical Thinking, to be sure, but I think there's a lot better alignment here than in either (a) overall learning outcomes of the CC (sustainable/ resilient communities) and GenEd or (b) the CC Engagement habit of mind and GenEd. Those (roughly: sustainability and engagement) seem to me to be the biggest gaps in GenEd if we're



trying to use it as an initial sketch of how to operationalize the CC.

2. We were also asked whether the GenEd QRMS skill doesn't align well with anything in the CC LOs. Short answer: Yep, that seems right, with the possible exception of the "construct a logical argument" goal, which has at least a rough correlation with LO 1 of the CC Communication skill.

And the one last big-picture reflection:

From a 30,000-foot view, the most dramatic difference between the CC and GenEd probably has to do with *science*. While there's a lot of (appropriately) generic language in the CC that is geared towards research (esp. re: the Discover HoM), there's strikingly little about science per se, or the importance of understanding scientific methods of inquiry, whereas of course two of the three big distribution requirements for GenEd are concerned in detail with scientific inquiry in its various forms. Of the GenEd distribution requirements, it's (maybe surprisingly) the AHUM distribution requirement whose language is most often mirrored in the CC.

3A25 - CC_Working Group_Learning_Outcome_Distribution_FINAL

Whatever their college, school, or major at CU Boulder, students will be able to . . .	Learning outcomes that will be delivered through College/School courses designated for distribution requirements	Learning outcomes that will be delivered through a first-semester class required for all new students (e.g., RLC class)	Learning outcomes that will be delivered through designated required courses in every major	Learning outcomes that require future action as part of CC implementation; roll-out will be post-Fall 2027
Habit of Mind - Discovery LO 1: Evaluate positions, theories, practices, and/or methods on a topic they have defined and researched.	Courses designated as Natural Sciences			
Habit of Mind - Discovery LO 2: Investigate phenomena from multiple and distinct disciplinary perspectives, identifying points of agreement and disagreement and using ideas from one perspective to inform and critique another.	Courses designated as Natural Sciences			
Habit of Mind - Discovery LO 3: Integrate diverse ideas in creative and innovative ways to craft novel insights, new conceptual models, and/or solutions to problems.	Courses designated as Natural Sciences			
Habit of Mind - Reflection LO 1: Describe their own identities, beliefs, and social positionings in relation to those of other people	Courses designated as Arts & Humanities			
Habit of Mind - Reflection LO 2: Apply ethical reasoning to comprehend how their actions affect themselves and others, and how the policies, functions, and actions of systems and institutions affect individuals and groups of people.	Courses designated as Arts & Humanities			
Habit of Mind - Reflection LO 3: Practice metacognitive strategies to assess and foster their own learning and well-being		Learning outcome assigned to a first-semester class required for all new students		
Habit of Mind - Engagement LO 1: Define a personal approach to leadership and community engagement and an orientation to the public good with respect to different communities and cultures.	Courses designated as Social Sciences			
Habit of Mind - Engagement LO 2: Participate in respectful and empathetic dialogue to explore barriers to inclusion, equity, and sustainable futures.	Courses designated as Social Sciences			
Habit of Mind - Engagement LO 3: Engage in activities that positively contribute to their communities, such as community-based learning, volunteering, and internships and publicly engaged research, scholarship, and creative work. (Note that "publicly engaged" was defined broadly by the original CC planning committee; can include, e.g., the public of other students in the major)			Learning outcome assigned to at least one course required for the major	
Skill - Communication LO 1: Write and speak logically, clearly, and with originality, using the process of composition to enhance intellectual discovery and express complex thought.	Courses designated as Lower Division Written Communication			
Skill - Communication LO 2: Demonstrate facility with the fundamentals of persuasion as these are adapted to a variety of situations and audiences.	Courses designated as Lower Division Written Communication			
Skill - Communication LO 2: Demonstrate advanced facility in the modes of communication most relevant to their particular majors or prospective professions.	Courses designated as Upper Division Written Communication (or equivalent for non-A&S)			
Skill - Information Literacy LO 1: Practice inquiry as an open-ended, social process of evaluating information and participating ethically in communities of learning.		Learning outcome assigned to a first-semester class required for all new students		
Skill - Information Literacy LO 2: Analyze how social, legal, technological, and economic factors affect the creation, dissemination, accessibility and use of information.			Learning outcome assigned to at least one course required for the major	
Skill - Information Literacy LO 3: Recognize that information evolves and emerges from particular contexts and that authority and ways of knowing are legitimized within particular situations.	Courses designated as Upper Division Written Communication (or equivalent for non-A&S)			

Whatever their college, school, or major at CU Boulder, students will be able to . . .	Learning outcomes that will be delivered through College/School courses designated for distribution requirements	Learning outcomes that will be delivered through a first-semester class required for all new students (e.g., RLC class)	Learning outcomes that will be delivered through designated required courses in every major	Learning outcomes that require future action as part of CC implementation; rollout will be post-fall 2027
Skill - Critical Thinking LO 1: Review material through attentive reading, listening, research, observation, and experience.			Learning outcome assigned to at least one course required for the major	
Skill - Critical Thinking LO 2: Evaluate sources of information, recognizing the different perspectives, identities, and social positions that may inform those sources.			Learning outcome assigned to at least one course required for the major	
Skill - Critical Thinking LO 3: Apply learning to create original arguments, craft solutions to problems, and participate in informed discussion and collaboration.			Learning outcome assigned to at least one course required for the major	
Common Curriculum - Purpose LO 1: Discern their role in advancing resilient communities and demonstrate the ability to act as stewards for sustainable futures.				This learning outcome may need to be rewritten to constitute part of the CC mission statement, since it is not a specific learning outcome but rather the result of all the other learning outcomes being met.
Common Curriculum - Purpose LO 2.1: Explain different discipline-specific definitions of and approaches to sustainable practices. (Note the slight revision of the wording from the original: original wording was just "sustainability," and revision to "sustainable practices" gives more specificity and direction to the learning outcome.)			Learning outcome assigned to at least one course required for the major	
Common Curriculum - Purpose LO 2.2: Explain how sustainable solutions may be achieved through collaboration among different disciplines.				CC implementation will set a process and timeline for implementing this learning outcome across all school/college/major requirements
Common Curriculum - Purpose LO 3: Articulate how specific actions foster individual well-being, social equity, long-term economic vitality, and the health of the natural environment.				This learning outcome may need to be rewritten to constitute part of the CC mission statement, since it is not a specific learning outcome but rather the result of all the other learning outcomes being met.

CC Working Group **Draft** Statement Regarding the Higher-Level Learning Outcomes

While the working group expresses confidence in the implementation plan for the 18 Learning Outcomes associated with the skills and habits of mind, outlined in the Common Curriculum, significant reservations have been expressed regarding the implementation of the overarching Learning Outcomes associated with sustainability of the self, society, and the planet. Those outcomes are associated with the overall purpose of the Common Curriculum and are especially important in terms of the strategic direction of the campus's curricular development.

Several thoughts have led us to recommend that these higher-level Learning Outcomes remain a focus for future curricular development rather than be part of the Fall 2027 implementation of the Common Curriculum. There is one exception. LO 2 of the overall purpose of the Common Curriculum expects students to be able to "explain different discipline-specific definitions of and approaches to sustainability and how sustainable solutions may be achieved through collaboration among different disciplines." Because this LO has two components, it should be two Learning Outcomes instead of one. Furthermore, the first part of the LO seems achievable by the Fall of 2027: "explain different discipline-specific approaches to sustainability." Therefore, the committee recommends including this learning outcome in the Fall 2027 implementation.

Because the general education requirements of the colleges do not specifically prioritize sustainability of the self, society, and the planet, individual departments will need time to ensure that their required courses address these outcomes. Although many departments meet these long-term goals, others do not or do so only tangentially. To ensure a more thorough and uniform implementation of these higher-level Learning Outcomes, the committee recommends the development of processes and timelines whereby departments are supported in their efforts to advance sustainability of the self, society, and the planet.

BFA Common Curriculum Working Group Report

Summary

Between September 2025 and February 2026, the BFA Common Curriculum Working Group fulfilled its charge to make recommendations on the implementation of the Common Curriculum. The Working Group directed most of its efforts during this period to determining the specific areas of the undergraduate curriculum where the Learning Outcomes of the Common Curriculum will be delivered: various areas of each college's and school's general education or core requirements; a course required for entering students; and the requirements of each major. The Working Group also determined recommendations for deferring full implementation of some of the Learning Outcomes related to the overall purpose of the Common Curriculum since they will require further curricular development by the faculty and support from the administration.

Process

Following the BFA Chair's charge on September 22, 2025 (Appendix 1) to form the Common Curriculum Working Group, the BFA Chair-elect invited representatives from across the various colleges and schools that engage in undergraduate instruction, including the three divisions of the College of Arts & Sciences, to participate in the work of the Working Group (Appendix 2). All faculty members of the Working Group had significant experience with curricular planning and development on the Boulder campus. Many of them had served previously either on the planning committee that authored the Common Curriculum or more recently on the Climate Justice,Sustainability and Education Working Group, sponsored by the Center for Teaching & Learning in collaboration with the BFA. The Chair-elect also invited the advisory participation of non-voting subject matter experts representing the Arts & Sciences dean's office curricular group, the Office of Academic Planning and Assessment, and the Environmental Center. The interim dean and vice provost for undergraduate education and the university registrar were also invited to attend selected meetings to advise on their areas of expertise.

Prior to the first meeting on October 23, 2025, members of the Working Group reviewed the Common Curriculum Learning Outcomes (LOs). During the meeting Erika Swain, Assistant Director of Academic Compliance and State Authorization, described the process of aligning those LOs with the General Education Requirements of the College of Arts and Sciences. Those Gen Ed Requirements were chosen because they serve as the template for the Gen Ed. Requirements in the other colleges, and many students in the other colleges fulfill at least some of their requirements through courses offered by A&S.

Using a spreadsheet crosswalk (Appendix 3), committee members then evaluated the efficacy of the A&S Gen Ed. Requirements for fulfilling each Learning Outcome, identified in the Common Curriculum. That work took place prior to and during the next meeting on November 6th. Following that meeting, Working Group members were surveyed to identify LOs where the Gen Ed

Requirements were well aligned with the common Curriculum and LOs where they were not. The results of the survey, including detailed feedback (Appendix 4), were discussed in the meeting the following week (November 13).

Following that meeting and the ensuing Fall and Winter Breaks, a new crosswalk was developed that proposed mechanisms for fulfilling the Common Curriculum LOs that were determined not to align closely with the A&S Gen Ed Requirements. More specifically, the Working Group evaluated how well major requirements, implemented by departments, and classes required for entering students such as those offered in connection with the forthcoming Residential Learning Communities (RLCs) could fulfill the LOs that the Gen Ed Requirements did not cover (Appendix 5).

Following that discussion the Working Group was then surveyed again to determine the remaining concerns. Two main challenges emerged. First, much of the content of the LOs associated with the overall purpose of the Common Curriculum, which address sustainability, seemed to be outside the wherewithal of the departments to deliver by the Fall of 2027; the Working Group discussed options for implementing a portion of those LOs but deferring the remainder for further analysis and implementation support. (This discussion and its conclusions are described below.) Second, the Residential Learning Communities (RLCs) will need substantial support to deliver the two LOs assigned to them to all incoming students by the Fall of 2027. These concerns will need to be the focus of the administration's planned implementation.

To address the Working Group's concerns about the LOs associated with the overall purpose of the Common Curriculum and to clarify the status of the course required for incoming students (offered via RLCs or other mechanisms designed by the schools and colleges), the Chair-elect and the Vice Chancellor for Academic Planning and Assessment drew up a plan that revised the crosswalk (Appendix 6). This plan distributed the bulk of the Common Curriculum LOs to be fulfilled by college and school Gen Ed. requirements, a required course for entering students, and the individual majors, beginning with students entering in fall 2027. The plan also designated some of the LOs of the overall purpose of the Common Curriculum for later implementation following further faculty discussion. Following the final meeting on February 12, 2026, the faculty members with a vote on the Working Group voted seven in favor, one opposed, and two not voting to approve the plan outlined in Appendix 6.

Recommendations for the Common Curriculum Overall Learning Outcomes

While the Working Group expresses confidence in the implementation plan for the 18 Learning Outcomes associated with the skills and habits of mind, outlined in the Common Curriculum, significant reservations have been expressed regarding the implementation of many of the overarching Common Curriculum Learning Outcomes associated with sustainability of the self, society, and the planet. Those outcomes are associated with the overall purpose of the Common Curriculum and are especially important in terms of the strategic direction of the campus's curricular development.

Several thoughts have led us to recommend that most of these higher-level Learning Outcomes remain a focus for future curricular development rather than be part of the Fall 2027 implementation of the Common Curriculum. Because the general education requirements of the colleges do not specifically prioritize sustainability of the self, society, and the planet, individual departments will need time to ensure that their required courses address these outcomes. Although many departments meet these long-term goals, others do not or do so only tangentially. To ensure a more thorough and uniform implementation of these higher-level Learning Outcomes, the Working Group recommends the development of processes and timelines whereby departments are supported in their efforts to advance sustainability of the self, society, and the planet.

There is one exception. LO 2 of the overall purpose of the Common Curriculum expects students to be able to “explain different discipline-specific definitions of and approaches to sustainability and how sustainable solutions may be achieved through collaboration among different disciplines.” Because this LO has two components, the Working Group recommends that it be split into two Learning Outcomes instead of one. Furthermore, the first part of the LO seems achievable by the Fall of 2027: “explain different discipline-specific approaches to sustainability.” Therefore, the Working Group recommends including this learning outcome in the Fall 2027 implementation.

Appendix 1: Committee Charge

Boulder Faculty Assembly
UNIVERSITY OF COLORADO **BOULDER**

Proposal for Faculty Working Group – Common Curriculum Implementation

The BFA Chair will appoint a Faculty Working Group (FWG) to make recommendations for the implementation of the Common Curriculum. The BFA ExCom will make reasonable efforts to include representatives from all affected colleges and schools at CU Boulder that offer undergraduate degrees. FWG members will be expected to serve no later than November 1, 2027, with the outcome of providing recommendations regarding implementation of the Common Curriculum to the BFA Chair, who will forward them to the Provost.

The FWG is designed to be the official faculty voice on the implementation of the Common Curriculum. Each of the affected colleges on the Boulder campus will have one voting member with one exception; Arts and Sciences will have three voting members, one from each of the Arts and Sciences divisions. In addition, the committee may include additional non-voting members at the discretion of the FWG chair and with the approval of the BFA Chair.

The committee's charge is as follows:

1. To collaborate with the Vice Chancellor and Senior Vice Provost for Academic Planning and Assessment to determine fundamental principles for aligning courses offered at CU Boulder with the learning outcomes identified in the Common Curriculum.
2. To leverage existing work completed on sustainability education, authored by the 2024-2025 Climate, Sustainability, Justice, and Education Working group, which developed a set of learning objectives that closely align with some of the learning objectives of the Common Curriculum.
3. To bridge FWG activities to the eventual formation of a Campus Curriculum Committee, advisory to the Provost, whose responsibilities will include ongoing oversight of the Common Curriculum.
4. To provide a brief summary of the committee's progress in achieving its goals to the BFA Chair in January 2026, May 2026, and October 2026.

Boulder Faculty Assembly (BFA)
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University of Colorado Boulder
Boulder, CO 80309

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Appendix 2: Working Group Participants

Faculty Members on the Working Group:

David Paradis	BFA Chair-elect
Garrett Bredeson	A&S AHUM
Lisa Barlow	A&S RAP
Laura Michaelis	A&S Social Sciences
Azza Kamal	CMDI
Sarah Stanford Mcintyre	Engineering - Herbst Center
Will Lindsay	Education
Jennifer Bone	Leeds
Mark Arnett	Music
Caroline Sinkinson	Libraries
Roseanna Neupauer	Engineering

Subject Matter Experts Advising the Working Group

Katherine Eggert	VC Academic Planning and Assessment
Alejandro Murillo	eCenter
Kristi Wold-McCormick	Registrar's Office
Erika Swain	Compliance
Patrick Tally	Asst. Dean A&S

Appendix 3: Sample Crosswalk, Using "Discovery" Habit of Mind

Common Curriculum Habit of Mind: Discovery	**A&S Gen Ed Distribution Requirement: Natural Science**
Learning Objective: Preparing to Be a Lifelong Thinker and Problem-Solver *CU Boulder students will be active members of a university community that is devoted to the advancement of knowledge and marked by creation and creativity across all areas of research, scholarship, creative work, and innovation. They will cultivate curiosity and develop new ways of thinking, working, and living by participating in applied learning and invention and publicly presenting their research, scholarship, and creative work.*	*Natural science courses examine the physical and biological world, exploring the nature of matter, life, and the universe. They are designed to demonstrate that science is not a static list of facts, but a dynamic process that leads to knowledge. By combining observation, experimentation, and theory, students learn to formulate interpretations and conclusions through unbiased, critical application of scientific principles. Through a combination of lecture courses and laboratory or field experiences, students gain hands-on experience with scientific research. They develop expertise in measurement techniques and data interpretation, and learn the relevance of this expertise to the formation and testing of scientific hypotheses. As a result, natural science courses cultivate perspectives and intellectual skills necessary to enhance knowledge of one or more scientific disciplines, and to probe scientific issues in the context of important past discoveries and new developments.*
Learning Outcomes: Graduates of CU Boulder will be able to:	***The Natural Sciences Gen Ed Distribution requirement is meant to ensure that students:***
Evaluate positions, theories, practices, and/or methods on a topic they have defined and researched.	Understand the evolving state of knowledge in at least one scientific discipline
Investigate phenomena from multiple and distinct disciplinary perspectives, identifying points of agreement and disagreement and using ideas from one perspective to inform and critique another.	Gain experience in scientific observation and measurement, in organizing and quantifying results, in drawing conclusions from data, and in understanding the uncertainties and limitations of the results
Integrate diverse ideas in creative and innovative ways to craft novel insights, new conceptual models, and/or solutions to problems.	Learn sufficient general scientific vocabulary and methodology to acquire additional information, evaluate it critically and make informed decisions

Appendix 4: First Survey Results, Discussed Nov 13, 2025

Overview of Crosswalk Ratings

The weakest correlations are in the overviews of the two documents. The only significant divergence between faculty and administrators is in the assessment of communication, where administrators rated the connection significantly higher. Overall, the skill of communication had the highest rating, even by faculty when viewed separately.

Group	Overall	Discovery	Reflection	Engagement	Communication
Everyone (13)	2.2	3.1	3.2	3.1	4.1
Faculty avg (10)	2.2	2.9	3.2	3.0	3.8
Admin avg (3)	2.3	3.7	3.3	3.3	5.0

Please take the following analyses with a grain of salt; they are not intended to be definitive. Instead, I am raising topics for discussion.

Summary of Comments on crosswalks

I. Strengths to consider

1. Communication Skills
2. Interdisciplinary inquiry – maybe overlooked when considering the “Overall” ratings.”

a. Analyzing and interpreting texts across a range of genres

b. The CC Purpose LO #2, which emphasizes understanding how different disciplines relate to each other, aligns "really well" with the A&S Mission goal of understanding the world in all its interrelated dimensions, through critical inquiry.

3. The following strengths were noted in each of the habits of mind:

a. Engagement and Social Sciences (SS): The alignment between the CC Engagement LOs and A&S Social Sciences is described as "intuitively strong." Both requirements compel students to comprehend how individuals relate to broader cultural, historical, and social structures.

b. Discovery and Natural Sciences (NS): There is a strong assertion of "Very good alignment here". It is likely that if students pursue Natural Sciences outcomes, they will also have fulfilled the CC Discovery outcomes.

c. Reflection and Arts and Humanities (AHUM): Both frameworks share the expectation that students engage with ethical questions and reflect on human experience. However, only one assessment suggested this alignment was strong, rating it with a 5.

Critiques

1. Gaps in thematic emphasis, differences in scope, and a lack of explicit alignment regarding student action and self-reflection.

a. The Biggest Gaps: The correlation based on the core theme of sustainability is described as the weakest alignment, requiring one to "really squint" to see the theme reflected in the A&S GenEd MLGs. Sustainability and engagement seem to be the biggest gaps in GenEd when compared to the CC

b. Scope: Communication skill of writing in A&S Gen ed is much narrower than communication in CC.

2. Lack of emphasis on Sustainability, Equity, and Justice. While these ideas are central to the Common curriculum, they do not appear much in the learning outcomes and in the A&S Gen Ed requirements. Consequently, this element of sustainability of society requires a plan moving forward.
a. A primary purpose of the CC is to help students work toward a “just and equitable future.” This aspect of the CC is not part of the A&S GenEd mission and learning goals.
3. Active Citizenship/Public Good: The CC places a greater emphasis on students understanding their own role in communities and fostering change, viewing students as active and valued agents. Key concepts like "inclusion," "equity," and "sustainable futures" are absent in the Social Science general education requirements, despite being present in the CC Engagement learning outcomes.
Overall critique:
The situation of the crosswalk comparisons is like trying to fit a detailed, multi-tool Swiss Army knife (the broad, specific, and action-oriented Common Curriculum) into a simple, single-use sheath (the A&S General Education requirements); while the blade (skills like communication and critical inquiry) fits, the additional specialized tools (sustainability, civic engagement, self-reflection) stick out and require significant adjustment or redefinition to map them neatly.

Appendix 5: Working Group Crosswalk Identifying Additional Mechanisms for fulfilling the CC Habits of Mind and Skills LOs

Whatever their college, school, or major at CU Boulder, students will be able to . . .	Learning outcomes that must be delivered through A&S (or other college/school) courses designated for distribution requirements	Learning outcomes that must be delivered through the RLC class, irrespective of college/school location or number of credits	Learning outcomes that must be delivered through designated courses in every major	Unclear, to discuss
Habit of Mind - Discovery LO 1: Evaluate positions, theories, practices, and/or methods on a topic they have defined and researched.	Courses designated as Natural Sciences			
Habit of Mind - Discovery LO 2: Investigate phenomena from multiple and distinct disciplinary perspectives, identifying points of agreement and disagreement and using ideas from one perspective to inform and critique another.	Courses designated as Natural Sciences			
Habit of Mind - Discovery LO 3: Integrate diverse ideas in creative and innovative ways to craft novel insights, new conceptual models, and/or solutions to problems.	Courses designated as Natural Sciences			
Habit of Mind - Reflection LO 1: Describe their own identities, beliefs, and social positionings in relation to those of other people	Courses designated as Arts & Humanities			
Habit of Mind - Reflection LO 2: Apply ethical reasoning to comprehend how their actions affect themselves and others, and how the policies, functions, and actions of systems and institutions affect individuals and groups of people.	Courses designated as Arts & Humanities			
Habit of Mind - Reflection LO 3: Practice metacognitive strategies to assess and foster their own learning and well-being		Learning outcome assigned to the RLC class		
Habit of Mind - Engagement LO 1: Define a personal approach to leadership and community engagement and an orientation to the public good with respect to different communities and cultures.	Courses designated as Social Sciences			
Habit of Mind - Engagement LO 2: Participate in respectful and empathetic dialogue to explore barriers to inclusion, equity, and sustainable futures.	Courses designated as Social Sciences			
Habit of Mind - Engagement LO 3: Engage in activities that positively contribute to their communities, such as community-based learning, volunteering, and internships and publicly engaged research, scholarship, and creative work.			Learning outcome assigned to at least one course required for the major (*Note that "publicly engaged" was defined broadly by the original CC planning committee; can include, e.g., the public of other students in the major*)	
Skill - Communication LO 1: Write and speak logically, clearly, and with originality, using the process of composition to enhance intellectual discovery and express complex thought.	Courses designated as Lower Division Written Communication			
Skill - Communication LO 2: Demonstrate facility with the fundamentals of persuasion as these are adapted to a variety of situations and audiences.	Courses designated as Lower Division Written Communication			
Skill - Communication LO 2: Demonstrate advanced facility in the modes of communication most relevant to their particular majors or prospective professions.	Courses designated as Upper Division Written Communication			
Skill - Information Literacy LO 1: Practice inquiry as an open-ended, social process of evaluating information and participating ethically in communities of learning.		Learning outcome assigned to the RLC class		
Skill - Information Literacy LO 2: Analyze how social, legal, technological, and economic factors affect the creation, dissemination, accessibility and use of information.			Learning outcome assigned to at least one course required for the major	
Skill - Information Literacy LO 3: Recognize that information evolves and emerges from particular contexts and that authority and ways of knowing are legitimized within particular situations.	Courses designated as Upper Division Written Communication			
Skill - Critical Thinking LO 1: Review material through attentive reading, listening, research, observation, and experience.			Learning outcome assigned to at least one course required for the major	
Skill - Critical Thinking LO 2: Evaluate sources of information, recognizing the different perspectives, identities, and social positions that may inform those sources.			Learning outcome assigned to at least one course required for the major	
Skill - Critical Thinking LO 3: Apply learning to create original arguments, craft solutions to problems, and participate in informed discussion and collaboration.			Learning outcome assigned to at least one course required for the major	

Appendix 6: Approved Implementation Plan

Whatever their college, school, or major at CU Boulder, students will be able to . . .	Learning outcomes that will be delivered through College/School courses designated for distribution requirements	Learning outcomes that will be delivered through a first-semester class required for all new students (e.g., RLC class)	Learning outcomes that will be delivered through designated required courses in every major	Learning outcomes that require future action as part of CC implementation; roll-out will be post-Fall 2027
Habit of Mind - Discovery LO 1: Evaluate positions, theories, practices, and/or methods on a topic they have defined and researched.	Courses designated as Natural Sciences			
Habit of Mind - Discovery LO 2: Investigate phenomena from multiple and distinct disciplinary perspectives, identifying points of agreement and disagreement and using ideas from one perspective to inform and critique another.	Courses designated as Natural Sciences			
Habit of Mind - Discovery LO 3: Integrate diverse ideas in creative and innovative ways to craft novel insights, new conceptual models, and/or solutions to problems.	Courses designated as Natural Sciences			
Habit of Mind - Reflection LO 1: Describe their own identities, beliefs, and social positionings in relation to those of other people	Courses designated as Arts & Humanities			
Habit of Mind - Reflection LO 2: Apply ethical reasoning to comprehend how their actions affect themselves and others, and how the policies, functions, and actions of systems and institutions affect individuals and groups of people.	Courses designated as Arts & Humanities			
Habit of Mind - Reflection LO 3: Practice metacognitive strategies to assess and foster their own learning and well-being		Learning outcome assigned to a first-semester class required for all new students		
Habit of Mind - Engagement LO 1: Define a personal approach to leadership and community engagement and an orientation to the public good with respect to different communities and cultures.	Courses designated as Social Sciences			
Habit of Mind - Engagement LO 2: Participate in respectful and empathetic dialogue to explore barriers to inclusion, equity, and sustainable futures.	Courses designated as Social Sciences			
Habit of Mind - Engagement LO 3: Engage in activities that positively contribute to their communities, such as community-based learning, volunteering, and internships and publicly engaged research, scholarship, and creative work. (Note that "publicly engaged" was defined broadly by the original CC planning committee; can include, e.g., the public of other students in the major)			Learning outcome assigned to at least one course required for the major	
Skill - Communication LO 1: Write and speak logically, clearly, and with originality, using the process of composition to enhance intellectual discovery and express complex thought.	Courses designated as Lower Division Written Communication			
Skill - Communication LO 2: Demonstrate facility with the fundamentals of persuasion as these are adapted to a variety of situations and audiences.	Courses designated as Lower Division Written Communication			
Skill - Communication LO 2: Demonstrate advanced facility in the modes of communication most relevant to their particular majors or prospective professions.	Courses designated as Upper Division Written Communication (or equivalent for non-A&S)			
Skill - Information Literacy LO 1: Practice inquiry as an open-ended, social process of evaluating information and participating ethically in communities of learning.		Learning outcome assigned to a first-semester class required for all new students		
Skill - Information Literacy LO 2: Analyze how social, legal, technological, and economic factors affect the creation, dissemination, accessibility and use of information.			Learning outcome assigned to at least one course required for the major	
Skill - Information Literacy LO 3: Recognize that information evolves and emerges from particular contexts and that authority and ways of knowing are legitimized within particular situations.	Courses designated as Upper Division Written Communication (or equivalent for non-A&S)			

Whatever their college, school, or major at CU Boulder, students will be able to . . .	Learning outcomes that will be delivered through College/School courses designated for distribution requirements	Learning outcomes that will be delivered through a first-semester class required for all new students (e.g., RLC class)	Learning outcomes that will be delivered through designated required courses in every major	Learning outcomes that require future action as part of CC implementation; rollout will be post fall 2027
Skill - Critical Thinking LO 1: Review material through attentive reading, listening, research, observation, and experience.			Learning outcome assigned to at least one course required for the major	
Skill - Critical Thinking LO 2: Evaluate sources of information, recognizing the different perspectives, identities, and social positions that may inform those sources.			Learning outcome assigned to at least one course required for the major	
Skill - Critical Thinking LO 3: Apply learning to create original arguments, craft solutions to problems, and participate in informed discussion and collaboration.			Learning outcome assigned to at least one course required for the major	
Common Curriculum - Purpose LO 1: Discern their role in advancing resilient communities and demonstrate the ability to act as stewards for sustainable futures.				This learning outcome may need to be rewritten to constitute part of the CC mission statement, since it is not a specific learning outcome but rather the result of all the other learning outcomes being met.
Common Curriculum - Purpose LO 2.1: Explain different discipline-specific definitions of and approaches to sustainable practices. (Note the slight revision of the wording from the original: original wording was just "sustainability," and revision to "sustainable practices" gives more specificity and direction to the learning outcome.)			Learning outcome assigned to at least one course required for the major	
Common Curriculum - Purpose LO 2.2: Explain how sustainable solutions may be achieved through collaboration among different disciplines.				CC implementation will set a process and timeline for implementing this learning outcome across all school/college/major requirements
Common Curriculum - Purpose LO 3: Articulate how specific actions foster individual well-being, social equity, long-term economic vitality, and the health of the natural environment.				This learning outcome may need to be rewritten to constitute part of the CC mission statement, since it is not a specific learning outcome but rather the result of all the other learning outcomes being met.

3A28 - Provost Acceptance of Common Curriculum Report 2026-0310

TO: Alastair Norcross, BFA Chair

FROM: Ann Stevens, Provost and Executive Vice Chancellor for Academic Affairs

DATE: March 10, 2026

SUBJECT: Common Curriculum Report

Thank you for sharing this report. More importantly, let me express my thanks to the working group for their careful and speedy work on this critical task. I accept the report and its recommendations. This is an important indicator of the power of engaged faculty and shared governance that will benefit our students well into the future.

I note that the need for additional work on developing two of the three learning objectives around sustainability provides an excellent opportunity for partnership between our faculty and the SPIKE Center, and my office would welcome a chance to facilitate this collaboration.

I look forward to continued collaboration as we follow this roadmap and implement the common curriculum.

FYEAB Kickoff

Thursday, February 12, 2026

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AGENDA

Introductions

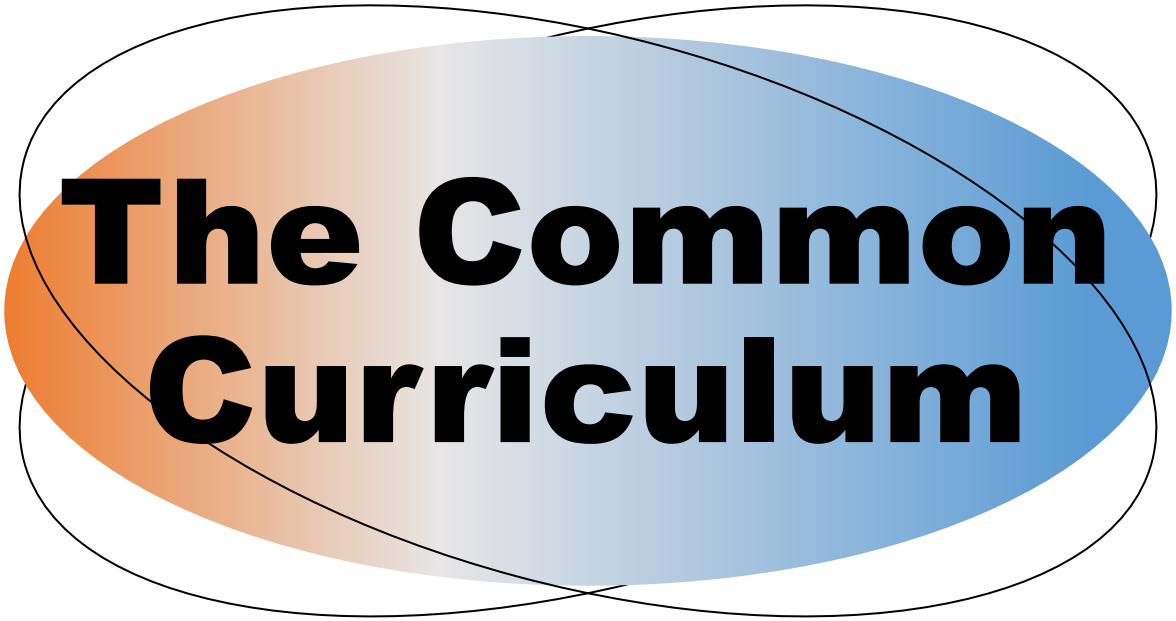
The Common Curriculum Connection

Our Charge: RLCs

Key Components of the Work

The First Year Experience

Timeline



Katherine Eggert
Vice Chancellor & Senior Vice Provost for
Academic Planning and Assessment

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The Common Curriculum



Is a Set of Learning Outcomes That Will Be Shared Across All Undergrad Degree Programs



The Overall Purpose: Sustainable Futures, includes:

3 Habits of Mind (Discovery, Reflection, and Engagement) and

3 Skills (Communication, Information Literacy, and Critical Thinking),

each of which has 3 assessable learning outcomes



A BFA-led faculty working group has been meeting to assign each of the 21 learning outcomes to one of three areas of responsibility in the undergrad curriculum: College/School gen ed (or core) requirements; the individual majors; or the RLC class

CC Learning Outcomes for RLC



Practice metacognitive strategies to assess and foster their own learning and well-being (CC Reflection LO 3)



Practice inquiry as an open-ended, social process of evaluating information and participating ethically in communities of learning. (CC Information Literacy LO 1)

The Provost' Charge



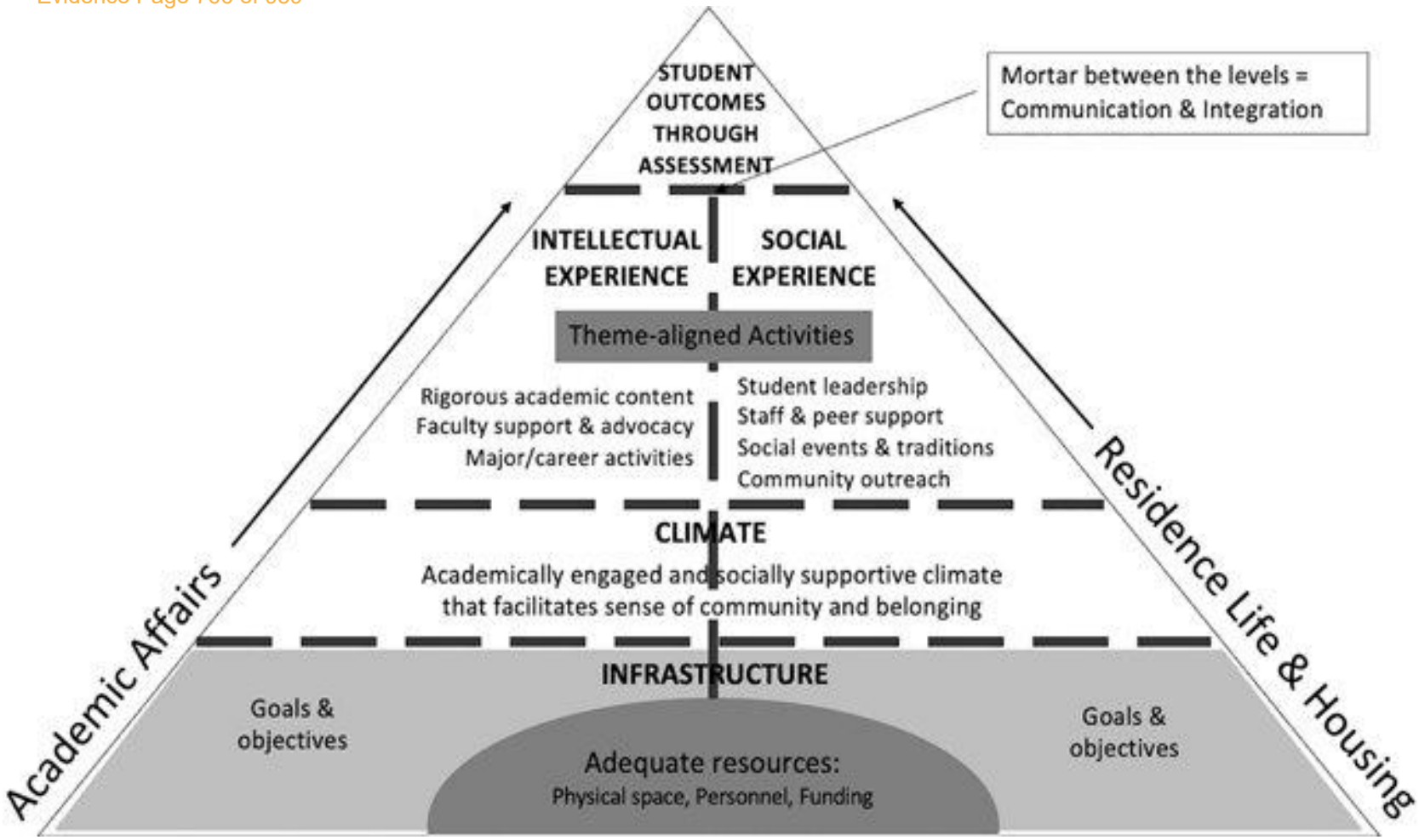
I am charging you to create a new living-learning model for first-year and incoming students to CU Boulder, named Residential Learning Communities (RLCs).

This new model should be in place for the entering student cohort of fall 2027.

Strategic Objectives

The strategic objectives for implementation of the RLC model include but are not limited to:

- A consistent and accessible living-learning model that is aligned with student success for every incoming student, which incorporates successful aspects of current RAPs and LLCs, and that is sustainable and scalable to manage and support the ever-changing incoming cohorts of students into the future;
- A sustainable funding model with no additional fees or charges for students;
- Clearly articulated connections to existing student programs, with identified plans and pathways to grow and better connect existing wraparound student services and transitional experiences (including New Student Orientation and bridge and early/pre-arrival programs);
- Clearly identified connections between RLCs and resources within the CU Lead Alliance, academic advising, and academic and co-curricular support;
- Baseline, standardized student outcomes for RLCs and their supporting courses that facilitate the learning goals of the common curriculum;
- Standardized assessment methods for all RLCs; and
- An RLC review and feedback process that will take place under the supervision of the Office of Undergraduate Education



Residential Learning Community Model

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KEY COMPONENTS OF An LLC (our RLC)

- Commonality (major, interest)
- Experiences with peers different from them
- Rigorous academic content/courses
  - Guest lectures
  - Discussion series
  - Service-learning opportunities
- Peer support (RAs, Peer Mentors)
- True integration between academic/curricular and co-curricular elements
- Partnership between Academic & Student Life experts

IN PRACTICE

- Student live and learn together around a common interest
- Students live in the same building/on the same floor as peers who are in the same 1 or 2 classes
- RLC Team Coordination. Working to bring coordinated support, programming, and initiatives into the hall related to the RLC theme and coursework
  - Faculty of those courses,
  - academic advisors,
  - others associated with the RLC,
  - and Residence Life Staff (RA, peer mentors, Hall Director)
- The course teaches key academic and social skills, but focused on a particular topic of interest (could be related to their major or not)
  - This course should teach students how to learn in college, how to ask questions and be inquisitive

Establishing Courses

Example Course Description

This first-year seminar introduces students to the intellectual, personal, and professional foundations of a university education while empowering them to intentionally design their college experience. Through shared readings and discussion on identity, purpose, and community values, along with faculty-guided exploration that supports students to reflect on their goals, strengths, and development as learners. The course highlights the impacts on knowledge generation, while deepening understanding within and across disciplines, engaging students in collaborative inquiry and ethical participation in inclusive learning communities. Students explore academic, co-curricular, and career pathways, build self-efficacy skills, and develop a sense of agency, belonging, and ownership as members of the university community.



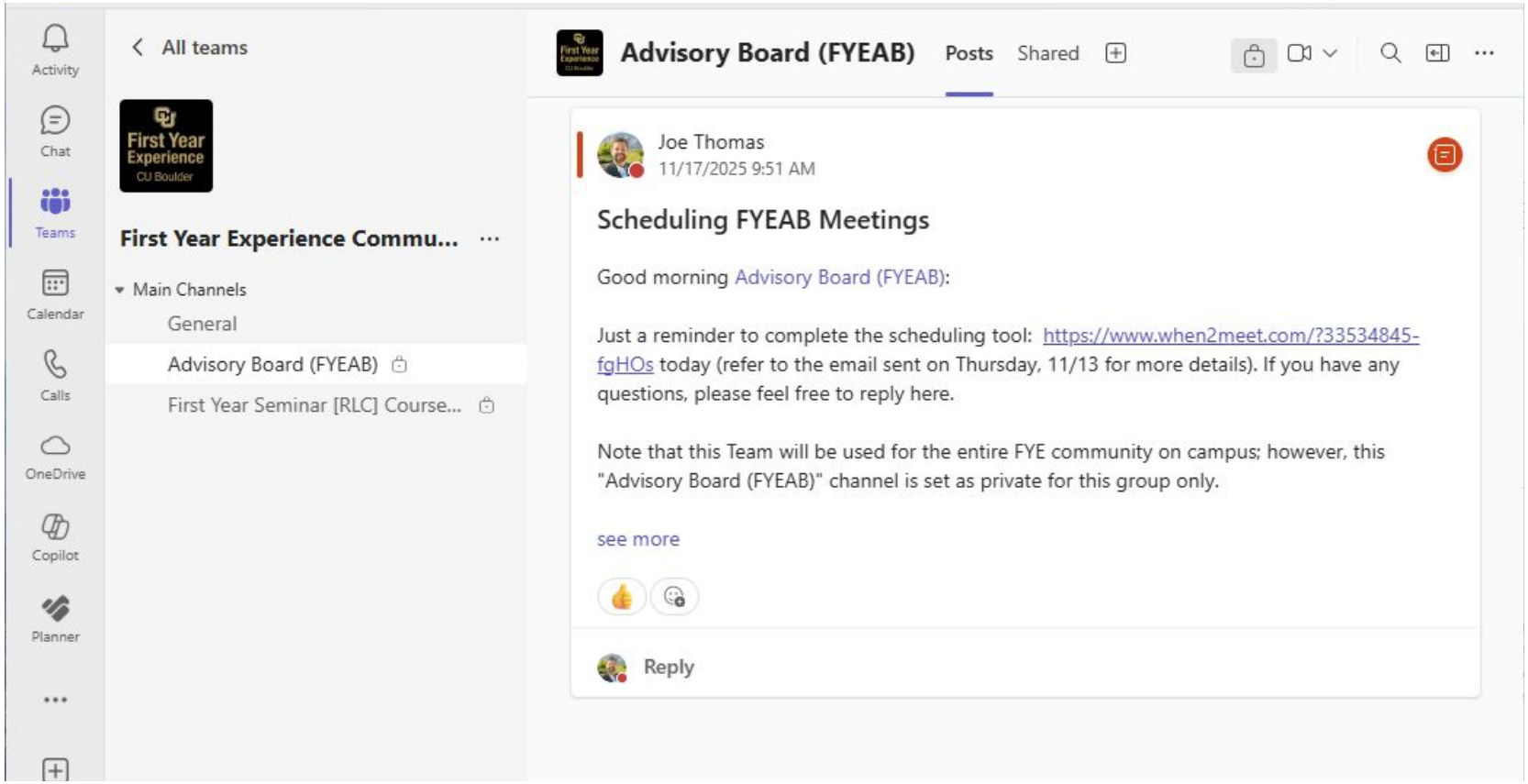
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Major Tasks Ahead & Timeline

- Create, finalize, and gain approval for course descriptions [S/C]
  - Create course description
  - Approval from Curriculum Committee (Spring & Fall 2026)
  - Who has access to these course?
- Determine general guidelines for RLCs
  - Establishing themes
  - #s of students in each RLC
  - Curricular & Cocurricular elements
  - In essence - what every student in an RLC will experience [FYEAB]
- Creation and realignment of the RLCs by theme
- Establishing the parameters for housing [Working Group]

TEAMS CHANNEL



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FYEAB Workshop

Thursday, October 30, 2025

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Agenda

- Introductions
- The Charge & Priorities
- What are Living Learning Communities?
- What's success look like?
- What's next

The Provost' Charge

I am charging you to create a new living-learning model for first-year and incoming students to CU Boulder, named Residential Learning Communities (RLCs). This new model should be in place for the entering student cohort of fall 2027.

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- Standardized assessment methods for all RLCs; and
- An RLC review and feedback process that will take place under the supervision of the Office of Undergraduate Education

Student Success Goals

- Ensure that all undergraduate students have access to high-impact practices;
- Continue to streamline and expand access to our residential academic programs and living learning communities;
- Determine ways to boost second- and third-year retention (e.g. programs, policies, removal of barriers) and pathways to graduation;
- Develop programming for upper-year students that emphasizes the opportunities (career, graduate study, and other) that their degree completion will provide;
- Make data-informed recommendations and ensure that relevant data are collected, analyzed, and shared with appropriate offices and leaders;
- Build concrete, thematic, and practical linkages between college and school efforts and those originating centrally, working closely with deans;
- Identify needed resources to support these efforts including both short term/pilot funding mechanisms (with a goal of encouraging experimentation and piloting of a variety of ideas and approaches) and longer-term needs for components that are proven effective.

So What are Living Learning Communities?

Inkelas, K. K., Benjamin, M., & Jessup-Anger, J. (2024). *Living-learning communities in practice : a guide for creating, maintaining, and sustaining effective programs in higher education / Karen Kurotsuchi Inkelas, Mimi Benjamin and Jody E. Jessup-Anger*. Routledge, Taylor & Francis Group/Acuho-i.

They're High Impact Practices (HIPs)

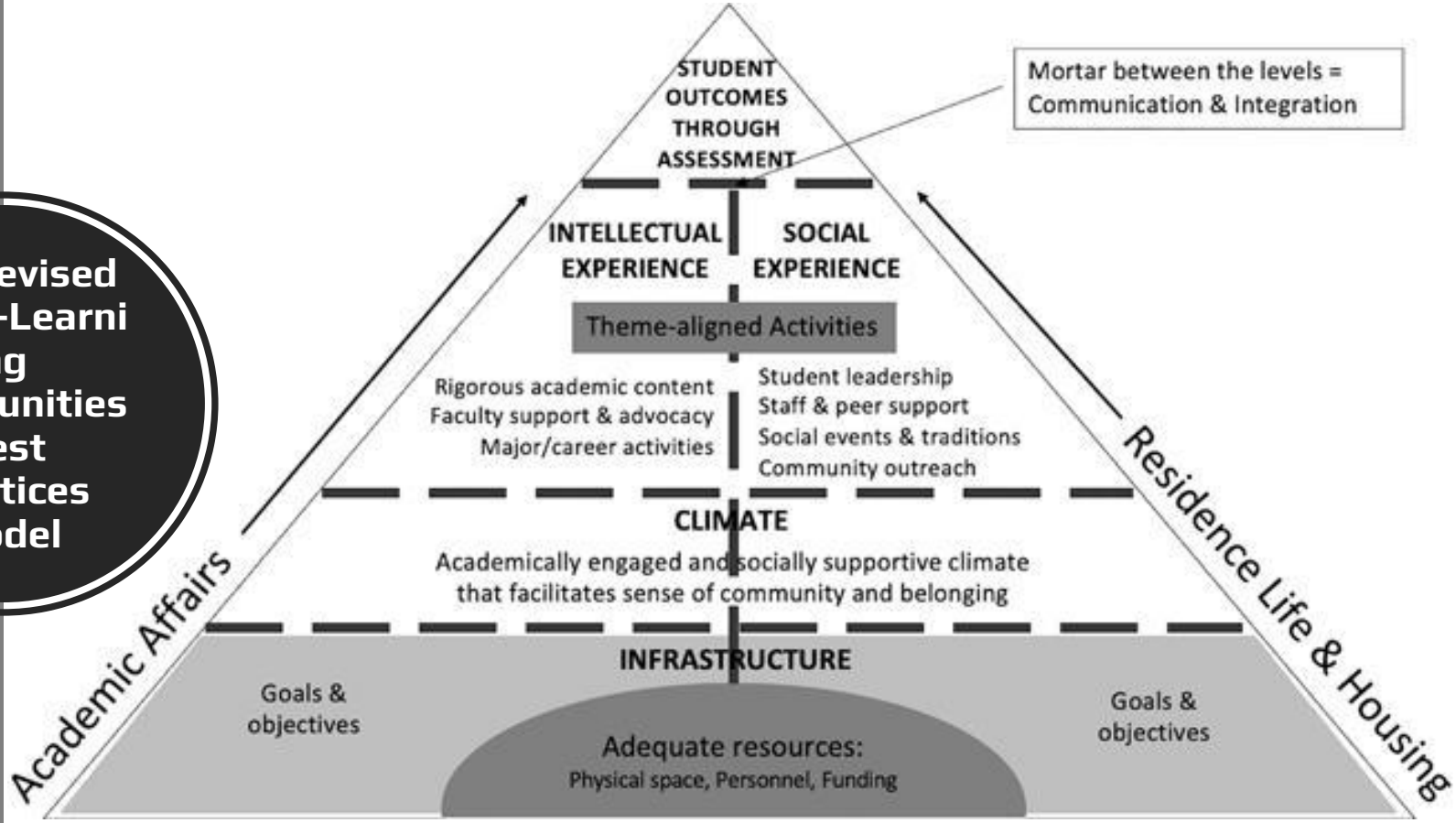
Significant investment of student time and effort	Interaction with peers and faculty around important issues	Experience with diversity
Helpful and frequent feedback	Integrative learning opportuniies	And real-world applications of learning

Features of an LLC

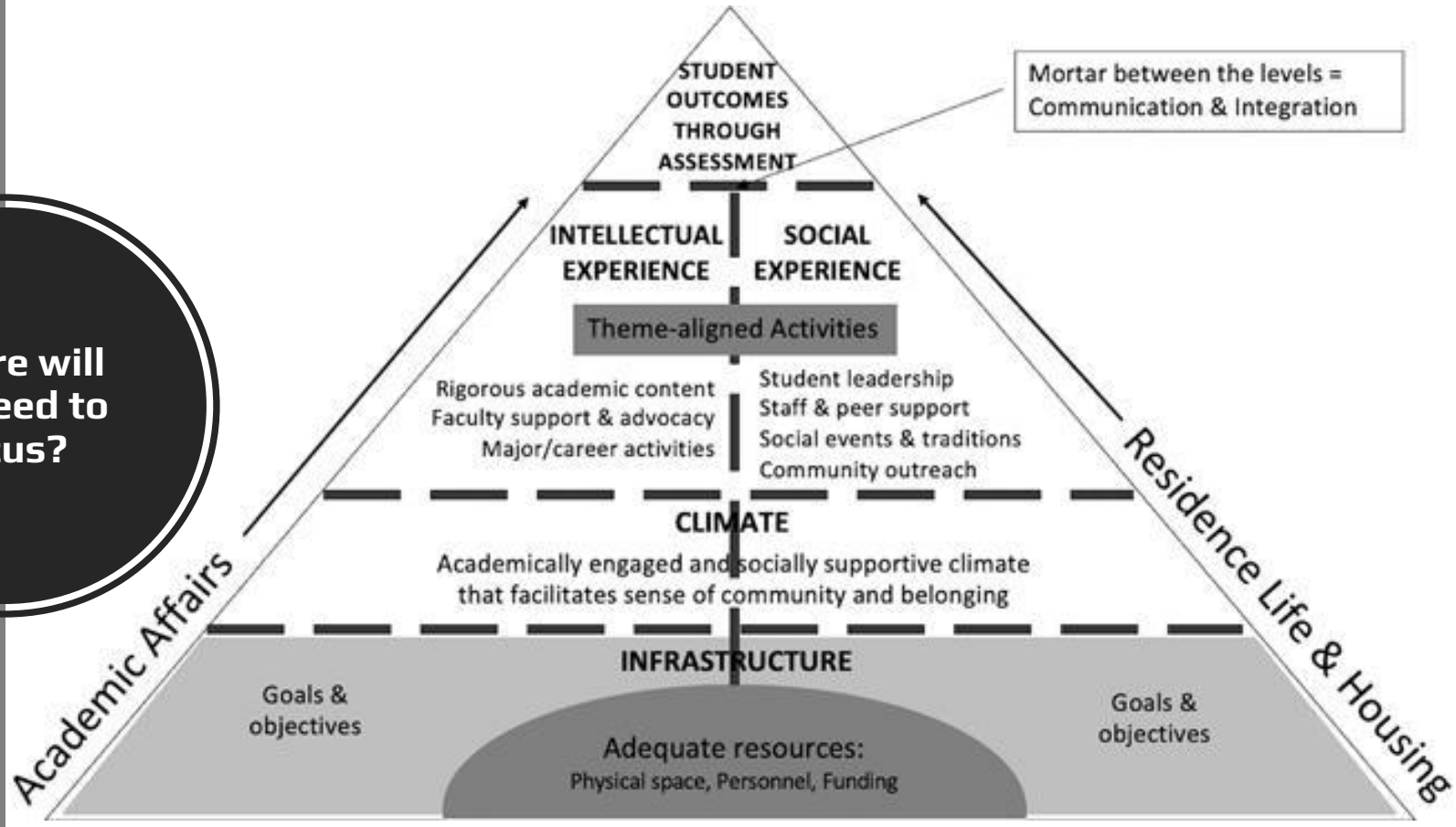
- Commonality (major, interest)
- Experiences with peers different from them
- Rigorous academic content/courses
  - Guest lectures
  - Discussion series
  - Service-learning opportunities
- Peer support (RAs, Peer Mentors)
- True integration between academic/curricular and co-curricular elements
- Partnership between Academic & Student Life experts

What has worked in yours?

The Revised Living-Learning Communities Best Practices Model



Where will we need to focus?



Courses (FYS)

RLC-related Course(s)

- Align/assign Common Curriculum Learning Outcomes
- Crosswalk LOs within your unit
- How does this/these credit(s) fit into your curriculum?

Measuring Success

Success of this change must be evaluated in multiple ways, including, for example, financial metrics (cost vs ROI), student and staff surveys, and/or assessment of student understanding of learning outcomes. Measures of success should also include improved retention, GPAs, and/or graduation rates. Finally, reduction of gaps in student success outcomes across student populations should be a key success metric for this project.

Residential Learning Communities

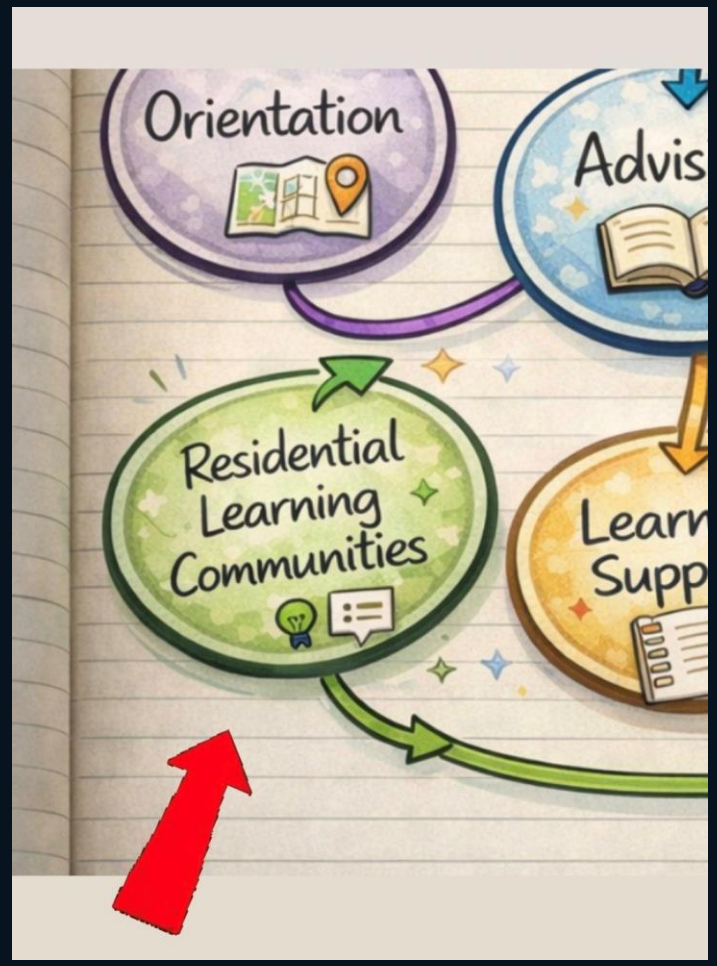
First Year Experience Advisory Board – CU Boulder

April 2026

CU Boulder First Year Experience

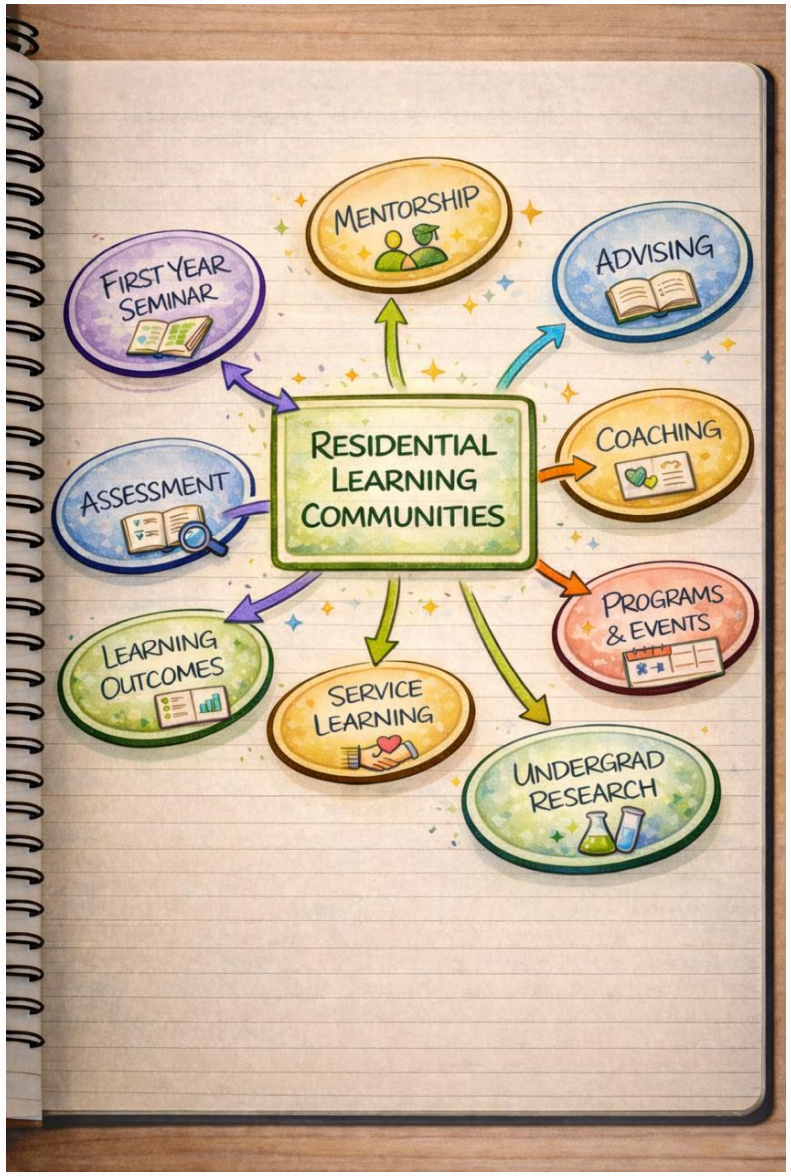
- New Student Orientation
- Academic Advising
- Summer Bridge Programs
- Early Arrival Programs
- Move-in & Fall Welcome
- **Residential Learning Communities**
- Learning Support
- Campus Involvement





CU Boulder FYE: Goals of the Residential Learning Communities

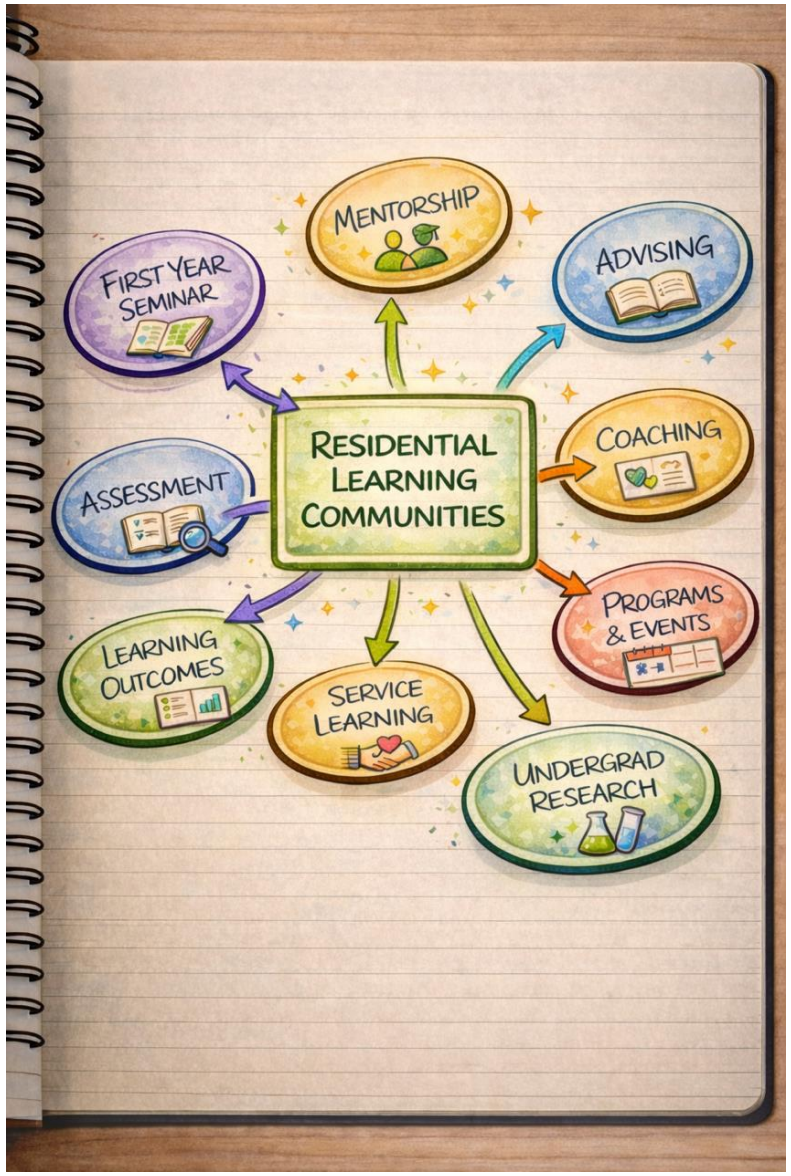
- **Academic Success:** Provide small seminars (19-35 student sections), where students practice reflection and inquiry, are given tools to support their academic growth, while connecting more closely to faculty, peers, mentors, academic opportunities, and learning resources.
- **Belonging and Engagement**: Create and provide an inclusive space for students to establish community through common people in their residence hall and their RLC Seminar, that fosters personal connections and supports their transition to CU Boulder.
- **Student Wellbeing and Personal Development:** Establish communities that offer supportive spaces for students to learn, listen, share, challenge, and grow, while practicing behaviors that positively impact their overall wellbeing as a student.



CU Boulder (FYE): Residential Learning Communities

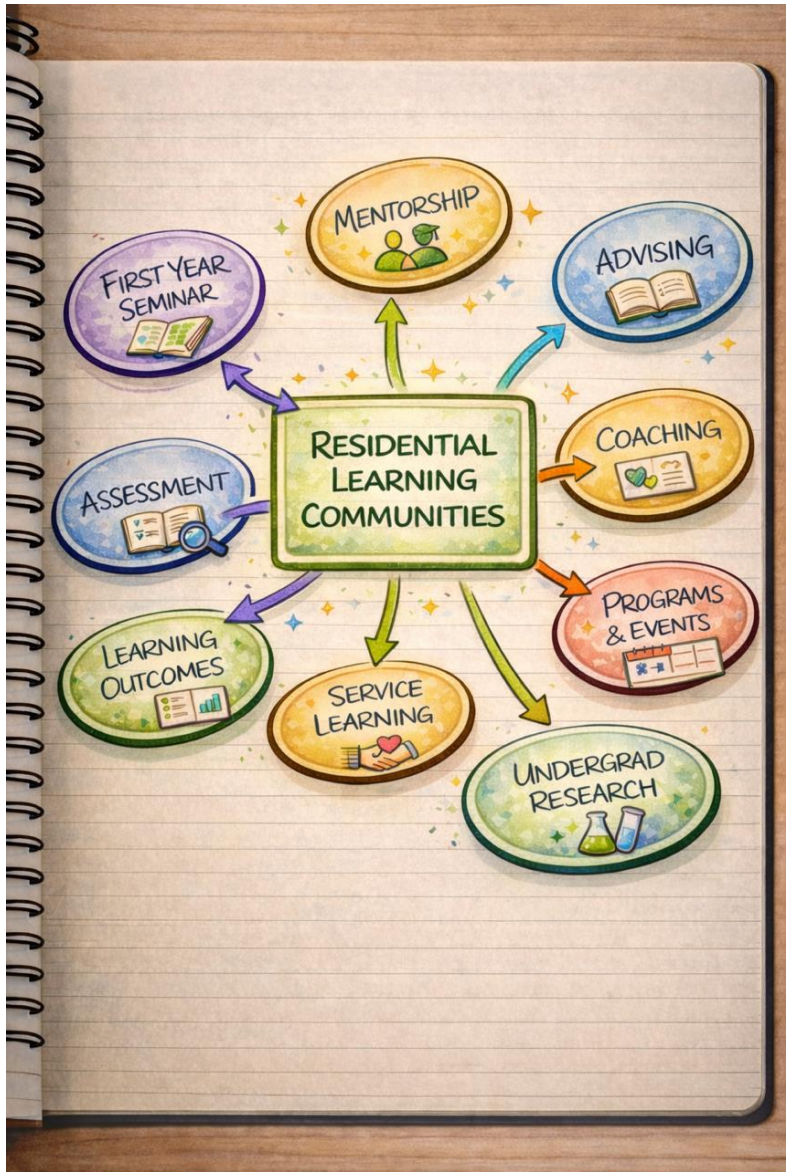
RLCs will reach said goals by including:

- Resource Team: Faculty, Peer Mentor, Resident Assistant
- Aligned Programming (in and outside of the Residence Hall)
- RLC Seminar
- Mentorship (through resource team)
- Advising Support
- Coaching Support (career, academic, learning)
- Access to High Impact Practices (Research, Service Learning)
- Common Learning Outcomes
- Common Assessment (pre and post survey)



Some questions still in discussion:

- How are we integrating commuter students into the RLCs?
- How does the new model impact budgets, centrally and within each school and college?
- Are residence halls divided up by school/college? By RLC theme?
- Are students allowed to participate in an RLC that is coordinated by a school/college in which they are not apart of?
- Where is the RLC course housed? In the residence hall? In a regular classroom?



Framing RLCs through Schlossberg's Transition Theory (1989), the Four S's: Situation, Self, Support, & Strategies

Situation: What is the situation causing the transition? What is happening? Timing?

Self: Who is the person experiencing the transition? Demographics?

Support: What supports are in place to help the person through transition? Resources? People? Offices?

Strategies: What mechanisms are in place to help the person through transition? Strategies? Coping skills?

DRAFT - COPY of Original - Document Still in Progress

Residential Learning Communities Handbook

RLC Goals

- **Academic Success:** Provide small seminars (19-35 student sections), where students practice reflection and inquiry, are given tools to support their academic growth, while connecting more closely to faculty, peers, mentors, academic opportunities, and learning resources.
- **Belonging and Engagement**: Create and provide an inclusive space for students to establish community through common people in their residence hall and their RLC Seminar, that fosters personal connections and supports their transition to CU Boulder.
- **Student Wellbeing and Personal Development:** Establish communities that offer supportive spaces for students to learn, listen, share, challenge, and grow, while practicing behaviors that positively impact their overall wellbeing as a student.

Key Terms:

- **First Year Experience (FYE):** The First-Year Experience is an intentional combination of academic and co-curricular programs, services, and experiences designed to support students' transition into higher education, foster engagement, and promote academic success, persistence, and belonging during the first year of college. It is not a single program, but a coordinated institutional approach.
- **Residential Learning Community (RLC):** A Residential Learning Community or RLC is CU Boulder's version of a Living-Learning Community or LLC. An LLC is a residential program in which students live together around a shared academic, intellectual, professional, or identity-based interest and participate in intentionally designed educational, social, and co-curricular experiences that integrate learning and residential life.
- **First-Year Seminar (FYS):** A First-Year Seminar is a credit-bearing course designed specifically for new college students that supports their academic and social transition to college through development of skills, knowledge, and connections that promote student success. Topics often include academic success strategies, campus resources, goal setting, belonging, and engagement with the institution. For CU, this is in reference to the credit bearing course that will address the two designated Learning Outcomes from the Common Curriculum. Each RLC will be associated with a First-Year Seminar, but some sections of FYS may include students not

enrolled in a RLC. Schools and colleges may use different terminology from FYS, so this term is used overarchingly.

- **Themes:** shared organizing focus that gives a residential community its identity and shapes the academic, co-curricular, and social experiences of participating students. The central topic, interest, identity, discipline, or developmental focus that provides a common purpose for a residential learning community and guides the design of its educational, co-curricular, and community-building experiences.

Year One (Fall 2027/Spring 2028)

- 80% of First-Time Full-Time Students (FTFT) enrolled in RLC
    - Estimating First Year enrollment at 7,400
    - 80% Participation = 5,920
        - About 5% (370) of the cohort commute. 80% of this population is 296
        - Approximately 7,030 live on campus: 80% of this population is 5,624
- RLCs not to exceed cohorts of 35 students
    - More than 35 students can participate in an RLC; however, course sections and programming should be more localized for the smaller cohorts
- Approximately 170 RLC Course sections needed
- All FTFT take course with CC LOs

Key Dates/Timeline

- September 2026: RLC structures established in housing (RLCs assigned to halls with capacities)
- October 2026: RLC Descriptions updated on websites; training for Admissions/recruiters
- November 2026:
    - RLC (or courses with CC LOs) approved by curriculum committees
    - RLC schedules set and submitted for RO
- January 2027: Budgets finalized
- February - April 2027:
    - RLC Team Training & Development
    - Faculty & Professional Staff meetings/partnerships
    - Hire Peer Leaders/Mentors
- August 2027: Final planning, training for peer leaders

Definitions of Roles:

- Faculty/Instructor of RLC Course:
    - Teach RLC course
    - Plan and administer academic elements of RLC
    - Participate in RLC activities with students
- Hall Director
    - Understand and communicate the goal of the RLC(s) in the building
    - Connect with RLC Partners (faculty, instructors, advisors)
    - Train and develop RA staff, facilitate meetings
    - Align general hall events with goals of RLC(s)
- RA (Engagement)
    - Required programming in alignment with goal of RLC(s)
    - Market and assist in student attendance at broader events
- Peer Mentor/Tutor
    - Primarily focused on the academic aspects
    - Hold tutoring hours in RLC
    - Awareness of what's happening in the RLC course
    - Work in partnership with RAs
    - Live-in or live-out
    -
- Advisor

Infrastructure

Physical Spaces:

- Residence Hall Spaces
    - Residence Halls
    - Wings/Floors
- Faculty Office/Space:
    - designated office space,
    - ability to schedule meetings/spaces
    - Familiarity with spaces
- Staff Office/Space:
    - Designated office space

    - Access to schedule meetings/common spaces
- Academic Spaces
    - Study Space/Lounges (white boards, tables, chairs) - for study sessions
    - Classrooms
- Common Spaces
    -

Budget and Funds:

- Line Items per RLC
    - Instructors (OUE/Central)
    - Peer Mentors/Tutors
    - Programming (OUE/Central/SL)
        - Food
        - Experiential Learning (field trip)
        -

RLC Specifics

- Each RLC needs a specific goal, objectives and description in alignment with the overarching goal of RLCs.
    - This should be drafted in collaboration between academic and Student Life units.
- Each course needs to be listed with name and description.
- Contact information

FYEAB Steps & Role

- RLC Template
- Training and Development
    - How to teach first-year students (generationally, developmentally)
    - Navigating Technology
        - Canvas
    - Early Alert/Action
    - Mentorship

    - Common Assessments
        - Direct
        - Indirect
    - Campus Resources

Sample RLC

- Expectations of RLC
    - RLC pro staff meet meets regularly for planning/structural purposes
    - RLC team meets monthly at the very least during the academic year (pro and student staff)
        - Discuss programming alignment and coordination
        - Discuss student behavior/engagement and report early alerts accordingly
    - RLC implements the programming as required (TBD)
        - Passive (bulletin boards/messaging)
        - Experiential/Service Learning (at least one)
    - Instructor holds X # of office hours in the meeting
    - Academic advisors hold office hours in the building for drop-in
    - Instructor has at least one, 1-1 midterm check-in
    - Implement assessments as planned
    - RLCs should bring together themes from the course
- PES has 496 students to enroll in RLCs
-
    - 100 to an A&S RLC
    - Some to Leeds, Music, CMDI Interest RLC
    - Leaving about 200 for pure PES RLC
- 6 Cohorts of 35
    - 6 RLC sections (6 instructors)
    - 6 RAs (student engagement peers planning programming)
    - 6 Peer advisor
    - 1 Hall Director
- 3.5 Floors in a Hallett
- Recruitment, Enrollment & Registration Process for PES
    - Housing Application shows all PES students the communities eligible (A&S, Leeds interest, Music, CMDI, and PES)
    - Students preference the above
    - Housing assigns buildings in May prior to course registration
    - Students attend any NSO program

    - Students register for RLC Course
        - This could be batched to help make processes more seamless, but reduces student autonomy
    - Students assigned to specific floors/rooms in June
- RLC Course: Portrait of an Explorer
    - For the student who is truly undecided on a major and interested in a variety of disciplines and careers
    - Components of the course include:
        - Working with Career Services on assessments to help students determine interests unbeknownst to them
        - Tours of particular areas on campus (aero space) - this can also be the experiential learning component
- Existing Programs that can be included with your RLC
    - Student Employment Fair
    - Be Involved Fair
    - Career Fairs
- Co-curricular Programming
    - August
        - Pre-Arrival Programs for special populations
        - Move-in & Fall Welcome
            - RLCs are introduced to their team (instructor, peer advisors, RAs, Hall Director, Advisor)
            - Participate in one program
    - Then focus on first 6 weeks (through the end of September/1st of October)
        - 2 RLC specific programs?
            - Coordinated by RLC team,
        - 1 is experiential-learning based
    - October
        - Individual check-ins/1-1s with instructor
        - Midterm-oriented prep/stress relief, study habits
        - FAFSA Help/Prep?
    - November
        - Advising Schedule/Timing
    - December
        - Finals prep/study tables
        - Wrap-up
    -

1. National Resource Center for The First-Year Experience and Students in Transition (University of South Carolina)
2. Inkelas, K. K., Jessup-Anger, J., Benjamin, M., & Wawrzynski, M. (2018). *Living-Learning Communities That Work*. Routledge.
3. AAC&U High-Impact Practices literature on Living-Learning Communities

RLC Common Curriculum Outcomes Reference

Office of Undergraduate Curriculum

Contact: Chad Bebee (chad.bebee@colorado.edu)

Purpose

This document is a reference document focused on the common curriculum (CC) learning outcomes (LOs) aligned with Residential Learning Communities (RLC) seminars. The information is intended to provide conceptual support for the outcomes as schools and colleges develop and design the RLC seminars to integrate the CC LOs.

Residential Learning Communities

Beginning in Fall 2027, the University of Colorado Boulder will launch Residential Learning Communities (RLCs) which will expand access for all incoming students to participate. These communities will give students the opportunity to live and learn alongside peers who share similar academic interests, majors, or identities. Goals of the RLCs include academic success and growth, increased student belonging and engagement, and student well-being and personal development. Additionally, each RLC will also include a seminar course designed to support students' transition to college while fulfilling two Learning Outcomes within CU Boulder's new Common Curriculum.

Across campus, schools, colleges, programs, and units are actively collaborating to reimagine and shape this new student experience. The First Year Experience Advisory Board (FYEAB), led in collaboration between the Office of Undergraduate Education and the Division of Student Life, brings together campus leadership to guide this work through monthly meetings and focused working groups dedicated to developing the RLCs and seminar experience. By sharing ideas and exploring national best practices, CU Boulder is building a first-year experience that will create stronger student connections, meaningful learning opportunities, and shared outcomes and assessments for all new students beginning in Fall 2027.

Outcomes

The two CC LOs addressed in the RLC seminars are included in the Habits of Mind—Reflection and Skills—Information Literacy categories.

- Habit of Mind—Reflection LO #3: "Practice metacognitive strategies to assess and foster their own learning and well-being"

- Skill—Information Literacy LO #1: “Practice inquiry as an open-ended, social process of evaluating information and participating ethically in communities of learning”

Metacognition (see also the CU CTL’s Metacognition Video Series for students)

“Metacognitive skills empower students to monitor, plan, and control their mental processes. This helps them evaluate how well they’ve learned material and make adjustments to their study strategies’ (McGuire & McGuire, 2015).

McGuire & McGuire (2015) cite four key aspects of metacognition:

- thinking about one’s own thinking
- being consciously aware of oneself as a problem solver
- monitoring, planning, and controlling one’s mental processing; and
- accurately judging one’s level of learning

MIT’s Teaching + Learning Lab cites research (Ertmer & Newby, 1996; Schraw, 1998) that describes metacognition as having two basic components: a knowledge component and a regulatory component.

- Metacognitive knowledge encompasses knowledge of oneself as a learner (e.g., strengths, weaknesses, prior knowledge/experience in the area, preferred time of day for study, preferred study location) and how the human brain encodes, stores, organizes, and retrieves information.
- Self-regulation of learning involves the ability to plan, monitor, and evaluate the learning process.

Example Metacognitive Tasks: Pre-Assessment of Knowledge; Active/Close Reading (previewing, questioning, paraphrasing); Portfolios; Journaling; Learning Experience Reflections; Reflection Questions/Exam Wrappers; Goal Setting; Modeling Thinking; Reasoning Aloud & Debate; Student Self-Assessment

Recommendations for Teaching Metacognition and Self-Regulation by the EEF (2025)

1
Teachers should acquire the professional understanding and skills to develop their pupils' metacognitive knowledge



- Self-regulated learners are aware of their strengths and weaknesses, and can motivate themselves to engage in, and improve, their learning.
- Developing pupils' metacognitive knowledge of how they learn—their knowledge of **themselves as a learner**, of strategies, and of **tasks**—is an effective way of improving pupil outcomes.
- Teachers should support pupils to **plan, monitor,** and **evaluate** their learning.

2
Explicitly teach pupils metacognitive strategies, including how to plan, monitor, and evaluate their learning



- Explicit instruction in cognitive and metacognitive strategies can improve pupils' learning.
- While concepts like 'plan, monitor, evaluate' can be introduced generically, the strategies are mostly applied in relation to specific content and tasks, and are therefore best taught this way.
- A series of steps—beginning with **activating prior knowledge** and leading to **independent practice** before ending in **structured reflection**—can be applied to different subjects, ages and contents.

3
Model your own thinking to help pupils develop their metacognitive and cognitive skills



- Modelling by the teacher is a cornerstone of effective teaching; revealing the thought processes of an expert learner helps to develop pupils' metacognitive skills.
- Teachers should verbalise their metacognitive thinking *('What do I know about problems like this? What ways of solving them have I used before?')* as they approach and work through a task.
- Scaffolded tasks, like worked examples, allow pupils to develop their metacognitive and cognitive skills without placing too many demands on their mental resources.

4
Set an appropriate level of challenge to develop pupils' self-regulation and metacognition



- Challenge is crucial to allow pupils to develop and progress their knowledge of tasks, strategies, and of themselves as learners.
- However, challenge needs to be at an appropriate level.
- Pupils must have the motivation to accept the challenge.
- Tasks should not overload pupils' cognitive processes, particularly when they are expected to apply new strategies.

5
Promote and develop metacognitive talk in the classroom



- As well as explicit instruction and modelling, classroom dialogue can be used to develop metacognitive skills.
- Pupil-to-pupil and pupil-teacher talk can help to build knowledge and understanding of cognitive and metacognitive strategies.
- However, dialogue needs to be purposeful, with teachers guiding and supporting the conversation to ensure it is challenging and builds on prior subject knowledge.

6
Explicitly teach pupils how to organise and effectively manage their learning independently



- Teachers should explicitly support pupils to develop independent learning skills.
- Carefully designed **guided practice**, with support gradually withdrawn as the pupil becomes proficient, can allow pupils to develop skills and strategies before applying them in **independent practice**.
- Pupils will need timely, effective feedback and strategies to be able to judge accurately how effectively they are learning.
- Teachers should also support pupils' motivation to undertake the learning tasks.

7
Schools should support teachers to develop knowledge of these approaches and expect them to be applied appropriately



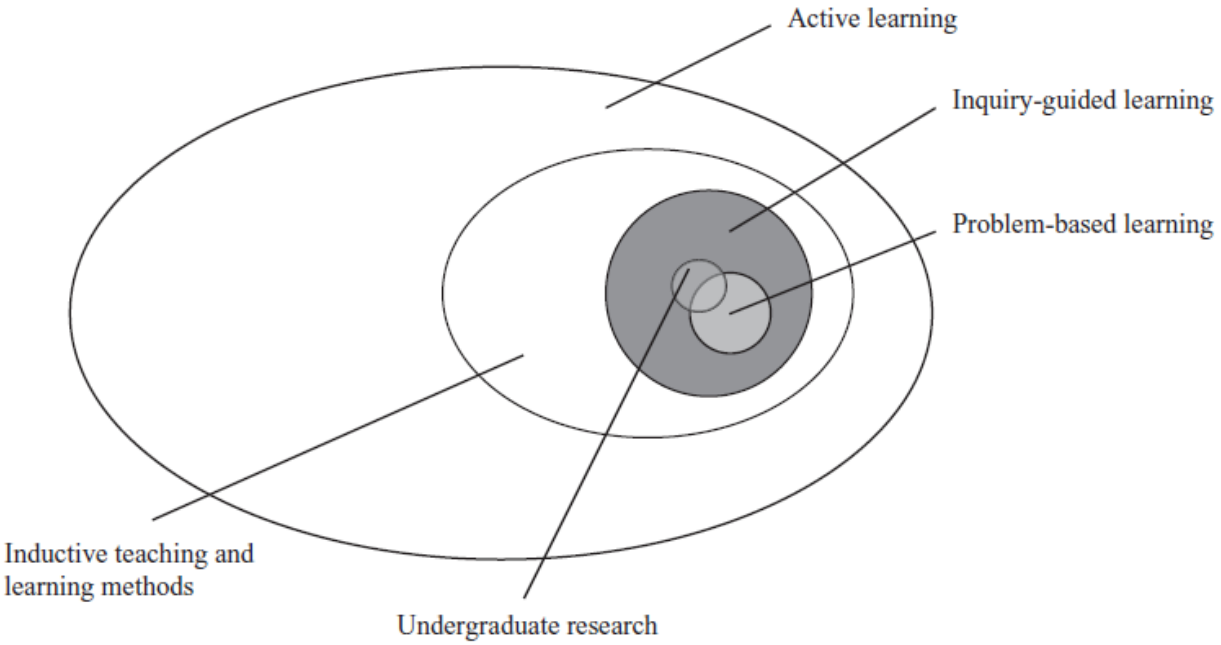
- Develop teachers' knowledge and understanding through high quality professional development and resources.
- Senior leaders should provide teachers with time and support to make sure approaches are implemented consistently.
- Teachers can use tools such as 'traces' and observation to assess pupils' use of self-regulated learning skills.
- Metacognition shouldn't be an 'extra' task for teachers to do but should be built into their teaching activities.

Inquiry Learning

> "Inquiry-based learning is a process where students are involved in their learning, formulate questions, investigate widely and then build new understandings, meanings and knowledge. That knowledge is new to the students and may be used to answer a question, to develop a solution or to support a position or point of view. The knowledge is usually presented to others and may result in some sort of action" (Alberta Learning, 2004).

Inquiry-guided learning (IGL) is active learning that encompasses different approaches, "IGL is a subset of so-called active learning strategies that also belongs to a group of strategies known as inductive teaching and learning methods. Problem-based learning is a specific type of IGL that arose in fields such as medicine and engineering in which problem solving is a dominant mode of inquiry. Undergraduate research, properly structured, is also a type of IGL" (Lee, 2012).

Figure 1.1. Inquiry-Guided Learning as a Subset of Active Learning



Inquiry-based learning occurs in stages whereby students are engaged in methods and practices likened to the scientific method whereby they engage in a process of discovery, creating and testing hypotheses through experimentation and observation. It emphasizes active participation and placing responsibility upon the learner for

discovering new knowledge (Pedaste, et al., 2015). Mackenzie (2016) described four types of student inquiry:

- Structured Inquiry: Students follow the lead of the teacher as the entire class engages in one inquiry together
- Controlled Inquiry: the teacher chooses topics and identifies the resources students will use to answer the questions
- Guided Inquiry: the teacher chooses topics and questions, and students design the product or solution
- Free Inquiry: the students choose their topics without reference to any prescribed outcome

Whatever the form of student inquiry, literature often describes the learning occurring in phases with sub-phases occurring within the scope of the larger, general phases.

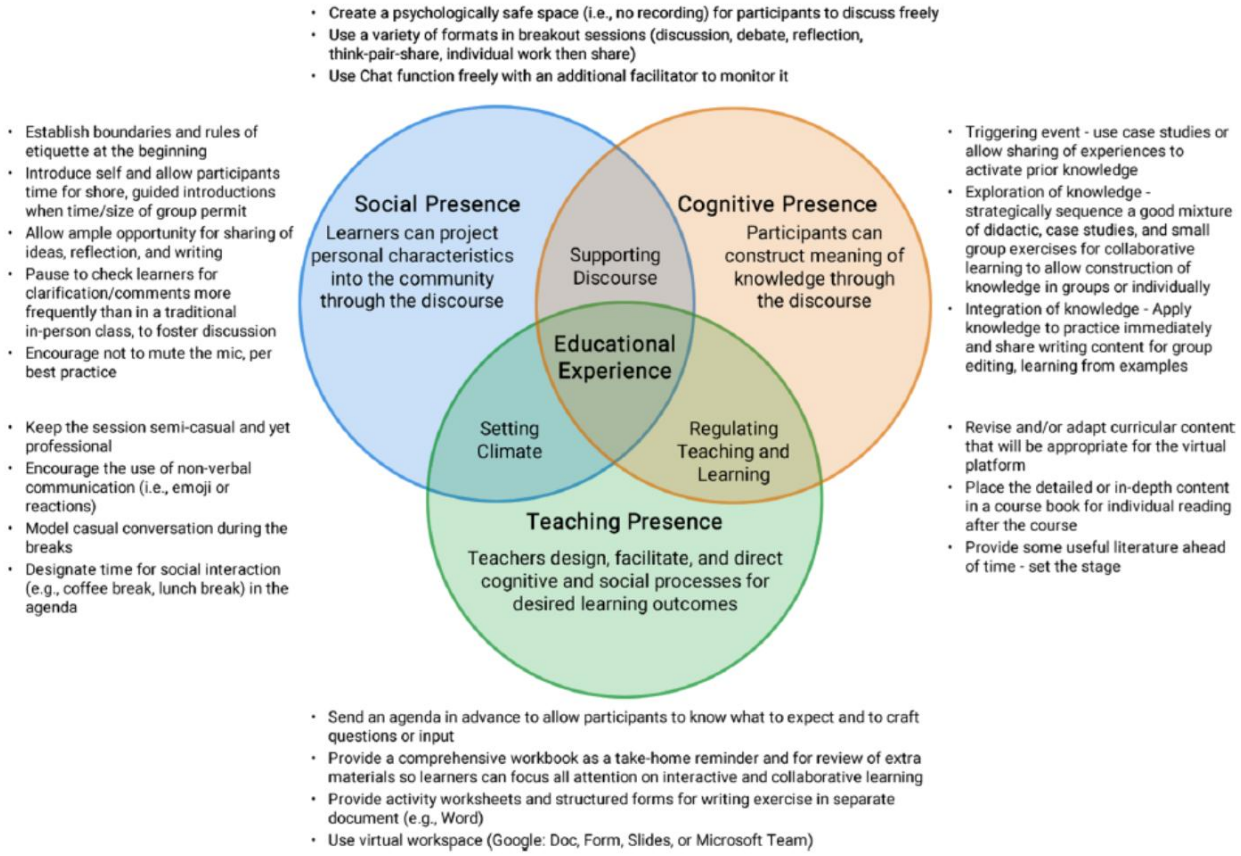
An Inquiry-Based Learning Framework (Pedaste, et al., 2015)

Table 1
Phases and sub-phases of the synthesized inquiry-based learning framework.

General phases	Definition	Sub-phases	Definition
Orientation	The process of stimulating curiosity about a topic and addressing a learning challenge through a problem statement		
Conceptualization	The process of stating theory-based questions and/or hypotheses.	*Questioning*	The process of generating research questions based on the stated problem.
		Hypothesis Generation	The process of generating hypotheses regarding the stated problem.
Investigation	The process of planning exploration or experimentation, collecting and analysing data based on the experimental design or exploration.	*Exploration*	The process of systematic and planned data generation on the basis of a research question.
		Experimentation	The process of designing and conducting an experiment in order to test a hypothesis.
		Data Interpretation	The process of making meaning out of collected data and synthesizing new knowledge.
Conclusion	The process of drawing conclusions from the data. Comparing inferences made based on data with hypotheses or research questions.		
Discussion	The process of presenting findings of particular phases or the whole inquiry cycle by communicating with others and/or controlling the whole learning process or its phases by engaging in reflective activities.	*Communication*	The process of presenting outcomes of an inquiry phase or of the whole inquiry cycle to others (peers, teachers) and collecting feedback from them. Discussion with others.
		Reflection	The process of describing, critiquing, evaluating and discussing the whole inquiry cycle or a specific phase. Inner discussion.

Furthermore, when inquiry learning occurs in a remote or virtual environment, the literature has noted that educators must create the necessary conditions to promote an active, collaborative, and safe environment for learners to concentrate on their social engagement as members of a learner community.

A Conceptual Model and Practical Applications to Creating a Community of Inquiry for a Virtual Learning Community (Ligon, Burns, & Thammasitboon 2024)



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School/College/Program	Draft Course Description
College of Arts & Sciences* *Also open to students in the School of Education (see below)	**ARSC 1XXX: Course Title TBD – faculty fellows developing Summer 2026** This first-year seminar introduces students to the intellectual, personal, and professional foundations of a university education while empowering them to intentionally design their college experience. Through shared readings and discussion on identity, purpose, and community values, along with faculty-guided exploration grounded in design thinking, students reflect on their goals, strengths, and development as learners. The course highlights the role of research and creative work in generating knowledge and deepening understanding within and across disciplines, engaging students in collaborative inquiry and ethical participation in inclusive learning communities. Students explore academic, co-curricular, and career pathways, build self-leadership skills, and develop a sense of agency, belonging, and ownership as members of the university community.
Leeds School of Business	**BADM 1XXX: Designing Your Leeds** Designing Your Leeds is a class about customizing your college experience to get the most out of it. Using a process rooted in Design Thinking, the course equips students with tools to design and prototype a college experience that best aligns with who they are and what they hope to get from college. Students will explore the purpose of college, reflect on personal values and strengths, learn about educational and career opportunities, and create a prototype of their 4 year experience. Through in-class activities and out of class assignments, students will also learn and practice professional and self-leadership skills.
School of Education	Students in the School of Education will take their First Year Seminar through another school or college (typically the College of Arts and Sciences).

School/College/Program	Draft Course Description
College of Engineering & Applied Science	**CEAS 1XXX Engineering Connections:** **A Foundation of Personal Ethics and Engagement** Delivered in small seminar groups of 20 students, these sessions will challenge our students with rigorous readings, discussions and experiences related to some of the fundamental concerns we want them to contemplate (for example, what is the Self, both in isolation and embedded within an academic community? How do we engage with and influence the technologies that mediate our lived experience? What are our personal values and how do we live them in the world? What is success and what is happiness? What is our personal philosophy of earning a university degree? How do we contribute to an inclusive, curious, and supportive community that honors diverse values, experiences, backgrounds, beliefs, and commitments? Course Structure. This one credit hour course will meet for the first 5 weeks of the semester on a three-credit hour pattern, taking students from their first day of classes to the week following their first round of midterms. The first two weeks of the course will have a common curriculum designed to explore the questions: (1) Who am I? (2) What is the relationship between who I am and who we are? (3) What is the significance of answering these questions in a technological world? (4) What does it mean to be the author of my own story and the co-author of our story? The curriculum for weeks 3-5 will be determined by the individual CEAS faculty member, emerging from their particular areas of expertise, concerns for FY student success and interests. This course will be one of many vehicles to promote the larger cultural values of the Engineering Connections Residential Community (see EC Statements of Values).

School/College/Program	Draft Course Description
College of Communication, Media, Information and Design	**CMDI 1XXX: Foundational Concepts and Creativity in CMDI** Provides first-year students with an understanding of key principles and practices used in the fields of media, communication and information. Provides insight into processes of storytelling, conversation, information and images as foundational to learning in media, communication and information, and supports students in learning to use creativity and multiple modes of expression to produce projects relevant to a range of disciplines across the college.
College of Music* *Also open to students in the School of Education (see above)	**MUSC 1XXX: Course Title TBD** Leadership in the College of Music is developing a one-credit course for the Residential Learning Communities which begin in Fall 2027. Music will offer this course in an RLC experience open to Music majors and non-Music majors. The course will include the required Learning Outcomes that all RLC First Year Seminars must include, in addition to topics pertaining to academic success, college transitions, and campus resources and supports. Name and course description will be solidified in early September.

School/College/Program	Draft Course Description
Program in Exploratory Studies	**FYXP 1XXX: Portrait of an Explorer** Designed for Exploratory Studies residents in the Design Your Path Living Learning Community, this course aims to help students embody the Portrait of an Explorer. According to LinkedIn VP Aneesh Raman, 65% of the skills required to do any job will change by 2030. For this reason, Raman says the most important skill to develop now is adaptability. Thus, there is a strong case to be made for approaching college less as a narrow path toward a single major, but rather as an exploration to develop our adaptability muscles every chance we get. While "exploration" may conjure images of aimless wandering, Portrait of an Explorer is something entirely different. Being an explorer demonstrates to your future colleagues and employers that you're willing to try and learn new things, are comfortable with the unknown, and have a strong sense of who you are. So strong in fact that you're able- and excited- to adapt to whatever life throws your way. In this 13-week, 1 credit seminar, we'll learn what it takes to explore with purpose at CU Boulder. We'll learn how to access and utilize campus resources, ponder and deliberate the purpose of college, investigate data on the college experience, and engage in academic and career exploration through actual work. Is it reasonable for you to come away from this class with a more concrete plan on what you want to major in? Absolutely. But even more important is that through this course, you build your confidence as a college student by acquiring practical skills and begin to recognize the types of experiences- classes, clubs, interactions- that make you feel like the most excited and engaged version of yourself.

Evidence 3A36 - CC_Learning_Outcomes_College-School_Reqs_Mapping

Whatever their college, school, or major at CU Boulder, students will be able to . . .	Arts & Sciences	Business	CMDI	Education	Engineering
Habit of Mind - Discovery LO 1: Apply multiple and distinct disciplinary perspectives to investigate phenomena, comparing and contrasting approaches and methods to inform and critique their applications.	Courses designated as Natural Sciences	Courses designated as Natural Sciences	Courses designated as Natural Sciences	Courses designated as Natural Sciences	Note from Kurt Maute: ABET-accredited programs require 30 MBS courses, such as Calc 1 -3, Physics 1, etc. Non-ABET-accredited programs still require at least one MBS course.
Habit of Mind - Discovery LO 2: Investigate phenomena from multiple and distinct disciplinary perspectives, identifying points of agreement and disagreement and using ideas from one perspective to inform and critique another.	Courses designated as Natural Sciences	Courses designated as Natural Sciences	Courses designated as Natural Sciences	Courses designated as Natural Sciences	
Habit of Mind - Discovery LO 3: Integrate diverse ideas in creative and innovative ways to craft novel insights, new conceptual models, and/or solutions to problems.	Courses designated as Natural Sciences	Courses designated as Natural Sciences	Courses designated as Natural Sciences	Courses designated as Natural Sciences	
Habit of Mind - Reflection LO 1: Compare and contrast their identities, beliefs, and social positionings in relation to those expressed by other people.	Courses designated as Arts & Humanities	Courses designated as Arts & Humanities	Courses designated as Arts & Humanities	Courses designated as Arts & Humanities	Courses designated as Humanities or Writing [Note: among its own courses, CEAS will have to separate Humanities from SocSci]
Habit of Mind - Reflection LO 2: Apply ethical reasoning to analyze how their actions affect themselves and others and how the policies, functions, and actions of systems and institutions affect individuals and groups.	Courses designated as Arts & Humanities	Courses designated as Arts & Humanities	Courses designated as Arts & Humanities	Courses designated as Arts & Humanities	Courses designated as Humanities or Writing [Note CEAS will have to separate Humanities from SS]
Habit of Mind - Reflection LO 3: Practice metacognitive strategies to assess and foster their own learning and well-being					
Habit of Mind - Engagement LO 1: Articulate a personal approach to leadership, community engagement, and orientation to the public good with respect to differing communities and cultures.	Courses designated as Social Sciences	Courses designated as Social Sciences	Courses designated as People & Society	Courses designated as Social Sciences	Courses designated as Social Sciences [Note: CEAS will have to separate Humanities from SS]
Habit of Mind - Engagement LO 2: Practice respectful and empathetic dialogue to identify barriers to inclusion, equity, and sustainable futures.	Courses designated as Social Sciences	Courses designated as Social Sciences	Courses designated as People & Society	Scourses Designated as Social Sciences	Courses designated as Social Sciences [Note: CEAS will have to separate Humanities from SS]
Habit of Mind - Engagement LO 3: Contribute to their communities through activities such as but not limited to community-based learning; volunteering; advocacy; internships; publicly engaged research; scholarship; and/or creative work. (Note that "publicly engaged" was defined broadly by the original CC planning committee; can include, e.g., the public of other students in the major)					
Skill - Communication LO 1: Write and speak logically, clearly, and with originality, using the process of composition to enhance intellectual discovery and express complex thought.	Courses designated as Lower Division Written Communication	Courses designated as Lower Division Written Communication	Courses designated as Lower Division Composition and Expression	Courses designated as Lower Division Written Communication	Courses designated as Writing
Skill - Communication LO 2: Demonstrate facility with the fundamentals of persuasion as these are adapted to a variety of situations and audiences.	Courses designated as Lower Division Written Communication	Courses designated as Lower Division Written Communication	Courses designated as Lower Division Composition and Expression	Courses designated as Lower Division Written Communication	Courses designated as Writing
Skill - Communication LO 2: Demonstrate advanced facility in the modes of communication most relevant to their particular majors or prospective professions.	Courses designated as Upper Division Written Communication (or equivalent for non-A&S)	Capstone/Senior Seminars	Courses designated as Upper Division Composition and Expression	Courses designated as Upper Division Written Communication	Senior design course
Skill - Information Literacy LO 1: Practice inquiry as an open-ended, social process of evaluating information and participating ethically in communities of learning.			CMDI Requirement: Computational Thinking and Literacy		
Skill - Information Literacy LO 2: Analyze how social, legal, technological, and economic factors affect the creation, dissemination, accessibility and use of information.			CMDI Requirement: Computational Thinking and Literacy		
Skill - Information Literacy LO 3: Explain how information evolves and emerges from specific contexts and how authority and ways of knowing are legitimized situationally.	Courses designated as Upper Division Written Communication (or equivalent for non-A&S)	Capstone/Senior Seminars	CMDI Requirement: Computational Thinking and Literacy	Courses designated as Upper Division Written Communication	Senior design course

Whatever their college, school, or major at CU Boulder, students will be able to . . .					
Skill - Critical Thinking LO 1: Apply attentive reading, listening, research, observation, and experience to gather information and develop knowledge.					
Skill - Critical Thinking LO 2: Evaluate sources of information by identifying the perspectives, identities, and the ethical and social positions that inform those sources.					
Skill - Critical Thinking LO 3: Develop original arguments and/or solutions to problems by engaging in informed discussion and collaboration.					
Common Curriculum - Purpose LO 1: Discern their role in advancing resilient communities and demonstrate the ability to act as stewards for sustainable futures.					
Common Curriculum - Purpose LO 2.1: Explain different discipline-specific definitions of and approaches to sustainable practices. (Note the slight revision of the wording from the original: original wording was just "sustainability," and revision to "sustainable practices" givees more specificity and direction to the learning outcome.)					
Common Curriculum - Purpose LO 2.2: Explain how sustainable solutions may be achieved through collaboration among different disciplines.					
Common Curriculum - Purpose LO 3: Articulate how specific actions foster individual well-being, social equity, long-term economic vitality, and the health of the natural environment.					

Common Curriculum Implementation: Intro to Department-Level Next Steps

Katherine Eggert, Vice Chancellor for Academic Planning & Assessment
Chad Bebee, Assistant Dean for Undergraduate Curriculum in the Office of Undergraduate Education
Erika Swain, Assistant Director of Academic Compliance and Authorization

April 2026



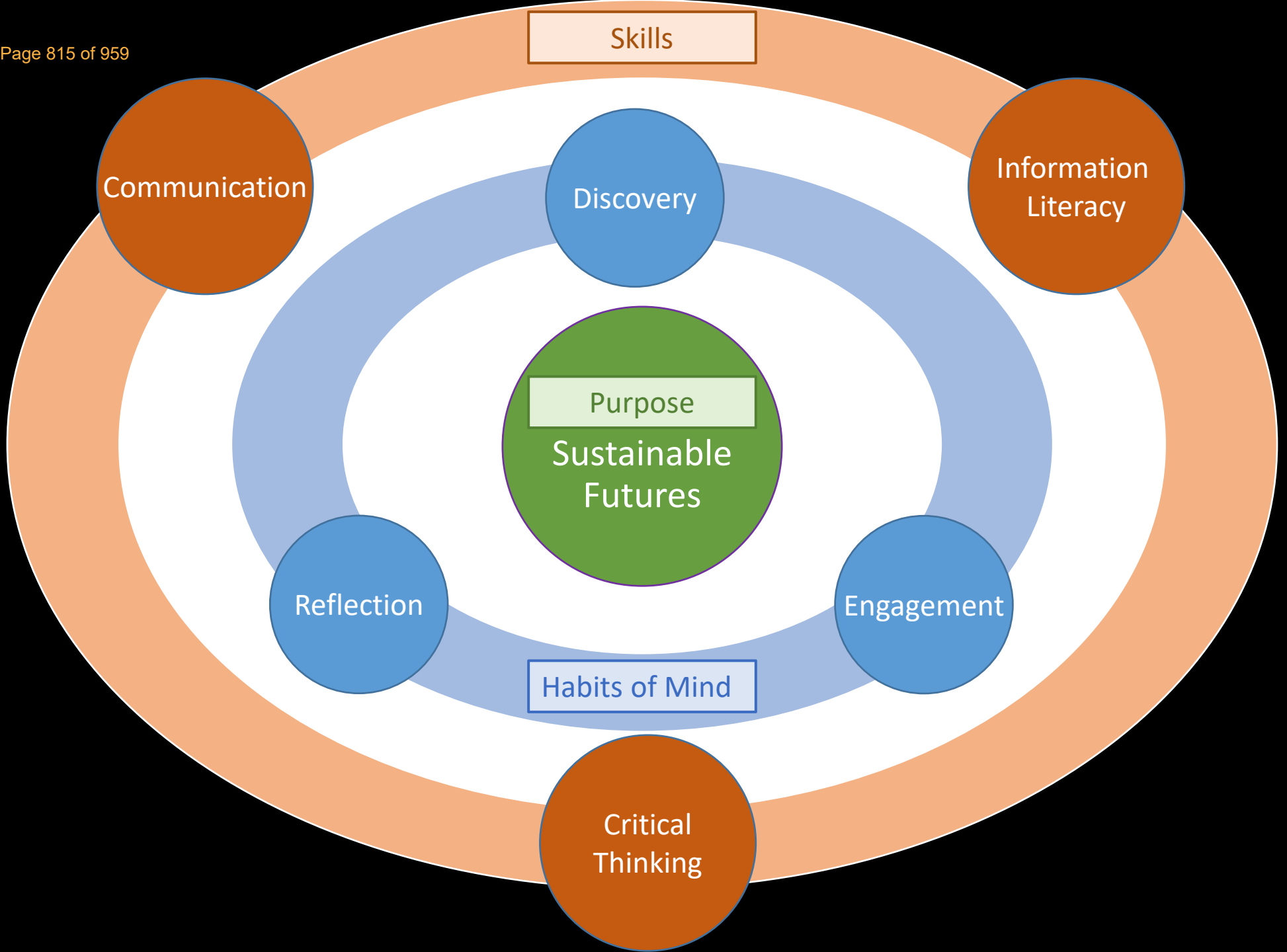
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UNIVERSITY OF COLORADO **BOULDER**

Reminder: The Original Design of the Common Curriculum

Theme and Overall Purpose:
Sustainable Futures: Self, Society, World

Overall Purpose + 3 Habits of Mind + 3 Essential Skills
= 7 Objectives, 3 Learning Outcomes for each
= 21 Learning Outcomes

ROLLOUT DATE: FALL 2027


Skills
Communication
Discovery
Information Literacy
Purpose
Sustainable Futures
Reflection
Engagement
Habits of Mind
Critical Thinking

Implementation: Key Decisions and Spring 2026 Progress



AY 25-26: The Common Curriculum Faculty Working Group Made Key Implementation Decisions

- Faculty representing all schools and colleges and all three A&S divisions
- Organized by BFA and supported by the Provost's office
- Charged by the provost to make key decisions about how Common Curriculum learning outcomes will be delivered across the undergraduate curriculum, including:
  - School/college general education requirements (also called core or distribution requirements)
  - A required school/college course for new students
  - Major requirements

Key Decision 1: Delay Implementation of Some of the "Overall Purpose" Learning Outcomes on "Sustainable Futures"

1. One "Sustainable Futures" Learning Outcome will be part of the Fall 2027 Common Curriculum rollout.
2. The rest will be a focus for future curricular development within individual departments.
3. For these future learning outcomes, administration will develop processes and timelines to support departments in their curricular efforts.

That leaves us with a total of 19 Common Curriculum Learning Outcomes to implement for the fall 2027 rollout.

Key Decision 2: Principles for Distributing Common Curriculum Learning Outcomes

1. Eleven Common Curriculum Learning Outcomes will be delivered via college/school requirements. (E.g., gen ed, core, or distribution requirements.)
2. Six will be delivered by required courses in each major.
3. Two will be delivered by a course required for incoming new students.
4. Learning outcomes must be delivered through requirements, not electives.
5. This distribution does not mean that no other courses will teach these learning outcomes, just that the identified courses must do so.

Progress Report: Common Curriculum Learning Outcomes Alignment

☑ Complete: College and School Requirements

All colleges/schools have aligned their college/school requirements (gen ed, core, distribution) with the 11 Common Curriculum learning outcomes assignments assigned

☐ In Progress: Required Course for Incoming Students

The First Year Experience Advisory Board has made progress on course descriptions for the college/school courses that will deliver the 2 Common Curriculum learning outcomes assigned

** e.g., courses affiliated with the new Residential Learning Committees that will replace RAPs and LLCs as of fall 2027*

Next: Align Each Major with Common Curriculum Learning Outcomes

□ Due: October 30, 2026

- Each major will identify which required courses deliver the 6 Common Curriculum learning outcomes assigned to majors
- Departments will have support from the CC Implementation Team (from Academic Affairs and Undergraduate Education)
- Department-level toolkits and meetings forthcoming
- Faculty committees are not expected to do this work over the summer

Task ahead for each major: assign six learning outcomes to required courses



Part 1: Assign All Three Learning Outcomes for Critical Thinking to Required Courses

Students will be able to . . .

- **CC Skill: Critical Thinking - LO #1:** "Review material through attentive reading, listening, research, observation, and experience."
- **CC Skill: Critical Thinking– LO #2:** "Evaluate sources of information, recognizing the different perspectives, identities, and social positions that may inform those sources."
- **CC Critical Thinking – LO #3:** "Apply learning to create original arguments, craft solutions to problems, and participate in informed discussion and collaboration."

Part 2: Assign Three Learning Outcomes from Other Categories to Required Courses

Students will be able to . . .

- **CC Habit of Mind: Engagement - LO #3:** "Engage in activities that positively contribute to their communities" *(Note: "communities" can include the community of the major, college/school, or university)*
- **CC Skill: Information Literacy – LO #2:** "Analyze how social, legal, technological, and economic factors affect the creation, dissemination, accessibility and use of information"
- **CC Overall Purpose – LO #2.1:** "Explain different discipline-specific definitions of and approaches to sustainable practices"

Tips for Keeping This Task Simple

- Each learning outcome must be aligned with a requirement for the major (not an option, not an elective).
- A single requirement for the major can deliver more than one of the 6 learning outcomes.
- If you have a set of courses that can fill a single major requirement, every single one of those courses will need to deliver the learning outcome. Choose your requirement wisely.
- Think across the curriculum to deliver the learning outcomes: for example, you can focus on an Intro requirement, a middle-stage (e.g., Methods) requirement, a Capstone requirement.
- A learning outcome does not have to be the entire topic of the required course; it can, e.g., be a module focus, assignment focus, activity focus, etc.

Resources



Questions and More Information

- Send questions to: commoncurriculum@colorado.edu
- Common Curriculum website for updates and resources: https://www.colorado.edu/oue/common-curriculum

Use the Degree-Course Matrix template to map the major courses in each degree program that will contain the common curriculum outcomes. Each outcome **should be addessed in at least one required major course in each degree program**. An outcome **may be aligned with more than one course, and a single course may contain more than one outcome**. The assessment of common curriculum outcomes **will not require all the outcomes be assessed in each aligned course every year**. For more information, refer to the instructions for common curriculum outcomes in major courses in the Course-Outcome Matrix for instuctions regarding the alignment of outcomes in major courses.

To use the Degree-Course Matrix template, replace the headers "**Degree Program X**" along the top of the template with the title of the undergraduate degree program. Then, replace the "**Aligned Course(s)**" text in each cell with the course desigations that coorespond to each required major course that will address the common curriculum learning outcome. Feel free to remove any unneeded columns or add columns if more are needed.

To use the Course-Outcome Matrix, **see the instructions located at the bottom on the template**. If completing the alignment of multiple degree programs, duplicate the Course-Outcome Matrix template and complete that template for each degree program in the Degree-Course Matrix.

Once the degree program and required course information have been entered, **save the file and send it to commoncurriculum@colorado.edu**. If you have any questions or require assistance, **please contact chad.bebee@colorado.edu**. Thank you.

"Whatever their college, school, or major at CU Boulder, students will be able to . . ."		Degree Program I	Degree Program II	Degree Program III	Degree Program IV	Degree Program V	Degree Program VI
Learning outcomes that will be delivered through designated required courses in every major	**Habit of Mind - Engagement LO 3**: Contribute to their communities through activities such as but not limited to community-based learning; volunteering; advocacy; internships; publicly engaged research; scholarship; and/or creative work. (Note that "publicly engaged" was defined broadly by the original CC planning committee; can include, e.g., the public of other students in the major)	Aligned Course(s)	Aligned Course(s)	Aligned Course(s)	Aligned Course(s)	Aligned Course(s)	Aligned Course(s)
	Skill - Information Literacy LO 2: Analyze how social, legal, technological, and economic factors affect the creation, dissemination, accessibility and use of information.	Aligned Course(s)	Aligned Course(s)	Aligned Course(s)	Aligned Course(s)	Aligned Course(s)	Aligned Course(s)
	Skill - Critical Thinking LO 1:Apply attentive reading, listening, research, observation, and experience to gather information and develop knowledge.	Aligned Course(s)	Aligned Course(s)	Aligned Course(s)	Aligned Course(s)	Aligned Course(s)	Aligned Course(s)
	Skill - Critical Thinking LO 2: Evaluate sources of information by identifying the perspectives, identities, and the ethical and social positions that inform those sources.	Aligned Course(s)	Aligned Course(s)	Aligned Course(s)	Aligned Course(s)	Aligned Course(s)	Aligned Course(s)
	Skill - Critical Thinking LO 3: Develop original arguments and/or solutions to problems by engaging in informed discussion and collaboration.	Aligned Course(s)	Aligned Course(s)	Aligned Course(s)	Aligned Course(s)	Aligned Course(s)	Aligned Course(s)
	Common Curriculum - Purpose LO 2.1: Explain different discipline-specific definitions of and approaches to sustainable practices.	Aligned Course(s)	Aligned Course(s)	Aligned Course(s)	Aligned Course(s)	Aligned Course(s)	Aligned Course(s)

DRAFT SPIKE Center for Sustainability Education: Strategic Plan

May 8, 2026

Table of Contents

Executive Summary....2
Background....3
Collaboration & Consultation....4
Vision & Goals....4
Vision Statement....5
Goals....5
Value Driving Advantage....5
2026 Themes....7
Campus Engagement....7
Sustainability Framework....7
Sustainability Minors: A 'Trail Mapping' Interdisciplinary Approach....8
Experiential Learning....9
Student Recruitment....10
The Role of the SPIKE Center....10
Curriculum & Academic Support....10
Experiential Learning & Employers....11
Student Recruitment Support....11
Financial Support....11
Appendix....11

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Executive Summary

This document outlines the strategic plan of the SPIKE Center for Sustainability Education to accelerate the training of leaders who drive transformational environmental change, resulting in the University of Colorado Boulder becoming the global leader in sustainability public higher education.

In all the directions proposed by the document, the SPIKE Center will make progress in collaboration and consultation with key leaders, partners and constituents across the campus. To carry this out, the SPIKE Center centers student success and student interests in these activities. In addition, the SPIKE Center prioritizes faculty support and engagement along with curriculum development and support – with Regent Law Article 5a and 5b in mind – as necessary pillars for a more robust and cutting-edge mark in sustainability education.

The plan lays out a set of five-year goals for the SPIKE Center and for CU Boulder, including graduating among the highest proportion of sustainability-focused students in global public higher education and achieving significant increases in graduation and post-graduation employment rates among sustainability-focused students.

Critical to achieving these goals is the opportunity provided by the decision of campus leadership to focus upon sustainability, a popular move supported by student, staff and faculty voices over the years. This allows CU Boulder to develop unique value propositions for sustainability-focused students, faculty, staff, and employers . This value yields reinforcing advantages for CU Boulder in attracting these key constituencies.

To develop these value propositions the SPIKE Center outlines five key themes upon which to focus its CY26 work:

1. **Providing opportunities for the entire campus to engage** with sustainability education – initially through **SPIKE Student Scholars**, **SPIKE Student Emissaries**, **SPIKE Curriculum Ambassadors**, **SPIKE Faculty Fellows**, and **SPIKE Faculty Affiliates** – to build and strengthen connections and receive input/feedback
2. Imagining and catalyzing/energizing a **common framework for sustainability education** across CU Boulder
3. Supporting the faculty to develop a **sustainability minor** (or set of minors) across all schools/colleges/divisions to achieve a unique breadth of sustainability education
4. Identifying, uplifting, and encouraging **experiential learning** across sustainability education, including robust employer relationships yielding strong job outcomes
5. Investing in significant **student recruitment** efforts to attract students into these programs

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Ultimately, this plan maps how we at CU Boulder will achieve our potential as a globally recognized sustainability-related education destination for students preparing for careers that help to navigate their lives and livelihoods in the 21st century world.

Background

The SPIKE Center for Sustainability Education ('SPIKE Center' hereafter) was established in June 2025 through a transformative gift to CU Boulder from alum John 'Spike' Buckley.

The vision of the SPIKE Center is possible because of the decades of efforts and accomplishments by faculty and staff around sustainability education. The SPIKE Center meets the moment for CU Boulder students, staff, and faculty as well as for our global, regional, and local communities. CU Boulder is uniquely situated at the junction of the Rockies and the plains and has been internationally recognized for its research and education contributions related to the environment, including the natural/physical/social sciences, arts and humanities; business, law, and engineering. Here in our community (including many federal laboratories, businesses, firms, institutes, active municipalities, and non-governmental organizations), CU Boulder has among the highest per capita concentrations of science and environment researchers in this country. CU Boulder thrives from and capitalizes on Colorado's wealth of scientific and academic capacity (17 universities and 38 federal research labs and joint institutes). As has been noted by the CU Boulder Sustainability Research Initiative, the Boulder community is an area with robust stakeholder partnerships – taking advantage of cross-sector opportunities – and strong environmental and outdoor ethos.

Students at CU Boulder have built a capacity to address 21st century environmental challenges. CU Boulder has earned attention as an interdisciplinary, vibrant, adventurous, and dynamic community of students, staff and faculty who work passionately and creatively for the well-being of the planet and the life it sustains.

The SPIKE Center plan articulates the 2026-2030 strategy for the SPIKE Center. This plan builds on many key initiatives and documents developed over the past decades by CU Boulder faculty and administrative leadership, including the 2007 'Flagship 2030' CU Boulder strategic plan', the 2015 'School of the Environment and Sustainability Plan for Implementation' proposal, the 2018 'Future of CU Boulder as a Public University: Embracing the Core Mission of Furthering the Public Good' report of the Academic Futures committee, the 2019 'Inclusion, Diversity, and Excellence in Academics (IDEA) Plan' and the 2019 'Recommendations from the Academic Futures Working Group on

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Interdisciplinary Education, Research and Creative Works' along with many influential initiatives, experiments, explorations and white paper submissions.

This strategic plan remains work in progress that will continue to evolve with strong partnerships, dialogue, and engagement across campus. Integration of these educational pursuits will thrive through coordination with sustainability research, campus operations, and communities. The pending definition of "sustainability" from the Chancellor's office will play an important role in enabling the progress of these campus-wide conversations.

Collaboration & Consultation

The SPIKE Center elevates, accelerates, and supports sustainability education at CU Boulder in cooperation with key leaders and teams around the campus, including:

- The Chancellor's Office and the UELT (University Executive Leadership Team)
- The Provost's Office and Academic Affairs
- The Office of the Vice Chancellor for Sustainability
- RIO (Research and Innovation Office) [notably SRI (Sustainability Research Initiative)]
- the Environmental Center and CU Environment Board
- the Office of Infrastructure and Resilience
- The BFA (Boulder Faculty Assembly)
- OCE (Outreach and Community Engagement) [notably (PACES) Public and Engaged Scholarship, Partnerships & Public Policy, Local Government and Community Engagement, Native American Affairs]
- the CU Boulder staff council
- The SPIKE Center Board of Advisors (SCBA)

Much of the SPIKE Center's perspective builds upon the work and vision already established by these leadership teams. All SPIKE Center sustainability education progress will be achieved through consultation, collaboration, and alignment with these parties, which should yield a better collective understanding of each of the organizations' roles and responsibilities in sustainability education

Vision & Goals

The SPIKE Center envisions how it will positively impact various university constituents—principally students—through a series of vision stories in the appendix. Those stories inspire the vision statement for the center as well as its 5-year goals (to achieve by 2030).

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Vision Statement

The SPIKE Center for Sustainability Education accelerates and elevates efforts to train, prepare, influence, and inspire students to become capable, creative, and confident leaders and collaborators that drive transformational, positive environmental change.

Goals

The goals below define objectives but lack specific metrics. Through ongoing research, SPIKE will develop quantified current state baselines and future forecasts for each of the goals in 2026. The SPIKE Center currently focuses on undergraduate impact, as plans and goals for graduate students will follow. This plan aligns carefully with common curriculum and interdisciplinary minor policy endeavors at CU Boulder.

Student Enrollment

CU Boulder will have the highest proportion of sustainability-focused students of higher education public institutions by 2030. "Sustainability-focused education" for undergraduates refers to a Major or Minor or Certificate or Micro credential focused upon sustainability.

Faculty Focus

CU Boulder will have the highest proportion of its faculty teaching and engaging in sustainability-oriented classes in AAU public universities by 2030.

Experiential Learning

CU Boulder will have the highest number of hours in real-world experience projects per sustainability-focused student in US higher education public institutions by 2030.

Student Outcomes

Sustainability focused graduates will have a rate of successful post-graduation outcomes in 2030 that is better than the 2025 campus-wide CU Boulder rate (a successful outcome refers to successful employment within 12 months of graduation or graduate school enrollment). Students with sustainability-related engagements will have higher graduation rates than the campus-wide CU 2025 Boulder rates.

Value Driving Advantage

It is rare for a university to place campus-wide focus on a set of challenges facing society or on an area of employer needs. However, through bold leadership from the CU Boulder Chancellor Justin Schwartz, Provost Ann Stevens, and Vice Chancellor Katherine Eggert,

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and their teams, CU Boulder is emphasizing sustainability on a campus-wide basis. This focus upon sustainability gives the university the opportunity to provide unique value to students, faculty, staff, and employers who are focused upon sustainability.

Through offering a sustainability curriculum across all academic disciplines, CU Boulder will offer a superior **breadth of academic and career pathways** to sustainability-focused students. Whether students want to pursue sustainability as a musician or as a marketer or as a biologist or as an electrical engineer, CU Boulder will uniquely be able to satisfy a full range of ambitions. By having such a high proportion of students, faculty and staff, focused on sustainability education, CU Boulder will offer a strong sustainability **community** across the college experience. And by building robust experiential learning and employer relationships within sustainability, CU Boulder will offer differentiated **post-graduation outcomes** to sustainability-focused students.

For faculty and staff who are eager to serve students educated in sustainability, CU Boulder will offer remarkable **passion for sustainability within its student body**. Given the permeation of sustainability across the curriculum and the robust support provided for it, faculty & staff will be **uniquely empowered to pursue sustainability education** at CU Boulder. And through embedding sustainability so holistically across the campus, faculty and staff will enjoy a resilient **community of peers** focused on sustainability education.

CU Boulder will provide sustainability-focused employers with **greater depth of university interaction** through opportunities such as campus visits and experiential projects. CU Boulder will offer sustainability employers **potential hires who are particularly qualified for jobs** at their organizations through training that is particularly focused on employer needs. And CU Boulder 's unique breadth of sustainability curriculum will offer sustainability employers an **unmatched breadth of talent** for their various hiring needs.

Providing this value for sustainability-focused students, faculty, staff, and employers will yield significant advantages in attracting these constituents as excelling in one area adds value elsewhere: e.g. top sustainability faculty, staff and employers enhance CU Boulder’s appeal to students interested in sustainability. This propels a flywheel of accelerating progress to greater educational performance and outcomes.

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2026 Themes

The key themes that SPIKE Center will pursue in 2026 to progress towards its Vision and Goals are:

- Campus Engagement
- Sustainability Framework
- Sustainability Minors
- Experiential Learning
- Student Recruitment

Campus Engagement

The major initial focus of the SPIKE Center is to engage with groups and already-existing initiatives across campus to support sustainability education endeavors, generate awareness of the Center, and engage in dialogs to envision the future of sustainability education at CU Boulder. To begin, the SPIKE Center has established a Student Scholars program as well as Student Emissaries who are recipients of SPIKE Center funding through student-centered partnerships. New faculty groups have been formed, including Faculty Fellows to work on sustainability education training and Curriculum Ambassadors to discuss, deliberate and strengthen sustainability curriculum across CU Boulder. Initial feedback indicates that faculty see needs for additional support around sustainability education, including funding for teaching assistants (TAs), postdoctoral fellows and Academic Advisors, hiring new faculty and providing teaching resources, as well as an opportunity to establish an Environmental Justice Program.

Sustainability Framework

Currently CU Boulder has 7 sustainability-focused majors and 6 minors (for the detailed list, see the appendix). The SPIKE Center proposes that CU Boulder develops a common framework across sustainability education to then include sustainability-focused majors and minors, current, and future. The specifics of the academic components of this framework will be determined through ongoing collaborative campus-wide efforts (e.g., work with SPIKE Curriculum Ambassadors, work with Deans and Office of Provost). The SPIKE Center is proposing that the framework include these elements:

- alignment with and amplification of the new Common Curriculum learning outcomes: e.g., supporting curricular options for a first-year course that would effectively operationalize Common Curriculum learning objectives related to sustainability
- Interdisciplinarity: majors and minors include courses and projects that integrate the perspectives of multiple disciplines

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- Employable skills: majors and minors focus on training students in skills that are critical to both present and future employment
- Sustainability competencies: majors and minors include key sustainability competencies detailed in the appendix
- Experiential learning: majors and minors include robust experiential learning

While the various majors and minors can each be distinctive, a shared common framework brings significant benefits to all programming. In communicating about sustainability education at CU Boulder to major audiences like students, faculty, staff, and employers, CU Boulder will be able to share a unified overarching narrative conveying the common elements of the framework. Furthermore, in developing and enhancing the common academic components of the framework, CU Boulder can bring significant shared resources to bear.

Sustainability Minors: A 'Trail Mapping' Interdisciplinary Approach

Through its development of a new Common Curriculum, Academic Affairs at CU Boulder has envisioned using a systematized minor structure to strengthen sustainability education. Such an approach seems to be the most feasible and effective way to bring complementary sustainability training to the existing multitude of majors at the university. In fact, several Schools, Colleges, Divisions—including Engineering, Leeds, Natural Sciences, and CMDI—either already have or are scoping sustainability-focused minors.

The SPIKE Center proposes that sustainability minors be implemented so that students in each of the Schools, Colleges, Divisions offering undergraduate degrees can enroll in one or more sustainability minors:

- College of Engineering & Applied Science (CEAS)
- Natural Sciences (NSCI), College of Arts & Sciences
- Leeds School of Business
- College of Communication, Media, Design & Information (CMDI)
- Social Sciences (SSCI), College of Arts & Sciences
- Arts & Humanities (AHUM), College of Arts & Sciences
- College of Music
- School of Education

While many higher education universities house sustainability in a single department or school, the SPIKE Center envisions that sustainability education will permeate each of the campus academic disciplines. By doing so, CU Boulder would mobilize the broadest range of educational and career pathways possible in sustainability. While a sustainability

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focused department or schools might produce candidates for roles such as climate policy expert or corporate ESG professional, the campus-wide, minor-powered approach activates sustainability training for the climate-focused musician and the solar panel sales representative, for the environmental documentary film maker and the battery storage engineer, providing opportunities for *every* CU Boulder student to graduate in strong positions to lead on sustainability in the 21st century.

In the design of these minors, particular concern must be given to students whose courseload is already particularly consumed by required courses. The design of these minors may leverage the new interdisciplinary minor policy from Academic Affairs, and, in doing so, may focus more on themes and sustainability challenges than upon a particular academic discipline. In addition, we want to lower the barrier of entry into sustainability education for these students and students in general, by providing certificates and micro credentials in sustainability education. This also means that students can explore sustainability at their own pace and based on interests, from the student who wants to take a class or two, all the way to the student who has been involved in sustainability since K-12 and wishes to continue following their established passion.

Experiential Learning

The vision of the SPIKE Center is to create sustainability leaders of the future. It is therefore critical that CU Boulder sustainability education provides training that successfully launches students into careers in sustainability. Thus, the SPIKE Center envisions that the Sustainability Framework programs would each contain an experiential learning component whereby students could apply skills that they have developed in learning experiences connected to the needs of employer organizations (companies, non-profits, governments, etc.). That employer connection can vary, from projects that are informed by employer needs all the way to projects that deeply interact with employers. These programs can enhance student training by 1) developing skills and competencies that employers seek; 2) generating experience, confidence and project portfolios that display competency for employers; and 3) effectively connecting students to external networks for employment and community engagement opportunities. To fortify the impact of such experiences, the SPIKE Center supports that the projects be of sufficient duration to provide robust value for both students and employers. The Sustainability Framework should also seek to facilitate other experiential learning opportunities such as research, leadership (clubs, etc.) and mentoring as well as provide sustainability speakers to help students understand potential career pathways in the sector.

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Student Recruitment

In order to successfully graduate a leading proportion of sustainability leaders from future classes, CU Boulder must effectively convey a compelling value proposition for sustainability education to students. Such messaging can be conveyed through a multitude of channels and platforms, and should seek to particularly target communities less represented in sustainability. Campus communications can be leveraged as well as student-generated content deployed through the channels that they are regularly consuming. Curricular options offered in concert with the new Residential Learning Communities, which will be in place in fall 2027, are a significant opportunity to expose students to contemporary issues, ethics and challenges as well as academic and professional pathways in sustainability. Another powerful lever for demand for sustainability education comes through communication and engagement with prospective students. As CU Boulder develops its sustainability focus and educational offerings, conveying that story to prospective students positively shapes new classes entering the university. The SPIKE Center seeks to partner with different campus organizations, particularly Admissions and the E-Center, around recruitment. In addition, the SPIKE Center envisions student organizations creating events, presentations, gatherings, and educational events that are peer-to-peer to build a self-driving community of sustainability education for students by students. We see these events and interactions with students as part of the K-12 recruitment process from the broader community, and ways for students to share their experiences with prospective students through social media and other communications. We want to show students that sustainability at CU is also driven through the lively, enthusiastic student community.

The Role of the SPIKE Center

The SPIKE Center seeks to advocate for the vision for sustainability education presented in this document and then to work to implement that vision through collaboration with and support of various organizations across CU Boulder. Specifically, the SPIKE Center seeks to add value to curriculum and academics, experiential learning and employers, student recruitment, and financial support.

Curriculum & Academic Support

At CU Boulder, the Provost and Academic Affairs define the framework of the university-wide curriculum, including the current vital effort around the Common Curriculum. The faculty, operating within their respective Schools, Colleges, Divisions, then define and implement specifics of curriculum within that framework. The SPIKE Center seeks to

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facilitate and coordinate the development of a common framework within sustainability education (as discussed in a prior section), working within the wider framework defined by Academic Affairs, and working in support of the faculty with whom the authority for the definition of curriculum rests. The SPIKE Center also intends to support the CU Boulder faculty through trainings and materials focused upon sustainability education.

Experiential Learning & Employers

The SPIKE Center seeks to advance experiential learning for sustainability at CU Boulder through providing support for faculty in the development of such programs. The SPIKE Center aims to grow a council of sustainability employers as a resource for faculty to tap into whether that be to provide curriculum feedback, develop student projects, or pursue other experiential endeavors. This effort is successful when done in partnership with Career Services, PACES, the Center for Leadership, the Alumni Association and new experiential learning organizations like BOEL at Leeds.

Student Recruitment Support

The SPIKE Center seeks to drive demand among students for sustainability education through collaboration across campus. This includes traditional student communications channels and more novel student-centric media. Also envisioned are communications via the classroom, particularly through new curricular options related to the Common Curriculum's sustainability learning outcomes. Partnerships with Admissions can also deliver sustainability education messaging to prospective students.

Financial Support

The SPIKE Center communicates to donors about the consolidated mission of CU Boulder sustainability education and raises funds, performed in partnership with Advancement. The SPIKE Center then distributes those funds to schools/colleges/divisions and other entities so that they may enhance their offerings and fill any gaps that inhibit the achievement of the sustainability education curriculum.

Appendix

Vision Stories

Background

This document conveys the vision of what the SPIKE Center aspires to achieve on a five-year time scale (by 2030), conveying that vision through stories of people that the SPIKE Center benefits.

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The Creative High School Senior

Ricardo is a senior at Denver East High School. He is an all-star musician and has admission and scholarship offers from top schools around the country. He also has a passion for sustainability based upon the pollution his community has endured from the local Cherokee power plant. He attends a climate comedy show at his high school sponsored by CU Boulder. Though he was not considering CU Boulder for college, the evident concern for sustainability that the campus demonstrated at the show prompts him to visit his friend Arnold, who is a year older and attends CU Boulder. While there he was amazed by the passion of Arnold and his friends around sustainability; It is what they talked about all the time. He comes back a few weeks later and does a sustainability-specific campus tour. Again, he comes away so impressed by the faculty describing the curriculum offered; specifically, he was thrilled to see that CU Boulder had a pathway that blended music and sustainability! He had always thought that sustainability was just for STEM students. When Ricardo got back to Denver, he explained to his parents that he wanted to enroll at CU Boulder because he found in it the right fit for his sustainability and Music dreams. They found his enthusiasm exciting and were thrilled he had a top higher education option close to home.

The Fun-Loving Undergraduate Student

Kaia is graduating from CU Boulder with an undergraduate major in Communication with a minor in Sustainability. She came to CU Boulder with enthusiasm for snowboarding and for nature, but without clarity on just what studies and career path she wanted to pursue. Once on campus, Kaia took advantage of sustainability-related courses and extracurricular activities. Realizing that the winter season was becoming shorter and that she enjoyed her classes and activities related to sustainability, Kaia found a passion for telling stories about preventing and adapting to climate change. As part of her minor, she completed a valuable practicum researching and authoring articles for Mountain Towns 2030, a climate organization in Colorado. Thus, when the Rocky Mountain Institute, a climate focused non-profit, came on campus looking to hire a content creator, she was able to wow them with her experience for their opening. In four years, Kaia was walking off campus with both a diploma and an accepted job offer in hand.

The Passionate Graduate Student

David became a graduate student in Ecology and Evolutionary Biology but was always interested in K-12 education. By working in a faculty member's lab focused on climate impacts on marine life, he gained research and publishing expertise. Through a Graduate Certificate in Sustainability, he also built a professional network through working with a local elementary school teacher in a bilingual after school program on the Colorado River, as well as the Western Water Assessment, a National Oceanic and Atmospheric Administration (NOAA) research team at the Cooperative Institute for Research in Environmental Sciences (CIRES). When the United Nations was seeking to bring together an international team to update the Sustainable Development Goals, David was well-positioned to think about the intersections of public engagement, policy on building resilient communities, and intercultural understandings of marine systems.

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The New Rising Star Professor

Alyssa is a rising star in Chemistry, having just finished her post-doc at Lawrence Livermore National Laboratory researching next-generation battery technology. She is looking to become a professor, and she has interests and offers from several top-tier universities globally. Among those schools is CU Boulder. She decides to take a visit because of what she has heard about the school's growing reputation around sustainability. When visiting Boulder, Alyssa is recruited not only by the Chemistry department but also by a cross-disciplinary group of sustainability professors. She is deeply impressed by the educational approach for sustainability at CU Boulder as a whole way of life, particularly in the energy around campus as a Living Learning Lab and the opportunities for faculty and students to participate in new climate ventures. But most powerfully she gets pulled into class studying new battery chemistry, and she is thrilled by the level of enthusiasm and passion that the students show not just for the material but also for trying to live a sustainable future today through bringing together chemistry and business to launch new startups. Flying home, she reflects on the visit, and she surprises herself: she has decided to accept the offer from CU Boulder.

The Existing Rockstar Professor

Rod is a professor of Integrative Physiology at CU Boulder. His research and teaching passion is around the effects of pollutants, particularly micro plastics, upon the human body. Rod is already widely recognized as a leading scholar and educator in his field. A year prior, he received an offer to join the faculty at another top-tier university; however, he was just revising his curriculum as a SPIKE Faculty Fellow. Through BSCE, he found a group of fellow professors who informed his outlook on teaching sustainability and provided him a strong community to feel less daunted by teaching a new generation of students amid massive cultural changes in technology and higher education. Through this BSCE community he learned to apply sustainability principles to classes, particularly how to best connect with first-generation students on sustainability, and he accessed a network of external sustainability partners to incorporate real-world projects. He also valued the ongoing support of administration to protect his academic freedom. Given the exciting advancements in his teaching that his fellowship enabled, Rod declined the job offers and is excited to remain at CU Boulder.

The Ambitious Recruiter

Marta leads recruiting at Form Energy, a leading provider of long-term battery technology. Six months ago, she was determining what university to add to her on-campus recruiting portfolio. She was planning to rely on their traditional approach with elite coastal schools, but two issues factored into her decision. First, as the company continues to grow its needs are more than just standard engineering talent but also include climate communicators, junior salespeople who can talk sustainability, and consultants who are as adept at carbon accounting as they are financial accounting. Second, she had received emails from three different colleagues in the prior three months also praising their experiences at CU Boulder; all three had participated in different projects with students there and were raving about the sustainability education & talent offered

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there. So prior to making her decision she took a visit to the CU Boulder Office of Career Services and she was impressed by the experience: here was an entire school focusing on sustainability, developing diverse skill sets across the entire curriculum, with a focus on practical projects building the skills that employers are seeking. She observed students getting involved in sustainability in many ways and saw them working on the soft skills critical to employers. Based on that visit she chose CU Boulder six months ago as her new on-campus recruiting location. Today she just sent out her first offer letter to a CU Boulder student and anticipates many more to come. Looking back, she is glad she broke away from Form's traditional recruiting pattern and chose CU Boulder as her new sustainability talent partner.

The Experienced Staff Member

Li is a Program Manager for the Center for Ethics and Social Responsibility at Leeds Business School at CU Boulder. She just received an amazing opportunity: to set up the next installation of the Climate Ventures program on campus that enables students to imagine and launch climate tech ventures. The Climate Ventures program is sponsored by Breakthrough Energy Ventures, the largest climate-focused investor in the world. Having set up programs at Stanford, MIT, Nanyang Technical University, and Munich Technical University, she now must set one up here. One pressing challenge is to develop a network of sustainability industry professionals who can properly advise the Boulder Climate Ventures participants. She has already worked with the network of sustainability industry professionals that the SPIKE Center has organized to find speakers for some of her events. She reaches out the SPIKE Center, and together they work through a plan for the network to support Boulder Climate Ventures. This effort connects her to the abundant sustainability organizations across the state, such as the National Center for Atmospheric Research (NCAR), Google, Xcel Energy, and Electra Steel. In its first year of operation Boulder Climate Ventures is an enormous success, and the support that the SPIKE Center provided in powering the sustainability industry network was a key component of that success. Li finds her job meaningful, and it gives her hope for future generations.

The Concerned and Curious Community Member

Ahmed is developing a new curriculum for a new Environmental Sustainability class at the Apex College and Career Center (formerly Boulder Tech High School) in the Boulder Valley School District. He is looking for input on curriculum design and connections into the sustainability industry to provide practical learning experiences for his students. He reaches out to the SPIKE Center to see if he can leverage their help. The SPIKE Center responds in several ways. It provides curriculum guidance through its own Sustainability expertise and through connections into partner organizations on campus such as the CIRES Center for Education, Engagement and Evaluation and the School of Education. Within CU Boulder, it helps set up a practicum project for students around HVAC design and maintenance for sustainability with the CU Office of Facilities and Management. It also connects Ahmed with a CU Boulder Electrical Engineering professor focusing on data Center power consumption to provide a series of annual projects for the students. Lastly, through SPIKE Center, Ahmed connects with a group of CU Boulder Education students who are completing their capstone project by working with high school students at Apex. Ahmed is glad for

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the SPIKE Center partnership and how it has boosted the relevance of his Environmental Sustainability course for his students; he also was excited to meet more community members working in sustainability beyond college campuses.

Current CU Boulder Sustainability Majors & Minors

Majors

- Atmospheric and Oceanic Sciences (BA/BS) College of Arts & Sciences, Natural Sciences Division
- Earth Science (formerly Geology) (BA/BS) College of Arts & Sciences, Natural Sciences Division
- Ecology and Evolutional Biology (BA/BS) College of Arts & Sciences, Natural Sciences Division
- Environmental Studies (BA) College of Arts & Sciences, Natural Sciences Division
- Environmental Design (B-ENVD) College of Communication, Media, Design & Information (CMDI)
- Environmental Engineering (BS) in College of Engineering and Applied Sciences
- Geography (BA) in College of Arts & Sciences, Natural Sciences Division

Minors

- Ecology and Evolutionary Biology in College of Arts & Sciences, Natural Sciences Division
- Energy Engineering in College of Engineering and Applied Sciences
- Environmental Planning in College of Communication, Media, Design, and Information (CMDI)
- Environmental Studies, College of Arts & Sciences, Natural Sciences Division (beginning Fall 2026)
- Ethnic Studies in College of Arts & Sciences, Social Sciences Division
- Global Engineering in College of Engineering and Applied Sciences

Sustainability Competencies

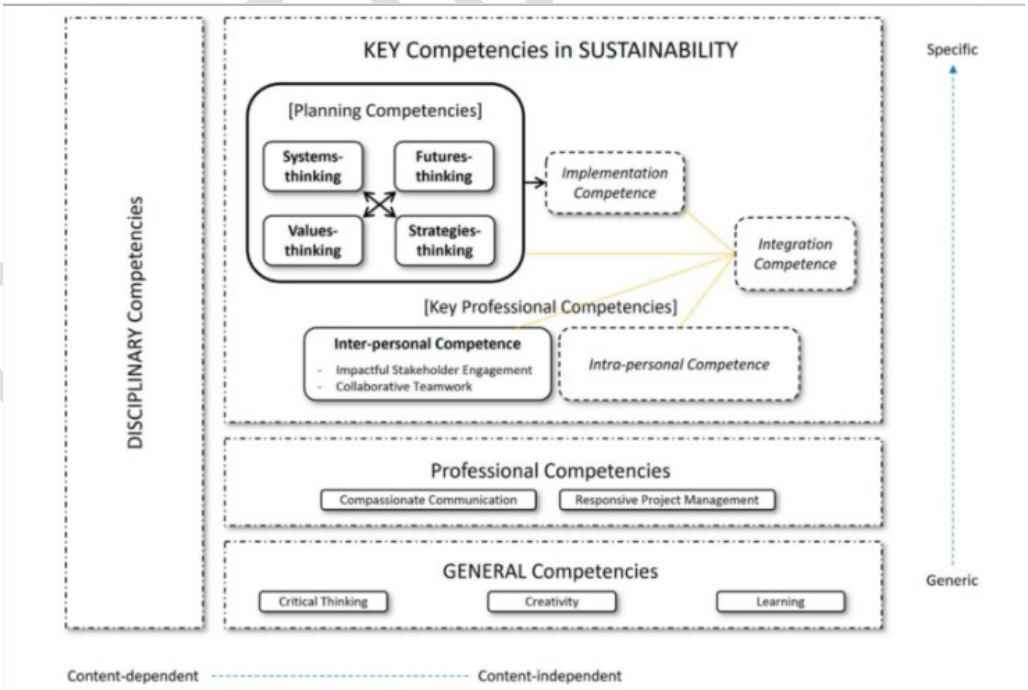


FIGURE 6 | Unified framework of competencies for advancing sustainability transformations; centered on 8 key competencies in sustainability with 5 established (bold) and 3 emerging (italic); and complemented by disciplinary, general, and other professional competencies.

Redman, A., & Wiek, A. (2021, November). Competencies for advancing transformations towards sustainability. In *Frontiers in Education* (Vol. 6, p. 785163). Frontiers Media SA

Assistant Dean for Undergraduate Curriculum

Collapse All

Position Summary

Position Number: 00841148

Working Title: Assistant Dean for Undergraduate Curriculum

Employment Group: University Staff

Job Code - Title: 2216 - Asst Dean

Department Number - Name: 10036 - VCAA: Assoc VC Undergrad Educ

Position Reports to - Name and Title: Erika Randall, Dean and Vice Provost of Undergraduate Education

Position Reports to - Position Number: 00150167

Hiring Contact (Typically Supervisor): Randall, Erika (Dean &Vice Provost of Ugrad Ed)

Will This Position be Located in Boulder?: Yes

Job Summary

Job Summary:
The Assistant Dean is responsible for overseeing the development, implementation, and assessment of academic programs, policies and curricular initiatives that are under the aegis of the Office of Undergraduate Education and is a key contributor to campus-wide policy creation and curricular decisions regarding undergraduate education. This position supports the vice chancellor for academic planning and assessment, the vice provost and dean for undergraduate education and the Campus Curriculum Committee in implementing, maintaining, assessing, and improving the CU Boulder Common Curriculum, a set of faculty-designed and -approved learning outcomes that provide each undergraduate student with a campus-wide common learning experience and that, combined with the school and college general education or core curricula, are the foundation for all undergraduate degrees at CU Boulder. A key partner with campus constituents who work with undergraduate populations from first time first-year to transfer students, including schools and colleges, the Office of the Registrar, and other units within OUE.

Who We Are

The Office of Undergraduate Education, reporting to the Senior Vice Provost for Academic Planning and Assessment, emboldens the student experience through dynamic collaborations across the

university, clearing pathways for all undergraduate students as they move toward graduation. OUE continues to take on more programs that support retention and graduation initiatives, narrowing gaps for historically marginalized and underrepresented students at CU Boulder. While retention and graduation rates have improved, CU Boulder continues to see significant loss of students between their first and second years, and their second and third years. As we look to close those gaps completely, we are further developing innovative first- and second-year approaches to Belonging, Mattering, and Retention. We request funding for a new leadership role that will support retention across the undergraduate population while galvanizing the early years of a student's academic experience at CU. This role will report directly to the dean and vice provost of undergraduate education.

Evidence Page 846 of 959

Job Duties with Percentage Weights

Job Duties with Percentage Weights:
Job Duties with Percentage Weights

Common Curriculum – 40%

- Develop operating principles for the Common Curriculum
- Coordinate ongoing mapping, tracking and analysis of how Common Curriculum learning outcomes are achieved within courses approved for the general education or core curricula of the schools and colleges
- By means of curricular mapping, process an ongoing course inventory for the Common Curriculum by, for example, reviewing course proposals and timelines, reviewing curricular policies and procedures, and assisting with coordinating catalog publication
- Conduct periodic review of courses approved for the Common Curriculum to ensure quality, consistency, and delivery of the Common Curriculum learning outcomes
- Work with campus experts such as in the Center for Teaching & Learning to assist faculty with curricular design aligning with Common Curriculum learning outcomes
- In partnership with the Office of Academic Planning & Assessment and the Campus Curriculum Committee, plan and coordinate the assessment of the Common Curriculum learning outcomes and facilitate the dissemination and review of assessment findings to university constituencies for the continuous improvement of academic programs
- Analyze whether Common Curriculum learning objectives, learning outcomes and assessment are in alignment with campus accreditation standards and guidelines, and make recommendations for needed revisions and improvement
- Oversee information and communications about the Common Curriculum to faculty and staff; serve as primary liaison to the Office of the Registrar, the colleges and schools, and other relevant departments and offices regarding the Common Curriculum
- In partnership with the Office of the Registrar and other relevant offices in the schools and colleges, oversee special academic requests and the proper application of evaluated transfer and AP credit to ensure accurate application to degree audit and fulfillment of Common Curriculum requirements

Curriculum Innovation and Review – 30%

- Support the Campus Curriculum Committee, the vice provost and dean of undergraduate education and the vice chancellor for academic planning and assessment by identifying areas of potential curricular duplication in undergraduate courses across campus in the interests of maintaining campus efficiency and curricular integrity across academic units

Support the vice provost and dean of undergraduate education in reviewing proposed new or significantly revised academic credentials including degrees, certificates, minors, and micro-credentials

Evidence Page 847 of 959

Support the vice provost and dean of undergraduate education in encouraging and guiding the schools, colleges, departments and programs in developing proposals for new interdisciplinary academic credentials

Support the vice provost and dean of undergraduate education in partnering on campus initiatives for developing undergraduate online education

Work with other leadership positions within the Office of Undergraduate Education to develop, maintain and assess the curricular components housed within OUE departments and programs

Academic Policy – 20%

Serve as an information source for curricular policy and rules of CU Boulder, the University of Colorado Regents and administrative policy statements, and other governing bodies including CU Boulder's accrediting agency and the Colorado Department of Higher Education

Advise the vice provost and dean of undergraduate education on policy proposal and development related to undergraduate education

Implement and enforce curricular policy and rules related to academic programs under the aegis of the Office of Undergraduate Education

Assist with coordination of efforts regarding transfer credit processes

Serve on academic policy-related CU Boulder committees and groups

Other Duties as Assigned – 10%

Requested Minimum Requirements (Education and Experience)

Minimum Requirements:
Four years' experience as teaching faculty, post-secondary institution.

Competencies/Knowledge, Skills, and Abilities

Competencies/Knowledge, Skills, and Abilities:
Please advise

Preferred Qualifications

Preferred Qualifications:
Please advise

Additional Details

Supervision

Does this Position have Supervisory Responsibilities?: Yes, Supervises less than 2.0 FTE Employees

Provide the Total Number of FTE Reporting to the Position both Directly and Indirectly: 1

Provide the Number of FTE that will be Directly Supervised by this Position: 1

Provide the Number of FTE Subordinate Supervisors, Managers, or Lead Professionals Directly Supervised by this Position: 0

Provide the Total Annual Budget Associated with this Department/Org Number: $29M

Please Provide the Funding Source(s) that are Included in the Department's Overall Budget, Such as General Fund, Auxiliaries, Gifts, Grants, etc.: Fund 10 or 12 - General Fund

Functional Attributes of the Job Duties

Funding

Position Funding:
- 11015353
- 100
- Fund 10 or 12 - General Fund

Additional Attributes

Org Charts:
- Download OUE Org Chart_May 2025.pptx
- Org Chart_OUE

Percent of Time: 100

Appointment Type: Regular

Describe the Work Schedule:
Monday - Friday, normal business hours

Is this Position a Campus Security Authority?: No

Is this Position Designated Essential Services?: No

Does this Position Operate a University Vehicle (HM)?: No

Is a Pre-Placement Physical Required: No

Does this Position have Export Control Requirements?: No

Salary and Approvers

Salary

Requested Salary Range: Please conduct salary analysis

Incumbent Data

Is This Position Occupied?: No

Is this Position a Classified Conversion, an Internal Transfer, or Promotion?: No

Approval Workflow

Position Approvers:

- Randall, Erika (Dean &Vice Provost of Ugrad Ed)

Evidence Page 849 of 959

- Eggert, Katherine (VC & SVP Acad Plann & Assess)

Courtesy Copy:

- Langfield, Gina (Director of Finance Bdgt & Ops)

To Be Completed by HR (Read-Only)

FLSA Status: Exempt - Administrative

Statutory Exemption: CRS 24-50-135(1)(a) Officers, Exec Asst, Professionals, Other

Salary Range Effective Date: 10-15-2025

Salary Range Minimum: $ 115400.00

Salary Range Midpoint: 144250

Salary Range Maximum: $ 173100.00

< Back

Evidence 3B12 - Assistant_Vice_Provost_for_Undergraduate_Experience_JD

Assistant Vice Provost for Undergraduate Academic Experience

Collapse All

Position Summary

Position Number: 00841149

Working Title: Assistant Vice Provost for Undergraduate Academic Experience

Employment Group: University Staff

Job Code - Title: 2211 - Asst Vice Chancellor

Department Number - Name: 10036 - VCAA: Assoc VC Undergrad Educ

Position Reports to - Name and Title: Erika Randall, Dean and Vice Provost of Undergraduate Education

Position Reports to - Position Number: 00150167

Hiring Contact (Typically Supervisor): Randall, Erika (Dean &Vice Provost of Ugrad Ed)

Will This Position be Located in Boulder?: Yes

Job Summary

Job Summary:
The assistant vice provost for undergraduate academic experience (AVPAE) at CU Boulder will lead initiatives to enhance the academic experiences of first- and second-year undergraduate students, focusing on student success through strategic program oversight and collaboration across campus and assessing effectiveness of student success initiatives alongside OUE leadership. This role will manage and develop key programs, align curriculum and assessment with program development, and coordinate with schools and colleges and with Student Life and Enrollment Management to support retention and academic achievement.

The AVPAE reports directly to the Dean and Vice Provost for Undergraduate Education and provides strategic leadership for campus residential learning communities and the Program in Exploratory Studies (PES). This role oversees staff and budget for PES and campuswide first-year experience initiatives, including Residential Learning Communities (RLCs).

Key responsibilities include coordinating cross-campus first-year research seminars, learning outcomes, curriculum assessment collaboration, mid-term alerts, CU-101, and retention campaigns such as Early Alert. The AVPAE also manages student data and assessment processes to support student success. This work requires close collaboration with OUE leadership and campus partners, including advising units, deans' offices, Student Affairs, Enrollment Management, the Registrar, OIT, and the Office of Data Analytics.

The AVPAE sets goals for first- and second-year student success, develops operational guidelines for new programs, and drives program growth through collaborative leadership. The role supervises management and executive-level staff.

Who We Are

The Office of Undergraduate Education, reporting to the Senior Vice Provost for Academic Planning and Assessment, emboldens the student experience through dynamic collaborations across the university, clearing pathways for all undergraduate students as they move toward graduation. OUE continues to take on more programs that support retention and graduation initiatives, narrowing gaps for historically marginalized and underrepresented students at CU Boulder. While retention and graduation rates have improved, CU Boulder continues to see significant loss of students between their first and second years, and their second and third years. As we look to close those gaps completely, we are further developing innovative first- and second-year approaches to Belonging, Mattering, and Retention. We request funding for a new leadership role that will support retention across the undergraduate population while galvanizing the early years of a student's academic experience at CU. This role will report directly to the dean and vice provost of undergraduate education.

Job Duties with Percentage Weights

Job Duties with Percentage Weights:
Job Duties with Percentage Weights

Program in Exploratory Studies (PES): 30%

- The AVPAE will provide strategic leadership, oversight, and advocacy for the Program in Exploratory Studies, directly supervising and partnering with an Assistant Dean and a Director of Advising, who manage academic policies, enrollment, curriculum, advising, and staff resources to support student exploration and success. The Program in Exploratory Studies currently serves a student population of over 3,000 undergraduate students and includes approximately 22 professional staff

    - Manage personnel and fiscal resources and assess and prioritize resource needs.
    - Create and deploy data tools related to PES activities and impact.
    - Represent the Program in Exploratory Studies on campus committees and projects, and advise executive leadership on issues pertaining to PES.
    - Advocate with campus partners in Enrollment Management and assistant/associate deans in colleges, schools, and programs to ensure PES students have sufficient access to pre-requisite courses and other academic opportunities.

- Oversee access for PES students to residential learning communities and research exploration seminars

- Partner closely with the PES leadership team to manage strategy around:
    - Academic and administrative policies and processes
    - Enrollment management, recruitment, and communications
    - PES curriculum, including course proposal submission process, staff stipends, and course assessments for First Year Exploration (FYXP) courses
    - Student success initiatives
    - PES advising services
- Attend and support PES recruitment and welcome events
- Maintain a visible and engaged presence with the PES staff, visiting staff meetings and meeting with new hires

Residential Learning Communities (RLCs): 30%

In partnership with Student Life, the AVPAE will oversee OUE's commitment to the collaborative development and assessment of cohesive Residential Learning Community models across schools and colleges, with an eye to better supporting the 40% of students who are not currently engaged in a Residential Learning Community (RLC). This role will work to ensure accessibility and flexibility within the model, thus engaging more first-year undergraduate students through applied best practice towards goals of increased belonging, mattering, and retention.

- Implementation of Residential Learning Community (RLC) model
    - Implement an RLC model that is cohesive across schools and colleges that is accessible to all students, while allowing some flexibility for S/C/P
    - Collaborates with Student Affairs and Residential Life on housing and co-curricular integration
- Budget Oversight
    - Removal of RAP fees and campus match dollars for Schools/Colleges with RAPs
    - Realization of cost-savings for students and increased campus revenue through retention
- Recruiting and Marketing impacts
    - Collaborates with the Student Life, Strategic Relations and Enrollment Management to effectively utilize a strategic approach and communication tools to market first year programming to potential, incoming and currently enrolled students

Curricular Development, Implementation, Assessment and Alignment: 15%

The AVPAE AE will collaborate on campus-wide implementation of first-year colloquia/seminars, scaffolding learning outcomes that with the Common Curriculum.

- Development: Collaborate with schools and colleges on the creation campus-wide one-credit research exploration seminar for all first year and transfer students
- Implementation: Oversee of the implementation of a campus-wide one-credit research exploration seminar for all first year and transfer students
- Assessment: Provide expertise on assessing the effectiveness of student success academic initiativesand student learning outcomes.
- Alignment: Oversee the alignment of common learning outcomes with faculty curriculum governance support
    - Common Curriculum alignment
    - Common FYE assessment

Student Success and Administrative Oversight: 20%

The AVPAE AE will support campus-wide retention and early alert initiatives, represent the Office of Undergraduate Education on key committees, and manage personnel and fiscal resources for academic programs, promoting sustainable operations and student persistence.

- Engage in campus-wide projects aimed at student success. Serve as Office of Undergraduate Education representative to the First Year Experience Committee, Assessment Steering Committee and other committees that may be created to support student success
- Serve as Office of Undergraduate Education representative on campus-wide Early Alert Program: Collaborate with units, including schools and colleges, Student Affairs, the Registrar's Office, Enrollment Management, Data Analytics, and Continuing Education to develop and implement processes to act on insights derived from predictive analytics and other student data sources
- Work with the OUE leadership to use persistence data for a student success strategy for undergraduates, evaluating first and second-year programs. Coordinate data-driven student success initiatives with other assistant/associate vice provosts in the Office of Undergraduate Education
- Supervise the PES and RLC FTE's and manage human resources, including (but not limited to) performance management, supervision, and training and coaching of staff reporting to the AVPAE
- In collaboration with the dean, provide strategic oversight of budget in programs reporting to the AVPAE
- Participate in strategic planning to leverage fiscal resources to ensure staffing and operations are efficient and sustainable

Other Duties as Assigned including but not limited to: 5%

- Representing OUE at events as needed
- Serving as a resource to OUE colleagues particularly related to academic support programs and new student success initiatives

Requested Minimum Requirements (Education and Experience)

Minimum Requirements:
Completed master's degree in higher education administration or related field. Minimum of eight (8) years of progressively responsible professional experience in administrative operations management in a complex higher education setting, including supervision of professional staff, leadership/administration of a unit/department, and management of fiscal resources.

Competencies/Knowledge, Skills, and Abilities

Competencies/Knowledge, Skills, and Abilities:
This position functions independently under the direction of the Dean and Vice Provost for Undergraduate Education with minimal supervision.

Preferred Qualifications

Preferred Qualifications:
Strong working knowledge of Student Life and/or recruitment on the Boulder campus

Experience with summer orientation

Additional Details

Supervision

Does this Position have Supervisory Responsibilities?: Yes, 2nd Level Supervisor (or more) with at least 5.0 FTE Subordinate Employees (Directly or Indirectly) including at least 1.0 FTE Subordinate Supervisor or Lead Professional

Provide the Total Number of FTE Reporting to the Position both Directly and Indirectly: 20

Provide the Number of FTE that will be Directly Supervised by this Position: 2

Provide the Number of FTE Subordinate Supervisors, Managers, or Lead Professionals Directly Supervised by this Position: 4

Provide the Total Annual Budget Associated with this Department/Org Number: $29M

Please Provide the Funding Source(s) that are Included in the Department's Overall Budget, Such as General Fund, Auxiliaries, Gifts, Grants, etc.: Fund 10 or 12 - General Fund

Functional Attributes of the Job Duties

Funding

Position Funding:
- 11015353
- 100
- Fund 10 or 12 - General Fund

Additional Attributes

Org Charts:

- Download Future State Portfolios May 2025 (1).pdf
- Org Chart_OUE

- Download AVP Academic Experience Org Chart_Draft 2025.pdf
- Draft localized org chart

Percent of Time: 100

Appointment Type: Regular

Describe the Work Schedule:
Monday - Friday, regular business hours

Is this Position a Campus Security Authority?: No

Is this Position Designated Essential Services?: No

Does this Position Operate a University Vehicle (HM)?: No

Is a Pre-Placement Physical Required: No

Does this Position have Export Control Requirements?: No

Salary and Approvers

Salary

Requested Salary Range: Please conduct salary analysis

Incumbent Data

Is This Position Occupied?: No

Is this Position a Classified Conversion, an Internal Transfer, or Promotion?: No

Approval Workflow

Position Approvers:

- Randall, Erika (Dean &Vice Provost of Ugrad Ed)

- Eggert, Katherine (VC & SVP Acad Plann & Assess)

Courtesy Copy:

- Langfield, Gina (Director of Finance Bdgt & Ops)

To Be Completed by HR (Read-Only)

FLSA Status: Exempt - Academic Administrative

Statutory Exemption: CRS 24-50-135(1)(a) Officers, Exec Asst, Professionals, Other

Salary Range Effective Date: 10-15-2025

Salary Range Minimum: $ 133000.00

Salary Range Midpoint: 166700

Salary Range Maximum: $ 200400.00

< Back

University of Colorado Boulder

CU Boulder Policy Statement

DRAFT: JUNE 1, 2026

Policy Title: Campus Curriculum Oversight and Review

CU Boulder Functional Area: Academic Affairs

Brief Description: This policy establishes a Campus Curriculum Advisory Committee, a faculty governance committee advisory to the provost, that reviews and makes recommendations on new or substantially revised academic credentials including degree programs (majors), minors, and certificates; oversees the CU Boulder Common Curriculum; and adjudicates disputes among academic units regarding curricular overlap and duplication.

Effective:

Approved by: Justin Schwartz, Chancellor

Policy Owner: Provost and Executive Vice Chancellor for Academic Affairs

Policy Contact: Vice Chancellor and Senior Vice Provost for Academic Planning and Assessment

Supersedes: N/A

Last Reviewed/Updated: N/A

Applies to: Faculty, students

Reason for Policy: This policy establishes the Campus Curriculum Advisory Committee, a faculty governance committee advisory to the provost, to review and oversee curriculum at the campus level. At the level of campus review and oversight, the committee carries out the role of faculty in having the principal responsibility for decisions having to do with curriculum as defined in Regent Law 5 and Regent Policy 5. This policy also establishes a standing Common Curriculum subcommittee whose responsibilities include maintaining and assessing the CU Boulder Common Curriculum and making recommendations for its revision and establishes a process for recommending solutions for curricular duplication when those solutions are not achieved by academic units or by the deans of schools and colleges.

I. Introduction

The purpose of this policy is to establish the role, responsibilities, and processes of the Campus Curriculum Advisory Committee (CCAC) at the University of Colorado Boulder (CU Boulder).

The CCAC, serving in an advisory capacity to the provost, is the top-level campus faculty governance committee on curriculum. Its responsibilities include reviewing and recommending

new academic curricula and substantive curriculum changes, overseeing, and assessing the CU Boulder Common Curriculum, evaluating and adjudicating cases of potential curricular duplication across academic units, and providing high-level assessments of the state of campus curriculum to the provost. In making its recommendations, the committee engages in inclusive consultation with administrative units responsible for accreditation, compliance, student support, and fiscal stewardship.

The CCAC further exists to encourage, foster, and provide a protocol for cross-departmental and cross-college/school discussions and collaborations on curriculum; encourage and generate a university-wide discussion of campus, school and college, and departmental curricular goals; and engage colleges, schools, and programs on understanding, achieving, and assessing the learning objectives of the Common Curriculum. In its role in recommending corrections of curricular duplication, the CCAC helps align CU Boulder's mission with resource allocations, emphasize academic units' unique disciplinary contributions to CU Boulder's comprehensive mission, and encourage student learning in diverse academic venues, arenas, communities, and environments. The CCAC's prime goal is to promote academic quality, foster innovation, and align with CU Boulder's mission.

II. Definitions

Academic Credential: A formally approved program of study leading to the award of a degree, major, minor, certificate, or micro-credential, subject to campus curriculum review and approval.

Common Curriculum: The campus-wide undergraduate curricular framework, including defined learning objectives and outcomes, that is subject to oversight, assessment, and revision through CCAC governance processes.

Curricular Duplication: The offering of similar or overlapping courses or academic credentials across academic units that may require review to ensure alignment with disciplinary roles, efficient resource use, and clear academic pathways. [Campus Cur...Committee | Word]

Curriculum Proposal: A formal submission for a new academic credential or for a significant revision to an existing program that requires administrative and faculty governance review prior to CCAC consideration.

Major Revision: A substantive change to an academic credential or program, including modifications to learning outcomes, credit requirements, or instructional delivery mode, requiring CCAC review and recommendation.

Shared Governance (Curriculum): The principle under Regent Law and policy in which faculty hold primary responsibility for curriculum decisions, exercised through bodies such as the CCAC, with final approval authority retained by the provost.

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III. Roles and Responsibilities

Assistant Dean for Curriculum: Serves as the administrative co-chair of the Common Curriculum subcommittee in an ex officio, non-voting role, supporting its leadership and coordination. Helps oversee subcommittee processes that include curriculum review coordination, assessment activities, and development of recommendations related to the Common Curriculum.

Boulder Faculty Assembly (BFA): Nominates at-large faculty members to serve on the Campus Curriculum Advisory Committee policy and may designate representatives to the Common Curriculum subcommittee. Plays a formal role in shared governance by organizing faculty votes on major Common Curriculum revisions, which are advisory to the provost.

Campus Curriculum Advisory Committee (CCAC): Serves as the top-level faculty governance body on curriculum, advisory to the provost, and carries the faculty's principal responsibility for campus-level curricular oversight. Reviews and recommends new and revised curricula, oversees the Common Curriculum, adjudicates curricular duplication issues, evaluates program learning outcomes assessment results, and coordinates subcommittees and working groups for campus curriculum governance.

Common Curriculum Subcommittee: Conducts ongoing review, assessment, and evaluation of Common Curriculum learning objectives and outcomes, reporting findings and recommendations to the CCAC and undergraduate education leadership. Recommends minor and major curricular revisions, coordinates with ARPAC and academic units, and identifies opportunities for new or interdisciplinary courses aligned with Common Curriculum goals.

Dean and Vice Provost for Undergraduate Education: Serves as a standing advisory member to the CCAC and the Common Curriculum subcommittee, providing subject-matter expertise and helping ensure alignment with undergraduate education priorities and administration of the Common Curriculum. Receives reports and communicates subcommittee findings and opportunities to academic units and participates in processes related to reviewing and advancing Common Curriculum changes.

Deans of Colleges, Schools, and the University Libraries: Nominate faculty members to serve on the CCAC and may designate representatives to the Common Curriculum subcommittee, ensuring unit-level representation in campus curriculum governance. Participate in resolving curricular issues—especially duplication—through escalating levels of review and consultation before matters are referred to the CCAC.

Office of the Registrar: Establishes the workflow and documentation requirements that proposals must meet before they are eligible for CCAC review. Serves as an advisory participant to the CCAC and subcommittees, providing operational and compliance expertise for curriculum processes.

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Provost and Executive Vice Chancellor for Academic Affairs: Retains final approval authority for curricular decisions delegated by the chancellor and receives CCAC recommendations for action or further recommendation to the chancellor and the Board of Regents. May request CCAC review of issues and appoints CCAC voting and advisory member. Relies on CCAC recommendations to guide campus curriculum oversight and policy decisions.

Vice Chancellor for Academic Planning and Assessment: Serves as the administrative co-chair of the CCAC in an ex officio, non-voting capacity and is designated as the policy contact. Provides administrative leadership and coordination for CCAC operations and participates in processes supporting curriculum planning, governance, and assessment.

Vice Provost for Graduate Education and Dean of the Graduate School: Serves as a standing advisory member to the CCAC, contributing expertise and ensuring regulatory alignment in curricular governance. Plays a role in escalation of unresolved graduate-level curricular duplication issues by providing an additional level of review above the schools and colleges when needed.

IV. Policy Statement

IV.A. Authority and advisory status of the Campus Curriculum Advisory Committee (CCAC)

IV.A.1. At the level of campus review and oversight, the CCAC carries out the role of faculty in having the principal responsibility for decisions having to do with curriculum as defined in Regent Law 5.A.1 and Regent Policy 5.A.1.

IV.A.2. The CCAC is advisory to the provost and executive vice chancellor for academic affairs, who retains recommendation authority to the chancellor for curricular decisions that are the purview of the chancellor or the University of Colorado Board of Regents and who retains final approval authority for curricular decisions that are delegated by the chancellor to the provost. For the Common Curriculum, the CCAC is also advisory to the dean and vice provost for undergraduate education, who administers the Common Curriculum for CU Boulder.

IV.B. Role and responsibilities of the CCAC

IV.B.1. Review and make recommendations to the provost on proposals for curricula for new or significantly revised academic degree programs, minors, certificates, and micro-credentials.

IV.B.2. Review and make recommendations to the provost on proposals for significant revisions to the program learning outcomes, credit requirements, or primary instructional delivery mode (e.g., in person, remote, online, or hybrid) of academic degree programs, minors, certificates, and micro-credentials.

IV.B.3. Make recommendations to the provost on reducing or resolving unnecessary overlap in academic courses or credentials to ensure efficient use of resources, clear academic pathways

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for students, and align curricular offerings with institutional priorities. As part of its recommendations regarding curricular duplication, the CCAC may suggest interdisciplinary teaching agreements between academic units.

IV.B.4. Conduct campus-level aggregate evaluation of academic program learning outcome assessment results and inform the Academic Review and Planning Advisory Committee (ARPAC) of evaluation findings to support the ARPAC academic program review process.

IV.B.5. Convene and coordinate a designated standing Common Curriculum subcommittee that manages course approvals for the Common Curriculum, conducts program learning outcomes assessment and ongoing curricular evaluation of the Common Curriculum, and makes recommendations to the CCAC on proposed changes to Common Curriculum's structure or learning outcomes.

IV.B.6. Convene, charge, and coordinate time-limited working groups required for specialized review or to address specific issues (e.g., policy updates, specialized accreditation requirements) as determined by the CCAC or requested by the provost; dissolve time-limited working groups once their charge is complete.

IV.C. CCAC membership

IV.C.1. Voting members of the CCAC must include faculty representation from every CU Boulder school and college, including faculty representation from each division of the College of Arts & Sciences, faculty representation from the University Libraries, and at-large faculty representation selected by the Boulder Faculty Assembly.

IV.C.2. At least one representative from each of the schools and colleges, at least one representative from each division of the College of Arts and Sciences, and at least one of the at-large members must be a regular member of the Graduate Faculty.

IV.C. 3. Voting membership is approved by the provost (or designee).

IV.C.4. The committee is co-chaired by a voting member elected by the voting membership and by the vice chancellor for academic planning and assessment, who serves *ex officio* as the administrative co-chair and is a non-voting member.

IV.C.5. Advisory members of the CCAC provide subject-matter expertise and ensure regulatory alignment; they are non-voting members. The dean and vice provost for undergraduate education and the vice provost for graduate education and dean of the Graduate School serve as standing advisory members of the CCAC. The provost (or vice chancellor for academic

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planning and assessment as designee) may also appoint advisory members from the Office of Undergraduate Education, the Graduate School, the Office of the Registrar, the Office of Academic Planning and Assessment, the Office of Financial Aid, Data and Analytics, Budget and Fiscal Planning, the curricular units of the schools and colleges, or other support units to serve as advisory to the CCAC as necessary for designated items of business.

IV.D. CCAC quorum and voting

IV.D.1. A quorum of the CCAC is defined as a simple majority of voting members.

IV.D.2. CCAC recommendations to the provost are made by majority vote of the voting members present, provided a quorum (simple majority of voting members) is met.

IV.D.3. Votes may be conducted either in person or by electronic means at the discretion of the co-chairs. In person votes and electronic votes are subject to the same quorum and majority requirements.

V. Procedures

V.A. CCAC membership eligibility and nomination

V.A.1. Faculty members with positions in the teaching professor track, clinical teaching track, and tenured and tenure track series of faculty titles are eligible to serve as voting members of the CCAC. A faculty member who serves in a college, school, or University Libraries administrative position below the level of a dean is eligible to serve as a voting member.

V.A.3. Voting members from the schools and colleges and the University Libraries will be nominated by the respective dean in consultation with their respective faculty governance body. At-large faculty members will be nominated by the Boulder Faculty Assembly.

V.A.4. The deans of the Leeds School of Business, the College of Engineering and Applied Science, the College of Communication, Media, Design and Information, and each division of the College of Arts and Sciences, may nominate two faculty members to serve as CCAC voting members. The deans of the School of Education, the Law School, the College of Music, and the University Libraries may each nominate one faculty member to serve as CCAS voting members. The Boulder Faculty Assembly may nominate two faculty members to serve as at-large CCAC voting members.

V.A.5. Voting members serve three-year renewable terms, staggered to maintain committee continuity.

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V.B. CCAC and CCAC subcommittee meeting schedules and agendas

V.B.1. The CCAC normally meets monthly during the academic year.

V.B.2. The CCAC co-chairs set the agenda of each meeting and distribute materials at least one week in advance. Proposals must be submitted according to the published annual timeline to allow full campus review.

V.B.3. CCAC subcommittees and working groups meet on a schedule appropriate to their charges and approved by the CCAC co-chairs, and report to the full CCAC on their activities and recommendations on a schedule set by the CCAC co-chairs.

V.C. CCAC timeline and process for reviewing academic proposals

V.C.1. The CCAC will review proposals for curricula for new or significantly revised academic degree programs, minors, certificates, and micro-credentials only when those proposals have cleared all lower-level administrative and faculty governance review as defined by a workflow and documentation requirements published by the Office of the Registrar.

V.C.2. To coordinate with University of Colorado Board of Regents approvals, proposals requiring Regent action will be scheduled for CCAC review on a timeline aligned with the Regent meeting calendar.

V.D. CCAC review of curricular duplication

V.D.1. A concern about curricular duplication may be raised by a faculty member, an academic unit head, a dean, or the University Registrar. Where an academic unit (the “academic unit in question”) is currently teaching, or proposes to teach, a course in a discipline that, in the view of the person raising the concern, might seem more properly taught by another academic unit (the “disciplinary home”), conversations should occur between both academic units to determine: if the academic unit in question is in fact encroaching on the disciplinary home; and if there is in fact curricular duplication, what are the best practices for pedagogy within the academic field covered by the course(s) and whether the curricular needs of the academic unit in question might be addressed instead by the disciplinary home.

V.D.2. A concern about curricular duplication should be resolved at the lowest appropriate administrative level, typically through the academic unit heads discussing and resolving the issue. If the academic unit heads are unable to resolve the issue, then the issue moves to the next level of responsible administrators, typically an associate/assistant dean in charge of curriculum and/or student success. The last level of responsible administrators within the

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schools and colleges is that of the academic dean. A unit head, associate/assistant dean, or dean may consult with their curriculum committee as an advisory resource. For graduate curricular duplication issues that are not resolved at the level of the academic deans, including those involving the Law School and the Leeds MBA program, the Dean of the Graduate School will be the next level of review above the dean(s) of the relevant school or college, and the Graduate School Executive Advisory Committee may serve in an advisory capacity to the Dean.

V.D.3. The CCAC will review a concern about curricular duplication only when it is not resolved at the highest level of decanal review. The CCAC will make a recommendation to the provost for final action based on curricular frameworks, course content, and each unit's disciplinary mission and stated program or course learning outcomes, not on fiscal or personnel considerations. The CCAC may refer possible fiscal or personnel considerations to the appropriate office(s). Possible fiscal and personnel ramifications will be addressed according to established processes, which are primarily at the school/college level.

V.D. Common Curriculum standing subcommittee membership and meeting records

V.D.1. The voting membership of the Common Curriculum subcommittee of the CCAC comprises one CCAC member from each of the divisions of the College of Arts & Sciences, one CCAC member from each of the other schools and colleges that offer undergraduate degrees, one CCAC member from the University Libraries, and one at-large member of the CCAC.

V.D.2. At the time of their nomination of CCAC members, the deans of the units who have more than one CCAC member may designate which faculty representative will serve on the Common Curriculum standing subcommittee; the Boulder Faculty Assembly may also designate which at-large faculty representative will serve on the Common Curriculum standing committee. The co-chairs of the committee may choose further CCAC members to serve on the Common Curriculum standing committee if needed to make up the required committee representation.

V.D.3. The Common Curriculum subcommittee is co-chaired by a voting member of the subcommittee elected by the voting membership of the subcommittee and by the assistant dean for curriculum, who serves *ex officio* as the administrative co-chair and is a non-voting member.

V.D.4. Advisory members of the Common Curriculum subcommittee provide subject-matter expertise and ensure regulatory alignment; they are non-voting members. The dean and vice provost for undergraduate education is a standing advisory member of the Common Curriculum subcommittee. The dean and vice provost for undergraduate education (or assistant dean of curriculum as designee) may appoint advisory members from the Office of Undergraduate Education, the Office of the Registrar, the Office of Academic Planning and Assessment, Data

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and Analytics, Budget and Fiscal Planning, the curricular units of the schools and colleges, or other support units to serve as advisory to the Common Curriculum standing subcommittee as necessary for designated items of business.

V.D.5. The Common Curriculum subcommittee provides its meeting agendas and minutes and all reports and recommendations to both the CCAC and the dean and vice provost for undergraduate education.

IV.E. Common Curriculum subcommittee scope

IV.E.1. The Common Curriculum subcommittee will establish a cycle for regular review of Common Curriculum learning objectives and outcomes and for assessment of those outcomes and will report its findings to the CCAC and the dean and vice provost for undergraduate education.

IV.E.2. The Common Curriculum subcommittee will work in coordination with the CCAC and the Academic Review and Planning Advisory Committee (ARPAC) to direct recommendations to specific academic units on implementing and assessing teaching of the Common Curriculum learning objectives.

IV.E.3. The Common Curriculum subcommittee may recommend minor revisions and clarifications of the Common Curriculum learning objectives and outcomes to the CCAC, which review them and, if they are approved, will forward them to the provost for final approval.

IV.E.4. The Common Curriculum subcommittee may propose major revisions to the Common Curriculum structure or learning objectives and outcomes to the CCAC. If the CCAC recommends major revisions, a vote of the CU Boulder Faculty Senate will be organized by the BFA with the assistance of the vice chancellor for academic planning and assessment and the dean and vice provost for undergraduate education. The faculty vote is advisory to the provost.

IV.E.5. The Common Curriculum subcommittee may identify opportunities for academic units to develop new courses, including interdisciplinary and/or team-taught courses, to address the Common Curriculum's learning objectives. If so, the subcommittee co-chairs will report such identified opportunities to the dean and vice provost for undergraduate education, who will communicate them with the relevant academic unit(s).

VI. Related policies, forms, guidelines, and other resources

[TBD]

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VII. History

This policy implements recommendations from the CU Boulder Academic Futures report (2018) and the subsequent 2019 Working Group on Interdisciplinary Education regarding reducing curricular duplication and encouraging interdisciplinary teaching. It incorporates principles and aims from the BFA "Statement of Principles Regarding Course Duplication under the New Budget Model" (2022).

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College faculty OK core-curriculum overhaul

colorado.edu/asmagazine/2016/10/04/college-faculty-ok-core-curriculum-overhaul

Evidence 3C1 - College faculty OK core-curriculum overhaul



Faculty members in the College of Arts and Sciences have voted to revise the college's core curriculum for the first time since 1988, a faculty committee announced Tuesday. The move will improve the educational experience for undergraduates in the college, proponents say.

The new core opens many academic avenues for University of Colorado Boulder students, particularly those interested in pursuing multiple majors, said Steven R. Leigh, dean of the college.



Steven R. Leigh

“We will be offering our students new levels of flexibility in determining their academic careers through the choices and possibilities the new curriculum holds. We also anticipate greater breadth of course offerings, and closer matches of our faculty expertise with these new courses,” Leigh said.
“We are truly excited about the possibilities of the new curriculum for our students and faculty.”

Faculty members voted to revise the core curriculum by a 458-73 margin, Robert D. Rupert, professor of philosophy and chair of the Arts and Sciences Council, reported Tuesday.

Voting was completed on Friday, but the council released the results only after verifying them. To pass, the proposal needed to win the support of 66 percent of the vote.

Under the guidelines of the new core curriculum, students must pass a minimum of 12 credits in each of the college's three divisions: arts & humanities, social sciences and natural sciences.

They will also be required to pass a minimum of nine credits in the skill-based areas of writing, mathematics, and foreign-language — the last of which is normally completed at the high-school level, Rupert said.

The emphasis on accumulating credits from each of the college's divisions will foster critical thinking, advocates say. Many of CU Boulder's peer universities have adopted similar core curricula.

Leigh praised the "outstanding" faculty-led effort to revise the core curriculum. Leigh said the college's faculty-review committees, and especially its committee chairs, deserve "tremendous credit" for their dedication to the core-revision process.

In particular, Leigh praised Professor Emeritus Norman Pace, who chaired the initial review committee; Core Revision Committee co-chairs Professor Cora Randall and Professor Ann Schmiesing, who "devoted tremendous effort to this project"; and Arts and Sciences Council Chairs Professor Catherine Labio (2013-15) and Rupert (2015-17), who also devoted "significant time, energy and attention" to this effort.

"The dedication of our faculty to this project has been remarkable," Leigh added, noting that many members of the Arts and Sciences Council participated in "important and enlightening discussions" about the core, and recognizing the high-quality staff support to the Arts and Sciences Council from Janice Jeffryes.

For more information about the core-curriculum revision, click here.

Common Curriculum and Residential Learning Communities (RLCs) Update

Katherine Eggert, Vice Chancellor for Academic Planning & Assessment
Erika Randall, Interim Vice Provost and Dean of Undergraduate Education

Boulder Faculty Assembly
December 4, 2025



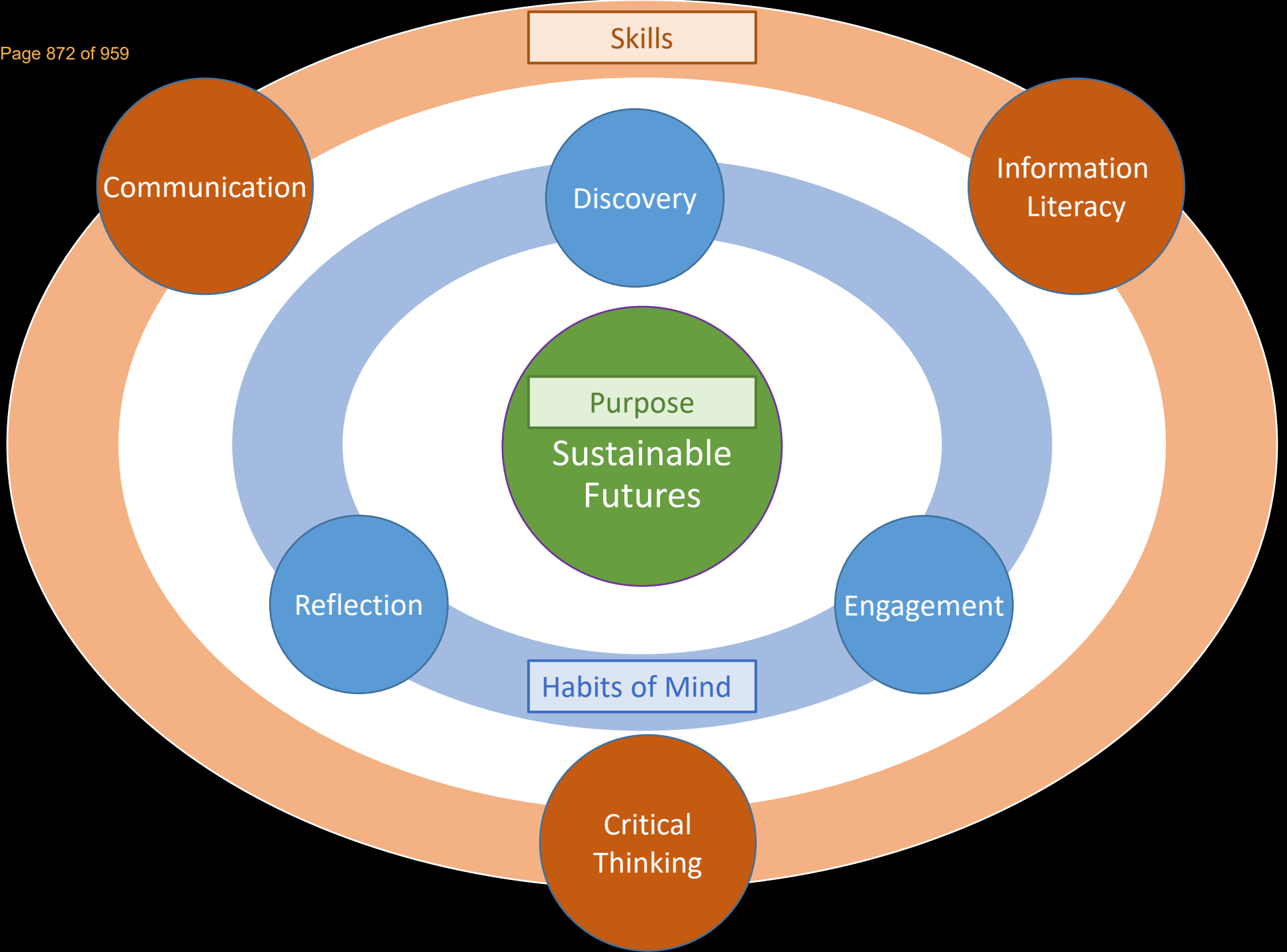
Office of the Provost
UNIVERSITY OF COLORADO **BOULDER**

Reminder: The Design of the Common Curriculum

Not a set of core courses, but a set of common learning outcomes to be achieved by the time of graduation with a bachelor's degree, whatever the student's college/school and major

Theme and Overall Purpose:
Sustainable Futures: Self, Society, World

Overall Purpose + 3 Habits of Mind + 3 Essential Skills
= 7 Learning Objectives, 21 Learning Outcomes


Skills
Communication
Discovery
Information Literacy
Purpose
Sustainable Futures
Reflection
Engagement
Habits of Mind
Critical Thinking

Reminder: The Charge from the Provost for Residential Learning Communities

Create a new living-learning model for first-year and incoming undergraduate students to CU Boulder, named Residential Learning Communities (RLCs)

- A consistent and accessible living-learning model that is aligned with student success for every incoming student, incorporates successful aspects of current RAPs and LLCs, and is sustainable and scalable
- Baseline, standardized student outcomes for RLCs and their supporting courses that facilitate the learning goals of the Common Curriculum
- A sustainable funding model with no additional fees or charges for students
- In place for the entering student cohort of fall 2027

Timeline of Work

Update:
On Track So Far!



What's Been Happening: Fall 2025

The BFA Common Curriculum Faculty Working Group, chaired by BFA Chair Elect David Paradis, includes faculty representation from all schools/colleges and all three divisions of A&S. They have been working to:

- Establish A&S Gen Ed distribution requirements as aligned with a significant share of Common Curriculum learning outcomes (Why A&S Gen Ed? We'll get to that).
- Identify other Common Curriculum learning outcomes that will be the purview of either the Residential Learning Communities (RLC) required course, or the individual academic majors, or both.

Why Start Common Curriculum with A&S Gen Ed?

- In one way or another, all school/college/major requirements make use of A&S Gen Ed categories.
- All schools/colleges rely on A&S to classify courses across campus as falling into those A&S Gen Ed categories.
- After examining A&S Gen Ed, the BFA Working Group will look at the other college/school core requirements (for example, the CMDI Core and the Leeds Non-Business Core)
  - to examine what they offer that is not already part of A&S Gen Ed and
  - to do similar crosswalking of those offerings with Common Curriculum learning outcomes.

What Else Has Been Happening: Fall 2025, continued

- First draft of a policy for a new standing Campus Curriculum Committee, advisory to the Provost
  - Duties will include oversight of the Common Curriculum
  - Thanks to the BFA Academic Affairs Committee for assistance!

- Searches in progress for two new positions in the Office of Undergraduate Education:
  - Assistant Dean for Undergraduate Curriculum (includes Common Curriculum)
  - Assistant Vice Provost for Undergraduate Academic Experience (includes RLCs)

What's Next: Spring 2026

- BFA Working Group continues work to:
  - Complete crosswalking of Common Curriculum learning outcomes with learning outcomes of A&S Gen Ed and of other college/school core requirements
  - Give input on draft policy for standing Campus Curriculum Committee
- FYEAB, alongside faculty working groups, begin to establish RLC learning outcomes alignment and assessment
- Finalize policy for standing Campus Curriculum Committee
- Begin an assessment plan for Common Curriculum learning outcomes
- Work with Enrollment Management and Student Life as we start to recruit incoming students of fall 2027

What's Next Next: A Sampling of 2026-2027 Tasks

- Collaborate with Student Life to create and implement transition model from RAPs and LLCs to RLCs; includes planning for faculty deployment, staffing needs, housing models, budgeting, etc.
- Work with Office of the Registrar on degree audit systems
- Align Common Curriculum completion with transfer student needs
- Train advisors and other key staff members on Common Curriculum requirements
- Integrate RLC and Common Curriculum info with summer New Student Orientation

Fall 2027: Launch!

- Common Curriculum requirements apply to all students entering Fall 2027 or later
- Common Curriculum assessment plan launches
- RLCs launch

Connections to Other Work in Progress



The Common Curriculum Will Intersect With . . .

- Interdisciplinary minors in development (within or across schools/colleges)
- Course development related to the Common Curriculum Overall Theme and Purpose: Sustainable Futures
- These collective efforts could launch prior to 2027

What Can Faculty Do to Help?

- Remind others that the Common Curriculum is all about *shared learning outcomes* and about surfacing how we engage those learning outcomes in our teaching across all colleges/schools/majors.
- Your school/college assistant/associate dean for undergrad education will be working on RLC development as part of the First Year Experience Advisory Board; bring questions to them.
- Participate in future discussions of Common Curriculum learning outcomes within your undergrad major and your school/college RLC course.
- Support the efforts of the BFA Working Group.
- Stay tuned for more updates in spring 2026.

Where Should You Send Questions?

For the Common Curriculum:

- Katherine Eggert, Vice Chancellor for Academic Planning and Assessment

For RLCs:

- Erika Randall, Dean and Vice Provost for Undergraduate Education
- D'Andra Mull, Vice Chancellor for Student Life
- Joe Thomas, Senior Associate Vice Chancellor for Student Life

Links

- Common Curriculum Plan (approved in 2023 by Provost Moore)

- Info on how A&S Gen Ed works:

  - Arts & Sciences General Education Requirements (from the 2025-26 University Catalog)

  - Learning Outcomes for the A&S General Education Requirements

    - Click on an individual Gen Ed Distribution Requirement or Skills Requirement to pull up the nomination form, which includes learning goals for that Distribution Requirement or Skills Requirement



Implementing the Common Curriculum: Progress and milestones

3/18/2026

Evidence 3C3 - Implementing the Common Curriculum Progress and milestones CU Boulder Today

CU Boulder is moving from planning to implementation of the Common Curriculum, an innovative, faculty-driven framework that ensures every undergraduate student achieves a shared set of learning outcomes by graduation, regardless of their degree or major.

Through the learning outcomes of the Common Curriculum, CU Boulder's faculty make a commitment that all CU Boulder students will graduate with foundational, durable skills and habits of mind that will enhance and support their future learning, well-being, career paths and civic participation.

The Common Curriculum will roll out in fall 2027 and will apply to all new students, including first-year and transfer students.

Why we are adopting a Common Curriculum

- CU Boulder's Academic Futures strategic initiative recommended it.
- CU Boulder's accrediting body, the Higher Learning Commission, requires it.
- CU Boulder's faculty developed and approved it.

What the Common Curriculum is (and isn't)

- It is a shared set of learning outcomes embedded within existing degree requirements.
- It is a faculty pledge that every CU Boulder undergraduate academic experience includes agreed-upon skills, habits of mind and overarching learning goals.
- It is not a prescribed set of required core courses.

How the Common Curriculum is designed

- Theme and overall purpose: Sustainable Futures: Self, Society, World
- Framework includes:
  - Three habits of mind (discovery, reflection, engagement)
  - Three essential skills (communication, information literacy, critical thinking)
  - The overall purpose (sustainable futures)
- Three learning outcomes apply for each component of the framework:

- Total: 21 learning outcomes (19 included in the initial fall 2027 rollout)

Key implementation decisions

A Boulder Faculty Assembly working group representing all schools and colleges offering undergraduate degrees, including all three divisions of the College of Arts & Sciences, developed foundational principles for implementing Common Curriculum learning outcomes that Provost Ann Stevens has accepted.

- College and school requirements will deliver 11 learning outcomes connected to discovery, reflection, engagement, communication and information literacy, primarily through existing general education or core requirements.
- Required courses within each major will deliver six learning outcomes, including all critical thinking outcomes and select learning outcomes connected to engagement, information literacy and sustainable futures.
- A required school or college course for incoming students will deliver two learning outcomes focused on reflection and information literacy.
- Most “overall purpose” learning outcomes related to sustainable futures will be addressed through future curricular development, allowing colleges, schools and departments time to innovate and adapt.

What the Common Curriculum means for students

- Students will not enroll in separate Common Curriculum courses.
- Learning outcomes are met through the courses already required for their degree and major.
- The structure supports:
  - Changing majors or colleges
  - Transfer students
  - A cohesive undergraduate experience from entry through graduation

What’s happening this spring semester

- A draft policy for a new standing campus curriculum committee, advisory to the provost and responsible for oversight of the common curriculum among other responsibilities.
- Colleges and schools align degree requirements with their designated Common Curriculum learning outcomes, supported by the Division of Academic Affairs and the Office of Undergraduate Education.
- Expanded staffing in the Office of Undergraduate Education to support curriculum, the first-year experience and residential learning communities.

What’s next

- **Late spring to fall 2026:** Departments identify required courses that deliver their major’s

designated Common Curriculum outcomes, supported by Academic Affairs and the Office of Undergraduate Education.

- **Fall 2026:** Campus curriculum committee policy is adopted and a committee is appointed.
- Ongoing work on assessment planning, operational planning and student-facing clarity.

Send questions to commoncurriculum@colorado.edu, or visit the Common Curriculum webpage for more information.

Academics

Related Articles



Enroll in a later Summer Session

Earn credit during convenient, short terms—the next session starts May 26.

Common Curriculum Implementation Update

Katherine Eggert, Vice Chancellor for Academic Planning & Assessment
Erika Randall, Interim Vice Provost and Dean of Undergraduate Education

Chairs & Directors Meeting
March 6, 2026



Office of the Provost
UNIVERSITY OF COLORADO **BOULDER**

Reminder: The Purpose of the Common Curriculum

Not a set of core courses, but a set of common learning outcomes to be achieved by the time of graduation, whatever the student's college/school and major

The Common Curriculum is a pledge from the faculty to our undergraduate students that their CU Boulder degree is structured to include learning outcomes agreed upon by the faculty.

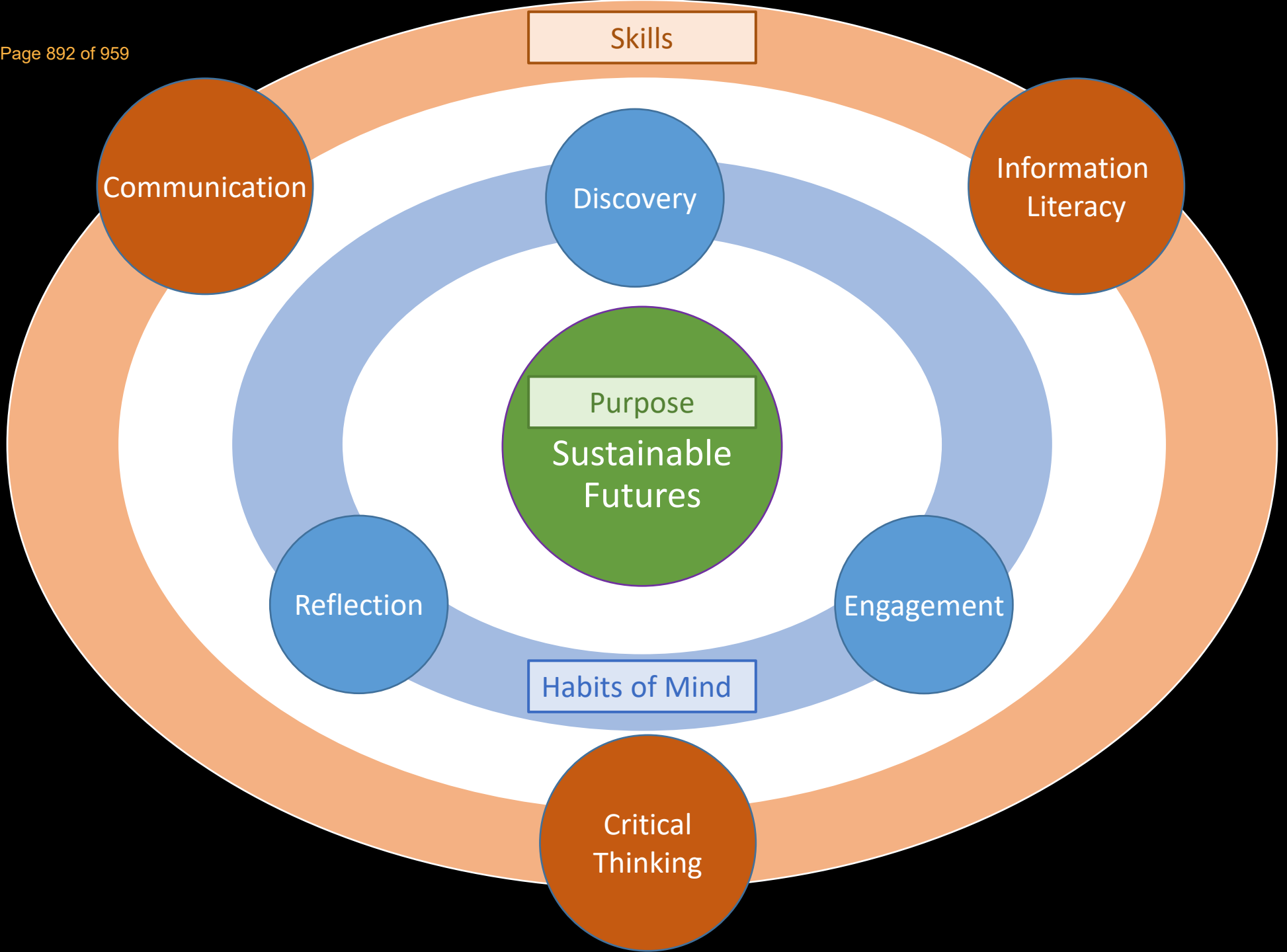
Implementing the Common Curriculum is how we make good on that pledge.

Reminder: The Design of the Common Curriculum

Theme and Overall Purpose:
Sustainable Futures: Self, Society, World

Overall Purpose + 3 Habits of Mind + 3 Essential Skills
= 7 Objectives, 3 Learning Outcomes for each
= 21 Learning Outcomes

ROLLOUT DATE: FALL 2027


Skills
Communication
Discovery
Information Literacy
Purpose
Sustainable Futures
Reflection
Engagement
Habits of Mind
Critical Thinking

BFA Common Curriculum Faculty Working Group

Process and Implementation Recommendations



Structure and Scope of Work to Date

Chair: BFA Chair Elect David Paradis

- Voting Members: Faculty representation from all schools/colleges and all three divisions of A&S
- Non-voting subject matter experts from Academic Planning & Assessment, A&S dean's curricular group, and the Environmental Center

Scope of Work, September 2025-February 2026:

Carried out the primary task in its charge:

"Collaborate with the Vice Chancellor and Senior Vice Provost for Academic Planning and Assessment to determine fundamental principles for aligning courses offered at CU Boulder with the learning outcomes identified in the Common Curriculum."

Provost Stevens has accepted the Working Group's report and recommendations on these fundamental principles.

Working Group Recommendations: Principles for Distributing Learning Outcomes

1. A significant share of the Common Curriculum Learning Outcomes are appropriately delivered via college/school requirements. A&S Gen Ed categories set the initial model because all schools/colleges rely on A&S categories for their own requirements.
2. A smaller subset of the Common Curriculum Learning Outcomes are appropriately delivered by required courses in each major.
3. Two of the Common Curriculum learning outcomes are appropriately delivered by a course required for incoming new students.
4. Colleges/schools and majors will identify courses that deliver these categories of learning outcomes. Learning outcomes must be delivered through requirements, not electives.
5. This distribution does not mean that no other courses will teach these learning outcomes, just that the identified courses must do so.

Working Group Special Recommendation: "Overall Purpose" Learning Outcomes on Sustainable Futures

1. One portion of one of the higher-level Learning Outcomes on "Sustainable Futures" should be part of the Fall 2027 Common Curriculum rollout.
2. The rest of these higher-level Learning Outcomes, however, should be a focus for future curricular development rather than part of the Fall 2027 rollout. Reason: Individual departments will need time to ensure that their required courses address these outcomes.
3. For these future learning outcomes, administration should develop processes and timelines to support departments in their curricular efforts.

For the fall 2027 rollout, that leaves us with a total of 19 Common Curriculum Learning Outcomes to assign across college/school requirements, major requirements, and a required course for entering students.

Eleven Learning Outcomes Assigned to College/School Requirements (1): Habits of Mind

1. **CC Habit of Mind: Discovery.** All three learning outcomes will be delivered through the college/school **Natural Sciences** requirement.
2. **CC Habit of Mind: Reflection.** Two of three learning outcomes will be delivered through the college/school **Arts and Humanities** requirement.
3. **CC Habit of Mind: Engagement.** Two of three learning outcomes will be delivered through the college/school **Social Sciences** requirement.

Eleven Learning Outcomes Assigned to College/School Requirements (2): Skills

1. **CC Skill: Communication.** Two learning outcomes will be delivered through the college/school **Lower Division Written Communication** requirement. One learning outcome will be delivered through the college/school **Upper Division Written Communication** requirement **(or equivalent).**
2. **CC Skill: Information Literacy.** One of three learning outcomes will be delivered through the college/school **Upper Division Written Communication** requirement **(or equivalent)**.
3. **CC Skill: Critical Thinking.** None of these learning outcomes will be delivered through Gen Ed requirements.

Six Learning Outcomes Assigned to Required Courses Within Each Major (1): All Three Critical Thinking LOs

Students will be able to . . .

- **CC Skill: Critical Thinking - LO #1:** "Review material through attentive reading, listening, research, observation, and experience."
- **CC Skill: Critical Thinking– LO #2:** "Evaluate sources of information, recognizing the different perspectives, identities, and social positions that may inform those sources."
- **CC Critical Thinking – LO #3:** "Apply learning to create original arguments, craft solutions to problems, and participate in informed discussion and collaboration."

Note: a single required course within the major (or a set of courses that fill a single requirement) can deliver more than one learning outcome. A learning outcome does not have to be the entire topic of the course; it can, e.g., be a module focus, assignment focus, activity focus, etc.

Six Learning Outcomes Assigned to Required Courses Within Each Major (2): Three LOs from Other Categories

Students will be able to . . .

- **CC Habit of Mind: Engagement - LO #3:** "Engage in activities that positively contribute to their communities" *(Note: "communities" can include the community of the major, college/school, or university)*
- **CC Skill: Information Literacy – LO #2:** "Analyze how social, legal, technological, and economic factors affect the creation, dissemination, accessibility and use of information"
- **CC Overall Purpose – LO #2.1:** "Explain different discipline-specific definitions of and approaches to sustainable practices"

Note: a single required course within the major (or set of courses that fill a single requirement) can deliver more than one learning outcome. A learning outcome does not have to be the entire topic of the course; it can, e.g., be a module focus, assignment focus, activity focus, etc.

Two Learning Outcomes Assigned to Required Course for Incoming Students

Students will be able to . . .

- **CC Habit of Mind: Reflection - LO #3:** "Practice metacognitive strategies to assess and foster their own learning and well-being"
- **CC Skill: Information Literacy – LO #1:** "Practice inquiry as an open-ended, social process of evaluating information and participating ethically in communities of learning"

For Future Curricular Development: Most of the Overall Purpose Learning Outcomes

Students will be able to . . .

- **CC Overall Purpose - LO #1:** "Discern their role in advancing resilient communities and demonstrate the ability to act as stewards for sustainable futures"
- **CC Overall Purpose – LO #2.2:** "Explain how sustainable solutions may be achieved through collaboration among different disciplines"
- **CC Overall Purpose – LO #3:** "Articulate how specific actions foster individual well-being, social equity, long-term economic vitality, and the health of the natural environment"

The Student Journey Through the Common Curriculum



As a Student, What Will My Curricular Journey Look Like?

2 CC Learning Outcomes

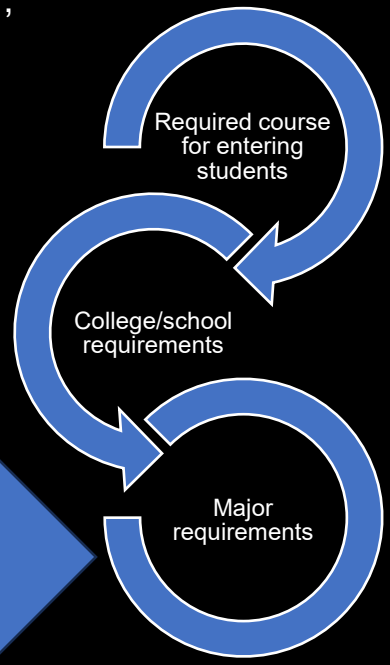
Your intro to the Common Curriculum learning outcomes begins in a course required for entering students (e.g., a course affiliated with a Residential Learning Community course) that covers specific Common Curriculum learning outcomes for Reflection and Information Literacy

11 CC Learning Outcomes

As you complete your college/school requirements, your courses will cover specific Common Curriculum learning outcomes for Discovery, Reflection, Engagement, Communication, and Information Literacy

6 CC Learning Outcomes

As you complete your major, your courses will cover specific Common Curriculum learning outcomes for Critical Thinking, Information Literacy, Engagement, and Sustainable Futures



As a student, you won't have to worry about enrolling in "Common Curriculum" courses, because the courses required for your degree and major will cover the Common Curriculum learning outcomes –- including if you transfer to CU Boulder, transfer between colleges, or change majors

www.colorado.edu/academicaffairs

What Else Is Happening and What's Next



What Else Is Happening: Spring 2026

- First draft of a policy for a new standing Campus Curriculum Committee, advisory to the Provost
  - Duties will include oversight of the Common Curriculum
  - Thanks to the BFA Academic Affairs Committee for assistance!

- Two new colleagues in the Office of Undergraduate Education:
  - Chad Bebee, Assistant Dean for Undergraduate Curriculum (includes Common Curriculum)
  - Christy Heaton, Assistant Vice Provost for Undergraduate Academic Experience (includes Residential Learning Communities)

What's Next: March-April 2026

- Next couple of weeks: Academic Affairs meetings with college/school assistant/associate deans to establish alignment of college/school requirements (gen ed, core, distribution) with Common Curriculum learning outcomes assignments
- Undergraduate Education's First Year Experience Advisory Board, alongside faculty working groups, begins to establish RLC learning outcomes alignment and assessment
- Academic Affairs completes draft policy for standing Campus Curriculum Committee, with input from deans, associate/assistant deans, BFA, etc.
- Academic Affairs and Undergraduate Education begin drafting an assessment plan for Common Curriculum learning outcomes

What's Next Next: Summer & Fall 2026

- By end of October 2026: with Academic Affairs and Undergraduate Education administrative support, majors identify the required courses that deliver their six Common Curriculum learning outcomes
- Provost appoints Campus Curriculum Committee in fall semester (stay tuned for nomination process)
- Lots of work on assessment planning, operational updates from the Office of the Registrar, and more

For More Info



Where Should I Send Questions?

- Katherine Eggert, Vice Chancellor for Academic Planning and Assessment
- Erika Randall, Interim Dean and Vice Provost for Undergraduate Education
- Starting March 9: Chad Bebee, Assistant Dean for Undergraduate Curriculum

Links

- Common Curriculum Web Site [under construction but coming soon!]
- Common Curriculum Plan [link]

Common Curriculum and Residential Learning Communities (RLCs) Update

Katherine Eggert, Vice Chancellor for Academic Planning & Assessment
Erika Randall, Interim Vice Provost and Dean of Undergraduate Education

Deans Council
November 11, 2025



Office of the Provost
UNIVERSITY OF COLORADO **BOULDER**

Timeline of Work

Update: On Track So Far!



Fall 2025

- BFA creates Ad Hoc Common Curriculum Faculty Working Group to approve foundational principles for crosswalking CC with A&S Gen Ed and Residential Learning Communities. Work is in progress to:
  - Acknowledge A&S Gen Ed as providing Common Curriculum structure
  - Determine high level structure of A&S Gen Ed integration with Common Curriculum
  - Assign key Common Curriculum learning outcomes to RLC required course
- Create and hire key positions in OUE. Searches in progress for:
  - Assistant Dean for Undergraduate Curriculum (includes CC)
  - Assistant Vice Provost for Academic Experience (includes RLCs)
- With BFA, draft policy for standing Campus Curriculum Committee, advisory to the Provost
- Begin course review for A&S Gen Ed as CC foundation

Spring 2026

- Complete course review for A&S Gen Ed as CC Foundation
- Create degree audit templates
- Begin recruiting 2027 class by marketing RLCs and CC, socialize with high school and community college counselors/advisors
- Create and begin faculty working groups for RLC course content and for new interdisciplinary courses connected to Common Curriculum learning outcomes
- With BFA, draft and finalize policy for standing Campus Curriculum Committee, advisory to the Provost
- Begin assessment plan for CC learning outcomes

Spring–Summer–Fall 2026

- Create and implement transition model from RAPs and LLCs to RLCs; includes planning for faculty deployment, staffing needs, housing models
- Develop RLC course
- Finalize CC course review
- Finalize AY26–27 catalog
- Finalize and market transfer student needs and requirements for Common Curriculum completion in relation to GT Pathways

Fall 2026–Spring 2027

- Pilot new interdisciplinary courses related to the CC Overall Theme and Purpose

Fall 2026-Spring 2027

- Launch Campus Curriculum Committee
- Train advisors, staff, and degree audit team on CC requirements and curricular pathways
- Update student info systems with CC mappings
- Integrate RLC and CC info with summer New Student Orientation
- Move existing RAP/LLC budget to RLC model
- Complete assessment plan for CC

Fall 2027

- RLC launch
- Common Curriculum requirements apply to all students entering Fall 2027 or later

Fall 2025 Tasks for the BFA Working Group: Foundations for Learning Outcomes Mapping

- Crosswalk the A&S Gen Ed structure to organize most of the Common Curriculum learning outcomes across all undergraduate programs.
  - Why A&S Gen Ed structure? We'll get to that in a minute
- Discernment of which Common Curriculum learning outcomes do not fall into the A&S Gen Ed structure and must be delivered instead by the individual majors (i.e., undergraduate degree programs)
- Discernment of which Common Curriculum learning outcomes will be delivered via a course that is part of the new Residential Learning Communities, which will expand the current RAPs and Living Learning Communities to all incoming students (including commuters and transfers)

Why A&S Gen Ed?

- In one way or another, all school/college/major requirements make use of A&S Gen Ed categories
- All schools/colleges rely on A&S to classify courses across campus as falling into those A&S Gen Ed categories

SHARED COMPONENTS ACROSS COLLEGE & SCHOOL GEN ED/CORE THAT RELY ON A&S DEFINITIONS

	A&S Gen Ed	CEAS	CMDI Core***	ENVD***	EDUC	LEEDS Gen Ed	Music****
Written Communication	6 credits	3 credits	6 credits	6 credits	6 credits	3 credits	6 credits
Arts & Humanities	12 credits		6 credits	3 credits	12 credits	unspecified	unspecified
Social Sciences	12 credits		6 credits	3 credits	12 credits	6 credits	12 credits
Arts & Humanities or Social Sciences*		15 credits					
Natural Sciences (with Lab)	12 credits	14+ credits	7 credits	4 credits	7 credits	unspecified	12 credits
Mathematics/QRMS	3 - 6 credits	4+ credits	3 credits	4 credits	3 credits	4 credits	3 credits
Diversity**	0 - 6 credits		0 - 6 credits		0 0-6 credits	0-6 credits	0
Total	45+ credits	35+ credits	28+ credits	20 credits	40+ credits	33 credits	33 credits

*CEAS replicates A&S categories but lumps them together

**Diversity reqs can overlap with Gen Ed/Core or major reqs

***ENVD in the process of incorporation into CMDI

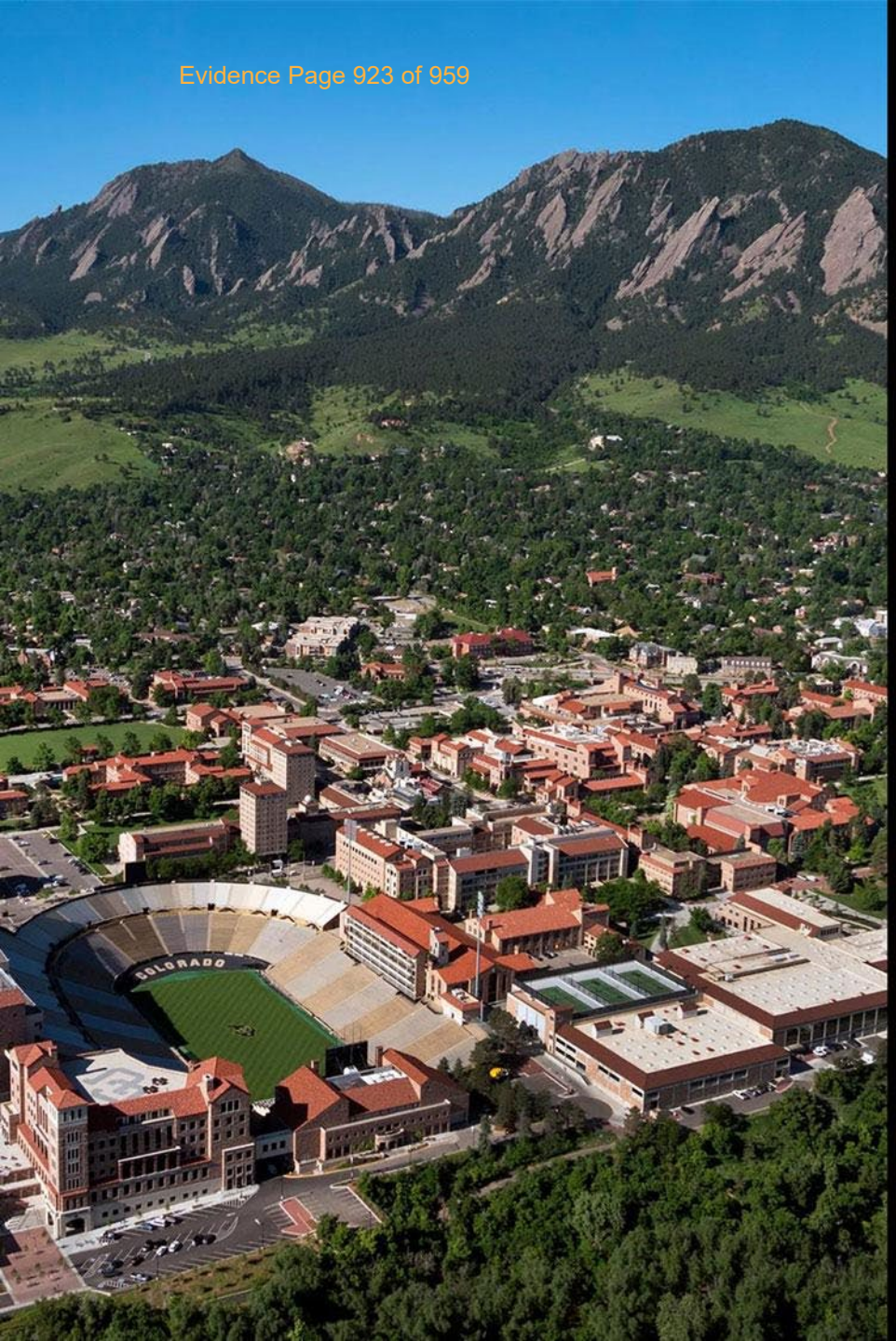
****BA & B.Mus.Ed; B.Mus is different

Fall 2025 Tasks for the First Year Experience Advisory Board

- The First Year Experience Advisory Board (FYEAB) is the strategic entity that aligns and prioritizes key aspects of the First Year Experience (FYE), including aspects of New Student Orientation, Fall Welcome, RAPs and LLCs, First Year Seminars, Buffs OneRead Program
- Has been restructured to be inclusive of all Schools and Colleges and subject matter/Student Life experts.
- A developmental workshop was held with FYEAB and those involved in current RAPs and LLCs to learn and understand common and best practices for RLCs.
    - The goal of this workshop was to provide a foundational understanding of living-learning models across the US, and to share strengths and challenges of our current communities
- The FYEAB will meet in November and determine key elements of RLCs and a workgroup structure to prepare for launch
- Workgroups are planned to launch in January

What Can Deans Do Right Now?

- Common Curriculum Plan (approved for implementation by Provost Moore in 2023)
- Arts & Sciences General Education Mission and Requirements (from the 2025-26 University Catalog)
- Process for nominating courses to fulfill the A&S General Education Requirements
  - Click on an individual Gen Ed Distribution Requirement or Skills Requirement to pull up the nomination form, which includes learning goals for that Distribution Requirement or Skills Requirement



Residential Learning Communities and the Common Curriculum: Announcement and Planning Preview

Katherine Eggert, Vice Chancellor for Academic Planning & Assessment

D'Andra Mull, Vice Chancellor for Student Life

Erika Randall, Interim Vice Provost and Dean of Undergraduate Education

Chairs & Directors Meeting

September 5, 2025

Office of the Provost

UNIVERSITY OF COLORADO **BOULDER**

The Charge from the Provost: Residential Learning Communities

Create a new living-learning model for first-year and incoming undergraduate students to CU Boulder, named Residential Learning Communities (RLCs)

- A consistent and accessible living-learning model that is aligned with student success for every incoming student, incorporates successful aspects of current RAPs and LLCs, and is sustainable and scalable
- Baseline, standardized student outcomes for RLCs and their supporting courses that facilitate the learning goals of the common curriculum
- A sustainable funding model with no additional fees or charges for students
- In place for the entering student cohort of fall 2027

From RAPs and LLCs to RLCs



CU Boulder's bifurcated model: RAPs and LLCs have both proven successful via higher retention and GPAs, but are not accessible to all students (currently ~60% first-year students; RAP fee = $425/year)



Merging philosophies of RAPs and LLCs into RLCs will provide greater access to wrap-around support structures to all students, including off-campus first-year students



These communities and other key stakeholders will come together this academic year to begin envisioning what these structures and approaches will look like toward a Fall 2027 launch

Residential Learning Communities (RLCs)

- RLCs provide wrap-around support in creating collaborative environments within the students' residence halls. They have been proven to improve student success and are an official High Impact Practice (Kuh, 2008)
- RLCs consist of support systems within the halls that more easily connect students with peers, staff, and faculty around common interests to form lasting relationships beyond the first-year
- RLCs provide distinct structures for collaboration between housing (or off-campus life) staff, advising, academic support, and faculty
- RLCs provide collaborative assessment strategies for how students are doing outside the classroom, creating collective opportunities for intervention

What's Next?

- Provost Stevens's charge is to Student Life and Undergraduate Education in partnership, working with Academic Planning & Assessment and Enrollment Management to create aligned RLC experience (not identical, but baseline consistency and shared assessment goals)
- Engaged conversations with deans, assistant/associate deans, directors of RAPs & LLCs, First Year Experience Advisory Board
- Determination of intersections with Common Curriculum learning outcomes (faculty committee constituted via BFA)

Stay Tuned! More to Come

Evidence 3D11 - High-Level Canvas Outcomes Project Timeline

High-Level Canvas Outcomes Project Timeline

Phase	Apr 2026	May 2026	Jun 2026	Jul 2026	Jul-Dec 2026	Jan–May 2027
Phase 1: Internal Exploration	[redacted]					
Phase 2: Initial Preparation for Fall 2026 Pre-Pilots	[redacted]					
Phase 3: Canvas Outcomes Configuration & Resource Development		[redacted]	[redacted]	[redacted]		
Phase 4: Exemplar Faculty Pre-Pilot					[redacted]	
Phase 5: Data & Reporting Infrastructure Exploration (Parallel to Phases 2–3)	[redacted]	[redacted]	[redacted]	[redacted]		
Phase 6: Faculty Pilot						[redacted]
Phase 7: Synthesis & Decision Support (Parallel to Phase 6)						[redacted]

Phase 1: Internal Exploration (Early April 2026)

Focus: Feasibility, constraints, and shared understanding

- Explore Canvas Outcomes functionality using mock data. (ONGOING)
- Clarify terminology, hierarchy, and structural limitations. (ONGOING)
- Identify what Canvas can and cannot reasonably support for program-level outcomes and rubrics. (ONGOING)
- Gather early insight from peer institutions to avoid known pitfalls. (COMPLETE)

Phase 2: Initial Preparation for Fall 2026 Pre-Pilots (Late April-May 2026)

Focus: Pre-pilot planning, pilot model design and faculty readiness framing

- Define a small-scale pre-pilot approach for select programs. (ONGOING)
- Outline how program-level setup connects to course-level faculty adoption. (ONGOING)
- Determine scope of rubric and outcomes training for first faculty cohort. (ONGOING)
- Establish common, faculty-facing language for outcomes and rubrics. (ONGOING)

- Identify data reporting needs, evaluate technical options, and make system configuration recommendations to meet those needs. (ONGOING)

Phase 3: Canvas Outcomes Configuration & Resource Development (May–July 2026)

Focus: Build, test, and prepare for real use

- Configure Canvas Outcomes structures and exemplar rubrics aligned to existing learning outcomes. (ONGOING)
- Validate technical functionality across assignments, rubrics, grading, and reporting. (ONGOING)
- Develop concise faculty-facing training, guides, and LMS-hosted support materials. (NOT STARTED)
- Finalize internal support workflows and readiness criteria for pre-pilot and pilot launch. (NOT STARTED)

Phase 4: Exemplar Faculty Pre-Pilot (July - December 2026)

Focus: Real-world use and experience validation

- Launch a high-touch pre-pilot with a small group of faculty and programs.
- Support faculty in integrating outcomes and rubrics into course design in preparation for Spring 2027.
- Collect structured feedback on usability, clarity, workload, and support needs.
- Document observed effort and staffing implications.

Phase 5: Data & Reporting Infrastructure Exploration (Parallel to Phases 2–3)

Focus: Reporting feasibility and future scalability

- Assess options for extracting and aggregating Canvas Outcomes data. (ONGOING)
- Explore program-level and institutional reporting models. (ONGOING)
- Identify limits of Canvas-native reporting and opportunities for augmentation. (ONGOING)

Phase 6: Faculty Pilot (January 2027–May 2027)

Focus: Faculty pilot

- Launch a high-touch pilot with exemplar faculty to implement outcomes and rubrics and support course- and assignment-level adoption.
- Provide structured support and guidance to faculty during implementation.
- Collect structured feedback on user experience, visualization clarity, and support needs.
- Produce a synthesis of pilot findings, including user experience insights and evidence of time, effort, and support required for scaling.

Phase 7: Synthesis & Decision Support (Parallel to Phase 6)

Focus: Evidence-based go/no-go decisions

- Synthesize findings from pre-pilots, technical exploration, and reporting analysis.
- Articulate sustainable support requirements and resource implications.
- Present rollout options and recommendations to governance and leadership.

Canvas Outcome-to-Assessment Options & Data Impacts
April 29, 2026

Overview

- 1) Quick framing: why outcome-to-assessment set-up affects reporting
- 2) Three example scenarios (what faculty do, what it looks like in Canvas, what data we get)
- 3) Comparison: tradeoffs and reporting reliability
- 4) Decisions to guide summer training materials (last two slides have more information)

Considerations

- Outcomes evidence exists only when outcomes are assessed (often via rubrics or quiz question alignment)
- Different structures change consistency (across courses) and interpretability (for programs)
- Training materials will either encourage consistency or allow flexibility (both have tradeoffs)
- Decision point for training materials: pick a direction that matches reporting needs and faculty workload

Three scenarios

- Scenario 1: Standard rubric-based alignment (common rubrics created at the root or subaccount level with standard outcome criteria, imported to the course), can be used for grading or not
- Scenario 2: Hybridized rubrics (mix of graded criteria and imported outcomes criteria that can be used for grading or not)
- Scenario 3: Outcome alignment without a rubric (for example quiz items or outcome tagging)

Scenario 1: Standard rubric-based alignment

What faculty do

Use a consistent, imported common rubric

Assess outcome criteria when grading the assignment

Outcome scores are recorded through the rubric

What it means for reporting and training

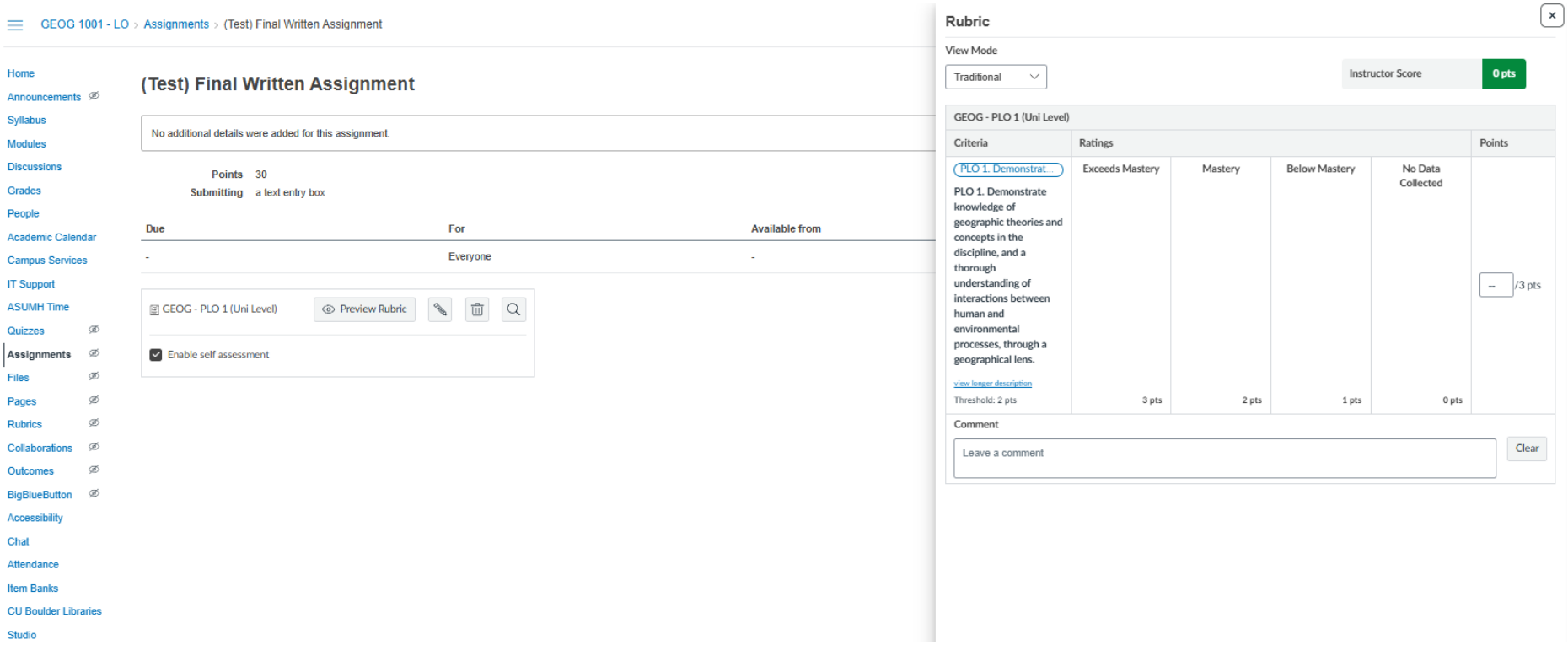
Most consistent data for program-level reporting

Easier to compare across courses and terms

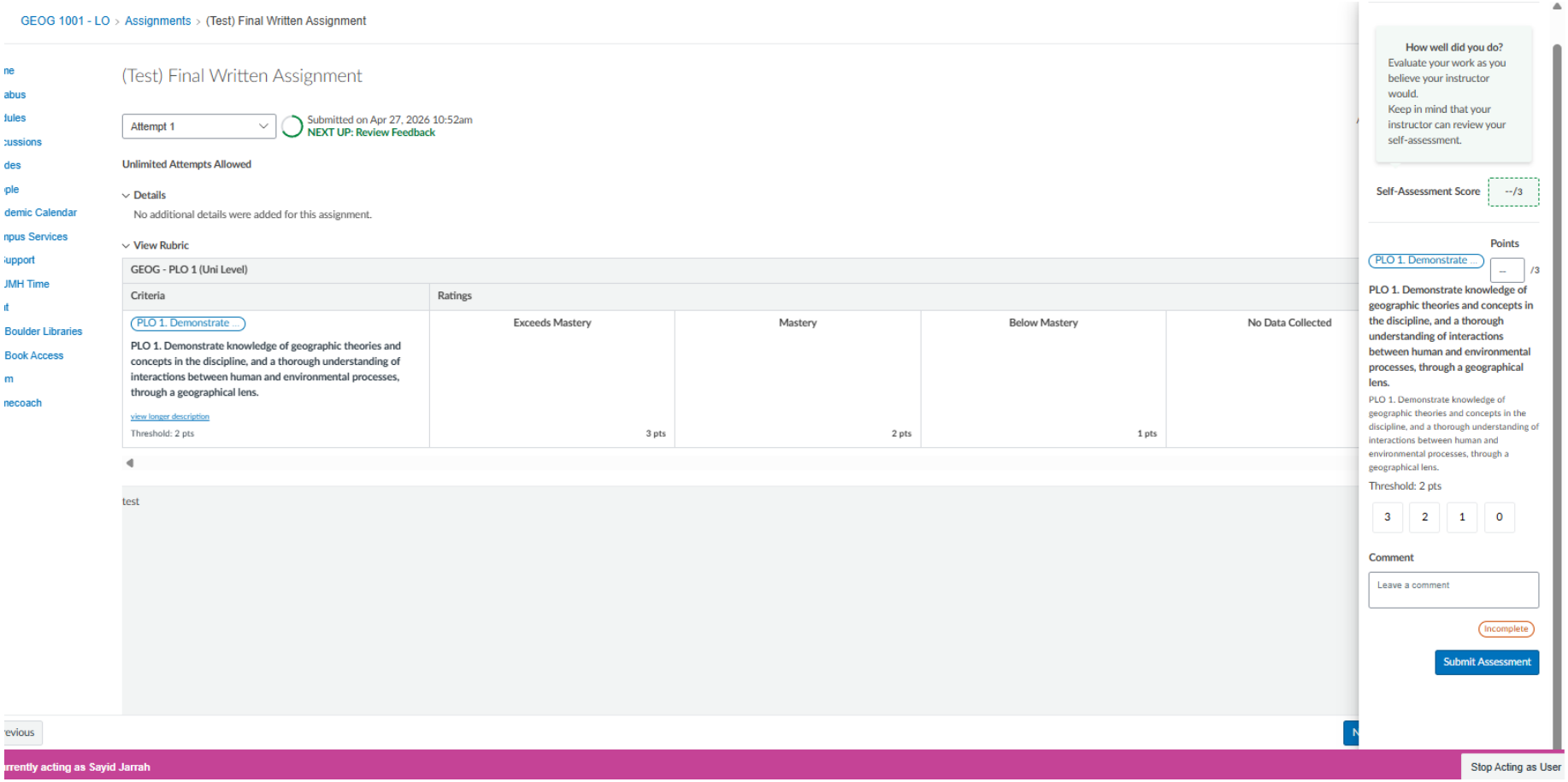
Training can focus on 1-2 repeatable workflows

Higher structure, lower flexibility

[Instructure Announcement](#))



Student view with self-assessment enabled. Self-assessment occurs after assignment submission, but rubric is visible on submission page prior to submission.



What the export looks like

Hint: If you are filtering on the sample .csv, this one is the assignment titled: "(Outcomes Example with Common Rubric from PLO) Final Written Assignment)"

studen	submis	learnin	learnin	attemp	outcom	assess	assess	course	course	course	section	section	section	assign	learnin	learnin	learnin	learnin	learnin	learnin	learnin	learnin	accour	accour	enrollm	t state
Marello, E	0	PLO 1. Der	4458	1	0			GEOG 100	143626		GEOG 100	173878		https://canvas.color	3	2	0	No Data C	0	PLO 1. Der	83560	507	LO - Geogr	active		
Oh, Livinia	0	PLO 1. Der	4458	1	0			GEOG 100	143626		GEOG 100	173878		https://canvas.color	3	2	0	No Data C	0	PLO 1. Der	83560	507	LO - Geogr	active		
Jarrah, Sa	30	PLO 1. Der	4458	1	3			GEOG 100	143626		GEOG 100	173878		https://canvas.color	3	2	1	Exceeds M	3	PLO 1. Der	83560	507	LO - Geogr	active		
Kwon, Sur	25	PLO 1. Der	4458	1	2			GEOG 100	143626		GEOG 100	173878		https://canvas.color	3	2	1	Mastery	2	PLO 1. Der	83560	507	LO - Geogr	active		

Scenario 2: Hybridized rubrics

What faculty do

Use a rubric that combines instructor-specific grading criteria with outcomes criteria - this can occur by creating a rubric with imported PLOs (and adding course-specific criteria) or by importing a common rubric created from PLOs and adding course-specific criteria

Rubric is used for both grading and generating outcomes evidence

May vary by department or course type

What it means for reporting and training

More support needed (potentially) to avoid omitted outcome criteria

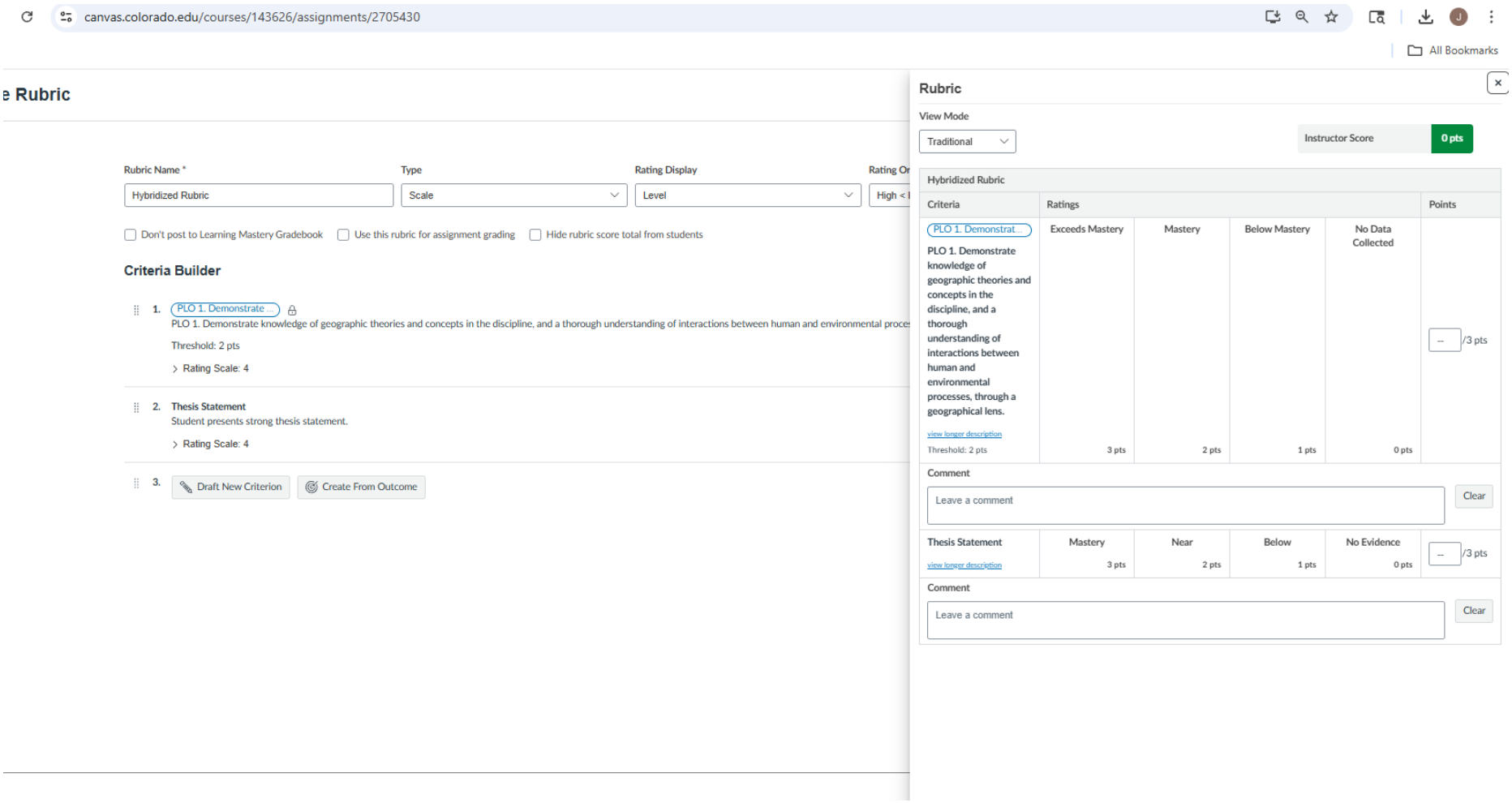
Unless you mark the outcome as ungraded, the outcome point value combines with course-specific criteria points

Training must clarify what counts toward outcomes evidence versus other assignment criteria

Balances flexibility with reporting needs

Depending on how faculty set up the rubric (specifically, if they import an Outcome to a self-created rubric), they may need to "uncheck" the PLO to be used for scoring – adding to the workflow

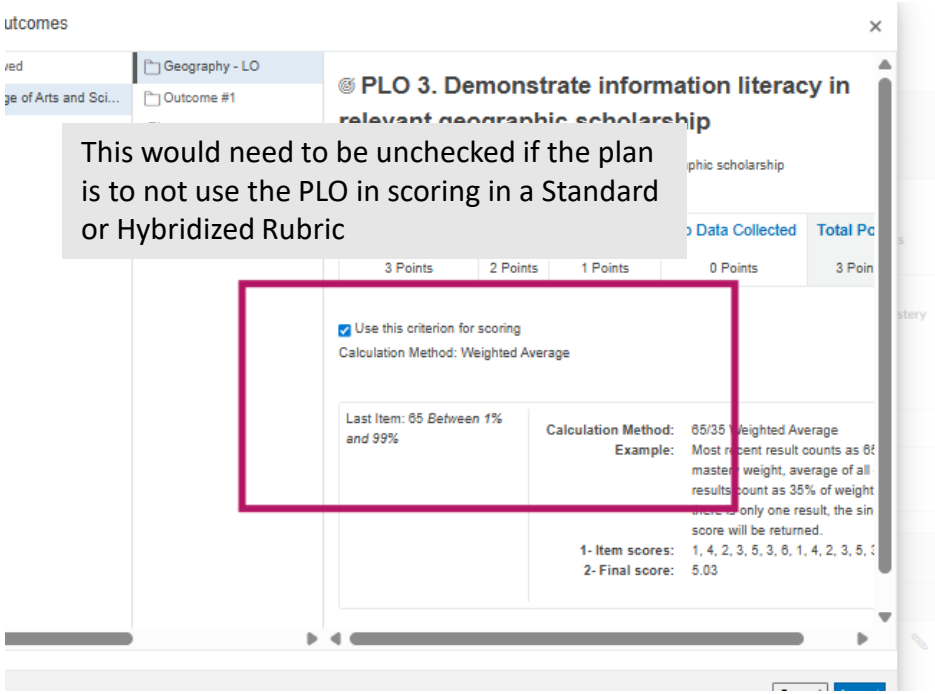
“Hybridized” Rubric



Other Notes

- Both a PLO and a Rubric can be imported to a course. As far as I can tell, if you import a Standard Rubric and add a criterion, the PLO criterion (criteria) will factor into the point value (3-2-1-0) unless the original Standard rubric has been created with the PLO "unchecked" as being used for scoring

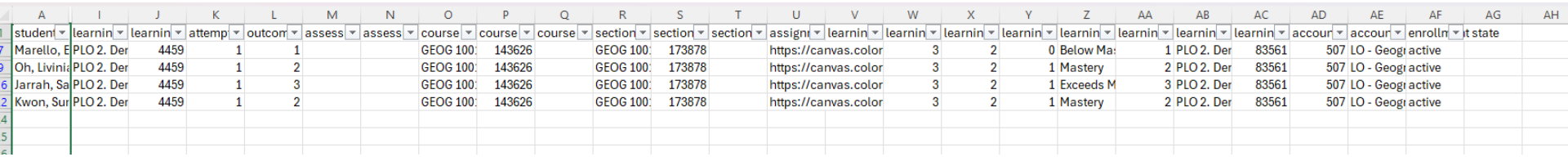
What the export looks like



What the export looks like

Hint: (If you are filtering on the sample .csv, this one is the assignment titled: "(Outcomes Example with Hybridized Rubric) Sample Presentation"

In summary, the export looks the same as Standard rubric without added course criterion.



	A	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z	AA	AB	AC	AD	AE	AF	AG	AH
1	studen	learnin	learnin	attemp	outcon	assess	assess	course	course	course	section	section	section	assign	learnin	learnin	learnin	learnin	learnin	learnin	learnin	learnin	accour	accour	enrolln	t state	
7	Marello, E	PLO 2. Der	4459	1	1			GEOG 100	143626		GEOG 100	173878		https://canvas.color		3	2	0	Below Ma	1	PLO 2. Der	83561	507	LO - Geogr	active		
9	Oh, Livini	PLO 2. Der	4459	1	2			GEOG 100	143626		GEOG 100	173878		https://canvas.color		3	2	1	Mastery	2	PLO 2. Der	83561	507	LO - Geogr	active		
6	Jarrah, Sa	PLO 2. Der	4459	1	3			GEOG 100	143626		GEOG 100	173878		https://canvas.color		3	2	1	Exceeds M	3	PLO 2. Der	83561	507	LO - Geogr	active		
2	Kwon, Sur	PLO 2. Der	4459	1	2			GEOG 100	143626		GEOG 100	173878		https://canvas.color		3	2	1	Mastery	2	PLO 2. Der	83561	507	LO - Geogr	active		
4																											
5																											

Scenario 3: Alignment without a rubric (ex. quizzes)

What faculty do

Align outcomes to non-rubric activities (for example quiz as a whole or quiz questions)

Or tag outcomes without consistent scoring criteria

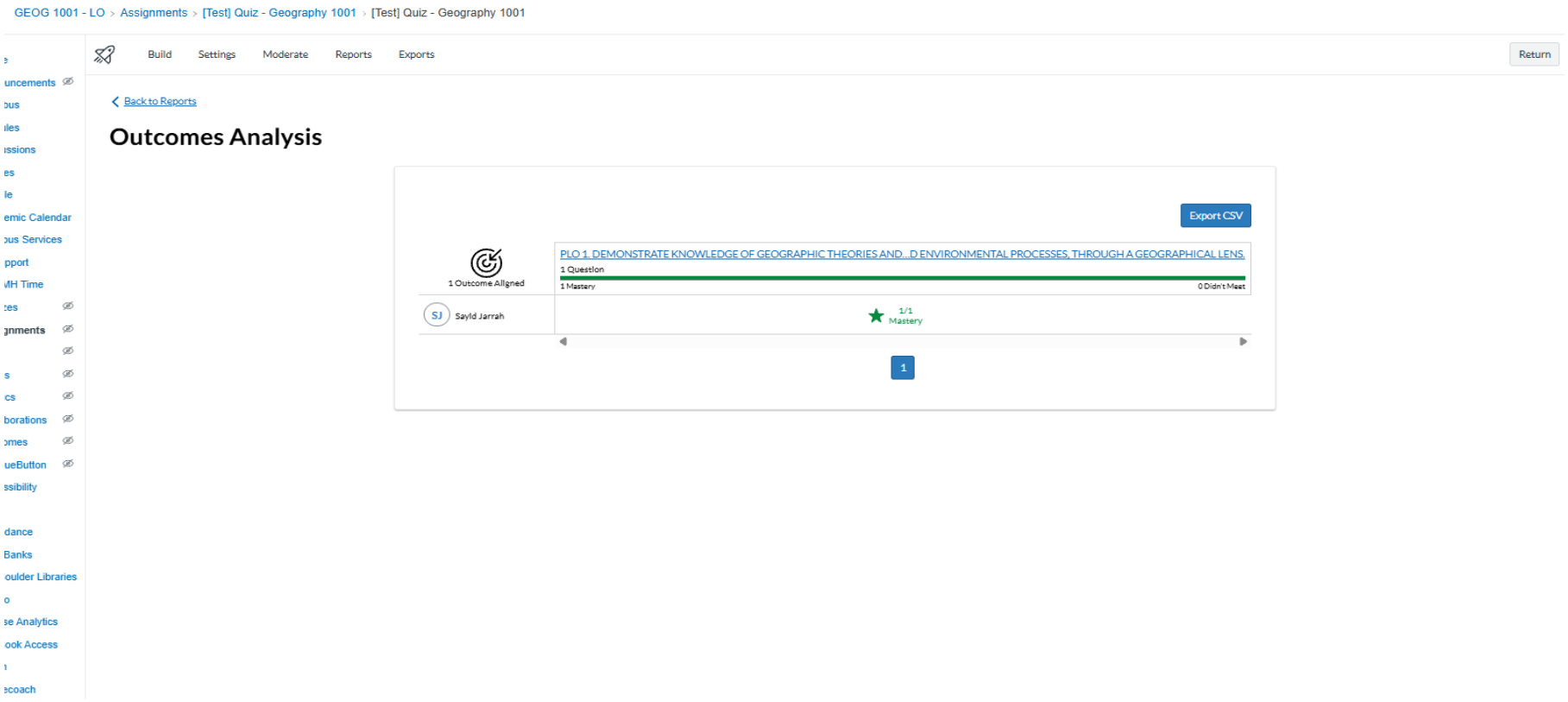
Faculty workflows vary widely across courses

What it means for reporting and training

Potentially broader coverage, but data can be inconsistent

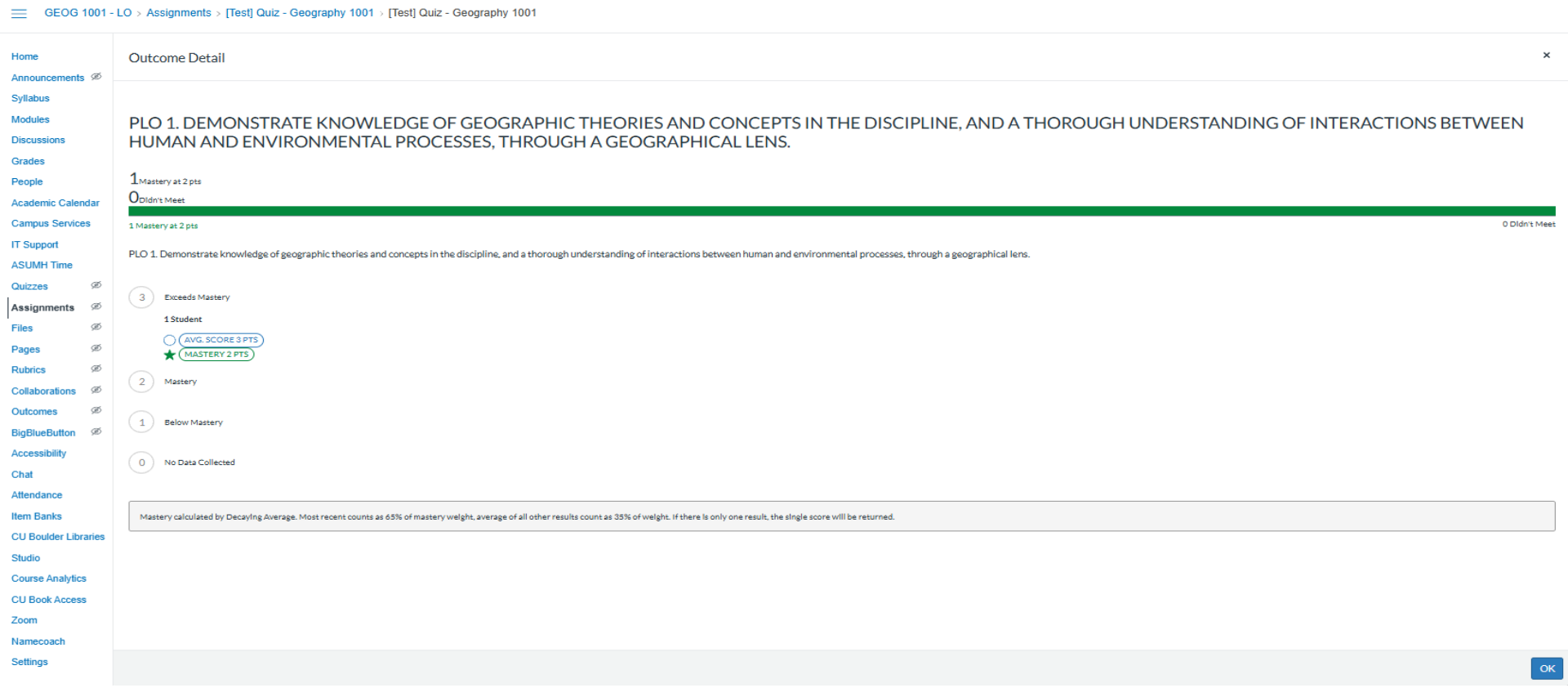
Harder to interpret and compare across instructors
Training must address multiple pathways and edge cases

May be best as an optional pathway, not the default


GEOG 1001 - LO › Assignments › [Test] Quiz - Geography 1001 › [Test] Quiz - Geography 1001
Build
Settings
Moderate
Reports
Exports
Return
Back to Reports
Outcomes Analysis
Export CSV
1 Outcome Aligned
PLO 1. DEMONSTRATE KNOWLEDGE OF GEOGRAPHIC THEORIES AND...D ENVIRONMENTAL PROCESSES, THROUGH A GEOGRAPHICAL LENS.
1 Question
1 Mastery
0 Didn't Meet
SJ
Sayid Jarrah
1/1
Mastery
1

Single-question quiz with correct answer to a Quiz **question** that has been aligned to University-level outcome. (View 2) Note that Mastery reflects level 2 (Mastery, not Exceeds Mastery).

Evidence Page 946 of 959

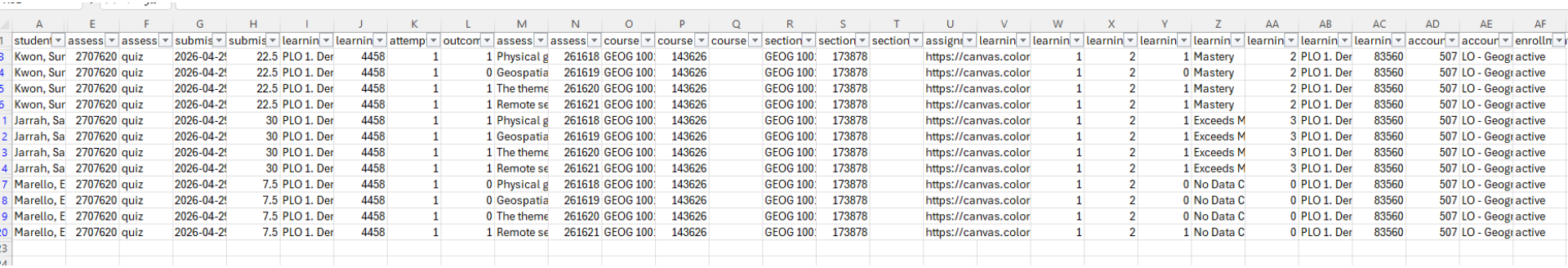


What the export *may* look like:

Context: This export contains the results from a Quiz set up with both General Outcome-to-Quiz alignment to PLO1, as well as each quiz question aligned to PLO1. I will be testing other scenarios (ex., questions aligned to multiple PLOs, only the quiz [not the questions] aligned to PLOs, etc.).

As you'll see, in this particular situation, there is a line for each student's response to each quiz question. Some oddities: the export seemed to default the mastery level across questions to the cumulative mastery score (see column Z), and incorrect answers default to No Data Collected (or level 0), but should be 1 (Below Mastery). E/J need to explore how to correct this.

Hint: If you are filtering on the sample .csv, this one is the assignment titled:"(Outcomes Example with General + Question Outcome Alignment)"



	A	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z	AA	AB	AC	AD	AE	AF
1	studen	assess	assess	submis	submis	learnin	learnin	attemp	outcom	assess	assess	course	course	course	section	section	section	assign	learnin	learnin	learnin	learnin	learnin	learnin	learnin	learnin	accour	accour	enrollm
3	Kwon, Sur	2707620	quiz	2026-04-2	22.5	PLO 1. Der	4458	1	1	Physical g	261618	GEOG 100	143626		GEOG 100	173878		https://canvas.color	1	2	1	Mastery	2	PLO 1. Der	83560	507	LO - Geogr	active
4	Kwon, Sur	2707620	quiz	2026-04-2	22.5	PLO 1. Der	4458	1	0	Geospatia	261619	GEOG 100	143626		GEOG 100	173878		https://canvas.color	1	2	0	Mastery	2	PLO 1. Der	83560	507	LO - Geogr	active
5	Kwon, Sur	2707620	quiz	2026-04-2	22.5	PLO 1. Der	4458	1	1	The theme	261620	GEOG 100	143626		GEOG 100	173878		https://canvas.color	1	2	1	Mastery	2	PLO 1. Der	83560	507	LO - Geogr	active
6	Kwon, Sur	2707620	quiz	2026-04-2	22.5	PLO 1. Der	4458	1	1	Remote se	261621	GEOG 100	143626		GEOG 100	173878		https://canvas.color	1	2	1	Mastery	2	PLO 1. Der	83560	507	LO - Geogr	active
11	Jarrah, Sa	2707620	quiz	2026-04-2	30	PLO 1. Der	4458	1	1	Physical g	261618	GEOG 100	143626		GEOG 100	173878		https://canvas.color	1	2	1	Exceeds M	3	PLO 1. Der	83560	507	LO - Geogr	active
12	Jarrah, Sa	2707620	quiz	2026-04-2	30	PLO 1. Der	4458	1	1	Geospatia	261619	GEOG 100	143626		GEOG 100	173878		https://canvas.color	1	2	1	Exceeds M	3	PLO 1. Der	83560	507	LO - Geogr	active
13	Jarrah, Sa	2707620	quiz	2026-04-2	30	PLO 1. Der	4458	1	1	The theme	261620	GEOG 100	143626		GEOG 100	173878		https://canvas.color	1	2	1	Exceeds M	3	PLO 1. Der	83560	507	LO - Geogr	active
14	Jarrah, Sa	2707620	quiz	2026-04-2	30	PLO 1. Der	4458	1	1	Remote se	261621	GEOG 100	143626		GEOG 100	173878		https://canvas.color	1	2	1	Exceeds M	3	PLO 1. Der	83560	507	LO - Geogr	active
17	Marello, E	2707620	quiz	2026-04-2	7.5	PLO 1. Der	4458	1	0	Physical g	261618	GEOG 100	143626		GEOG 100	173878		https://canvas.color	1	2	0	No Data C	0	PLO 1. Der	83560	507	LO - Geogr	active
18	Marello, E	2707620	quiz	2026-04-2	7.5	PLO 1. Der	4458	1	0	Geospatia	261619	GEOG 100	143626		GEOG 100	173878		https://canvas.color	1	2	0	No Data C	0	PLO 1. Der	83560	507	LO - Geogr	active
19	Marello, E	2707620	quiz	2026-04-2	7.5	PLO 1. Der	4458	1	0	The theme	261620	GEOG 100	143626		GEOG 100	173878		https://canvas.color	1	2	0	No Data C	0	PLO 1. Der	83560	507	LO - Geogr	active
20	Marello, E	2707620	quiz	2026-04-2	7.5	PLO 1. Der	4458	1	1	Remote se	261621	GEOG 100	143626		GEOG 100	173878		https://canvas.color	1	2	1	No Data C	0	PLO 1. Der	83560	507	LO - Geogr	active
23																													

Additional Info about Outcome Exports

- Jessica has noticed it takes about 2+ hours for Canvas to run an Outcomes-related report (you configure/request it, and then Canvas sends an email once it's done).

Tradeoffs at a glance

	Reporting reliability	Faculty effort	Training complexity	Best used when
Scenario 1: Standard rubric	High	Medium	Medium	We need clean, comparable program data
Scenario 2: Hybridized rubric	Medium	Medium	Medium-High	We want some flexibility but still usable data
Scenario 3: Non-rubric alignment	Low-Medium	Varies	High (quiz-specific, requires transition to Enhanced Quizzes)	We need optional pathways (special cases)

Questions that shape training materials for Fall 2026 pre-pilot

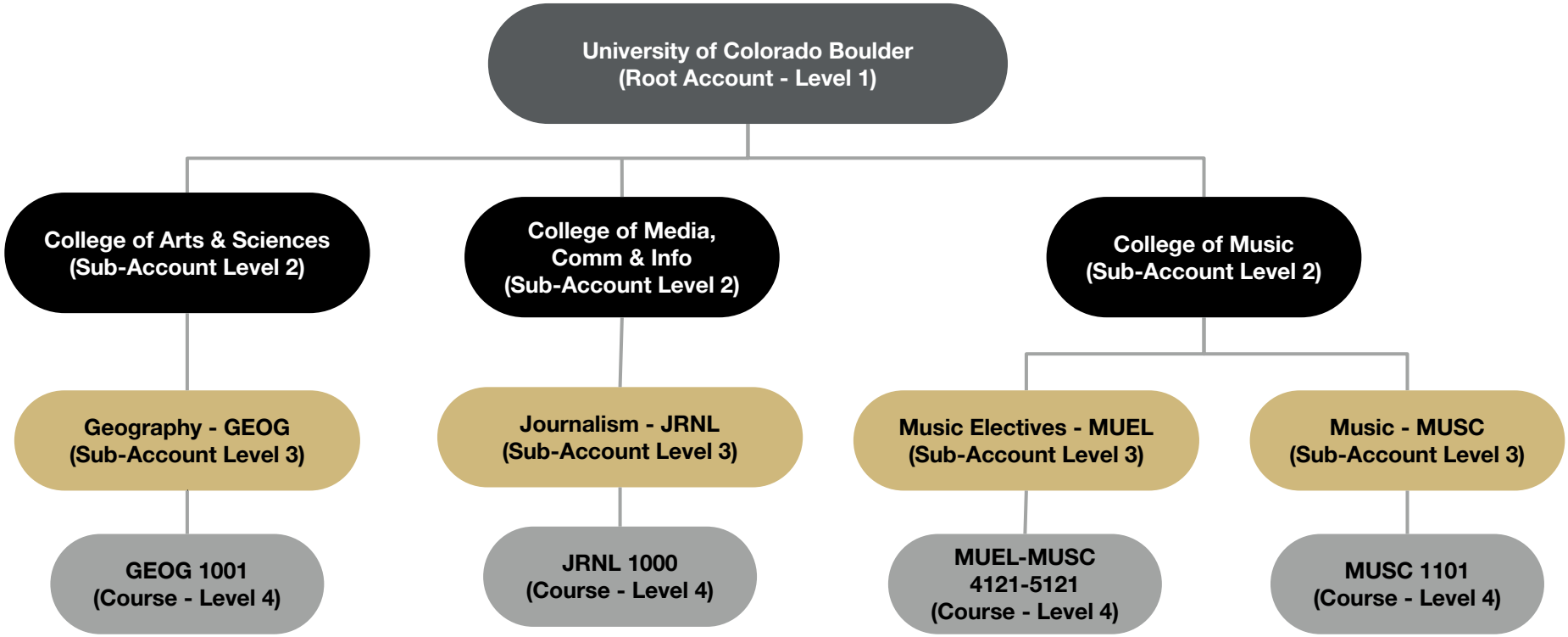
- Do we want to standardize a default rubric pattern for pilot programs?
- Should hybrid rubrics be the recommended path or an advanced option (for example, for programs with established faculty buy-in)?
- Do we include quiz alignment and other non-rubric pathways in training now (or later, if at all)?
- What level of consistency is needed for reporting (Fall 2026 pre-pilot/Spring 2027 pilot vs accreditation use)?

Overall Decisions

- Capture the preferred default assessment scenario for the Spring 2027 pilot*
- Align training materials to that default (templates, examples, quick-start guides)
- Revisit (during? after?) Spring 2027 feedback to adjust structure and support

*If relevant, list any allowed exceptions (and who approves them)

Example of Canvas Account Structure for Academic Courses

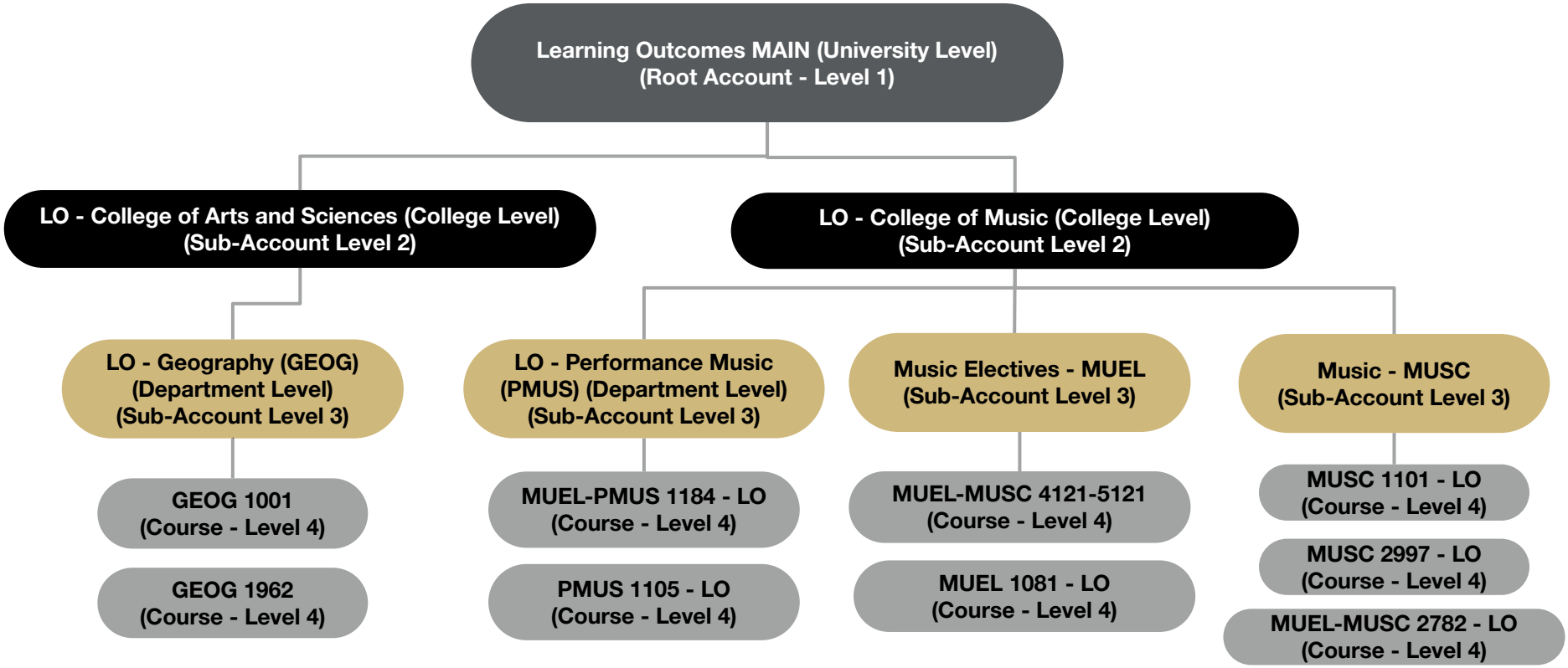


In general, this is how most academic courses are organized in Canvas:

- Level 1 - Main/Root account for all CU Boulder course in Canvas
- Level 2 - Schools and Colleges (Examples: LEEDS, School of Law, CEAS, CAS)
- Level 3 - Departments/Programs (Added by course code. Examples: GEOG, MUSC, MUEL)
- Level 4 - Individual courses (Examples: GEOG 1001, JRNL 1000)

*In rare cases, some courses exist at Level 5, under an additional department/program sub-account, such as ASLC.

Outcomes Mockup Account Structure



The mockup structure mirrors CU's Canvas structure, for realistic testing of outcomes across levels:

- Level 1 - Main/Root account for Learning Outcomes testing
- Level 2 - Samples of schools and colleges for testing
- Level 3 - Department/Program - examples taken from shared assessment plans
- Level 4 - Individual courses - selected examples taken from shared assessment plans and existing courses

Outlook

Evidence 3D12 - HLC Assessment Academy Application + HLC receipt acknowledgment Outlook

Fw: HLC Has Received Your Application to the Assessment Academy

From Katherine Eggert <Katherine.Eggert@colorado.edu>
Date Fri 6/12/2026 12:39 PM
To Katherine Eggert <Katherine.Eggert@colorado.edu>

From: Higher Learning Commission <hlc@hlcommission.org>
Date: Thursday, June 11, 2026 at 4:43 PM
To: Erika Anne Randall <erika.randall@colorado.edu>
Subject: HLC Has Received Your Application to the Assessment Academy

[External email - use caution]

Dear Erika Randall,

Your institution's application to HLC's Assessment Academy has been received. The application will be reviewed by HLC. If you have any questions about the selection process, please contact academy@hlcommission.org.

Below is a copy of your institution's application for your reference.

Thank you for your interest in the Assessment Academy.

Sincerely,

Higher Learning Commission

Institution name:

University of Colorado Boulder - CO - 1038

Purpose of Academy participation:

- Open Pathway Quality Initiative

1. Provide an evaluation of the institution's past and present assessment efforts, including strategies, challenges, results and accomplishments.

CU Boulder assesses its academic programs and its co-curricular/extracurricular programs through three structures, which are in various stages of maturity.

● The Division of Student Life's longstanding assessment structures measure how the co-curricular programs, services, and activities sponsored by Student Life meet learning and development outcomes established for both the division as a whole and each unit within it. The division creates, maintains, and evaluates annual assessment plans detailing each unit's mission, objectives, and learning and operational outcomes and bases improvement planning on assessment results.

Evidence Page 955 of 959

● Over the last six years, CU Boulder has developed comprehensive Program Learning Outcomes (PLO) assessment for all its degree programs. The Office of Academic Planning and Assessment supports program-level faculty in creating PLOs, assessing student achievement, and identifying opportunities for program improvement.
● In place for more than 40 years, the campus-level, faculty-led program review cycle assesses academic units, including an evaluation of program-level learning outcomes assessment. The campus Common Curriculum, launching in 2027, will be part of the program review cycle.

The primary current challenge for the university is to coordinate these systems to support an integrated assessment ecosystem. This application focuses on one aspect of needed assessment coordination.

2. Describe the issues related to the assessment of student learning that led the institution to apply to the Academy. Why did the institution select the Academy as a means of institutional improvement?

In Fall 2027, CU Boulder will launch two interrelated initiatives for undergraduate education and student success: the Common Curriculum, the campus's shared set of undergraduate learning outcomes; and the campus-wide expansion of Residential Learning Communities (RLCs) in the university's residence halls. RLCs will be associated with First Year Seminars, a foundational component of the Common Curriculum and a cohesive program across schools and colleges that receives dedicated funding. CU Boulder's participation in the HLC Assessment Academy is intended to support the development and implementation of a coordinated, institution-wide assessment framework for both the RLCs and the First Year Seminars, ensuring that key course learning outcomes are clearly defined, consistently delivered, meaningfully assessed, and continuously improved from the outset of the 2027 launch. Participation in the Academy will provide structured, external guidance and support for:

● Continued development of a shared understanding of how to assess institutional learning outcomes
● Creation of repeatable processes that can be applied to assess both RLCs and the associated First Year Seminar course
● Further establishment of evidence collection practices needed to demonstrate student learning
● Establishment of metrics for success that will enable targeted improvement

2a. If applicable: If the insitution previously participated in either of the HLC Academies, please indicate which Academy, the dates of participation, and how the institution's current needs relate to its past Academy work, if at all.

N/A

3. How does participation in the Academy align with the institution's current academic or strategic priorities?

CU Boulder's leadership supports the financial and institutional investments required for Assessment Academy participation because it will enhance the university's ability to concentrate effort on high-impact academic priorities already underway–the rollout of the Common Curriculum, the development of the RLC model, and CU's ongoing work to assess program learning outcomes–that in turn align with CU Boulder's strategic priority of student success. CU Boulder plans to create an assessment network that seamlessly connects the intended outcomes of the curricular and cocurricular elements of the First Year Experience, augmenting the ongoing collaboration between Academic Affairs and Student Life, the unit that oversees the student residential experience and co-curricular programming. Through the formalized framework of HLC Assessment Academy

Evidence Page 956 of 959

participation, CU can use structured external mentorship to build sustainable assessment capacity, generate evidence of student learning, and support evaluation of the expanded First Year Experience. Expected benefits include establishing shared assessment processes, aligning curricular and co-curricular outcomes, improving consistency and effectiveness of RLCs and First Year Seminars as a key component of the Common Curriculum, and enabling data-informed decision-making.

4. What potential challenges and issues might the Academy team have to address?

The scale of simultaneously implementing campus-wide RLCs and a required First Year Seminar course across all schools and colleges makes coordinated assessment a challenge. Alongside evaluating the embedded Common Curriculum learning outcomes in the First Year Seminar course, CU Boulder must also assess the goals we have set for the RLCs —encouraging intellectual exploration; supporting campus belonging and community; promoting self-awareness, cultural understanding, and inclusivity; and bolstering key student success metrics. CU Boulder's Academy team will need to design accessible, practical strategies to evaluate the effectiveness of the RLC model, provide a sustainable, flexible model for the First Year Seminar's integration of Common Curriculum learning outcomes, and evaluate the interplay of curriculum and co-curriculum. Participation in the HLC Assessment Academy will support these efforts through:

● Structured guidance on assessing RLC outcomes at scale and across many different contexts (i.e., different themes, campus locations, student subpopulations)
● Tools for assessing cross-cutting learning outcomes introduced in a single First Year Seminar course developed across multiple contexts (schools and colleges) and for ensuring consistency in delivery across sections and instructors
● Support for aligning RLC outcomes with broader campus goals for the Common Curriculum and student success

5. What human, financial and other resources has the institution committed to Academy participation?

1. Direct Assessment Academy costs:
a. HLC Assessment Academy fees (based on 2025 rates): ~$39,500 over four years
b. Academy Team travel to Assessment Academy In-Person Events: ~$24,000-$28,000 over four years

2. Personnel time and capacity for:
a. Academy Team of 6-7 members: Student Life (2), Office of Undergraduate Education (2), Office of Academic Planning and Assessment (1), faculty members from one or two large colleges and schools (e.g., Arts & Sciences or Engineering) (1-2)
b. Executive sponsors: Dean and Vice Provost for Undergraduate Education; Vice Chancellor for Student Life; Vice Chancellor for Academic Planning and Assessment
c. Project coordination through the Office of Undergraduate Education
d. Project management integrated with HLC accreditation cycle through the Office of the Provost
e. Internal training sessions on assessment design and implementation
f. Faculty development for embedding and measuring outcomes through existing faculty development structures such as the Center for Teaching & Learning

3. Assessment Infrastructure and Tools:
a. Potential enhancements to data collection and reporting systems
b. Use of LMS analytics, assessment platforms, and dashboards
4. Event support for convening at CU Boulder (workshops, meetings, retreats)

Name:

Erika Randall

Role title:

Dean and Vice Provost for Undergraduate Education

Email address:

Erika.Randall@colorado.edu

Work phone:

(303) 492-1278

Office address:

Office of Undergraduate Education, University of Colorado
UCB 37
Boulder, Colorado 80309-0037
United States
Map It

Please confirm the following statement:

- I confirm that this application represents the institution accurately and that the institution agrees, if admitted, to commit to meaningful and productive participation in the Assessment Academy for the full Academy cycle.

CEO's name:

Justin Schwartz

CEO's email address:

chancellor.schwartz@colorado.edu

Image removed by sender.

Common Curriculum Assessment Schedule

Outcome Group	AY 27—28	AY 28—29	AY 29—30	AY 31—32
Habit of Mind: Reflection				
LOs 1 & 2	Arts & Humanities Courses[1]			Arts & Humanities Courses[1]
LO 3	RLCs[3]	RLCs[3]	RLCs[3]	RLCs[3]
Habit of Mind: Engagement				
LOs 1 & 2		Social Sciences Courses[1]		
LO 3			Required Major Courses[2]	
Habit of Mind: Discovery				
LOs 1, 2 & 3			Natural Sciences Courses[1]	
Skill: Communication				
LOs 1 & 2	Lower Division Writing Courses[4]	Lower Division Writing Courses[4]	Lower Division Writing Courses[4]	
LO 3	Upper Division Writing Courses[4]	Upper Division Writing Courses[4]	Upper Division Writing Courses[4]	
Skill: Information Literacy				
LO 1	RLCs[3]	RLCs[3]	RLCs[3]	RLCs[3]
LO 2	Required Major Courses[2]			Required Major Courses[2]
LO 3	Upper Division Writing Courses[4]	Upper Division Writing Courses[4]	Upper Division Writing Courses[4]	
Skill: Critical Thinking				
LOs 1	Required Major Courses[2]			Required Major Courses[2]
LO 2		Required Major Courses[2]		
LO 3			Required Major Courses[2]	
Purpose: Sustainability				
LO 2.1		Required Major Courses[2]		

Notes:

1. **Distribution requirement courses (Arts & Humanities, Social Sciences, Natural Sciences) will use the subsequent two years following a direct assessment year to plan and implement updated curriculum, assessments, and/or pedagogical methods, resulting in a three-year direct assessment cycle.**

2. **Required major courses will directly assess six common curriculum outcomes according to a common three-year assessment plan for the Common Curriculum, resulting in the assessment of two common curriculum outcomes in every program each academic year.**

3. **The Residential Learning Communities will directly assess two common curriculum outcomes each year. When direct assessments are implemented, a change and improvement implementation cycle will be identified for individual RLCs.**

4. **Writing courses (and courses meeting the Upper Division Writing requirement) will use a three-year direct assessment cycle followed by a year to manage change and improvement implementation.**