

Three-Year Student Learning Assessment Plan

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Program Information

Program Name:	
College:	
Program Chair:	
Assessment Liaison/Coordinator:	
Email:	
Phone:	
Academic Years (AY) Included in Plan	
Assessment Planning AY (Year 0):	
Reporting AY (Year 1):	
Reporting AY (Year 2):	
Reporting AY (Year 3):	
Date Submitted (completed by ODA):	

Program Mission

[Write mission statement]

Program Learning Outcomes (PLOs)

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

It is important that PLOs are specific, realistic, and measureable. PLOs are not expected to cover everything students will learn in their program. Rather, PLOs should cover the core learning expected of every student. To keep assessment processes manageable, we recommend approximately six PLOs.

Program Learning Outcomes (PLO)	
	Ex: Students will persuasively articulate ideas and arguments
1	
2	
3	
4	
5	
6	

The following PLO task needs to be completed outside of this assessment planning document. Please check the box below after the task has been completed:

- ☐ PLOs 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 grid below, list the required courses for your program as rows and the PLOs in columns. Add rows and columns, if 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 a given course. (Levels: 1=Introduced, 2=Reinforced, 3=Emphasized).

REQUIRED COURSE	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6
Ex: SUBJ 2345	1		1		2	
Ex: SUBJ 4321	3			2	2	3

Connection with CU Boulder Baccalaureate Learning Goals (Undergraduate Programs Only)

CU Boulder has the following learning goals for all baccalaureate graduates:

#	Code	Learning Domain	CU Boulder Baccalaureate Learning Goal
1	CCT	Critical & Creative Thinking	Think critically, comprehensively, and creatively about texts, artifacts and problems
2	COM	Communication	Communicate clearly in written and oral forms for various audiences
3	ER	Ethical Reasoning	Understand and apply high ethical standards to all endeavors
4	INQ	Inquiry	Formulate and investigate research, creative work and open-ended questions
5	EBA	Evidence-Based Analysis	Sustain complex arguments with appropriate evidence
6	IL	Information Literacy	Locate, evaluate and apply relevant evidence and technologies to solve problems in their disciplinary areas of study
7	CD	Cultural Diversity	Understand and appreciate multiple historical and cultural viewpoints in their social contexts
8	TW	Teamwork	Work collaboratively and individually
9	PS	Problem Solving	Solve problems even with ambiguous, contradictory and controversial information
10	LL	Lifelong Learning	Participate in lifelong learning for professional and personal development
11	CE	Civic Engagement	Contribute actively as civically literate citizens of the community, the state and the world

The grid below shows your unit's PLOs as the rows (add more rows, if needed) and the CU Boulder baccalaureate learning goals as columns. To show how your program connects its work with campus learning goals, place an "X" in the cells for which a PLO aligns with a baccalaureate learning goal.

NOTE: It is not typical that PLOs will align with all 11 CU Boulder baccalaureate learning goals. PLOs may only align with a few campus learning goals and will vary widely based on the undergraduate program.

	CCT	COM	ER	INQ	EBA	IL	CD	TW	PS	LL	CE
Ex: PLO 1		X									
PLO 1											
PLO 2											
PLO 3											
PLO 4											
PLO 5											
PLO 6											

Assessment Methodology & Reporting Schedule

First, for each PLO, indicate which academic year (AY) during the 3-year assessment cycle the outcome will be assessed/reported. At least one PLO must be assessed/reported each year, and all PLOs must be assessed/reported over the 3-year cycle.

Program Learning Outcome (PLO)		Reporting Schedule		
		1st AY (Y/N)	2 nd AY (Y/N)	3 rd AY (Y/N)
1	Ex: Students will persuasively articulate ideas and arguments	Y	N	N
1				
2				
3				
4				
5				
6				

For each PLO, provide:

1. **Assessment method(s)** that will be used to collect data, indicating whether 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.*
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.

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
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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

PLO 6: [Write outcome text]

Assessment Method	Metric/Target	Description of Assessment

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