## Plan for assessing Program Learning Outcomes

A plan shows how and when program learning outcomes will be assessed. A curriculum map (below) can be an efficient way to identify simple opportunities for assessment data collection.

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| **Program Learning Outcomes**  Current outcomes are published in the UO Catalog | **Methods to Assess achievement of learning outcomes** | **Timeline for assessment activity** |
| *Students will be able to…* | e.g. Instructor ratings of final oral presentations in COURSE 302 will be collected and summarized. Instructor will identify any common strengths and weaknesses among students. | *e.g.*  *“AY24-25*  *Collect data in Fall and Winter*  *Discuss in Spring faculty meeting before annual report is due.”* |
| *Students will be able to…* | e.g. Responses to selected questions embedded in midterm and final exams related to \_\_\_ topic that relate to this PLO. We will report trends from previous years and the % of students achieving 80% or better on the set of exam questions related to \_\_\_\_. | *e.g.*  *“AY26-27*  *Collect data in Spring 26 and Fall 26*  *Share in Winter 27 faculty meeting before annual report is due.”* |
| *Students will be able to…* | e.g. All instructors teaching capstone courses in the major will complete an assessment of their students competencies with [*objective]* as demonstrated in their capstone projects. Results will be combined and presented in a faculty meeting. |  |
| *Students will be able to…* |  |  |

## Other Questions to Address:

**Who is responsible for assessment?** (identify an individual or committee who will coordinate the implementation of assessment activities on an annual basis)

**What is the plan for review of the assessment results?** (usually during a faculty meeting each year)

**How will the annual reporting be completed and uploaded to program assessment folders?**

**How will any recommendations or actions be implemented?**

## Curriculum Map

**Instructions:**

1. Add Program Learning Outcomes in the rows. Insert additional rows if needed.
2. Insert Course Names in labeled columns ("COURSE 201"). Insert additional columns if needed. It is helpful to insert course information in the sequence in which they are typically taught to students.
3. Indicate which courses contribute to the learning of each program outcome. It may be helpful to have faculty teaching each course list which, if any, of the program outcomes are introduced, developed or mastered in their courses.
4. Find out which **existing assignments** allow instructors to assess student knowledge or skills related to the objectives in specific courses. Look for opportunities to collect assessment data from existing assignments that demonstrate student knowledge or skills related to an outcome.
5. Add any **indirect measures** which often include asking students to reflect upon and report their perceptions of their gains in knowledge, skills, etc. Other examples include employer surveys, faculty perceptions of student strengths/weaknesses, exit surveys, alumni surveys...

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|  | **201** | **202** | **203** | **268** | **322** | **324** | **380** | **Capstone** | **Indirect Measures?** |
| **PLO #1**  *Students will be able to…* |  |  | **X**  Quizzes and midterm |  |  | **X** |  | **X**  **….** |  |
| **PLO #2**  *Students will be able to…* |  |  |  |  | **X**  Project Oral Presentation | **X**  Final Exam question |  |  |  |
| **PLO #3**  *Students will be able to…* |  |  |  |  |  |  |  | **X**  **….** |  |
| **PLO #4**  *Students will be able to…* | **X** | **X**  Final paper |  |  |  |  | **X**  Lab reports |  |  |
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