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| Department: |  | | |
| Submitted by: |  | Date: |  |

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| Assessment Committee/ Working Group | ***Faculty who are responsible for leading your department/program efforts on assessment of the major(s), minor(s), and other curriculum and courses.*** |

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| This report is on the assessment of: | | | |
|  | Major - please specify: |  |
|  | Minor - please specify: |  |

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| Program *(Major, Minor)* Learning Goal(s) |  |
| URL for Learning Goals on Dept. Website |  |
| Learning Goals Statement(s) on Syllabi/Synopses | *Dept./program syllabi/synopses/expanded descriptions that include appropriate learning goals statement(s) - select one:*  Overwhelming majority / More than half / About half / Less than half |
| Where/ How Are Program Learning Goals Achieved? | ***For each goal, identify which course(s) and/or other program requirements most directly require student achievement of the desired learning outcomes*** *(e.g., “300-level dept. seminars,” “lab research requirement,” etc.)* |
| How are Program Learning Goals Assessed? | *Identify and briefly describe* ***at least one assignment or student work product that is used to directly measure student achievement of each learning goal*** *(preferably at or near program completion) - e.g., “the final project in our capstone course is scored using the program rubrics.”* |
| How Are these Outcomes Measured? | *Please* ***attach*** *the relevant rubric, test, survey instrument, etc. used for evaluating student performance for each outcome. Please be sure to describe how your faculty defines different performance levels – e.g., what is required for a “satisfactory” rating or an “outstanding” rating?* |
| Summary Of Program Assessment Results For This Academic Year | *Please provide data on the number of students achieving each level of performance on each goal.* |
| Use of Results; Plan for Going Forward | *Any planned or implemented changes in light of results; plans for the follow-up re-assessment of student outcomes on the goal(s); steps to revise assessment tools, and/or process, etc.* |
| Timeline/ Schedule for Going Forward | *Describe the timeline for follow-up re-assessment of student outcomes on the goal(s); pilot/ implementation of future assessment(s); analysis of assessment results, plan(s) for addressing areas of concern, etc.* |
| Maintenance/Updating of Learning Goals and/or Assessment Process | *Describe how assessment plan has been developed and shared with faculty; any changes to learning goals, curriculum, and/or assessment process based on changes in mission, disciplinary advances, changes in student preparation and capacity; etc.* |
| Other Course/Curricula Evaluations or Reforms in Which Your Faculty Is Engaged, If Any | *Describe other activities to evaluate courses or curricula in which your faculty is engaged; examples would be collaboration with other departments to improve instruction in prerequisite courses, and sharing information and resources with other departments on teaching and assessment methods.* |
| Most Significant Challenge | *Describe the most significant challenge you have faced this year in developing and implementing changes in the assessment process/plan, or in the curriculum.* |
| Additional Resources and Services That Would be Helpful Going Forward | *Please describe any additional resources or support services you would like to have to facilitate your assessment efforts in the future.* |
| Additional Data That Would be Helpful Going Forward | *Please describe any additional data or information you would like to have to facilitate your assessment and improvement efforts in the future.* |

**Attachments:**