

**Assessment Report**

**[major or minor]**

Department of (Insert)

20##-20##

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# ACTIONS TAKEN ON PREVIOUS CYCLE ACTION PLAN

(Summarize previous cycle action plan and insert comments here)

# MISSION STATEMENT

(Clearly worded and concise)

# VISION STATEMENT

(Future Goals)

# LEARNING OUTCOMES

(Outcomes must be measurable.)

Students will:

1.
2.
3.
4.
5.

(and so on)

# MATRIX OF LEARNING OUTCOMES AND COURSES

Identify which courses address which learning outcomes by placing an “X” in the appropriate cell.

|  |  |
| --- | --- |
| **Learning Outcomes** | **Courses** |
|  |  |  |  |  |  |  |  |  |  |  |  |  |
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# ASSESSMENT PLAN

This section should be a narrative of how learning outcomes are assessed. While the use of indirect measures is appropriate, the bulk of the data set must come through direct measurement of student learning. Learning outcome specific assignments must be used in each course to extract the data needed for the authentic determination of student learning. Course grades do not meet this standard, but grades on specific assignments may if carefully designed.

Briefly describe each assessment and when it is administered (i.e., end of course X), referring to and including the assignment itself and the rubric used for the assessment in Appendix I.

Include rationales for how each course/assessment meets the learning outcome.

Include, if applicable, plans for future assessments/refinements of assessments.

List in the table below the specific assignments and assessments.

# ASSESSMENTS OF LEARNING OUTCOMES

Identify which courses address each Learning Outcome, the assignment(s), and the Assessment(s). Indicate level of learning. Adjust the table as necessary to include courses, assignments, and assessments for each objective.

|  |  |  |
| --- | --- | --- |
| **Learning Outcomes** | **Where/how Assessed** | **Level of Learning****I = Introductory****II = Intermediate****III = Advanced** |
| **I** | **II** | **III** |
|  | Course: Assignment: Assessment: |  |  |  |
| Course: Assignment: Assessment: |  |  |  |
|  | Course: Assignment: Assessment: |  |  |  |
| Course: Assignment: Assessment: |  |  |  |
|  | Course: Assignment: Assessment: |  |  |  |
| Course: Assignment: Assessment: |  |  |  |
|  | Course: Assignment: Assessment: |  |  |  |
| Course: Assignment: Assessment: |  |  |  |
|  | Course: Assignment: Assessment: |  |  |  |
| Course: Assignment: Assessment: |  |  |  |

(and so on)

# ASSESSMENT FINDINGS

Include a narrative summary of the data findings. Specific data should be included in Appendix II.

# ACTION PLAN

List the action steps the department will take to improve the program and assessments.

1.
2.
3.
4.
5.

(and so on)

# BUDGET NEEDS

[*Include in this section any budget items, based on current data, that the Program will need going forward. These should match the Action Items listed above and are over and above your department’s regular budget. Please fill in the blanks below to the best of your ability.* ***NOTE: You are not required to fill this page out if there is nothing you need beyond your budget****.*]

1. * Rationale for item:
2. * Rationale for item:
3. * Rationale for item:

If you need an example, please contact Melody Wise, the Assessment Coordinator.

# ISSUES CONCERNING THE STRATEGIC PLAN

Please briefly answer the following to the best of your ability. All department members should be a part of this discussion. While we are not assessing departments in the following areas, it is productive to think about these things. Consider what your department plans to do.

1. Diversity: How has your department fostered diversity? Think in terms not only of student recruitment and faculty hires, but also in terms of course instruction. If your department has not been involved in diversity this past year, what do you plan to do next year?
2. Retention: What specific ways does your department enhance retention of students in the program and in individual classes (especially general education courses)? If your department has not been involved in retention this past year, what do you plan to do next year?
3. Service to the Community: What processes does the department have in place to provide service opportunities for students and faculty? How do faculty, if they are able, provide service to the community? If your department has not been involved in community service this past year, what do you plan to do next year?

# APPENDIX I: ASSIGNMENTS AND ASSESSMENTS

Provide assignments assessed and assessments used. These should match the items listed in the table on page 9.

# APPENDIX II: COLLECTED DATA

Provide the data collected for this report.