Please provide the data for the following:

Year:

Academic Program: ____________________________ Chair/Dean: ___________________
Division: ___________________

Please organize your report by the following topics.

I. **Mission**
   State the mission of the program.

II. **Goals**
   Describe the goals of the program. What goals most directly reflect what is deemed important for the program to achieve? The goals are usually stated from the perspective of the faculty. That is, what do faculty intend to do and achieve in this program?

III. **Student learning outcomes**
   State the program-level student learning outcomes. What do faculty deem important for students in the major to know, think, do, or value upon completion of the program? What will the students learn? Use action words in stating student learning outcomes. Make sure the outcomes are ones that can be measured.

IV. **Course map**
   Create a course map that links courses to student learning outcomes. Does the map show all courses in the program and the student learning outcomes? Does the map show that all learning outcomes are addressed and practiced in some of the courses?

V. **Assessment tools**
   Identify student learning outcomes assessed and describe assessment methods used. (You do not have to assess everything.) Classify each as a direct or indirect measure. Are assessment methods feasible, efficient, cost effective, and appropriate for the learning outcomes in the major? What assessment measures do you use with your seniors as a summative measure of how well they have achieved the program level learning outcomes? The list of tools does not include every method you have used to assess your students throughout the program.

VI. **Summary of findings**
   Summarize assessment results (evidence of student learning). How did your graduating seniors do on the assessments described in Section V? Just give the results here (for example, scores on an ETS field test, ratings on a performance, scores from a rubric, grades on final paper, etc.). (Interpretation of assessment evidence is done in Section VII.)
VII. **Level of achievement of goals**
Describe the degree to which student learning outcomes were met. Report how students did on the assessments relative to the standards you have set for the major. Did they meet the minimum expectations? (For example, if 70% is required for a final project, did all the seniors meet this criterion?) Did they excel? Did they do well in some areas but not in others? Address things such as these.

VIII. **Faculty/Student/Program information**
Use Tables 1-3 to provide information on faculty, students, and the program.
List program faculty (faculty who taught at least one course in the program the past academic year).
Contribute any other information deemed relevant for this report or helpful in interpreting information in the tables.

IX. **Analysis/Interpretation**
Based on evidence from the assessment process and faculty/student/program information, summarize conclusions drawn with respect to program function and success. View assessment as an opportunity to improve the quality and effectiveness of the program to better serve the students. Are the students achieving the desired outcomes? Is the program effective in serving/helping the students? Are there any patterns of weaknesses in their skills? What worked and what didn’t? What do the assessment results tell you about how well the program is functioning? Do you have sufficient evidence to make your conclusions?

X. **Action plan**
Describe any changes made or under consideration to improve the program.
Specify action plans and strategies. Include a description of resources needed, if any, to facilitate the success of the program. Questions to consider: When program faculty discussed the results, were there any changes that you think need to be made in the program? For example, should come courses be added, deleted, or changed? Are there supplies, equipment, faculty, etc., that are needed to make the program better? How can the program be improved? How can the plan for improvement be implemented? How will the program faculty be involved in making changes?

When changes are made to improve the program based on assessment evidence, it is called “closing the loop.” The purpose of the assessment process—which is an ongoing, dynamic one—is to find out what students are learning and to enhance their learning experience.

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**Yearly assessment reports provide evidence of program improvement.**
**Most importantly, they are used as a foundation for decision-making.**

Updated 8/24/10