
Annual Assessment of Learning Outcomes for Academic Programs (insert Program) Academic Year (insert)

Note: The current academic year is the year that has just ended when the report is due.

Section 0: Background and Context

1. List program faculty members; indicate department chairperson.
2. List classes taught in the current academic year, and indicate whether they were taught by full-time or by contract faculty.
3. Approximately what proportion of the department's curriculum was covered by courses during the current academic year? Approximately what proportion will be covered in the coming year? Are you in agreement with the proposed teaching loads for your faculty? Do you anticipate any problems in this area?
4. What is your department doing to specifically address the Faculty Senate Academic Master Plan (available on the Senate Portal) and/or the University Strategic Plan (available through the President's Office)?

Attachments for this section should only be given to the Dean

- annual faculty reports

Section A: Program Learning Outcomes

5. List any changes, since the last bulletin, to the program's mission statement and/or program's learning objectives (PLOs).
6. Highlight how any changes to the program's mission/PLOs are reflected in changes to the alignment matrices.

Attachments for this section should be in Appendix A

- program's current mission
- program learning outcomes

Section B: Curriculum Alignment with Program Learning Outcomes

7. For PLOs assessed this year, write a brief narrative of how the PLOs are introduced, developed, and (where appropriate) mastered throughout courses that students take in the program. If possible, please include the excerpt of the alignment matrix between courses and program PLOs for the specific outcomes being evaluated in this report.

Attachments for this section should be in Appendix B

- alignment matrix between program learning objectives and courses
- alignment matrix between PLOs and university learning objectives (ULOs)
- if you have external organization or standards of accreditation entities you are using, please include relevant samples here

For alignment matrices, please use the 3-category rating system (introduce /develop /master) to indicate the level at which PLOs are targeted. An example is available at www.lasierra.edu/assessment.

Section C: Student Awareness

8. Where are PLOs available? (e.g. in the Bulletin and on the program website, elsewhere (be specific))
9. How well are PLOs linked to course outcomes in course syllabi?
10. What evidence is there that students are involved in creating course learning outcomes (CLOs)?
11. What evidence is there assessing student knowledge or understanding of PLOs?

Attachments for this section should be in Appendix C

- Relevant sections of syllabi for classes that address this year's assessed PLOs
- Any additional summarized data

Section D: Assessment Implementation

Note: If you have multiple programs or majors and are assessing different PLOs for the programs or majors, you should include a Section D for each relevant program or major.

12. Describe the assessments the program has conducted during the current academic year (should be about 20%).
- a. Which PLOs were assessed?
 - b. What method of assessment was used?
 - c. What were the outcomes of the assessment (i.e., what was found); include evidence.
 - d. Based on the outcomes of the assessment, how well is the program meeting its PLOs?

Attachments for this section should be in Appendix D

- summarized outcome data from current year's assessment

Please do not include raw data with student names.

Section E: Use of Last Year's Assessment Data

Note: If you have multiple programs or majors and are assessing different PLOs for the programs or majors, you should include a Section E for each relevant program or major.

13. At what meeting (include date) were assessment results from the previous academic year (before the current academic year) shared with the program faculty? What changes were made based on the previous year's assessments? (Include here such things as changes to the curriculum, changes in teaching methods, different uses of faculty development resources, etc.) How is your ongoing assessment process working overall, and how could it be improved?
14. What obstacles, if any, were encountered as the previous academic year's data were used to make changes within the program? Which of these can be addressed now? What resources are needed in order to address the remaining issues?

Attachments for this section should be in Appendix E

- Meeting minutes

Section F: Assessment Planning

Note: If you have multiple programs or majors and are assessing different PLOs for the programs or majors, you should include a Section F for each relevant program or major.

15. Which PLOs will be assessed next year? What methods will be used?

Attachments for this section should be in Appendix F

- Five-year assessment plan, including assessing all PLOs

Note that the two program review years do not need to include assessment if all PLOs were assessed in the previous five years.

Section G: Additional Information Relating to Assessment (Optional)

16. Is there any additional data that you feel is relevant to assessment?

Attachments for this section should be in Appendix G

Please note that raw data should not be included and no student names.

Note: Departments that have completed a program review during the year are encouraged to excerpt from or refer to that document when appropriate. References to the program review document should be specific, including the page and paragraph numbers where cited information may be found.