

BROOKLYN COLLEGE OFFICE OF EDUCATIONAL RESEARCH AND ASSESSMENT

Annual Program Assessment Report Template Checklist

Done? (Y/N)	Assessment Report Template Requirements
	Program Identification, Alignment with College Mission, and Enrollment
	- Name of Program, NYSED Code, and Name of Department
	- College Mission Statement
	- College Institutional Outcomes
	- Program Description
	- Program Outcomes Alignment with College Mission (see template)

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	<ul style="list-style-type: none">- Program Outcomes Alignment to Institutional Outcomes (see template)
	<ul style="list-style-type: none">- Number of students enrolled in the program (total number of students enrolled in major in the reported year)
	Student Learning Outcomes
	<ul style="list-style-type: none">- List Program SLOs, which should have been revised/reaffirmed during the Spring 2020 semester
	Assessment Schedule/Cycle/Timeline
	<ul style="list-style-type: none">- Program Assessment Cycle Length

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	<ul style="list-style-type: none"> - Detailed Assessment Planning Documentation (see template)
	<ul style="list-style-type: none"> - Status of Assessment Cycle (SLO data collection, improvement strategies implementation, etc. on time or delayed)
	<ul style="list-style-type: none"> - Affirmation of SLOs assessed for this reporting year (depending upon the assessment cycle, you may be reporting on Improvement planning for one SLO and data collection for a different SLO)
	<p>Sampling Discussion for SLOs assessment in this reporting year</p>
	<ul style="list-style-type: none"> - List courses selected for assessment (this should match the assessment planning document you include). The course selected should also include the number of sections offered during the semester of the data collection and the enrollment for each section (in aggregate, e.g. 4 sections of COMP1100 were offered during Fall 2019 with a total enrollment of 100 students).
	<ul style="list-style-type: none"> - How did you determine your sample size from the population of students enrolled in the course(s) listed in the row above? Is the sample representative of the program as a whole? Are any students systematically excluded from assessment?

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	<ul style="list-style-type: none"> - Which faculty participated in data collection?
	<p>Assessment Tool</p>
	<ul style="list-style-type: none"> - What assignment(s) was/were used to assess student performance? (please see examples of direct measures of performance in the <i>Brooklyn College Academic Assessment Handbook</i>)
	<ul style="list-style-type: none"> - What instrument did you use to assess student learning? (For example, a rubric, a locally developed exam with a test blueprint, etc.)
	<ul style="list-style-type: none"> - Attach a copy of your instrument as an appendix
	<ul style="list-style-type: none"> - Why is this instrument appropriate for your discipline/program/course? How was this instrument chosen/developed for your assessment? List faculty who created/adapted/proposed the assessment instrument

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	Evaluation
	-What was the performance target for your sample of students and why?
	- What were the results of your assessment? List performance indicators (% below/meets/above expectations, average test scores, performance on different sections of test blueprint, etc). Organize information in a format that is relevant to your program (table, graph, bullet-points, etc.)
	- Discuss in paragraph form: what does this information tell you about student learning in your program? Is student performance meeting set targets? How close to set targets is student performance? What were the strengths and weaknesses in student performance? How do results differ from the last time this SLO was assessed? Has student performance improved?
	Improvement Planning
	- How did you share the assessment results with other faculty?

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	<p>- Indicate which faculty were involved in improvement planning</p>
	<p>- What improvement strategies (pedagogical, administrative, or other) will be (for SLOs that are at the start of the implementation of improvement stage) or were implemented (SLOs in the middle or at the end of improvement implementation) based on the assessment results? How will/were these strategies [be] communicated to faculty and implemented?</p>
	<p>- Indicate when the assessed SLO(s) will be assessed again in the future (this should match the assessment planning documentation submitted)</p>
	<p>- How has the assessment process benefited your department - please indicate any unanticipated outcomes as a result of the assessment process (e.g., faculty conversations, deeper understanding between pre-req and/or co-requisite courses, capstone experiences, etc.)</p>
	<p>- What budgetary considerations came into play with the implementation of improvement strategies? Were there/will there be resource redistributions within the program? Were there/will there be requests for resources to the department? Were the requests granted? For SLOs in improvement planning stages and requesting resources from the department, a ranking of improvement strategies requesting resources by importance must be provided along with data-based justification.</p>