**Department of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Program Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Undergraduate(U)/Graduate(G):\_\_\_\_\_\_\_\_\_**

of

**Brooklyn College, CUNY**

**ASSESSMENT ACTIVITIES**

**for the Academic Year 20\*\*-20\*\***

**Date Submitted:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

 **1. Departmental Mission Statement**

**2. Student Learning Outcomes (SLOs)**

**1.**

**2.**

**3.**

**4.**

**5.**

**6.**

**7.**

Academic programs should have at least 4 and no more than 8 Student Learning Outcomes.

**3. Mapping Student Learning Objectives to Courses**\*

|  |  |  |  |
| --- | --- | --- | --- |
| Required | Elective |  | **Student Learning Objectives (I, E, R)** |
| **Courses** | 1 | 2 | 3 | 4 | 5 | 6 |
|  |  |  |   |   |   |   |  |   |
|  |  |  |   |   |   |   |   |   |
|  |  |  |  |   |   |   |   |   |
|  |  |  |   |   |   |   |   |  |
|  |  |  |   |   |   |   |   |   |
|  |  |  |   |   |  |  |   |   |

Please identify which courses are intended to fulfill which SLOs using the numbers and letters listed in section 2. At the left, please indicate if the course is *required* or *elective*. For each course, please indicate to whether the SLO is introduced (I), emphasized (E), or reinforced (R) in a given semester.

*\*Expand table with additional cells as needed.*

**4. Assessment Cycle**

Assessment activities will be conducted according to the following schedule:

 **Assessment Tools[[1]](#footnote-1)**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **SLOs[[2]](#footnote-2)** | **Course(s) assessed[[3]](#footnote-3):** | **Fall 2017** | **Spring 2018** | **Fall 2018** | **Spring 2019** | **Fall 2019** | **Spring 2020** |
| 1 |  |  |  |  |  |  |  |
| 2 |  |  |  |  |  |  |  |
| 3 |  |  |  |  |  |  |  |
| 4 |  |  |  |  |  |  |  |
| 5 |  |  |  |  |  |  |  |
| 6 |  |  |  |  |  |  |  |

Ideally, all SLOs will be assessed at least once in a 3-5 year cycle.

**5. Students/Artifacts Chosen:** What student artifacts will be included in your assessment activities, and why? How will instructors, sections, or students be identified for participation in your assessment?

**6. Data Analysis:** What kinds of data analysis will you perform? What questions do you think the data will help you answer? How will the assessment data be used by the program to better understand student learning?

**7. “Closing the Loop”:** How will assessment data be usefully integrated into departmental decision making? Who will evaluate assessment data on the departmental level? How will you ensure that assessment efforts are worth doing?

REPORTING RESULTS

**8. Results:** Describe what you found in your assessment activities. Please note how many students or documents were assessed, and try to list any numerical data you have – for example, % of students scoring at different proficiency, average rating on a rated portfolio, %s of students answering a given way on a survey instrument, etc. Attach summary/tables/graphs/data as needed.

|  |  |
| --- | --- |
| **Students/Artifacts Assessed****(number, type, course)** | **Results** |

\* Attach summary/tables/graphs/data as needed

**9. Analysis and Action Plan:** Please briefly discuss your analysis, with a particular focus on what you learned about student performance, and whether the results appear acceptable to the program or indicate areas of needed improvement. Optionally, list ways you would modify your assessment efforts in the future.

|  |  |
| --- | --- |
| **Analysis (What did you learn?)** | **Action Plan****(What will you do in light of results?)** |

1. In cells marked with semester indicators, provide a brief description of the tool to be used in that semester (for example, TEST, SURVEY, PORTFOLIO, etc.) [↑](#footnote-ref-1)
2. Match the SLO to those listed in Section 2 [↑](#footnote-ref-2)
3. List the course number to correspond with the table in Section 3. [↑](#footnote-ref-3)