Annual Program Assessment Plan: 2017-2018

Please complete the form below for each program and submit it electronically to the office of Institutional Effectiveness and Strategic Planning (OIESP) at [nnaeem1@york.cuny.edu](mailto:nnaeem1@york.cuny.edu) by **Nov. 27, 2017**.

| Department & Program: | Click here to enter dept. name  Click here to enter program name |
| --- | --- |
| Department Chair: | Click here to enter name of depart. chair |
| Department and Program Liaison: | Click here to enter name of dept./program assessment liaison |
| Other contributors: | Click here to enter name of participating faculty |
| Completed by: | Click here to enter name of person completing this form |
| Date submitted: | Click here to enter a date |

1. **Rationale for the Plan:** Discuss among the faculty to identify the program’s needs and decide which program goal to assess first and what next, and how you plan to assess (e.g. use capstone first and then use a lower level course or the other way; or use courses at different levels at once). If you think last year’s data are meaningful, what the next step will logically be. In other words, instead of randomly choosing a program goal to asses for this academic year put the annual plan in the context of a long term assessment concern: what would be most meaningful for the program and how the results can possibly guide or facilitate the program improvement in terms of student learning.

Click here to enter text.

1. Insert **Program Goals & Program Level Measurable Student Learning Outcomes** that will be assessed this academic year

| Program Goals (PG) and Program Level Student Learning Outcomes (PSLO) | Expected level of achievement |
| --- | --- |
| 1. Click here to enter PG.    1. Click here to enter PSLO.    2. Click here to enter PSLO.    3. Click here to enter PSLO. |  |
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1. **Plan on Data Collection and Evaluation:**
   1. To collect data, use curriculum maps to identify relevant courses and sections in which the chosen program goals and the related student learning outcomes are embedded.
   2. Identify direct measures that will be used for gathering evidence on student learning in the selected courses/sections. (Use at least one direct measure. Using indirect measure is optional.)
   3. Determine the number of students to collect data from. (Decide whether to collect data from all students in the selected courses/sections or only a sample. Consider factors such as the number of students in the program to ensure the representativeness of the data; length and complexity of the assignment; and number of faculty members who will evaluate the data).
   4. Decide when the data will be collected and how it will be evaluated. (For example, will rubrics be used? If so, are there existing rubrics that can be modified or new rubrics to be developed?).
   5. Indicate which faculty members will be involved in the overall assessment process and how many of them will evaluate, analyze and interpret the student data.

Click here to enter text.