Part 2: Current Academic Year Assessment Plan

- Two or more instruments of measuring an objective may provide greater clarity and validity, but only one is required. The department or program makes the decision. The Program Assessment committee and deans are available for consultation.
- In the past, some programs have been identified purely by prefix or in some cases by the type of section offered. Sometimes, a very limited pool of students have been available for such a program to assess, or the program lacks full-time faculty to plan, assess, and report outcomes. If your program has such difficulties, please contact either the Program Assessment committee’s chair or your School’s Program Assessment committee representative. We will work with you to find a solution.
- CTE programs with external accreditation may use the accreditation report to in addition or in lieu of these forms, please contact the Program Assessment committee representative if this format is desired. In absence of this contact, these forms are expected.
- Outcomes are to be measured annually. Exceptions are made with VPI approval for outcomes that clearly need a less (or more) frequent review.

Outcome minimums

- At least two outcomes are to be program/discipline-related.
- At least two outcomes must be chosen from the new Learning Outcomes for Student Enrichment and Process Improvement (page 11). One Learning Outcome should be continued from the prior year to develop a historical trend. Learning Outcomes must be assessed and reported annually, regardless of the frequency of reporting for other outcomes.
- Both outcomes above are classified as "student learning" outcomes, requiring benchmarks and analysis. It is strongly recommended that you use the table provided in Part 1 of this report for this function. Definitions and examples of these outcomes are provided in Appendix A at the end of this document. Your Program Assessment committee is available to assist.
- An assessment report is requested annually.
Intended Learning Outcomes (only include if they differ from those noted in Part 1)

Discipline Outcomes:
1. Student ability to apply and understand 3-D Design principles
2. Student will demonstrate their ability to use technology effectively

Learning Outcomes for Student Enrichment and Process Improvement
3. Information Management
4. Personal Development

Assessment Method(s) (only include if they differ from those noted in Part 1)
1. Questions administered at the end of the term referencing 3-D design principles.
2. Rubric on determining if the use of technology is understood.
3. Vocabulary exam to determine critical thinking and informed judgment.
4. Expectation and outcome questionnaire administered at the beginning and end of a term.

Benchmarks (only include if they differ from those noted in Part 1)
1. 70% proficient
2. 75% proficient
3. 70% proficient
4. 75% proficient

Have you submitted a separate budget worksheet? (Choose by bolding; for information about this worksheet, please refer to the specific budgeting e-mail sent by the committee chairperson.)

Yes  No

Please submit this report (including both last year's summary and this year's plan) in a Word document to the Program Assessment committee chairperson. If you have any questions about the process, please contact the chairperson.