# ANNUAL UNIT ASSESSMENT SNAPSHOT

**Name of Program or Unit**:

**Program/Unit Mission**:

**Today's Date**:

**Semester(s) for which assessment planning is outlined**:

**Semester(s) for which assessment data is reported**:

**Assessment Leader**:

**Assessment Committee** (at least one additional person):

**Program/Unit Outcomes**:
All outcomes should be measurable and attainable, while at the same time setting a high enough bar that the unit is motivated to move toward improvement.
Check a box indicating whether this is a learning or a program outcome.

|  | Learning Outcome | Marketable Skill (opt.) | Program Outcome |
|---|---|---|---|
| *example:* Students will apply theories to real-world scenarios. | x | x |  |
| *example:* The unit will reach diverse student populations. |  |  | x |
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**Definitions**:
*Student Learning Outcome*: Knowledge, behaviors or skills that students will acquire. Some administrative units will have no student learning outcomes. SLOs should always begin with "Students will…"
*Program Outcome*: An aspiration or improvement to the program that will allow the program to accomplish its mission better. Most units and programs will have at least one program outcome. Program outcomes usually begin with "The program will…" or "The unit will…".
*Marketable Skill*: This is the skills that students will acquire in an academic program that will be applicable to their career after college. It may be discipline specific or not. E.g., communication skills are always marketable.

**If your unit has documents that summarize the unit's assessment, please insert them here.**
- Curriculum map
- Overview of schedule of assessments, if on a 2- or 3-year cycle
- Short history of the program/unit
- Short summary of program accreditation assessment processes

For each learning/program outcome, please describe how progress toward the outcome will be assessed. This section should remain largely unchanged from year to year. Discuss each learning/program outcome individually, with a clear break between outcomes.

1. If you periodically change actions to achieve the same goal, what actions will the office be taking this year? (This question may apply primarily to administrative units, but not necessarily student services units. This question is not relevant for academic programs)
2. How will the outcome be assessed?
3. When will the outcome be assessed?
4. What is the target for success?
5. If the outcome or assessment method is changed from previous years, what is the rationale for the change?

For each assessment that took place in the previous period, please describe the results. Discuss each assessment and its results individually with a clear break between discussions.
*(Tip: Copy the outcomes from last year's assessment plan, and add answers to questions 2 and 3. If you are on a multi-year cycle, report only the outcomes that you assessed in the most recent year.)*

1. Which outcome was assessed?
2. What are the results of the assessment ?
3. Was the target met?

If the target was not met, include a new action plan in the following section

For each target not met, please describe the response of the unit/program. If more than one target was not met, discuss each action plan individually with a clear break between discussions.

1. What action will be taken to address the missed target?
2. Who participated in the decision?
3. If the program modification will be carried out over multiple semesters, when will the effects of the modification be assessed?

Describe the progress on action plans still pending from previous assessment cycles.

1. Which year was the action plan created?
2. What learning objective is being addressed?
3. What action is being taken?
4. When will the modifications be complete and ready for reassessment?
5. If the modification has been reassessed during the cycle just ending,
   a. What are the results?
   b. Is the target met?
   c. Is further modification necessary?