## ATTACHMENT 1: PAR in Transition Annual Report Template

**Program Assessment Review (PAR) in Transition**

Annual Report

**Department Name:**

**Program(s):**

**Date:**

#1. Introduction

1. **Complete Table 1: Program List** below (and remove example) for each degree program, concentration, track, minor, and certificate.

|  |
| --- |
| **Table 1: Program List** |
| **Program**  | **Type(e.g., degree, minor, certificate)** | **Degree Award (e.g., BS, BA, MS, MED, DNP)** | **Delivery Method(s)****(e.g., F2F, 100% online, ITV, Multi-modal)** |
| Examples: Criminal Justice | Degree | BS | F2F, online, multi-modal |
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1. Give brief overview of the degree program, concentration, track, minor, and certificate including any unique features or innovative pedagogy.

**Insert narrative here**

#2. Program Student Learning Objectives.

1. For each degree program, concentration, track, minor, and certificate under #1.a., list the Program name below and provide the Program SLOs.
2. Under Action, indicate if the SLO is new, revised, or retained from the previous curricula at any campus.
3. Under Results, summarize assessment results or learning outcomes for only the retained or slightly revised SLOs from any of the three campuses and upload the data to the [SharePoint site](https://commonwealthu.sharepoint.com/sites/Spring2023AcademicProgramAnnualReports) where you submit the PAR in Transition documents. Indicate for which year/semester assessment is being reported.
4. For Rationale, provide a rationale (e.g., brief statement of what informed the selection of the SLO which may come from any of the three campuses’ assessments).

**Complete Table 2: Program Student Learning Objectives and Rationale** below (and remove example) or **complete Attachment 2:** **Program Student Learning Objectives and Rationale Template** if the table is too lengthy.

|  |
| --- |
| **Table 2: Program Student Learning Objectives and Rationale** |
| **Program**  | **Program SLOs** | **Action** (indicate if SLO new, retained, revised from previous curriculum at any campus) | **Results** (summarize assessed learning outcomes or observed knowledge, skills, attitudes, and habits that informed action) | **Rationale**(provide brief statement of what informed the selection of the SLO) |
| Example: BS, Criminal Justice | SLO1: Communicate effectively in writing | Retained | Students met each criterion in Spring 2021 writing assessment for purpose (96%) and content (85%) but did not meet on organization (70%) and conventions (68%) (data on SharePoint) | Links to GE Competency, benchmarks to AACU and disciplinary standards, students below expectation scores on organization and writing conventions |
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#3. Curriculum Map

Develop a curriculum map for each degree program, concentration, track, minor, and certificate in #1.a. and enter **I**=Introduced or Introductory Level, **R**=Reinforced, and/or **S=**Summative/Mastered in each table cell as appropriate. The map should include progression of learning/proficiency throughout the curriculum.

**Complete** **Attachment 3: Curriculum Map Template**

#4. Assessment Grids

Develop an assessment grid (i.e., Program Assessment Plan) for each degree program, concentration, track, minor, and certificate.

**Complete Attachment 4: Program Assessment Grid Template**

#5. Summary and Action Plan

Please provide a brief narrative for each of the prompts under 5.a. – 5.d. below.

1. Summarize the program’s data and trends for the three campuses, e.g., enrollment (including demographic data), retention, graduation, course data, and faculty data (e.g., faculty FTE/Headcount, tenured/tenure-track/temporary status, URM). Please see the Program Review Data Dashboards - <https://www.bloomu.edu/program-assessment> and other Institutional Research Dashboards as needed - <https://www.bloomu.edu/institutional-research> for program, college, and institutional data.

**Insert narrative here**

1. Identify the integrated program’s strengths and weaknesses

**Insert narrative here**

1. Provide a summary of personnel, physical, technology, and financial resources and adequacy of those resources.

**Insert narrative here**

1. Provide an action plan for next academic year (3-5 bullet points based on program data, outcomes, resource sufficiency, or other internal/external sources of information/data)

**Insert 3-5 bullet points here**

## ATTACHMENT 2: Program Student Learning Objectives and Rationale Template

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| **Table 2: Program Student Learning Objectives and Rationale** |
| **Program**  | **Program SLOs** | **Action** (indicate if SLO new, retained, revised from previous curriculum at any campus) | **Results**(summarize assessed learning outcomes or observed knowledge, skills, attitudes, and habits that informed action) | **Rationale**(provide brief statement of what informed the selection of the SLO) |
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## ATTACHMENT 3: Curriculum Map Template

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Program Student Learning Objectives (SLO)** | **SLO** | **SLO** | **SLO** | **SLO** | **SLO** | **SLO** | **SLO** | **SLO** | **SLO** |
| Program Requirements |  |
| Course |  |  |  |  |  |  |  |  |  |
| Course |  |  |  |  |  |  |  |  |  |
| Course |  |  |  |  |  |  |  |  |  |
| Course |  |  |  |  |  |  |  |  |  |
| Course |  |  |  |  |  |  |  |  |  |
| Electives Category |  |  |  |  |  |  |  |  |  |
| Experiential Learning |  |  |  |  |  |  |  |  |  |
| Other |  |  |  |  |  |  |  |  |  |

**Level of Exposure**

|  |  |
| --- | --- |
| **Abbrev.** | **Description** |
| **I** | **I**ntroduced or **I**ntroductory Level  | (i.e., **B = B**eginning in BL grid) |
| **R** | **R**einforced  | (i.e., **I = I**ntermediate in BL grid) |
| **S** | **S**ummative or Mastered  | (i.e., **A = A**dvanced in BL grid) |

## ATTACHMENT 4: Assessment Grid Template

**Assessment Grid –\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

***(program name)***

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| --- | --- | --- |
| **Program Type, Underline One:** Degree Program, Concentration, Track, Minor, Certificate | **Program Coordinator:** **Department Chair:**  | **Date Submitted:**  |
| 1. **Student Learning Objectives**
 | 1. **Student Assessment**
 | 1. **Results (Outcomes)\***
 | 1. **Actions\***
 | 1. **Closing the Loop\***
 |
| **1.**  | Method/assessment: (e.g., tests, presentations, research paper, etc.) Criterion/performance target: When and how often does assessment occur?  | Criterion/performance target met:[ ] Yes [ ] No [ ] N/AResults and analysis: | Actions taken to improve student performance | Changes in student performance when re-assessed |
| **2.**  | Method/assessment: (e.g., tests, presentations, research paper, etc.) Criterion/performance target: When and how often does assessment occur?  | Criterion/performance target met:[ ] Yes [ ] No [ ] N/AResults and analysis: | Actions taken to improve student performance | Changes in student performance when re-assessed |
| **3.** | Method/assessment: (e.g., tests, presentations, research paper, etc.) Criterion/performance target: When and how often does assessment occur?  | Criterion/performance target met:[ ] Yes [ ] No [ ] N/AResults and analysis: | Actions taken to improve student performance | Changes in student performance when re-assessed |

\* *Not required to complete c. –e. in 2022-23 since this is a planning document for the integrated curriculum or revised stand-alone programs*

Add more rows for additional Student Learning Objectives