PROGRAMS IN [DISCIPLINE/CONTENT AREA]

Mission Statement

1. State what is the mission/main goal of the program as it relates to student learning. Optional: Add description of program philosophy related to education and training of students.

2. List ALL degree programs offered and state the main goal of the particular degrees, emphasize the difference between different degree options if possible.

3. Briefly describe program curriculum as it reflects program’s mission and philosophy, including didactic and experiential components.

Assessment of Learning Goals and Outcomes

(Create a separate table for each degree program!)

1. State key learning goals/objectives. If possible, relate them to the five broad themes: Professional practice; Research, scholarship, inquiry; Professionalism, lifelong learning, professional development; Communication, collaboration, and leadership; Diversity, multiculturalism, advocacy, social justice.

2. State which components of the program provide students opportunities to learn, practice, and demonstrate competencies related to the learning goals

3. Identify MAIN assignments/projects/assessment methods program uses to assess student achievement of learning goals. (Limit the number of such assessments). These assessments must be required of ALL students in the program.

   a. Provide a brief (1-2 paragraphs) description for each identified assessment including: purpose/objective, when used in the program, evaluation criteria (include scoring guide/rubric if available), review process, opportunities for remediation, consequences of not completing)

Use of Results

1. Provide program statement of satisfactory academic progress and performance and consequences of not complying with the statement

2. Describe how the program (individual faculty or faculty collectively) monitors student progress and keep students informed. Include information about program record keeping on individual student progress and performance.

3. Describe how program summarizes and analyzes data from student learning assessments to evaluate program effectiveness. List other sources of data program uses to evaluate its effectiveness: feedback from students and cooperating practitioners, surveys, focus groups, etc. Describe formal or informal process and schedule for program self-review.

4. Include examples of changes (2-3) made in program requirements, program curriculum, program organization, etc. based on the program self-review in the last three years.