California Lutheran University
Annual Assessment Record
for Program Review Reports

The purpose of this form is for each program to keep track of annual assessment efforts. Each form is for a single University or Program Learning Outcome. Each program should complete three or four of these records each year such that every seven years they have a complete set of assessment records for their entire set of university or program learning outcomes.

DATE this record is completed: _____________________________

Section I: What is the Learning Outcome assessed by the program? (Provide the actual wording for the outcome)
________________________________________________________________________

A. Is this a
☐ University Learning Outcome
☐ Program Learning Outcome

B. General description of the process of review and assessment for this learning outcome

C. List any documents on this assessment work

Section 2: Review of wording and explanation of the learning outcome.
A. ☐ The learning outcome met appropriate standards for a learning outcome statement?
B. ☐ The assessment team recommended improvements to the wording or explanation of the learning outcome.
   ☐ The assessment team submitted the recommended improvements to the department faculty or to the Educational Effectiveness Committee
   ☐ The department or full faculty voted on the recommended improvements

Second 3: Methods to gather evidence of student learning on this learning outcome
A. ☐ List of the signature or key assignments (and courses) that are the key indicators of student progress on the learning outcome
B. ☐ Established standards for assessment of student progress on the learning outcome

Section 4: What is the evidence about student learning on this outcome?
A. ☐ Training of faculty (including adjuncts) on the expected evidence of student learning
B. ☐ Review of the consistency of evaluations of this outcome
C. ☐ Review of advising on cumulative progress on this learning outcome

Section 5: Recommendations for improvement
A. ☐ Revisions made to courses
B. ☐ Revisions made to assignments
C. ☐ Clarifications made to evaluation (grading) standards?
D. ☐ Changes made to informing students about standards and expectations

A checked box indicates that there are details about the item in meeting minutes or other documents
Notes

1 The recent program review action plan should have a schedule for the review and assessment of each university and each program learning outcome. If such a schedule is not present in the last program review action plan, the program should amend their action plan to include such a schedule.

2 For example, Faculty subcommittee met four times over the Fall 20XX semester and conducted a session at the department faculty meeting on March XX, 20XX to report and get feedback on the effort.

3 These documents are most likely in the form of meeting minutes, training materials used in adjunct training sessions, or notes on sessions with representatives from the Center for Teaching and Learning.

4 There are no assessment coordinators for CORE 21 or the University Learning Outcomes. Therefore, academic departments ARE responsible to assess how students in their majors and minors are meeting the university learning outcomes. It may be that the details on the teaching and learning about a learning outcome is accomplished outside of the department, but the faculty in the department need to assess (or know where to find evidence of assessment on) how their students are accomplishing each university learning outcome.

5 On university learning outcomes met outside the department, the department can explain how they believe the learning outcome is accomplished. Ideally, however, there should be assignments in courses in the major where faculty can catch concerns about adequate student progress on university learning outcomes.

6 For example, how did the department agree on the levels of accomplishments expected for their students on this learning outcome? Are there rubrics or other guiding statements about standards of learning?

7 There are various ways to show consistency
   - Faculty collaboration on their individual and collective evaluation processes of student work
   - Reliability coefficients
   - Agreement scores
   - Shared resolution of differences in evaluation

8 There is an increasing request at national and regional levels for visual representations of student progress on each program and university learning outcome.