

Office of the Provost/Office of Assessment
Template for 2024-25 Assessment Report

Annual Assessment Report

Please submit separate reports for each distinct major or degree program to geralyn.lederman54@login.cuny.edu by June 30, 2025.

Please attach your program's curriculum map with this report.

*This report is for the assessment of Program Learning Outcomes,
not course learning outcomes, general education or institutional learning outcomes.*

Department: _____ Degree: _____ Program: _____

Chair: _____ Assessment Coordinator: _____

Assessment Plan Summary, with 2024-25 Assessment Activities Highlighted:

<i>Please list all your Program Learning Outcomes below (if PLOs are under review, list your most recent).</i> PLO #/ Description	Course #/Name (for Courses Assessed in 2024-25)	Year of Most Recent Completed Assessment	Year of Next Planned Assessment

Direct Assessment of Learning Outcomes

Note: Middle States Standards now require that all programs with more than 20 students consider “disaggregated assessment results for all student populations for the improvement of student learning outcomes, student achievement, and institutional and program-level educational effectiveness.”

For 2024-2025, please choose one PLO and conduct one assessment in a way that will allow the required disaggregation by group (for this year, you can choose only one factor, but we are likely to expand this in the future). The simplest way of doing this will be to retain student-level assessment data with “emplid,” but with any other possible identifiers deleted. You can then send that file to Assessment Director Joel Bloom, who will have the assessment data matched with institutional data, then delete emplid and send the file back to you for analysis. As always, Dr. Bloom is happy to assist you at any stage of this process! The important thing is that we have at least a small assessment project that meets this requirement for every program in 2024-2025.

After listing the program learning outcome(s) assessed in 2024-25, insert the **number & percentage** of students achieving each performance level in the following chart.

Please attach copies of assignment guidelines, examination questions, and rubrics to this report as applicable.

Note: While we ask you to indicate the corresponding course learning outcomes (CLOs) for each program learning outcome (PLO) assessed, it is the program learning outcomes you are assessing for this report.

- Please use a separate row for every Program Learning Outcome (PLO).
- Please use only one row – and enter only one set of results – for each PLO, even if it aligns with more than one CLO
- **You may not use course grades to assess individual PLOs. Please contact Joel Bloom if you need assistance.**

Program Learning Outcomes (PLOs) Assessed in 2024-2025 <i>These are what you are assessing</i>	Corresponding Course Learning Outcomes (CLOs) (For reference – <u>not</u> what you are assessing.)	Course Number	# of Students’ Work Assessed	Please enter both the number & percentage below.			
				Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations

Indirect Assessment of Learning Outcomes

Note: While direct assessment is required, indirect assessment is optional. It is most effective when used to provide confirmation, nuance, or background for your direct assessments, or to suggest new areas of focus for future direct assessments. See the Assessment web page for examples of direct and indirect instruments.

Indirect assessment typically relies on surveys (Student Experience Surveys, National Survey of Student Engagement, etc., or program exit surveys), focus groups, post-graduate outcome data, graduation and retention rates, grades, and a variety of other data. They may be used to assess particular learning outcomes or for more global assessment of program goals.

Please attach copies of your assessment tools or other supporting documents, with raw results wherever possible (for example, survey results, a focus group report, etc.)

Please use the space below to describe (1) your process, (2) what you learned from the assessment, and (3) actions you plan on taking based on the results.

Assessment Process. How did you go about assessing student learning in your program?

(Describe briefly the assessment methodology: course & sample selection, assessment instruments, scoring process, and assessment design)

Conclusions. What did you discover about student learning in your program?

Actions Taken

What specific action decisions did you take (or will you take) based on your data and conclusions? Who is responsible for taking those actions? Please be concrete and plan actions to take effect in the following semester or sooner if practical. (Actions may include modifications to pedagogy and curriculum, as well as faculty development or resource/staffing/budget requests.)

Actions To Be Taken	Who Will Take these Actions?	Timeframe for implementation and intermediate steps

Were last year's actions implemented as planned? (Again, actions may include modifications to pedagogy and curriculum, as well as faculty development or resource/staffing/budget requests.) *Please explain.*

If you have made curricular changes as a result of previous assessment results, were any of your assessments this year related to those modified areas? *If yes, how did they go? Note: This section is going to be the most important part of our assessment reporting, looking ahead to our upcoming Middle States accreditation.*