Instructor Name: Your Name Here

Department: Arts, Education, Language

Academic Reporting Semester & Year: Semester 2021-2022

Provide your name and indicate the semester (fall, spring, summer)

NOTE: The purpose of this form is to document student progress toward meeting program-level or General Education outcomes. We measure learning at the program level through alignment between courses and program outcomes, with course-level assignments and assessment tools serving as evidence of student learning. Faculty are responsible for assessing student learning at the course level; however, course-level outcomes reporting is not required.

1. Program Outcomes and CLO Assessment

In the table below, complete the information for each course you taught that is aligned to the designated program outcomes. Please be specific in your response: e.g., "argument essay rubric" instead of "rubric" or "chapter 1 quiz" instead of "quizzes." In the last column, describe any actions you will take to improve student achievement of program outcomes and/or College Learning Outcomes.

Course	Assignment or Assessment Tool Used	Strengths in student work for this assessment	Areas of concern in student work for this assessment	Assessment Results (# of students who met the outcome out of # participating)	Does this also assess a CLO? If so, indicate which one. Communication Critical Thinking Professionalism	How well did students meet the outcome for this CLO? 4) Exceeded expectations 3) Met expectations 2) Approaching expectations 1) Did not meet expectations	Planned Action to improve student learning (include desired results)
Program Outcome—HUM 1: Explore the human search for meaning and value in one or more time period(s) and cultures.							
ARTH 160	Final essay	Students were able to clearly articulate the evolution of their understanding related to the content.	Proofreading and use of language conventions was a problem.	12/15	Communication	3	Set clear expectations regarding language conventions and require evidence of tutoring session prior to portfolio submission. 85% of students will meet the outcome for this assignment.
Program Outcome—FA 1: Demonstrate the processes and proficiencies involved with creating and/or interpreting creative works.							
ARTZ 101							

Complete the information in this table for any courses you taught this academic year. Be specific when indicating the assignment or assessment tool used.

2. Closing the Loop: Impact of Previous Action Taken to Improve Student Learning

Describe any actions you **have taken** to improve student learning, based on program and/or CLO assessment data, and share the results of that action. This can be for **any** program outcome or CLO, not just those indicated in section 1. Refer to previous reflections as relevant. Use one row per outcome/course. Add extra rows as needed.

> This section is to follow up on action you have taken to improve student learning. If you indicated on a previous reflection that you were going to take action to improve student learning, you should "close the loop" here.

Program Outcome or CLO	Course	Action Taken	Reason for Action (Be specific, e.g., student success rates on an assessment, student feedback, surveys, course evaluations)	What was the goal?	Impact of Action on Student Learning
FA 4: Connect periods and expressions of art to changes in societies and cultures	MUSI 101	Implement a peer review session for students to review essay drafts.	Less than 70% of students achieved "meets expectations" level on rubric due to missing assignment components.	85% of students achieve "meets expectations" level on rubric.	90% of students met or exceeded expectations on this assignment. The peer review session helped them identify missing components and make revisions prior to submission.

3. Recommendations for Improving Assessment

Please share ideas for improving your program's assessment process and/or suggestions for improving CLO assessment

- o How might the department's assessment process be improved? (e.g., improving departmental commu...
  - o I am satisfied with our assessment process
- o How might CLO assessment be improved, within the department or institutionally?
  - o I would like to have a rubric to use for assessing the CLOs

> If you have ideas to help improve how student learning is assessed at the program and/or institutional levels, share them here.

4. Effective Teaching Practices

Please share any effective or innovative teaching practices... ...s used and how they impact student success.
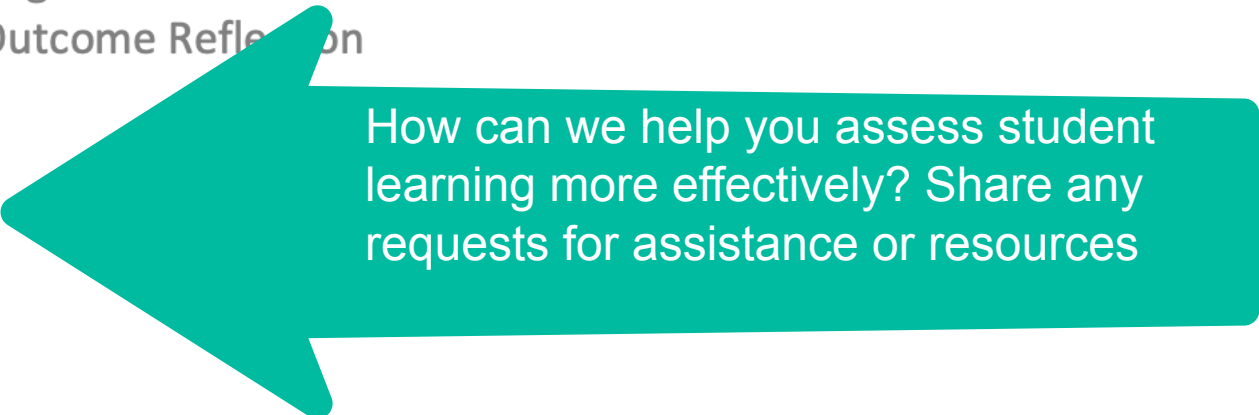
Type text here

> Are you using instructional strategies or practices that you're proud of? Share them here. Examples might include portfolios, innovative group projects, activities to engage students online, etc.

5. Resource Needs

Share any needs you have for continued support in assessing student learning.
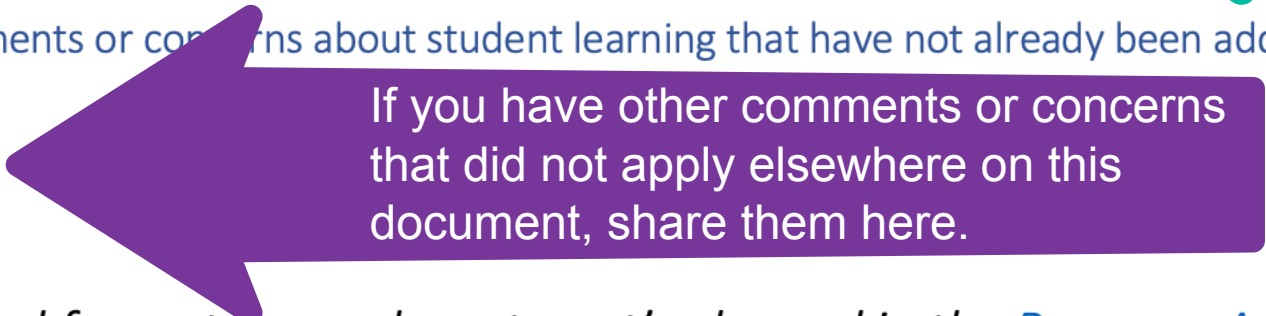
Type text here

How can we help you assess student learning more effectively? Share any requests for assistance or resources

6. General comments

Please share any other comments or concerns about student learning that have not already been addressed.

Type text here

If you have other comments or concerns that did not apply elsewhere on this document, share them here.

Please upload completed forms to your department's channel in the Program Assessment Team or email to Mandy Wright mandy.wright@gfcmsu.edu. Forms must be submitted no later than three days after grades are due at the end of the fall and spring semesters. Summer reflections should be submitted by the day after grades are due for the summer term.

If you need access to your department's channel in the Program Assessment Team, let Mandy or your department chair know. Or, email your form to Mandy.