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

**Instructor Name:** [Your Name Here]  
**Department:** Arts, Education, Language  
**Academic Reporting Semester & Year:** Semester 2021-2022

*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.

<table>
<thead>
<tr>
<th>Course</th>
<th>Assignment or Assessment Tool Used</th>
<th>Strengths in student work for this assessment</th>
<th>Areas of concern in student work for this assessment</th>
<th>Assessment Results (# of students who met the outcome out of # participating)</th>
<th>Does this also assess a CLO? If so, indicate which one.</th>
<th>How well did students meet the outcome for this CLO?</th>
<th>Planned Action to improve student learning (include desired results)</th>
</tr>
</thead>
</table>
| **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  |  |  |  |  |  |  |  |

*Updated 10/5/21*
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.

<table>
<thead>
<tr>
<th>Program Outcome or CLO</th>
<th>Course</th>
<th>Action Taken</th>
<th>Reason for Action (Be specific, e.g., student success rates on an assessment, student feedback, surveys, course evaluations)</th>
<th>What was the goal?</th>
<th>Impact of Action on Student Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>FA 4: Connect periods and expressions of art to changes in societies and cultures</td>
<td>MUSI 101</td>
<td>Implement a peer review session for students to review essay drafts.</td>
<td>Less than 70% of students achieved “meets expectations” level on rubric due to missing assignment components.</td>
<td>85% of students achieve “meets expectations” level on rubric.</td>
<td>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.</td>
</tr>
</tbody>
</table>

3. Recommendations for Improving Assessment

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

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

4. Effective Teaching Practices

Please share any effective or innovative teaching practices you are using and how they impact student success.

Type text here

Updated 10/5/21
How can we help you assess student learning more effectively? Share any requests for assistance or resources if you have other comments or concerns that did not apply elsewhere on this document, share them here.

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.

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.