

**LOCK HAVEN UNIVERSITY
SAMPLE ANNUAL REPORT
With Worksheets and Appendices**

This sample report is intended to assist programs in preparing annual reports/reviews.

The hypothetical Classics Department at Imaginary University (which has a similar mission to Lock Haven University) offers two majors: Classics and Secondary Education Classics. Since these majors share faculty, resources and courses, the department prepares a single report and reports on a single set of program outcomes, but prepares separate reports on the learning outcomes for the two distinct programs.

- The learning outcomes and assessment plan for Classics are based on those of the program at Pomona College (www.pomona.edu/adwr/academicdean/learningobjectives/classics.shtml).
- The learning outcomes and assessment plan for Secondary Education Classics are based on the LHU conceptual model for teacher education. (A program might instead choose to build its annual assessment process on the appropriate SPA standards, which in this case would be the Program Standards of the American Council on the Teaching of Foreign Languages or ACTFL.)

The report is intended for illustrative purposes only. Program goals and reported outcomes (learning and program) are entirely fictional (i.e., unrelated to Pomona's or any other school's program). Questions about appropriate goals and/or outcomes for LHU programs should be addressed to the relevant dean.

Additional information about annual reports and program reviews at LHU is available at www.lhup.edu/planning-and-assessment/program/program.htm. Questions about report format or process may be addressed to jmeek@lhup.edu.

Assessment Plan Matrix (Student Learning Outcomes)

Classics Major

	<i>Direct Measures</i>			<i>Indirect</i>
	Senior Project	Senior Seminar	Portfolio	Graduating (exit) Survey
1. Proficiency at languages: a. Students will translate a variety of authors in a variety of genres from the original Greek or Latin into English.			✓	✓
b. Students will describe the grammar and syntax of the texts they have read using the appropriate technical terminology.			✓	
2. Skill at philological interpretation: Through the close study of texts in Greek and Latin students will comment meaningfully on aspects of style, word choice, structure of argument, and basic textual problems.		✓	✓	
3. Appreciation of other forms of interpretation: Students will read and/or interpret other texts and artifacts from the ancient world such as art objects, material remains, monuments, inscriptions, and so on.	✓	✓	✓	
4. Knowledge of historical/cultural contexts: a. Students will reproduce in broad outline the main periods of Greek and Roman history, along with significant events and/or developments in each period.			✓	✓
b. Students will employ knowledge of basic literary, philosophical, social, and cultural developments that affect the interpretation of texts, artifacts, and historical events.			✓	✓
5. Proficiency in research methods: Students will produce scholarly work, based on the close study of ancient texts and other materials, that utilizes the latest research methods and resources in the field.			✓	✓

Secondary Education Classics Major	<i>Direct Measures</i>						<i>Indirect</i>
	Praxis II Scores	Course Grades	Portfolio	Lesson Plan	St. Teacher Competency Form	Teacher Work Sample	Alumni Survey
1. Demonstrate subject matter knowledge and skills	√	√	√				
2. Implement appropriate teaching strategies.				√	√	√	√
3. Identify and adapt to contextual factors				√	√	√	√
4. Demonstrate professional behaviors				√	√	√	√

General Education Foreign Language Requirement (Classics)	<i>Direct Measure</i>
	Final Exam (204)
Students will demonstrate knowledge of vocabulary grammar and syntax and appropriately translate texts (fourth semester competence)	√

PENNSYLVANIA STATE SYSTEM OF HIGHER EDUCATION
Academic Program Review Summary Form
Board Of Governors Policy 1986-04-A
Classics
(2007-08)

Please indicate:
 Annual Report
 Five-Year Review

University Imaginary University Degrees Offered B.A.
 Division/Unit _____ Program Classics
 Date of Last Major Review 4/15/06 Completion Date of Current Review 4/15/08

I. Composition of Review Team (five-year program reviews only)

Chair: _____
 External Review Team Members: _____
 Campus Review Team Members: _____

II. Program Data

Insert other relevant program data related to the program review in the blank rows.

	Insert Appropriate Academic Years Below				
	2003-04	2004-05	2005-06	2006-07	2007-08 (est.)
Student Enrollment (Annualized FTE)	87	94	91	91	93
Program Budget / Cost (personnel, operating, equipment)	\$380,942	\$421,030	\$452,916	\$402,540	\$414,319
Program Cost / Student FTE	\$4,362	\$4,479	\$4,995	\$4,402	\$4,455
Faculty FTE	4.3	4.6	4.6	4.4	4.5
Majors Enrolled (Fall Headcount)	30	29	29	32	35
Program Graduates	5	6	6	7	7
Entering (first-year) Majors	6	6	7	8	8

Added because this is a program goal

Either reflect the portion of the department's budget (personnel, operating, and equipment) associated with this program, or reflect the Common Cost Accounting instructional costs associated with this program. [Data at www.lhup.edu/planning-and-assessment/program/data.htm.]

[Add any necessary notes or explanations here (optional).]

Accreditation Status (if any): Not applicable

Accrediting Agency:

Effective Date:

Concise
and relevant

Program Context

How This Program Relates to and Supports the University’s Mission and Strategic Plan

General Education: Through general education courses, the program introduces students to art and literature that is foundational to an “effective liberal arts education” in the Western cultural tradition. Works on ethics and politics “challenge students “to . . . responsibility and . . . public service.” Literature and art “enrich students culturally” and provide “multicultural experiences” that help them identify their own cultural location (both connected with and distinct from classical cultures). Students who fulfill their language requirement by taking Latin or Greek develop a better understanding of English and a foundation for studying other European languages.

Other Programs: By providing courses in classical culture, the program in Classics supports studies in literature, history, art and archaeology, philosophy, etc., as well as those intending to pursue further study and careers in drama, economics, medicine, law, music, and ministry.

Majors: The program in Classics “prepares students for productive careers” as teachers of classical languages in secondary schools and for graduate study in the humanities (classics, art, literature, history, philosophy, etc.). Majors also develop skills in critical thinking, communication, and research that prepare them (as any liberal arts major) for success in a wide variety of careers.

External or Environmental Factors Affecting the Program

Growing interest in non-Western languages and cultures (e.g., China, India, and Arabic) is drawing more students to study these at the expense of Classics, but the growing importance of Spanish and number of Spanish majors increases demand for Latin and related courses in linguistics.

Demand for This Program and its Graduates (Current and Anticipated)

According to a 1999 report by the American Philological Association, “The total number of students taking Latin in high school has been increasing for several years now. In some areas this has led to a shortage of qualified Latin teachers for both public and private high schools.” This trend is expected to continue.

Outdated
information;
should be
updated

III. Progress Since Last Review

This should be a brief status report of principal actions taken since the last review, if applicable.

Student Learning Outcomes

Action Item	Steps Taken/Progress Reported	Date
Address deficiency in descriptions of grammar and syntax (LO #1b)	Added grammar and syntax description as standard feature of exams in all language courses 200 and higher	August 2007
Address deficiencies in research methods (LO #5)	Developed “boot camp” on research methods in humanities with Romance Literature and Languages; now required of students enrolled in Senior Project (and corresponding RLL courses)	August 2008

Other Program Outcomes

Action Item	Steps Taken/Progress Reported	Date
Revise student exit survey (PO #6)	Survey revised and implemented Spring 2008	4/30/08
Develop recruitment plan (PO #1)	Dr. Socrates worked with Admissions and representatives of other departments to develop recruitment plan for language majors	3/15/08

IV. Outcomes Assessment (PASSHE Board of Governors Policy 1997-01)

Student Learning Outcomes (list goals and outcomes)

See attached Learning Outcomes Assessment Worksheets.

Program Outcomes (list goals and outcomes)

See attached Program Outcomes Assessment Worksheets.

V. Strengths

Student Learning

Translation of original texts (LO #1a)

Interpretation of texts and artifacts (LO #3)

Teaching strategies (Sec Ed LO #2)

Other Program Areas

Faculty research and publication (PO #5)

Program support for general education (PO #2)

Placement rates for graduates (PO #7)

Strong student engagement (evidenced by average Classics Club attendance of 30 students)

Reputation for well-prepared teachers, as evidenced by demand (2007-08) for six more student teachers than we had.

VI. Areas in Need of Improvement

Student Learning

Description of grammar and syntax (LO #1b)

Knowledge of historical/cultural contexts (LO #4)

Research (LO #5)

Contextual factors (specifically, diversity) (Sec Ed LO#3)

Other Program Areas

Enrollment (PO #1)

Student success (PO #4)

VII. Action Plan

Student Learning Outcomes

Goals	Action Plan	Steps To Be Taken	Date
Proficiency at Languages (LO #1b)	Address deficiency in grammar and syntax	Review portfolios to identify specific problems and develop plan to address	October 2008
Historical/cultural contexts (LO #4)	Address deficiency in knowledge of contexts	Review portfolios to identify specific problems and develop plan to address	October 2008
Research (LO #5)	Address deficiency in research skills	Continue to monitor implementation of “boot camp” module	April 2009

Other Program Outcomes

Goals	Action Plan	Steps To Be Taken	Date
Assess and improve student learning (PO #6)	Revise alumni survey portion of assessment plan	Dr. Caesar assigned to lead revision in fall 2009	January 2009 (complete)
Provide seats/sections for general education (PO #2)	Secure part-time Latin instructor (one section/semester)	Initiate search process	October 2008 (complete)
Enroll sufficient students (PO #1)	Fully implement new recruitment plan	Dr. Socrates to continue to meet with Language Majors Recruitment Group through the next year	May 2009
Student success (PO #4)	Determine reasons students fail to persist/graduate within 6 years	Dr. Tacitus to conduct survey of former majors (in consultation with Undergraduate Advising Office)	October 2008 (complete)

Resources

Please comment on what additional resources you need and why. Please relate requests specifically to demonstrated findings about student learning. Include evidence that indicates the planned use of resources will be the most effective way to address the need.

The program requests continuation of its budget at 2007-08 levels (adjusted for cost of living), with additional funding for:

- Printing and travel expenses for participation in the university’s program to recruit students of foreign languages (\$2,000).
- Funding for part-time faculty member (salary and search expenses) to offer one section per semester of Latin 100/101 (to supply needed gen ed seats; see program outcomes).

VIII. Comments

Comments by Dean and/or Provost

IX. Actions Planned by the University

- | | |
|---|---|
| <input type="checkbox"/> Continue Program | <input type="checkbox"/> Continue Program and Revise as Indicated |
| <input type="checkbox"/> Place in Moratorium | <input type="checkbox"/> Interim Review |
| <input type="checkbox"/> Discontinue Program | <input type="checkbox"/> Reorganization |
| <input type="checkbox"/> Pursue Accreditation | <input type="checkbox"/> Other (Please explain below) |

_____	_____
Department Chair	Date
_____	_____
Program Coordinator	Date
_____	_____
Program Review Chair	Date
_____	_____
Provost or Vice President	Date

IMAGINARY UNIVERSITY
Appendix to Academic Program Report:
Additional Evidence of Program Quality
Classics (2007-08)

Programs seem to understand and provide this well, so no sample data was created.

Please include items **only from the current academic year** (June 1-May 31). Programs preparing five-year reviews should submit an appendix for each year.

Please include **only publications that actually appeared during the year** (not “accepted,” “submitted,” “in preparation,” etc.)

Please give **full bibliographic data** in appropriate form (e.g., Chicago, MLA, APA).

Section headings are to assist departments and the University in identifying and collecting different kinds of evidence of program quality and do not imply that programs should have items under all headings.

A. Additional Evidence of Student Achievement or Success

Publications by Students (Alone or With Faculty) in Professional Journals

Presentations by Students (Alone or With Faculty) at Professional Meetings (Off Campus)

Presentations by Students (Alone or With Faculty) on Campus

Presentations by Students (Alone or With Faculty) on in Other Settings

Other Student Research (Include Independent Study)

Student Internships that Demonstrate Learning

Honors, Scholarships, or Other Recognitions Awarded During This Year

Do not include scholarships awarded in prior years, even if the student continues to receive them.

Admissions to Graduate Schools (Current Academic Year Only)

Other Evidence of Student Achievement or Success

E.g., improvements in retention and/or graduation rates; special initiatives for students of color or from low socio-economic backgrounds.

B. Additional Evidence of Faculty Distinction

It is not necessary to repeat publications, presentations, etc. with students that are listed above.

Professional Publications (e.g., books, essays, articles in peer-reviewed journals)

Other Relevant Publications (e.g., popular or non-peer-reviewed articles)

Presentations, Performances, or Exhibits at Professional Meetings (Off Campus)

Presentations, Performances, or Exhibits in Other Venues (Off Campus)

Presentations, Performances, or Exhibits on Campus

Academic or Professional Honors, Awards, or Other Recognitions

Externally Funded Grants Awarded or Continued During this Academic Year

University Grants Awarded During this Academic Year

Patents Awarded During this Academic Year

Faculty Service to the Profession (Outside the University)

Faculty Service to the University

Faculty Service to the Community

Other Evidence of Faculty Distinction

**C. Other Evidence of Program Quality
Summary of Faculty Qualifications**

Other Evidence of Program Quality

E.g., teaching quality, academic advising, learning environment, curriculum, library, faculty diversity, technology . . .

LEARNING OUTCOMES ASSESSMENT WORKSHEET
Classics (2007-08)
Imaginary University

Program-Initiated Goal or Outcome	Where, When, and How Monitored	Expectation for Satisfactory Performance	Observations of Student Performance	Results Analyzed When and by Whom	Outcome of Analysis	Dept. or Program Follow-up
1. Proficiency at languages: a. Students will translate a variety of authors in a variety of genres from the original Greek or Latin into English.	Graduating student portfolios	100% of students rated competent (or higher); 50% rated proficient <i>Note double criterion</i>	Number of students who <u>4</u> exceeded <u>3</u> met _____ did not meet _____ exempted <u>7</u> TOTAL Met goals for competent and proficient	Dept. meeting date: August 10, 2007 Other analysis (describe):	Objective: <input checked="" type="checkbox"/> Wholly satisfied <input type="checkbox"/> Partially satisfied <input type="checkbox"/> Not satisfied	<input checked="" type="checkbox"/> None required <input type="checkbox"/> Complete by . . . <input type="checkbox"/> Reexamine by . . . _____ (date)
<i>Multiple measures for outcome</i>	Exit (graduating student) surveys	80% of students rate their ability to translate texts as good or excellent	Number of students who <u>6</u> excellent/good <u>1</u> other _____ exempted <u>7</u> TOTAL	Dept. meeting date: August 10, 2007 Other analysis (describe):	Objective: <input checked="" type="checkbox"/> Wholly satisfied <input type="checkbox"/> Partially satisfied <input type="checkbox"/> Not satisfied	<input checked="" type="checkbox"/> None required <input type="checkbox"/> Complete by . . . <input type="checkbox"/> Reexamine by . . . _____ (date)
b. Students will describe the grammar and syntax of the texts they have read using the appropriate technical terminology.	Graduating student portfolios	100% of students rated competent (or higher); 50% rated proficient	Number of students who <u>2</u> exceeded <u>5</u> met _____ did not meet _____ exempted <u>7</u> TOTAL Met goal for competent, but not for proficient	Dept. meeting date: August 10, 2007 Other analysis (describe):	Objective: <input type="checkbox"/> Wholly satisfied <input checked="" type="checkbox"/> Partially satisfied <input type="checkbox"/> Not satisfied	<input type="checkbox"/> None required <input checked="" type="checkbox"/> Complete by . . . <input type="checkbox"/> Reexamine by . . . <u>October 2008</u>
2. Skill at philological interpretation: Through the close study of texts in Greek and Latin students will comment meaningfully on aspects of style, word choice, structure of argument, and basic textual problems.	Senior seminar, portfolios	100% of students rated competent (or higher); 50% rated proficient	Number of students who <u>4</u> exceeded <u>3</u> met _____ did not meet _____ exempted <u>7</u> TOTAL Met goals for competent and proficient	Dept. meeting date: August 10, 2007 Other analysis (describe):	Objective: <input checked="" type="checkbox"/> Wholly satisfied <input type="checkbox"/> Partially satisfied <input type="checkbox"/> Not satisfied	<input checked="" type="checkbox"/> None required <input type="checkbox"/> Complete by . . . <input type="checkbox"/> Reexamine by . . . _____ (date)

Program-Initiated Goal or Outcome	Where, When, and How Monitored	Expectation for Satisfactory Performance	Observations of Student Performance	Results Analyzed When and by Whom	Outcome of Analysis	Dept. or Program Follow-up
3. Appreciation of other forms of interpretation: Students will read and/or interpret texts and artifacts from the ancient world such as art objects, material remains, monuments, inscriptions.	Senior project, senior seminar, portfolios	100% of students rated competent (or higher); 50% rated proficient	Number of students who <u>5</u> exceeded <u>2</u> met <u> </u> did not meet <u> </u> exempted <u>7</u> TOTAL Met goals for competent and proficient	Dept. meeting date: August 10, 2007 Other analysis (describe):	Objective: <input checked="" type="checkbox"/> Wholly satisfied <input type="checkbox"/> Partially satisfied <input type="checkbox"/> Not satisfied	<input checked="" type="checkbox"/> None required <input type="checkbox"/> Complete by . . . <input type="checkbox"/> Reexamine by . . . (date) _____
4. Knowledge of historical/cultural contexts: a. Students will reproduce in broad outline the main periods of Greek and Roman history, along with significant events and/or developments in each period.	Graduating student portfolios	100% of students rated competent (or higher); 50% rated proficient	Number of students who <u>4</u> exceeded <u>2</u> met <u>1</u> did not meet <u> </u> exempted <u> </u> TOTAL Met goal for proficient, but not for competent	Dept. meeting date: August 10, 2007 Other analysis (describe):	Objective: <input type="checkbox"/> Wholly satisfied <input checked="" type="checkbox"/> Partially satisfied <input type="checkbox"/> Not satisfied	<input type="checkbox"/> None required <input checked="" type="checkbox"/> Complete by . . . <input type="checkbox"/> Reexamine by . . . October 2008 Review portfolios to identify specific areas of weakness and propose remedies
	Exit (graduating student) surveys	80% of students rate as good or excellent their knowledge of Greek and Roman history	Number of students who <u>5</u> excellent/good <u>2</u> other <u> </u> exempted <u>7</u> TOTAL	Dept. meeting date: August 10, 2007 Other analysis (describe):	Objective: <input type="checkbox"/> Wholly satisfied <input checked="" type="checkbox"/> Partially satisfied <input type="checkbox"/> Not satisfied	<input type="checkbox"/> None required <input checked="" type="checkbox"/> Complete by . . . <input type="checkbox"/> Reexamine by . . . April 2009 See above
b. Students will employ knowledge of basic literary, philosophical, social, and cultural developments that affect the interpretation of texts, artifacts, and historical events.	Graduating student portfolios	100% of students rated competent (or higher); 50% rated proficient	Number of students who <u>4</u> exceeded <u>1</u> met <u>2</u> did not meet <u> </u> exempted <u> </u> TOTAL Met goal for proficient, but not for competent	Dept. meeting date: August 10, 2007 Other analysis (describe):	Objective: <input type="checkbox"/> Wholly satisfied <input checked="" type="checkbox"/> Partially satisfied <input type="checkbox"/> Not satisfied	<input type="checkbox"/> None required <input checked="" type="checkbox"/> Complete by . . . <input type="checkbox"/> Reexamine by . . . October 2008 Review portfolios to identify specific areas of weakness and propose remedies

LEARNING OUTCOMES ASSESSMENT WORKSHEET
Secondary Education Classics (2007-08)
Imaginary University

Program-Initiated Goal or Outcome	Where, When, and How Monitored	Expectation for Satisfactory Performance	Observations of Student Performance	Results Analyzed When and by Whom	Outcome of Analysis	Dept. or Program Follow-up
1. Demonstrate subject matter knowledge and skills	Praxis II scores	100% of students rated competent (or higher); 50% rated proficient	Number of students who <u> 2 </u> exceeded <u> 3 </u> met <u> </u> did not meet <u> </u> exempted <u> </u> TOTAL Met goal for competent, but not for proficient	Dept. meeting date: August 10, 2007 Other analysis (describe):	Objective: <input type="checkbox"/> Wholly satisfied <input checked="" type="checkbox"/> Partially satisfied <input type="checkbox"/> Not satisfied Progress, but not yet enough.	<input type="checkbox"/> None required <input checked="" type="checkbox"/> Complete by . . . <input type="checkbox"/> Reexamine by . . . <u>October 2008</u> Study exam and subscores to identify areas of weakness in student performance and/or curriculum
<i>Multiple measures for outcome</i>	Course grades	100% of students rated competent (or higher); 50% rated proficient	Number of students who <u> 3 </u> exceeded <u> 2 </u> met <u> </u> did not meet <u> </u> exempted <u> </u> TOTAL Met goals for proficient and competent	Dept. meeting date: August 10, 2007 Other analysis (describe):	Objective: <input checked="" type="checkbox"/> Wholly satisfied <input type="checkbox"/> Partially satisfied <input type="checkbox"/> Not satisfied	<input checked="" type="checkbox"/> None required <input type="checkbox"/> Complete by . . . <input type="checkbox"/> Reexamine by . . . <u>(date)</u>
<i>Multiple measures for outcome</i>	Graduating student portfolios (all Classics majors)	100% of students rated competent (or higher); 50% rated proficient	Number of students who <u> 2 </u> exceeded <u> 3 </u> met <u> </u> did not meet <u> </u> exempted <u> </u> TOTAL Met goal for competent, but not for proficient	Dept. meeting date: August 10, 2007 Other analysis (describe):	Objective: <input type="checkbox"/> Wholly satisfied <input checked="" type="checkbox"/> Partially satisfied <input type="checkbox"/> Not satisfied Progress, but not yet enough.	<input type="checkbox"/> None required <input checked="" type="checkbox"/> Complete by . . . <input type="checkbox"/> Reexamine by . . . <u>October 2008</u> Review portfolios to identify specific areas of weakness and propose remedies
2. Implement appropriate teaching strategies.	Lesson plan	100% of students rated competent (or higher); 50% rated proficient	Number of students who <u> 4 </u> exceeded <u> 1 </u> met <u> </u> did not meet <u> </u> exempted <u> </u> TOTAL Met goals for proficient and competent	Dept. meeting date: August 10, 2007 Other analysis (describe):	Objective: <input checked="" type="checkbox"/> Wholly satisfied <input type="checkbox"/> Partially satisfied <input type="checkbox"/> Not satisfied	<input checked="" type="checkbox"/> None required <input type="checkbox"/> Complete by . . . <input type="checkbox"/> Reexamine by . . . <u>(date)</u>

Program-Initiated Goal or Outcome	Where, When, and How Monitored	Expectation for Satisfactory Performance	Observations of Student Performance	Results Analyzed When and by Whom	Outcome of Analysis	Dept. or Program Follow-up
	Student Teacher Competency Form	100% of students rated competent (or higher); 50% rated proficient	Number of students who <u>3</u> exceeded <u>2</u> met <u> </u> did not meet <u> </u> exempted <u> </u> TOTAL Met goals for proficient and competent	Dept. meeting date: August 10, 2007 Other analysis (describe):	Objective: <input checked="" type="checkbox"/> Wholly satisfied <input type="checkbox"/> Partially satisfied <input type="checkbox"/> Not satisfied	<input checked="" type="checkbox"/> None required <input type="checkbox"/> Complete by . . . <input type="checkbox"/> Reexamine by . . . <u>April 2009</u>
	Teacher Work Sample	100% of students rated competent (or higher); 50% rated proficient	Number of students who <u>2</u> exceeded <u>3</u> met <u> </u> did not meet <u> </u> exempted <u> </u> TOTAL Met goal for competent, but not for proficient	Dept. meeting date: August 10, 2007 Other analysis (describe):	Objective: <input type="checkbox"/> Wholly satisfied <input checked="" type="checkbox"/> Partially satisfied <input type="checkbox"/> Not satisfied Instructions may be unclear.	<input type="checkbox"/> None required <input checked="" type="checkbox"/> Complete by . . . <input type="checkbox"/> Reexamine by . . . <u>October 2008</u> Review/revise instructions for TWS.
3. Identify and adapt to contextual factors	Lesson plan	100% of students rated competent (or higher); 50% rated proficient	Number of students who <u>2</u> exceeded <u>2</u> met <u>1</u> did not meet <u> </u> exempted <u> </u> TOTAL Did not meet goal	Dept. meeting date: August 10, 2007 Other analysis (describe):	Objective: <input type="checkbox"/> Wholly satisfied <input type="checkbox"/> Partially satisfied <input checked="" type="checkbox"/> Not satisfied Students need more exposure to diverse classes.	<input type="checkbox"/> None required <input checked="" type="checkbox"/> Complete by . . . <input type="checkbox"/> Reexamine by . . . <u>January 2009</u> Develop at least 2 new observation sites with diverse classes.
	Student Teacher Competency Form	100% of students rated competent (or higher); 50% rated proficient	Number of students who <u>2</u> exceeded <u>2</u> met <u>1</u> did not meet <u> </u> exempted <u> </u> TOTAL Did not meet goal	Dept. meeting date: August 10, 2007 Other analysis (describe):	Objective: <input type="checkbox"/> Wholly satisfied <input type="checkbox"/> Partially satisfied <input checked="" type="checkbox"/> Not satisfied Students need more exposure to diverse classes.	<input type="checkbox"/> None required <input checked="" type="checkbox"/> Complete by . . . <input type="checkbox"/> Reexamine by . . . <u>January 2009</u> Develop at least 2 new observation sites with diverse classes.
	Teacher Work Sample	100% of students rated competent (or higher); 50% rated proficient	Number of students who <u>2</u> exceeded <u>3</u> met <u> </u> did not meet <u> </u> exempted <u> </u> TOTAL Met goal for competent, but not for proficient	Dept. meeting date: August 10, 2007 Other analysis (describe):	Objective: <input type="checkbox"/> Wholly satisfied <input type="checkbox"/> Partially satisfied <input checked="" type="checkbox"/> Not satisfied Progress, but not yet enough.	<input type="checkbox"/> None required <input checked="" type="checkbox"/> Complete by . . . <input type="checkbox"/> Reexamine by . . . <u>January 2009</u> Develop at least 2 new observation sites with diverse classes.

Program-Initiated Goal or Outcome	Where, When, and How Monitored	Expectation for Satisfactory Performance	Observations of Student Performance	Results Analyzed When and by Whom	Outcome of Analysis	Dept. or Program Follow-up
4. Demonstrate professional behaviors	Lesson plan	100% of students rated competent (or higher); 50% rated proficient	Number of students who <u>3</u> exceeded <u>2</u> met <u> </u> did not meet <u> </u> exempted <u> </u> TOTAL Met goals for proficient and competent	Dept. meeting date: August 10, 2007 Other analysis (describe):	Objective: <input checked="" type="checkbox"/> Wholly satisfied <input type="checkbox"/> Partially satisfied <input type="checkbox"/> Not satisfied	<input checked="" type="checkbox"/> None required <input type="checkbox"/> Complete by . . . <input type="checkbox"/> Reexamine by . . . (date) _____
	Student Teacher Competency Form	100% of students rated competent (or higher); 50% rated proficient	Number of students who <u>1</u> exceeded <u>3</u> met <u>1</u> did not meet <u> </u> exempted <u> </u> TOTAL Did not meet goal	Dept. meeting date: August 10, 2007 Other analysis (describe):	Objective: <input type="checkbox"/> Wholly satisfied <input checked="" type="checkbox"/> Partially satisfied <input type="checkbox"/> Not satisfied Several specific behaviors were poorly rated.	<input type="checkbox"/> None required <input checked="" type="checkbox"/> Complete by . . . <input type="checkbox"/> Reexamine by . . . January 2009 Revisions to two specific courses will be implemented in spring.
	Teacher Work Sample	100% of students rated competent (or higher); 50% rated proficient	Number of students who <u>3</u> exceeded <u>1</u> met <u>1</u> did not meet <u> </u> exempted <u> </u> TOTAL Met goal for proficient, but not for competent	Dept. meeting date: August 10, 2007 Other analysis (describe):	Objective: <input type="checkbox"/> Wholly satisfied <input type="checkbox"/> Partially satisfied <input checked="" type="checkbox"/> Not satisfied Instructions may be unclear.	<input type="checkbox"/> None required <input checked="" type="checkbox"/> Complete by . . . <input type="checkbox"/> Reexamine by . . . April 2009 Review/revise instructions for TWS.

Other observations? Unexpected findings? Overall what changes/improvements are planned as a result of the assessments shown in the table?
 None beyond those noted above.

PROGRAM OUTCOMES ASSESSMENT WORKSHEET
Classics (2007-08)
Imaginary University

Program-Initiated Goal or Outcome	Where, When, and How Monitored	Expectation for Satisfactory Performance	Data on Performance	Results Analyzed When and by Whom	Outcome of Analysis	Dept. or Program Follow-up
1. Enroll sufficient new and continuing students for community of learning and program viability	Fall reports on entering (first-year) and total majors	By fall 2011: Recruit 10 entering majors each fall (two-year average, census date); Maintain 40 total majors (two-year average, census date)	8 new entering majors (7.5 avg); 35 total majors (33.5 avg)	Dept. meeting date: April 14, 2008 Other analysis (describe):	Objective: <input type="checkbox"/> Wholly satisfied <input type="checkbox"/> Partially satisfied <input checked="" type="checkbox"/> Not satisfied Progress, but not yet enough.	<input type="checkbox"/> None required <input checked="" type="checkbox"/> Complete by . . . <input type="checkbox"/> Reexamine by . . . October 2008 Review recruitment plan with Admissions and fully implement
2. Provide sufficient sections/seats in general education courses	Annual course planning process; review by Registrar following semester registration	600 seats/year in courses in CLT (Civilization and Literature in Translation); 400 seats/year in introductory and intermediate languages	Provided 640 seats in CLT and 225 in languages; Registrar indicated demand exceeded seats in CLT by about 40 and in 100/101 by about 60	Dept. meeting date: April 14, 2008 Other analysis (describe):	Objective: <input type="checkbox"/> Wholly satisfied <input checked="" type="checkbox"/> Partially satisfied <input type="checkbox"/> Not satisfied Faculty, Registrar and Dean underestimated CLT-course demand; the 100/101 deficit is the more critical need	<input type="checkbox"/> None required <input checked="" type="checkbox"/> Complete by . . . <input type="checkbox"/> Reexamine by . . . August 2008 Secure part-time instructor for additional section of Latin 100 (fall) and 101 (spring)
3. Provide sufficient courses/seats for majors	Annual course planning process; review by Registrar following semester registration	100% of required and advertized courses offered at least every other year; enrollment limited to 20 in advanced language courses	Two advanced language courses had to enroll 28 and 29 students due to insufficient sections offered	Dept. meeting date: April 14, 2008 Other analysis (describe):	Objective: <input type="checkbox"/> Wholly satisfied <input checked="" type="checkbox"/> Partially satisfied <input type="checkbox"/> Not satisfied Fell short due to inadequate sabbatical coverage	<input checked="" type="checkbox"/> None required <input type="checkbox"/> Complete by . . . <input type="checkbox"/> Reexamine by . . . (date) Situation will not recur for at least two years; Provost reviewing sabbatical replacement policy
4. Promote student success	Six-year graduation rate	80% of entering Classics majors will graduate with a major in Classics within 6 years	75% of fall 2002 entering students graduated with a Classics major within 6 years	Dept. meeting date: April 14, 2008 Other analysis (describe):	Objective: <input type="checkbox"/> Wholly satisfied <input type="checkbox"/> Partially satisfied <input checked="" type="checkbox"/> Not satisfied Data set too small for action (prior year rate was 85%)	<input type="checkbox"/> None required <input type="checkbox"/> Complete by . . . <input checked="" type="checkbox"/> Reexamine by . . . May 2009 Change goal to rolling two-year average

Program-Initiated Goal or Outcome	Where, When, and How Monitored	Expectation for Satisfactory Performance	Data on Performance	Results Analyzed When and by Whom	Outcome of Analysis	Dept. or Program Follow-up
5. Promote faculty scholarship	Annual faculty reports	Four presentations at professional meetings; Two-peer reviewed articles	Five presentations at professional meetings; One peer-reviewed article	Dept. meeting date: April 14, 2008 Other analysis (describe):	Objective: <input type="checkbox"/> Wholly satisfied <input checked="" type="checkbox"/> Partially satisfied <input type="checkbox"/> Not satisfied One faculty member completed 3 chapters of book under contract	<input checked="" type="checkbox"/> None required <input type="checkbox"/> Complete by . . . <input type="checkbox"/> Reexamine by . . . (date) _____
6. Assess and improve student learning	Annual review of assessment process at conclusion of review of assessment data	Program faculty evaluate whether assessment process yields information that is helpful in insuring quality and improving program	Faculty continue to find most data helpful; However the exit survey fails to address some important areas	Dept. meeting date: April 14, 2008 Other analysis (describe):	Objective: <input type="checkbox"/> Wholly satisfied <input checked="" type="checkbox"/> Partially satisfied <input type="checkbox"/> Not satisfied Need to revise exit survey as recent changes to alum survey	<input type="checkbox"/> None required <input checked="" type="checkbox"/> Complete by . . . <input type="checkbox"/> Reexamine by . . . January 2009
7. Placement of graduates	Career services survey	100% of students secure full-time employment or graduate-school admission in a classics-related area (two-year average)	90% (11 of 12) graduates from 2006-07 and 2007-08 met goal (one double-major was excluded due to pursuing work in the other field). 8 were employed as teachers of classical languages	Dept. meeting date: April 14, 2008 Other analysis (describe):	Objective: <input checked="" type="checkbox"/> Wholly satisfied <input type="checkbox"/> Partially satisfied <input type="checkbox"/> Not satisfied	<input type="checkbox"/> None required <input type="checkbox"/> Complete by . . . <input checked="" type="checkbox"/> Reexamine by . . . January 2009 Growing enrollment requires continued networking to help grads connect with schools seeking teachers

Other observations? Unexpected findings? Overall what changes/improvements are planned as a result of the assessments shown in the table?
 Although no systematic data was collected, anecdotal evidence from faculty and student comments (focus groups) indicate growing appreciation for the quality of the program and a generally positive attitude among faculty and students.