Program (Graduate) Outcomes: Course Assessment Form

(Optional form, for use in identifying and assessing program/major-specific Outcomes, in key courses identified by each department)

(Not intended to replace assessments already in place)

Instructor_____________________________________

Rubric and Title of course_____________________________

Block_________________ Semester_______________ Year 201_

Major/Minor/Option in which course is required ________________________________

Department in which major/minor/option is housed_____________________________

All syllabi for courses used in a major/minor/option must include Student Learning Outcomes, and list the relevant Program (Graduate) Outcomes addressed in that course.

This form may be helpful in identifying those outcomes.

Program (Graduate) Outcomes are listed in the UMW catalog by each major. Verify with your department that the list of outcomes is up-to-date (please include related minors and options within your report on the major).

Assessment reports only need to be conducted in key courses identified by each department for each program. Program assessments may also be conducted independent of specific courses.
Some departments have already designed methods of assessing programs. The format listed below is a simple means of assessing program-specific outcomes. It is not intended to replace more comprehensive assessments already used by departments.

| Student Learning Outcomes [SLO] (4-8 outcomes may be adequate) | Achieved by what percentage of students? (10, 20, 30, 40, 50, etc.) | Program (Graduate) Outcomes addressed in this course [Not all Student Learning Outcomes need to be paired with a Program Outcome] [You can list as many Program Outcomes as are relevant, but you only need to include assessment data on the one-three outcomes that are covered in the greatest depth in this course] | Achieved by what percentage of students? (10, 20, 30, 40, 50, etc.) |
Reflections (Strengths and Weaknesses)

- What concepts/content were most difficult for students to grasp? (Were there “bottlenecks” that obstructed student learning?)

- Which of your pedagogical approaches worked best? Which were less effective?

Recommendations

- What changes would you make next time you teach this course?

- What changes could your department or University make that would help your students learn in this course and beyond?