

2021/2022 Annual Report Template: Academic Majors

Academic Major:

Completed by:

In our continuing effort to streamline the Annual Report and make it more meaningful for your program, you will see that this year's template builds on the report you submitted last year. The first two sections ask you to note any changes you have made to your program's mission and student learning outcomes based on feedback you have received or work you have done this year. The third section asks you to use Burning Glass data to match the skills identified by that software with the student learning outcomes in your major. The fourth section asks for an update on your assessment plan. Section V should be completed by every full-time, tenured or tenure-track faculty member in your program, as it asks each of them to reflect on the contributions they make to your major and Eastern.

Please provide the requested information in the space provided in this template *for your major*.

The final section of this report requests information about experiential learning in this past academic year and faculty and student research and creative activity. These data are being collected as part of the implementation of the Strategic Plan.

Please complete this document by May 31, 2022 and send it to Amanda Irwin at irwinama@easeterncet.edu

Section I: Department or Program Mission and Goals

Please provide the mission of your major below. Please note any changes that have been made as a result of any feedback you have received or discussions you have had with program faculty. Please also refer to the User Notes below.

User Notes:

- Please put some thought into how your department or program is aligned with Eastern's [mission](#). All program faculty should be involved in this process and the process should be made transparent.
- Department or program goals drive the selection and definition of student learning outcomes, identification of appropriate assessment activities, and curricular improvement efforts.
- Assessment reporting should be used as a tool to help capture progress toward program goals.
- Find the [Assessment Handbook](#) here.

Section II: Student Learning Outcomes

Please provide your student learning outcomes below, noting any changes you have made as a result of any feedback you have received or discussions you have had with program faculty. Please also refer to the User Notes below.

User Notes:

- Use Bloom's Taxonomy and the SMART Approach highlighted in the Academic Program Assessment Resource [Handbook](#) for assistance with writing assessable student learning outcomes.

Who is expected to learn? + When is learning expected? + What learning is expected and to what degree?
Where learning is expected?

(Audience)

(Condition)

(Behavior+ Degree)

- Be careful about how many learning outcomes you choose for your program! Having a large number of learning outcomes means that assessment planning will become a cumbersome task. You will have a large curriculum map and will have to develop a resource heavy assessment plan.
- A good practice is to limit your program learning outcomes to four to six, and keep in mind the new LAC outcomes. (Course learning outcomes are different from program learning outcomes.)

Section III: Reflection on Student Learning Outcomes

This next section will require you to use Burning Glass data. Institutional Research will provide training sessions and opportunities for you to work with Burning Glass with support. Since you know your program and graduates best, this analysis needs to be done by someone in your program. We will, however, provide the support you need.

Using Burning Glass, identify four to five careers your graduates are most likely to enter and briefly describe them below:

Again using Burning Glass, identify the skills that are in greatest demand in the careers you have identified:

As a group, reflect on how well the student learning outcomes of your program match the Burning Glass results:

Section IV: Student Learning Outcome Assessment

In the 2020-2025 Strategic Plan, Objective I, Priority Area #1-5 states: “By Fall 2021, Assessment Plans will be developed to assess the common and distinct learning outcomes in the majors to ensure that students are achieving the required milestones.”

Please describe your program’s assessment plan as it exists today:

To date, what have you learned from your assessment efforts:

How has that new information been used to improve your program? Please be specific:

Section V: Faculty Reflection

The following prompt should be responded to by *each* full-time, tenured or tenure-track faculty in your program. Please compile those responses and include each respondent's name and rank. These responses are not for evaluative purposes and will not be used in any way for personnel decisions. Rather, this prompt is meant encourage faculty members to reflect on their current and future contributions.

In 200 words or less, please reflect on how you contribute to your major and the University in terms of your teaching, your scholarly or creative activity, and your service. This is your opportunity to *succinctly* highlight all that you do to serve our students and Eastern. Of particular interest will be any connections you draw between these activities, e.g. how does your research or creative activities inform your teaching.

Part II: Student and Faculty Accomplishments

Experiential Learning:

Complete the following table for offerings in your major in the past academic year:

Activity	Course #	# of Participating Students
a. Research/creative activity based courses		
b. Research/creative based independent studies		
c. Service-learning		
d. Global Field Study		
e. Internships, co-ops, supervised field work, or practica		
f. Courses within the program that have a LAW designation		
g. Other (specify):		

Please provide a citation for the students who completed significant research or creative projects in your major:

Faculty Research and Creative Activity:

Enter information alphabetically by faculty members' last names for each category below:

- a. Faculty publications, exhibitions, and off-campus performances, cited according to the standard for your discipline. Do not list works in progress:
- b. Faculty presentations at off-campus professional conferences, cited according to the standard for your discipline.
- c. Faculty grants received:
- d. Faculty honors and awards:
- e. Faculty positions on advisory boards: