

Office of the Provost  
Template for 2025-26 Assessment Report

**Annual Assessment Report**

**Please submit separate reports for each distinct major or degree program to [Geraldyn Lederman at gl522@hunter.cuny.edu](mailto:gl522@hunter.cuny.edu) by June 1, 2026.**

*This report is for the assessment of Program Learning Outcomes,  
not course learning outcomes, general education or institutional learning outcomes.*

Department: \_\_\_\_\_ Degree: \_\_\_\_\_ Program: \_\_\_\_\_

Chair: \_\_\_\_\_ Assessment Coordinator: \_\_\_\_\_

**Direct Assessment of Learning Outcomes**

**(Note: Middle States Standards now recommend that all programs with more than 20 students consider “disaggregated assessment results for all student populations for the improvement of student learning outcomes, student achievement, and institutional and program-level educational effectiveness.” To disaggregate assessment data, please consult Institutional Research Director Andrew Wallace, who can assist with the process.)**

After listing the program learning outcome(s) assessed in 2025-26, insert *the **number & percentage** of students achieving each performance level* in the following chart.

Please attach copies of any rubrics used.

- Please use a separate row for every Program Learning Outcome (PLO).
- Please use only one row – and enter only one set of results – for each PLO.
- **You may not use course grades to assess individual PLOs.**

Program Learning Outcomes (PLOs) Assessed in 2025-2026	Course Number	# of Students' Work Assessed	Please enter both the number & percentage below.			
			Does Not Meet Expectations	Approaches Expectations	Meets Expectations	Exceeds Expectations

**Indirect** Assessment of Learning Outcomes

*Note: While direct assessment is required, indirect assessment is optional. It is most effective when used to provide confirmation, nuance, or background for your direct assessments, or to suggest new areas of focus for future direct assessments. See the Assessment web page for examples of direct and indirect instruments.*

Indirect assessment typically relies on surveys (Student Experience Surveys, National Survey of Student Engagement, etc., or program exit surveys), focus groups, post-graduate outcome data, graduation and retention rates, grades, and a variety of other data. They may be used to assess particular learning outcomes or for more global assessment of program goals.

Please attach copies of your assessment tools or other supporting documents, with raw results wherever possible (for example, survey results, a focus group report, etc.)

Please use the space below to describe (1) your process, (2) what you learned from the assessment, and (3) actions you plan on taking based on the results.



**Assessment Process. How did you go about assessing student learning in your program?**

*(Describe briefly the assessment methodology: course & sample selection, assessment instruments, scoring process, and assessment design)*

**Conclusions. What did you discover about student learning in your program?**

**Actions Taken**

What specific action decisions did you take (or will you take) based on your data and conclusions? Who is responsible for taking those actions? Please be concrete and plan actions to take effect in the following semester or sooner if practical. (Actions may include modifications to pedagogy and curriculum, as well as faculty development or resource/staffing/budget requests.)

Actions To Be Taken	Who Will Take these Actions?	Timeframe for implementation and intermediate steps

**Were last year's proposed actions based on assessment—closing the loop--implemented as planned? This is a critical step in the management of student learning. (Again, actions may include modifications to pedagogy and curriculum, as well as faculty development or resource/staffing/budget requests.) *Please explain.***