**Program Name/College:**  **Program Contact for Program Assessment:**

| **Program Goals** | **Student Learning Outcomes** | **Academic Program Profile** | **Data Source/Measure Curriculum Mapping** | **Benchmark** | **Timeline** | **Data Analysis Key Findings** | **Use of Results Action Items and Dissemination** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Please List program-level goals | Students will be able to: (task, capability, knowledge, skills, and dispositions) Use measurable verbs. | Alignment to the five RIT essential outcomes - check all that apply[x]  Double click on the check box and find the **Default Value** and click **Checked** to check the box. To uncheck, the box, double click and then click **Not Checked.** | Assessment opportunity (course/experience) method/measures, assignment/rubric) | Standard, target, or achievement level (usually a %) Statement of student Success | Identify when and how data are collected, aggregated, and analyzed | Identify who is responsible and list key findings | Identify how results are used and shared. List any recommendations or action items |
|  |  | [ ]  Critical Thinking[ ]  Ethical Reasoning[ ]  Integrative Literacies[ ]  Global Interconnectedness[ ]  Creative/Innovative Thinking |  |  |  |  |  |
|  |  | [ ]  Critical Thinking[ ]  Ethical Reasoning[ ]  Integrative Literacies[ ]  Global Interconnectedness[ ]  Creative/Innovative Thinking |  |  |  |  |  |
|  |  | [ ]  Critical Thinking[ ]  Ethical Reasoning[ ]  Integrative Literacies[ ]  Global Interconnectedness[ ]  Creative/Innovative Thinking |  |  |  |  |  |
|  |  | [ ]  Critical Thinking[ ]  Ethical Reasoning[ ]  Integrative Literacies[ ]  Global Interconnectedness[ ]  Creative/Innovative Thinking |  |  |  |  |  |
|  |  | [ ]  Critical Thinking[ ]  Ethical Reasoning[ ]  Integrative Literacies[ ]  Global Interconnectedness[ ]  Creative/Innovative Thinking |  |  |  |  |  |
|  |  | [ ]  Critical Thinking[ ]  Ethical Reasoning[ ]  Integrative Literacies[ ]  Global Interconnectedness[ ]  Creative/Innovative Thinking |  |  |  |  |  |