

BARD COLLEGE

ACADEMIC PROGRAM ANNUAL REPORT

Please send as a word document to doc@bard.edu on or before June 30, 2023

Assessment of student learning at Bard is reflected in frequent revision of course design, syllabus construction, and articulated pathways/requirements for majors; these revisions are informed by academic programs' goals for student learning. Ongoing review of student learning is meant to contribute to a broad and long-term view of curricular development and planning across the college. The purpose of this report is to record these ongoing discussions as a basis for assessment as well as revision of curriculum, evaluating the relative success of changes once they are adopted. As each program cycles through the Curriculum Committee's program review process, these reports are meant to serve as a resource for the self-study process. Reports should be no longer than 500 words.

Please reflect on any discussions regarding the strengths and weaknesses of the Program's current curriculum, and any plans for change in the next two to five years.

Please be explicit about the following:

- Have You Formulated Learning Goals For Students In Your Program? If So, What Are They?
- Did You Change Your Curriculum In Recent (<3) Years? What Did You Hope To Address? Were These Changes Successful?
- In What Ways Have You Evaluated The Success Of Your Curriculum This Year (E.G., Faculty Discussions, End-Of-Year Meetings Or Focus Groups With Students, Review Of Moderation Reports, Evaluation And Feedback From Senior Projects, Analysis Of Crite Sheets For Particular Required Courses, Café Data, Student Surveys, Etc.)? What Were Your Findings? What Strengths And Challenges Have Emerged?
- Are You Considering Any Changes To Your Curriculum In The Next Two To Five Years? What Do You Hope To Achieve?

This year, we also ask that you address the following questions regarding Moderation:

1. What are the prerequisites for moderating into your program (required courses) and how are they communicated to students? Why do you require the courses that you require? The Faculty Handbook specifies upper (5) and lower (3) limits for courses required before moderation; how does your program number and sequence pre-moderation course required for majors?
2. In addition to taking these courses, what are the criteria for moderation? What do students need to do (in addition to taking prerequisite courses) in order to moderate? Is a certain GPA

in required courses expected and if so how is that communicated? Beyond GPA, what expectations do you have for students to progress in your program to the Upper College?

3. What does a successful moderation look like? What is the balance of content & skills mastery that students are expected to possess and display at the time of moderation? Conversely, what is an unsuccessful moderation? How do you determine that a student is at risk of not succeeding? In what ways can your program identify and support struggling students well before they reach moderation?
4. Given that 2nd semester sophomore year is a late moment to find out that you cannot pursue your intended field of study, what are ways that your program does or can assess students' readiness to moderate successfully into your program? Similarly, in what ways do you make it possible for transfer or Early College students to prepare for moderation?
5. What are you assuming about your students when they arrive? How prepared are they? Do you have students who aspire to moderate into your program but have not been prepared before Bard to take your introductory courses? Do you work with these students to make it possible for them to enroll in those courses?
6. Has your program considered how costs associated with this program of study leading to moderation may impact opportunity or access as well as academic success?

Optional Narrative: Are there challenges that your Program is facing that the DOC office should know about and can offer support? Please note that the Dean is available to talk to program directors about any concerns or issues not represented in this report.

Please include the following numerical data for all faculty members in your program:

Fall _____

Faculty Name	Academic Advisees	Moderation SP Boards Advisees	SP Boards

Spring _____

Faculty Name	Academic Advisees	Moderation SP Boards Advisees	SP Boards

* Please use additional pages if necessary