



<i>affections, spirituality, and practice?</i>										
<i>4. Should we reconfigure religious studies curriculum into "concentrations" or "tracks"?</i>										
<i>5. Regarding sustainability, how do we most effectively meet General Education requirements (Common Context courses) and teach major courses so that we can pique the interest of students who do not want to take Common Context courses?</i>										
<b>GE Projects</b>							<b>Means of inquiry and evaluation</b>		<b>Who is in charge?</b>	<b>Data-guided recommendations</b>
1.CUPA		<b>X</b>					As part of GE assessment		Lisa deBoer	
2.										
3.										

**Discussion/Comments/Reflections:**  
 Formal assessment focuses on PLOs, as envisioned and directed at the outset of formulating the department's PLOs.

<b>Departmental Program Review Retreats</b>			
<b>Date</b>	<b>Agenda</b>	<b>Decisions made</b>	<b>Participants</b>

Notes:

1. Adjust the Multi-Year Assessment Plan to your department six-year assessment cycle.
2. Align your program-level assessment with the institutional or General Education assessment whenever possible: e.g., if your department has outcome aligned with the Quantitative Literacy ILO it should be assessed in the 2016-2017 academic year, etc.