

Assessment of Program/Major Assessment Plans – Liberal Arts and Sciences Senate

Department _____ Program/Major Name _____ Date Assessed _____

Quality Characteristics	Strengths	Suggestions for Improvement	Other Comments
<p>IA. Mission Statement Concise, comprehensive definition of the program and underlying values.</p>			
<p>1B. Program Scope Clearly defines the scope and focus of the program, and indicates what makes it distinct. Indicates the program’s role with respect to GE, liberal arts education, interdisciplinary programs, etc. as appropriate Identifies accrediting agencies and other relevant external criteria, as appropriate Identifies program’s role, if any, in meeting regional and/or national demands for a particular type of expertise or training.</p>			
<p>1C. Activities/Processes Clearly indicates what activities and processes contribute to the program</p>			
<p>IIA. Program Goals Goals are specific and are related to mission statement. May be short-term (1-3 years) or long-term (>3 years). Indicate both direction (increase/decrease) and amount of change (e.g., increase pass rate on certification exams by 20%).</p>			

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<p><i>II.B. 1 & 2 Objectives for performance of students and the program.</i></p> <p>Objectives for graduates of the program identify the skills, knowledge, and/or dispositions they will develop, the experiences they will have had, and/or the nature/degree of their preparation for careers and/or advanced study.</p> <p>Performance objectives for the program (in areas such as advising, research, curriculum development, faculty development) identify short-term goals and/or long-range plans.</p> <p>Objectives are clear, concise, free from jargon, and expressed in measurable terms. Ideally, objectives set a high mark (e.g., learning outcomes span the higher levels in Bloom's taxonomy.)</p>			
<p><i>III A. What aspects of the performance are critical to measure?</i></p> <p>A manageable number of objectives have been selected for assessment. The chosen objectives appear to cover important aspects of the program, with minimal overlap.</p> <p>This section of the plan lists the aspects rather than the specific means of gathering the information (e.g., skill in writing a logical, coherent argument as opposed to the writing project and rubric that will be used to assess that skill).</p>			

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<p><i>IIIB. Means for gathering assessment information (i.e., rubric, portfolio, survey, comprehensive exam, presentation, etc.)</i></p> <p>Planned assessments involve direct measures of student learning (e.g., student work samples) rather than relying exclusively on surveys or other assessments of students' perceptions.</p> <p>Methods/instruments appear to be reliable, valid, efficient, and cost-effective.</p>			
<p><i>IIIC. When will assessment be conducted?</i></p> <p>Delineates a reasonable timetable for conducting ongoing assessments over a sustained period (e.g., the next five years), with at least one assessment activity per year.</p>			
<p><i>IIID. Who is responsible?</i></p> <p>Individuals and and/or groups responsible for conducting the assessments are identified.</p>			

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