

Template for an Assessment Plan at the level of a Department, Program, or Undergraduate Major

Department, Program, or Major _____

Degree _____ Date _____

- 1. What are the department's goals for student learning in the undergraduate major or program?**
(Focus on the skills, knowledge, and/or traits students should acquire through course instruction in the major. The list can be brief, 4-6 items.)
e.g., "Upon completion of the major, students will be able to say, think, or do....."
- 2. Through which courses are these goals achieved? How do the courses that comprise the major contribute to the achievement of the learning goals?**
(A matrix, or curriculum map, may be helpful here.)
- 3. By what methods does the department evaluate the quality of student learning in the undergraduate major? (What sources of data will provide evidence that the stated learning goals have been achieved?)**
(This may include a combination of direct and indirect measures.)
Direct measures: (These are immediate evaluations of performance such as a test, paper, project, laboratory procedure, musical performance, etc. It is important that student performance is measured against a set of explicit criteria that are drawn from the department's goals for student learning.)

Indirect measures: (These are less immediate, and include student reports about what they have learned, e.g. survey data, records of job placement, graduate school admissions, etc.)
- 4. How is information about the quality of learning shared and used for departmental decision making in areas such as curriculum, pedagogy, and other aspects that affect learning?**
- 5. What departmental changes in curriculum, pedagogy, or other aspects have resulted from this evaluation process?**
- 6. How often will each of the learning goals be assessed? What are the department's plans for improving student learning in the major?**