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| **2013-14 ASSESSMENT OF PROGRAM EFFECTIVENESS**  **Program:** | | | |
| **Criteria** | **Elements of Complete Documentation** | **Assessment\*** 3 = Meets Standard  2 = Approaches Standard  1 = Needs Attention | **Comments** Please outline what is needed in further revisions. |
| Mission Statement | Mission statement is a clear, **concise,** **discipline-specific** statement of the aspects covered within the major |  |  |
| Program Goals | * Goals clearly identify broad, discipline-specific aims of the program * Goals are aligned with mission |  |  |
| Student Learning  Objectives | * Objectives identify knowledge, skills, competencies, and abilities students will acquire * Objectives are stated in terms of student achievement (e.g. “students will be able to….”; “students will develop…”; “students will understand …”) * Objectives are aligned with the mission and goals (each objective is keyed to one or more program goals) * Objectives describe realistic and achievable outcomes |  |  |
| Assessment Process | * Assessment measures correspond to and validly assess learning objectives (each measure is keyed to one or more learning objective) * There is at least 1 direct assessment measure for each learning objective * Assessment results will yield meaningful information for analysis * Target achievement level for the program is stated for each assessment measure |  |  |
| Results of Assessment | * Results of assessment are clearly stated and related to specific learning objectives * Data are analyzed appropriately and provide information about whether or not target achievement levels were met * Results can lead to an action plan for improvement |  |  |
| Use of Results/Plan for Future Action | * Action plan is developed directly from, and is aligned with, specific assessment results * Actions are intended to improve program, teaching methods, or curriculum * Actions may also modify learning objectives or assessment measures, as necessary * Actions proposed in previous year’s assessment report are reviewed/ evaluated |  |  |