

Departmental/Program Assessment Outline

Department/Program/Sequence: _____

I. MAJORS (please apply these same questions for Sequences under review)

A. Identify your learning outcomes:

1. For each major your department sponsors or substantially contributes to, what do you want your majors to know once they've completed the program?
2. What do you expect your majors to be able to do once the program is completed that they could not do (as well) before?

B. Assessing learning:

1. How do you determine whether a major has acquired the knowledge and skills that you intend to impart?
2. Do you have different standards or expectations for dual majors than for full majors? Please explain your thinking on this question, whether you answer yes or no.
3. What methods do you think would be the best for assessing your majors' knowledge and skills? (exams, essays, portfolios, presentations, standardized tests, surveys, etc). Could you use those methods to compare the success of your majors over time?
4. What metrics could you develop to track whether your majors can demonstrate the intended knowledge and skills you hope they've acquired? Keep in mind that grades are not an option in this case.
5. Does your department look to any particular professional organizations for recognized standards/expectations for undergraduate majors? Do those organizations have a set of standards or recommendations for majors? Do they recommend any forms of assessment? Does the professional organization's standards/recommendations "fit", all or in part, your own department's goals for its majors?

II. GENERAL EDUCATION

A. Identify your learning outcomes:

1. How does your department contribute to CMC General Education Requirements and how have you determined which courses qualify as a GE course?
2. For each of your GE requirements, what do you want students to learn in their GE courses, presuming that this may be the only course they take in your discipline during their time at CMC?
3. What do you want students to be able to do after completing your GE courses that they could not do (as well) before they took the course?
4. How do your GE requirements contribute to your idea of a "liberal arts education?"

B. Assessing learning:

1. How do you determine whether your students have successfully met your goals for them in their GE courses?
2. What are the best means of assessing your students? (exams, essays, standardized tests, portfolios, presentations, surveys, etc).
3. What metrics could you use to track (over time) whether your GE students can demonstrate the intended knowledge and skills you hope they've acquired?

III. ALUMNI

A. Identifying learning outcomes:

1. What knowledge and/or skills would you hope our alumni would retain most from your majors and your GE courses after leaving CMC?
Consider this question for an alumnus 5, 10, and 20 years after leaving CMC.
2. What would you like our alumni to remember or value most from their experience as a student in your department?

B. Assessing learning:

1. How could we determine whether your hopes are realized 5, 10, or 20 years after our students leave CMC?
2. If you could survey our alumni, what two (2) questions would you most want to ask them about their experience as a student in your department?