

Expectations for Educational Assessment

- Is the process clearly defined?
- Does educational assessment encompass all of our offerings?
- Is assessment done regularly?
- Is assessment integrated into our overall planning?
- Are the expected learning outcomes published for each degree program and certificate?
- Is there documentation that indicates students have achieved the desired outcomes?
- Does your evidence indicate that assessment leads to improvement of teaching and learning?

General Education Assessment

- Do your department's G.E. courses provide a "general" approach to your discipline where there is greater emphasis on "breadth" rather than "depth."?
- Do your general education courses connect to the institutional mission and goals?
- Are your general education courses appropriate for their indicated level of instruction (freshman/sophomore/junior)?
- Do your general education courses provide an adequate foundation for further study in your discipline?
- Do your general education courses have identifiable outcomes in the following areas:
 - Written and oral communication;
 - Quantitative Reasoning;
 - Critical analysis;
 - Provide literacy in the discourse of technology as appropriate to your discipline (this includes both information literacy as well as technological literacy)
- How do you know?
- What is your evidence?

Departmental Assessment

- Are your departmental/school goals sufficiently established?
- Are the indicators of success for your program adequately identified?
- Are your intended outcomes realized?
 - How do you know?
 - What is your evidence?
- Is your assessment data systematically gathered, analyzed and evaluated?
- How have you utilized your results to ensure improved student learning?