

## Program Assessment Guidelines

### Departmental Assessment Committees

The assessment committee in each department is responsible for reviewing learning outcomes and assessment measures and for analyzing results for the undergraduate major, the undergraduate minor concentration in the GBA major, the discipline-based master's program, and the department's core courses in support of the undergraduate program. The first three are relevant for SACS; the last three are relevant for AACSB. This is not a job for a single person—the committee should comprise three to four faculty; ideally, the chair of the departmental committee will be the department's representative to the college committee.

Because the approach to assurance of learning in a doctoral program is likely to be considerably different from that used in undergraduate and master's level programs, each department should appoint a doctoral program assessment committee comprising faculty who teach in the program. Departmental committees are expected to prepare written reports that address the five elements listed below (Develop Recommendations for Program Improvement for Undergraduate and Master's Programs) for each program; reports should be kept in departmental files with copies to the appropriate college committee and the dean's office.

### Review Objectives for Undergraduate and Master's Programs

Each department has an academic learning compact (ALC) for its undergraduate major and minor concentration and the equivalent of an ALC for its core and master's program. Unless your department has made significant changes to the program or program objectives, you can find the information you submitted/approved in previous years in departmental files (electronic or hard copy) and online at the Office of Decision support site. You will want to give all faculty teaching in a program the opportunity to provide input on program objectives. The university and accrediting associations will look for real assessment

level, there is an expectation that *all* students will meet minimums (as opposed to e.g. 80%) and the focus is more on improving outcomes. (For example, even if everyone is scoring above 4.5/5 on a given outcome, there is likely something that can be done to improve overall student performance.) If the assessment committee finds that current measures appear inadequate, faculty teaching in the program should be asked to propose new means of assessment.

#### Review Assessment Data for Undergraduate and Master's Programs

The departmental assessment committee should review assessment outcomes for the most recent two or three rounds of assessment to determine to what degree objectives have been met and document how assessment results have been used for program improvement. Outcomes data through December 2007 are summarized in the Fifth Year Maintenance Report, section 4 (pp. 13-

placement and professional progress are the true measures of program quality, departmental

