

TYPES OF LEARNING ASSESSMENT

- **COHERENT DESIGN OF DEGREE AND CERTIFICATE PROGRAMS**
 1. **Appropriate breadth, depth and sequencing of courses.**
 2. **Synthesis of learning.**
 3. **Assessment of learning outcomes.**
- **EVIDENCE THAT DEGREE OBJECTIVES (LEARNING) ARE CLEARLY DEFINED INCLUDING:**
 1. **The content to be covered.**
 2. **The intellectual skills learned.**
 3. **The creative capabilities and the methods of inquiry to be acquired.**
 4. **The specific career-preparation competencies to be mastered.**
- **MID-PROGRAM ASSESSMENTS.**
- **END OF PROGRAM ASSESSMENT.**

Are students better or worse than their predecessors? Reasons? Bases for judgments

“The cumulative judgment of the faculty is that the quality of the senior theses in art has improved during the past five years. This judgment is based upon the following evidence. . . .”

“The Psychology Department requires the advanced test on the Graduate Record Examination of all graduates. These scores have declined by an average of 2% each year for the past five years. The faculty is of the opinion that the reasons for this decline are. . . .”

- **ALUMNI SATISFACTION AND LOYALTY.**
- **EMPLOYMENT AND/OR EMPLOYER SATISFACTION MEASURES.**
- **BEFORE AND AFTER MEASUREMENTS OF LEARNING.**

- **LIBRARY AND INFORMATIONAL RESOURCES ARE INTEGRATED INTO THE LEARNING PROCESS.**
- **PROGRAMS OFFERED IN CONCENTRATED TIME FRAMES DEMONSTRATE MASTERY OF GOALS AND OBJECTIVES.**