1. What are the department’s goals for student learning in the undergraduate major or program?
   (Focus on the skills, knowledge, and/or traits students should acquire through course instruction in the major. The list can be brief, 4-6 items.)
   *e.g.,* “Upon completion of the major, students will be able to say, think, or do…..”

2. Through which courses are these goals achieved? How do the courses that comprise the major contribute to the achievement of the learning goals?
   (A matrix, or curriculum map, may be helpful here.)

3. By what methods does the department evaluate the quality of student learning in the undergraduate major? (What sources of data will provide evidence that the stated learning goals have been achieved?)
   (This may include a combination of direct and indirect measures.)
   **Direct measures:** (These are immediate evaluations of performance such as a test, paper, project, laboratory procedure, musical performance, etc. It is important that student performance is measured against a set of explicit criteria that are drawn from the department’s goals for student learning.)

   **Indirect measures:** (These are less immediate, and include student reports about what they have learned, e.g. survey data, records of job placement, graduate school admissions, etc.)

4. How is information about the quality of learning shared and used for departmental decision making in areas such as curriculum, pedagogy, and other aspects that affect learning?

5. What departmental changes in curriculum, pedagogy, or other aspects have resulted from this evaluation process?

6. How often will each of the learning goals be assessed? What are the department’s plans for improving student learning in the major?