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1.    **Identification of the academic units for which assessment plans pertain:**  In developing program/major-specific assessment plans, colleges/schools and departments within each college/school should decide how it is defining programs/majors or other academic units to which assessment plans pertain.  For example, smaller departments may wish to develop a single department-wide assessment activity plan, whereas larger departments may wish to develop assessment plans for each major and/or minor and/or concentration.

**2.**   **Feasible, simple, and useful assessment plans:**  Each program/major should develop, consistent with these Guidelines, its own assessment plan and timelines for completing assessment cycles every 2-3 years.  Assessment plans should provide valuable information to the program/major, college/school, and university about quality of the program/major and extent of student learning from it.

**3.**   **Hierarchically organized missions, goals, and objectives:**  The mission and goals of each program/major need to be aligned with their respective departmental and college/school missions, and with YU's overarching mission. Program/major learning objectives should align with their program/major mission and goals.

**4.   Clearly stated program/major mission and goals:**  Each program/major should develop a clear mission statement and resulting goals of the program/major.

**5.   Measurable learning objectives for each program/major:**  Program/major learning objectives should be directed toward answering the essential questions of what it is hoped students will know and be able to do at three stages of the program/major:  upon entry, midway through, and upon completion.  Learning objectives should be observable and measurable.

**6.   Alignment of learning objectives, instructional approaches, and assessments within each program/major:**  All programs/majors should ensure that their learning objectives align with their courses and instructional activities (e.g., course goals & objectives; topics; readings; assignments, and projects) and the methods of assessment within those courses.

**7.    Clear and direct assessment methods:**  Programs/majors should identify, develop and/or revise various assessment methods to measure each intended learning objective.  At least one such method needs to be a direct assessment measure of that objective.

**8. Transparency:**   Missions, goals, and objectives should be presented on program/major websites, and in course descriptions and syllabi.  Program/major-specific assessment plans should available to all YU faculty.

**9.   Assessment Activity Reports:** Submission of Learning Assessment Activity Reports at the end of each academic semester.

All program/major heads or their designated representatives will be required to complete and submit at the end of each academic semester a Learning Assessment Activity Report form, which includes:

1. The most up-to-date program/major mission statement, student learning goals and corresponding student learning objectives (“SLOs”), and curriculum map
2. Completion of a “Reflecting Back” section, which asks programs/majors to reflect back on their assessment goals, activities, and findings during the past semester, and to describe plans for assessment-driven changes in light of those assessments
3. Completion of a “Planning Ahead” section, which requires each program/major to develop both:
   1. a long-term plan that identifies which SLOs and corresponding courses/learning experiences that the program/major will focus upon during the next four semesters
   2. a short-term plan that describes how the program/major plans to assess the targeted SLOs for the next academic semester
4. Feedback on the program/major assessment process