The Department also tracks the performance of students in the classes that are taught as a part

- Assessment Methods: Direct measures used to identify, collect, and prepare data to evaluate the achievement of learning outcomes (e.g., writing project evaluated by a rubric). Consideration should be given at requiring the CLA, for example, as a requirement for all seniors.
- Targets: Expectations of students to achieve the desired outcome to demonstrate program effectiveness (e.g., 90% of students will demonstrate at least the benchmark performance on a writing project).
- Results: Actual achievement on each measurement (e.g., 94% of the students achieved at least the benchmark performance on the writing project).
- Analysis: An evaluation that determines the extent to which learning outcomes are being achieved and leads to decisions and actions to improve the program. The analysis and evaluation should align with specific learning outcomes and consider whether the measurement and target remain valid indicators of the learner.

General education expectations should be further developed (and assessed) for both program majors and non-majors.
- To measure student learning, assess a representative sample of student assignments (e.g., for writing or critical thinking abilities) using a rubric from selected courses (pre, at the beginning of semester and post, at the end).
- Utilize processes listed above to evaluate the outcomes.