

**UAS Peer Review Guide  
Program Assessment Plans  
Spring 2011**

Review Questions	Yes	No	Comments
<b>1. Does the plan begin with broad goals that represent the program?</b>			
a) Are they written in terms of student behavior as they exit the degree program?			
b) Are the UAS competencies clearly integrated into the goal statements?			
c) Are there at least three and no more than nine goals?			
d) Are there two to five exit outcomes per goal?			
e) Are they comprehensive? Are all program goals encompassed in goal statements?			
f) Are the goals/outcomes agreed upon by program faculty?			
g) Do the outcomes reflect the different categories of understanding relevant to the subject area? (knowledge, skills and professional behavior/dispositions)			
<b>2. Does the plan include a curriculum map?</b>			
a) Are all program goals and outcomes reflected in the curriculum map?			
b) Are the UAS competencies included in the curriculum map?			
c) Does that map indicate where the program goals and outcomes are introduced (I), developed (D) and mastered (M) in an appropriate sequence?			
d) Does the curriculum map suggest gaps or redundancies in the program?			
e) Is there evidence of program faculty agreement on which goals and outcomes are introduced, developed and mastered at different points in the program?			
f) Would a review of the syllabi for the program indicate where each program goal and outcome is mapped?			

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<b>3. Does the assessment plan identify specific methods and measures to assess student learning?</b>			
a) Does the plan have AT LEAST one method of direct assessment of student learning? (e.g. portfolio)			
b) Does the plan identify an assessment focus that indicates a priority for the first cycle of assessment? Not all goals and outcomes need to be assessed initially, nor every year.			
c) Is it clear how one or more UAS competencies will be assessed?			
d) Is a rubric or other method of judging student levels of proficiency included in the plan?			
e) Is there evidence that the data can be aggregated and summarized effectively based on methods and measures in the plan?			
f) Are the assessments aligned to some or all of the goals and outcomes?			
<b>4. Is there an assessment cycle in place?</b>			
a) Does the process happen on a regular schedule?			
b) Are there defined procedures?			
c) Are there defined people responsible?			
d) Is there a set time when data collected is analyzed, used to make program improvements, and reported?			