

Please complete the following two tables, which provide a description of the status of your efforts in developing and implementing programmatic and student learning assessment in your college. The difference between programmatic outcomes and student learning outcomes is important. For example, a department may have as one of its program goals "preparing students for graduate school," while the student learning objectives related to it would speak to what a student would know, be able to do, and value when she has completed the department's program. Programmatic goals can be about faculty, students, curriculum, resources, facilities, publications, prestige, or whatever, while student learning outcomes must be behaviorally oriented, observable/measurable items about what students know, can do and value. Learning goals may or may not be linked to programmatic goals.

If an item has been completed (e.g., a department has a mission statement, or has completed the task of generating learning goals or of selecting assessment methods), indicate by inserting the word "**Completed**" in the appropriate row under the appropriate category. If efforts are in progress, indicate by inserting "**In Progress**" where appropriate, and attach a timeline. If the efforts have not yet been started, indicate "**Not yet begun.**" Please attach copies of completed items (e.g., your mission statement, your programmatic and learning goals and objectives, your specific student learning outcomes, your assessment methods, timelines, and your plan for feedback and program/curricular/pedagogical/operational improvement).

Table one: Status of Assessment of Program Success

Unit (Department or College)	Name of coordinator of assessment ¹	College or Department Mission Statement ²	Statement of program's (college/department) goals and objectives ²	Assessment methods and indicators ²	Feedback plan for using assessment data for improvement ³
Falvey Library					
Dept #1 – Information Literacy Program	Barbara Quintiliano	See Library Mission statement – http://library.villanova.edu/services/about_falvey/mission.htm	See "Mission of the Information Literacy Program" - http://library.villanova.edu/services/infolit/index.htm	Spring, 2005 - SAILS survey. See "Results of the Standardized Assessment of Information Literacy Skills (SAILS)- attached 1998-2003- Quest – See: 1) "Information Seeking Competencies," 2) "Objectives of the Quest Program," 3) "Focus group report" - attached	See- "Utilization of data from SAILS: - attached See- "Minutes: Information Literacy Committee, Quest Subdivision, May 2, 2003" - attached
Dept #2					
Dept # N					

1. Each college, department, and program should have one person responsible for assessment efforts.
2. If completed, please attach a copy. If "in progress," please attach a timeline leading to completion.
3. If completed, please attach a copy. If "in progress," please attach a timeline leading to completion. Also, please provide an example of successful feedback leading to programmatic, curricular, operational, or pedagogical improvements.

Table two: status of Assessment of Student Learning

Unit (Department or College)	Academic Majors offered	Name of coordinator of assessment ¹	College or Department Mission Statement ²	Statement of learning goals and objectives ²	Statement of specific student learning outcomes ²	Assessment methods and indicators ²	Feedback plan for using assessment data for improvement ³
Falvey Library							
Information Literacy Program		Barbara Quintiliano	See: Mission of information literacy program http://library.villanova.edu/services/infolit/index.htm	<p><i>fall, 2005-</i> NUR1101 – See “Objectives,</p> <p><i>fall, 2005-</i> NUR3112 – See “NUR3112 Fall, 2005 Objectives and Outline”- attached</p> <p><i>fall, 2005</i> -PSY4050- See “PSY 4050 -Goal and Outcomes” - attached</p> <p><i>spring, 2005</i></p>	<p>Assessment with</p> <p>See “NUR3112 – Fall, 2005 - Information Literacy Instruction Assessment Questions- attached</p> <p>See “PSY 4050 - Goal and Outcomes” - Attached</p> <p>See- Review quiz:</p>	<p>Corresponding</p> <p>See “NUR3112 – Fall, 2005 - Information Literacy Instruction Assessment Questions- attached</p> <p>See –“ PSYCH 4050 RESEARCH METHODS- Goal and Outcomes- Attached</p> <p>See- Review quiz:</p>	<p>In progress – Learning Outcomes.”</p> <p>In progress - See “NUR3112 – Timeline for revisions</p> <p>In progress – See “ PSYCH 4050 RESEARCH METHODS- Goal and Outcomes- Attached</p> <p>In progress.</p>

				<p>CEE2311- See “CEE Spring, 2005 Objectives” -attached</p> <p><i>fall, 2004</i> -GLY2805 – See “Course-integrated Library Module for GLY 2805” -attached</p> <p><i>fall, 2001</i> - BIO2105- attached</p>	<p>Types of Engineering Sources” - attached</p> <p>See “Course-integrated Library Module for GLY 2805” -attached</p> <p>See: BIO2105 – Instructional Objectives and timeline for revisions</p>	<p>Types of Engineering Sources,” – “Quiz stats” and “Question stats” – “Information Literacy Instruction Evaluation/Survey</p> <p>See- “Sample Assessment Questions for GLY2805” - attached</p> <p>See- 1) “Student eval. – GenBio,” 2)“Quiz_results_bio_2105edited”, 3)“Fall_05_BIO2105_questions_Nov 27”- attached</p>	<p>See” Timeline for Revision based on feedback” -- attached</p> <p>In progress- See “Timeline for Revision based on feedback.”</p> <p>Continual - See - BIO2105 – Instructional Objectives and timeline for revisions</p>
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