

For each program in your department, including courses offered for non-majors and graduate programs, please duplicate and complete this page.

Part II. Assessment of Outcomes:

Program: _____

During the past year, has your program used any of the following for assessment of outcomes? Indicate "A" if currently being used; "B" if not currently being used but interested in using; and "C" if not applicable.

Direct indicators of assessment:

1. ____ Capstone courses which are designed to measure student mastery of essential theoretical and methodological issues associated with a discipline (e.g., senior level seminars)
2. ____ Portfolio evaluation containing representative examples of student's work (i.e., written, creative, or scientific papers or projects)
3. ____ Senior thesis/major project
4. ____ Video and audio tape evaluation (i.e., music, art, student teaching, etc.)
5. ____ Performance assessment for graduating seniors (i.e., recitals, art exhibits, science projects, etc.)
6. ____ Locally developed pre-test or post-test for mastery of knowledge
7. ____ Licensure exams
8. ____ Certification exams
9. ____ Graduate Record Examination (GRE) subject test
10. ____ National exams assessing subject matter knowledge (e.g., Major Field Achievement Test)
11. ____ Writing-proficiency exams
12. ____ Comprehensive exams

Indirect indicators of assessment:

1. ____ Comparison of outcomes with peer institutions
2. ____ Job placement of graduating students
3. ____ Employer surveys and questionnaires
4. ____ Graduate school acceptance rates
5. ____ Performance in graduate school
6. ____ Student graduation/retention rates
7. ____ Exit interviews
8. ____ Student satisfaction surveys
9. ____ Student course evaluations
10. ____ Internship evaluations
11. ____ Focus group discussions
12. ____ Alumni surveys reporting satisfaction with degree program and career success
13. ____ Tracking of alumni honors, awards, and achievements at local, state, and national levels
14. ____ Identification and assessment of at-risk students
15. ____ Analysis of student grade distributions
16. ____ Examination of information contained in department's own database
17. ____ Other evaluations of course instruction (e.g., chair or peer review)
18. ____ Curriculum/syllabus analysis (e.g., analysis of transfer student preparation)
19. ____ Community perception of program effectiveness
20. ____ Community service/volunteerism participation
21. ____ Other:

Part III. Other Information

1. Has your department used any of the indicators listed above to improve departmental programs, services, and operations? **Yes** **No**

If yes, please identify some examples.

2. What resources (i.e., training, personnel, technology, etc.) does your department need to develop better methods for assessing student outcomes and improving program effectiveness?

3. Please list any additional comments or concerns.

Completed by: _____ **Date:** _____

Title: _____

Statement of Villanova's Educational Goals and Objectives

Ultimately, all these programs and support are seen as a means of developing the total person: intellectually, emotionally, spiritually, culturally, socially, and physically

[Villanova University Mission Statement]

The statements below represent the overarching educational goals and objectives of Villanova University. Academic and co-curricular departments across the University will collaborate in assisting students to attain these goals and objectives. Individual departments will contribute, in varying ways, to the implementation of those goals and objectives that are appropriate to their program or mission.

1. Goal: Intellectual Development

A. VALUES

- **Objective:** Villanova graduates will demonstrate their engagement in and commitment to the pursuit of knowledge in a manner conducive to life-long learning.

B. KNOWLEDGE

- **Objective:** Villanova graduates will demonstrate their knowledge of: (1) the fundamental facts, concepts, responsibilities, and modes of inquiry related to their academic majors and professions; (2) the intellectual, ethical, and cultural traditions of Western civilization, including Judaeo-Christian, Catholic, and Augustinian traditions and the values and moral principles inherent in them; (3) the role and importance of science and technology; and (4) topics of personal and intellectual interest to them, pursued through their choice of elective courses and other means.
- **Objective:** Villanova graduates will (1) recognize the multidimensionality of human problems and cultures, as well as the interrelatedness of knowledge and (2) demonstrate their awareness of the existence and value of multiple modes of inquiry and approaches to knowledge.

C. SKILLS

- **Objective:** Villanova graduates will demonstrate the following skills: (1) critical analysis; (2) information, quantitative, and scientific literacy; (3) creative problem solving; and (4) oral and written communication.

2. Goal: Personal and Emotional Development

A. VALUES

- **Objective:** Villanova graduates will accept responsibility for the consequences of their own decisions and behavior.

B. KNOWLEDGE

- **Objective:** Villanova graduates will make an initial commitment to a vocational area or work setting compatible with their goals and interests.

C. SKILLS

- **Objective:** Villanova graduates will (1) define a set of personal goals reflective of their values, capabilities, and interests; (2) demonstrate independence and self-direction in

personal problem solving and goal attainment, including the ability to find and employ appropriate resources; and (3) establish rewarding friendships/relationships within their peer groups.

3. Goal: Social Development

A. VALUES

- **Objective:** Consistent with their attainment of intellectual goals, Villanova graduates will (1) treat others with compassion, civility, and respect; (2) demonstrate their acceptance of individual, cultural, social, and ideological differences; (3) accept the responsibilities of community membership; and (4) demonstrate respect for the natural environment.

B. SKILLS

- **Objective:** Villanova graduates will (1) manage conflicts productively; (2) work together in teams to accomplish common goals and further the common good; and (3) motivate and coordinate the efforts of others to work toward common goals.

4. Goal: Spiritual and Moral Development

A. VALUES

- **Objective:** Consistent with their attainment of intellectual goals, Villanova graduates will (1) express a mature understanding of self and humanity in relation to God; (2) demonstrate a commitment to ongoing spiritual and moral development; and (3) demonstrate understanding of and respect for different religious traditions and values.

B. SKILLS

- **Objective:** Villanova graduates will (1) demonstrate incorporation of ethical and moral principles in decision making; and (2) demonstrate learned values through service to others, especially the poor and disadvantaged.

5. Goal: Cultural Development

A. VALUES

- **Objective:** Villanova graduates will demonstrate their appreciation of the works produced by intellectual and artistic endeavors, at a level consistent with the requirements of their academic majors and/or their participation in co-curricular cultural activities.

B. KNOWLEDGE

- **Objective:** Villanova graduates will demonstrate their knowledge of the works produced by intellectual and artistic endeavors, at a level consistent with the requirements of their academic majors and/or their participation in co-curricular cultural activities.

6. Goal: Physical Development

A. VALUES

- **Objective:** Villanova graduates will appreciate the role of physical wellness in their present and future development.

B. KNOWLEDGE

- **Objective:** Villanova graduates will demonstrate their understanding of the consequences of life-style choices, as these affect their health and well-being.