

## **Aug. 16, 18<sup>th</sup> Workshops on Assessment**

### **Developing a mission and vision statement**

Modified from:

<http://www.extension.iastate.edu/valueaddedag/info/Visionandmissionstatement.htm>  
and [http://www.managementhelp.org/plan\\_dec/str\\_plan/stmnts.htm#anchor519441](http://www.managementhelp.org/plan_dec/str_plan/stmnts.htm#anchor519441) and  
<http://www.extension.iastate.edu/agdm/wholefarm/html/c5-09.html>

#### **What Is a Mission Statement?**

A mission statement defines what your department or program does.

#### **What Is the Purpose of a Mission Statement?**

For purposes related to assessment, to help you clarify the intention of the department or program so you can develop and measure learning outcomes.

#### **Strategies for Developing a Mission Statement**

- Participants list phrases describing what they think their program or department does.
- focused discussions
- sharing stories

#### **Characteristics of good mission statements**

- Simple
- Sufficient description that the statement clearly separates the mission from other programs and departments

#### **Examples of Mission Statements:**

##### **Pacific Lutheran University Chemistry Department Mission Statement**

"The mission of the Chemistry Department is to provide high quality educational programs for all students who study chemistry at PLU. ...."

##### **University of Louisville English Department Mission Statement**

"The overall mission of the English Department is to promote literacy--specifically the ability to read, write, and think critically...."

##### **Texas State University San Marcos School of Journalism & Mass Communication Mission**

The mission of the School of Journalism and Mass Communication is to pursue excellence. Our programs strive to cultivate strong professional, research, theoretical, critical and ethical skills in a diverse and engaging environment that prepares students to be socially responsible media professionals, scholars and citizens.

##### **Carleton College Physical Education, Athletics and Recreation Mission Statement**

"Our programs produce well-rounded individuals through regularized activity, sportsmanship, positive social interaction and exemplifying ethical conduct. ..."

## Developing Program-Level Student Learning Outcomes (SLOs)

- 1) Start with the departmental mission statement, and develop SLOs based on the mission. Have faculty write SLOs that they think reflect the mission, discuss.
- 2) Start with your SLOs from a Professional Organization within your discipline (e.g Mathematics Association of America, American Psychological Association). Modify them, as needed for the specific circumstances of your program.
- 3) Start with samples of student work at several points in their academic career. Several faculty can evaluate, and based on this analysis, determine what students should know by the time they graduate. Likely would require rubric development.
- 4) Review course syllabi and major tests or examinations to determine what the key learning outcomes are, and develop SLOs based on that analysis.
- 5) One or more faculty conduct structured interviews of other faculty, and produce a document for discussion about possible program SLOs.
- 6) Review college catalogs from other institutions, and use their SLOs as a starting point.
- 7) Imagine an ideal graduate from your program, and try to describe the characteristics of that student in terms of a SLO.
- 8) Contact colleagues from other institutions, and find out what their SLOs are.
- 9) Use a text or other reference to develop a process for SLOs

In writing the SLOs, think of the acronym S.M.A.R.T.- Specific, Measurable, Acceptable, Realistic and Targeted.

An SLO consists of a statement like: “The student will [action verb] [learning statement]”. Typically, a good SLO also includes a criterion, and may also include a description of the conditions under which the learning will be demonstrated (in a final paper, in a capstone presentation, in a laboratory exercise, etc.). It should be measurable, and often it is helpful if it can be measured in multiple ways.

Based, in part, on: Maki, P. 2004. Assessing for Learning. Building a sustainable commitment across the institution. Stylus Publishing, Sterling,VA, and AAHE.

<http://www.morningside.edu/academics/research/assessment/documents/Writingstudentlearningoutcomes.pdf>

<http://assessment.uconn.edu/docs/HowToWriteObjectivesOutcomes.pdf>

## **Dimensions of Student Learning**

### **Dimension 1: Intellectual Development**

#### **Outcome A: Higher Order Thinking**

*—Use critical thinking and appropriate frameworks for inquiry*

#### **Outcome B: Knowledge, Values, and Abilities Related to the Arts, Humanities, Sciences and Specialized Fields of Study**

*—Understand concepts, ideas, and theories from various disciplines and integrate knowledge, values, and abilities associated with specialized fields of study*

### **Dimension 2: Understanding of Self / Relating to Others**

#### **Outcome A: Values**

*—Examine, evaluate, and express values.*

#### **Outcome B: Communication**

*—Present ideas clearly.*

#### **Outcome C: Human Diversity**

*—Recognize the experiences and contributions of diverse groups and cultures.*

#### **Outcome D: Self-Development**

*—Demonstrate awareness of concepts, knowledge, and actions which promote one's well-being.*

### **Dimension 3: Participating in an Emerging Global Society**

#### **Outcome A: Readiness for Career**

*—Demonstrate knowledge, ethics, and abilities as they relate to one's specialization and career choice.*

#### **Outcome B: Responsible Citizenship**

*—Participate as a contributing member of a changing global society.*

**Worksheet for Student Learning Outcomes- Program-level (3-7)**

Department/Program: \_\_\_\_\_

Draft Student Learning Outcomes for my department/program

Format: The student can or will (active verb) (some outcome or learning statement)

1)

Fits into this Dimension of Student Learning:

2)

Fits into this Dimension of Student Learning:

3)

Fits into this Dimension of Student Learning:

4)

Fits into this Dimension of Student Learning:

5)

Fits into this Dimension of Student Learning:

6)

Fits into this Dimension of Student Learning:

7)

Fits into this Dimension of Student Learning:

## Developing Course-Level Student Learning Outcomes (SLOs)

### Initially:

Start with your Program-level SLOs. Develop, as a department, a curriculum map about which outcomes are to be covered in which courses. Alternatively, your program might decide you want to work in the other direction- start with course-level SLOs, and then use those to develop program-level SLOs.

- 1) Do a Teaching Goals Inventory (a self-assessment designed to give you insight into the most important outcomes of a particular course). (From Angelo and Cross, 1993, Classroom Assessment Techniques). Use that information to develop SLOs.
- 2) Focus on what the ideal student should do or know when he or she completes a course. This might include considerations of several different types of learning (e.g., cognitive, performance). Consider the assignments and evaluations you use or plan to use and what those are measuring.
- 3) Focus on the discipline of the course. Consider what the key concepts are in this area. Consider what the key skills are in this area. Consider what knowledge and skills a student will have coming into the course, and will need to be successful in future courses. Use this analysis for writing SLOs.
- 4) For courses that are part of another program, consult with faculty from that area about what knowledge and skills expectations are for students who complete that course, and use that information to develop SLOs.
- 5) For courses in areas where student may take entrance exams or qualifying exams, review the content covered in the exams and consider that as a basis for helping to define SLOs.

Keep in mind the following consideration:

In writing the SLOs, think of the acronym S.M.A.R.T.- Specific, Measurable, Acceptable, Realistic and Targeted.

An SLO consists of a statement like: “The student will [action verb] [learning statement]”. Typically, a good SLO also includes a criterion, and may also include a description of the conditions under which the learning will be demonstrated (in a final paper, in a capstone presentation, in a laboratory exercise, etc.). It should be measurable, and often it is helpful if it can be measured in multiple ways. In addition to being measurable, the resulting information should have the potential to be used for improvement.

Some of this information based on:

<http://depts.washington.edu/learning/coursegoals.html>

## Worksheet for Student Learning Outcomes- Course Level

Department: \_\_\_\_\_

Draft Student Learning Outcomes for my course

Course \_\_\_\_\_

Format: The student can or will (active verb) (some outcome)

1)

Fits into this Program-Level Student Learning Outcome:

If a Liberal Education Course, meets this Liberal Education Outcome:

2)

Fits into this Program-Level Student Learning Outcome:

If a Liberal Education Course, meets this Liberal Education Outcome:

3)

Fits into this Program-Level Student Learning Outcome:

If a Liberal Education Course, meets this Liberal Education Outcome:

4)

Fits into this Program-Level Student Learning Outcome:

If a Liberal Education Course, meets this Liberal Education Outcome:

5)

Fits into this Program-Level Student Learning Outcome:

If a Liberal Education Course, meets this Liberal Education Outcome:



## Assessment Plans:

The following are the items that you will be asked to respond to, in the assessment plan, for each of your program-level student learning outcomes.

- Measure(s):
- Details/Description of the measures used:
- Acceptable target (optional)
- Ideal target (optional)
- Implementation plan (timeline)
- Key Responsible Personnel:
- Supporting Documents (optional)

The most challenging aspect of developing the assessment plan is developing appropriate measures for assessing your learning outcomes. Below is a list of options to consider (Taken from the Bemidji State Guidelines: Five-Year Academic Program Assessment, Planning, and Review Cycle):

**Direct measures** of student learning are understood to include but are not limited to:

- the capstone experience
- portfolio assessment
- standardized tests (e.g., Major Field Achievement Test [MFAT] in cognate areas, or, for General Education: the Test of Critical Thinking Ability; the Academic Profile; or the Watson-Glaser Critical Thinking Appraisal)
- performance on national licensure, certification or profession exams (e.g., Professional Assessment Examination for Beginning Teachers [PRAXIS])
- locally developed tests
- essay questions blind scored by faculty across the department, division, school, or college (usually using some type of agreed-upon, specific rubric)
- qualitative internal and external juried review of comprehensive senior projects
- externally reviewed exhibitions and performances in the arts
- external evaluation of performance during internships based on stated program outcomes

**Indirect measures** of student learning, if used alone, are inadequate measures of student learning. However, some of these sources, when used to supplement direct measures, provide information that may enrich or illuminate aspects of what the direct measures tell us about students' academic achievement.

- alumni, employer, and student surveys
- exit interviews with graduating seniors and focus groups
- graduate follow-up studies
- retention and transfer studies
- length of time to degree
- SAT scores
- graduation rates and transfer rates
- job placement data