Inventory of Educational Goals and Objectives
for Academic Departments/Programs

College: ________________________________________________________________

Department: ______________________________________________________________

Part I. Does your department have:

1. (a) A written mission statement and/or statement of educational goals and objectives?
   If yes, please attach a copy or reference a web site and/or catalog for retrieval of this information.
   Mission ______ Yes ______ No
   Goals & Objectives ______ Yes ______ No

   (b) Do the programs within your department have written mission statements and/or statements of educational goals and objectives?
   Mission ______ Yes ______ No
   Goals & Objectives ______ Yes ______ No
   If yes, please attach copies or reference a Web site and/or catalog for retrieval of this information.

   (c) If you answered “yes” to 1(a) or 1(b), above, please indicate which of the University’s goals and objectives (see attached) are addressed by your departmental and/or program goals and objectives. To save time, you may refer to the former by number and section, e.g., 1B, 1 and 3.

2. (a) Statements of intended educational outcomes for the department?
   (This term describes the skills, knowledge, and values that departmental faculty intend students to have upon their completion of a given educational program.)
   ______ Yes ______ No

   (b) Statements of intended educational outcomes for the programs within the department?
   ______ Yes ______ No

3. A written record of an assessment plan for evaluating program effectiveness in terms of measurable student outcomes?
   ______ Yes ______ No

4. A separate accreditation agency or process for your programs?
   ______ Yes ______ No
   If yes, please list all accreditation agencies.
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
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: ____________________________________________

*Adapted from a form developed by S. I. Ronco and S. G. Brown at Florida Atlantic University.*
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.