**Rogers State University**

**Program Evaluation (Assessment) of Academic Support/Administrative Departments/Unit**

Mission Statement

* Brief, concise, distinctive
* Clearly identifies the purpose of the program’s existence
* Clearly aligns with the mission of the department and the University
* Clearly identifies the primary stakeholders of the program, i.e., students, faculty, parents, etc.

General Format

 “The mission of the [insert name of program] is to [insert primary purpose] by providing [insert essential function or activities of the program].

Program Goals

* Clearly related to the program’s mission
* Reflective of the program priorities in the long-term
* Represent a consensus of staff aspirations for the program
* Focus on the core characteristics of program participants
* Widely disseminated to all program stakeholders

General Format

* Focus on a few goal statements, usually less than 5 is best.
* Describe the actions of the program in facilitating the acquisition of certain skills, knowledge or attitudes.
* Use a general format for the goal statement such as “[insert action verb] [insert object] [insert modifiers].

Outcomes (Think SMART)

A program/process outcome is focused on what the **program intends to do, accomplish or achieve**. A program outcome focuses on reporting issues common to academic support units such as **access, climate, productivity, accountability, affordability, technology, student preparation**, etc.

* **Specific**: Outcomes should be specific to your program and should be clearly stated in clear, definitive terms.
* **Measurable**: Outcomes must be stated in terms that are clearly measurable either quantitatively or qualitatively. The use of action verbs in outcome statements can maintain a focus on measurability. Consider whether data collection for a particular outcome is reasonable and feasible given program resources.
* **Attainable**: Programs should consider the reality of what they hope to achieve. Outcomes should be a reasonable statement of what the program can contribute in terms of student skills, knowledge and abilities. Know your students and your program.
* **Results-oriented**: Outcomes should focus on the end result rather than an action to be implemented or provided by the program. Outcomes should be clearly stated in terms of what exactly a student should know, be able to do, or value or the desired result of the programming or service.
* **Time bound**: Outcomes should be framed in such a way that they can be measured within a time period over which the program has some control.

General Format

Students (participants) will [insert action verb] [describe expected skill, knowledge or value].

SMART Adapted from University of Central Florida Program Assessment Handbook (2004)

Writing Outcomes

The most effective way to develop outcomes is to use a taxonomy of learning domains. These types of matrices provide a standardized framework on which to structure outcomes. The most well-known and utilized taxonomy is *Bloom’s Taxonomy of Educational Objectives* (Bloom, 1956). Bloom’s taxonomy recognized three domains of educational objectives; cognitive, psychomotor (skills), and affective.

**Cognitive Domain**:

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| **Knowledge** | Mastery of subject material; includes observation and recall of information; knowledge of dates, events, places; knowledge of major ideas |
| **Comprehension** | Ability to predict consequences and future trends; includes understanding information; grasp of meaning; translating knowledge into new contexts; interpreting, comparing and contrasting material; ordering, grouping and inferring causes |
| **Application** | Ability to solve problems using required knowledge/skills; includes using information material, methods, concepts, theories, etc. in new situations |
| **Analysis** | Ability to break down material and recognize structure of organization; includes seeing patterns; organization of parts, recognition of hidden meanings, identification of components |
| **Synthesis** | Ability to use old ideas to create new ones’ includes generalizing from given facts, relating knowledge from several areas, predicting and drawing conclusions. |
| **Evaluation** | Ability to judge and assess value of material; includes comparing and discriminating between ideas; assessing value of theories, presentations, etc., making choices based on reasoned argument; verifying value of evidence, recognizing subjectivity |

Bloom, B., Englehart, M., Furst, E., Hill, W., & Krathwohl, D. (1956). *Taxonomy of educational objectives: Cognitive domain*. New York: David McKay.