

Student Services & Enrollment Management Departmental Assessment Plan Extended Description

Mission Statement: Each department's mission clearly defines their role in the division and lets students and others know how they contribute to the institution's mission by helping them with their development and experience at the institution. Please reference year zero for more information. Departments contribute to the Learning Competencies of the division by demonstrating the effectiveness of their programs and services. A Mission statement should be revisited/reviewed, and revised every 5 years to reflect contemporary practices and changes to a department.

A mission statement is NOT a Vision statement. The difference between the two is simple. A mission statement indicates what is being done, a vision is inspirational and addresses the future. Mission statements state the cause, action, and impact. They are specific, succinct, and straightforward. Mission Statements answer the following questions:

- Who am I?
- Who will I serve?
- What will I do?
- How will I do it?

Links to Resources

CAS Standards

Goals of Department: Goals inform the development of services and Student Learning Outcomes. Goals are overarching statements that describe what a department or large-scale program is trying to accomplish. They are not measurable. They indicate the end result and are considered the umbrella of detail. The need for the Mission and Goals of a department are essential steps in promoting an understanding of a department's role in the co-curricular experiences. They also inform decision-making in terms of services, support and resources needed to accomplish goals.



Link to Resources

CAS Standards



Learning Outcomes: Outcomes are specific statements derived from goals; they help clarify and define the meaning of the goal. They articulate the measurable expected results of an instructional activity or program effort. Outcomes are a demonstration of knowing, thinking or understanding. Outcomes describe measurable behaviors achieved. Please reference year zero for more information.

The statements are focused on student learning. SLOs directly assist in telling a story to determine program/department effectiveness. Assessment uses SLOs to determine if students are learning what the program/services intend to accomplish. If the service/program “learning experience” does not provide SLO attainment, investigation into program effectiveness is essential. This work informs practice and directs improvement.

SLOs include a verb phrase “what students will know or be able to do” and how they will apply that skill or knowledge. There are levels of learning. The level should be determined by the breadth and depth of the learning experience. Additionally, the length of time engaging in the learning experience (1-hour vs 1 semester). [Blooms Taxonomy](#) (Vanderbilt University Center for Teaching) demonstrates the breadth & depth of learning and includes five levels of learning

- Knowledge/remembering
- Comprehension/understanding
- Application/applying
- Analysis/analyzing
- Evaluation/evaluating
- Synthesis/creating

SLOs are essential SMART Goals and assist in making your goals achievable. They are specific (simple, sensible, significant; measurable (meaningful, motivating); Achievable (agreed, attainable); Relevant (reasonable, realistic and resourced, results-based); Time bound (time-based, time limited, time/cost limited, timely, time-sensitive). Writing SLOs is critical to the ability to measure the learning.

- ABCD method (Heinich, et al, 1996) is often use as a model for writing good SLOs.
- Audience (Who does the outcome pertain too? Usually students)
- Behavior (What do you want participants to know or do as a result of the learning experience-Blooms Taxonomy)
- Condition (under what circumstances? A workshop, series of workshops, training, trip, program)

- Degree of Learning (How much will they know, how well will they do it? 3 out of 5, identify 3 aspects of X)

When reviewing/revising/or creating SLOs best practices should be incorporated into the development. It is recommended that you use CAS Standards for your department/functional Area. Sub-Category 2 and 10 (assessment) will help in this effort. Additionally, a review of a national organization can assist in the development of this area.

Links to Resources

CAS Standards

Zoom Power point Presentation