**YU Program/Major Assessment Template:**

**Mission, Goals, Objectives & Curriculum Map[[1]](#footnote-1)**

**College/School Name:**

**Department/Program Name:**

**Contact Name:**

**Email:**

**Phone:**

**I.          Department/Program Mission Statement**

**Definition:** A concise statement that outlines the guiding principles of core values of the department/program’s curriculum.

**Suggested structure: “**The mission of **[name of department/program]** is to **[primary purpose]** by providing **[primary functions or activities]** to **[stakeholders]**”.

**Example:** “The mission of the undergraduate psychology program [**name of program**] is to prepare students [**stakeholders]** for employment-in various psychology-related fields and/or to pursue advanced studies in psychology[**purpose of the program**] by developing their knowledge of theories and research across areas of personality, developmental, clinical, and behavioral psychology [**primary activities or functions**].”

**Type department/program mission:**

**Checklist:**

* Is statement clear and concise?
* Does it clearly state the purpose of the department/program, the primary functions and activities, and indicate the key stakeholders?
* Does it support and align with the mission of the school and university?
* Does it reflect the department/program’s priorities and values?

**II. Department/Program Student Learning Goals**

**Definition:** Broad conceptual statements about what you want students to learn or be able to do as a result of their program experience. Since goals are still at the conceptual level, they are not directly measurable.

**Suggested structure: “**Students will be able to [**action verb**] [**object**] [**modifiers**]”

***Tip:*** *Use verbiage from Bloom et al.’s cognitive, affective or psychomotor taxonomies if helpful to specify desired levels of performance.*

* **Cognitive:** (know/understand, remember, apply, analyze, evaluate, create)
* **Affective:** (receive, respond to, value, organize, internalize)
* **Psychomotor: (**imitation, manipulation, precision, articulation, naturalization)

**Example:** Psychology majors will be able to:

* Know key concepts and central issues pertinent to the field
* Analyze psychological problems using relevant theories and research
* Evaluate scientific studies on the basis of their scientific rigor and contribution to the filed
* Create their own rigorous scientific inquiries of pertinent topics within the field and effectively communicate their findings

**Type 3-5 department or program student learning goals:**

1.

2.

3.

4.

5.

**Checklist:**

* Does each goal reflect the department /program’s mission?
* Does each goal state the overarching expectations of students in the program or having completed the program?
* Is each goal broad enough to be easily defined with several specific objectives or indicators of the goal?
* Is each goal distinctive from one another so that there is no redundancy?

**III. Department/Program Student Learning Objectives:**

**Definition:** Statements that describe the specific skills, values, knowledge, and/or attitudes that students should exhibit as a result of the program, and which are reflective of the overarching goal. Learning objectives should be stated so that they are measurable performance indicators of the larger overarching goal.

* + **Objectives should:**
    - Be student-centered
    - Be specific to one goal
    - Use action verbs (e.g., see verbiage associated with different categories in Bloom’s taxonomies if helpful)
    - Be measurable
  + **Types of learning objectives:**
    - **Cognitive objectives:** What students should know
    - **Affective objectives:** What students should care about
    - **Behavioral objectives:** What students should be able to do

**Example of student learning objectives pertaining to a psychology program-level goal**

* **Goal:** Psychology majors will be able to analyze psychological problems using relevant theories and research
* **Objectives:**
  + Students will be able to choose relevant theories and research for examining a specific psychological issue
  + Students will be able to demonstrate using theories and research to make informed recommendations pertaining to psychology-related issues and topics
  + Students will be able to employ the scientific method for analyzing a psychology-related research question

***Directions:***Complete the following table[[2]](#footnote-2) by listing each department/program goal in the left column. For each Program goal list 2-3 objectives in the right column. Remember that an objective is a specific, measurable, indicator of a learning goal. *Tip: Use the chart (presented on next page) of action words for specific performance indicators of the various cognitive processes in Bloom’s taxonomy if helpful.*

|  |  |
| --- | --- |
| **Department/Program Goal** | **Objectives** |
| 1. | a. |
| b. |
| c. |
| 2. | a. |
| b. |
| c. |
| 3. | a. |
| b. |
| c. |
| 4. | a. |
| b. |
| c. |
| 5. | a. |
| b. |
| c. |

**Objective Checklist:**

* Is the objective clearly and simply stated?
* Is the objective written using an action verb?
* Does the objective specify observable behaviors that are measurable?
* Is it possible to collect accurate and reliable data pertaining to the objective?
* Is the objective stated so that more than one measurement method can be used to assess it?
* Is it student-centered vs. teacher-oriented? (e.g., students will be able to evaluate vs. students’ will evaluate)

**Action Verbs Associated with Bloom et al.’s Taxonomy of Cognitive Processes [[3]](#footnote-3)**

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**IV. Curriculum Mapping**

**Definition:** Aligning courses with department and program level goals and objectives

**Directions:** Complete the table[[4]](#footnote-4) below by listing each learning objective/outcome for students in your department/program in the rows in the far left column. List the required courses/experiences in the remaining columns of the first row. Place an X in the cells of each course that targets each objective/outcome. A completed example by a psychology department is provided on the next page.

Levels Curriculum Map

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Learning objectives/outcomes   |  | | --- | |  |  |  | | --- | |  | | Required Courses/Experiences | | | | | | | | | | |
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Curriculum Map Example

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| LEARNING OBJECTIVES/OUTCOMES | REQUIRED COURSES/EXPERIENCES | | | | | | | |
| 101 | 102 | 201 | 220 | 250 | 301 | 302 | 303 |
| Students will be able to choose relevant theories and research for examining a specific psychological issue |  |  |  |  |  | X | X | X |
| Students will be able to demonstrate using theories and research to make informed recommendations pertaining to psychology-related issues |  |  |  |  | X | X |  |  |
| Students will be able to employ the scientific method for analyzing a psychology-related research question | X | X | X |  |  |  |  |  |

1. Some of the content on this form is based on material from the University of Connecticut and University of Massachusetts (Amherst) learning assessment websites. [↑](#footnote-ref-1)
2. Table adapted from the OAPA handbook program based assessment and review, University of Massachusetts (Amherst). Retrieved Nov. 8, 2013 from http://www.umass.edu/oapa/oapa/publications/online\_handbooks/program\_based.pdf [↑](#footnote-ref-2)
3. Table taken from Brandeis University’s Assessment website. Retrieved November 8, 2013 from http://www.brandeis.edu/assessment/learning\_goals/Learning\_outcomes\_worksheet.pdf [↑](#footnote-ref-3)
4. Table adapted from Curriculum Mapping Template from Lehman College Office of Assessment and Planning. Retrieved Nov. 7., 2013 from http://www.lehman.edu/research/assessment/templates.php [↑](#footnote-ref-4)