

Student Learning Outcomes and Program Outcomes



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Objectives for this session



- Participants will be able to
 - Distinguish between program outcomes and student learning outcomes
 - Define student learning outcomes
 - Write student learning outcomes
 - Write program outcomes
 - Distinguish between direct and indirect assessment methods
 - Develop an assessment plan relevant to their current employment or future work



Accreditation Requirements

- **3.3 Institutional Effectiveness**
- 3.3.1 The institution identifies expected outcomes for its educational programs and its administrative and educational support services; assesses whether it achieves these outcomes; and provides evidence of improvement based on analysis of those results.

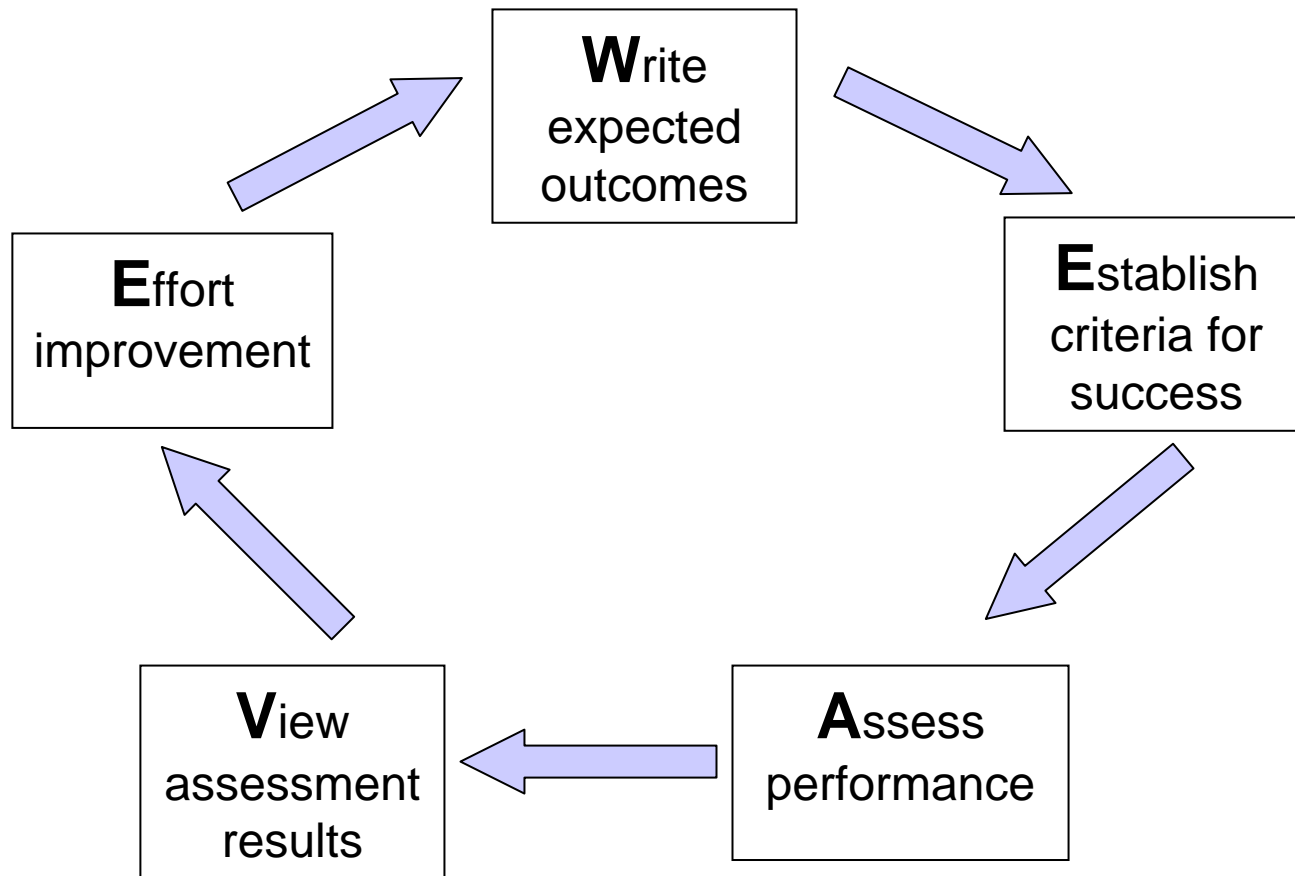
Source: Principles of Accreditation: Foundation for Quality Enhancement, p.22.



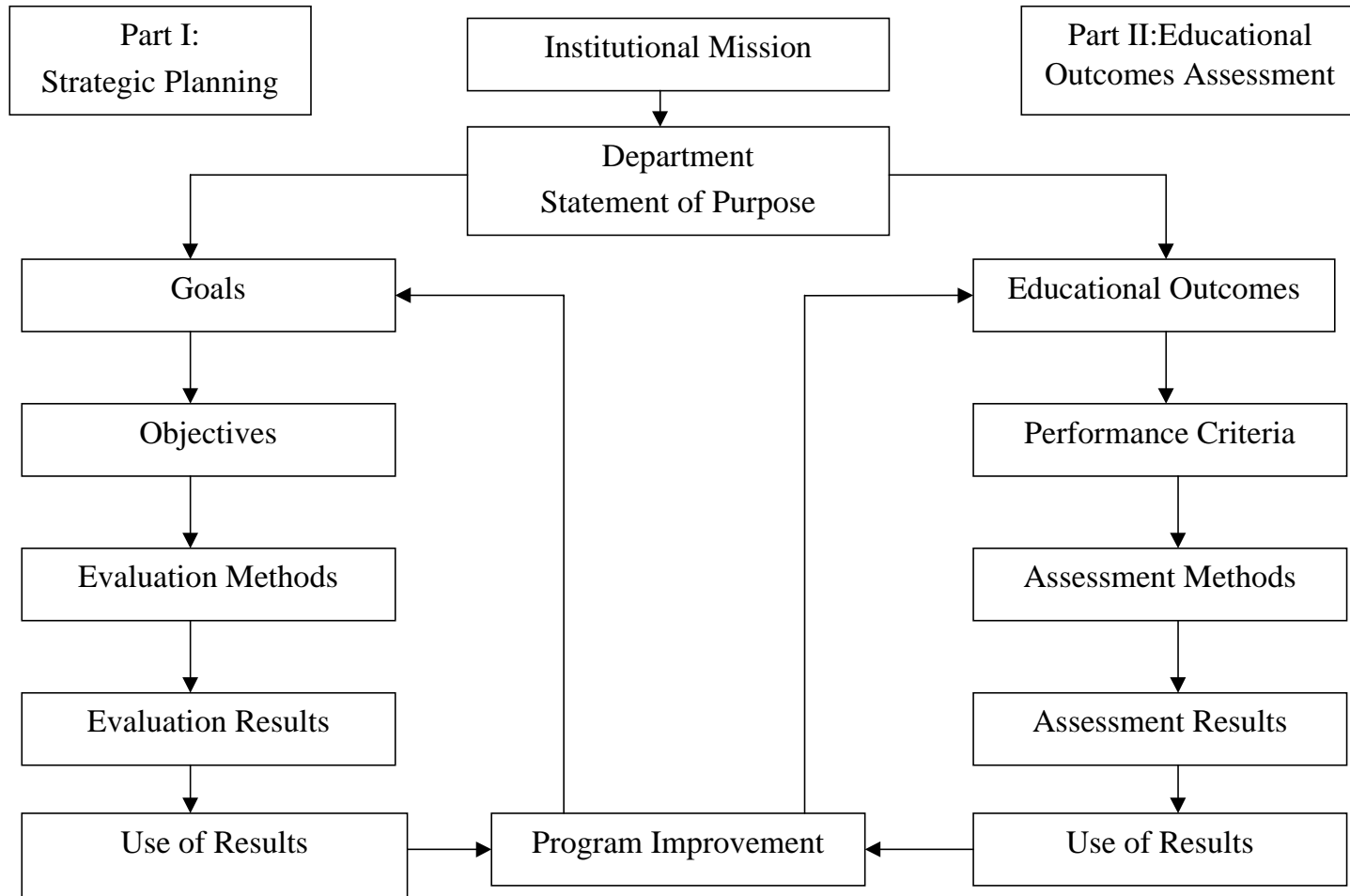
Models of Institutional Effectiveness

- Virginia Commonwealth University - WEAVE
- Meredith College – IE Model
- University of Houston Clear Lake – Biennial Planning
- Texas A&M University – EBDM (Evidence-Based Decision Making)

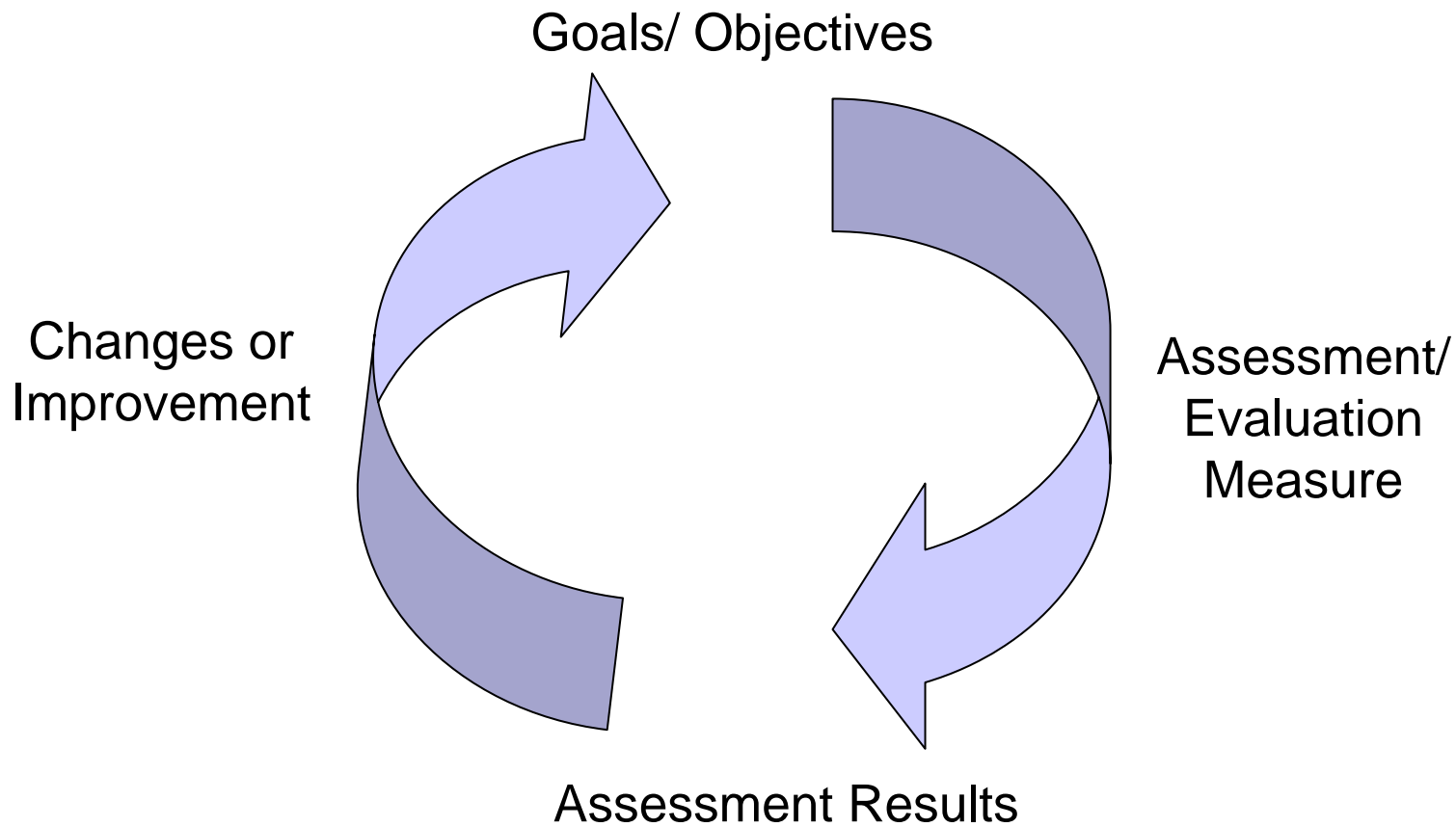
WEAVE – Virginia Commonwealth



IE – Meredith College

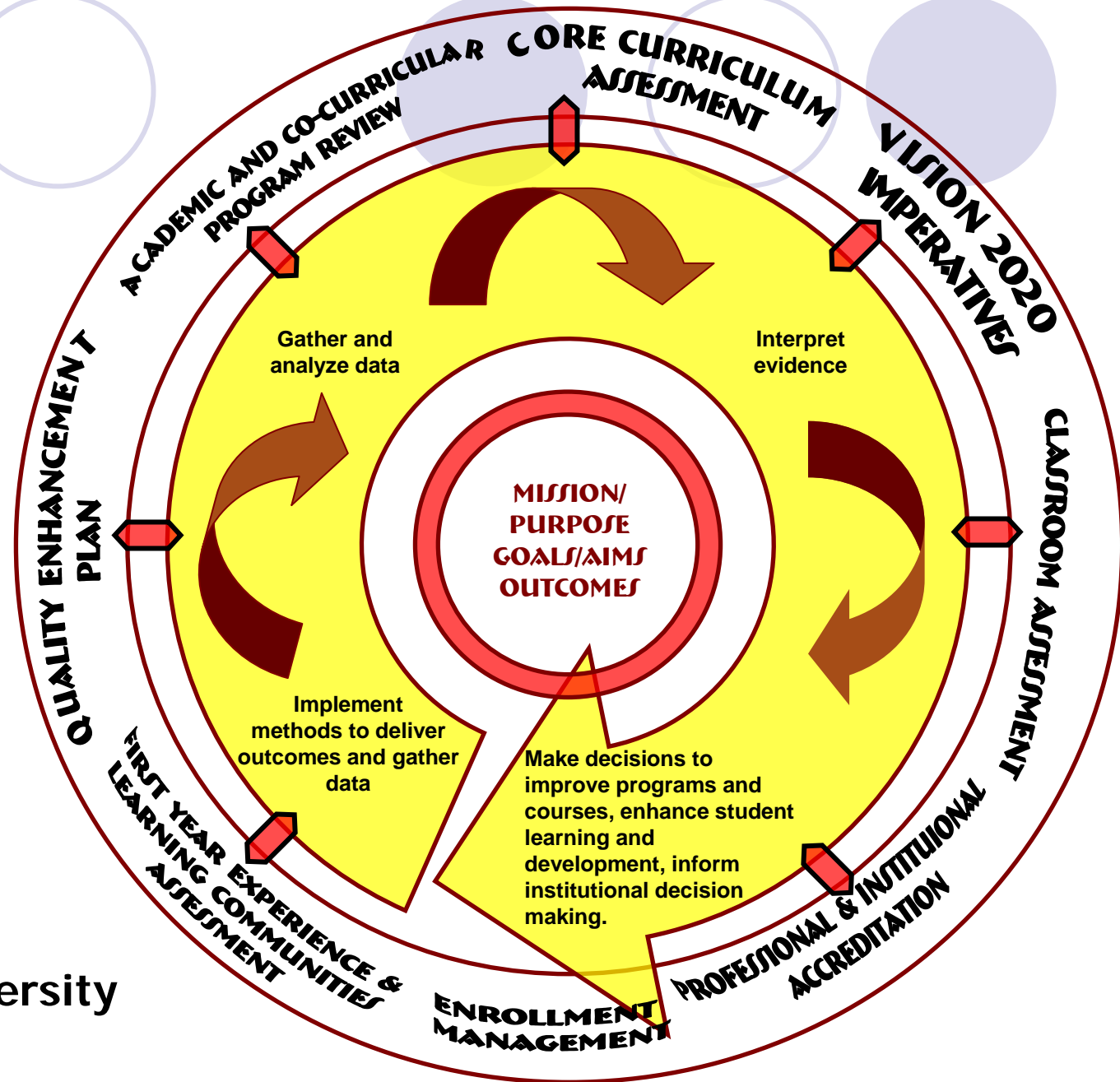


Biennial Planning – U. of Houston



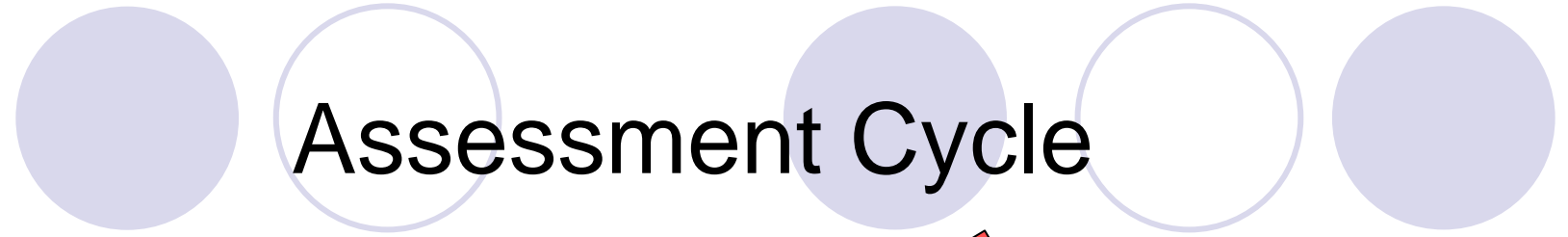
Source: Information and Instruction of Biennial Planning of UHCL

Evidence-Based Decision Making (EBDM)



Texas A&M University

Assessment Cycle



Learning Outcome

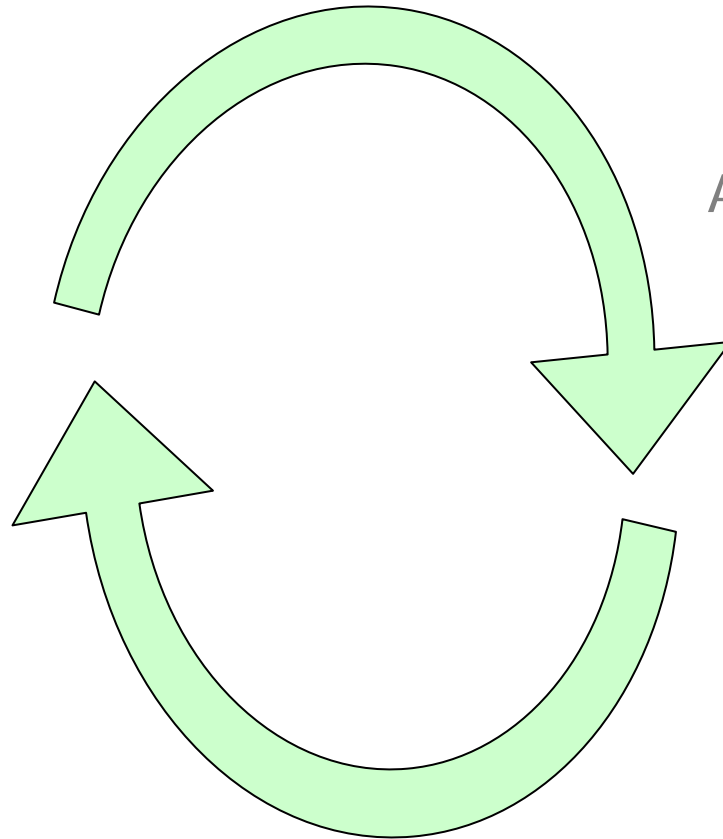


Use of Results

Assessment Method

Assessment Results

Criteria for Success



Outcomes . . .



- Student Learning Outcomes and Program Outcomes
- Student Learning Outcomes describe what students are expected to demonstrate in terms of **skills**, **knowledge**, and **attitudes** upon completion of a program.
- Program Outcomes describe specific **programmatic**, **operational** and administrative objectives that the unit intends to accomplish.



Learning Outcomes????

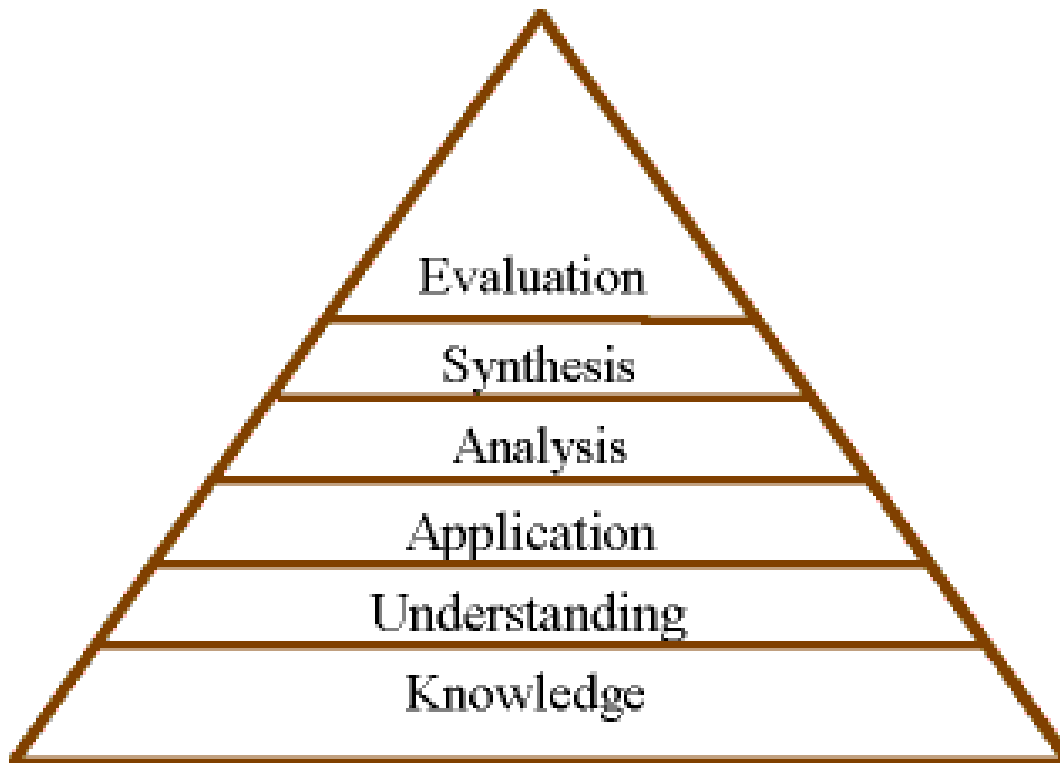
- Offer opportunities for students to master integrated use of information technology.
- The program will engage a significant number of students in a formalized language/cultural studies program.
- Students who participate in critical writing seminars will write two essays on critical thinking skills.
- Students will be exposed to exceptionality in learning disabilities including visual and perception disabilities.

Writing Student Learning Outcomes

- Focus on student behavior
- Use simple, specific action verbs (e.g., list, explain, compare, construct, apply) – Bloom's Taxonomy

Bloom's Taxonomy

- A structure for organizing learning objectives.
- Refer to handout





Which learning objective better describe student behaviors? why?

A. The students will be able to understand regression models, and time series models in economics

or

B. The students will be able to interpret and develop regression models, and time series models in economics.

C. Students will know the differences in major contemporary theories in the field of sociology

or

D. Students will be able to contrast major contemporary theories in the field of sociology



Examples of Student Learning Outcomes

- Students will be able to describe the psychology of aggression and hostility towards out-groups, including ethnic, cultural, and religious groups. (*Source: BA and BS in Psychology QEP project*)
- Students will be able to explain the impact of civil engineering solutions in a global/political/societal context. (*Source: Adapted from Self Study Report of the Civil Engineering Program*)



Examples of Student Learning Outcomes (cont.)

- Students will be able to collect and organize genomic sequence data using current and emerging bioinformatics database programs. (*Source: Adapted from Undergraduate and Graduate Level Biology QEP project*)
- Students are able to (a) analyze different international perspectives, (b) evaluate how these perspectives relate, and (c) defend the conclusions they make about international relations. (*Source: Adapted from Certificate in Advanced International Affairs QEP project*)



Exercise

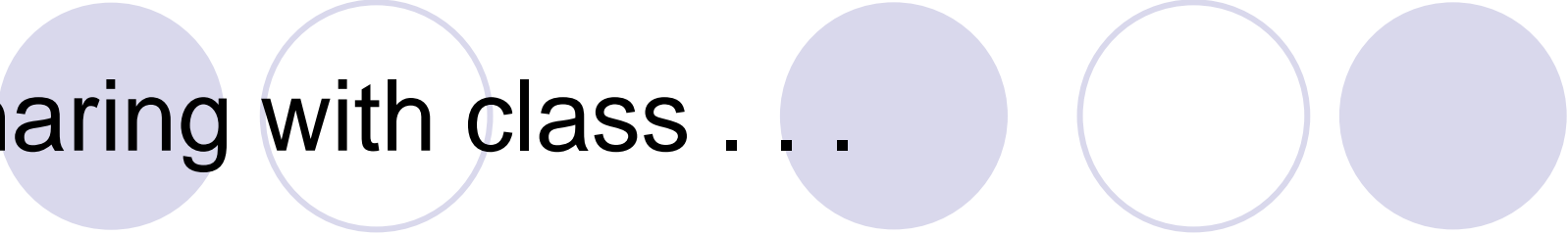
- Think of a course you teach or would like to teach, describe three major learning outcomes for the course.

Pair/Team Exercise

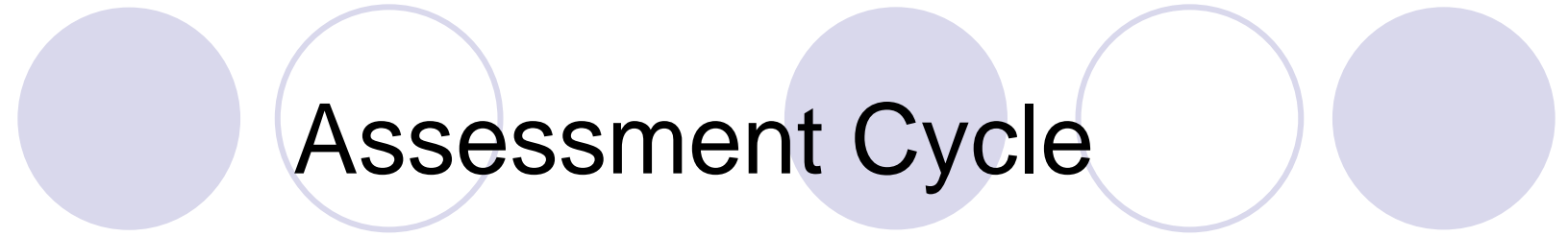


- Share with you partner/team members your student learning outcomes
- Provide each other with suggestions for improvement

Sharing with class . . .

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Assessment Cycle



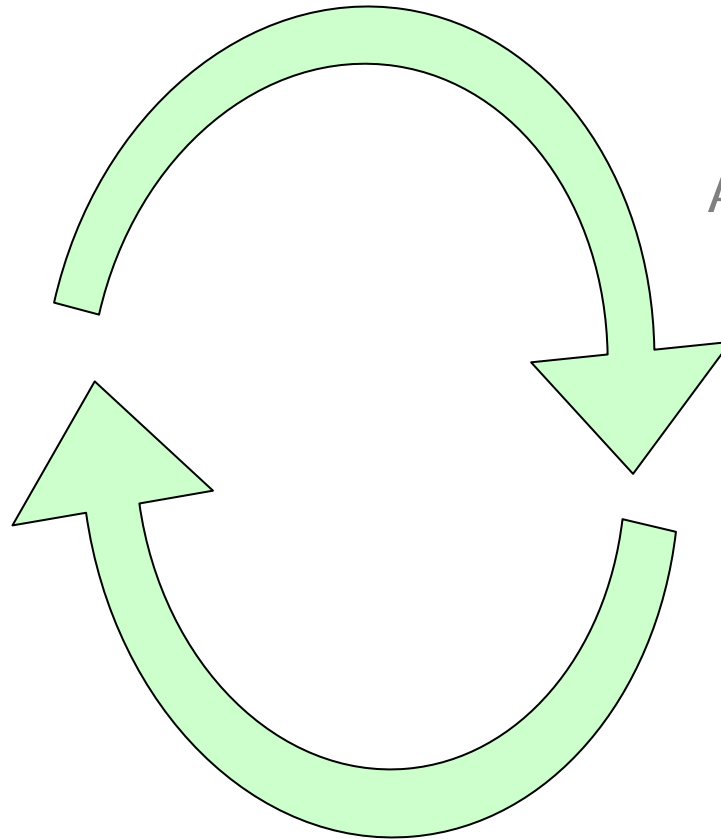
Learning Outcome

Use of Results

Assessment Method

Assessment Results

Criteria for Success





Assessment Methods . . .

- Assessment methods refer to the process and tools employed to gather data to determine the extent to which the outcomes are achieved.
- Qualitative, quantitative, direct, and indirect methods
- Use a variety of methods

Assessment Methods – Direct Methods

- Locally developed tests
- Course-embedded assessment
- Comprehensive exams
- Capstone projects
- Certification exams, licensure exams
- Portfolio evaluation
- Internship evaluation
- External examiners/peer review
- Grading with rubrics
- Case studies
- Senior thesis

Assessment Methods – Indirect Methods

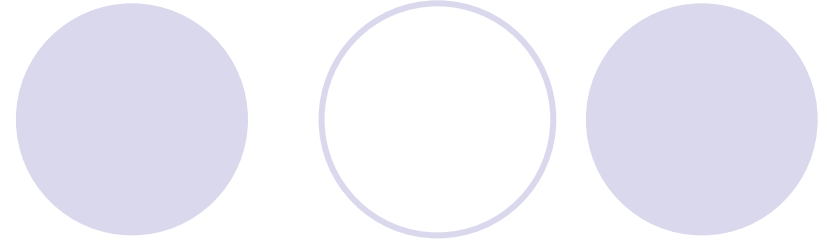
- Use of services
- Program participation
- Satisfaction surveys (e.g., exit surveys, employer survey, alumni survey)
- Timelines and budgets
- Certificates of completion
- Graduation/retention rates
- Job placement
- Peer institutions benchmarking
- Reflective journals
- National rankings

Examples of Assessment Tools



- Research rubric for seminar class (based on MLA Handbook for Writers of Research Papers) – English
- International awareness survey – Study Abroad
- ITA Training Materials—Office of Undergraduate Studies

Pair/Team Exercise

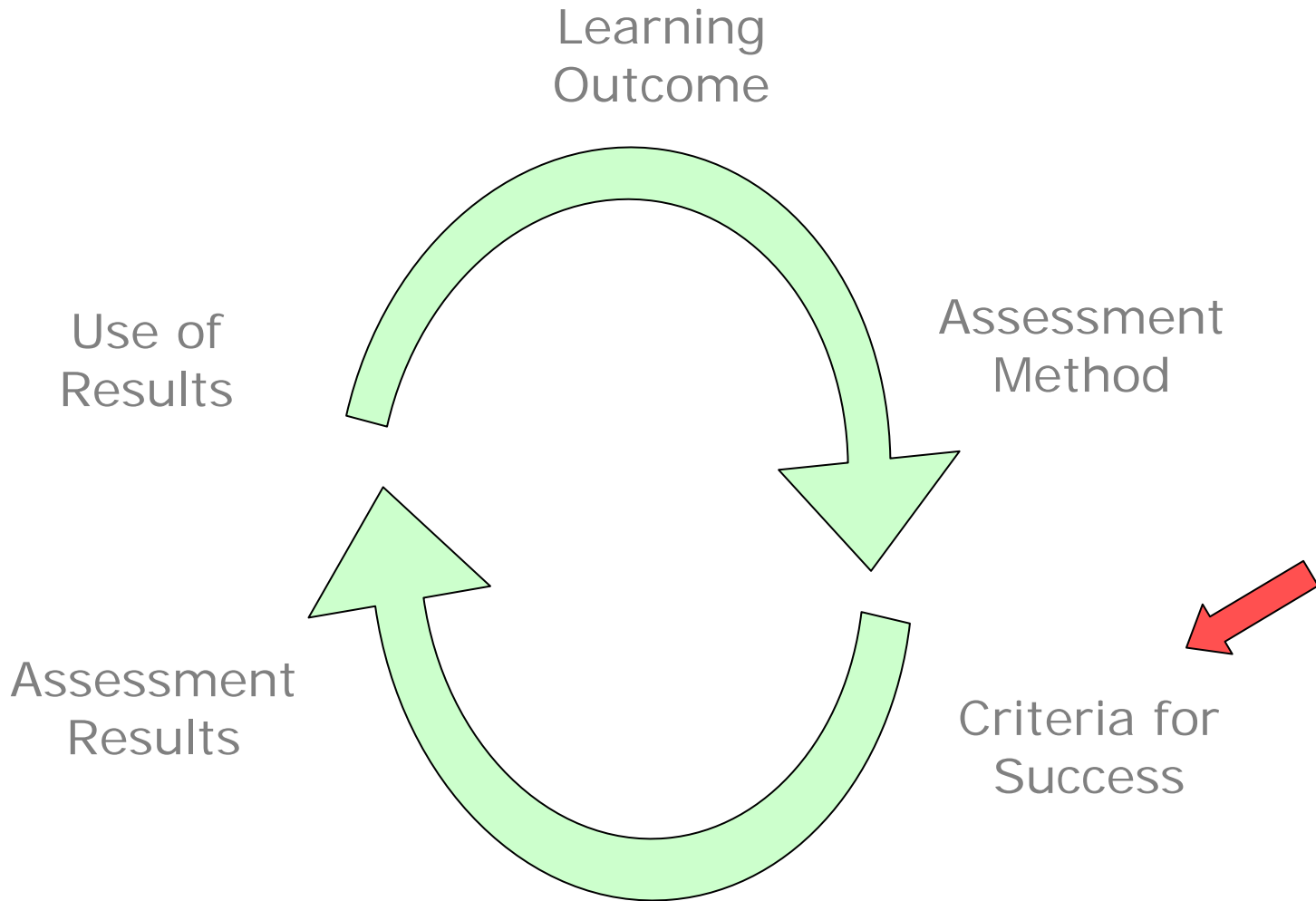


- Task: Generate as many possible classroom assessment approaches as possible to assess student learning outcomes

Sharing with the class

- Observations

Assessment Cycle



Criteria for Success



- Describe what you will consider “success” when looking at the data you have collected.
- Tied to assessment method



Criteria for Success--examples

- Direct Method: Scoring rubric
Criteria: External reviewers' evaluations indicate that 80 percent of students' capstone design projects achieve "competent" ratings on all eight evaluative criteria.
- Direct Method: Standardized examination
Criteria: At least 95% of students pass the National Board Examination on first attempt. Students' performances on core competencies are above national norm.
- Direct Method: Final examination
Criteria: In the final examination, all students achieve the proficiency mark in specific problems associated with the three learning outcomes.

Criteria for Success—examples (cont.)

- Indirect Method: Department survey
Criteria: At least 80% of majors surveyed will indicate growth in awareness of diversity and global issues in the department survey.
- Indirect Method: Reflective journal
Criteria: Student entries will indicate they can incorporate social and cultural aspects of architecture into their own design projects.

Pair/Team Exercise



- Task: Describe the criteria for success for one or more assessment methods
- Provide each other with suggestions for improvement

Sharing with the class

- Observations

Assessment Cycle

Learning Outcome

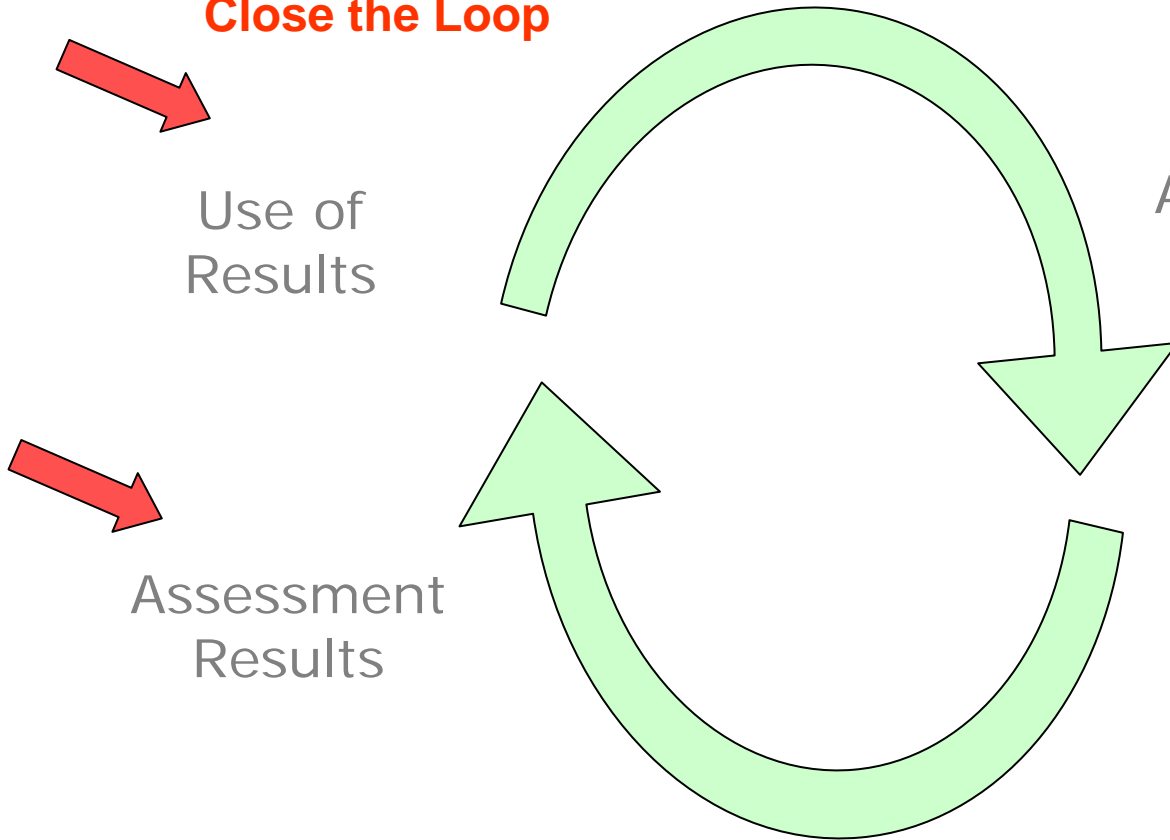
Close the Loop

Use of Results

Assessment Method

Assessment Results

Criteria for Success





Example: Writing Center

Outcome: Students will be able to articulate personal revision strategies that foster independent thought and revision/editing.

Assessment Methods: An exit survey given to frequent users of the Center at midpoint week and final week of the semester. Respondents will be asked to describe revision strategies for revision/editing.

Criteria for Success: Over 90% of students will be able to describe at least one revision strategy and indicate that they have gained personal revision/editing skills for future assignments.

Example: Writing Center (cont.)

Assessment Results: 62.5% of students are able to list one revision strategy and responded “strongly agree” to the statement “As a result of coming to the Center, I have gained personal revision strategies and revision/editing skills for future assignments.”

Use of Results: (1) Tutors will ask students to name at least one revision strategy at the end of the session and (2) a session on directive v. collaborative teaching/tutoring is being created to train tutors.

Outcomes . . .



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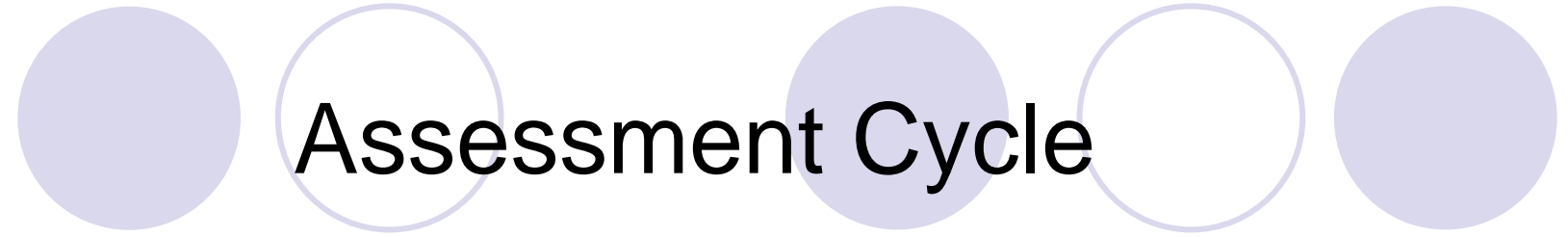
Examples of Program Outcomes

- Sufficient quantity of open access workstations will be provided to meet the educational needs of students. (*Source: Computing and Information Services*)
- Patient access to medical services using triage will improve. (*Source: Student Health Services*)
- Patrons of the Outdoor Recreation Program will understand proper use and care of their equipment. (*Source: Campus Recreation/ORP*)

Examples of Program Outcomes (cont.)

- Graduate enrollment will increase
- Graduates will receive job offers six months prior to graduation
- Graduates will be competitive in the job market
- Faculty will be nationally visible in their professional area

Assessment Cycle



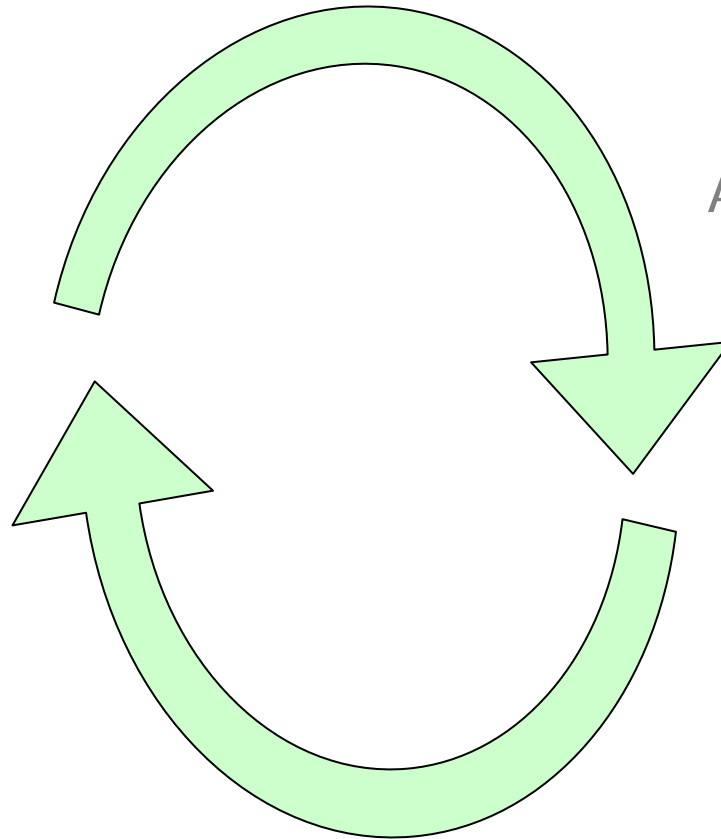
Program
Outcome

Use of
Results

Assessment
Method

Assessment
Results

Criteria for
Success



Example: Student Health Services

Outcome: Patient access to medical services utilizing triage will improve.

Means for Assessment: (1) Number of patients seen daily by triage, (2) Data collected to ascertain which patients are acutely ill or injured, (3) Data collected to determine what percentage of triaged patients receive same day care.

Criteria for Success: (1) 100% of acutely ill or injured patients receive same day service, (2) 70% of all patients receive same day care

Example: Student Health Services (cont.)

Assessment Results: (1) 100% of patients identified as acutely ill or injured receive same day care, (2) 82% of all patients receive same day care

Use of Results: (1) Continue to monitor patient access to care by insuring 100% of acutely ill or injured patients receive same day care (2) Maintain a facilitation rate of at least 80% of all patients receive same day care, (3) Increase medical clinic capacity by changing appointment slots from 20 to 15 minutes