Program Level Student Learning Outcomes

Assessment Cycle

- Determine student learning outcomes
- Determine measures for outcomes
- Provide learning experiences; gather data on measures
- Review and discuss results
- Develop action plans
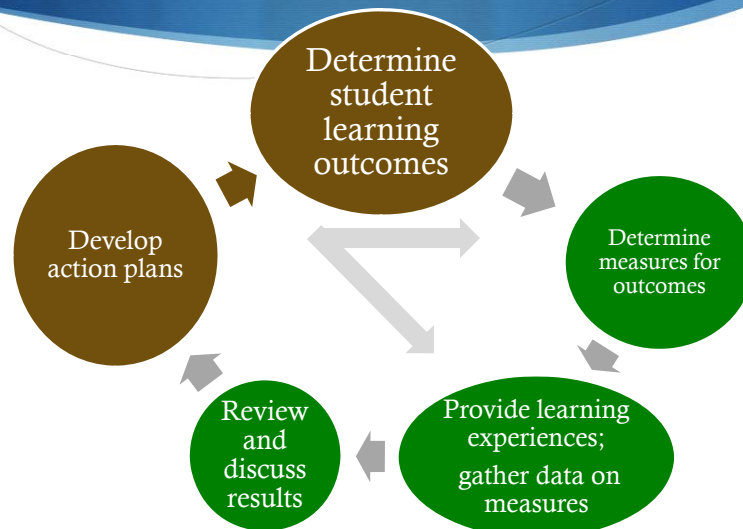
Objectives

- Characteristics of effective outcomes

- Using Bloom's Taxonomy in outcomes

- Examples of outcomes from a variety of disciplines

- Strategies for developing outcomes

Characteristics of Effective Outcomes

1. Student-focused
   - ≠ Faculty will provide…
   - ≠ The program offers opportunities…
   - = Students will be able to…

2. Outcome-focused
   - ≠ Students will be exposed to literature from…
   - ≠ Students will participate in…
   - = Students will be able to analyze…

Characteristics of Effective Outcomes

3. Observable
   - ♦ ≠ Graduates will appreciate…
   - ♦ ≠ Graduates will think critically..
   - ♦ ≠ Graduates will demonstrate critical thinking
     ("demonstrate" is not an easy out)

4. Measurable (Operationalized)
   - ♦ ≠ Graduates will be familiar with
   - ♦ ≠ Graduates will be culturally sensitive
   - ♦ ≠ Graduates will know *(common pitfall)*

Characteristics of Effective Outcomes

5. Rigorous
   - ♦ For cognitive – higher-level thinking, <u>on balance</u>
   - ♦ Less: Remembering, understanding
   - ♦ More: Applying, Analyzing, Evaluating, Creating

6. Singular
   - ♦ Addresses one, or a set of related, competencies
   - ♦ ≠ Define, describe, apply, analyze, synthesize, and evaluate theories…
   - ♦ ≠ Define fundamental principles and use them to write effective reports and present them orally
   - ♦ = Identify and assess their individual contribution.. *(two, but not an exact science….)*
   - ♦ *Tip: Tiered approach*

Characteristics of Effective Outcomes

7. Program-focused
   - Measures within courses, but outcomes consider program as a whole

8. Guide measurement
   - Includes criteria on which outcome is measured
   - ≠ Students will be able to evaluate scientific research *(okay, but could be better)*
   - = Students will be able to evaluate scientific research by critiquing how well a published article employs the scientific method

Using Bloom's Taxonomy in Outcomes (Revised)
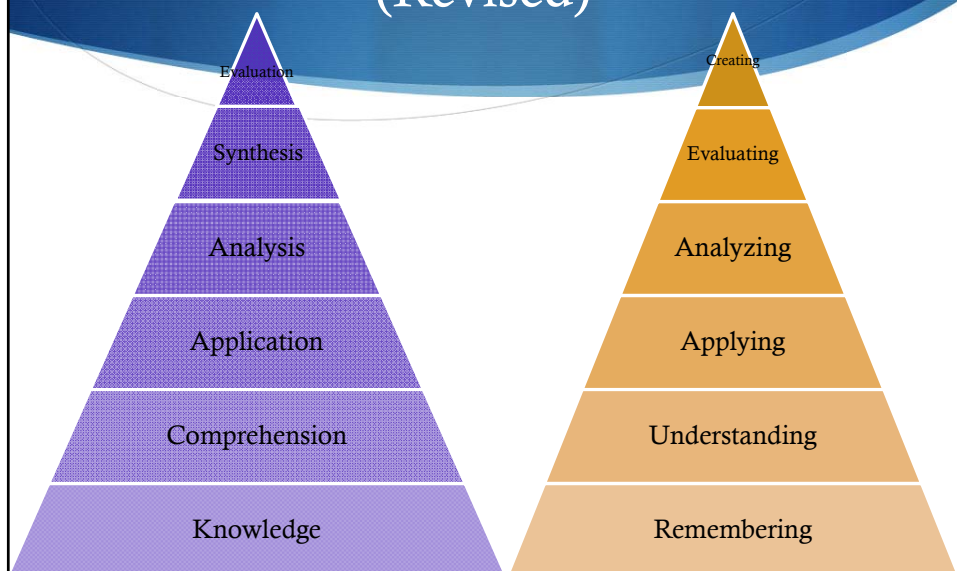
Using Bloom's Taxonomy in Outcomes (cont'd)

- Higher vs. lower level outcomes
- Example:

Examples of Outcomes - Psychology -

- Original: Students should know the historically important systems of psychology.
- Revised:

Examples of Outcomes
- Fine Arts -

- Original: Students will demonstrate knowledge of the history, literature and function of the theatre, including works from various periods and cultures

- Revised:

Examples of Outcomes
- Science and Engineering -

- Original: Students will be practiced in engineering design skills

- Revised:

Examples of Outcomes
- Philosophy -

⬥ Original: Students will experience the opportunity to discuss philosophical questions.

⬥ Revised:

Examples of Outcomes
- General Education -

⬥ Original: Students will be able to think in an interdisciplinary manner.

⬥ Revised:

Examples of Outcomes
- Educational Technology -

- Original: Graduates of the program will be able to function in teams.

- Revised:

Examples of Outcomes
- Libraries Studies -

- Original: Students will understand how to use technology effectively.

- Revised:

Examples of Outcomes
- Fitness, Exercise, and Sport -

- Original: Students will appreciate the benefits of exercise.
- Revised:

Examples of Outcomes
- Criminal Justice -

- Original: At the end of the criminal justice program, students will know about ethics in the field.
- Revised:

Examples of Outcomes
- Business -

⬥ Original: At the end of the business program, students will be able to understand financial statements.

⬥ Revised:

Strategies for developing outcomes

⬥ Standards from professional organizations

⬥ Learning outcomes from syllabi of core courses

⬥ Feedback from employers, practitioners, alumni

⬥ Outcomes of exemplary programs

⬥ University, College, and Department missions/visions

Strategies for developing outcomes
(cont'd)

- Faculty discussions by asking…
  - What are the most important things a student gains from your field of study?
  - What qualities do you strive to foster in your students? What capabilities?
  - How does your field change the way students see themselves? How do professionals in your area differ from others?
  - How does your field contribute to the well being of individual persons? Of society at large?

Thank You!

Future Workshops:

- Using assessment results: Closing the loop with action plans

  Wednesday, March 27, 10 AM – 11:30 AM

- Using Rubrics for course and program assessment

  Thursday, April 4, 1 PM – 2:30 PM

- Selecting and improving assessment Measures

  Thursday, April 11, 10 AM – 11:30 AM