Program & Student Learning Outcomes
Introduction

- SACS Requirements
- Quality Programs (PDCA)
  - Program Outcomes
  - Student Learning Outcomes
  - Measures of Assessment
  - Assessment Results
  - Use of Results
Topics of Discussion

- Definition of Terms
- Bloom’s Classification of Cognitive Skills
- Development of Program Outcomes
- Rubric for Assessing Program Outcomes
Outcomes

- Directly measurable change in student learning and/or in the learner as the result of engaging in a learning activity or program.
Program Outcomes

- 6-10 Program Outcomes per Curriculum Program
- 2-3 Student Learning Outcomes per Program Outcome
- Statements describing **Knowledge, Skills, Behaviors, and/or Attitudes** that graduates of the program will need to be employed.
- Must be **MEASURABLE**.
Bloom’s Classification of Cognitive Skills

- Six Categories
  - Knowledge
  - Comprehension
  - Application
  - Analysis
  - Synthesis
  - Evaluation
Outcome

- What do students (graduates or completers) know that they did not know before?
- What can they do that they could not do before?
- Programs should be able to say that they changed a student.
Evidence

- When writing outcomes be thinking about what evidence will needed to prove that this outcome was accomplished.

- Principles of Evidence
  - Comprehensive
  - Multiple judgments
  - Multiple dimensions
  - Directness
Evidence

- **Outcome Measures:**
  - Capstone course results
  - Common examinations (standardized)
  - Rubrics
  - Student learning portfolios
  - Final student projects
  - Juried results (projects, exhibitions, performance)
  - Check-off lists
  - Blind-scored projects
When developing outcomes think SMART.

- **(S)pecific** – clear and definite terms describing expected abilities, knowledge, values, attitudes, and performance.
- **(M)easurable** – it is feasible to get the data, data are accurate and reliable; it can be assessed in more than one way.
- **(A)ggressive but Attainable** – consider stretch targets to improve the program.
- **(R)esults-oriented** – describe what standards are expected of students.
- **(T)ime-bound** – describe where you would like to be within a specified time period.
When defining the measures of the outcomes think MATURE.

- **(M)atches** – directly related to the outcomes it is trying to measure.
- **(A)propriate methods** – uses appropriate direct and indirect measures.
- **(T)argets** – indicates desired level of performance.
- **(U)seful** – measures help identify what to improve.
- **(R)eliable** – based on tested, known methods.
- **(E)ffective and efficient** – characterize the outcome concisely.
Useful Websites

- Assessment information website – http://www.oeas.ucf.edu
- e-portfolio clearinghouse – http://ctl.du.edu/porfolioclearinghouse/search_portfolios.cfm
- Rubrics website – http://www.educ.iastate.edu/elps/elpsrubrics.htm