Guide for Developing and Reporting
Student Learning Outcomes for <u>Educational Programs</u>

SACSCOC Requirement 8.2a – Educational Programs

The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of seeking improvement based on analysis of the results for student learning outcomes for each of its educational programs.

- A program is a degree/credential with a defined major or a certificate program.
- Programs in the same field taught at different levels are viewed as distinct programs
- Learning outcomes specify the knowledge, skills, values and attitudes students are expected to attain in the program.
- Learning outcomes are specific and measurable
- Most outcomes should be a result of direct assessment of student learning

Documenting Learning Outcomes

<u>Development of a New SLO</u>

Outcome Statement

- Program specific expected student-learning outcomes for educational programs
- Specific things students should know or be able to do when graduating from the program in order to be successful (furthering their education and/or in a job)

Method of Measurement

- Description of assessment instrument used to determine successful learning
- Selection of measure that demonstrates successful learning
  - Example: XX% of students will score a/an XXXXX (SUCCESS) on the XXXX assessment (INSTRUMENT)
  - Common Examples Shown in the Table Below (not an inclusive list)

Common Assessment Instruments	Measure Type	Corresponding Common Measures
Embedded Exam Questions	Direct Assessment	Percentage of Correct Answers
Licensure or Certification Exams	Direct Assessment	Pass or Cut Scores
Project or Internship Rubric	Direct Assessment	Percentage Scoring at a Proficient Level
Exit or Final Exam	Direct Assessment	Score on Exam
Major Field Exam	Direct Assessment	Score on Exam
Comprehensive Exam	Direct Assessment	First Attempt Pass Rates
Survey Data Questions*	Indirect Assessment	Percentage of Students Rating Specific Questions as "Satisfied" or "Highly Satisfied"

* Example: Graduating Senior Survey (GSS), Graduate Student Exit Survey (GSES), National Survey of Student Engagement (NSSE)

<u>Yearly Reporting on Each Outcome</u>

Results

- Provide a summary of the data collected
- Keep the raw data collected on file

Use of Results

- Analyze the data and how the data will be used

- Describe how findings from the analysis were used for program improvement if goal is not met. It is our practice to have at least 2-years of data below the goal before making program changes.
- Describe how findings from the analysis were used if goal is met.
- If many years' worth of data shows above threshold performance, consider whether you should assess other areas of the program or increase the goal.

It can be helpful to use a Curriculum Map to better visualize where a concept is introduced, reinforced and assessed. A curriculum map is not a SACSCOC requirement but it is a helpful tool in determining where program improvement can or should occur.

Sample Curriculum Map

Curriculum maps are not required but can be a very useful tool when making decisions regarding improvement in your outcomes.

Curriculum Map (generic example)

Bachelor of Science in Science

PLO	SCI 200	SCI 300	SCI 350	SCI400	SCI 450
Students will articulate the principles of taxonomy	I		R		A
Students will be able to explain the core scientific concepts related to the discipline		I	R	A	
Students will show that they can critically analyze scientific research and findings		I	R		A

Key – (I) indicates concept is being introduced, (R) indicates concept is being reinforced, (A) concept is being assessed.

The Office of Institutional Research and Effectiveness is available to host one-on-one sessions, group training and/or provide assistance as needed for the development, implementation and reporting of any of your Institutional Effectiveness processes. Please contact Mandy Abernathy, Assistant Director of Institutional Effectiveness by email at abernathy@jsu.edu or by phone at 256-782-5157.