Examples of Program Outcomes and Students Learning Outcomes

Program outcomes refer to broad objectives of a degree program, particularly as they pertain to the quality and/or productivity of the program.

Some general examples of program outcomes that pertain to Goal 1 of KSU’s 2012-2017 Strategic Plan include:

- Increasing the number of “high-impact educational practices” and/or enhancing those practices in the program (quality).

  NOTE: The Association of American Colleges and Universities (2008) articulated the following as “high-impact educational practices”:

  First year seminars and experiences  Common intellectual experiences (e.g., a core curriculum)  Learning communities
  Writing-intensive courses  Collaborative assignments and projects  Undergraduate research
  Diversity/global learning  Service learning, Community-based learning  Internships
  Capstone courses and projects

- Increasing the number (productivity) and/or the prestige of the venues (quality) of student presentations/publications/performances.

- Increasing the number of faculty involved (productivity) and/or the pedagogical richness (quality) of technology-enhanced education.

- Expanding existing degree programs into online and/or off-campus environments (productivity) while maintaining program quality.

- Increasing the number (productivity), dollar amount and/or prestige (quality) of sponsored grants/contracts within the program.

Some general examples of program outcomes that pertain to Goal 2 of KSU’s 2012-2017 Strategic Plan include:

- Increasing the number of students who complete the program per academic year (productivity).

- Reducing the average time-to-completion through improved advising or academic support (productivity).

- Increasing the number (productivity) and/or academic profile [e.g., SATs, GREs, GPAs] (quality) of applicants accepted into the program.

- Decreasing student-faculty ratios in targeted courses to enrich student-faculty interactions in those courses (quality).

- Increasing the number of student peers (leaders, mentors, supplemental instructors, teaching assistants, etc.) serving the program.

- Developing a disciplinary honors program (quality) or increasing the number of students who complete an honors degree (productivity).
Student learning outcomes refer to direct assessments of the quality of student performance within the degree program. Direct assessments require a faculty member or supervisor to rate the quality of student performance within courses (e.g., examinations, written reports, oral presentations, projects, contributions to group discussion, laboratory work) or capstone experiences (e.g., senior theses, dissertations, supervisory ratings of student interns, juried performances, student portfolios).  NOTE: Indirect assessments of student learning (e.g., course grades, senior exit surveys, student self-assessments of their work) should not be discussed in this plan unless accompanied by additional direct measures for the same outcome.

Kennesaw State University has identified the following university-wide competencies (approved FY11) and global learning outcomes (approved FY08) that may serve as first approximations of wording for program-specific student learning outcomes.

**UNIVERSITY-WIDE COMPETENCIES**

- **Academic and Professional Expertise:** Students will demonstrate knowledge, skills, and dispositions at an appropriate and effective level of expertise within their field of study as defined by the degree program.
- **Effective Communication Skills:** Students will demonstrate the knowledge, skills, and dispositions to communicate appropriately and effectively in written, oral, graphic/visual and/or interpersonal forms as defined by their degree program.
- **Analytical Reasoning/Creative Problem Solving:** Students will demonstrate analytical or creative skills that employ appropriate methodologies to address theoretical or practical issues as defined by their degree program.

**GLOBAL LEARNING OUTCOMES**

- **Global Perspectives:** Students recognize and incorporate the diversity, commonalities, and interdependence of the world’s people, nations, and/or environmental systems into their general knowledge, academic specializations, and worldviews.
- **Intercultural Engagement:** Students demonstrate effective and appropriate communication, interaction, and teamwork with people of different nationalities and cultures, either locally or internationally.
- **Global Citizenship:** Students demonstrate respect and support for the common good of the world community, including its diversity, attention to human rights, concern for the welfare of others, and sustainability of natural systems and species.

The Association for American Colleges and Universities and the Lumina Foundation identify several possible student learning outcomes:

**ASSOCIATION FOR AMERICAN COLLEGES AND UNIVERSITIES: VALUE RUBRICS**

The 16 VALUE Rubrics are most appropriate for undergraduate degree programs but could be modified for graduate programs:

- **Foundations and skills for lifelong learning**
- **Intercultural knowledge and competence**
- **Civic knowledge and engagement**
- **Integrative and applied learning**
- **Written communication**
- **Oral communication**
- **Quantitative literacy**
- **Information literacy**
- **Inquiry and analysis**
- **Ethical reasoning**
- **Creative thinking**
- **Critical thinking**
- **Global Learning**
- **Problem solving**
- **Teamwork**
- **Reading**

**LUMINA FOUNDATION: DEGREE QUALIFICATIONS PROFILE**

Provides suggested wording for five broad learning outcomes at the associate, bachelor’s, and master’s degree level:
### Academic Assessment Plan Template: Examples of Program Outcomes

<table>
<thead>
<tr>
<th>Program Outcome</th>
<th>~ What ~</th>
<th>~ Where ~</th>
<th>~ When ~</th>
<th>~ Who ~</th>
<th>~ What ~</th>
<th>~ What ~</th>
</tr>
</thead>
<tbody>
<tr>
<td>Admit students to the visual art programs that demonstrate artistic competencies necessary to succeed within an NASAD-accredited program.</td>
<td>Provide a brief title for the assessment. List instruments to be used.</td>
<td>Identify the source(s) of data (e.g., KSU SAS Portal, accreditation report, data collected by faculty) that was (or will be) used to assess the program outcome.</td>
<td>Identify the semester(s) between August 2012 and May 2014 during which assessment data was (or will be) collected/consulted.</td>
<td>Who administered (or will administer) the assessment?</td>
<td>To what strategic initiatives does this data relate?</td>
<td>With what strategic reports might this data be used?</td>
</tr>
<tr>
<td>Intervene when a student is underperforming.</td>
<td>Student entrance portfolios: Prior to admission to the program, students are required to complete an application form and submit an entrance portfolio of studio work to the College of the Arts Office of Admissions and Student Services.</td>
<td>Student generated entrance portfolio</td>
<td>During admissions process for each student. Fall and Spring semesters of each year.</td>
<td>Departmental Portfolio Review Committee</td>
<td>KSU Strategic Plan Goal 1</td>
<td>NASAD accreditation reports</td>
</tr>
<tr>
<td></td>
<td>Minimum GPA requirement: All art students must maintain an overall GPA of 2.25 to remain in the program. Students whose GPA falls below 2.25 receive a probation letter and have one semester to improve their GPA or risk dismissal from the program.</td>
<td>KSU SAS Portal: Enrollment-Enrolled Academic Profile Report</td>
<td>Every semester</td>
<td>College of the Arts Office of Admissions and Student Services</td>
<td>KSU Strategic Plan Goal 2 Objective 4: Expand interventions to improve RRPG rates</td>
<td>RRPG reports at the departmental and college level.</td>
</tr>
</tbody>
</table>

*Examples of a Program Quality outcome and a Program Productivity outcome adapted from the B.F.A. in Art Retrospective Report*
<table>
<thead>
<tr>
<th>Program Outcome</th>
<th>~ What ~</th>
<th>~ Where ~</th>
<th>~ When ~</th>
<th>~ Who ~</th>
<th>~ What ~</th>
<th>~ What ~</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide a brief title for the assessment. List instruments to be used.</td>
<td>Identify the source(s) of data (e.g., KSU SAS Portal, accreditation report, data collected by faculty) that was (or will be) used to assess the program outcome.</td>
<td>Identify the semester(s) between August 2012 and May 2014 during which assessment data was (or will be) collected/consulted.</td>
<td>Who administered (or will administer) the assessment?</td>
<td>To what strategic initiatives does this data relate?</td>
<td>With what strategic reports might this data be used?</td>
<td></td>
</tr>
</tbody>
</table>

Example of a Program Quality outcome adapted from the WellStar School of Nursing’s (WSON) B.S.N. (Nursing) Retrospective Report

At least 90% of graduates will pass the NCLEX on the first attempt.

- National Council State Boards of Nursing License Exam (NCLEX).
- Each student who completes the NCLEX receives an overall score and subscores on several content areas.
- The National Council of State Boards of Nursing sends institutional reports to the WSON office indicating the scores of students who completed the NCLEX.
- The WSON receives and reviews NCLEX scores at the end of each semester. Every three years, the WSON Curriculum Committee aggregates data and compares WSON’s student performance on each content area to the national levels of performance.
- The WSON Programs Assessment Committee monitors, complies, and examines results of WSON students’ first time NCLEX pass rates.
- The WSON receives and reviews NCLEX scores at the end of each semester. Every three years, the WSON Curriculum Committee aggregates data and compares WSON’s student performance on each content area to the national levels of performance.
- The WSON Programs Assessment Committee monitors, complies, and examines results of WSON students’ first time NCLEX pass rates.

Example of a Program Quality outcome adapted from the Master of Arts in Professional Writing Retrospective Report

Increase opportunities for MAPW students to complete teaching assistantships in the program’s composition and rhetoric concentration.

- TA Participation Rates per academic year.
- Annual job placement rates of graduates with TA experience into teaching positions.
- Departmental records of student participation in teaching preparation workshop, annual number of TAs, and number of course sections taught by TAs.
- Graduating student/alum surveys of job placements
- Every semester

- MAPW Program Coordinator
- KSU Strategic Plan Goal 2 Objective 3: Increase the number of teaching assistants serving the department.
- GPCC proposal for development of graduate course on Teaching English Composition
<table>
<thead>
<tr>
<th>Program Outcome</th>
<th>~ What ~</th>
<th>~ Where ~</th>
<th>~ When ~</th>
<th>~ Who ~</th>
<th>~ What ~</th>
<th>~ What ~</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase the number of students graduating annually from the degree program</td>
<td>Provide a brief title for the assessment. List instruments to be used.</td>
<td>Identify the source(s) of data (e.g., KSU SAS Portal, accreditation report, data collected by faculty) that was (or will be) used to assess the program outcome.</td>
<td>Identify the semester(s) between August 2012 and May 2014 during which assessment data was (or will be) collected/consulted.</td>
<td>Who administered (or will administer) the assessment?</td>
<td>To what strategic initiatives does this data relate?</td>
<td>With what strategic reports might this data be used?</td>
</tr>
</tbody>
</table>

**Examples of Program Productivity outcomes**

| Increase the number of students who successfully complete program core courses. | Graduation: Ranking of KSU’s undergraduate (or graduate) degrees conferred (For undergraduate programs) Average semesters to graduate for first-time freshmen and transfer students | KSU Fact Books | KSU SAS Portal: Degree Productivity Report | Annually each Fall semester | Department Chair and Departmental Curriculum and Assessment Committee | KSU Strategic Plan Goal 2 Objective 1: Strengthen KSU’s data centered approach to RRPG initiatives | RRPG reports at the departmental and college level. Rationale for proposals to UPCC/GPCC for course or curriculum changes | Core course completion: Determine number of students who complete each program core course with a grade of C or better (for undergraduate programs; B or better for graduate programs). | KSU SAS Portal: Courses-Course Enrollment Capacity Comparisons Report and Grades-Grade Distribution End-Of-Term Cube Report | Each semester | Department Chair and Departmental Curriculum and Assessment Committee | KSU Strategic Plan Goal 2 Objective 1: Strengthen KSU’s data centered approach to RRPG initiatives | RRPG reports at the departmental and college level. Rationale for proposals to UPCC/GPCC for course or curriculum changes |
## Academic Assessment Plan Template: Examples of Student Learning Outcomes

<table>
<thead>
<tr>
<th>Student Learning Outcome</th>
<th>~ What ~</th>
<th>~ Where ~</th>
<th>~ When ~</th>
<th>~ Who ~</th>
<th>~ What ~</th>
<th>~ How ~</th>
</tr>
</thead>
<tbody>
<tr>
<td>~ What ~</td>
<td>Provide a brief title for the assessment. List instruments to be used.</td>
<td>Identify the course(s) or program requirement(s) in which assessment data was (or will be) collected and indicate how data collected in these venues will adequately represent the extent of student learning in the program.</td>
<td>Identify the semester(s) between August 2012 and May 2014 during which assessment data was (or will be) collected/consulted.</td>
<td>Who administered (or will administer) the assessment?</td>
<td>To what strategic initiative(s) does this data relate?</td>
<td>How will this data be shared and used by the program?</td>
</tr>
</tbody>
</table>

### Example of an Effective Communication Skills outcome adapted from the B.A. in History Retrospective Report

<p>| Ability to communicate effectively, both in writing and orally. | Faculty will evaluate final written papers and oral presentations using rubrics to measure students’ ability to present material clearly, grammatically, and cogently. | HIST 3376 (Historiographical Debates) HIST 4499 (Senior Seminar) All B.A. History students are required to complete both of these courses. | Each Fall semester | Instructors in HIST 3376 and HIST 4499 and Departmental Curriculum Committee | KSU Strategic Plan Goal 1 University-Wide Competencies: Effective Communication Skills |</p>
<table>
<thead>
<tr>
<th>Student Learning Outcome</th>
<th>~ What ~</th>
<th>~ Where ~</th>
<th>~ When ~</th>
<th>~ Who ~</th>
<th>~ What ~</th>
<th>~ How ~</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide a brief title for the assessment. List instruments to be used.</td>
<td>Identify the course(s) or program requirement(s) in which assessment data was (or will be) collected and indicate how data collected in these venues will adequately represent the extent of student learning in the program.</td>
<td>Identify the semester(s) between August 2012 and May 2014 during which assessment data was (or will be) collected/consulted.</td>
<td>Who administered (or will administer) the assessment?</td>
<td>To what strategic initiative(s) does this data relate?</td>
<td>How will this data be shared and used by the program?</td>
<td></td>
</tr>
</tbody>
</table>

Example of an Academic and Professional Expertise outcome adapted from the B.S. in Early Childhood Education Retrospective Report

| Candidate uses pedagogical content knowledge effectively. | Candidate Performance Instrument: This evaluation instrument contains the 18 proficiencies that our KSU professional teacher educators and school professionals agree represent the knowledge, skills and dispositions our undergraduate candidates should have by the completion of their programs. | Student teaching is the culminating comprehensive experience for all candidates just prior to graduation. A team consisting of the collaborating teacher, KSU supervisor and the candidate complete this form independently of each other on two occasions during the student teaching semester, at mid-term and at the end of the term. Self-assessment is important for the candidate in developing a realistic view of personal competency and professional growth (see note below). | Each semester | Program Assessment Coordinator, with cooperation from collaborating teachers, supervisors, and candidates. | KSU Strategic Plan Goal 1 University-Wide Competencies: Academic and Professional Expertise | NCATE (National Council for Accreditation of Teacher Education) accreditation reports | Reports to the Georgia Professional Standards Committee |

Note: Faculty in this program have a legitimate and cogent reason for including an indirect measure of student learning (i.e., the candidate’s self-assessment) as part of the assessment of student teaching. In addition, this indirect assessment is not the only assessment of student teaching, which also includes direct assessments by the collaborating teacher and KSU supervisor.
<table>
<thead>
<tr>
<th><strong>Student Learning Outcome</strong></th>
<th>~ What ~</th>
<th>~ Where ~</th>
<th>~ When ~</th>
<th>~ Who ~</th>
<th>~ What ~</th>
<th>~ How ~</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Example of Analytical Reasoning and Global Perspectives</strong> adapted from the M.S. in International Policy Management Retrospective Report</td>
<td>~ What ~</td>
<td>~ Where ~</td>
<td>~ When ~</td>
<td>~ Who ~</td>
<td>~ What ~</td>
<td>~ How ~</td>
</tr>
<tr>
<td>The student demonstrates the skills to assess and evaluate concepts and issues related to international policies or policymaking.</td>
<td>Provide a brief title for the assessment. List instruments to be used.</td>
<td>Identify the course(s) or program requirement(s) in which assessment data was (or will be) collected and indicate how data collected in these venues will adequately represent the extent of student learning in the program.</td>
<td>Identify the semester(s) between August 2012 and May 2014 during which assessment data was (or will be) collected/consulted.</td>
<td>Who administered (or will administer) the assessment?</td>
<td>To what strategic initiative(s) does this data relate?</td>
<td>How will this data be shared and used by the program?</td>
</tr>
<tr>
<td>Embedded assessments in entry-level courses: analytical papers, discussion board posts, policy briefs. Capstone Paper: Students should identify relevant policy issues; apply appropriate research methodologies to collect, organize and analyze relevant information, and discuss policy debates based on research findings.</td>
<td>Instructors who teach entry-level courses to students in the entering cohort will provide assessment ratings, applying rubrics to student work in each course. When there is disagreement, a judgment will be based on the two instructors whose ratings agree.</td>
<td>Entry-level assessment: Every Fall semester</td>
<td>Program coordinator, with cooperation from faculty who teach entry-level courses and who read capstone papers.</td>
<td>KSU Strategic Plan Goal 1 University-Wide Competencies: Academic and Professional Expertise Global learning outcomes: Global Perspectives</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Student Learning Outcome</strong></td>
<td><strong>~ What ~</strong></td>
<td><strong>~ Where ~</strong></td>
<td><strong>~ When ~</strong></td>
<td><strong>~ Who ~</strong></td>
<td><strong>~ What ~</strong></td>
<td><strong>~ How ~</strong></td>
</tr>
<tr>
<td>----------------------------</td>
<td>-------------</td>
<td>---------------</td>
<td>-------------</td>
<td>-------------</td>
<td>-------------</td>
<td>-------------</td>
</tr>
<tr>
<td></td>
<td>Provide a brief title for the assessment. List instruments to be used.</td>
<td>Identify the course(s) or program requirement(s) in which assessment data was (or will be) collected and indicate how data collected in these venues will adequately represent the extent of student learning in the program.</td>
<td>Identify the semester(s) between August 2012 and May 2014 during which assessment data was (or will be) collected/consulted.</td>
<td>Who administered (or will administer) the assessment?</td>
<td>To what strategic initiative(s) does this data relate?</td>
<td>How will this data be shared and used by the program?</td>
</tr>
</tbody>
</table>

**Example of an Analytical Reasoning outcome adapted from the B.S. in Biology Retrospective Report**

Describe the major components, processes and mechanisms of cellular, organismal, and ecosystem level biology.

| Laboratory reports: Rubric assessing the design of a scientific investigation, including variables, hypothesis, analysis of data and statistical interpretation. | Biology 3300: Formal reports for two laboratory exercises, “Genetics of Maize” and “Linkage in Drosophila.” In each lab section, reports from ten students are randomly selected for review by the course instructor and two members of the assessment committee using a rubric. | Each Fall and Spring semester | Departmental assessment committee, with assistance from instructors of Biology 3300. | Each Fall and Spring semester | Departmental assessment committee, with assistance from instructors of Biology 3300. | KSU Strategic Plan Goal 1 |

**Example of an Analytical Reasoning outcome adapted from the B.S. in Biology Retrospective Report**

Use and interpret probabilities and statistics in the gathering and analysis of data.

| Example of an Analytical Reasoning outcome adapted from the B.S. in Biology Retrospective Report |

| Departmental assessment committee, with assistance from instructors of Biology 3300 and BIOL 4410. | BIOL 3300 (Genetics) and BIOL 4410 (Cell and Molecular Biology). These courses represent mid-level and senior-level coursework within the program. | BIOL 3300: Each Fall semester | BIOL 4410: Each Spring semester | KSU Strategic Plan Goal 1 |

University-Wide Competencies: Academic and Professional Expertise and Analytical Reasoning/Creative Problem Solving.