



## Outcome assessment overview

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## Overview of assessment process

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- Determine goals for degree program graduates
- Determine constituents that have stake in the success of your graduates
- Determine skills or learning outcomes students will need to achieve program goals
- Assessment of student learning outcomes and program goals
- Make changes based on assessment results and constituent input



## Program goals

- All degree programs exist to produce graduates
- Program goals are statement of what graduates will do with their degrees
- Each degree program decides on their goals
- Program goals must be written so that the results can be assessed later



## Program goal examples

- Graduates with degree X will be admitted to and successfully complete medical school
- Graduates with degree Y will have the ability to produce publishable compositions in a variety of media
- Graduates with degree Z will be employed as sales professionals for Fortune 500 companies



## Degree program constituents

- Degree programs will have constituents that comprise the destination of their graduates
- Constituents are determined by program goals
- Constituents or customers should provide input to degree programs about their needs



## Constituent examples

- Medical schools are constituents of degree program X
- Publishers or multimedia companies are constituents of degree program Y
- Fortune 500 companies are constituents of degree program Y



## Student learning outcomes (SLOs)

- SLOs are skills students should possess by the time they complete degree program requirements
- These skills are required for graduates to achieve program goals
- Curriculum should be designed to insure students will achieve proficiency with these skills
- SLOs must be written so that the results can be assessed later
- Input from constituents should be obtained for determining any skills that graduates need



## Assessing program goals and SLOs

- Process to insure graduates meet program goals
- Also insures students achieve proficiency in skills described by SLOs
- Assessing program goals typically involves monitoring student placement after graduation
  - Other measures include standardized exams, licensing, surveys of alumni and their employers
- Assessing proficiency for SLOs typically involves performance measures from coursework
  - Other measures include standardized exams, reviews of student performance during co-op or internship



## Responses to assessment results

- Use assessment results to improve SLO proficiency and achievement of program goals
- Alter content of individual course or course sequence in response to SLO deficiencies
- Make changes to program requirements if graduates fail to achieve program goals
- Modify SLOs if they become irrelevant for achieving of program goals
- Modify program goals if they no longer meet the needs of constituents or students



## Example: culinary arts

- Program goal: to produce graduates that are employed as chefs at local restaurants
- Constituents: owners of local restaurants
- SLOs: restaurant owners tell you that their chefs must know how to prepare marinara sauce



## Example: culinary arts

- Assessment of SLOs: test student ability to prepare marinara sauce
- Response: improve or augment course content related to the preparation of marinara sauce
- Assessment of program goals: track placement of alumni as chefs at local restaurants
- Response: determine that graduates may have more opportunity for employment as commercial chefs



## Why should you do this?

- Reason #1: You have to
  - Assessment of student learning required for accreditation of the University and various degree programs
- Reason #2: It works
  - This assessment process is an effective way to ensure the success of your graduates
  - Provides assurance that you are producing a high quality product (i.e., your graduates)
  - This quality assurance is sought by your customers (i.e., employers, post-baccalaureate institutions)
  - Can use your results to recruit prospective students