Full-Time Faculty In-Service:
Program and Student Learning Outcomes

Fall 2005
Program and Student Learning Outcomes

- SACS Comprehensive Standard 3.4.1: The institution demonstrates that each educational program for which academic credit is awarded
  - (a) is approved by the faculty and the administration, and
  - (b) establishes and evaluates program and learning outcomes.
Program and Student Learning Outcomes

Outcomes

- Intended Outcomes vs Actual Outcomes
- All HCC programs have intended outcomes; not all have methods to determine actual outcomes and what is done with the results.
1. What we expect (objectives – a.k.a. intended outcomes)

2. What happens (actual outcomes)

3. How we assess what happens

4. What we do with the results
Program and Student Learning Outcomes

- Associate in Arts: identify evidence (quantitative and/or qualitative) that graduates have attained the established college-level learning outcomes in the general education curriculum.

- General Education and Cluster Outcome Statements set the framework for assessment.
Program and Student Learning Outcomes

- Associate in Science/Associate in Applied Science
  - Each program is associated with curriculum frameworks that provide expected student learning outcomes.
  - Methods must be developed to assess the outcomes and use the results for program improvement.
Program and Student Learning Outcomes

Statements of outcomes*

- should reflect what groups of students can do upon completion of the curriculum
- should not describe the activities of faculty or academic departments taking part in the process

*From Nichols & Nichols General Education Assessment for Improvement of Student Academic Achievement
Program and Student Learning Outcomes

- **Direct Examples of Student Learning***
  - Scores/pass rates on licensure or certification exams or other tests that assess key learning outcomes
  - “Capstone” experiences that are scored using a rubric

Program and Student Learning Outcomes

Direct Examples of Student Learning (continued)*

- Scores on locally-designed multiple choice and/or essay tests, accompanied by test “blueprints” describing what the tests assess
- Score gains between entry and exit on published or local tests or writing samples
- Employer ratings of employee skills
- Ratings of student skills by field experience supervisors

Program and Student Learning Outcomes

- **Indirect Examples of Student Learning*:**
  - Course grades
  - Retention/graduation rates
  - Assignment grades that are not accompanied by a rubric or scoring guide

Program and Student Learning Outcomes

- **Indirect Examples of Student Learning (continued)*
  - Admission rates into four-year institutions
  - Placement rates into appropriate career positions
  - Alumni perceptions/satisfaction
  - Student ratings of their knowledge/skills

Program and Student Learning Outcomes – Glossary
Promote institutional learning through excellence in teaching, support services, and instructional delivery systems.
Foster partnerships with the local and global communities to position the College as a premier educational institution for college transfer, career workforce and economic development, lifelong learning, and community initiatives.
Enhance access, flexibility, and responsiveness to the changing educational needs of students and the community.

HILLSBOROUGH Community College
Provide the resources and skills necessary to prepare students, faculty, and staff to function effectively in a technologically-driven world.
GOAL #5

Promote an institutional culture that values the individual; fosters diversity; and encourages professional development, action, creativity, and risk taking.

HILLSBOROUGH Community College
Continuously improve programs and services while aggressively seeking and effectively managing human, financial, physical, and technological resources.