New Faculty Orientation:
Program and Student Learning Outcomes
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.
Intended Outcomes vs Actual Outcomes

- Intended outcomes: the student will be able to . . . (a.k.a. objectives)
- Actual outcomes – the student was able to . . .
  - How do we know?
  - What do we do with the results if we do know?

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

Outcomes Cycle
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

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

Florida Outcome Measures

- Transfer rates – a holistic measure
- Success rates – a holistic measure
- Articulation reports – they can be direct if they tie back to an outcome measure
  - How are our students doing in the upper division (junior/senior level in universities)?
General Education Conceptual Framework

College Goals
(BOT/College Community identifies)

General Education Outcomes
(General Education Committee identifies)

Cluster Outcomes
(Cluster identifies)

Cluster Assessment of Outcomes

Implementation of Methods to Improve Outcomes
(Cluster identifies)

Course Objectives
(Cluster identifies)

Course Outcomes
(Individual instructor identifies)

Course Assessment
(Individual instructor identifies)

Implementation of Methods to Improve Learning Outcomes
An AA Degree capstone course that allows students to experience the relationships among various disciplines of General Education.
Connections sections address at least 3 general education outcomes.
Students who complete the HCC General Education core should be able to demonstrate...
their ability to think critically
their ability to express themselves clearly in written and oral communication
their ability to express themselves effectively in quantitative terms
their understanding of and appreciation for the value and significance of culture
their appreciation of the scientific method of inquiry and the historical and contemporary impact of science on daily life
their understanding of global political, social, economic, and historical perspective
their ability to use technology to access, retrieve, process, and communicate information
Connections sections address at least 3 cluster outcomes
Sample Cluster Outcomes (Communications):  *Students who complete freshman English and public speaking courses will be able to*

- Communicate in standard American English, both in speech and in writing
- Think critically, showing original thought
- Synthesize and integrate information
- Read critically
- Organize a task and follow through to completion
- Research, selecting academically appropriate sources
- Apply the precepts of logic
- Attend, participate in, and contribute to group sessions
At the Instructor/Student level: Student performance evaluated against the general education and cluster student learning outcomes through various ways.
Types of Instructor-Designed Assessments

- **Objective**, such as traditional multiple-choice tests
- **Written**, such as reaction papers
- **Presentations**, such as speeches or computer-generated projects (e.g., portfolios)
- **Performances** or Visual Art
At the program level: the instructors’ varied assessments are used to complete the General Education Rubric.
## Sample Completed Rubric

<table>
<thead>
<tr>
<th>General Education Outcome</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
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<tr>
<td>1. Critical Thinking</td>
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<td>8</td>
<td>17</td>
<td>3</td>
<td>3</td>
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<tr>
<td>2. Communication</td>
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<td></td>
<td>17</td>
<td>8</td>
<td>8</td>
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<tr>
<td>6. Global Perspective</td>
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<td>17</td>
<td>10</td>
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<tr>
<td>7. Ability to Use Technology</td>
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<table>
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<tr>
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<th>2</th>
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<tbody>
<tr>
<td>1.a. Communication</td>
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<td>17</td>
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<td>8</td>
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<tr>
<td>1.b. Think Critically</td>
<td>2</td>
<td>8</td>
<td>17</td>
<td>3</td>
<td>3</td>
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<tr>
<td>1.c. Synthesize Information</td>
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<td>17</td>
<td>10</td>
<td>3</td>
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<td>1.e. Organize Task</td>
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<td>8</td>
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<tr>
<td>1.h. Group discussion</td>
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</table>
At the student level: Pass or fail Connections on good faith performance
The **Connections** courses: one tool in the toolbox