



EDUCATIONAL OUTCOMES

Educational outcomes declare the knowledge, skills, and dispositions/attitudes expected of graduates from the program and answer the following questions:

- What does the student know (knowledge)?
- What can the student do (skills)?
- What does the student care about (dispositions/attitudes)?

Educational outcomes relate directly to the discipline and are consistent with external standards. Outcomes should be related directly to the underlying foundations and skills of the subject matter pertinent to the program and department. The educational outcomes should also be consistent with external accrediting bodies.

Educational outcomes should be comprehensive and realistic. Educational outcomes for a department or program encompass the major expectations of graduates from the specific department and program, in broad terms. They are based on the honest expectations for the graduates of the program.

Educational outcomes are specific, measurable statements describing what graduates of the program are expected to know and be able to do. Each educational outcome is directly linked to the program content. The outcomes guide the choosing of assessment tools or means.

Educational outcomes:

- are written in measurable terms. Bloom’s taxonomy (see Appendix D) can help define measurable terms that are appropriate for each objective.
- contain one measurable verb per objective. This allows for clear measurement of the outcome. (If there are more, the means of measurement should measure all verbs.)
- are short, easy to read, clear and concise.

Example of Educational Outcomes

III. Outcomes: Intended Student Learning Outcomes		
EO. – 1. The student will be able to <u>explain</u> the <u>foundational principles of legal theory and the nature of law.</u>		
EO. – 2. The student will be able to <u>identify</u> <u>practices that generate conflicts of interest and/or are unethical.</u>		
EO. – 3. The student will be able to <u>compare</u> the <u>differences in historical models of jurisprudence.</u>		
EO. – 4. The student will <u>correctly</u> apply the law to a fact pattern in order to resolve the legal question.		
Objectives are program-specific	Only one measurable verb per objective	Use of Bloom’s taxonomy for measurable verbs

ASSESSMENT PLAN

The assessment plan section of the *Plan Report* is a detailed account of the plan for measuring the outcomes. Each outcome is assessed by 2 different measures.

Means of Assessment

Each outcome is measured in two different ways, that is, by two different “means of assessment.” The means of assessment must clearly measure the indicated learning outcome.

Assessments can be embedded in courses as assignments or tests, which is convenient for gathering and analyzing data. Assessments can also be standardized tests, comprehensive exams or licensure exams, or just about any method of measurement that *best* (valid and reliable) captures the amount of student learning that took place.

Assessments should provide quantitative data. This means that the assessments, when completed, should result in a number value. This can include a percentage, number correct, total points, or number of students that chose a specific item. If a rubric is used, it will need to have a number value associated with the scoring categories. Course grade point averages (GPAs), letter grades and overall GPA should not be used. The reason is that letter grades and GPA are not exclusively reflective of absolute student learning in the program. Sometimes they are curved, affected by bonus/extra credit allowances and other non-essential influences.

While two means of assessment are required, one of them should be an objective/direct assessment. The second method of measuring the educational outcome may either be objective/direct or subjective/indirect. An objective measure is one that is free from opinion. Examples of objective measurements may be standardized tests, portfolio evaluations, and course assignments. Subjective measures are based on the opinions of the learner such as alumni surveys and exit interviews.

If rubrics are used to assess papers, portfolios, presentations, or other assignments, if possible, use two raters. Identify the rater(s) by their position/relationship to the University or

department. If inter-rater reliability (the correlation between the raters' scoring) is known, report it in the means of assessment section of the *Plan Report*.

Include all assessment measures, i.e., copies of surveys, rubrics, assignment instructions, and/or information about standardized tests in the appendix of the *Plan Report*. Including the assessments allows for the APAO committee to fully understand assessments that are outside of their field of expertise.

NOTE: If, in the course of gathering data, the plan changes significantly (change in the selection of the learning outcome to measure, use of a different means of measurement, change in the definition of the criterion of success, or selection of the population of students to measure) send a *REVISED Plan Report* that includes an explanation for the change(s) to the APAC for review and feedback.

Possible Means of Assessment:

Objective Means of Assessment

- Comprehensive examinations
- Performance demonstration for graduating seniors
- Written proficiency exams
- National Major Field Achievement Tests
- Graduate Record Exams
- Certification examination, licensure examinations
- Locally developed pre- and post- tests
- Senior thesis / major project
- Portfolio evaluation
- Reflective journals
- Capstone courses assessments
- Internship evaluations
- Grading with scoring rubrics
- Graduate school acceptance rates

Subjective Means of Assessment

- Surveys of graduating seniors
- Exit interviews of graduating students
- Alumni Surveys
 - Focus group discussions
 - Employer Surveys
 - Internship Supervisor Surveys

Criteria for Success

Declare a criterion for success for each means of assessment. It is the level of achievement by students that reflects the program's effectiveness in teaching students. The criterion should state how many of the students will achieve a specific level on the assessment. Criteria should be stated in concrete, measurable, and quantitative terms.

The level of achievement on the assessment as established by the criterion for success should reflect the requirements of any accrediting bodies, the high standard of education that is required by the University's mission statement, and the competitive nature of the occupational fields that graduates will be entering when they leave the University. The criterion for success or level of achievement must be stated in numeric measures such as percentage correct, or average.

The number of students that need to attain a criterion of success or level of achievement should reflect the University's dedication to both excellence in education and to its students. It is important for the criteria for success to reflect expectations. A criterion should be an honest indicator of students successfully demonstrating that they have mastered the skills and knowledge required from the program. Setting a criterion at an aspirational level challenges a department to ensure that the students are given every opportunity possible to gain the knowledge, skills, and dispositions needed to be successful.

The number of students who are to attain the level of achievement may be stated in percentage of all students taking the assessment, percentage of respondents, or a specific number of students in programs that limit their enrollment. The number of students may also be stated in a whole group average, stating that the scores of all students taking the assessment must average a certain percentage or higher.

Examples of Means of Assessment and Criteria for Success

Outcome	
1. Program graduates will exemplify counselor professional identity	
Means of Measurement	Criterion for Success
<i>Counselor Preparation Comprehensive Exam (CPCE) Professional Identity Score</i>	80% of all students will score within one standard deviation of the national mean of the <i>Counselor Preparation Comprehensive Exam (CPCE) Professional Identity Subtest</i>
Students will <u>submit a Map Portfolio</u> . The Department Outcomes Assessment Committee will	85% of all students will score an 80% or better on the rubric (raters' scores will be averaged for each
Inter-rater reliability and the raters are identified	Reports percentage of students to achieve the criteria for success
Score is at the level of excellence set by the University	Measure yields quantitative data
	Information about the CPCE (validity, reliability, and example questions) will be listed in the appendix

