**Measurement and Analysis of Student Learning Outcomes Example:**

Program learning outcomes should be used as a part of student learning assessment plan and should be measurable. Ask yourself, by what standard or measure can we determine if our students are prepared to use their discipline-specific knowledge and skills in future academic work and/or careers?

Note: your program learning outcomes are listed under your category in the Snow College Academic Catalog.

**Consider the following example:**

**Program Student Learning Outcomes: (please list below)**

A student who completes an Associate of Science Business degree at Snow College should be able to know and/or do the following:

|  |  |
| --- | --- |
| **Program Outcome: Communication** | |
|  | Students will be able to deliver oral presentations that are customized for the intended audience, well organized, and effectively delivered. |
|  | Students will be able to produce clear, concise, purposeful, and grammatically correct documents. |

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| --- | --- |
| **Program Outcome: Computation** | |
|  | Students will be able to use industry standard software or a calculator to perform accurate calculations and summarize data effectively. |
|  | Students be able to choose and perform appropriate analysis for quantitative and qualitative data. |

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| **Program Outcome: Professionalism** | |
|  | Students will be able to collaborate effectively in teams, complete responsibilities, and assist teammates. |
|  | Students will be able design an educational and/or career pathway that establishes a direction for their overall professional goals. |

|  |  |
| --- | --- |
| **Program Outcome:** | |
|  | Detailed measurable point |
|  | Detailed measurable point |

|  |  |
| --- | --- |
| **Program Outcome:** | |
|  | Detailed measurable point |
|  | Detailed measurable point |

**Program Outcome Assessment Results:**

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| --- | --- | --- | --- | --- | --- | --- | --- |
| **Assessments:** | | **Communication Knowledge**: **Student Language Arts Assessment**. An assessment used in BUS 2200 that determines the degree to which students can produce clear, concise, purposeful, and grammatically correct written documents.  **Computation Knowledge: Final Score in QuickBooks Course. Students** will be able to use industry standard software or a calculator to perform accurate calculations and summarize data effectively.  **Professionalism Knowledge:** Student will be able to design an educational and/or career pathway that establishes a direction for their overall professional goals. | | | | | |
| **Courses:** | | BUS 2200 BUS 1060 | | | | | |
| **Results** | **Target** | **Gains** | **Change over Time/Years** | **Coverage** | **External Comparisons** | **Action Taken** | **Graphs or Tables of trends with 3 to 5 data points** |
| Average Language Arts score of 74% | 70% | Up 4% | Scores have increased from 66.5% to 74.9% since Spring 2014 | Spring 2014 = 35  Fall 2014 = 23  Spring 2015 = 38  Fall 2015 = 28  Total = 124 students | N/A | More study guides have been developed along with tutoring sessions, referrals to the writing lab and practice tests. |  |
| QuickBooks final project score was an average of 82.9% | 80% | Up 2.9% | This is the first time to use this type of assessment | All students in BUS 1060 courses fall 2015 for a total of 120 students | N/A | 2015: A rubric will be implemented to better evaluate specific outcomes for the project/courses | N/A |
| Average career pathway scores = 89% | 85% | Up 4% | Scores improved spring 2015 but remained the same for fall semesters 2014 and 2015 | Fall 2014 = 42  Spring 2015 = 26  Fall 2015 = 33  Total = 101 students | N/A | A rubric is being developed to better guide students in the development of their plan as well as assist the evaluation. |  |