

UCC Program Learning Outcome Assessment

UCC's Program Learning Outcome assessment process is designed to maximize reflection on teaching and learning and to formally document the assessment process. This form facilitates a systematic examination of a program learning outcome, teaching and learning strategies, and assessments.

Program Learning Outcome Assessments support the overall assessment of an academic program and are completed within courses where Program Learning Outcomes are taught at their highest level (see Program curriculum maps for reference.) Ideally, this is a "capstone" or similar course.

To complete, instructors should identify the program learning outcome assessed within the course. Fill out the following columns:

1. Outcome competencies

List the specific ways (3-6) that students demonstrate their ability, or competency, to perform this outcome. Program Learning Outcomes state what students should learn; competencies state what students should be able to do to demonstrate that they have met the outcome. For a instance, a learning outcome may be, "Interpret and analyze financial statement," or, "Create professional written documents." For outcome competencies, starting with a measurable verb, finish the phrase, "To demonstrate this outcome, students should be able to..." "...interpret and analyze a balance sheet...format memos appropriately...etc." These competencies are determined at the program level, but assessed specifically within a particular course.

For each of these competencies, include in the remaining columns:

2. Teaching and Learning Strategies

Describe how material related to the chosen outcome is delivered to students (i.e. graded assignments; reading; practice labs; in class activities lecture; experiential learning; etc)

3. Brief description of specific, graded formal summative assessment

Describe the assignment that evaluates the student's achievement of competency/ability to perform the learning outcome at the most comprehensive level taught in the course. These assessments should directly measure the outcome and should represent the highest level of learning achievement. (i.e. Second exam-questions 3-8; group research project; Theoretical reflection; Final essay; etc). Refer to your program's curriculum map to determine the assignment and associated rubric to assess.

4. Assessment results

For each competency listed, describe how students performed:

- Define what it means to meet the outcome competency that is being assessed by the assignment. Refer to the performance threshold for student achievement and a score range. (i.e. Students reach the "Competent" level as defined by the assignment rubric or method of direct assessment; Students answer 85% of the exam questions 6-18 correctly; etc).
- Record what percentage of students reached the performance threshold, and any other notable performance information (i.e. 8 students did not do the assignment, 1/3 of students who did not meet the threshold misinterpreted how I asked the question, etc)
- Record the students' average scores, as a %.

5. How well did students perform?

Check the box "Met the Threshold if at least 80% of students met the outcome competency as defined in the previous column. If your industry standard defines "competency" as something other than 80%, please note this and answer accordingly

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Instructor Name		Date		Number of students assessed ↓
Department		Quarter/Year assessed		
Program(s) or Areas of Study with this PLO		Course		
Program Learning Outcome: After completing the program, each student should be able to...				
1. Outcome competencies	2. Teaching and Learning Strategies	3. Specific assessment	4. Results of assessment	5. How well did the students perform?
				<input type="checkbox"/> Did not meet threshold <input type="checkbox"/> Met threshold
				<input type="checkbox"/> Did not meet threshold <input type="checkbox"/> Met threshold
				<input type="checkbox"/> Did not meet threshold <input type="checkbox"/> Met threshold
				<input type="checkbox"/> Did not meet threshold <input type="checkbox"/> Met threshold
				<input type="checkbox"/> Did not meet threshold <input type="checkbox"/> Met threshold
				<input type="checkbox"/> Did not meet threshold <input type="checkbox"/> Met threshold

If you assessed the same outcome as last year, how have the results of student learning changed? (Close the Loop)		
Overall, using your judgment, how well did students perform on this course outcome?	Did not meet achievement standards	Met achievement standards

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Instructor assessment of this program outcome, considered at a Course and Program Level:

The following section provides space and a template to reflect on the assessment results.

1. Analyze assessment results

- What do you conclude about your program structure, scope and sequence of curriculum, and teaching and learning and assessment strategies used to assess this Program Level Outcome in this course? Were there any gaps in student preparation that may have affected student learning and/or assessment results?
- If applicable, how well were students prepared for the final assessment of the program learning outcome by the supporting curriculum? Were there any gaps in student preparation that may have affect student learning and/or your assessment results?

2. Next steps:

Discuss specific plans for reinforcing effective teaching and learning strategies and for improving student learning. If some of this will be done outside your specific course, clearly identify what will be done, by whom, by when, and how you will assess the impact of the changes. You may need to discuss with your program chair/coordinator or other faculty.

3. Results of “next steps” implementation, if applicable

Reflect on the actions taken to reinforce and improve student learning. Compare assessment results with the previous assessment. If a different instructor is filling this out from the first assessment, please note what general differences, if any, were used in the teaching and learning strategies.

1. Reflect on assessment results	
2. Next steps	
3. Results of “next steps” implementation, if applicable	