Student Learning Outcomes

- Specific
- Measurable
- Pay attention to verbs – Bloom’s taxonomy – choose higher level
- Master’s level
  - Research
    - Advanced demonstration of skill
- Doctoral level
  - Independent inquiry

Incorrect:

1. Students will receive a high quality accounting education that will allow them to pursue, or advance in, accounting, business, or related careers.
   \textit{Not learning focused}

2. The department will maintain high graduate student satisfaction with the program.
   \textit{Satisfaction, not learning focused}

3. Students will acquire knowledge of an advanced area of computing and be able to communicate the acquired knowledge in written form.
   \textit{Lacks specificity}

4. Students will develop advanced research skills.
   \textit{Lacks specificity, could be in any graduate program}

5. Students will demonstrate competency in marketing skills that are pertinent to the hospitality and tourism industry.
   \textit{Lacks indicators of graduate level work and expectations}

6. Doctoral students will develop skills in clinical counseling supervision and in advanced counseling practice during their academic programs.
   \textit{Two outcomes in one, separate for ease of measurement}

Correct:

1. Students will be able to analyze and critique the historical schools of thought that have shaped scholarly understanding of their chosen field(s) of study.

2. Students will develop an advanced understanding of research methods and their application in the hospitality and tourism industry.
3. Students will have a specialized knowledge in one of the sub-fields of physics such as, atomic and molecular physics, condensed matter physics, nuclear and particle physics. In addition the physics graduate will be able to demonstrate a basic knowledge in all the subfields mentioned above.

4. Students will demonstrate advanced skills in clinical counseling supervision including application of a theoretical framework and use of appropriate evaluation tools.

**Measures**

The following are logical assessment points for graduate programs:

- Research paper or project
- Thesis
- General/qualifying/comprehensive exam
- Internship
- Dissertation
- Departmental seminar/capstone course

Although the following findings are important to track, they are not useful in terms of assessing student learning:

- *Five out of five students passed their qualifying exam.*
- *Four out of five students successfully defended their dissertation.*
- *100% of students successfully completed their internship.*

Therefore it is critical to develop an assessment tool that can obtain more meaningful data so as to facilitate closing the loop/action plan improvement efforts. Consider:

- Rubric
- Checklist
- Evaluation

Please note that course completion and grades *may not* be used to assess student learning.

The following *may not* be used to assess student learning, but are appropriate to be used in the department level plan.

- Teaching evaluations/instructor ratings
- Student satisfaction survey
- Exit interview
- Job or graduate school placement data
- Alumni survey