Daytona State Shines with Outcome Assessment

Institutional Effectiveness Manual
For
Academic Programs
Contents

Chapter 1 ................................................................. 4
Introduction ............................................................... 4
Chapter 2 .................................................................. 7
Institutional Effectiveness ........................................ 7
The Institutional Effectiveness Process ....................... 7
Developing an Institutional Effectiveness Plan ........... 8
Institutional Effectiveness Framework ....................... 9
Chapter 3 ................................................................ 10
Planning Council ...................................................... 10
Purpose and Charge of the Planning Council .............. 10
Planning Council Membership .................................. 10
Planning Council Committees .................................. 11
Planning Council Outcomes ..................................... 12
Planning Council Committee Roles ......................... 13
Chapter 4 ................................................................ 15
Assessment ............................................................... 15
Nine Principles of Assessment ................................ 15
Ten characteristics of an effective program to assess student academic achievement .................................................. 16
Effective academic assessment should answer these questions: ............................................................. 17
Effective academic assessment should be done: .......... 17
What are Institutional Learning Outcomes (ILOs)? ... 17
What is the purpose of ILOs? ..................................... 17
How are ILOs different from Program and Course Learning Outcomes? .............................................. 17
Institutional Learning Outcomes ............................. 18
Academic Degree Profile ......................................... 20
Chapter 5 ................................................................ 22
Eight Stages of Outcome Assessment - Academic .... 22
Stage 1: MISSION ...................................................... 22
Stage 2: OUTCOMES ............................................... 23
BLOOMS CLASSIFICATION OF COGNITIVE SKILLS 24
Stage 3: ASSESSMENT MEASURES ......................... 25
Direct and Indirect Measures of Student Learning .......... 26
Stage 4: LEVELS OF ACHIEVEMENT ....................... 27
Stage 5: STRATEGIES ............................................. 28
Stage 6: ANALYSIS ................................................... 29
Stage 7: USE OF RESULTS ...................................... 30
Stage 8: EVIDENCE OF IMPROVEMENT ................ 31
Calendar for Outcome Assessment 2018-2019 .......... 32

Created in 2012 - June 2018 Update
Chapter 6 ........................................................................................................................................ 34
Five Step Model for Documenting the Assessment of Outcomes .............................................. 34
Process for Documenting the Assessment of Academic Learning Outcomes ........................................ 35
STEP ONE: CURRICULUM MAP ...................................................................................................... 36
STEP TWO: ASSESSMENT SCHEDULE FOR STUDENT LEARNING OUTCOMES ........................................ 46
STEP FOUR: ASSESSMENT PLAN ...................................................................................................... 49
STEP FIVE: ASSESSMENT AND IMPROVEMENT PLAN ................................................................ 52
Stage 1: MISSION .......................................................................................................................... 54
Stage 2: OUTCOMES ....................................................................................................................... 55
Stage 3: ASSESSMENT MEASURES ................................................................................................. 56
Stage 4: LEVELS OF ACHIEVEMENT ............................................................................................. 57
Stage 5: STRATEGIES ....................................................................................................................... 58
Stage 6: ANALYSIS .......................................................................................................................... 59
Stage 7: USE OF RESULTS .............................................................................................................. 60
Stage 8: EVIDENCE OF IMPROVEMENT ......................................................................................... 61
Chapter 7
Reference ......................................................................................................................................... 63
Chapter 8
Appendices ........................................................................................................................................ 64
Glossary ......................................................................................................................................... 64
INSTITUTIONAL DEGREE PROFILE ......................................................................................... 68
Bloom’s Taxonomy and the Three Domains of Learning ................................................................. 74
Cognitive Domain ......................................................................................................................... 75
Psychomotor Domain .................................................................................................................... 76
Affective Domain ............................................................................................................................ 77
Institutional Effectiveness at Daytona State College is a systematic, ongoing and documented process for strategic planning, evaluation, and assessment of outcomes at institution, unit, program and course levels. Institutional effectiveness uses performance indicators to provide substantive information for both strategic and operational decision making. Through the IE process, the college aligns organizational activities with the college’s mission.
Each academic department contributes to the process by aligning its outcomes with institutional outcomes. During the planning process, programs establish a mission and outcomes and ensure congruency with the college’s mission and outcomes. Each academic department develops a plan that assesses the effectiveness of the programs and the extent it is achieving its purpose and contributing to the success of the institution. Data from planning and assessment is used in the development of the budget and allocation of resources. Representatives from all units consider how operations, services, and programs support student learning.

**Purpose of this Manual**

**Mission Statement:**
Daytona State College, a comprehensive public college, provides access to a range of flexible programs from community enrichment to the baccalaureate degree, emphasizing student success, embracing excellence and diversity, as well as fostering innovation to enhance teaching and learning.

This manual provides procedures, guidelines and timelines to assist the college’s academic programs in developing plans to demonstrate effective operations and provide insights that will support data-informed decision making. It offers a framework to systematically plan and evaluate how educational programs are functioning and achieving desired outcomes.
Daytona State College Vision and Values

**Vision:**
Daytona State College is the premier source for education and training to facilitate individual advancement and economic development in Volusia and Flagler.

<table>
<thead>
<tr>
<th>Values:</th>
<th><strong>Community</strong> – The College community encompasses our students, faculty, staff and the public we serve. Our community is built upon mutual respect, effective and open communication, and civic responsibility.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Integrity</strong> – Daytona State College strives for the highest ethical standards in all areas of operation, including the fair and consistent treatment of all members of the College community. The college fully supports academic freedom and the right of intellectual pursuit.</td>
</tr>
<tr>
<td></td>
<td><strong>Excellence</strong> – To achieve academic excellence, professionalism, and quality in all the programs and services we offer, Daytona State College employs a system of continuous improvement based on assessment, accountability and engagement with the entire community.</td>
</tr>
<tr>
<td></td>
<td><strong>Diversity</strong> – Diversity of people, thought and expression provides energy and vitality for the learning process. Daytona State College celebrates both the originality and distinction of individuals and cultures, while at the same time valuing the common bonds that unite us as a global community.</td>
</tr>
<tr>
<td></td>
<td><strong>Innovation</strong> – Innovation and creativity are the keys to our growth as an institution, as well as the growth and success of our students. Daytona State College prides itself on its</td>
</tr>
</tbody>
</table>

*Created in 2012 - June 2018 Update*
ability to adapt to a rapidly changing world, finding positive and creative solutions to the challenges it faces.

**Student Success** – There is no value more important than the success of our students. Our main goal is to provide students with the skills, knowledge and drive to succeed in the classroom, the workplace and in life. Beyond this success, we hope to instill in our students a lifelong love of learning.

### The Institutional Effectiveness Process

The Institutional Effectiveness (IE) process involves four integrated dimensions: **Planning**, **Assessment**, **Evaluation** and **Budgeting**.

**Planning** involves strategic and tactical planning to determine the priorities and initiatives that best support the College’s mission.

**Assessment** is the regular and consistent review of academic and nonacademic outcomes at program, course and unit levels. It is a *formative*, cyclical process.

**Evaluation** is a *summative* reporting of results and intended use of results across the institution.

**Budgeting**, as part of the IE process, ensures that financial and other resources are allocated appropriately to support continuous improvement.

Institutional Effectiveness is a cyclical process and is directly impacted by key environmental factors (demographic, economic, political, cultural, and technological) and accreditation requirements.

According to SACS Core Requirement 2.5, the institution must engage in “ongoing, integrated, and institution-wide research-based planning and evaluation”.

---

**Environmental Factors**

**Planning**

**Accreditation Requirements**
Mission Statement

The mission of the college is established by the Florida legislature and written into state statute. The District Board of Trustees is responsible for developing and approving a mission statement that describes the purpose of the college -- what the college is trying to achieve as an educational institution. The mission statement is reviewed each year by the District Board of Trustees and updated as needed. The current mission statement was revised and approved in June 2005.

Strategic Plan

To accomplish its mission, the college is guided by a three-year strategic plan that identifies goals and strategic priorities to support the mission. The plan is developed by anticipating key external trends, opportunities and threats that may be driving forces in shaping the college’s future and responding more effectively to the community it serves.

Developing an Institutional Effectiveness Plan

The college uses two models to support and provide evidence of institutional effectiveness. The models guide academic departments, student support units, community service programs, and administrative units in developing assessment plans, establishing performance targets, documenting results, and making decisions based on outcomes. Each academic program will use the Eight Stages of Outcome Assessment model to develop an assessment plan. The programs then will use a five step model for documenting the assessment plan, assessment of outcomes and evidence of improvement. This manual will provide the instructions, templates and timelines for the institutional effectiveness process.
Institutional Effectiveness Framework

College Mission

Strategic Plan

Administrative Unit Review
3 year cycle

Institutional Learning Outcomes
(Strategic & Learning)

Instructional Program Review
3 year cycle

Institutional Success

Academic Success

8-Step Outcomes Assessment Process

Administrative Units
Community/Public Service Units
Student Support Units

Associate of Arts Program
Associate of Science Programs
Bachelor Programs
Vocational Programs
Certificates

Planning Council Domain

Created in 2012 - June 2018 Update
Purpose and Charge of the Planning Council

The Planning Council acts as a point of consensus in a participatory process that supports the planning and assessment processes of the College through coordinating planning and assessment activities, identifying and evaluating issues significant to the planning process, and recommending outcomes and strategies which improve student success, embrace excellence and diversity, foster innovation, and enhance teaching and learning.

The Planning Council is an integral part of the institutional effectiveness process at Daytona State College. It provides oversight, guidance and resources for planning, assessment and evaluation activities for both academic and non-academic programs. The Planning Council supports the College’s commitment to establish institutional effectiveness as ongoing and integrated, it reinforces the College’s emphasis on quality programs and services, and it builds a culture of continuous improvement and informed decision-making. It serves as the point of consensus in a participatory process that identifies and analyzes issues of significance to the college community and develops recommended solutions or actions.

Planning Council Membership

The membership of the Planning Council will be comprised of the following:

- Faculty
- Constituent heads - (Faculty Senate, Administrative, Professional, Career, SGA)
- Administrators
- Professional employees
- Career service employees

Planning Council members are appointed by the President to serve a two-year term from August through May. Faculty members comprise at least half of the Council and provide a diverse representation of all schools and campuses. The head of each employee constituent group serves on the Council and the President of the Student Government Association participates as the student representative. Administrators, professional, and career employees each have three representatives in addition to their constituent heads. The President accepts recommendations for membership from the Faculty Senate and other employee constituent groups as well as the Executive Team. Council members may be re-appointed, but it is expected that there will be opportunities for new appointees each year.
Planning Council Committees

The Planning Council operates with a standing committee structure that includes the following six subcommittees:

- Academic Success Committee
- Administrative Unit Review Committee
- Falcon Idea Committee
- Institutional Success Committee
- Instructional Program Review Committee
- Teaching and Learning Committee

Ad hoc subcommittees may be convened to accomplish a specific task, such as developing a new strategic plan, or to explore a general topic, such as retention, to see what opportunities the College may have to enhance student learning or improve operational effectiveness.

The six subcommittees are working groups that support the Planning Council by researching issues and developing potential solutions. Committees provide proposals for new initiatives, recommendations for budget allocations, evaluation and assessment reports, and other information that might be useful to the Planning Council for informed decision-making. At least two co-chairs are appointed annually by the President to lead each committee. Committee members are recommended by the constituent heads or the committee co-chairs and confirmed and appointed by the President. Co-chairs and committee members may be re-appointed, but it is expected that there will be opportunities for new appointees each year. Co-chairs and committee members are not members of the Planning Council itself.

The results of the committees’ work are presented to the Planning Council for review and approval through a consensus process. Planning Council recommendations are forwarded to the President and Executive Team for action. The Executive Team may accept the recommendations in whole or in part, modify the recommendations or send an issue back to the Planning Council for further work.

The Planning Council prioritizes committee recommendations and prepares a master list of ranked priorities with estimated budget impact. The rankings are forwarded to the Executive Team for approval. Once funding levels are known from the state and enrollment projections are developed, typically in June, the available resources are applied to the priorities recommended by the Council and approved by the Executive Team as far down the list as the dollars will stretch. Priorities that were ranked but not funded continue to be considered as the College seeks grants, contracts, and private funding. If funding is not located for these priorities, the priorities can be brought forward the next year for consideration.

At the conclusion of each year, the Council evaluates the planning process. Any suggestions for improvements or modifications to the structure or the process are reviewed by the Chair and the Executive Team for implementation in the coming year.
Planning Council Outcomes

The Planning Council Committees provide the framework of accountability for the College’s planning, assessment and evaluation processes.

- Provide support and guidance for developing and implementing the Strategic Plan, an institutional dashboard, institutional outcomes (both academic and operational), and program/unit assessments and reviews.
- Ensure that program and unit activities link to the college mission, strategic plan and/or outcomes.
- Provide a forum for institution-wide discussion of assessment findings.
- Make recommendations for resource allocations to support improvement initiatives.
- Provide assessment and evaluation reports to the Planning Council and Executive Team.
- Ensure that achievements, results and use of results are documented and communicated.
- Provide a mechanism for assessing the effectiveness of the IE process, system and resources.
- Serve as an opportunity for employee leadership, participation and involvement.
# Planning Council Committee Roles

<table>
<thead>
<tr>
<th>STANDING COMMITTEES</th>
<th>Committees Replaced / Purpose and Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Academic Success Committee</strong></td>
<td>Evaluates strengths and challenges, identifies opportunities, and provides recommendations for improving outcomes at the course, program and institutional level. Analysis is based on outcomes data and information provided to the committee by the academic assessment teams (vocational, associate of science, associate of arts, and baccalaureate).</td>
</tr>
<tr>
<td><strong>Administrative Unit Review</strong></td>
<td>The Administrative Unit Review (AUR) provides an opportunity to evaluate administrative unit productivity, staffing, and cost effectiveness and make recommendations for improvements. Analysis is based on data and information gathered over a three-year period.</td>
</tr>
<tr>
<td><strong>Falcon Idea</strong></td>
<td>The Falcon Ideas Committee provides proactive support and recognition for the development of innovative ideas from the college community that further the mission, vision, values, and strategic priorities of the college.</td>
</tr>
<tr>
<td><strong>Instructional Program Review</strong></td>
<td>The Instructional Program Review (IPR) Committee evaluates academic programs by reviewing their strengths and challenges, identifying opportunities and providing recommendations for improvements. Analysis is based on data and information spanning a three-year period.</td>
</tr>
<tr>
<td><strong>Institutional Success</strong></td>
<td>The Institutional Success Committee assesses the planning efficacy of non-academic planning units. The committee reviews the mission, outcomes, strategies and performance targets of each unit and makes recommendations for improvement. Analysis is based on reports submitted as part of the unit planning process.</td>
</tr>
<tr>
<td><strong>Teaching and Learning</strong></td>
<td>The Teaching and Learning Committee provides review, oversight, and approval of changes to or termination of existing programs and implementation of new programs. Reviews and recommends changes to faculty credentialing requirements and faculty responsibilities. Evaluates policies and procedures related to student learning and academic programs, and recommends changes to enhance efficiency and outcomes. Identifies best practices and innovations to enhance the teaching and learning process.</td>
</tr>
</tbody>
</table>
DAYTONA STATE COLLEGE
Planning Council

Planning Council

Falcon Ideas
Administrative Unit Review
Academic Success
Teaching & Learning
Instructional Program Review
Institutional Success
Assessment represents the systematic and on-going process of collecting, and reviewing evidence about the college’s administrative functions and academic, educational support and community enrichment programs. The college uses the results to evaluate how well the administrative units are functioning, students are learning and the college is fulfilling its mission.

Academic courses and programs must document student progress in attainment of institutional learning outcomes, program outcomes, and course outcomes. The college has developed institutional learning outcomes that define the knowledge, skills, abilities, and attitudes that students are expected to have as a result of their overall experience at the college regardless of the degree program. Master course descriptions and course syllabi identify the learning outcomes students are expected to demonstrate upon completion of the program and/or course.

The college’s institutional learning outcomes (page 18) guide faculty in the development of program learning outcomes. A degree profile provides reference points or competencies for each of the four institutional learning outcomes specific to the degree. The profile is designed to articulate and align institutional learning outcomes with program learning outcomes.

Evidence is needed to demonstrate data are used for continuous improvement. All programs must assess at least two institutional outcomes and half of the program outcomes each academic year. Courses must assess at least half of the outcomes per year. All institutional, program, course and unit outcomes must be assessed at least twice within a three-year timeframe as outlined in this manual.

**Nine Principles of Assessment**

The nine principles include:

1. The assessment of student learning begins with educational values.
2. Assessment is most effective when it reflects an understanding of learning as multidimensional, integrated, and revealed in performance over time.
3. Assessment works best when the programs it seeks to improve have clear, explicitly stated purposes.
4. Assessment requires attention to outcomes but also and equally to the experiences that lead to those outcomes.
5. Assessment works best when it is ongoing, not episodic.
6. Assessment fosters wider improvement when representatives from across the educational community are involved.

7. Assessment makes a difference when it begins with issues of use and illuminates questions that people really care about.

8. Assessment is more likely to lead to improvement when it is part of a larger set of conditions that promote change.

9. Through assessment, educators meet responsibilities to students and to the public.

   American Association for Higher Education (http://www.aahe.org/assessment/princip.htm)

**Ten characteristics of an effective program to assess student academic achievement**

The ten characteristics include:

1. Successful assessment flows from the institution's mission and educational purposes.

2. Successful assessment emerges from a conceptual framework.

3. Successful assessment is marked by faculty ownership and responsibility.

4. Successful assessment has institution-wide support.

5. Successful assessment relies on multiple measures.

6. Successful assessment provides feedback to students and the institution.

7. Successful assessment is cost-effective.

8. Successful assessment does not restrict or inhibit goals of access, equity, and diversity established by the institution.

9. Successful assessment leads to improvement.

10. Successful assessment includes a process for evaluating the assessment program.

   (The North Central Association Commission on Institutions of Higher Education)
Effective academic assessment should answer these questions:

1. What are you trying to do?
2. How well are you doing it?
3. Using the answers to the first two questions, how can you improve what you are doing?
4. How can the student learning experience be improved?

(Hutchings and Marchese, 1990)

Effective academic assessment should be done:

1. **To improve**- The assessment process should provide information that can be used to determine whether or not desired outcomes are being achieved and how programs can be improved.
2. **To inform**- The assessment process should inform faculty and other decision makers about relevant issues that can impact the program and student learning.
3. **To prove**- The assessment process should summarize and demonstrate what the program is accomplishing and students are learning.

What are Institutional Learning Outcomes (ILOs)?
The knowledge, skills, abilities, and attitudes that students are expected to develop as a result of their overall experiences with any aspect of the college, including courses, programs, and student services.

What is the purpose of ILOs?
Institutional learning outcomes (ILOs) are designed to help guide individual departments and disciplines in the development of outcomes for programs, courses and services, and to help shape the decision-making processes of the college.

How are ILOs different from Program and Course Learning Outcomes?
They are inter-related. ILOs are the collective expression of the learning environment the college offers to any enrolled student. Program and course learning outcomes focus on the more particular skills, knowledge, and attitudes that students learn in programs and courses.
Institutional Learning Outcomes

An institutional learning outcome is the extent each “program” or unit is contributing to the overall achievement of students and the institution as a whole.

1. Critical/Creative Thinking

Students will use systematic and creative thinking skills to analyze and evaluate issues and arguments, to solve problems, and/or to make decisions.

Critical/Creative Thinking may include but not limited to:

- Logical reasoning: The ability to evaluate arguments for their logic, validity, relevance and strength.
- Problem-solving and decision-making skills: The ability to identify and define problems/issues, recognizing their complexity, and considering alternative viewpoints and solutions.
- Scientific reasoning: The ability to use the critical skills of observation, analysis, evaluation.
- Quantitative reasoning: Computation, application and inference.
- Qualitative reasoning: Incorporates personal experience, human perception and human values (i.e., creative thinking, aesthetic reasoning, and ethical reasoning).

2. Communication

Students will be able to read, write, and exchange information, ideas, and concepts effectively.

Communication may include but not limited to:

- Reading comprehension and active listening.
- Effective interpersonal communication.
- Effective non-verbal communication.
- Effective public communication in semi-formal and formal settings.
- Writing that has a clear purpose in relation to an appropriately targeted audience.
- Writing that is focused, developed, organized, coherent, unified and correct.

3. Cultural Literacy

Students will understand the impact of the variations among and with cultures.

Cultural literacy may include but not limited to:
• Knowledge of, respect for, and sensitivity towards individuals of diverse ethnicity, age, gender, sexual orientation, and religious affiliations as well as towards those individuals with diverse abilities and from diverse socio-economic classes.
• Awareness of populations and countries worldwide.
• Social responsibility.
• Ethical values of good citizenship.
• Aesthetic values and artistic endeavors across diverse cultures.
• Variations of human behavior.
• Interdependence between culture and the environment.

4. Information and Technical Literacy

Students will use appropriate technology to locate, evaluate, and effectively process information. Information and Technical Literacy may include but not be limited to:

• Finding and evaluating relevant resources and data.
• Using appropriate technologies to conduct and/or present inquiry and research.
• Citing and documenting resources appropriately.
• The ethical use of information, social media, or networking.
• Ability to navigate within a digital environment.
Academic Degree Profile

The faculty of Daytona State College use The Degree Qualifications Profile (Lumina Foundation, 2011) to develop the expected learning competencies that students should possess upon completion of a degree (Appendix B). The college developed institutional learning outcomes that all students should possess regardless of degree completion. Faculty agreed that these outcomes will be met at different levels depending on the degree. The academic degree profile provides competencies can be used as a framework to align program outcomes with institutional learning outcomes. The outcomes are summative and it is assumed that outcomes identified for lower level degree programs are achieved as the student advances to a higher degree. The document provides reference points that indicate the incremental and cumulative nature of learning for vocational, associate of arts, associate of science and bachelor degree graduates. An academic degree profile provides:

1. A common vocabulary for sharing good practice.
2. A foundation for better public understanding of what intuitions of higher education do.
3. Reference points for accountability.
4. Competencies that emphasize cumulative integration and application of learning.
5. Benchmarks for improving the quality of learning.
6. Reference points for benchmarks defining what it takes for a student to earn a degree at each level.
7. Detailed expectations regarding the development of programs, courses, assignments and assessments.
8. Reference points to articulate and better align institutional student learning outcomes with program/department outcomes.
Eight Stages of Outcome Assessment

Mission

Evidence of Improvement

Outcomes

Use of Results

Assessment Measures

Shine

at Daytona State College

Analysis

Levels of Achievement

Strategies

DAYTONA STATE COLLEGE
The Eight Stages of Outcome Assessment represents the cyclical process of planning and assessment at the unit and program levels. The first five stages of the outcomes assessment model are formative. Formative assessment occurs at the beginning of the course or program where desired outcomes, assessment activities, levels of achievement and strategies are defined. The last three stages of the outcomes assessment model are summative. Summative assessment occurs at the end of a course or program where it is determined if actual outcomes have been achieved and to provide statistics for internal or external accountability purposes.

**Stage 1: MISSION**

Discuss mission and overall intent of the program. *Is the mission clearly yet briefly defined? Is the mission distinctive and specific to the program? Does it reflect the purpose, primary functions and activities of the program? Does the mission identify the stakeholders? Is it congruent with the college mission?*

The mission statement serves as the foundation for planning and should describe the purpose of the program, primary activities and identification of stakeholders. The mission statement details what a program seeks to accomplish and should reflect the mission and outcomes of the college.

The Mission Statement should . . .

- Be clear and concise
- Be distinctive and specific to the program
- State the purpose of the program
- Indicate the program’s primary activities
- Who are the stakeholders
- Identify any clarifying statements that are specific to the program
- Ensure congruence with the college mission

**A Template for Developing a Mission Statement:**

The mission of *(program name)* is to *(program’s primary purpose)* by providing *(program's primary activities)* to *(identify stakeholders and provide additional clarifying statements that include values and alignment with the college mission statement).*
Stage 2: OUTCOMES

Identify three to five measurable student learning outcomes that are consistent with the mission and purpose of the program. Ideally, outcomes would reflect higher levels of the cognitive, psychomotor, and affective learning domains. *Are the outcomes consistent with the mission?* *Do the outcomes describe the knowledge, skills, values and abilities of a successful graduate?* *Do outcomes represent higher levels of learning domains (Blooms Taxonomy)?* *Do outcomes focus on issues pertinent and important to the program or course?* *Do outcomes reflect learning through the program or course curriculum?* *Do outcomes focus on student learning rather than instructional or administrative processes?* *Are outcomes stated in clear and precise language?* *Do outcomes focus on key areas where outcomes assessment will enable the program or course to improve?*

Student learning outcomes are defined in terms of the knowledge, skills, values and abilities that students have attained as a result of their involvement in a particular set of educational experiences. A program or course should have as many outcomes as necessary to clearly reflect what students will learn.

**Types of Learning Outcomes:**

1. Institutional - Result of overall student experience regardless of degree
2. Program - Result of finishing a program
3. Course - Result of completing a course

Create **SMART** Outcomes! *(Adopted from Peter Drucker)*

**S**pecific (Clear and definite terms describing the knowledge, skills, values, and abilities.)

**M**easurable (It is feasible to get data; data are accurate and reliable; multiple methods of assessment. It is recommended to have a minimum of three methods to measure each outcome.)

**A**ggressive/Attainable (The outcome has the potential to move the course or program forward.)

**R**esults-oriented (Describe what standards are expected from students.)

**T**ime-bound (Describe a specified time period for accomplishing the outcome.)

Well-defined outcomes are often stated as: “Students will …” or “Upon graduation, students will…”

Outcomes focus on the ends, not the means -- what students will do after completing the program or course, what the desired “end state” should be.

Use an action verb to describe in an observable way what students should be able to do.

Try not to be too broad or specific.
BLOOM’S CLASSIFICATION OF COGNITIVE SKILLS

Bloom’s levels of cognitive skills are provided in the table below, along with definitions for each skills, and related behaviors. The terms can be used to create student learning outcomes.

<table>
<thead>
<tr>
<th>Category</th>
<th>Definition</th>
<th>Related Behaviors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge</td>
<td>recalling or remembering something without necessarily understanding, using, or changing it</td>
<td>define, describe, identify, label, list, match, memorize, point to, recall, select, state</td>
</tr>
<tr>
<td>Comprehension</td>
<td>understanding something that has been communicated without necessarily relating it to anything else</td>
<td>alter, account for, annotate, calculate, change, convert, group, explain, generalize, give examples, infer, interpret, paraphrase, predict, review, summarize, translate</td>
</tr>
<tr>
<td>Application</td>
<td>using a general concept to solve problems in a particular situation; using learned material in new and concrete situations</td>
<td>apply, adopt, collect, construct, demonstrate, discover, illustrate, interview, make use of, manipulate, relate, show, solve, use</td>
</tr>
<tr>
<td>Analysis</td>
<td>breaking something down into its parts; may focus on identification of parts or analysis of relationships between parts, or recognition of organizational principles</td>
<td>analyze, compare, contrast, diagram, differentiate, dissect, distinguish, identify, illustrate, infer, outline, point out, select, separate, sort, subdivide</td>
</tr>
<tr>
<td>Synthesis</td>
<td>creating something new by putting parts of different ideas together to make a whole.</td>
<td>blend, build, change, combine, compile, compose, conceive, create, design, formulate, generate, hypothesize, plan, predict, produce, reorder, revise, tell, write</td>
</tr>
<tr>
<td>Evaluation</td>
<td>judging the value of material or methods as they might be applied in a particular situation; judging with the use of definite criteria</td>
<td>accept, appraise, assess, arbitrate, award, choose, conclude, criticize, defend, evaluate, grade, judge, prioritize, recommend, referee, reject, select, support</td>
</tr>
</tbody>
</table>

Source: Ball State University's web site ([http://web.bsu.edu/IRAA/AA/WB/chapter2.htm](http://web.bsu.edu/IRAA/AA/WB/chapter2.htm))

A detailed document is available the APPENDIX
Stage 3: ASSESSMENT MEASURES

For each outcome, identify three methods of measurement that will be used to assess progress on the outcome; direct methods are preferred. Multiple methods of measurement are necessary to assure reliability and validity. Do the measures effectively and accurately reflect learning addressed in the outcome? Can the method be applied to multiple sections of the same course? Do the methods of measurement include direct means of assessment? Is it possible to collect accurate, valid, and reliable data for each measure in a reasonably efficient manner within the academic year? Do the measures provide detail on who will be assessed, how the assessment will be conducted, when and where the assessment will take place, and what specific knowledge, skills, values, and/or attitudes will be assessed?

An assessment measure should provide meaningful, actionable data that the program or course can use to base decisions. There are two types of assessment methods that are used for assessing student learning which are considered either direct or indirect measures of assessment. Direct measures of assessment require students to represent, produce or demonstrate their learning. Indirect measures capture information about students ‘perceptions’ about their learning experiences and attitudes towards the learning process. Indirect methods alone do not provide adequate information about student learning outcomes and should be supplemented with direct measures. Examples of direct and indirect measures are listed on the following page.

Properties of Good Assessment Techniques

- Valid—directly reflects the learning outcome being assessed
- Reliable—especially inter-rater reliability when subjective judgments are made
- Actionable—results help faculty identify what students are learning well and what requires more attention
- Efficient and cost-effective in time and money
- Engaging to students and other respondents—so they’ll demonstrate the extent of their learning
- Interesting to faculty and other stakeholders—they care about results and are willing to act on them
- Triangulation—multiple lines of evidence point to the same conclusion

## Direct and Indirect Measures of Student Learning

<table>
<thead>
<tr>
<th>Course</th>
<th>Program</th>
<th>Institution</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Course and homework assignments</td>
<td>• Capstone projects, senior theses, exhibits, or performances</td>
<td>• Performance on tests of writing, critical thinking, or general knowledge</td>
</tr>
<tr>
<td>• Examinations and quizzes</td>
<td>• Pass rates or scores on licensure, certification, or subject area tests</td>
<td>• Rubric (criterion-based rating scale) scores for class activities, and class or program outcomes that are aligned with institutional outcomes</td>
</tr>
<tr>
<td>• Standardized tests</td>
<td>• Student publications or conference presentations</td>
<td>• Performance on achievement tests</td>
</tr>
<tr>
<td>• Term papers and reports</td>
<td>• Employer and internship supervisor ratings of students’ performance</td>
<td>• Explicit self-reflections on what students have learned related to institutional programs such as service learning (e.g., asking students to name the three most important things they have learned in a program)</td>
</tr>
<tr>
<td>• Observations of field work, internship performance, service learning, or clinical experiences</td>
<td>• Focus group interviews with students, faculty members, or employers</td>
<td>• Locally-developed, commercial, or national surveys of student perceptions or self-report of activities (e.g., National Survey of Student Engagement)</td>
</tr>
<tr>
<td>• Research projects</td>
<td>• Registration or course enrollment information</td>
<td>• Transcript studies that examine patterns and trends of course selection and grading</td>
</tr>
<tr>
<td>• Class discussion participation</td>
<td>• Department or program review data</td>
<td>• Annual reports including institutional benchmarks, such as graduation and retention rates, grade point averages of graduates, etc.</td>
</tr>
<tr>
<td>• Case study analysis</td>
<td>• Job placement</td>
<td></td>
</tr>
<tr>
<td>• Rubric (a criterion-based rating scale) scores for writing, oral presentations, and performances</td>
<td>• Employer or alumni surveys</td>
<td></td>
</tr>
<tr>
<td>• Artistic performances and products</td>
<td>• Student perception surveys</td>
<td></td>
</tr>
<tr>
<td>• Grades that are based on explicit criteria related to clear learning goals</td>
<td>• Proportion of upper-level courses compared to the same program at other institutions</td>
<td></td>
</tr>
<tr>
<td>• Percent of class time spent in active learning</td>
<td>• Graduate school placement rates</td>
<td></td>
</tr>
<tr>
<td>• Number of student hours spent on service learning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Number of student hours spent on homework</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Number of student hours spent at intellectual or cultural activities related to the course</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Grades that are not based on explicit criteria related to clear learning goals</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Stage 4: LEVELS OF ACHIEVEMENT

For each method of measurement, determine the acceptable level or standard of performance. What level of achievement is considered acceptable performance for graduates of the program or course? Are the acceptable levels consistent with any external review standards?

A level of achievement provides a target for determining the minimum expectation for success of an outcome.

The level of achievement should be:

- Expressed in terms of the learning component
- Specific and measurable
- Stated in numerical terms
- Stated in realistic terms
- Research and review regional/national data to establish the appropriate performance indicator
- Review existing data trends so that you are educated when setting your benchmark
Stage 5: STRATEGIES

Develop a system for implementation and assessment. How and where are concepts, skills, and values being taught? Are some adjustments necessary? How will individual student learning be measured? What measures and scoring rubrics will be needed to quantify student learning? Who will be involved in the measurement process? When will learning be measured? How will measures be evaluated?

The strategies for the plan should be:

- At what point in the program or course will the methods for measurement be used?
- Who will be involved in the assessment plan?
- Who is the sample?
- What is the timeline?
- Who will collect the results?
- Who will tabulate the results?
- How will the results be disseminated?
Stage 6: ANALYSIS

Collect and analyze the assessment data. Do results reflect on and discuss the findings amassed from the corresponding measure? Are the results based on reliable and valid data? Does the data reflect learning related to the outcome in all sections of the course offered throughout the year? Do results focus on student accomplishments and success? Do results indicate improvement from previous years? Do results illustrate effectiveness of previous action plans? Do results indicate success in achieving the desired performance target? What indicators for improvement can be gleaned from the results?

After assessment information is collected, the results should be aggregated, analyzed and communicated in useful ways to the faculty who will decide whether expected levels of achievement have been met for the outcome.
Stage 7: USE OF RESULTS

Based on assessment findings, develop an action plan for each outcome. Are action plans likely to lead to continuous improvement? Do action plans focus on means to improve student learning? Are action plans feasible considering available resources and time?

Assessment results should be used to inform decision making concerning teaching or resource allocation. Once assessment results have been collected and analyzed faculty should have conversations concerning how the results of the assessment met program or course expectations. This phase is termed closing the loop because the goal of assessment is to improve the program or course. The previous steps are of little importance unless the data are used for student improvement. Areas where outcome assessment was below the expected levels of achievement should have an action plan.

Some of the changes programs or courses might take include:

- modifying existing course curriculum
- revamping course sequencing
- adding new courses to the program
- technological updates
- altering instructional techniques and strategies
- faculty development
- modifying teaching methodologies
- active learning strategies
- additional resources
Stage 8: EVIDENCE OF IMPROVEMENT

Describe the evidence of improvement gained from actions taken based on previous assessment plans. Does the evidence of improvement focus on improvement in student learning? Is the evidence of improvement found in the results?

It is important to identify a process that indicates whether the changes to a program or course as a result of the action plan have had the desired impact. If a program or course implements changes in response to the assessment plan, it is critical to have a process for assessing the impact of the changes. The timeline for determining whether any implemented changes had the desired impact will vary depending upon the changes. The method for determining whether the change has had the desired impact may be as simple as repeating the previous assessment plan. Thus, the assessment process is cyclical and ongoing in nature as it moves through the eight stages of the outcomes assessment model.

What Action Plans and Closing the Loop should accomplish:

1. Provide data to base decision-making in the program or course
2. Provide a process to measure performance
3. Address gaps or weaknesses in the program or course
4. Set forth an action plan to improve the program or course
5. Identify a process to assess the effect of changes to a program or course
6. Enhance student learning
7. Provide a documented process of measuring performance and programs or courses against the college’s mission
### Calendar for Outcome Assessment 2018-2019

<table>
<thead>
<tr>
<th>Date</th>
<th>Review Type</th>
<th>Document</th>
</tr>
</thead>
<tbody>
<tr>
<td>May – August 31, 2018</td>
<td>Learning Outcomes Assessment reports</td>
<td>• Submit 2017-2018 Learning Outcomes Assessment reports</td>
</tr>
<tr>
<td>May – August 31, 2018</td>
<td>Course/Student Learning Outcomes reports</td>
<td>• Submit 2017-2018 Course Outcomes Assessment reports</td>
</tr>
<tr>
<td>August – December 2018</td>
<td>Collection of Fall 2018 student learning outcome data</td>
<td>• Course Outcome Assessment reports for Fall 2018</td>
</tr>
<tr>
<td>September – December 2018</td>
<td>IPR Committee Review</td>
<td>• IPR form and data sent to academic areas to be reviewed this academic year to complete report. IPR will review the reports and provide feedback</td>
</tr>
<tr>
<td>October 2018 – January 2019</td>
<td>Academic Success Committee</td>
<td>• Learning Outcomes Assessment/ Course Outcome Assessment reports</td>
</tr>
<tr>
<td>January – May 2019</td>
<td>Collection of Spring 2019 student learning outcome data</td>
<td>• Course Outcome Assessment reports for Spring 2019</td>
</tr>
<tr>
<td>September 2018 – April 2019</td>
<td>Assessment Days</td>
<td>• Assessment Workbook prepared by the Institutional Effectiveness department</td>
</tr>
</tbody>
</table>
Five Step Model for Documenting the Assessment of Outcomes

State the Outcome
Have a Plan
Implement the Plan
Next-Close the Loop
Evaluate the Plan
The five step model was developed as a process for documenting the formative and summative aspects of the assessment plan. The first three steps of the model are formative and require the academic units to document the assessment plan. The last two steps of the model are summative and require the academic units to document the results, use of results and evidence of improvement as a result of the assessment plan. The following page provides brief instructions for each of the five steps in the model and delineates between the documentation requirements for programs and the courses. Each step is color coded to provide a clearer representation for the documentation requirements for programs and courses.
Process for Documenting the Assessment of Academic Learning Outcomes

Program and Course

2018-2019

Step 1: Curriculum Map
   a. Programs: Use curriculum map A to document or revise the alignment of program outcomes with course outcomes.
   b. Programs: Use curriculum map B to document or revise the alignment of program outcomes with institutional outcome.
   c. Programs (OPTIONAL): Use curriculum map C to document or revise the alignment of program outcomes with course (embedded) activities (tests, rubrics, quizzes).
   d. Programs (OPTIONAL): Use curriculum map D to document or revise the alignment of program outcomes with courses with additional documentation of the level of mastery (IN = Introduced, RE = Reinforced or MA= Mastered)

Step 2: Assessment Schedule
   a. Programs: Three year schedule for assessing institutional learning outcomes
   b. Programs: Three year schedule for assessing program learning outcomes.
   c. Courses: Three year schedule for assessing course learning outcomes.

Step 3: Planning and Implementing an Assessment Plan
   a. Programs: Document how an assessment project will be carried out, who is involved and what will be done with the results.

Step 4: Document the Assessment Plan
   a. Programs: Program’s mission statement, learning outcomes, learning opportunities, assessment activities, use of results and dissemination.
   Course Student Learning Outcomes Matrix
   a. Courses: Document the course student learning outcomes, methods of assessment, results and use of results.

Step 5: Assessment and Improvement Plan
   a. Summarize the programs assessment plan, results, use of results and dissemination of results.
STEP ONE: CURRICULUM MAP

The curriculum maps document the correlation of Daytona State College’s institutional outcomes with program outcomes and course outcomes with program outcomes for each degree or certificate.

The four institutional outcomes are:

1. Critical Creative Thinking
2. Communication
3. Cultural Literacy
4. Information and Technical Literacy
Program Learning Outcomes vs. Course Learning Outcome Mapping

a. Programs: Use curriculum map A to document or revise the alignment of program outcomes with course outcomes

1. Use the template named Map A–Program Outcomes vs. Course Outcomes to document or revise the alignment of program learning outcomes with course learning outcomes.
2. Complete the matrix heading with the program name and code.
3. Fill in the program learning outcomes down the left column.
4. Fill in the program courses across the top.
5. Place a capital X in the boxes that correspond to the program outcome and course.

<table>
<thead>
<tr>
<th>Program Learning Outcomes vs. Courses</th>
<th>BUL2241</th>
<th>BUL2242</th>
<th>ISM2000</th>
<th>GST1435</th>
<th>GST2431</th>
<th>PLA1003</th>
<th>PLA1103</th>
<th>PLA1610</th>
<th>PLA1800</th>
<th>PLA2114</th>
<th>PLA2200</th>
<th>PLA2303</th>
<th>PLA2460</th>
<th>PLA2600</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicate in a clear and effective manner.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Identify and apply ethical and professional standards of the paralegal profession.</td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Demonstrate ability to utilize the law library and electronic legal research to create well-written legal documents.</td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Apply knowledge of tort law, constitutional law, and criminal law concepts to analyze factual situations.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrate knowledge of all phases of litigation practice and procedure.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Examine real property law and its application to real property transactions.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Paralegal A.S, Code 2062

37
### Program Outcome vs. Institutional Learning Outcome Mapping

b. **Programs**: Use curriculum Map B to document or revise the alignment of program outcomes with institutional outcomes.

1. Use the template named Map B – Program Outcome vs. Institutional Outcome to document the alignment of program outcomes with institutional outcomes.
2. Complete the heading with the program name and code.
3. Fill in the program learning outcomes down the left column.
4. Fill in the institutional outcomes across the top of the matrix.
5. Place a capital X in the box that corresponds to the program outcome and institutional outcome.

---

**Paralegal A.S, Code 2062**

<table>
<thead>
<tr>
<th>Program vs. Institutional Learning Outcomes</th>
<th>Critical/ Creative Thinking</th>
<th>Communication</th>
<th>Cultural Literacy</th>
<th>Information and Technical Literacy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicate in a clear and effective manner.</td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Identify and apply ethical and professional standards of the paralegal profession.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Demonstrate ability to utilize the law library and electronic legal research to create well-written legal documents.</td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Apply knowledge of tort law, constitutional law, and criminal law concepts to analyze factual situations.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Demonstrate knowledge of all phases of litigation practice and procedure.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Examine real property law and its application to real property transactions.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>
## (Optional Map C)
### Program Learning Outcome vs. Course Learning Activities

#### NOTE: If you plan to use this curriculum map, you do not need to do curriculum map A or D.

**c. Programs:** Use curriculum map C to document or revise the alignment of a program outcome with course (embedded) activities (tests, rubrics, quizzes)

1. Use the template named Map C –Program Outcome vs. Course Learning Activities to document the alignment of a program outcome with course learning activities.
2. Complete the heading with the program name and code.
3. Fill in the program outcomes down the first column.
4. Fill in the core courses across the top and complete the matrix heading.
5. List the course activities in the boxes that correspond to the program outcome.

---

<table>
<thead>
<tr>
<th>Program Outcomes vs. Course Learning Activities</th>
<th>Bachelor of Applied Science in Supervision and Management - BAS 6000</th>
<th>Fall 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>GBG4881</td>
<td>MAN3353</td>
</tr>
<tr>
<td>Knowledge and skills in management, including decision making, and analytical thinking skills.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Develop an understanding of regulatory and liability aspects of management.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Critical thinking skills.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supervision and management in management, including regulatory and liability issues.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ethical decision-making processes and ethical reasoning.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ethical foundation of decision-making processes, and social and ethical reasoning.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ethical foundation of decision-making processes, and social and ethical reasoning.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ethical foundation of decision-making processes, and social and ethical reasoning.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ethical foundation of decision-making processes, and social and ethical reasoning.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ethical foundation of decision-making processes, and social and ethical reasoning.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ethical foundation of decision-making processes, and social and ethical reasoning.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ethical foundation of decision-making processes, and social and ethical reasoning.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
(Optional Map D)
Program and Course Learning Outcome Mapping

**NOTE:** If you plan to use this curriculum map, you do not need to do curriculum maps A or C.

**Programs:** Use curriculum map D to describe the level at which the program outcome is addressed in each course. The map displayed below indicates the level program learning outcomes are taught in courses and, as a result, also serves to identify any redundancies and/or gaps in outcome coverage.

1. Create a map grid of the program using program outcomes and core courses. Refer to the template and sample for reference.
2. Create the number of columns needed across based on the number of courses in the program.
3. List the core courses across the top of the matrix.
4. List the program outcomes down the first column.
5. Number each row “PLO 1, PLO2, PLO3” etc.
6. Add an additional column at the end titled “Not Aligned”
7. For each program outcome enter one of the following in each box that corresponds to the course that satisfies the program outcome.
   a. IN = Introduced
   b. RE = Reinforced or
   c. MA= Mastered
8. Course learning outcomes that do not correspond to any of the program outcomes listed are entered in the “Not Aligned” column.
## Paralegal A.S, Code 2062

<table>
<thead>
<tr>
<th>BUL 2241</th>
<th>PLO1</th>
<th>PLO2</th>
<th>PLO 3</th>
<th>PLO4</th>
<th>PLO5</th>
<th>PLO 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>RE, CLO 1,2</td>
<td>IN, CLO 1,4</td>
<td>IN, CLO 1,4</td>
<td>IN, CLO 1,4</td>
<td>IN, CLO 1,4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>IO1</td>
<td>IO3</td>
<td>IO2,4</td>
<td>IO2,4</td>
<td>IO2,4</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>BUL 2242</th>
<th>PLO1</th>
<th>PLO2</th>
<th>PLO 3</th>
<th>PLO4</th>
<th>PLO5</th>
<th>PLO 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>IN, CLO 1,2</td>
<td>IN, CLO 1,2</td>
<td>IN, CLO 1,2</td>
<td>IN, CLO 1,2</td>
<td>IN, CLO 1,2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>IO1</td>
<td>IO3</td>
<td>IO2,4</td>
<td>IO2,4</td>
<td>IO2,4</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ISM 2000</th>
<th>PLO1</th>
<th>PLO2</th>
<th>PLO 3</th>
<th>PLO4</th>
<th>PLO5</th>
<th>PLO 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>IN, CLO 1,2</td>
<td>IN, CLO 1,2</td>
<td>IN, CLO 1,2</td>
<td>IN, CLO 1,2</td>
<td>IN, CLO 1,2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>IO1</td>
<td>IO3</td>
<td>IO2,4</td>
<td>IO2,4</td>
<td>IO2,4</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>OST 1141</th>
<th>PLO1</th>
<th>PLO2</th>
<th>PLO 3</th>
<th>PLO4</th>
<th>PLO5</th>
<th>PLO 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>IN, CLO 1,2</td>
<td>IN, CLO 1,2</td>
<td>IN, CLO 1,2</td>
<td>IN, CLO 1,2</td>
<td>IN, CLO 1,2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>IO1</td>
<td>IO3</td>
<td>IO2,4</td>
<td>IO2,4</td>
<td>IO2,4</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>OST 1435</th>
<th>PLO1</th>
<th>PLO2</th>
<th>PLO 3</th>
<th>PLO4</th>
<th>PLO5</th>
<th>PLO 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>IN, CLO 1,2</td>
<td>IN, CLO 1,2</td>
<td>IN, CLO 1,2</td>
<td>IN, CLO 1,2</td>
<td>IN, CLO 1,2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>IO1</td>
<td>IO3</td>
<td>IO2,4</td>
<td>IO2,4</td>
<td>IO2,4</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>OST 2431</th>
<th>PLO1</th>
<th>PLO2</th>
<th>PLO 3</th>
<th>PLO4</th>
<th>PLO5</th>
<th>PLO 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>IN, CLO 1,2</td>
<td>IN, CLO 1,2</td>
<td>IN, CLO 1,2</td>
<td>IN, CLO 1,2</td>
<td>IN, CLO 1,2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>IO1</td>
<td>IO3</td>
<td>IO2,4</td>
<td>IO2,4</td>
<td>IO2,4</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PLA 1003</th>
<th>PLO1</th>
<th>PLO2</th>
<th>PLO 3</th>
<th>PLO4</th>
<th>PLO5</th>
<th>PLO 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>IN, CLO 1,2</td>
<td>IN, CLO 1,2</td>
<td>IN, CLO 1,2</td>
<td>IN, CLO 1,2</td>
<td>IN, CLO 1,2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>IO1</td>
<td>IO3</td>
<td>IO2,4</td>
<td>IO2,4</td>
<td>IO2,4</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

41
Graduates of the Program will be able to:

1. List Program Outcomes

2

3

4

5

6

7
### Program vs. Institutional Curriculum Map

<table>
<thead>
<tr>
<th>Program vs. Institutional Outcomes</th>
<th>Critical Creative Thinking</th>
<th>Communication</th>
<th>Cultural Literacy</th>
<th>Information and Technical Literacy</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. List Program Outcomes</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Daytona State College Step 1

**Program - Course Curriculum Map Assignment and Embedded Assessments Map**  
**Program Code**  

<table>
<thead>
<tr>
<th>Course Activity</th>
<th>ABC0000 Course Name</th>
<th>ABC0000 Course Name</th>
<th>ABC0000 Course Name</th>
<th>ABC0000 Course Name</th>
<th>ABC0000 Course Name</th>
<th>ABC0000 Course Name</th>
<th>ABC0000 Course Name</th>
<th>ABC0000 Course Name</th>
<th>ABC0000 Course Name</th>
</tr>
</thead>
</table>

1. List Program Outcomes

2

3

4

5

6

7
### Daytona State College

**Step 1**

**Program - Course Level of Skill Curriculum Map D**

<table>
<thead>
<tr>
<th>Program</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>ABC0000</td>
<td>Course Name</td>
</tr>
<tr>
<td>ABC0000</td>
<td>Course Name</td>
</tr>
<tr>
<td>ABC0000</td>
<td>Course Name</td>
</tr>
<tr>
<td>ABC0000</td>
<td>Course Name</td>
</tr>
<tr>
<td>ABC0000</td>
<td>Course Name</td>
</tr>
<tr>
<td>ABC0000</td>
<td>Course Name</td>
</tr>
<tr>
<td>ABC0000</td>
<td>Course Name</td>
</tr>
<tr>
<td>ABC0000</td>
<td>Course Name</td>
</tr>
<tr>
<td>ABC0000</td>
<td>Course Name</td>
</tr>
<tr>
<td>ABC0000</td>
<td>Course Name</td>
</tr>
</tbody>
</table>

#### 1. List Program Outcomes

- 2
- 3
- 4
- 5
- 6
- 7

**Skill Level:**
- IN = Introduced, RE = Reinforced or MA = Mastered
STEP TWO: ASSESSMENT SCHEDULE FOR STUDENT LEARNING OUTCOMES

**PROGRAMS**

Schedule for assessing institutional and program outcomes for the NEXT three academic years.

1. The schedule that programs will assess institutional learning outcomes has been prescribed by the college.

2. As a department, identify the schedule that each of the program outcomes will be assessed.

3. Programs must assess at least two program outcomes per year.

4. Programs must assess at least one of the institutional learning outcome(s) as prescribed by the college.

5. All program and institutional outcomes must be assessed within a three-year timeframe.
COURSES

Schedule for assessing course outcomes for the NEXT three academic years.

1. Identify the schedule that each of the course outcomes will be assessed.

2. Courses must assess at least two course outcomes per year.

3. All course outcomes must be assessed within a three-year timeframe.
STEP THREE: PLANNING AND IMPLEMENTING AN ASSESSMENT PLAN

PROGRAM

Complete the heading with the program name, chair, person completing the form and date submitted.

List the desired outcome that the program has selected to assess for the upcoming academic year. Document one outcome per template. Make copies as needed.

1. Provide a description of what will be collected, how, and by whom.

2. Identify the number of students and how the students will be selected for the sample. Identify the sample such as course or alumni group. Provide a description of the sample.

3. Identify the target or criteria for success. This should be a measurable expected level of achievement and it is recommended that there be a minimum of three methods to assess each outcome.

4. List the names and responsibilities of those who will be involved with the assessment plan.

5. List how and whom the results from the assessment plan will be distributed.

6. List who is responsible for developing the action plan and timeline. Identify who will be responsible for disseminating and implementing the action plan. Identify a plan to assess the results of the action plan.

7. Identify any additional information that may be important.

8. Use the resource to assess the quality of your outcomes and assessment plan.

9. Use the resource to critique your assessment plan.
STEP FOUR: ASSESSMENT PLAN

PROGRAM:

Document the institutional and program outcome assessment activities for the PAST academic year.

1. Use the Learning Outcome Assessment template and guidelines
COURSE:

Use this template to document the course assessment activities for the PAST academic year.

Complete the heading with the course number and name, department, chairperson, assessment date, and sample size or number of sections used.

1. List the two course learning outcomes that were assessed during the last academic year.

2. List the methods used to assess each course outcome. **Reminder:** Three methods of assessment are recommended for each outcome.

3. List the level of achievement for each assessment measure.

4. List all teaching strategies (best practices used in the course).

5. List the results that were produced for each course outcome.

6. List the action plan that was developed as a result of the assessment plan and changes that were made to the course.
# COURSE STUDENT LEARNING OUTCOMES AND EVALUATION

## Step 4

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Institutional Learning Outcomes</th>
<th>Assessment Methods</th>
<th>Level of Achievement</th>
<th>Timeline</th>
<th>Learning Activities</th>
<th>Findings/Results</th>
<th>Use of Results, Action Items and Dissemination</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will be able to: (use action verb and defined by explicit and observable terms). Use measurable verbs.</td>
<td>Alignment to the four Institutional Learning Outcomes check all that apply. Double click on the check box, find the Default Value and click Checked to check the box. To uncheck, the box, double click and then click Not Checked.</td>
<td>Assessment opportunity (direct/indirect and quantitative/qualitative)</td>
<td>Standard, target, or achievement level (usually a %) Statement of student Success</td>
<td>Identify timeframe data are collected, aggregated, and analyzed</td>
<td>Identify learning activities that support attainment of the outcome.</td>
<td>List findings or results</td>
<td>Identify how findings are used and shared. List any recommendations or action items</td>
</tr>
</tbody>
</table>

- [ ] Critical/ Creative Thinking
- [ ] Communication Skills
- [ ] Cultural Literacy
- [ ] Information and Technical Literacy

- [ ] Critical/ Creative Thinking
- [ ] Communication Skills
- [ ] Cultural Literacy
- [ ] Information and Technical Literacy
STEP FIVE: ASSESSMENT AND IMPROVEMENT PLAN

Summative report to document the assessment results for the outcomes that were assessed from the LAST academic year.

1. Identify the type of evidence that was collected to assess the outcomes.

2. Identify the methods that were used to interpret the evidence listed in question 2 and who was involved with collecting the results.

3. Summarize the findings from the interpretation of the evidence.

4. Were there any additional conclusions or discovery from the assessment plan?

5. Were the targets or expected levels of achievement met for each outcome?

6. If the results were distributed or discussed list the setting and audience.

7. Explain how the results will be used. Explain any action plans, timeframes and who is involved. Be specific!

8. Reflect on the assessment process and identify what went well with the assessment plan, what did not go well and any suggestions for improvement.

9. List any additional information that may be important to the process.
Eight Stages of Outcome Assessment

Mission

Outcomes

Evidence of Improvement

Assessment Measures

Use of Results

Levels of Achievement

Analysis

Strategies

Shine

at

Daytona State College

DAYTONA STATE COLLEGE
The Eight Stages of Outcome Assessment represents the cyclical process of planning and assessment at the unit and program levels. The first five stages of the outcome assessment model are formative. Formative assessment occurs at the beginning of the assessment process where desired outcomes, assessment activities, levels of achievement and strategies are defined. The last three stages of the outcomes assessment model are summative. Summative assessment occurs at the end of the assessment process where it is determined if actual outcomes have been achieved and to provide statistics for internal or external accountability purposes.

Stage 1: MISSION

Discuss mission and overall intent of unit. Is the mission clearly yet briefly defined? Is the mission distinctive and specific to the unit? Does it reflect the purpose, primary functions and activities of the unit? Does the mission identify the stakeholders? Is it congruent with the college mission?

The mission statement serves as the foundation for planning and should describe the functions of the unit, primary activities and identification of stakeholders. The mission statement details what a unit seeks to accomplish and should reflect the mission and outcomes of the institution.

The Mission Statement should . . .

- Be clear and concise
- Be distinctive and specific to the unit
- State the purpose of the unit
- Indicate the unit’s primary activities
- Who are the stakeholders
- Identify any clarifying statements that are specific to the unit
- Ensure congruence with the college mission

A Template for Developing a Mission Statement:

The mission of (unit name) is to (unit’s primary purpose) by providing (unit’s primary activities) to (identify stakeholders and provide additional clarifying statements that include values and alignment with the college mission statement).
Stage 2: OUTCOMES

Identify four to six measurable outcomes that are consistent with the mission and purpose of the unit. The outcomes should reflect the purposes and functions of the unit and should be identified in a brainstorming session. Ideally, outcomes should be services or products that can be improved. **Two of the outcomes will be selected from the list to assess in a fiscal year. Desired outcomes are statements of expectations and actual outcomes indicate the results of the assessment process.** Are the outcomes consistent with the mission? Do the outcomes describe the services or processes? Are the outcomes under the control of the unit? Are the outcomes specific and measurable? Are outcomes stated in clear and precise language? Do the outcomes focus on key areas where outcomes assessment will enable the unit to improve?

An outcome is a specific statement that describes current services, processes, or instruction. Outcomes are related to the unit and college mission and focus on the benefit to the recipient of the service or to the college. One approach that works well is to ask each of the unit staff members to create a list of the most important services, processes or functions that the unit performs. From the list establish a set of outcomes that would have the most important impact on the unit. The number of outcomes is unique to the specific unit but usually a list of four to six total outcomes is acceptable to assess in a three year period. Once the unit analyzes data collected from assessment the outcomes can be revised or additional outcomes may be developed.

Create **SMART Outcomes! (Adopted from Peter Drucker)**
- **S**pecific (Clear and definite terms describing the knowledge, skills, values, and abilities.)
- **M**easurable (It is feasible to get data; data are accurate and reliable; multiple methods of assessment. It is recommended to have a minimum of three methods to measure each outcome.)
- **A**ggressive/Attainable (The outcome has the potential to move the course or program forward.)
- **R**esults-oriented (Describe what standards are expected from students.)
- **T**ime-bound (Describe a specified time period for accomplishing the outcome.)

Begin the outcome statement with the beneficiary of the service you provide: “Students are aware of…,” “Administrators have the…,”

Outcomes focus on the ends, not the means -- what unit will do, what the desired “end state” should be.

Use an action verb to describe in an observable way what the unit should be able to do…

An outcome should be stable over a number of years, not time dependent.

Outcomes need to be measurable and related directly to the work of the unit.
Stage 3: ASSESSMENT MEASURES

For each outcome, identify at least one method of measurement (three are recommended) that will be used to assess progress on the outcome. Do the measures effectively and accurately address all aspects of the outcome? Do the methods provide measurable results? Is it possible to collect accurate, valid, and reliable data for each measure in a reasonably efficient manner within the academic year? Do the measures provide detail on what will be assessed, how the assessment will be conducted, when and where the assessment will take place?

An assessment measure should provide meaningful, actionable data that the unit can use to base decisions. There are two types of assessment methods that are used for assessing outcomes which are considered either direct or indirect measures of assessment. Direct measures of assessment are those designed to directly measure what a stakeholder knows or is able to do. Indirect measures focus on a stakeholder’s perception and satisfaction with the service. Indirect methods alone do not provide adequate information about the outcome and should be supplemented with direct measures. Examples of direct and indirect measures are listed on the following page.

Properties of Good Assessment Techniques

• When identifying an assessment method, you should keep in mind what you are trying to assess:

• Are you trying to assess an employer’s satisfaction with the unit?

• Are you trying to assess the results of a recruitment campaign for minority students?

• Are you trying to assess the student’s perception (affective) of the value of the internship completed through the program?

• Are you trying to assess the student’s /staff’s knowledge (cognitive) of learning that resulted from completion of the program?

• Are you trying to assess the unit’s efficiency in processing applications in a timely manner?

• Are you trying to assess the alumni’s interest in supporting the college?
Stage 4: LEVELS OF ACHIEVEMENT

For each method of measurement, determine the acceptable level or standard of performance. The acceptable levels should be specific and stated in numbers. What level of achievement is considered acceptable performance for the unit? Are the acceptable levels measurable?

A level of achievement provides a target for determining the minimum expectation for success of an outcome.

The level of achievement should be:

- Specific and measurable
- Stated in numerical terms
- Stated in realistic terms
- Be directly related to the outcome
- Consider all aspects of the outcome
- Review existing data trends so that you are educated when setting your benchmark
- Be manageable and practical
Stage 5: STRATEGIES

What strategies do you plan to use to achieve your outcomes? What assessment tools will be needed? Who will be involved in the measurement process? When will the services or processes be measured? How will measures be evaluated?

The implementation phase encompasses the process and strategies for carrying out the assessment plan.

The strategies for the plan should be:

- At what point in the process will the methods for measurement be used?
- Who will be involved in the assessment plan?
- Who is the sample?
- What is the timeline?
- Who will collect the results?
- Who will tabulate the results?
- How will the results be disseminated?
Stage 6: ANALYSIS

Collect and analyze the assessment data. Do results reflect on and discuss the findings amassed from the corresponding measure? Can the results be communicated in useful ways? Are the results based on reliable and valid data? Do results indicate improvement from previous years? Do results indicate success in achieving the desired performance target? What indicators for improvement can be gleaned from the results?

After assessment information is collected, the results should be aggregated, analyzed and communicated in useful ways to the unit staff who will decide whether expected levels of achievement have been met for the outcome.

Questions to Consider:

- What does the data indicate about the quality of services provided?
- What does the data indicate about the satisfaction of the client?
- Are there specific areas where performance is outstanding or weak?
- Do you see specific areas where you would like or expect to see higher performance levels?
- What was the most valuable thing learned from the assessment results?
- Was the assessment tool sufficient or does it need revision?
Stage 7: USE OF RESULTS

**Based on assessment findings, develop an action plan for each outcome.** Are action plans likely to lead to continuous improvement? Do action plans focus on means to improve services? Are action plans feasible considering available resources and time?

Assessment results should be used to inform decision making concerning unit operation or resource allocation. Once assessment results have been collected and analyzed staff should have conversations concerning how the results of the assessment met unit expectations. This phase is termed closing the loop because the goal of assessment is to improve unit or college operations. **The previous steps are of little importance unless the data are used for improvement.** Areas where outcome assessment was below the expected levels of achievement should have an action plan.

**Examples of some of the changes administrative units might take include:**

- Improvement of processes within the unit. Student Services may consider implementing a new program or service to support student success

- Use the findings to support planning and budgetary decisions or to supplement existing program review processes

- Communicate findings with other campus unit’s or stakeholders

- Use the findings to create outcomes for the upcoming year.

- Consider ways to improve the assessment process
Stage 8: EVIDENCE OF IMPROVEMENT

Describe the evidence of improvement gained from actions taken based on previous outcomes assessments. Was there any improvement in processes or services from the prior action plan? Is evidence of improvement found in the results?

It is important to identify a process that indicates whether the changes to the unit as a result of the action plan have had the desired impact. If a unit implements changes in response to the assessment plan, it is critical to have a process for assessing the impact of the changes. The timeline for determining whether any implemented changes had the desired impact will vary depending upon the changes. The method for determining whether the change has had the desired impact may be as simple as repeating the previous assessment plan. Thus, the assessment process is cyclical and ongoing in nature as it moves through the eight stages of the outcome assessment model.

What Action Plans and Closing the Loop should accomplish:

1. Provide data to base decision-making in the unit
2. Provide a process to measure performance
3. Address gaps or weaknesses with unit operations
4. Set forth an action plan to improve unit operations
5. Identify a process to assess the effect of changes to a unit
6. Enhance or improve efficiency in the daily functions of the unit
7. Provide a documented process of measuring performance against the college’s mission
Assess the Quality of Learning Outcomes and Assessment Plans

### Academic Unit Assessment Rubric
Use this rubric to assess the quality of the outcome and assessment plan

<table>
<thead>
<tr>
<th>Mission Statement</th>
<th>Outcomes</th>
<th>Assessment Measures</th>
<th>Levels of Achievement</th>
<th>Teaching Strategies</th>
<th>Results</th>
<th>Use of Results/Evidence of Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Developing</strong></td>
<td>Mission statement identifies who the unit serves.</td>
<td>Outcomes are stated for some functions but are difficult to measure.</td>
<td>Contains one assessment measure that is directly related to the outcome.</td>
<td>Levels of achievement have been specified for some assessment measures.</td>
<td>Learning Activities have been identified for some outcomes.</td>
<td>Results are provided for some outcomes.</td>
</tr>
<tr>
<td><strong>Competent</strong></td>
<td>Mission statement identifies who the unit serves and its primary function(s).</td>
<td>Measurable outcomes are stated for the majority of the functions of the unit and support the college’s mission.</td>
<td>Contains at least two assessment measures that address all aspects of the outcome and provide measurable results.</td>
<td>Measurable levels of achievement have been specified for the majority of all assessment measures.</td>
<td>Learning Activities have been identified for the majority of the outcomes as well as responsible parties.</td>
<td>Results are provided for the majority of the outcomes, aggregated and communicated to the unit.</td>
</tr>
<tr>
<td><strong>Exemplary</strong></td>
<td>Mission statement identifies who the unit serves, its primary function(s), and supports the college’s mission.</td>
<td>Measurable outcomes are stated for all primary functions of the unit, support the college mission.</td>
<td>Contains at least three assessment measures that address all aspects of the outcome and provide measurable results and adequate data for analysis.</td>
<td>Measurable levels of achievement have been specified for each assessment measure. It must include the percentage of students achieving a specific target.</td>
<td>Learning Activities have been identified for all outcomes.</td>
<td>Results are provided for all outcomes, these results should correlate to the level of achievement (target).</td>
</tr>
</tbody>
</table>

**Strengths:**

**Challenges**

**Recommendations:**


Glossary

**Accreditation:** The designation that an institution earns indicating that it functions appropriately with respect to its resources, programs, and services. The accrediting association, often comprised of peers, is recognized as the external monitor. Maintaining accredited status ensures that the college remains in compliance with federal expectations and continues to receive federal funding.

**Administrative unit review:** An in-depth process of reviewing most aspects of a unit, including operational, financial, and unit inputs, outputs, and outcomes. The review is completed on a three-year schedule.

**Assessment:** Systematic and ongoing efforts to collect, analyze, and interpret evidence that describes institutional, unit, program or course effectiveness, ultimately to improve student learning, unit functions or institutional performance.

**Assessment instrument:** A tool used to evaluate assignments, activities, artifacts, or events that support outcomes. These can be measurement tools such as standardized tests, locally designed examinations, rubrics, exit interviews, or student, alumni, or staff surveys.

**Assessment Method:** Refers to how the outcome or goal is assessed. The assessment method describes generally how the information/data will be collected, which may involve either direct or indirect measurement. Additionally the method specifies from whom the data will be collected and at what time points. Example assessment methods include but are not limited to evaluation of student academic work, observation, and self-report methods.

**Assessment plan:** A document that outlines and describes assessment activities, including identifying learning outcomes, methods, and criteria. The plan should include enough detail that anyone could read it and know exactly what to do to implement the plan. The plan should be reviewed frequently and revised any time new learning or operational goals are identified. Generally, programs update assessment plans early each academic year and submit results, analyses, and action plans by the following fall.

**Assessment responsibility:** Identifies who is responsible and accountable for each step in the assessment process, including who crafts outcomes and methods, collects and analyzes data, enters results, makes decisions based on data, and ensures decisions are implemented.
Close the loop: The phrase indicates the ability to demonstrate—through a cycle of collecting, analyzing, and reporting on data—continuous improvement of curricular, programmatic, or operational efforts. It calls for using assessment results to improve programs.

Direct Measure: Direct measures assess student or unit performance without the use of opinions, thoughts, or assumptions. A direct measure will usually be very concise and easy to interpret.

Effectiveness: The degree to which programs, activities or units achieve intended results. Effectiveness indicates how well each curriculum, program, unit and even the college, achieves its purpose.

Embedded assessment: Denotes a way to gather effectiveness information that is built into regular activities. When assessment is embedded, it is routine, unobtrusive, and an ongoing part of the teaching-learning or operational process.

Evaluation of results: The process of interpreting or making meaning about the data. The evaluation compares the results to the intentions and explains how they correlate.

Feedback: Providing assessment results and analysis to interested constituents in order to increase transparency. Information can be communicated to students, faculty, staff, administrators, and outside stakeholders.

Formative assessment: Refers to assessment that is conducted during the operation of a program, course or project, to provide information and increase understanding that is useful for improving implementation. It involves gathering and interpreting evidence of performance at least once prior to the end of the program, course or project.

Goal: A broad and un-measurable statement about what the program, course or unit is trying to accomplish to meet its mission.

Indirect Measure: Indirect measures assess opinions or thoughts about whether or not the unit meets its outcome or completes all tasks that are expected. Student indirect measures ask students to reflect on their learning rather than to demonstrate it. Indirect measures are most commonly captured by the use of surveys.

Institutional Effectiveness (IE): The term used to describe how well an institution is accomplishing its mission and how it engages in continuous improvement. It focuses largely on SACSCOC Core Requirement 8.1 that states: The institution identifies, evaluates, and publishes goals and outcomes for student achievement appropriate to the institution’s mission, the nature of the students it serves, and the kinds of programs offered. The institution uses multiple measures to document student success.

Instrument: An assessment tool that is used for the purpose of collecting data, such as an exam or an interview protocol.
**Learning Outcomes:** Specific, observable, and measurable knowledge or skill that the student gains/develops as a result of a specific course. These outcomes are clearly stated in the course syllabus. There are three categories of student learning outcomes.

- **Cognitive Outcome** What students KNOW; knowledge, comprehension, application, analysis, synthesis, and evaluation.
- **Psychomotor Outcome** What students CAN DO; skilled performance, production of something new (e.g., a paper, project, piece of artwork), critical thinking skills (e.g., analysis and evaluation).
- **Affective Outcome** that students CARE ABOUT; students’ feelings, attitudes, interests, and preferences.

**Method:** Describes the procedures used to collect data for assessing a program, course, or unit including identifying the assignment or activity and the process for measuring or scoring it.

**Mission Statement:** Explains why a program or unit exists and identifies its purpose. It articulates the program or unit’s essential nature, its values, and its work and should be aligned with the college mission.

**Program Outcome:** The specific, measureable knowledge, skill, and ability that students should be able to demonstrate as a result of their studies. Outcomes should be specific, measurable, aggressive/attainable, results-oriented and time-bound (SMART). Outcomes are stated on the program master course description.

**Program Review:** An in-depth process of reviewing most aspects of a program, including operational, financial, programmatic, and academic inputs, outputs, and outcomes. The review is completed on a three-year schedule.

**Results:** Report the qualitative or quantitative findings of the data collection in text or table format to convey whether the outcomes were achieved at desired levels of performance.

**Sample:** A defined subset of the population chosen based on 1) its ability to provide information; 2) its representativeness of the population under study; 3) factors related to the feasibility of data gathering, such as cost, time, participant accessibility, or other logistical concerns.

**S.M.A.R.T. Outcomes:** Outcome that is **Specific**, **Measurable**, **Attainable**, **Results-Oriented**, and **Time-bound**.

**Southern Association of Colleges and Schools–Commission on Colleges (SACSCOC):** This is the accrediting agency of higher education institutions in Alabama, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Texas, and Virginia.
**Standard of Performance:** A specific expectation of student or unit performance that shows progress toward an outcome.

**Summative Assessment:** Refers to assessment that is carried out at the end of a program, course, project, or time-frame to evaluate whether the outcomes were achieved (i.e., the overall performance). Summative assessment may be conducted for the following reasons: evaluation and accountability; decision-making regarding fund allocation; to aid in program level decision-making; to respond to demands of accrediting bodies, state, and federal agencies.

**Triangulate:** The use of a combination of assessment methods, such as using surveys, interviews, and observations to measure a unit outcome. It is recommended that three assessment methods be used for each outcome.

**Unit Outcome:** Intended outcomes that reflect the area or service that can be improved using current resources and personnel and are assessable within one assessment cycle. Unit outcomes should be measureable statements with expected levels of achievement (targets), under the direct control of the unit, and supportive of the college’s goals and outcomes. The resulting data used as the criteria for tracking success in future years. FOR ADMINISTRATIVE UNITS, unit outcomes describe the desired quality of key functions and services. Operational outcomes describe what the services should promote. FOR EDUCATIONAL SUPPORT UNITS, unit outcomes may include both service and student learning outcomes.
<table>
<thead>
<tr>
<th>Vocational</th>
<th>AS</th>
<th>AA</th>
<th>BS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical/Creative Thinking</td>
<td>Critical/Creative Thinking</td>
<td>Critical/Creative Thinking</td>
<td>Critical/Creative Thinking</td>
</tr>
<tr>
<td>• Describes the scope and principal features of his/her field of study, citing at least some of its core theories and practices.</td>
<td>Logical reasoning:</td>
<td>Logical reasoning:</td>
<td>Logical reasoning:</td>
</tr>
<tr>
<td>• Solves problems using critical thinking skills, creativity and innovation.</td>
<td>• Describes how existing knowledge or practice is advanced, tested and revised.</td>
<td>• Evaluate arguments for their logic, validity, relevance and strength.</td>
<td>• Defines and explains the boundaries and major sub-fields, styles, and/or practices in the field.</td>
</tr>
<tr>
<td>• Participates in work-based learning experiences</td>
<td>• Describes and examines a range of perspectives on key debates and their significance both within the field and in society.</td>
<td>• Acquire and analyze information to determine its quality and utility.</td>
<td>• Constructs a project related to a familiar but complex problem in his/her field of study by independently assembling, arranging and reformulating ideas, concepts, designs and/or techniques.</td>
</tr>
<tr>
<td></td>
<td>• Illustrates core concepts of the field while executing analytical, practical or creative tasks.</td>
<td>Qualitative reasoning:</td>
<td>• Evaluates, clarifies and frames a complex question or challenge, using perspectives and scholarship drawn from the student’s major field.</td>
</tr>
<tr>
<td></td>
<td>• Describes the scope and principal features of his/her field of study, citing at least some of its core theories and practices, and offers a similar explication of at least one related field.</td>
<td>• Incorporate personal experiences, human perceptions and human values.</td>
<td></td>
</tr>
</tbody>
</table>
### INSTITUTIONAL DEGREE PROFILE

<table>
<thead>
<tr>
<th>Vocational</th>
<th>AS</th>
<th>AA</th>
<th>BA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Problem solving and decision-making:</td>
<td></td>
<td>Problem-solving and decision-making skills:</td>
<td>Problem-solving and decision-making skills:</td>
</tr>
<tr>
<td>• Selects and applies recognized methods of the field in interpreting characteristic discipline-based problems.</td>
<td></td>
<td>• Identify and define problems/issues, recognizing their complexity, and considering alternative viewpoints and solutions.</td>
<td>• Differentiates and evaluates theories and approaches to complex standard and non-standard problems within his or her major field.</td>
</tr>
<tr>
<td>• Assembles evidence relevant to characteristic problems in the field, describes the significance of the evidence, and uses the evidence in analysis of these problems.</td>
<td></td>
<td>• Formulates a question on a topic that addresses an academic discipline or practical setting, locates appropriate evidence that addresses the question, evaluates the evidence in relation to the problem’s contexts, and articulates conclusions that follow logically from such analysis.</td>
<td></td>
</tr>
<tr>
<td>• Describes the ways in which at least two disciplines define, address and interpret the importance of a contemporary challenge or problem in science, the arts, society, human services, economic life or technology.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Identifies, categorizes and distinguishes among elements of ideas, concepts, theories</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• and/or practical approaches to standard problems.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vocational</td>
<td>AS</td>
<td>AA</td>
<td>BA</td>
</tr>
<tr>
<td>------------</td>
<td>----</td>
<td>----</td>
<td>----</td>
</tr>
<tr>
<td><strong>Quantitative reasoning:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Demonstrates mathematical operations and processes appropriate to the field.</td>
<td>Scientific reasoning:</td>
<td>Scientific reasoning:</td>
<td>Scientific reasoning:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Use the critical skills of observation, analysis, and evaluation.</td>
<td>• Completes a substantial field-based project related to his or her major course of study; seeks and employs insights from others in implementing the project; evaluates a significant challenge or question faced in the project in relation to core concepts, methods or assumptions in his or her major field; and describes the effects of learning outside the classroom.</td>
</tr>
<tr>
<td></td>
<td>Quantitative reasoning:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Presents accurate calculations and symbolic operations, and explains how such calculations and operations are used in either his or her specific field of study or in interpreting social and economic trends.</td>
<td></td>
<td>Quantitative reasoning:</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Demonstrate computation, application and inference.</td>
<td>• Translates verbal problems into mathematical algorithms and constructs valid mathematical arguments using the accepted symbolic system of mathematical reasoning.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Demonstrate mathematical literacy through solving problems, communicating concepts, reasoning mathematically and applying mathematical methods</td>
<td></td>
</tr>
</tbody>
</table>
## INSTITUTIONAL DEGREE PROFILE

<table>
<thead>
<tr>
<th>Vocational</th>
<th>AS</th>
<th>AA</th>
<th>BA</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Communication:</strong></td>
<td><strong>Communication:</strong></td>
<td><strong>Communication:</strong></td>
<td><strong>Communication:</strong></td>
</tr>
<tr>
<td>- Illustrates contemporary terminology used in the field.</td>
<td>- Demonstrates reading comprehension and active listening.</td>
<td>- Defines and properly uses the principle specialized terms used in the field, both historical and contemporaneous.</td>
<td></td>
</tr>
<tr>
<td>- Generates products, reconstructions, data, or performances as appropriate to the field.</td>
<td>- Demonstrates effective interpersonal communication.</td>
<td>- Presents a project, paper, exhibit or performance, or other appropriate demonstration that links knowledge and/or skills acquired in work, community and/or research activities with knowledge acquired in one or more disciplines; explains in writing or another medium how those elements were combined in the product to shape its intended meaning or findings; and employs appropriate citations to demonstrate the relationship of the product to literature in its field.</td>
<td></td>
</tr>
<tr>
<td>- Uses oral and written communication skills in creating, expressing and interpreting information and ideas appropriate to the field.</td>
<td>- Generates substantially error-free products, reconstructions, data, service delivery, exhibits or performances as appropriate to the field.</td>
<td>- Illustrates contemporary terminology used in the field.</td>
<td></td>
</tr>
<tr>
<td>- Demonstrates an ability to communicate effectively with the team.</td>
<td>- Illustrates contemporary terminology used in the field.</td>
<td>- Demonstrates leadership and teamwork skills needed to accomplish team goals appropriate to the field.</td>
<td></td>
</tr>
<tr>
<td>- Demonstrates leadership and teamwork skills needed to accomplish team goals appropriate to the field.</td>
<td>- Demonstrates leadership and teamwork skills needed to accomplish team goals appropriate to the field.</td>
<td>- Demonstrates leadership and teamwork skills needed to accomplish team goals appropriate to the field.</td>
<td>- Demonstrates leadership and teamwork skills needed to accomplish team goals appropriate to the field.</td>
</tr>
<tr>
<td>Vocational</td>
<td>AS</td>
<td>AA</td>
<td>BA</td>
</tr>
<tr>
<td>------------</td>
<td>----</td>
<td>----</td>
<td>----</td>
</tr>
<tr>
<td>Cultural Literacy:</td>
<td>Cultural Literacy:</td>
<td>Cultural Literacy:</td>
<td>Cultural Literacy:</td>
</tr>
<tr>
<td>• Describes his or her own cultural background and an understanding of cultural differences as they apply to the field.</td>
<td>• Describes how knowledge from different cultural perspectives would affect his or her interpretations of prominent problems in politics, society, the arts and/or global relations.</td>
<td>• Develops knowledge of, respect for, and sensitivity towards individuals of diverse ethnicity, age, gender, sexual orientation, and religious affiliations as well as towards those individuals with diverse abilities and from diverse socio-economic classes.</td>
<td>• Describes knowledge from different cultural perspectives would related to his or her academic field.</td>
</tr>
<tr>
<td>• Describes the importance of professional ethics and legal responsibilities as they apply to the field.</td>
<td>• Describes his or her own civic and cultural background, including its origins and development, assumptions and predispositions.</td>
<td>• Develops an awareness of populations and countries worldwide.</td>
<td>• Explains diverse positions, including those of different cultural, economic and geographic interests, on an issue, and evaluates the issue in light of both those interests and evidence drawn from journalism and scholarship.</td>
</tr>
<tr>
<td>• Describes diverse positions, historical and contemporary, on selected democratic values or practices, and presents his or her own position on a specific problem where one or more of these values or practices are involved.</td>
<td>• Takes an active role in a community context (work, service, co-curricular activities, etc.), and examines the civic issues encountered and the insights gained from the community experience.</td>
<td>• Demonstrates social responsibility.</td>
<td>• Collaborates with others in developing and implementing an approach to a civic issue, evaluates the strengths and weaknesses of the process and, where applicable, the result.</td>
</tr>
<tr>
<td>• Tends to an active role in a community context (work, service, co-curricular activities, etc.), and examines the civic issues encountered and the insights gained from the community experience.</td>
<td>• Demonstrates ethical values of good citizenship.</td>
<td>• Demonstrates aesthetic values and artistic endeavors across diverse cultures.</td>
<td>• Recognizes variations of human behavior.</td>
</tr>
<tr>
<td>• Demonstrates social responsibility.</td>
<td>• Demonstrates aesthetic values and artistic endeavors across diverse cultures.</td>
<td>• Recognizes variations of human behavior.</td>
<td>• Demonstrates ethical values of good citizenship.</td>
</tr>
<tr>
<td>• Demonstrates social responsibility.</td>
<td>• Demonstrates aesthetic values and artistic endeavors across diverse cultures.</td>
<td>• Recognizes variations of human behavior.</td>
<td></td>
</tr>
<tr>
<td>• Demonstrates ethical values of good citizenship.</td>
<td>• Demonstrates aesthetic values and artistic endeavors across diverse cultures.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Demonstrates social responsibility.</td>
<td>• Demonstrates aesthetic values and artistic endeavors across diverse cultures.</td>
<td>• Recognizes variations of human behavior.</td>
<td></td>
</tr>
<tr>
<td>Vocational</td>
<td>AS</td>
<td>AA</td>
<td>BA</td>
</tr>
<tr>
<td>------------</td>
<td>----</td>
<td>----</td>
<td>----</td>
</tr>
<tr>
<td><strong>Information and Technical Literacy:</strong></td>
<td><strong>Information and Technical Literacy:</strong></td>
<td><strong>Information and Technical Literacy:</strong></td>
<td><strong>Information and Technical Literacy:</strong></td>
</tr>
<tr>
<td>• Uses information technology tools.</td>
<td>• Identifies, categorizes, evaluates and cites multiple information resources necessary to engage in projects, papers or performance in his or her program.</td>
<td>• Finds and evaluates relevant resources and data.</td>
<td>• Demonstrates fluency in the use of tools, technologies and methods common to the field.</td>
</tr>
<tr>
<td>• Demonstrates proficiency using technology appropriate to field.</td>
<td>• Locates, gathers and organizes evidence on an assigned research topic addressing a course-related question or a question of practice in a work or community setting; offers and examines competing hypotheses in answering the question.</td>
<td>• Uses appropriate technologies to conduct and/or present inquiry and research.</td>
<td>• Constructs a summative project, paper, performance or practice-based performance that draws on current research, scholarship and/or techniques in the field.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Cites and documents resources appropriately.</td>
<td>• Incorporates multiple information resources presented in different media and/or different languages, in projects, papers or performances, with citations in forms appropriate to those resources, and evaluates the reliability and comparative worth of competing information resources.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Demonstrates ethical use of information, social media, or networking.</td>
<td>• Explains current information resources through the execution of projects, papers or performances; accesses those resources with appropriate delimiting terms and syntax; and describes the strategies by which he/she identified and searched for those resources.</td>
</tr>
</tbody>
</table>
Bloom’s Taxonomy and the Three Domains of Learning

Expanding the Definition of SLOs
Cognitive, Psychomotor, Affective Domains

- Bloom (1948) developed classifications of intellectual behavior and learning in order to identify and measure progressively sophisticated learning.

- Three domains of learning are recognized:
  - the cognitive domain (Bloom’s Taxonomy, 1956) defining knowledge classification
  - the psychomotor domain (Gronlund, 1970; Harrow, 1972; Simpson, 1972) defining physical skills or tasks classification
  - the affective domain (Krathwhol, Bloom, and Masia, 1964) defining behaviors that correspond to attitudes and values

- Student learning outcomes should address relevant outcomes for each of these domains but must be appropriate to the course.

- Affective outcomes tend to be the hardest to articulate initially but often represent the outcomes most closely related to deeper thinking and life-long learning.

Interrelationships between Bloom’s cognitive levels

- Analysis: The ability to break up information
- Synthesis: The ability to create something new
- Evaluation: The ability to evaluate usefulness for a purpose
- Application: The ability to apply learning to a new or novel task
- Comprehension: The ability to show a basic understanding
- Knowledge: The ability to recall what has been learnt

## Cognitive Domain

### Learning Outcomes Related To Knowledge

<table>
<thead>
<tr>
<th>Knowledge</th>
<th>Comprehension</th>
<th>Application</th>
<th>Analysis</th>
<th>Synthesis</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student remembers or recognizes information or specifics as communicated with little personal assimilation.</td>
<td>Student grasps the meaning behind the information and interprets, translates, or comprehends the information.</td>
<td>Student uses information to relate and apply it to a new situation with minimal instructor input.</td>
<td>Student discriminates, organizes, and scrutinizes assumptions in an attempt to identify evidence for a conclusion.</td>
<td>Student creatively applies knowledge and analysis to integrate concepts or construct an overall theory.</td>
<td>Student judges or evaluates information based upon standards and criteria, values and opinions.</td>
</tr>
<tr>
<td>Cite</td>
<td>Convert</td>
<td>Apply</td>
<td>Analyze</td>
<td>Assemble</td>
<td>Access</td>
</tr>
<tr>
<td>Label</td>
<td>Define</td>
<td>Chart</td>
<td>Compare</td>
<td>Create</td>
<td>Appraise</td>
</tr>
<tr>
<td>List</td>
<td>Describe</td>
<td>Compute</td>
<td>Contrast</td>
<td>Construct</td>
<td>Conclude</td>
</tr>
<tr>
<td>Enumerate</td>
<td>Discuss</td>
<td>Demonstrate</td>
<td>Correlate</td>
<td>Design</td>
<td>Critique</td>
</tr>
<tr>
<td>Identify</td>
<td>Estimate</td>
<td>Determine</td>
<td>Diagram</td>
<td>Develop</td>
<td>Decide</td>
</tr>
<tr>
<td>Imitate</td>
<td>Explain</td>
<td>Dramatize</td>
<td>Dissect</td>
<td>Formulate</td>
<td>Defend</td>
</tr>
<tr>
<td>Match</td>
<td>Generalize</td>
<td>Establish</td>
<td>Differentiate</td>
<td>Generate</td>
<td>Diagnose</td>
</tr>
<tr>
<td>Name</td>
<td>Identify</td>
<td>Make</td>
<td>Distinguish</td>
<td>Hypothesize</td>
<td>Evaluate</td>
</tr>
<tr>
<td>Quote</td>
<td>Illustrate</td>
<td>Manipulate</td>
<td>Infer</td>
<td>Initiate</td>
<td>Judge</td>
</tr>
<tr>
<td>Recall</td>
<td>Locate</td>
<td>Prepare</td>
<td>Investigate</td>
<td>Invent</td>
<td>Justify</td>
</tr>
<tr>
<td>Reproduce</td>
<td>Paraphrase</td>
<td>Project</td>
<td>Limit</td>
<td>Modify</td>
<td>Rank</td>
</tr>
<tr>
<td>State</td>
<td>Restate</td>
<td>Solve</td>
<td>Outline</td>
<td>Reframe</td>
<td>Recommend</td>
</tr>
<tr>
<td>Write</td>
<td>Summarize</td>
<td>Use</td>
<td>Separate</td>
<td>Synthesize</td>
<td>Support</td>
</tr>
</tbody>
</table>

### Basic Knowledge Level

- Cite
- Label
- List
- Enumerate
- Identify
- Imitate
- Match
- Name
- Quote
- Recall
- Reproduce
- State
- Write

### More Sophisticated Higher Level Thinking Critical Thinking

- Assemble
- Access
- Create
- Appraise
- Construct
- Conclude
- Design
- Critique
- Develop
- Decide
- Formulate
- Defend
- Generate
- Diagnose
- Hypothesize
- Evaluate
- Initiate
- Judge
- Invert
- Justify
- Modify
- Rank
- Reframe
- Support
### Psychomotor Domain

#### Learning Outcomes Related To Skills

<table>
<thead>
<tr>
<th>Observe</th>
<th>Model</th>
<th>Recognize Standards</th>
<th>Correct</th>
<th>Apply</th>
<th>Coach</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students translate sensory input into physical tasks or activities.</td>
<td>Students are able to replicate a fundamental skill or task.</td>
<td>Students recognize standards or criteria important to perform a skill or task correctly.</td>
<td>Students use standards to evaluate their own performances and make corrections.</td>
<td>Students apply this skill to real life situations.</td>
<td>Students are able to instruct or train others to perform this skill in other situations.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Hear</th>
<th>Identify</th>
<th>Observe</th>
<th>See</th>
<th>Smell</th>
<th>Taste</th>
<th>Touch</th>
<th>Watch</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attempt</td>
<td>Copy</td>
<td>Favor</td>
<td>Follow</td>
<td>Imitate</td>
<td>Mimic</td>
<td>Model</td>
<td>Reenact</td>
</tr>
<tr>
<td>Check</td>
<td>Detect</td>
<td>Differentiate</td>
<td>Discriminate</td>
<td>Distinguish</td>
<td>Notice</td>
<td>Perceive</td>
<td>Recognize</td>
</tr>
<tr>
<td>Adapt</td>
<td>Adjust</td>
<td>Change</td>
<td>Alter</td>
<td>Correct</td>
<td>Correct</td>
<td>Customize</td>
<td>Develop</td>
</tr>
<tr>
<td>Build</td>
<td>Compose</td>
<td>Construct</td>
<td>Create</td>
<td>Develop</td>
<td>Improve</td>
<td>Manipulate</td>
<td>Modify</td>
</tr>
<tr>
<td>More Sophisticated Skills</td>
<td>Basic Knowledge</td>
<td>Higher Level Abilities</td>
<td>Critical Understanding of Performance</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Basic Knowledge</td>
<td>More Sophisticated Skills</td>
<td>Basic Skills</td>
<td></td>
<td>Critical Understanding of Performance</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Basic Skills</td>
<td></td>
<td>Level</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Affective Domain

### Learning Outcomes Related To Attitudes, Behaviors, and Values

<table>
<thead>
<tr>
<th>Receiving</th>
<th>Responding</th>
<th>Valuing</th>
<th>Organizing</th>
<th>Characterizing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students become aware of an attitude, behavior, or value.</td>
<td>Students exhibit a reaction or change as a result of exposure to an attitude, behavior, or value.</td>
<td>Students recognize value and display this through involvement or commitment.</td>
<td>Students determine a new value or behavior as important or a priority.</td>
<td>Students integrate consistent behavior as a naturalized value in spite of discomfort or cost. The value is recognized as a part of the person’s character.</td>
</tr>
<tr>
<td>Accept</td>
<td>Behave</td>
<td>Accept</td>
<td>Adapt</td>
<td>Authenticate</td>
</tr>
<tr>
<td>Attend</td>
<td>Comply</td>
<td>Adapt</td>
<td>Adjust</td>
<td>Characterize</td>
</tr>
<tr>
<td>Describe</td>
<td>Cooperate</td>
<td>Adapt</td>
<td>Alter</td>
<td>Defend</td>
</tr>
<tr>
<td>Explain</td>
<td>Discuss</td>
<td>Balance</td>
<td>Change</td>
<td>Display</td>
</tr>
<tr>
<td>Locate</td>
<td>Examine</td>
<td>Choose</td>
<td>Change</td>
<td>Embody</td>
</tr>
<tr>
<td>Observe</td>
<td>Follow</td>
<td>Differentiate</td>
<td>Customize</td>
<td>Habituate</td>
</tr>
<tr>
<td>Realize</td>
<td>Model</td>
<td>Defend</td>
<td>Develop</td>
<td>Internalize</td>
</tr>
<tr>
<td>Receive</td>
<td>Present</td>
<td>Influence</td>
<td>Improve</td>
<td>Produce</td>
</tr>
<tr>
<td>Recognize</td>
<td>Respond</td>
<td>Prefer</td>
<td>Manipulate</td>
<td>Represent</td>
</tr>
<tr>
<td>Studies</td>
<td>Show</td>
<td>Recognize</td>
<td>Modify</td>
<td>Validate</td>
</tr>
<tr>
<td>Studies</td>
<td></td>
<td>Seek</td>
<td>Practice</td>
<td>Verify</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Elementary Values and Behaviors

- **Inherited Value System**
  - Egocentric View

### More Highly Developed Attitudes

- **Well Thought-out Value System**
  - Higher Level Abilities to Identify and Articulate Others’ Values