**Connecticut State Colleges and Universities**

**Academic Program Review**

**Procedural Guidelines: Student Learning Outcomes Assessments**

Institutions of higher education varyingly define their educational objectives - student achievement standards and expectations of students’ learning gains. Accordingly, academic programs prescribe student learning outcomes (SLO) that are aligned with the institution’s educational objectives. Assessments of the student learning outcomes determine the degree to which the objectives are achieved. To promote clarity in this guidance, we cite the definition of the National Institute for Learning Outcomes Assessment:

Student learning outcomes statements clearly state the expected knowledge, skills, attitudes, competencies, and habits of mind that students are expected to acquire at an institution of higher education. Transparent student learning outcomes statements are:

* Specific to institutional level and/or program level
* Clearly expressed and understandable by multiple audiences
* Prominently posted at or linked to multiple places across the website
* Updated regularly to reflect current outcomes
* Receptive to feedback or comments on the quality and utility of the information provided

Operationally, campus plans for gathering evidence of student learning might include institution-wide, departmental or program-specific approaches that convey how student learning will be assessed. Additionally, academic programs alternatively utilize a number of diverse measures, designed to provide credible evidence of the extent to which students have achieved the learning outcomes. These measures are employed at various times along students’ progression toward graduation and sometimes beyond graduation into graduate study and employment, as well. Several SLO assessment measures have been deemed to provide rich evidence that can be analyzed for multiple and/or specific outcomes. They include:

* capstones,
* portfolios,
* research projects,
* embedded, key or signature assignments,
* internships,
* rubrics and scoring guides,
* licensure and certification examinations,
* comprehensive examinations, and
* student surveys

In its annual Academic Program Review process, the System Office of the Provost and Senior Vice President for Academic and Student Affairs, requires each academic program to succinctly report on its SLO assessment(s) that were conducted at the point closest to graduation. This narrowly focused report should summarize the following:

1. the SLO measure(s) employed,
2. conclusions from the analysis of aggregated outcomes data, and
3. how the results of the SLO assessment will be utilized to improve the quality of teaching and learning and/or other element of program effectiveness (i.e. the program’s continuous quality improvement plan)

**NOTE:** It is instructive to note that the summation requested is akin to that of items (3) and (5) in the NEASC E Series Report’s *Option E1: Part A. Inventory of Educational Effectiveness Indicators*.