

## Identifying Program Outcomes

Each degree-granting program must identify 3-5 program goals and monitor those outcomes over time as part of their annual assessment. **NOTE: Program outcomes deal with features of the program not directly related to measures of student learning outcomes in the program (which must also be assessed each year).**

Below are some candidates for program goal and outcome development:

**1. Size**

Measure: Increased enrollment in the major

*Questions to Consider: Are the enrollment numbers increasing/decreasing? What are the realistic numbers ideal for this program to thrive and continue?*

**2. Curricular content**

Measure: Developed or updated curriculum maps for program direction and enhancement || curriculum revisions to eliminate gaps or outdated content/practices

*Questions to consider: How are the Program Student Learning Outcomes (PSLOs) disbursed throughout the program to maximize or enhance learning? Are there updates that are needed for continuous improvement to keep up with market demands?*

**3. Instructional delivery**

Measure: Increased number of faculty development training participants || growth of technology in the classrooms/labs to support teaching

*Questions to consider: What trainings have faculty attended to improve instructional delivery? How has the program improved technology use for assistance/expedition in the learning process? Has the program improved computer labs or classroom spaces with new technology?*

**4. Course scheduling**

Measure: Increased expansion of course times to maximize course attendance

*Questions to consider: Do key program courses have multiple offerings to support timely graduation? Does this program need more variety in weekly offerings compared to other heavily populated courses?*

**5. Completion rates**

Measure: Improved course completion rates || higher retention of upperclassmen in program courses || reduction of repeat failure rates in program courses || increased graduation rates

*Questions to consider: How many students complete this program and graduate? How many transfer out? How many transfer in to the program? How many students are enrolled in junior and senior level courses? How could those numbers increase? How many times have courses been taken more than once by students in attempts to pass? How can the program reduce these repeated courses taken by students?*

**6. Quality student performance**

Measure: Increased GPA within the program courses || improved academic standing within the program courses

*Questions to consider: How can the program assist with increased grades? What would the program offer in motivating students to obtain higher grades? Have the GPAs increased or decreased within the program? How will the program faculty assist with advising students for academic good standing? How will the program help students in less than good standing?*

**7. Outreach and visibility**

Measure: Increased recruitment efforts || increased faculty presentation/publication of scholarship || increased student internships/fellowships/community service opportunities

*Questions to consider: What recruitment efforts are being taken to market the program? How many presentations/publications are made by faculty in this program? Will that number increase? Are these presentations/publications from a variety of faculty members? How many internships/fellowships/community service activities does this program generate? How many are needed?*