



Office of Institutional Research and Academic Planning
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Assessing Learning Outcomes at the Level of the Undergraduate Major

Purpose of this survey: This survey will provide an accounting of how departmental or program faculty assess the quality of what their undergraduate majors have learned as result of completing their subject major. It is intended to document how academic programs define learning goals and evaluate learning outcomes according to their disciplinary perspectives.

Who should complete this questionnaire: Every department offering an undergraduate major should complete this questionnaire for its major. Departments offering more than one major should complete a separate questionnaire for each major. Schools without departments should return a questionnaire for each major. Directors of interdisciplinary majors should complete this questionnaire for their major.

1. Respondent Information

* required field

Major*

maximum chars=100

Department, Faculty, or School as applicable

maximum chars=100

Name of person completing this form*

maximum chars=100

Email address of person completing form*

maximum chars=100

What Are Student Learning Outcomes or Goals?

"Learning outcomes, also referred to as learning goals, are the knowledge, skills, attitudes, and habits of mind that students take with them from a learning experience." Statements of learning goals described in explicit, observable terms, "how students will be able to use their knowledge, what thinking skills and disciplinary dispositions they will have, and/or what else they will be able to do upon completion of the [major] program" (Adapted from L. Suskie, *Assessing Student Learning*, 2004). With respect to academic departments or major programs, student learning outcomes can be expressed in terms of what the faculty of the department/major wants its students to know by the time they finish the major and in terms of what it wants its students to be able to do with what they know by the time they complete the major program. (Adapted from University of Washington's Student Learning Outcomes website <http://depts.washington.edu/learning/> accessed March 9, 2006)

2. Statements of the learning outcomes or goals exist in the following places:

Please check all that apply.

Published in the University Catalog

Published in a brochure

Published on our website (*specify*)

Learning outcomes exist elsewhere (*specify*)

No written goals (learning outcomes)

This survey seeks information about the way academic departments or other disciplinary units assess the goals of their major programs(s) have been achieved by students completing their programs(s). Thus, in answering this question please bear in mind that the subject of the assessment measures listed below is the educational effectiveness of the subject major as a whole not any particular course, i.e., how the combination of courses that students take in their subject major produces the learning result intended by the faculty.

3. How often are each of the following used to assess student learning outcomes at the major or departmental level (not classroom level)?

	Every 1-2 years	3-5 years	More than 5 years	Never
a. Analysis of student quality at entry into the major to measure academic gains				
b. New student surveys of incoming students in major				
c. Grades in key courses				
d. GPA in area of specialization				
e. Analysis of student performance and progression in the major (e.g., grades or rates of retention in the major or time to degree)				
f. Individual student conferences with faculty				
g. Recognition of student achievement (e.g., honor society, awards, inter-collegiate competitions)				
h. Evaluation of fieldwork, internship, performance, service learning, or clinical experience				
i. Senior project, performance, recital or show				
j. Portfolio reviews (including videos)				
k. Senior seminar				
l. Senior Thesis				
m. Capstone course				
n. Faculty committee review of anonymous student essays				
o. Faculty committee review of anonymous student portfolios				
p. Review of student presentations by people employed in the field				
q. Review of student presentations or written work by faculty external to the department				
r. Evaluation of fieldwork, internship, performance, service learning, or clinical experience				
s. Employer and internship supervisor ratings of students' performance				
t. Review of individual courses to determine if they provide what is needed for student majors				
u. Review of core curriculum of the program				
v. Review of syllabi across classes				
w. Student focus groups				
x. Other (<i>please specify</i>)				

y. Other (<i>please specify</i>)				
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STUDENTS' POST-GRADUATE REVIEW	Every 1-2 years	3-5 years	More than 5 years	Never
a. Students' comprehensive subject area exam scores (GRE, MCAT, FE, MFAT, ETS, etc.)				
b. Admission to professional advanced degree programs(e.g. law or medicine) and/or graduate school programs				
c. Feedback from graduate programs and/or professional advanced degree programs				
d. Professional or credentialing exam and subject area results				
e. Pass rates or scores on certification or licensure exams				
f. Alumni survey				
g. Salary Information				
h. Employment in the field				
i. Employer reports or surveys				
j. Employer interviews				
k. Other (<i>please specify</i>)				

4. Are the results of the assessment process used to decide if program changes are needed?

Yes
No

If yes, who reviews results of the assessment process used to decide if program changes are needed?

Curriculum Committee
Other (please describe)

5. Are the results of the assessment process disseminated outside of the department/program?

Yes
No

If yes, please specify

6. Has the department made any recent changes as the result of the assessment process?

Yes
No

If yes, please describe when and how these changes were implemented.

7. Please list any external exams or surveys your program uses to assess student learning.

8. Does your program assess achievement of GENERAL EDUCATION goals for students in your major?

Yes

No

If yes, please describe the assessment method used, and describe what activities or actions the program has recently undertaken.

9. Please give examples of "best practices" used in your major to assess student learning.