**Percentage of Courses with Learning Outcomes Defined By Program and School**

**2015-2016**

**Syllabus Summary Report**

All of Trinity’s programs have developed learning goals and are refining curriculum maps to identify where those goals will be addressed in their curricular sequences. Academic Affairs has worked closely with programs and through institutional outlets (the professional development workshops, faculty development seminars, etc.) to draft clearly defined student learning outcomes as a basis for measurement of student learning. Academic Affairs has set the following parameters for development of learning outcome statements, and has performed an analysis of individual syllabi across programs and school as a measure of Trinity’s assessment culture.

Academic affairs has determined that course syllabi should include student learning outcomes that describe the knowledge, skills, and abilities students can expect to attain during a course. Course learning outcomes should be related to the program learning outcomes described in the program’s assessment plan. According to best practices outlined by the National Institute of Learning Assessment, clearly defined learning outcomes are statements that include:

* A stem sentence such as “upon completion of this course, students will. . . “
* A learning outcome or description of what students should know, do, or value
* Action verbs and observable statements that describe learning condition or context
* Statements that avoid vague and difficult to measure terms such as understand, appreciate, learn, become familiar with, etc.

The Associate Provost for Assessment conducted a review of course syllabi posted on Moodle for the 2015-2016 academic year for learning outcomes listed across each academic unit. To accomplish this task, each syllabus was examined to determine the presence of learning outcomes. Next, if learning outcomes were present, the measurability was evaluated using the criteria described above. Finally, the syllabi were placed into one of the following categories:

* Learning Outcomes Clearly and Measurably Defined – Above Standard
* Learning Outcomes Defined – At or Approaching Standard
* No Student Learning Outcomes Defined on Syllabus

Percentages were calculated based upon the total number of survey foundational, knowledge & inquiry, values & beliefs, application area and graduate syllabi reviewed in each academic unit. Overall, the analysis showed 82% (N=393) of the course syllabi reviewed had defined or clearly defined learning outcomes. The results of the audit are summarized in the tables below.

Table 1. School of Professional Studies – -% of Course Syllabi with Learning Outcomes

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| School | Academic Program/UNIT  | Total Number of Syllabi Audited | % SyllabiLearning Outcomes At or Approaching Standard | % SyllabiClearly Defined Learning Outcomes | % SyllabiNo Student Learning Outcomes |
| SPS | ACCT | 2 | 100% | 100% | 0% |
| SPS | BADM | 10 | 90% | 90% | 10% |
| SPS | CJUS | 9 | 100% | 100% | 0% |
| SPS | COM | 4 | 100% | 100% | 0% |
| SPS | ENGL | 7 | 100% | 100% | 0% |
| SPS | ENVS | 1 | 100% | 100% | 0% |
| SPS | GST | 2 | 100% | 100% | 0% |
| SPS | HUMR | 4 | 100% | 100% | 0% |
| SPS | INT | 4 | 100% | 100% | 0% |
| SPS | JAMS | 7 | 100% | 100% | 0% |
| SPS | MATH | 8 | 100% | 75% | 0% |
| SPS | PSYC | 5 | 100% | 100% | 0% |
| SPS | SOCY | 7 | 100% | 86% | 0% |
| SPS | SSC | 2 | 100% | 100% | 0% |

Table 2. School of Nursing & Health Professions – -% of Course Syllabi with Learning Outcomes

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| School | Academic Program/UNIT  | Total Number of Syllabi Audited | % SyllabiLearning Outcomes At or Approaching Standard | % SyllabiClearly Defined Learning Outcomes | % SyllabiNo Student Learning Outcomes |
| NHP | NURS | 19 | 100% | 100% | 0% |
| NHP | OTA | 5 | 100% | 100% | 0% |
| NHP | OTM | 4 | 100% | 100% | 0% |

Table 3. School of Education – -% of Course Syllabi with Learning Outcomes

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| School | Academic Program/UNIT  | Total Number of Syllabi Audited | % SyllabiLearning Outcomes At/ Approaching Standard | % SyllabiClearly Defined Learning Outcomes | % SyllabiNo Student Learning Outcomes |
| EDU | COUN | 21 | 90% | 60% | 10% |
| EDU | EDTE | 19 | 100% | 90% | 0% |
| EDU | EDCC | 17 | 100% | 50% | 0% |

Table 4. School of Business & Graduate Programs – -% of Course Syllabi with Learning Outcomes

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| School | Academic Program/UNIT  | Total Number of Syllabi Audited | % SyllabiLearning Outcomes At or Approaching Standard | % SyllabiClearly Defined Learning Outcomes | % SyllabiNo Student Learning Outcomes |
| BGS | ADMIN | 15 | 100% | 60% | 0% |
| BGS | BADM | 12 | 100% | 90% | 0% |
| BGS | ISS | 6 | 100% | 50% | 0% |
| BGS | INT | 2 | 100% | 0% | 0% |
| BGS | SCPR | 3 | 100% | 100% | 0% |

Table 5. College of Arts & Sciences – -% of Course Syllabi with Learning Outcomes

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| School | Academic Program/UNIT  | Total Number of Syllabi Audited | % SyllabiLearning Outcomes At/ Approaching Standard | % SyllabiClearly Defined Learning Outcomes | % SyllabiNo Student Learning Outcomes |
| CAS | BADM | 9 | 88% | 0% | 22% |
| CAS | BIOL | 12 | 94% | 59% | 16% |
| CAS | CHEM | 6 | 83% | 0% | 17% |
| CAS | CJUS | 6 | 67% | 50% | 33% |
| CAS | COM | 17 | 87% | 0% | 23% |
| CAS | CRS | 9 | 100% | 100% | 0% |
| CAS | ECON | 8 | 100% | 75% | 0% |
| CAS | EDCC/EDTE | 4 | 100% | 75% | 0% |
| CAS | ENGL | 27 | 100% | 81% | 0% |
| CAS | ENVS | 1 | 100% | 100% | 0% |
| CAS | EXSC | 3 | 100% | 100% | 0% |
| CAS | FNAM | 7 | 81% | 0% | 29% |
| CAS | FREN | 3 | 33% | 33% | 67% |
| CAS | HIS | 7 | 86% | 0% | 14% |
| CAS | HPNU | 2 | 100% | 0% | 0% |
| CAS | HUMR | 7 | 86% | 28% | 14% |
| CAS | INAF | 3 | 67% | 0% | 33% |
| CAS | MATH | 23 | 96% | 57% | 4% |
| CAS | PHIL | 12 | 75% | 25% | 25% |
| CAS | POLS | 8 | 63% | 25% | 37% |
| CAS | PSYC | 18 | 62% | 23% | 38% |
| CAS | RST | 2 | 100% | 100% | 0% |
| CAS | SOCY | 12 | 34% | 16% | 68% |

 Summary: Clearly defined learning outcomes should include a stem sentence which considers the audience (ex. “Upon completion of this course students will be able to. . . “), context, and a measurable behavior. The outcome statement should use operational verbs. While the Assessment Office’s audit suggests that a preponderance of syllabi across schools and programs have defined learning outcomes that measure program goals, Academic Affairs in collaboration with the University Curriculum and Academic Policy Committee (UCAP) and the local curriculum and academic policy committees within each school continue the work of ensuring that learning outcomes statements operationally define student outcomes in measurable ways. Academic Affairs, UCAP, and the CAP committees have plans, protocols, and feedback loops in place to support this important assessment work.

To improve, Academic Affairs has implemented a faculty development workshop series on writing effective learning outcomes, has consulted with programs to review the knowledge, skills and value students must demonstrate at the end of the course/program, and has worked to implement syllabus templates for each academic unit to ensure that all university faculty, regardless of full-time status, are able to measure learning goals consistently and participate in outcome assessment. These templates have been implemented in the professional units and CAS templates are under development.