

Transparency by Design Template: An Example to Guide Participating Institutions

Learning Outcomes Report

Date :

Explanation of Approach (*The text in the following paragraph is for example only and should be made institution-specific*)

The Learning Outcomes Report is grounded in the program assessment plan that is framed by the educational program Mission, Vision and Values. This model defines the Mission as the academic content of the program identified through outcomes defined as knowledge, skills, values, and competencies expected by the profession for which the program prepares the learner. The Mission and Values are measured through program-specific program outcomes demonstrated in a capstone course. The Vision is defined as the methods used to deliver and accomplish the Mission. Vision is measured by the level of engagement demonstrated in results of the National Survey of Student Engagement (NSSE). The report also includes a section on the value delivered to the learner.

The Report is organized as follows:

- Program of interest
- Program demographics and student information
- Program learning outcomes
- Engagement
- Value delivered to the learner
- Explanations of methodologies used

Program of Interest

School: Select School

Program :

Specialization: <Insert Specialization>

I. Institutional Context, Demographic and Student Information (Degree Level Data)

The majority of learners are enrolled part-time and transferred from another university

- Gender : % female; % male
- Learners' average age: .
- Learners' age range:
- Average class size
- Percentage of learners receiving financial aid: %
- Completion rate: % completed degree within 150% of predicted time (for example, all incoming baccalaureate students who completed by the end of their sixth year of enrollment)

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- % of all incoming students still enrolled beyond 150% of predicted time
 - Total number of credits required to graduate:
 - **Program-specific information**
 - The per credit cost equivalent: \$.
 - <Insert any additional relevant demographic info or definitions for items above>
-

II. Learning Outcomes (*the text other than headings in this section is for example only and should be made institution-specific*)

<Insert School Name> Effectiveness Statement

<Insert School Mission>

Program Mission Statement

<Insert Program Mission>

Program Values Statement

<Insert Program Values>

Intended Program-Specific Learning Outcomes

Learners who successfully complete the <Insert Program Name> will be expected to demonstrate the ability to: (the following seven items are for example only)

1. Create organizational value
2. Participate collaboratively and respectfully
3. Communicate effectively
4. Plan strategically (for domestic and global environments)
5. Employ high-performing business management techniques
6. Solve problems within professional standards
7. Use appropriate financial (models) principles to support decisions

Learning Outcomes Demonstrated

The table below displays each of the program outcomes for the (selected) program, along with the percentage of learners (n=XX), who demonstrated that outcome at one of three levels—Basic, Proficient, and Distinguished.

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Learning Outcomes	Percentage of learners who demonstrated each performance level		
	Basic	Proficient	Distinguished
1. Create organizational value			
2. Participate collaboratively and respectfully			
3. Communicate effectively			
4. Plan strategically (for domestic and global environments)			
5. Employ high-performing business management techniques			
6. Solve problems within professional standards			
7. Use appropriate financial (models) principles to support decisions			

Measurement of Academic Proficiency and Progress (MAPP)

The MAPP is administered to a sample of undergraduate seniors in order to conduct a summative validation that our students have acquired effective critical thinking, analytical reasoning and written communication skills during their undergraduate study. We do not administer the MAPP to freshmen since the majority of our students come with numerous transfer credits and do not complete their General Education Program with us.

<Enter MAPP info here, if applicable. Otherwise, delete this section>

III. Engagement *(the text in this section, other than headings, is for example only and should be made institution-specific)*

Program Vision Statement

The (selected) Program seeks to deliver its programs through a dynamic, interactive, and collaborative learning environment that creates effective learner engagement. The program seeks to capitalize on the professional experiences brought to the program by diverse learners and to incorporate those experiences into the educational process that prepares graduates as reflective-practitioners in the fields of accounting, business administration, finance, human resource management, management and leadership, or marketing.

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Learner Engagement Demonstrated (the following categories are taken from the National Survey of Student Engagement)

Level of Academic Challenge: The University scored above all benchmark groups for both class-levels. This result is consistent with NSSE’s conclusion that distance education learners scored higher on these items than did campus-based learners.

Component	University	Selected Peers	Carnegie Peers	NSSE 2006
First Year				
Senior				

Active and Collaborative Learning: The University scored below all benchmark groups for both class-levels. This result is consistent with NSSE’s conclusion that distance education learners scored lower on these items than did campus-based learners.

Component	University	Selected Peers	Carnegie Peers	NSSE 2006
First Year				
Senior				

Student-Faculty Interaction: First-year learners were statistically similar for all benchmark groups, while senior learners scored lower than the benchmark groups. The effect sizes, or practical significance of these differences were small. The University’s results mimic the trends discovered by NSSE in that first-year distance learners reported more interaction than did senior learners compared their respective peers in campus-based institutions.

Component	University	Selected Peers	Carnegie Peers	NSSE 2006
First Year				
Senior				

Enriching Educational Experiences: The University scored below the benchmark groups for both class levels, with low to moderate effect sizes. These items tend to focus on co-curricular activities and engaging with a diverse student body. These results might be explained by the University’s outcomes-based learning model and it’s learner population, both of which focus on delivering/gaining professional competencies for the learner’s career of choice, and the fact that the diversity of our learner population is not immediately apparent due to the online nature of our delivery model.

Component	University	Selected Peers	Carnegie Peers	NSSE 2006
First Year				
Senior				

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Supportive Environment: First-year learners were statistically similar the benchmark groups and senior-level learners scored above the benchmark groups, although the effect sizes were low.

Component	University	Selected Peers	Carnegie Peers	NSSE 2006
First Year				
Senior				

IV. Assessments of Value Delivered to Learner

Alumni Information

THIS SECTION IS “UNDER CONSTRUCTION”

V. Explanations of Methodologies

Methodology to measure learning outcomes

<Insert methodology notes>

Methodology to Measure Learner Engagement

<Insert methodology notes>

Methodology for Alumni Outcomes Survey

<Insert methodology notes>