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# Writing Programmatic Outcomes

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Lowly Assistant Professors and Minor Visionaries

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# Issues for Today's Discussion

- 1. The Philosophical Framework**
  - 2. An Overview of Student Learning Outcomes for the MS TDEV**
  - 3. An Overview of the Assessment Design for the MS TDEV**
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# 1. The Philosophical Framework

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# Things I Hate:

- Bureaucracy
  - Bureaucrats
  - Bureaucrats that Generate Bureaucracy
  - Bureaucrats that Lead Other Bureaucrats to Generate Bureaucracy
  - Bureaucracy that Causes Bureaucrats to Lead Other Bureaucrats to Generate Bureaucracy
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# Things I Value:

- Student Learning
  - Quality Education
  - Student Learning and Quality Education
  - Students, Students, Students
  - Learning, Learning, Learning
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# Why Do We Need Programmatic Outcomes?

In a Galaxy long, long ago . . .

In a SACS visit five years ago . . .

In a SACS five year follow-up report . . .

In a SACS visit six years from now . . .

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# Reason One: SACCS requires the following:

## 3.3 Institutional Effectiveness

3.3.1 The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in each of the following areas: (Institutional Effectiveness)

3.3.1.1 educational programs, to include student learning outcomes

3.3.1.2 administrative support services

3.3.1.3 educational support services

3.3.1.4 research within its educational mission, if appropriate

3.3.1.5 community/public service within its educational mission, if appropriate

<http://www.sacscoc.org/pdf/2008PrinciplesofAccreditation.pdf>

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## **Reason Two: The Real Reason**

We value student learning!

We value quality education!

Our students deserve our best!

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# What is a Program?

SACS has traditionally defined an instructional program as an award level.

For Example:

- **BA in English**
  - **MS in Training and Development**
  - **EdD in Curriculum, Supervision, and Instruction**
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# What Does Institutional Effectiveness Require?

- Linkage to university mission
  - Development of student learning outcomes
  - Identification of assessment methodology
  - Assessment
  - Utilization of assessment findings to improve
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# The Astin Model

	Cognitive	Affective
Psychological		
Behavioral		

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# The Astin Model

	Cognitive	Affective
Psychological	What I think	
Behavioral		

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# The Astin Model

	Cognitive	Affective
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# The Astin Model

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# The Astin Model

	Cognitive	Affective
Psychological	What I think	What I value
Behavioral	How my thinking transitions my behavior	How my values transition my behavior

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# Astin's Definition of Quality

**The Harvard Model** – Only the best students are admitted so that established benchmarks may be met.

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**The Astin Model** – Quality education not only reaches established benchmarks but is founded upon the ability to transition students from where they are to reach intended benchmarks.

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# Astin's Definition of Quality

The Harvard Model – Only the best students are admitted so that established benchmarks may be met.

**The Astin Model** – Quality education not only reaches established benchmarks but is founded upon the ability to transition students from where they are to reach intended benchmarks.

**Point A**  **Point B**

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# Astin's Definition of Quality

**Quality is measured in terms of:**

- The benchmark to be met AND
- The length of the academic journey.

Note the emphasis on pre- and post-testing!

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# Concepts About Assessment

- Determine program vision
  - Outline global expectations of students
  - Identify expected behaviors
  - Develop assessment methodologies
  - Conduct assessments
  - Use assessments findings to improve
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## **2. An Overview of Student Learning Outcomes for the MS TDEV**

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# The Master of Science in Training and Development

## Program Vision:

*The Master of Science in Training and Development equips specialists in adult education for practice in public education, private education, business, industry, and non-profit organizations.*

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# MS TDEV Taxonomy of Student Learning Outcomes

## Cognitive

## Affective

### Psychological

Students will evidence critical thinking skills.

Students will evidence appreciation of human diversity.

### Behavioral

Students will effectively communicate.

Students will demonstrate technological fluency.

Students will practice servant leadership.

Students will engage in life-long learning.

**VISION:** The MS TDEV equips specialists in adult education for practice in public education, private education, business, industry, and non-profit organizations.

	<b>Cognitive</b>	<b>Affective</b>
<b>Psychological</b>	Students will evidence critical thinking skills.	Students will evidence appreciation of human diversity.
<b>Behavioral</b>	Students will effectively communicate. Students will demonstrate technological fluency.	Students will practice servant leadership. Students will engage in life-long learning.

**VISION:** The MS TDEV equips specialists in adult education for practice in public education, private education, business, industry, and non-profit organizations.

	<b>Cognitive</b>	<b>Affective</b>
<b>Psychological</b>	<p><b>Critical Thinking:</b></p> <ul style="list-style-type: none"> <li>■ Analysis</li> <li>■ Synthesis</li> <li>■ Evaluation</li> </ul>	<p><b>Appreciation of Diversity:</b></p> <ul style="list-style-type: none"> <li>■ Self-Actualization</li> <li>■ Understanding</li> <li>■ Socialization</li> </ul>
<b>Behavioral</b>	<p><b>Communication:</b></p> <ul style="list-style-type: none"> <li>■ Writing</li> <li>■ Speaking</li> </ul> <p><b>Technological Fluency:</b></p> <ul style="list-style-type: none"> <li>■ Adoption</li> <li>■ Integration</li> </ul>	<p><b>Servant Leadership:</b></p> <ul style="list-style-type: none"> <li>■ Ethics</li> <li>■ Teaming</li> <li>■ Leadership</li> </ul> <p><b>Life-Long Learning:</b></p> <ul style="list-style-type: none"> <li>■ Self Vision</li> <li>■ Career Goals</li> </ul>

**VISION:** The MS TDEV equips specialists in adult education for practice in public education, private education, business, industry, and non-profit organizations.

TDEV 552 Introduction to Training and Development

	<b>Cognitive</b>	<b>Affective</b>
<b>Psychological</b>	<p><b>Critical Thinking:</b>            HIED 595 Research Methodologies            TDEV 556 Survey Design and Assessment</p>	<p><b>Appreciation of Diversity:</b>            TDEV 554 Theories of Adult Learning            3 Sem Hrs Human Diversity            TDEV 597 Generational Issues in TDEV</p>
<b>Behavioral</b>	<p><b>Communication:</b>            TDEV 597 Foundations of Active Engagement  <b>Technological Fluency:</b>            TDEV 597 Presentation Design            3 Sem Hrs ETEC</p>	<p><b>Servant Leadership:</b>            TDEV 597 Organizational Change in Theory &amp; Prac            TDEV 597 Human Resource Management  <b>Life-Long Learning:</b>            TDEV 597 Seminar in TDEV</p>

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## **3. An Overview of the Assessment Design for the MS TDEV**

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**VISION:** The MS TDEV equips specialists in adult education for practice in public education, private education, business, industry, and non-profit organizations.

**TDEV 552 Introduction to Training and Development**

**Pre- & Post-  
Testing**

**Cognitive**

**Affective**

**Psychological**

**Critical Thinking:**

HIED 595 Research Methodologies  
TDEV 554 Survey Design and Assessment

**Appreciation of Diversity:**

TDEV 556 Theories of Adult Learning  
3 Sem Hrs Human Diversity  
TDEV 597 Generational Issues in TDEV

**Behavioral**

**Communication:**

TDEV 597 Foundations of Active Engagement

**Technological Fluency:**

TDEV 597 Presentation Design  
3 Sem Hrs ETEC

**Servant Leadership:**

TDEV 597 Organizational Change in Theory & Prac  
TDEV 597 Managing the Non-Profit Organization

**Life-Long Learning:**

TDEV 597 Seminar in TDEV

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# Assessment Strategies

- Pre- and Post-Test Design
  - Group Review
  - Portfolio Developed Across Program
  - Cultural Awareness Inventory
  - Servant Leadership Inventory
  - Projects and Case-Studies
  - Master's Comprehensive Exam
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# Review of the Cultural Diversity Inventory

- This instrument is home-grown and is founded upon three expected behaviors.
  - Each major behavior is divided into sub-behaviors.
  - This assessment is given as a pre-test in TDEV 552 Introduction to TDEV.
  - This assessment is given as a post-test in TDEV 597 Seminar in TDEV.
  - This instrument is in use in several other institutions.
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# OUR Definition of Quality

**Quality is measured in terms of:**

- The benchmark to be met AND
  - The length of the academic journey.
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# **Review of Today's Discussion**

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**Education is an art. No one right way ever exists. Many right ways exist! The goal is to utilize as much flexibility as possible to prepare our students for real-life practice.**

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**Ongoing assessment of our educational practices promises to stimulate improved student learning and achievement.**

**Our students deserve no less!**

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