

Template for Program Learning Goals

What do we want our students to value, know, and do?

Degree/Program

What students will value:

Upon graduation, our students will have learned to value... [Think of these as core commitments that are imparted by your program curriculum—e.g. professional flexibility, interdisciplinarity, EDI—but make sure they are actually manifested in your program. If they are not yet embedded in the program, you'll want to make revisions to the curriculum in the next few years.]

What students will know:

Upon graduation, students will possess the knowledge and skills to... [Frame these in terms of core competencies that students will attain, but please also recognize that the skills required for any given field will always change.]

What students will do:

Upon graduation, our students will be able to... [Frame these using active verbs whenever possible: create, explain, analyze, synthesize, investigate, forge connections, extrapolate...]

Possible career outcomes:

This degree program could lead to careers in:

Assessments

How do we know if we are meeting our goals?

Each year, degree/program faculties will be asked to assess **one aspect** of their goals. For example, if the faculties decided that they wanted their students to gain the ability to create or improvise new works in their discipline, they should then determine whether they are succeeding in imparting those skills. **Assessment should always involve looking at student work outside the bounds of a given course/grade.** To assess students' ability to create or improvise new work in their discipline, determine which courses meet that learning goal, gather examples of student work from those courses, and provide an honest assessment of whether the goal is being met. If not, what will change? Can you modify the way you are teaching the relevant unit in a course? Or are larger revisions needed?