Types of Outcomes for Academic Programs

The primary purpose of assessment is to systematically improve the quality of student learning, teaching, research, service, and processes at the university. We use our assessment process and resulting documentation to demonstrate to our regional accrediting body, SACSCOC, that we are in compliance with a core requirement and several comprehensive standards required for accreditation. To ensure our compliance, every degree program and every unit on campus must define outcomes, measure those, and provide evidence of improvement based on results.

Until recently, the focus of assessment for degree programs was on Student Learning outcomes. Several modifications and clarifications to the SACSCOC standards and federal regulations have resulted in a more divergent focus for assessment. We now interpret the requirements as including student learning, educational program, and student achievement outcomes. Assessment for each program should include a mixture of these types of outcomes.

Student Learning

Student learning outcomes are general statements of what you expect students to know, think, or be able to do when they complete the program (e.g., Graduates demonstrate professional presentation skills). The means of assessment should include direct examination of student work (e.g., papers, tests, presentations).

- Programs are required to include 2 or more Student Learning Outcomes each assessment cycle.

- Undergraduate programs should consider linking one or more of these to the General Education outcomes (see http://www.olemiss.edu/provost/education.html)

- Graduate programs should consider linking one or more of these to the Graduate School Learning outcomes (see http://catalog.olemiss.edu/graduate-school)

Educational Program

Educational Program outcomes are general statements about the quality of the program (e.g., Faculty contribute to the field; Faculty and staff provide effective advising; The program attracts quality students). The means of assessment can include data from Institutional Research, Effectiveness, & Planning (e.g., student faculty ratio; enrollment trends) and other sources (e.g., faculty activity report), examination of the program by external reviewers, and/or surveys of faculty or students (e.g., student satisfaction).

- Programs should include 1 or more Educational Program Outcomes each assessment cycle.

Student Achievement

Student Achievement outcomes are general statements about what you expect graduates to achieve when they complete the program (e.g., Graduates will work secure work or post-graduate placements in the field; Students will pass the state licensing examination). The means of assessment can include data from licensing boards, surveys (e.g., graduating student survey, alumni survey), and/or employers.

- Programs are required to include 1 or more Student Achievement Outcomes each assessment cycle.

University of Mississippi Graduate School Learning Outcomes

A student who completes a master's degree should
- demonstrate a mastery of a body of knowledge in the discipline; the level of the material and/or the extent of mastery must be above that for the baccalaureate degree;
- successfully use the basic methodologies of the discipline;
- retrieve, evaluate, and utilize information relevant to the discipline;
- communicate, both orally and in writing, in a manner and level of proficiency that is standard for the discipline;
- (for thesis master's) conduct research or produce creative work;
- (for non-thesis master's) function as a professional in the discipline.

A student who completes a specialist degree should be able to demonstrate the above competencies and should
- master a body of knowledge beyond that for a master's degree;
- function as a professional in the discipline.

A student who completes a doctoral degree should
- demonstrate broad and advanced knowledge within the discipline;
- successfully use a range of methodologies of the discipline;
- independently perform original research;
- communicate effectively;
- function as a professional in the discipline.

| | MS | | | PhD | | |
	2014	2015	Total	2014	2015	Total
Chemical Engineering	1	1	2			
Civil Engineering	9	7	16	5		5
Computer & Information Science	8	9	17	1	4	5
Electrical Engineering	5	2	7	5	4	9
Geology & Geological Engineering	1	5	6	1	1	2
Mechanical Engineering	4	3	7		2	2
Grand Total	**28**	**27**	**55**	**12**	**11**	**23**