

Carnegie Mellon University Program-level Outcomes Assessment Chart

This form is intended to facilitate reporting program outcomes assessment to accrediting agencies, advisory boards and other internal or external audiences. For the purpose of following through on 2008 Self-Study recommendations, this information will be collected annually.

Date: _____ **Program:** _____ **Name of Person Completing Form:** _____

Program Outcomes ¹	Direct Performance Measures ²	Indirect Performance Measures ³	Major Finding(s) ⁴	What Actions Resulted from Finding(s)? ⁵

Suggestion: It may be easier to work the chart from right to left, beginning with documenting recent changes to the program curriculum in the “actions” column.

¹Program outcomes identify knowledge, skills, attributes and/or capabilities students will demonstrate upon completion of the program. The outcomes need to be specific and measurable.

²Programs should gather data to measure each stated outcome through direct measures (i.e., students demonstrate their knowledge, skills, etc.).

³Indirect measures, where students, employers or others report their perceptions or observations of student/employee knowledge, skills, etc., can be provided but cannot stand alone as a sole measure of student performance.

⁴Programs should identify the major findings after analyzing data collected.

⁵Programs should provide evidence that the results have been applied to further the development and improvement of the program (i.e., actions that were taken as a result of data collection and analysis).

Submit completed form to the Provost’s Office, WH 604, by Wednesday, June 30, 2010

Carnegie Mellon University Sample Program-level Outcomes Assessment Chart

Program Outcomes ¹	Direct Performance Measures ²	Indirect Performance Measures ³	Major Finding(s) ⁴	What Actions Resulted from Finding(s)? ⁵
Identify client needs and develop and communicate solutions to address the needs	<ul style="list-style-type: none"> • Final reports • Class presentations • Course artifacts 	<ul style="list-style-type: none"> • Employer satisfaction survey • Alumni satisfaction survey 	<ul style="list-style-type: none"> • Students were able to formulate good solutions but were not able to effectively communicate them to the intended audience. 	<ul style="list-style-type: none"> • Students will be required to: <ul style="list-style-type: none"> ▪ Submit draft documents to faculty for preliminary feedback. ▪ Practice oral presentations.
Function effectively as a team	<ul style="list-style-type: none"> • Observation of team over time by faculty member 	<ul style="list-style-type: none"> • Peer survey evaluating team member performance 	<ul style="list-style-type: none"> • Students do not know how to resolve interpersonal/intrateam conflict. 	<ul style="list-style-type: none"> • Students will participate in a conflict management workshop within the context of the class.
Identify when a problem contains an ethical component and create an ethically defensible solution according to professional standards	<ul style="list-style-type: none"> • Oral and written case analysis • Defining Issues Test • Fundamentals of Engineering Exam 		<ul style="list-style-type: none"> • Students were able to identify ethical issues and create solutions but had difficulty defending the solutions. 	<ul style="list-style-type: none"> • Exploration of ethical issues will be more broadly addressed and integrated across the program curriculum.
Use knowledge, skills and abilities to solve a problem in any context	<ul style="list-style-type: none"> • Evaluation of unstructured problem solving in capstone courses 		<ul style="list-style-type: none"> • Students did not validate the effectiveness of their solutions. 	<ul style="list-style-type: none"> • Students will be required to write an analysis of the problem-solving process and its outcome(s).
Utilize tools, techniques and skills to create an original work	<ul style="list-style-type: none"> • Externally juried reviews of student performances 		<ul style="list-style-type: none"> • External reviewers consistently rated student performances at the highest proficiency level. 	<ul style="list-style-type: none"> • Curriculum currently achieves expected outcomes-no action at this time.
Design and conduct experiments and analyze and interpret results	<ul style="list-style-type: none"> • Final reports 	<ul style="list-style-type: none"> • Alumni survey of students enrolled in graduate or professional programs 	<ul style="list-style-type: none"> • Students need additional opportunities to design their own experiments. 	<ul style="list-style-type: none"> • Experimental design will be more widely integrated into the program curriculum.

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