

# LEARNING PROFILE

## Title of Degree Program

### **PROGRAM CHARACTERISTICS (Description, Unique Experiences, Inputs, Outcomes)** (EXAMPLES)

- Year Established.
- Accreditation Status.
- Number of Credit Hours.
- Areas of Specialization.
- Student Demographics (Gender, Ethnicity, FTIC/CC Transfer).
- Academic Profile of Incoming Students (Average SAT; Average High School GPA).
- Profile of Faculty (Number, Areas of Expertise; Faculty Honors).
- Learning Environment (Headcount; Average Class Size; Distance Learning Opportunities; Internship Opportunities; Service Learning Opportunities; Research Opportunities).
- Unique Learning Resources (Labs; Library Collections; Museums).
- National Rankings.
- Profile of Graduates (Student Honors; Number of Degrees Granted; Pass Rates on Licensure Exams; Types of Jobs; Numbers Going on to Graduate or Professional Schools).

### **EXPECTED LEARNING OUTCOMES (EXAMPLES)**

#### Subject knowledge:

- Demonstrate understanding of the essential facts, terminology, major concepts, classification systems, principles, and theories associated with the chosen discipline;
- Demonstrate understanding of information and data, and their setting within a theoretical framework, accompanied by critical analysis and assessment to enable understanding of the subject area as a coherent whole;
- Demonstrate ability to acquire, interpret, and analyze information with a critical understanding of the appropriate contexts for their use through the study of texts, original papers, reports, and data sets.

#### Generic skills:

- Demonstrate the ability to read and use appropriate literature in the discipline with a full and critical understanding, while addressing such questions as content, context, aims, objectives, quality of information, and its interpretation and application;
- Demonstrate the capacity to give a clear and accurate account of a subject, marshal arguments in a mature way and engage in debate and dialogue both with specialists and non-specialists.

#### Intellectual skills:

- Demonstrate the ability to recognize and apply subject-specific theories, paradigms, concepts, or principles;
- Demonstrate the ability to analyze, synthesize, and summarize information critically, including published research or reports in the discipline;
- Demonstrate the ability to obtain and integrate several lines of subject-specific evidence to formulate and test hypotheses.

#### Self-management and professional development skills:

- Demonstrate the skills necessary for self-managed and lifelong learning (e.g., working independently, time management, and organization skills).

# LEARNING PROFILE

## Title of Degree Program (continued)

### **EXPECTED LEARNING OUTCOMES (EXAMPLES) - Continued**

#### Practical skills:

- Demonstrate the ability to design, plan, conduct, and report on investigations, which may involve primary or secondary data (e.g., from a survey database);
- Demonstrate the ability to obtain, record, collate, and analyze data using appropriate techniques in the field and/or laboratory, working by themselves or in a group, as is most appropriate for the subject under study;
- Undertake field and/or laboratory investigations of living systems in a responsible, safe, and ethical manner.

#### Numeracy, communication, and information technology skills:

- Demonstrate the ability to receive and respond to a variety of sources of information—textual, numerical, verbal, and graphical;
- Communicate about the discipline appropriately to a variety of audiences using a range of formats and approaches;
- Cite and reference work in an appropriate manner;
- Use the Internet and other electronic sources critically as a means of communication and a source of information.

#### Interpersonal and teamwork skills:

- Demonstrate the ability to identify individual and collective goals and responsibilities and perform in a manner appropriate to these roles;
- Recognize and respect the views and opinions of other team members; demonstrate negotiating skills;
- Evaluate performance of self and others as an individual and a team member.

### **LEARNING MEASUREMENT METHODS EMPLOYED (EXAMPLES)**

- Performance-Based Capstone Projects/Courses
- Performance-Based Case Studies
- Classroom Assessment
- Content Analysis
- Course-Embedded Questions/Assignments
- Portfolios
- Internship Assessments
- Rating Scales and Scoring Rubrics
- Curriculum and Syllabus Analysis
- Observations Reflective Essays
- Standardized Examinations/Tests
- Nationally Normed Exams
- Licensure Exams
- GRE Subject Area Exams
- State Test
- Local Tests
- Pre-post Test
- Senior and Graduate Surveys
- Alumni Surveys
- Student Satisfaction Surveys
- Employer Surveys
- First Destination Surveys
- Point of Service Surveys
- Advisory Board
- Focus Groups
- Institutional Data
- Transcript Analysis

**EMAIL FOR MORE INFORMATION: [xxxxxxx@xxxx.edu](mailto:xxxxxxx@xxxx.edu)**