

## Examples of Undergraduate Program Outcomes

University of Maryland, College Park

<https://www.irpa.umd.edu/Assessment/AssessmentUM/goals-index.shtml>

*Note: To search the web for examples of other program outcomes in your field, use terms like “assessment name-of-discipline” (for example, “assessment English”). You might get best results by also naming a specific university (e.g., “assessment English Berkeley,” which, by the way, will get you an excellent example of one department’s approach). Disciplinary associations may also list sample outcomes on their sites.*

The following are not meant as examples to emulate, but as samples of a variety of ways of expressing outcomes. You will see that some of them clearly derive from particular, maybe even unique, circumstances. Biological Sciences, for example, took a group approach, and used the assessment process to understand and address problems in sequencing courses in the program.

### **Bachelor's - Greek and Latin**

Students will demonstrate an ability to read and translate Greek or Latin at an advanced level and the other language at the intermediate level. Students will also be able to demonstrate a familiarity with the cultural context of major authors and works and to recognize the interactions between Greek and Latin literature and Greek and Roman culture. Students will be able to use literary terminology when discussing Latin and Greek texts, to recognize the influence of earlier texts on later ones, and to appreciate the role which literary theory plays in the interpretive process. Students will be able to conduct independent research.

### **Bachelor's - Communication**

Students will be able to distinguish among a variety of theoretical approaches in the communication discipline (social scientific theories; rhetorical theories; general communication theories; context-based communication theories) and use them appropriately and effectively in academic work. Students will demonstrate ability to conduct research and write research reports employing social scientific and/or humanistic approaches in the communication discipline based on bibliography and synthesis of findings in primary and/or secondary data sources. Students will demonstrate ability to argue clearly and effectively in a speech.

### **Bachelor's - History**

Students will be able to distinguish among a variety of genres of primary and secondary historical texts (e.g. documents, monographs, letters, novels, film, political cartoons, essays) and use them appropriately and effectively in academic work. Students will demonstrate the ability to conduct research using

primary and secondary sources including archival, print and non-print, and web-based texts. Students will demonstrate the ability to define and defend a historical thesis.

### **Bachelor's - Government and Politics**

- Students will develop an understanding of basic political science concepts including power, institutions, political systems, theories of the state, political conflict, citizenship, and contending analytical and theoretical approaches.
- Students will develop proficiency in research and analytical skills.
- Students will develop a basic knowledge of the methods, approaches, or theories used in accumulating and interpreting information applicable to the discipline of political science.

Students will develop effective oral and written communication skills to clearly and coherently present information in the discipline of political science.

### **Bachelor's - Finance**

Students will be able to demonstrate a clear understanding of important concepts in the core business disciplines and in the specific field of finance. Students will demonstrate knowledge of the various areas within finance, which may include financial analysis and management, investment analysis and portfolio management, investment banking, banking, regulation and international finance. Students will demonstrate the necessary quantitative skills to apply finance theory and its practical applications. Students will demonstrate critical reasoning and written and oral communication skills through written reports and presentation.

### **Bachelor's - Biological Sciences** shared with **Bachelor's - Biochemistry** and **Bachelor's - Chemistry**

- Students should have mastered the critical knowledge at each level in the curriculum that is necessary to move on to the next level in the curriculum
- Students should demonstrate an ability to use and apply appropriate quantitative methods in chemistry, biochemistry and biology.
- Students at the upper level should be able to integrate and apply a relevant body of basic knowledge to the evaluation of existing scientific studies and to the design of studies to test specific hypotheses that includes design elements typically found in a specific field of the chemical and life sciences.
- Students should effectively communicate in writing the processes of science and the results of scientific inquiry.
- Students at all levels should master basic technical laboratory skills and basic understanding of the process of science.

### **Bachelor's - Secondary Ed - Social Studies**

- Social Studies Education teacher candidates have in-depth knowledge of the subject matter that they teach as described in professional (National Council for the Social Studies -- NCSS), state (MSDE), and institutional standards.
- Social Studies Education teacher candidates can effectively plan classroom-based instruction or activities for their roles as teachers. Candidates' knowledge, skills, and dispositions are applied effectively in practice.
- Social Studies Education teacher candidates accurately assess and analyze student learning, make appropriate adjustments to instruction, monitor student learning, and have a positive effect on learning for all students.
- Social Studies Education teacher candidates are able to work with students, families, and communities in ways that reflect the dispositions expected of professional educators as delineated in professional (NCSS), state (MSDE), and institutional standards.
- Social Studies Education teacher candidates demonstrate proficiency in each of the seven Maryland Teacher Technology Standards.

### **Bachelor's - Journalism**

- Demonstrate the ability to research, write, report and edit relevant news stories acceptable by a professional news outlet
- Understand the history of journalism, be familiar with coverage of diverse groups in society and learn the role of journalists in society.
- Understand the ethical guidelines and practices that govern the profession and the legal implications and considerations that inform the profession.
- Demonstrate the ability to apply tools, concepts and technology appropriate for the presentation of images and information in the profession.
- Conduct research and evaluate information by methods appropriate to the profession.
- Apply basic numerical and statistical concepts.