Background

Changing Higher Education Landscape
- Focus on assessment of student learning outcomes and measuring student learning1.
- Research has examined (1) formative assessment1,2,3, (2) student-centered assessment4, and (3) instructor perceptions of assessment6.

Learning Outcomes
- Focus on student learning outcomes by higher education institutions6.
- Governments place pressure on higher education institutions to equip graduates with certain attributes and skills1.
- Mixed results on how to ensure students best meet program learning outcomes:
  - Student-centered programs and using student interventions help meet student learning outcomes8.
  - Standardized learning outcomes assessment should be utilized9.

Research Question: Which types of learning outcomes matter most to different types of academic programs?

Academic Tribes
- Disciplines differ in many regards and have been referred to as academic tribes10,11.
- Have their own “language,” research “territory,” and “intellectual tasks”10,12.
- Can be categorized into four groups; (1) hard pure, (2) soft pure, (3) hard applied, and (4) soft applied13,14.
- Academic disciplines are “family resemblances”15.

Hypotheses
H1: There will be a significant difference in types of learning outcomes used by programs of different disciplines.
H2: There will be a significant difference in types of learning outcomes used by accredited and non-accredited programs.

Methods
Sample Size: 50/67 Undergraduate Programs (14/20 Accredited, 36/47 Non-Accredited)

Results

Examples of Programs Differing on Learning Priorities

References