Writing Student Learning Outcomes for Support Unit Assessment

2019

Guidance on Assessment of Student Learning Outcomes

The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of seeking improvement based on analysis of the results for academic and student services that support student success.

(SACSCOC Standard 8.2.c Student outcomes: academic and student services)

Student Success Is Our Goal

Thinking about Goals
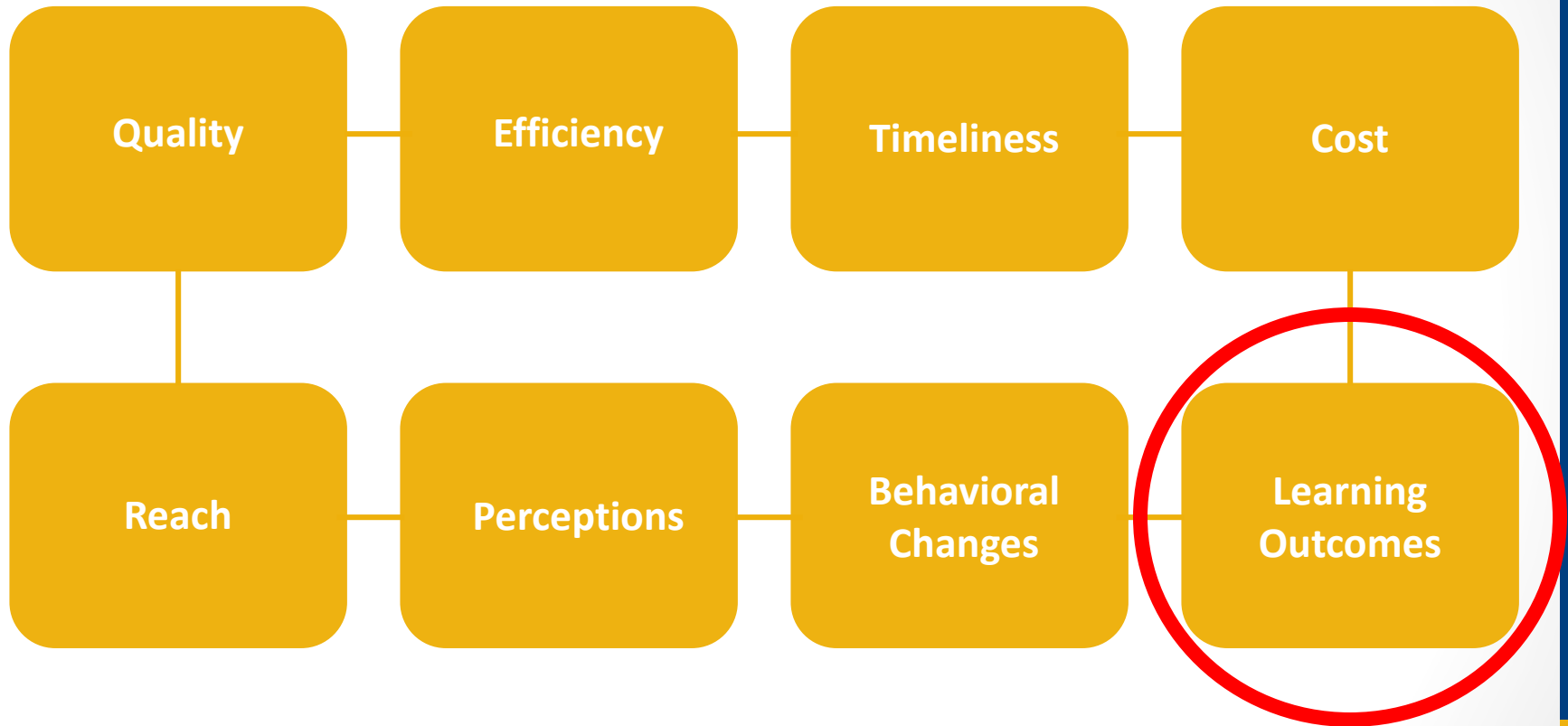
To begin writing a goal, first ask:

What is the overall purpose of the support unit?

What does the support unit do to support this purpose? *(Outputs)*

What additional impact or quality improvement would the unit like to see as a result of those actions? *(Outcomes)*

What specific actions will the support unit take to accomplish this impact or quality improvement? *(Operational Tasks)*

Types of Quality Improvements We Might Seek

Quality	Efficiency	Timeliness	Cost

Reach	Perceptions	Behavioral Changes	Learning Outcomes

Thinking about Goals

Questions to Consider	Example
What is the overall purpose of the support unit?	To provide information to support university decision-making
What does the support unit do to support this purpose? *(Outputs)*	Completes data requests for university faculty and staff
What additional impact or quality improvement would the unit like to see as a result of those actions? *(Outcome)*	**Example 1:** Reduced time to completion of reports following original request (Timeliness) **Example 2:** Data users will be able to independently access information using the university's data dashboards (Learning outcome)
What specific actions will the support unit take to accomplish this impact or quality improvement? *(Operational Tasks)*	**Example 1:** Create a rotational schedule for managing data requests across team members **Example 2:** Create an instructional guide with information on how to access the university's data dashboards

Student Learning Outcomes for Support Units

A student learning outcome statement identifies what students should be able to know or do as a result of interacting with the services or experiences offered by the unit.

✓ A student learning outcome should focus on something specific, attainable, and measurable.

✓ It should align with the mission and goals of the unit and reflect something you want to know about how students are impacted by their interactions with the services or experiences offered by the unit.

Core Objectives (THECB)	EmpowerU (A&M System)	Career Readiness Competencies (NACE)	Marketable Skills (TAMUC)
Critical Thinking	Critical Thinking/Problem Solving		Critical Thinking/Problem Solving
Communication	Communication	Oral/Written Communication	Oral and Written Communication
Empirical & Quantitative Skills			Empirical & Quantitative Skills
Social Responsibility	Ethical & Social Responsibility		Ethical & Social Responsibility
Personal Responsibility			Personal Responsibility
Teamwork		Teamwork/Collaboration	Teamwork/Collaboration
	Specific Knowledge		Discipline Specific Knowledge
	Integration of Broad Knowledge		Integration of Broad Knowledge
	Globalization & Cultural Diversity	Global/Intercultural Fluency	Globalization/Cultural Diversity/Fluency
		Digital Technology	Digital Technology
		Leadership	Leadership
		Professionalism/Work Ethic	Professionalism/Work Ethic
		Career Management	Career Management

Strategic Priorities & Goals

- *Student Preparedness & Employability*
  - Provide a transformative and experiential education that develops relevant marketable skills
  - Pursue innovative pedagogies, and an engaging environment for learning
  - Collaborate with external partners to increase student career readiness

- *Elevate Research*
  - Build infrastructure for research and creative activity
  - Gain distinction as a high research activity institution by identifying and advancing targeted research initiatives
  - Encourage interdisciplinary collaboration

- *Align university initiatives to bolster our unique rural-urban identity*
  - Serve as the hub of educational opportunities for Northeast Texas
  - Leverage the assets of the university for the economic, cultural, and social benefit of the region
  - Cultivate and strengthen partnerships that address regional needs

- *Transform our operations to serve the mission of a contemporary university*
  - Increase organizational effectiveness by developing sound business practices that are intentional, collaborative, and data-informed
  - Diversify sources of funding and allocate resources strategically to promote innovation and effectiveness
  - Invest in student recruitment, retention, graduation, and continued engagement

- *An inclusive community characterized by respect and collaboration*
  - Enhance civility and collegiality of administrators, faculty, staff, and students
  - Recruit, develop, and retain diverse students, faculty, staff, and administrators
  - Create opportunity for meaningful interactions across campus

5 Questions to Consider when Developing an SLO

1. Who is the target audience? (What students am I focusing on? What do I know about their characteristics, such as developmental levels, prior experiences, and current knowledge/skills?)

2. Where is the learning occurring? (Is it a one-time program, a year-long involvement, or an element of the environment)

3. What will the students do? (How will they interact with the services/experiences offered by the unit? Will they attend, actively participate, or have leadership responsibilities? What is their role?)

5 Questions to Consider when Developing an SLO

4. What is the level of learning students are expected to achieve? (Are students demonstrating basic comprehension or more advanced application, analysis, evaluation, etc.?)

5. How will I know if they have achieved it? (What will they say or do that will allow me to determine their learning has occurred? What level of achievement or performance will I define as necessary for success?)

Example

Questions to Consider	Example
Target audience?	Freshman, minimal familiarity with financial aid/college costs
Where is the learning occurring?	Freshman orientation session on paying for college
What will the students do?	Active participation
What level of learning is desired?	Mid-level learning – application
How will I know if they have learned?	Students will be able to calculate costs of attendance

Structure of an SLO

[Students] will be able to
[action verb] + [clear description of measurable learning to be observed]

Examples:

Students will be able to read and utilize a degree audit in their educational planning.

Students will be able to create a resume targeted to their chosen career field.

By the end of the Financial Aid information session, students will be able to estimate the amount of tuition due to the university.

As a result of attending five tutoring sessions, students will be able to apply one or more problem-solving strategies to a word problem.

Assessing a
Student Learning Outcome

| Write a student learning outcome | Determine an assessment method | Set a standard of success | Conduct the assessment and collect the results | Use the results to suggest actions the unit can take to improve outcomes |

Questions?