

**Student Learning Outcomes for Student**

**Employment Programs**

**What are Student Learning Outcomes?**

Student Learning Outcomes (SLOs) are statements which define what students are to learn and demonstrate in terms of knowledge, skills, or abilities as a result from completing a program or task.

**How do I begin constructing Student Learning Outcomes for my department’s student employment program?**

Constructing Student Learning Outcomes should be a departmental effort. In general, though, SLOs should answer the following questions:

* What should students be able to do upon graduating?
* What skills, knowledge, or abilities should the student be able to demonstrate
* How will students be able to demonstrate what they have learned?

Each learning outcome will use **one action verb** according to the levels of Bloom’s Taxonomy (or, order of learning). (NOTE: A student must master the lower-levels first before moving on to higher levels of learning. See illustration below)

* Level One: Remember – Recall facts and basic concepts. Action verbs: Define, duplicate, list, memorize, repeat, state (e.g. memorize the department’s way of greeting visitor’s to the office)
* Level Two: Understand – Explain ideas or concepts. Action verbs: Classify, describe, discuss, recognize, locate, report, select, translate, paraphrase (e.g. paraphrase departmental functions to other student workers)
* Level Three: Apply - Use information in new situations. Action verbs: Execute, implement, solve, use, interpret, operate, schedule (e.g. implement communication skills to answer diverse questions about the department)
* Level Four: Analyze – Draw connections among ideas. Action verbs: differentiate, organize, relate, compare/ contrast, examine, experiment, question, test (e.g. Organize department’s lab inventory and supplies)
* Level 5: Evaluate – Justify a stand or decision; making a judgement call. Action verbs: Appraise, argue, defend, judge, select, value, critique, weight (Select best solution to a given problem
* Level 6: Create – Produce new or original work. Action verbs: Design, assemble, create, construct, develop, formulate, investigate (e.g. create student employment manual for department)



It’s also helpful to use the SWiBAT formula – Students will be able to…. (See examples at the end of this worksheet)

**What should I consider when developing SLOs?**

You should consider skill sets employers are looking for most in recent college graduates. Below is a graph created by the National Association of Colleges and Employers (NACE), illustrating skill sets employers need but find lacking in recent college graduates:



Using this information, NACE created what’s referred to as “Career Readiness Competencies.” Consider incorporating these concepts into your SLOs:



**What makes a strong Student Learning Outcome?**

Strong SLOs are S.M.A.R.T:

* S – Specific. Focuses on a specific skill set
* M – Measurable. Can you tangibly notice or measure the SLO (“gain appreciation” for something, for example, is not a SLO as measuring someone’s appreciation for something is neither measurable nor is it something that can be learned)
* A – Attainable. A first-year student, for example, will most likely not operate on the same level as a fourth-year student. Will a first-year student be able to create and edit professional documents without much supervision? Probably not (although it depends on the student), so make sure your SLOs are also realistic.
* R – Relevant. Are the skills your employment program helping your students to develop relevant to career and professional development? Does the SLO align with your department’s overall mission?
* T – Timely. Can you establish a time frame for which to measure this SLO?

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| **Weaker Outcomes** | **Stronger Outcomes** |
| Verbs are vague or not measurable (e.g. “gain appreciation for diversity” | Verbs are sharp, tangible, and measurable (describe, create, analyze) |
| Multiple verbs per outcome | One verb per learning outcome |
| Wordy, packing in multiple ideas | Brief and to the point |
| Focus only on lower levels of learning | Demonstrate multiple levels of learning |

**What are some examples of Student Learning Outcomes?**

As a result of working in the \_\_\_\_\_ department, students will be able to:

* Demonstrate professional behavior in writing emails to external constituents
* Interpret complex university information in answering prospective student questions
* Use professional data tracking software to update departmental inventory
* Problem-solve a variety of challenges as they occur

**How many SLOs should I create?**

Because SLOs should also be assessed each year, we recommend at least 3 learning outcomes and no more than 5 total. Some departments will create separate learning outcomes for each position, while others will create broad learning outcomes that apply to all positions within the department

**Need additional help?**

The Center for Career and Professional Development is here to help! Additional resources might include:

* [Student Learning Outcome generator](https://learning-objectives.easygenerator.com/)
* [National Institute for Student Learning Outcomes Assessment](https://www.learningoutcomesassessment.org/)
* [Hire Advantage Supervisor Program](https://www.wcu.edu/learn/academic-enrichment/ccpd/campus-employment/hire-advantage-supervisor-program.aspx) (learn about SLOs, how to assess them and so much more through this award-winning program)
* Consult Carrie Hachadurian, Student Development Coordinator: cphachadurian@wcu.edu or 828-227-3888.