Student Learning Outcomes Assessment Committee (SLOAC) Update

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Why SLOAC?

• **Assessing student learning is important**
  – SACSCOC thinks this is important
  – External and internal stakeholders want to be assured that students are learning

• **Previous QEP assessment is focused on undergraduate student learning**
  – SACSCOC expects universities to assess the learning of all students

• **Interdisciplinary team to evaluate the assessment of student learning**
How did we do this?

- Demonstrate Commitment to Assessment and Accountability
- Articulate Institution-Wide Student Learning Outcomes
- Articulate Academic Program-Level Student Learning Outcomes
- Articulate Co-curricular Program-Level Student Learning Outcomes
- Document Assessment Practices and Processes in a Formal Plan
- Gather Evidence of Student Learning Outcomes
- Use Evidence to Improve Student Learning
- Report on the Process and Results of Student Learning Outcomes Assessment
ARTICULATE INSTITUTION-WIDE STUDENT LEARNING OUTCOMES

SECTION 2
CRITERION 3

Institution-wide student learning outcome statements are easily understood by internal and external stakeholders.

STEP A: To accurately evaluate the criterion, consider the following questions.

3a. Do faculty, administrators, and staff understand the relationship of the coursework and cocurricular experiences they provide to the institution-wide student learning outcomes? How do you know?

3b. Do current students know what they are expected to do, achieve, demonstrate, or know upon graduation? How do you know?

3c. Do prospective students, parents, and families know what students are expected to do, achieve, demonstrate, or know upon graduation? How do you know?

3d. Do external stakeholders (e.g., graduates, employers, policymakers, general public) know what students are expected to do, achieve, demonstrate, or know upon graduation? How do you know?

STEP B: List supporting evidence, such as reports and plans, that documents the practices and processes you are undertaking in this area. Include all relevant work. See page 84 for a blank template you can use to manage your list.
Why was this hard?

- It was hard to determine whether we had true evidence to support the statements
- For co-curricular units it was particularly challenging
  - Diversity among the co-curricular units
  - Academic support co-curricular units have more mature student learning assessment
  - Unclear how to define co-curricular
  - Unclear expectations on student learning assessment for co-curricular units
We graded our work

**STEP C:** Based on the evidence you assembled in steps A and B, use a scale of 1–5 to assess your institution’s progress toward meeting each component of this criterion. Write your score for each item below. The overall evaluation is your assessment of your institution’s overall progress toward meeting this criterion.

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3a. Faculty, administrators, and staff understand the relationship of the coursework and cocurricular experiences they provide to the institution-wide student learning outcomes.

3b. Current students know what they are expected to do, achieve, demonstrate, or know upon graduation.

3c. Prospective students, parents, and families know what students are expected to do, achieve, demonstrate, or know upon graduation.

3d. External stakeholders (e.g., graduates, employers, policymakers, general public) know what students are expected to do, achieve, demonstrate, or know upon graduation.

**OVERALL EVALUATION of Criterion 3**
Grading was messy

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4a. The institution-wide student learning outcome statements are shared widely.

4b. The institution-wide student learning outcome statements can be easily located by those looking for them.

OVERALL EVALUATION of Criterion 4

SLO in Strategic plan, QEP, WMC Office assistants SLOs, QEP

How to properly explain SLOs in Marketing?
What did we learn?

• **We’re doing some good work**
  – Clearly stated student learning outcomes at the institutional and undergraduate academic program level
  – Institutional commitment to assessing student learning
  – Certain amount of documentation for student learning assessment

• **We have some opportunities to do better**
  – Improve communication to internal and external stakeholders
  – Define and set expectations for student learning assessment for co-curricular units
  – Create a formal plan to assess student learning at the institutional level including both internal and external stakeholders
We learned more

• More opportunities
  – Provide feedback to programs and units on assessment plans to increase reporting on student learning outcomes assessment
  – Create a formal plan to encourage collaborative assessment and reporting
    • Results of assessment should be used to improve student learning and inform planning, budgeting and decision-making processes
  – Share the results of student learning assessment broadly
What next?

• Initial review was the first step

• Next steps for the committee include:
  – Clarify expectations for co-curricular units
  – Explain student learning outcomes assessment
  – Create a more robust plan for the assessment of institutional student learning outcomes
  – Provide feedback to programs and units on student learning assessment plans

• Full report is available online: assessment.wcu.edu