Step 3: Student Learning Outcomes (SLOs)

Who do we share our outcomes with? Idaho State University is accredited by the Northwest Commission on Colleges and Universities (NWCCU), and its new standards on Student Learning 1.C.3 are as follows:

> *The institution identifies and publishes expected program and degree learning outcomes for all degrees, certificates, and credentials. Information on expected student learning outcomes for all courses is provided to enrolled students.*

What is a link to information about student learning objectives/outcomes?

> Student Learning Outcomes: Good Practices Source: Washington State University Center for Teaching and Learning https://atl.wsu.edu/documents/2015/02/student-learning-outcomes-good-practices.pdf/

How do we set standards for our outcomes? You can decide what percentage you want to achieve acceptable or excellent. You should choose that first and agree to a percentage. For example, "we expect 75% of our students should achieve acceptable or excellent ratings." When you use a rubric for assessment, as discussed in the next step, you will rate students, count how many you have at each rating, and then calculate what percentage met or exceeded the standard.

What is a student learning outcome? A student learning outcome indicates what the student will be able to do. It can include soft skills like teamwork or working in a culturally diverse environment. Hard skills relate to things we usually associate with the specific content and skills related to a degree or major. It is something that can be observed or measured. What will students be able to apply and do after they finish your course or program?

How often should we assess our outcomes? Until you have your outcomes, it will be hard to create an assessment schedule. External accreditors may visit the campus every five years or, if you don't have external accreditation, it may be every seven years. General Education classes report to the GERC committee each year. Each Goal is formally reviewed by GERC every five years and they prepare a report similar to a program or accreditation assessment review. Your timetable should indicate that you assessed each objective, used the results, and looked at how well your changes worked at least twice during the period in the cycle for program review, GERC, or accreditation.

How many learning outcomes should our program include? It depends on the standards you need to meet for external accreditors. It also depends on your program's mission. For each objective, you should have from three to five student learning outcomes.

How do I know which classes should be assessing learning outcomes for my program? All classes taught on campus need to share course-level learning objectives with enrolled students. Program assessment should occur only in courses required by all majors in your program or degree.

What is curriculum map and how do I create one? If you want students to learn something, you need to map out where it is introduced, reinforced, and finally, where students should master the skill or concept. For example, a required senior design project in Computer Sciences could require teamwork, writing, and presentation skills, problem-solving and programming design and implementation. Some accrediting entities require programs to assess individual students and that can be difficult with a group project.

A curriculum map can help identify where the skill or concept is introduced, reinforced, and mastered. Faculty can bring their syllabi to share and meet to map out where learning occurs at all levels. The link below provides insight into how to create a curriculum map.

> Natasha Jankowski Associate Director National Institute for Learning Outcomes Assessment September 12, 2014. Mapping Learning Outcomes: What you map is what you see. https://www.learningoutcomeassessment.org/Presentations/Mapping.pdf

What are the requirements for General Education classes? The State Board of Education provides objectives and rubrics for state-wide general education courses which are 1 - 6. The objectives unique to Idaho State, Objectives 7 – 9, have outcomes available on the GERC internet site. Those links are listed on the next page.

State Board of Education General Education Outcomes and Rubrics Link.

Idaho State Board of Education, General Education. Goals and rubrics are accessed under the links on the left titled "Related." https://boardofed.idaho.gov/board-facts/board-committees/general-education-committee/

General Education Requirements Committee Link, Student Learning Outcomes for Objectives 1- 9.

https://www.isu.edu/gerc/gen-ed-objectives-and-courses/

The Idaho State University Instructional Technology Resource Center. The ITRC sponsors support for online faculty with the Quality Matters program. Many faculty who completed the program indicate its value in developing assessment and student learning outcomes in addition to its information on course design. An overview and the ITRC contact information is available via the link below.

https://www.isu.edu/itrc/quality-matters-at-isu/