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Institutional Student Learning Outcomes

Deborah Moeckel, SUNY Assistant Provost
SCoA Drive-In Workshops
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deborah.moeckel@suny.edu

Definitions





Definitions

- Institutional Student Learning Outcomes:
Required of all students except those in certificate programs. May be the same as MSCHE gen ed, but may also include additional disciplines or competencies. (Sustainability is an example of this.)



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Definitions

- Institutional Goals: Strategic Goals for the institution. May or may not include student learning. Example: Review institutional policies, processes, and procedures to increase access to adult learners.

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Definitions

- MSCHE General Education: quantitative and scientific reasoning, oral and written communication, critical analysis and reasoning, technological competency, information literacy, global awareness and cultural sensitivity. Required of all students except those in certificate programs. Must be mapped and assessed. No credit requirement.

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Definitions

- SUNY General Education: 7/10 Categories, two competencies, and 30 credits in AA and AS degrees, and in baccalaureate degrees in the first two years of study.
- Does not require scientific reasoning.
- Does not require values, ethics, or diverse perspectives.
- Does not require SUNY GER of all degree programs.

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Definitions

- Program Learning Outcomes: after completing the academic program, students should be able to demonstrate these outcomes and competencies.
- Program Outcomes: Typically include completion data such as graduation rates and placement rates. The government includes such factors as loan default rates as well.

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Definitions

Core Values

- May reflect institutional goals which are not student learning goals, depending on institutional mission.
- For example:
Sustainability as a core value may be reflected in the physical plant, via recycling, solar energy, etc. without necessarily being included as a learning outcome in all degree programs.

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ISLOs: Sources in the standards

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ISLOs are not new

- Institutional Student Learning Outcomes (ISLOs) are not new requirements. These have been part of Standard 14 and are now part of the new Standard V.

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Institutional Student Learning Outcomes

Standard 14:

“Clearly articulated statements of expected student learning outcomes ... at all levels (institution, degree/program, course) ...that are:
Appropriately integrated with one another, consonant with the institution’s mission; and consonant with the standards of higher education and of the relevant disciplines.”

Standard V:

“Clearly stated educational goals at the institution and degree/program levels which are interrelated with one another, with relevant educational experiences, and with the institution’s mission.”

Institutional Student Learning Outcomes

Standard I: Mission and Goals

1. clearly defined mission and goals that...
 - d. guide faculty, administration, staff, and governing structures in making decisions related to planning, resource allocation, program and curricular development, and the definition of institutional and educational outcomes;
3. goals that focus on student learning and related outcomes and on institutional improvement... and are consistent with institutional mission;



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Standard V: Assessment

2. organized and systematic assessments, conducted by faculty and/or appropriate professionals, **evaluating the extent of student achievement of institutional and degree/program goals**. Institutions should:
- a. define meaningful curricular goals with defensible standards for evaluating whether students are achieving those goals;

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Challenges

1. Connecting the dots among all SLOs and Goals
2. Ensuring that assessment results for student learning are also used for planning and resource allocation at the institutional and unit levels.

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Assessment of ISLOs and General Education

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MSCHE General Education Expectations

Standard III:

at institutions that offer undergraduate education, a general education program, freestanding or integrated into academic disciplines that:

a. offers a sufficient scope to draw students into new areas of intellectual experience, expanding their global awareness and cultural sensitivity, and preparing them to make well-reasoned judgments outside as well as within their academic field;

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MSCHE General Education cont'd

Standard III:

at institutions that offer undergraduate education, a general education program, freestanding or integrated into academic disciplines that:

b. offers a curriculum designed so that students **acquire and demonstrate** essential skills including at least oral and written communication, scientific and quantitative reasoning, critical analysis and reasoning, technological competency, and information literacy. Consistent with mission, the general education program also includes the study of values, ethics, and diverse perspectives.”

For graduate and professional education (new and current standards), “**opportunities** for the development of research, scholarship, and independent thinking...” are required.

The Expectations

- 15 credits of gen ed for associate degrees, 30 credits for baccalaureate degrees, **or the equivalent.** (New standards do not include credit amounts.)
- It is not necessary for gen ed to be delivered within programs or courses; alternative methods of delivery are permissible.
- You have to be able to demonstrate how all students are able to obtain instruction in these outcomes. You must also be able to assess them. Curriculum maps should demonstrate how all students access these and how they are assessed. This is about program design and not student choice.
- Program learning outcomes are not the same as general education outcomes or ISLOs. They may be limited to programs only.
- Certificate programs are not included in this expectation.



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Assessment

Expectations are for a “mature” assessment program

- Curricular offerings must be assessed consistently regardless of level, location or modality.
- General education and/or ISLOs must also be assessed, whether they are delivered within courses or in an extracurricular or co-curricular manner. In this case, mapping is especially important.
- There must be evidence of results being used to improve teaching and learning (assessment spiral).



Practical Realities and Examples

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The Catchphrases

How do you know?
and
How do you show?



Sample Draft ISLOs

Aesthetic Literacy: Students will be able to recognize, appreciate, and interpret aesthetic expressions, for example visual, musical, dramatic, literary, etc.

Objective 1: Students will be able to recognize aesthetic expressions

Objective 2: Students will be able to explain aesthetic expressions in the context in which they are found

Objective 3: Students will be able to demonstrate awareness of aesthetic expressions and properties

Collaboration and Problem Solving: Students will be able to design, evaluate and implement a strategy in a group to answer an open-ended question or achieve a desired goal.

Objective 1: Students will be able to design a strategy in a group

Objective 2: Students will be able to implement and evaluate a strategy in a group

***Critical and Creative Thinking:** Students will be able to explore issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion. Students will be able to combine or synthesize ideas, images, or expertise in original ways, characterized by a high degree of innovation, divergent thinking, and risk taking.

Objective 1: Students will be able to explore issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion

Objective 2: Objective 2: SWBAT combine or synthesize ideas, images, or expertise in original ways, characterized by a high degree of innovation, divergent thinking, and risk taking.

Questions

- Must a student meet all of the objectives to have met the outcome?
- How will this be tracked if the objectives cannot all be addressed in the same course?
- How will this affect transfer students?

Institutional Learning Outcomes Alignment Map

Program Name:

	ILO	PLO	CLO	SUNY GEN ED	ASSESSMENT
1	Oral and Written Communication				
	Objective 1				
	Objective 2				
2	Quantitative Reasoning				
3	Scientific Reasoning				
4	Critical Analysis and Reasoning				
	Objective 1				
	Objective2				
5	Information Literacy				
6	Technological Competency				
7	Values, Ethics and Diverse Perspectives				
8	Information Literacy				

ILO = Institutional Learning Outcome PLO= Program Learning Outcome CLO: Course Learning Outcome

Course	ISLO	SUNY GER	MSCHE GER		
ACC 101 Financial Accounting I					
ACC 102 Financial Accounting II					
ACC 116 Practical Accounting				ISLOs	Accounting Program Outcomes
ACC 137 Computer Accounting Principles	12			1. Aesthetic Literacy	
ACC 212 Electronic Spreadsheet Applications OR				2. Collaboration and Problem Solving	
ACC 214 Corporate Finance				3. Critical* and Creative Thinking	
Accounting Elective				4. Environmental Awareness	
BUS 101 Introduction to Business	4	SS		5. Ethical Reasoning**	
BUS 112 Computing for Business OR	12		TC	6. Health Awareness	
CST 101 Introduction to Computing	12		TC	7. Historical Awareness	
BUS 115 College/Workplace seminar	2			8. Information Literacy*	
BUS 117 Business Communications	13	BC		9. Intercultural and Global Knowledge*	
ECO 111 Macroeconomics OR		SS		10. Quantitative Reasoning*	2,3
ECO 112 Microeconomics		SS		11. Scientific Reasoning*	
ENG 101 Standard Freshman Comp	8,13	BC (W)	WOC, IL	12. Technological Competency*	
English Elective	1,3,5	H	CT, WOC,	13. Written and Oral Communication*	5
Humanities Elective	1,3,5	H	VED?	*Required by Middle States	
LAW 111 Business Law I				**Middle States Optional	
LAW 112 Business Law II					
Mathematics Elective	10	M	QR		
Mathematics or Science Elective (Must specify science to meet ISLO)	4,11	NS	SR		
Physical Education	6				
Social Science Elective	7,9	SS, AH, WC, OWC	IGK?		
Must include outcomes from nonduplicated ISLO categories					
Must include outcomes from all ISLO categories listed					
Choices need clarification for ISLOs					



Observations

- Some programs may require re-designation or restriction of electives to specify particular courses which meet the needed outcomes.
- Many courses may meet only one of the objectives under a particular ISLO. This would need to be specified so that the full range of objectives under an ISLO may be addressed and assessed.
- Some courses may need to add specific SLOs in order to demonstrate that the courses do address the topic in question. You can't just assume.
- In some cases where a choice of courses is indicated, you should check to ensure that any ISLO met by one course is met by the other(s) as well if this is the only place that the ISLO is addressed in the program.
- Some indication in the map should be made to determine in which courses or in which alternative manner the ISLOs will be assessed.



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Other Issues/Questions

Q: Is it OK just to use categories instead of actual outcomes? It seems like it would be easier.

A: No. Categories are not student learning outcomes. You won't have valid assessment results.

Q: Don't service areas need learning outcomes now? Wouldn't this help with co-curricular ISLO assessment?

A: Some service areas such as those directly dealing with students such as advising, academic support, student development generally, student government, are being held accountable for student learning outcomes. In these cases, determining how all students access these outcomes is the issue. You may not want these to be the only way in which students access specific outcomes.



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Is it worth the effort?

It's a lot of work:

- The processes are complex and labor intensive.
- The more complicated and extensive the list of ISLOs, the more challenging the mapping process will be.
- It's likely that turf issues will arise.

On the other hand:

- The institution may get clarity on value added.
- Gaps will emerge which are important to address.
- The discussions are valuable for clarifying institutional mission.
- The connections to resource allocation may yield needed funding.
- You can assess the assessment and make changes if the process is too labor intensive.
- You probably get to remain accredited.

Discussion

