### Project Details

<table>
<thead>
<tr>
<th>Title</th>
<th>Development, Implementation and Assessment of Formalized Course-Level Student Learning Outcomes</th>
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<tbody>
<tr>
<td>Status</td>
<td>REVIEWED</td>
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<tr>
<td>Category</td>
<td>1-Helping Students Learn</td>
</tr>
<tr>
<td>Updated</td>
<td>09-29-2012</td>
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<tr>
<td>Timeline</td>
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<td>Planned Project Kickoff</td>
<td>07-15-2012</td>
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<tr>
<td>Target Completion</td>
<td>05-31-2015</td>
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<td>Reviewed</td>
<td>10-04-2012</td>
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<td>Created</td>
<td>07-14-2012</td>
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<td>Version</td>
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### 1: Project Goal

#### A: The Action Project has a number of goals. 1) Develop student learning outcomes (SLOs) for all courses and programs, 2) Measure student attainment of the student learning outcomes, 3) Use the results of the student learning outcome measurement to modify the teaching process to improve student learning, 4) Document the completion of steps one through three above in an annual report developed and summarized in a systematic institutional process.

### 2: Reasons For Project

#### A: The reason for this Action Project centers on two objectives. First, there is an increasing demand, from consumers of higher education, legislators and the public, to provide evidence of student learning and to demonstrate a means to assess student learning in response to an ever-changing educational environment. This was further considered at the 2011 AQIP Strategy Forum as part of Southeast’s efforts to close the PDCA loop on our campus. Some academic areas within the University have developed and actively utilize student learning outcomes as a way of meeting department or specific college goals or accreditation expectations. While some departments have this process in place, there exists no University-wide expectation concerning the use of student learning outcomes and the sharing of how well Southeast students are meeting these learning outcomes. By formalizing the usage of student learning outcomes across campus and the reporting of these learning outcomes, the University can assure and improve the quality of teaching and learning that is occurring. Second, consistent with Criterion Three (Student Learning and Effective Teaching) of the HLC Criteria for Accreditation, the University is using this Action Project to ensure that our efforts to expand learning outcomes and their usage across campus meet the expectations for continued accreditation.

### 3: Organizational Areas Affected

#### A: This Action Project impacts all academic areas of the University, including all majors and courses. While the area most impacted is Academic Affairs, other areas such as traditional Student Affairs departments are using this project to develop and align their student learning outcomes for their programs.

### 4: Key Organizational Process(es)

#### A: This Action Project will have varying degrees of impact upon specific academic departments as it relates to the development of student learning outcomes. Some academic departments already have SLOs in place and therefore this project does not change their course development or approval process. For some academic departments this Action Project will add to the course design and approval process. Across the University, the development and reporting of student learning outcomes provide the institution with specific tools to ensure student learning is meeting the goals of the academic major and the University general education curriculum. A system for reporting aggregated student learning outcomes will be developed that may involve the Registrar’s Office, Information Technology and/or other units on campus. Policy for use of and access to student learning outcome data will be developed with input from Faculty Senate, the Student Learning Outcomes Action Project team, Student Government and other members of the campus community.

### 5: Project Time Frame Rationale

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We anticipated that it will take one year to complete the University wide development of student learning outcomes. We anticipate completing this work by the end of the Spring 2013 semester, with the first full semester of student learning outcomes reporting completed in the spring of 2013. The experiences from the 2012 and 2013 academic year development and reporting of student learning outcomes will allow for changes to the reporting process or changes at the course level to specific student learning outcomes over two complete academic years. Final implementation and assessment of success will occur in academic year 2014-2015.

**Project Success Monitoring**

A current Action Project at Southeast is focused on development of a campus-wide planning and assessment process which includes annual assessment plans and reports. The proposed student learning outcomes Action Project would fall within the Academic Affairs planning and assessment process. The implementation of this Action Project would be reported through goals, achievements, analysis and actions taken within the Academic Affairs annual planning and assessment process. The proposed three-year timeline contains targets for each semester. Targets include development, dissemination, assessment, reporting, mapping and revision of SLOs. Achievement of these targets will be monitored by the Student Learning Outcomes Action Project team with data incorporated into the Academic Affairs annual planning and assessment report.

**Project Outcome Measures**

The success of this action project rests on achievement of four objectives.

1. Development of SLOs for all courses and programs,
2. Measurement of student attainment of the student learning outcomes,
3. Use of the results of the student learning outcome measurement to modify the teaching process to improve student learning,
4. Documentation of the completion of steps one through three above in an annual report developed and summarized in a systematic institutional process.

**Project Update**

1. **Project Accomplishments and Status**

   The project was just submitted and activated July 15. The project is in progress with SLOs appearing in all course syllabi for the Fall 2012 semester.

2. **Institution Involvement**

   The project was just submitted and activated July 15. It is overseen by an Action Project team. All faculty are involved as all courses will be assessing and reporting SLOs this fall.

3. **Next Steps**

   The project was just submitted and activated July 15. The original project plan is following the submitted timeline.

4. **Resulting Effective Practices**

   The project was just submitted and activated July 15.

5. **Project Challenges**

   The project was just submitted and activated July 15.
1: Project Accomplishments and Status

A: Congratulations are in order for the University’s recognition of the importance of developing Student Learning Outcomes (SLOs). It appears that the Action Project Committee is off to a great start. One wonders if SLOs been added to all course syllabi for fall and how the institution will make the faculty, staff, and students aware of the new SLOs.

2: Institution Involvement

A: It is clear that this project was designed with the student in mind (AQIP Category 1 Helping Students Learn.) There are several phases to this project and the key personnel needed for each phase have been identified. Using faculty and staff to develop and assess the outcomes will help ensure the students are meeting goals they will need to accomplish for their future careers. Identifying key personnel to develop the reporting system could help ensure the correct data is gathered and analyzed (AQIP Category 7 Measuring Effectiveness.) Using staff and students to develop a policy for the use of data gathered reinforces the University’s commitment to this project.

3: Next Steps

A: The project goals and timelines established for the project will help the institution complete the project by the specified deadline. Consideration may be now given to adding benchmarks to check the progress of the project in smaller segments. These benchmarks could provide an opportunity to share updates with staff members.

4: Resulting Effective Practices

A: Although the project has just started as a college-wide initiative, a few areas already have SLOs in their courses. Do these programs have any practices established that could be used by faculty just beginning the process?

5: Project Challenges

A: The project was started in July and progress is being made.