



Southwestern Oklahoma State University
SWOSU Digital Commons

HLC Assurance Argument Evidence

University Documents

8-26-2020

Student Learning Outcomes Document

Southwestern Oklahoma State University

Follow this and additional works at: <https://dc.swosu.edu/hlcev>

Recommended Citation

Southwestern Oklahoma State University, "Student Learning Outcomes Document" (2020). *HLC Assurance Argument Evidence*. 20.
<https://dc.swosu.edu/hlcev/20>

This Article is brought to you for free and open access by the University Documents at SWOSU Digital Commons. It has been accepted for inclusion in HLC Assurance Argument Evidence by an authorized administrator of SWOSU Digital Commons. An ADA compliant document is available upon request. For more information, please contact phillip.fitzsimmons@swosu.edu.



HLC Accreditation Evidence Document

Title:

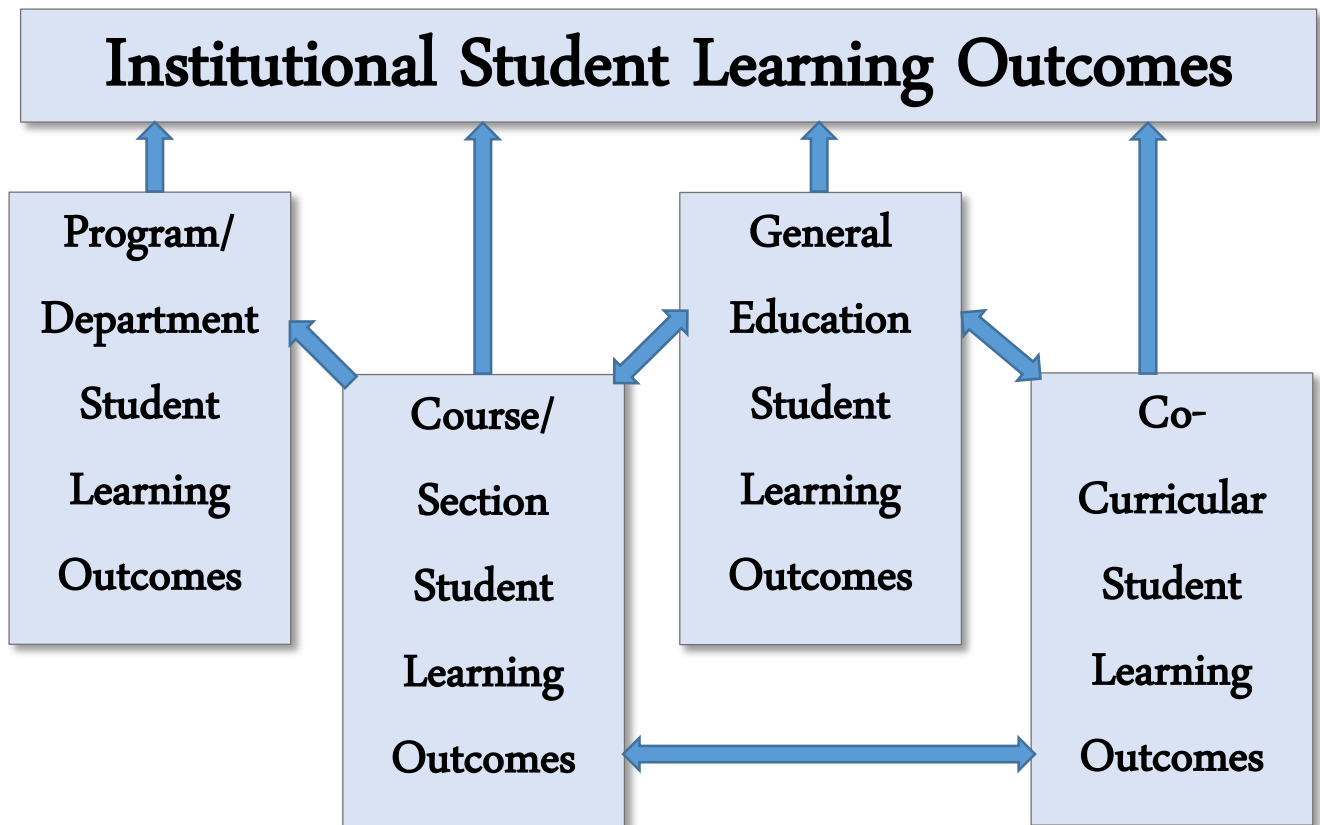
Source:

Summary:

SWOSUTM
Southwestern Oklahoma State University

Student Learning Outcomes

Southwestern Oklahoma State University



Institutional Student Learning Outcomes

Approved by SWOSU Vice Presidents and President on Nov. 18, 2019

Institutional Student Learning Outcomes (ISLOs) are comprehensive statements describing proficiencies that SWOSU graduates will possess, regardless of academic program of study. The [Degree Quality Profile \(DQP\)](#), a learning-centered framework supported by the Lumina Foundation (2014), provides the basis for ISLOs at SWOSU and outlines expected levels of competence for associate, baccalaureate, and graduate degree programs. Since these learning domains are comprehensive, it is appropriate for each ISLO to be addressed by instructional strategies at the program level. This enables faculty members to map course-level Student Learner Outcomes to the ISLOs while maintaining pedagogical creativity.

Specialized Knowledge

SWOSU students demonstrate a depth of knowledge and skill requirements for their field of study. Proficiencies include terminology, theory, literature, and application. Examples of program student learner outcomes include:

Associate's Level

The student pursuing a specialized degree such as an Associate of Applied Science describes the scope of the field of study, its core theories and practices, using field-related terminology, and offers a similar description of at least one related field.

Bachelor's Level

The student defines and explains the structure, styles and practices of the field of study using its tools, technologies, methods and specialized terms.

Graduate Level

The student assesses the contributions of major figures and organizations in the field of study, describes its major methodologies and practices and illustrates them through projects, papers, exhibits or performances.

Broad and Integrative Knowledge

SWOSU students will explore, connect, and apply concepts and methods across multiple fields of study to complex questions. Examples of program student learner outcomes include:

Associate's Level

The student describes a problem relevant to each core field studied and explains the significance of the problem to the wider society.

Bachelor's Level

The student describes and evaluates the ways in which at least two fields of study define, address, and interpret a problem in science, the arts, society, human services, economic life or technology.

Graduate Level

The student articulates how the field of study has developed in relation to other major domains of inquiry and practice.

Intellectual Skills

SWOSU students will demonstrate proficiency in using and integrating intellectual skills, including communication, across the curriculum. Examples of program student learner outcomes include:

Associate's Level

The student demonstrates effective interactive communication through discussion by listening actively and responding constructively.

Bachelor's Level

The student constructs sustained, coherent arguments in writing and at least one other medium, to general and specific audiences.

Graduate Level

The student creates sustained, coherent arguments or explanations summarizing their work or that of collaborators in two or more media or languages for both general and specialized audiences.

Applied and Collaborative Learning

SWOSU students will demonstrate their ability to integrate and apply their learning in complex projects and assignments, including collaborative efforts, internships, and field experiences. Examples of program student learner outcomes include:

Associate's Level

The student demonstrates the exercise of practical skills crucial to the application of expertise.

Bachelor's Level

The student prepares and presents an appropriate demonstration (i.e. project, paper, exhibit, performance) to demonstrate the relationship of the product to literature in the field.

Graduate Level

The student applies advanced knowledge gained in the field of study to a practical challenge.

Civic and Global Learning

SWOSU Students will engage in civic and global inquiry by integrating academic knowledge with community engagement activities. Examples of program student learner outcomes include:

Associate's Level

Students can describe his/her own civic and cultural background, including its origins and development, assumptions and predispositions.

Bachelor's Level

Students can explain diverse positions, including those representing different cultural, economic and geographic interests.

Graduate Level

Students assess and develop a position on a public policy question with significance in the field of study.

Adelman, C., Ewell, P., Gaston, P., Schneider, C. G. (2014). *The Degree Qualifications Profile: A learning-centered framework for what college graduates should know and be able to do to earn the associate, bachelor's or master's degree.* (ED555847). Lumina Foundation for Education.

General Education Outcomes

Approved by the General Education Committee on June 3, 2019

The General Education Curriculum at SWOSU will prepare students for the challenges and opportunities of life beyond the university experience. Graduates should leave SWOSU with a broad knowledge of the social and natural world, a keen sense of self, an awareness of their membership in a global society, and an understanding of what it means to be thoughtful and responsible citizens. SWOSU graduates will need to rely on their abilities to think critically, creatively, and independently. They will need to adapt, to recognize opportunities, and to engage with the world around them. Empowered citizens must challenge preconceptions, assess the validity of evidence, ask thoughtful questions, and propose defensible answers. The SWOSU General Education Curriculum is our commitment to nurturing these skills, capabilities, and habits.

The Assessment Center oversees review of outcomes and has developed a GE Mapping document that links specific course activities to GE outcomes.

Goal One - Communication and Computer Literacy

Rationale: Because effective communication is fundamental to academic and career success, students must develop exemplary oral, written, and electronic communication skills.

- a) Communicate effectively in written and electronic formats for a variety of audiences, using appropriate grammar and clear and cohesive thought.
- b) Communicate through presentation for a variety of audiences, demonstrating clear and cohesive thought.
- c) Demonstrate ability to use computers and information technologies for information inquiry and complex problem solving.

Goal Two - Scientific and Quantitative Reasoning

Rationale: Responsible citizens need to evaluate information in order to make decisions and describe relationships using logical reasoning based on observed, intuitive, scientific, theoretical, and other forms of data.

- a) Understand and describe the importance of logical and empirical methods to draw conclusions.
- b) Learn and apply basic laws, methods, and concepts of the sciences to solve issues encountered by society.
- c) Analyze scientific discoveries and the advancement of technology with respect to its impact on social change.
- d) Solve real-world problems by applying appropriate strategies and the use of logical reasoning.

Goal Three – Aesthetic Experience, History, and Humanities

Rationale: Students should be able to observe and reflect on cultural works, make connections between the present and the past, and sharpen their ability to make sense of the world around them.

- a) Explain and evaluate the social impact of important landmark contributions and creative works.
- b) Analyze the relationship of important historical movements in the arts and humanities and compare the similarities in those movements across the various arts and humanities.
- c) Explore ways in which individuals, groups, institutions, governments and/or societies behave and influence one another.
- d) Understand how past events and actions have influenced or affected current events, scholarly knowledge, and societies.
- e) Analyze key historical events and their impact on social, cultural, and global change.

Goal Four - Social Groups, Social Issues, Cultures, and Globalization

Rationale: Educated citizens should be able to discern and reflect upon the broader impact of their individual actions.

- a) Think critically about issues such as globalization, sustainability, multiculturalism, political and governmental context, privilege, difference/similarity, prejudice and discrimination within a global context.
- b) Apply social/cultural theories and perspectives to past and present societies and their impact on real-life circumstances.
- c) Display knowledge and understanding of international interaction and strategies to enhance global integration.
- d) Exhibit knowledge of a variety of cultures, including both majority and non-majority groups, and their interconnectedness within U.S. and global society.

Goal Five - Intellectual and Professional Aptitudes

Rationale: Students should master professional skills, the single most important aspect of employability and productivity.

- a) Critical Thinking: Construct a systematic investigation of content, theories, and practices and evaluate the application and effects to real life settings.
- b) Creativity: Develop and design an authentic project or creative works related to academic content.
- c) Collaboration: Collectively engage in activities and contribute information and resources to accomplish group goals.
- d) Community Connection: Participate in community service, and through self-reflection and investigation identify solutions to problems experienced by the service site.
- e) Communication: Explain views in written or electronic formats or through presentations that clearly articulate the intended meaning.
- f) Relevance: Understand the importance of a liberal arts education in the modern world.

Co-Curricular Learning Outcomes

Approved by the SWOSU Student Affairs June 2019

Co-curricular student learning outcomes are aligned with General Education Goals 1 and 5.

G.E. Goal 1 – Communication and Computer Literacy

| | |
|---|---|
| 1a. Communicate effectively in written and electronic formats for a variety of audiences, using appropriate grammar and clear and cohesive thought. | <ul style="list-style-type: none">a. Students describe a tentative field of study, using field related terminology.b. Students use appropriate and relevant content mastery of subject(s), conveying writer's understanding.c. Students reflect on interaction with support services staff as they provide adjunct instruction in academic courses (SWOSUConnect).d. Students complete preflection and reflection written activities based upon "SWOSU Serves" experience. |
|---|---|

G.E. Goal 5 – Intellectual and Professional Aptitudes

| | |
|---|---|
| 5c. Collaboration: Collectively engage in activities and contribute information and resources to accomplish group goals. | <ul style="list-style-type: none">a. Students engage in service-learning activity to develop a better understanding of the SWOSU/Weatherford community.b. Students describe what skills, attitudes, and values they bring to a service-learning experience. |
| 5.d Community Connection: Participate in community service, and through self-reflection and investigation identify solutions to problems experienced by the service site. | <ul style="list-style-type: none">a. Students engage in preflection and reflection written activity in order to articulate how they have changed as a result of the service-learning activity.b. Students describe how these changes will affect their future behaviors. |
| 5.e Communication: Explain views in written or electronic formats or through presentations that clearly articulate the intended meaning. | <ul style="list-style-type: none">a. Students will describe what they have learned about themselves as it relates to a growing sense of civic identity. |

Program/Department Student Learning Outcomes

Approved by each department in 2019-2020 and scheduled to be reviewed annually

Each program on campus has student learning outcomes statements that clearly state the expected knowledge, skills, attitudes, competencies, and habits of mind that students are expected to acquire upon completion of the program. Some departments have more than one program, and thus may have department-level outcomes that encompass all programs within the department.

Annual Student Assessment Report

A summary of all program's student learning outcomes and their annual review of and improvement on outcomes are located in the [Annual Student Assessment Report](#) completed by the SWOSU Assessment Center.

Location of Program Learning Outcomes

Program Learning Outcomes for individual departments and programs are located in the following areas:

- 1) Annual Student Assessment Report individual program reports
- 2) Accreditation Reports (for the institution's 14 accredited programs)
- 3) Five-Year Program Reviews (for the institution's non-accredited programs)

Course Student Learning Outcomes

Reviewed each semester

The faculty members of each department set learning outcomes for courses taught within the program. These outcomes are detailed on the course syllabus. Each program also annually reviews course outcomes to ensure that they are aligned with program outcomes.