STANDING REQUIREMENTS

This area contains a set of outcomes that you will assess in order to determine if your program/department is functioning well. Standing Requirements are components of your program/department that typically remain steady over time and are not usually associated with cyclical review. However, these items should be assessed by the program/department annually to ensure accuracy. Standing Requirements will vary depending on type of program: Academic, Co-Curricular, and Administrative.

CREATING STUDENT LEARNING OUTCOMES

You choose which outcomes you want to assess for the current cycle based on the **Student Learning Outcomes (SLOs)** you set up in the **Standing Requirements** section of your assessment workspace. Only include outcomes in the plan you want to assess for that cycle.

❖ **Student Learning Outcomes** (SLOs) **focus on student learning** that is consistent with the program's mission and goals. SLOs are clear statements that describe/specify the expected knowledge, skills, attitudes, abilities, values, and/or competencies that **students** are expected to acquire/demonstrate upon completion or participation in a program, activity, course, or project.

- What do you want the students to know? (content knowledge or understanding)
- What do you want the students to be able to do? (abilities, skills, or competencies)
- What do you want the students to care about? (values, attitudes)

When writing SLOs, use student-focused language, include action verbs, and ensure that the learning outcomes demonstrate *actionable* attributes. In addition, each outcome needs a short, logical title that allows you to easily recognize which outcome you are assessing.

Below are examples of Outcome titles (line 1 of each bullet point) and Student Learning Outcome descriptions (lines 2-3 of each bullet point).

- Create Works of Art
  Students will be able to use basic vector, 3D design, video, and web technologies in the creation of works of art.

- Magnetic Fields
  Students will be able to calculate the magnitude and direction of magnetic fields created by moving electric charges.

- Communication
  Students will develop the ability to communicate effectively through writing and speaking by observing, reading, listening, and using appropriate information technologies.

- Information and Ideas
  Students will develop the disposition and skills to strategize, gather, organize, create, refine, analyze, and evaluate the credibility of relevant information and ideas.

STUDENT LEARNING OUTCOME EXAMPLES

Audit Risks (ACCT 4341)
Students will be able to identify and assess audit risk.

Ethics
Students will be able to recognize ethical dilemmas, know their importance, pose potential solutions, and/or foresee consequences.

Knowledge of the Subject Matter
Students will demonstrate depth and breadth of content knowledge, skills and dispositions that are aligned with national, state or district standards.

Curriculum, Instruction, & Assessment
Students will create, organize and implement developmentally appropriate curriculum, instruction and assessment that are consistent with current pedagogy, content knowledge and skills.

Knowledge of Fundamentals
Students will demonstrate knowledge of the fundamentals of research, practice, and the primary guiding philosophies in behavior analysis.

Critical Thinking
Students will be able to demonstrate the application of critical thinking skills within the context of professional social work practice.

Criminological Research
Graduate students will demonstrate appropriate mastery of research methodology in criminological research.

Problem Solving
BS/BA students in Biology are able to apply problem solving and basic scientific methods in lab procedures and data analysis.

Oral Communication Skills
Graduate students in the Physics program will demonstrate effective oral communication skills.

Skills
Students will develop interpersonal and intrapersonal skills in the transition to the collegiate atmosphere.

Student Ambassadors
Student ambassadors will demonstrate accountability, communication, and initiative skills as a result of their employment.

Time Management
Students who participate in Academic Coaching will demonstrate effective time management skills and be able to better organize and prioritize tasks.

CREATING PROGRAM OUTCOMES

You choose which outcomes you want to assess for the current cycle based on the **Program Outcomes (POs)** you set up in the **Standing Requirements** section of your assessment workspace. Only include outcomes in the plan you want to assess for that cycle.

Program Outcomes

❖ **Program Outcomes** (POs) describe the program's fundamental purpose(s), and how the program contributes to the achievement of the University's mission. Your outcomes are an important starting point of your assessment because they will align with the remaining components of your assessment plan.

- What are the program's core functions?
- What major services does the program provide in order to achieve its mission?

When writing Program Outcomes, provide goals for business practices, general operations, or specific initiatives. In addition, each outcome needs a short, logical title that allows you to easily recognize which outcome you are assessing.

Below are examples of Outcome titles (line 1 of each bullet point) and Program Outcome descriptions (line 2-3 of each bullet point).

- Educational Excellence
  Create and sustain a culture that supports teaching excellence in all academic areas.

- Recruitment
  The Office of Student Recruitment will assist the university in the growth of enrollment for both undergraduate and graduate students.

- Advising
  The Advising office will assist students in making meaningful decisions based upon a consideration of interests, values, and goals.

- Learning Experience
  Offer traditional and innovative academic programs that are rigorous in content and flexible in real-world application.

PROGRAM OUTCOME EXAMPLES

Staffing
Maintain an adequate, professional, and well-trained staff who reflects and is well-prepared to assist the university community.

Outreach
Serve and be attuned to the needs of the university community via partnerships, outreach events, and educational initiatives.

Web Presence
Provide up-to-date web page(s) in order to provide accurate and useful information to UHCL and the surrounding community.

Safe Zone Ally Training
Promote the personal growth, development, and empowerment of women and their male advocates across campus.

Cultural Extravaganza
Provide an opportunity for the community to come together to celebrate the diversity represented at UHCL.

Medical/Nursing Services
Provide essential Medical Health Care Services to UHCL students, staff, and faculty, to meet the patient demands.

Direct Services
Provide services to students so that they may identify and address emotional and psychological challenges.

Self-Authorship and Communication
Implement innovative programs and initiatives that help new students connect with the institution, engage with the community, and develop autonomy to reach self-authorship.

University Communications
Build awareness of key university marketing, fundraising and programming initiatives.

Office Services
Facilitate effective communication and collaboration with both internal and external constituent groups.

Community Engagement
Build and develop beneficial partnerships through community efforts that support the university's missions.

Library Services
Provide services and information resources needed to promote teaching, learning, and the pursuit of knowledge.