

2016

UNO Guide for the Assessment of Student Learning Outcomes 2015-16

UNO Assessment Committee
University of Nebraska at Omaha

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**UNO Guide for the
Assessment of Student Learning Outcomes
2015-16**

UNIVERSITY OF
Nebraska
Omaha



UNO ASSESSMENT OF STUDENT LEARNING OUTCOMES

The UNO Assessment Committee is responsible for guiding the process of campus-wide academic assessment of student learning, and to that end it conducts regular reviews of student learning outcome (SLO) assessment in each degree granted. This guide is intended to help reporting units organize the relevant information.

The SLO assessment cycle requires programs to consider the general question, “How are students different as a result of completing this degree?” The following four questions are central to the process of SLO assessment at UNO:

I. What are the program’s key Student Learning Outcomes (SLOs)?

SLOs should be specific and possible to measure.

II. How is student performance on the SLO’s measured?

Measures should be directly aligned with the SLOs, and at least some direct measures should be employed.

III. What results have been obtained?

Results (data) should be sufficient for meaningful analysis and collected regularly.

IV. How has the program used the results to inform decisions and actions?

Data-informed decisions and actions taken should be documented.

High quality reports offer detailed results including an explanation of what counts as a successful outcome, along with evidence of whether that level of proficiency was achieved, and should state how the unit responded to the findings.

Units are also asked to indicate whether their “End of Program” SLO assessment practice falls into the domain of Examination, Product, or Performance. Each unit should identify an assessment activity in *at least one of the three domains*, and may opt to report results of assessment activity in more than one domain.

- **Examination:** includes standardized tests or qualifying exams, content exams, pre- and post-test comparisons, oral defenses, comprehensive exams, exit exams, etc.
- **Product:** includes refereed student portfolios, theses, publications, capstone projects, original creative works, software, apps or programs, etc.
- **Performance:** includes presentations, recitals, exhibits, speeches, demonstrations, field experiences, internships, etc.

SAMPLE REPORT TEMPLATE:

College: (e.g. Arts and Sciences)

Unit: (e.g. Psychology)

Degree: (e.g. B.A. in Psychology)

I. Student Learning Outcomes for this Degree

Please define the unit's major goals in preparing students in this degree. The focus should be on learning outcomes that students should know or be able to demonstrate upon graduation.

Please identify as many objectives as deemed appropriate and state the outcomes to be measured accordingly. For example:

"Students will demonstrate proficiency on a test of critical thinking."

"Students will produce a refereed portfolio of their best papers."

"Students will deliver a successful oral presentation on a current research article."

II. Measures Used

For each student-learning outcome identified in Section I, please explain the associated measurement or method of assessment employed. If desired, a table like the samples may be used as an aid in compiling information.

SLO #1 addressed (from Section I)	Students will demonstrate proficiency on a test of critical thinking.
Element or artifact measured	Ability to identify and reconstruct argument patterns.
Assessment method	Standardized exam.
UNO's Assessment domain <i>Examination, Product, or Performance?</i>	Examination
Students assessed	Four sections of UNIV 2010; 116 students total.
When and by whom administered	Fall 2012 and Spring 2012, Professors Nye and Cruz
Proficiency definition and target	70% or above is a passing score on the exam; target is 95% of all students passing.

SLO #2 addressed (from Section I)	Students will produce a refereed portfolio of their best papers.
Element or artifact measured	At least three formal papers of eight pages or longer.
Assessment method	A faculty committee reviews papers, prepares feedback, and discusses improvements with students.
Assessment domain <i>Examination, Product, or Performance?</i>	Product
Students assessed	16 students enrolled in the senior seminar, UNIV 4010.
When and by whom administered	Fall 2013, reviewed by a faculty committee.
Proficiency definition and target	Proficiency is measured by several factors (see attached list); target is that 90% of students complete a portfolio of papers judged as proficient.

SLO #3 addressed (from Section I)	Students will deliver a successful oral presentation on a current research article.
Element or artifact measured	Ability to accurately interpret current research in the field and communicate the salient points effectively in an oral presentation.
Assessment method	Presentations graded by the course faculty.
Assessment domain <i>Examination, Product, or Performance?</i>	Performance
Students assessed	Two sections of UNIV 3010 each academic year.
When and by whom administered	Fall 2012 and Spring 2012, course faculty.
Proficiency definition and target	Proficiency requires a score of 8/10 or better on the rubric (see attached); target is that 80% of all students in the course deliver a presentation rated proficient.

III. Results

For each student learning outcome identified (in Section I), please include a summary of the data the unit has obtained by measuring the elements or artifacts specified (in Section II). Please indicate whether the proficiency target was met.

IV. Decisions and Actions

Please analyze the results presented in Section III, noting any relevant context, prevailing trends, or concerns the unit may have. How were the proficiency targets identified, and what are the unit's expectations for the performance of its students? In what way does the unit regularly review its assessment results?

Please explain how the results data has informed the unit's decisions and actions. Please document the decisions made, actions taken, or future plans that resulted from this review.

Please send the completed assessment report, along with a copy of the unit's current Assessment Plan document, to Candice Batton at cbatton@unomaha.edu.

Sample of worksheet used by Assessment Committee members to provide feedback to units.

PROGRAM:					
Category		Red (Does not meet / Did not include)	Yellow (Meets with Concerns)	Green (Meets)	
I. Student Learning Outcomes					
Student learning outcomes are <i>specific</i>	OS				
Student learning outcomes are <i>measurable</i>	OM				
II. Measures Used					
At least some <i>direct</i> measure is employed	MD				
Measures directly <i>aligned</i> with student learning outcomes	MA				
III. Results Reported					
Data are <i>regularly collected</i> against the measures	RC				
Results are <i>sufficient</i> for analysis	RS				
IV. Decisions and Actions based on Results					
Evidence of <i>data-informed decision</i>	DI				
<i>Action taken</i> as a result of decision	AT				
General Comments					

Illustration of UNO's End of Program Domain Categories

Student Learning Outcome Domains – End of Program

