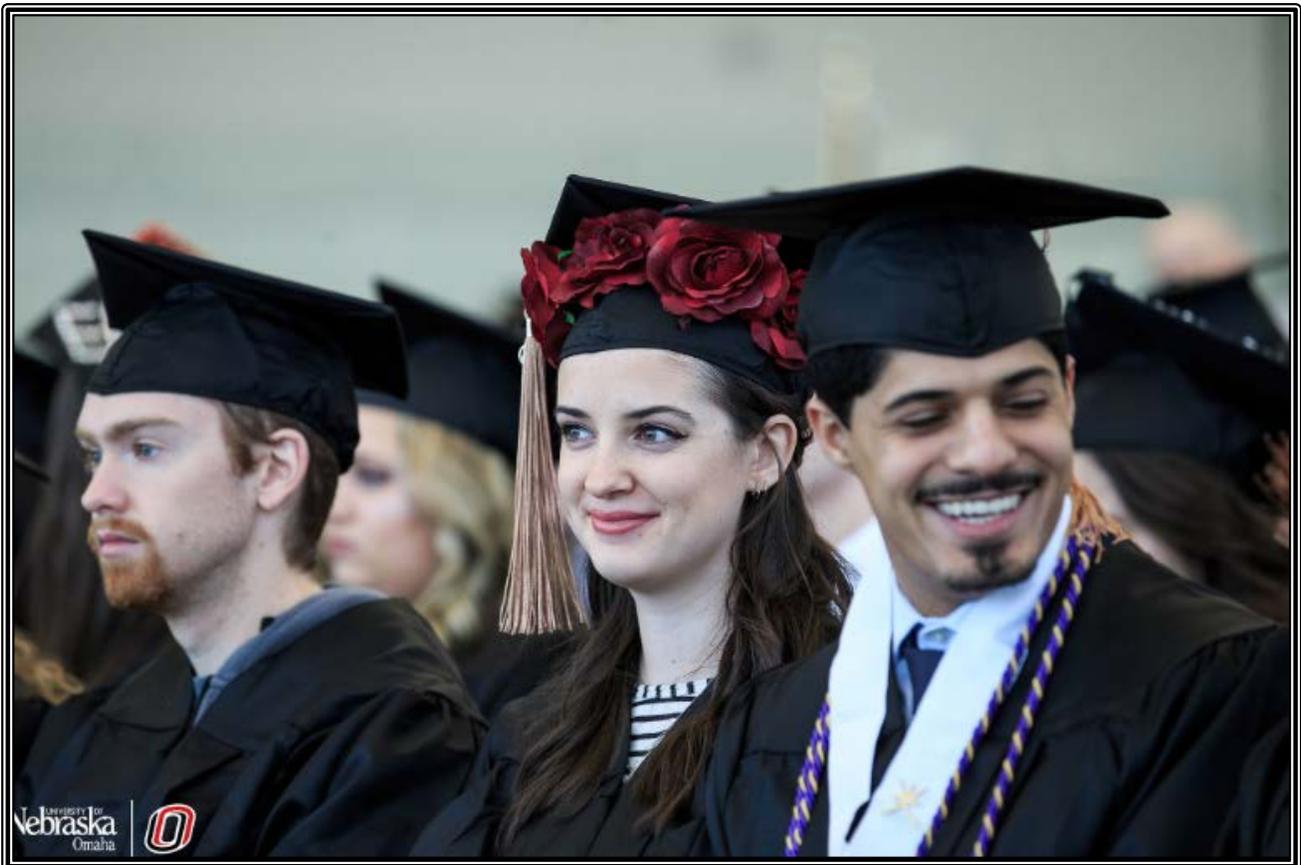


# Degree Program Student Learning Outcome Assessment

A Guide to the Report and Review Process



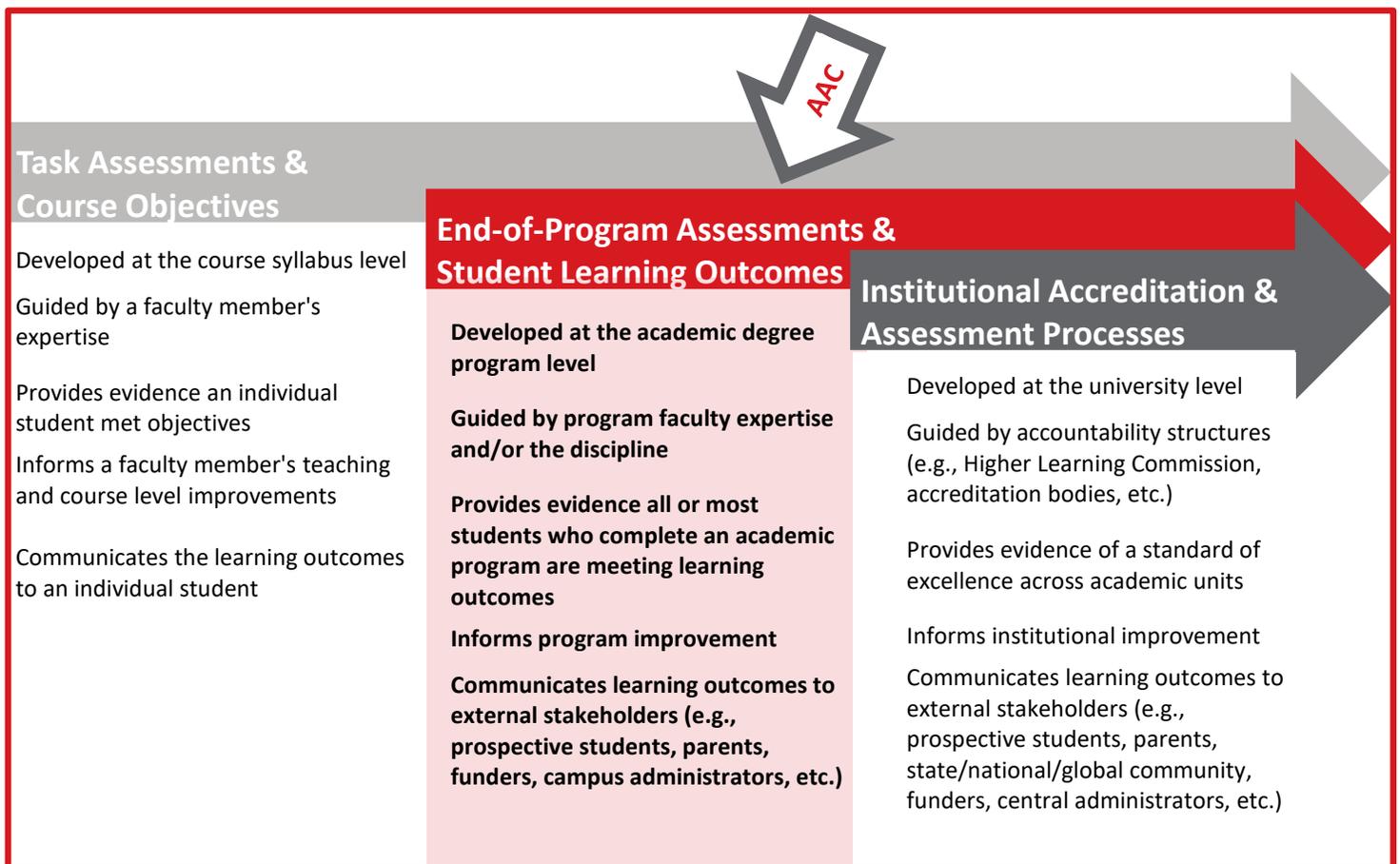


# ASSESSMENT OF END-OF-PROGRAM STUDENT LEARNING OUTCOMES

## Overview

As part of its commitment to excellence, UNO engages in **continuous improvement** of its academic programs. The primary purposes of academic assessment are to enhance student learning and to lead to on-going program improvement. Assessments of student learning occur at the course, program, and institutional levels. Program level assessment focuses on the body of knowledge, cognitive skills, and dispositions a student needs in order to be successful in a career or graduate school after completing the degree. Student learning outcomes (SLOs) represent the fundamental competencies all students should be able to demonstrate upon completion of the program. The UNO Academic Assessment Committee (AAC), a campus-wide committee including faculty representatives from all colleges, is responsible for guiding the assessment of *end-of-program* SLOs as well as enhancing the campus' culture of improvement based on those assessments.

## Levels of Assessment



Additional information regarding the AAC and SLO assessment can be found on the following websites:

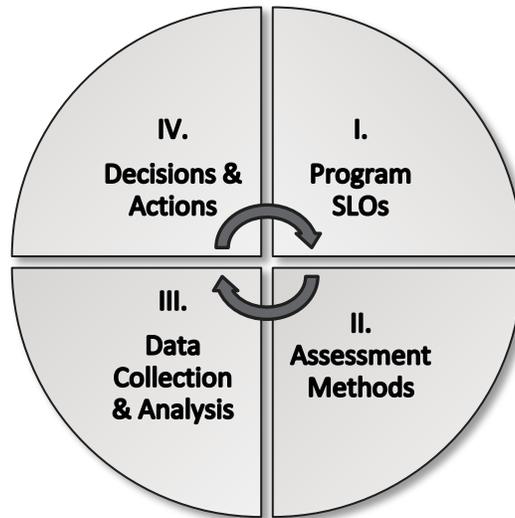
- UNO Academic Affairs - Academic Program Development and Review - Student Learning Outcomes
- UNO Center for Faculty Excellence - Assessment

## Assessment for Continuous Program Improvement

Assessment of SLOs contributes to improvements within academic programs, a process known as continuous program improvement. This cyclical process includes four components:

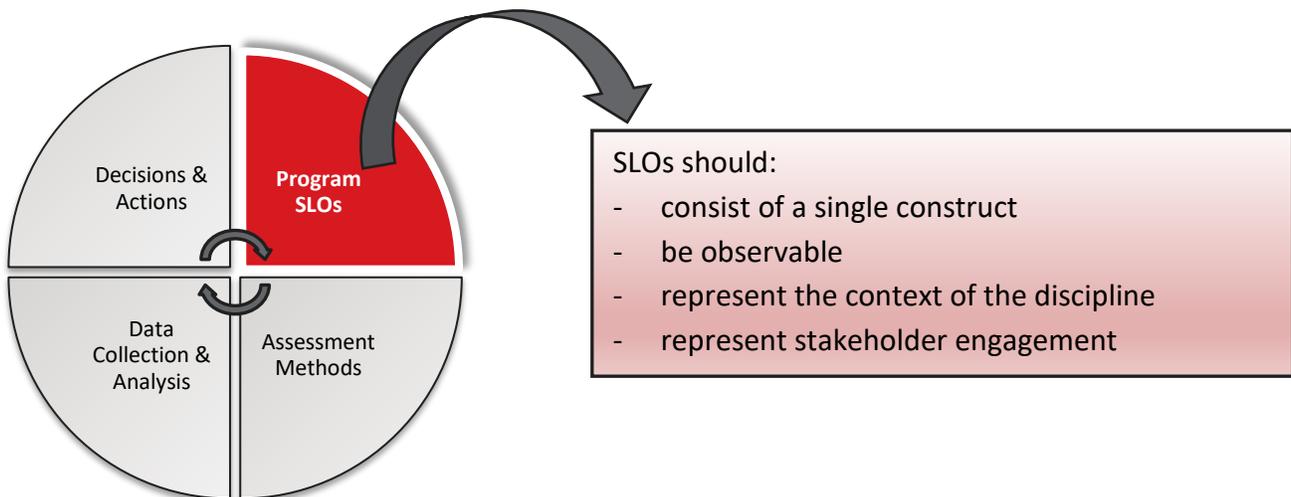
- I. Program SLOs
- II. Assessment Methods
- III. Data Collection and Analysis
- IV. Decisions and Actions

### Continuous Program Improvement



Degree programs routinely prepare a report summarizing each component of the continuous program improvement cycle. This guide is intended to assist academic units in developing assessment plans and organizing information into an assessment report addressing the four components. The AAC provides assessment feedback to programs based on the End-of-Program Assessment Report Rubric (see pages 14-15).

### I. Program Student Learning Outcomes (SLOs)

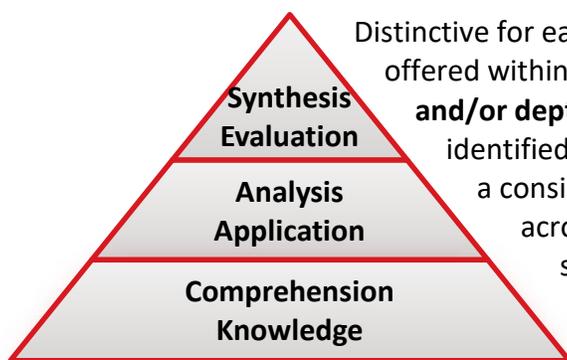


Program-level SLO assessment requires consideration of the general question, “What should students know or be able to do when they complete the program?” Or, “What are the defining characteristics of the degree program in terms of the **knowledge, skills, or dispositions** expected of a graduate?” Program level SLOs are broader than learning objectives for a particular course. Program SLOs articulate overall goals for student learning that characterize a program of study and represent the fundamental competencies all students should be able to demonstrate upon completion of the program.

Common goals or next steps for graduates (i.e., employment in the field or graduate school) can be translated into SLOs. To do so, programs should identify the knowledge, skills, and/or dispositions graduates need in order to be successful in post-graduation environments. SLOs reflecting knowledge reference the appropriate mastery of discipline-specific subfields students must demonstrate in order to graduate. SLOs addressing skills frequently address communication (written and oral) and a variety of cognitive skills such as critical thinking, problem solving, synthesis/integration, evaluation, quantitative reasoning, and information literacy. SLOs related to dispositions often include topics such as ethical practice, appreciation of diversity, civic engagement, and leadership.

Strong SLOs not only represent the depth and breadth of the discipline (as appropriate to the degree level) but also respond to the perspectives, interests, and priorities of varied stakeholders including students, alumni, potential employers of graduates, professional organizations, residents of the community, and external funders. SLOs that are responsive to students and societal needs help ensure UNO graduates not only experience academic success but also are prepared for successful careers, can contribute to their professions, and be engaged participants in an evolving society and an increasingly complex world. Programs can gather **input from stakeholders** by establishing or consulting with existing advisory boards, conducting focus groups, distributing surveys, or having external stakeholder representation on curriculum committees.

Professional organizations often publish standards or other documents that can assist programs in creating new or evaluating existing SLOs. Additional sources programs may find useful include the Degree Qualifications Profile developed by the Lumina Foundation and the Essential Learning Outcomes represented in the American Association of Colleges and Universities’ VALUE rubrics.



Distinctive for each degree level (undergraduate, masters, and/or doctoral) offered within a department or program, SLOs represent the **challenge, rigor, and/or depth of expertise** appropriate to the degree. SLOs should be identified by cognitive levels. UNO uses Bloom’s Taxonomy (see page 9) as a consistent framework to communicate the cognitive rigor of SLOs across campus. The classification also helps to intentionally convey specific expectations of varied degree levels within a department.

### **BLOOM’S TAXONOMY**

SLOs should be:

- **Specific** - limited to a single construct.
- **Observable** - evaluated through discernable evidence of mastery.
- **Written in the context of the discipline** - representative of the distinct content or application of a skill or disposition in relation to a field of study.
- **Representative of stakeholder engagement** - systematically solicited feedback regarding SLOs from internal (e.g., faculty, staff, students, and campus administrators) and external (e.g., alumni, potential employers, community representatives, professional organizations, and funders) stakeholders as well as routinely and publicly shared.

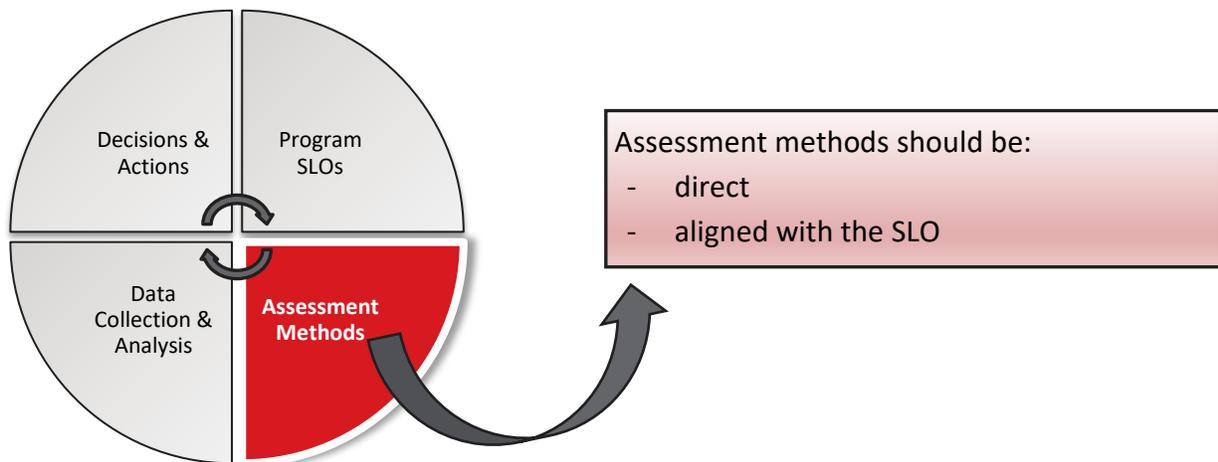
| <b>SLOs: IDEAS FOR COMMUNICATING &amp; SEEKING INPUT</b><br><b>WEBSITES AND SOCIAL MEDIA REACH MANY STAKEHOLDERS.</b><br><b>OTHER MEANS CAN TARGET SPECIFIC GROUPS.</b> |   |
|---|---|
| WHO   | HOW   |
| FULL-TIME/ADJUNCT FACULTY AND STAFF   | <ul style="list-style-type: none"> <li>• DEPARTMENTAL MEETINGS</li> <li>• RETREATS</li> </ul>   |
| STUDENTS – PROSPECTIVE AND CURRENT  | <ul style="list-style-type: none"> <li>• RECRUITMENT MATERIALS</li> <li>• SYLLABI</li> <li>• ADVISING DOCUMENTS</li> <li>• ADVISORY GROUPS</li> <li>• STUDENT ORGANIZATIONS</li> </ul>                  |
| ALUMNI  | <ul style="list-style-type: none"> <li>• ALUMNI ADVISORY BOARDS</li> <li>• ALUMNI FOCUS GROUPS</li> <li>• ALUMNI SURVEYS</li> <li>• NEWSLETTERS</li> </ul>  |
| EMPLOYERS AND THE COMMUNITY   | <ul style="list-style-type: none"> <li>• INTERNSHIP EVALUATION FORMS</li> <li>• EMPLOYER ADVISORY BOARDS</li> <li>• EMPLOYER FOCUS GROUPS</li> <li>• EMPLOYER SURVEYS</li> <li>• NEWSLETTERS</li> </ul> |

*Note:* Graduate programs must indicate how they assess the UNO Common Graduate SLOs. Programs can assess these independently or align program-specific SLOs with the common SLOs. The Common Graduate SLOs for master’s programs are listed below.

Students shall demonstrate at the graduate level:

1. Mastery of discipline content
2. Proficiency in analyzing, evaluating and synthesizing information
3. Effective oral and written communication
4. Knowledge of discipline’s ethics and standards

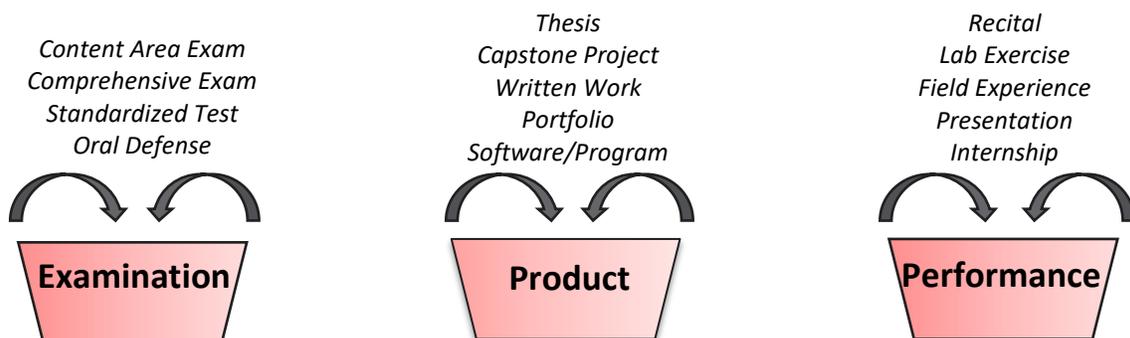
## II. Assessment Methods



Assessment methods are the tools or measures used to evaluate student performance. Assessment measures can be categorized into three domains: examinations, products, and performances. A SLO can be assessed by a single measure (e.g., capstone project paper) or multiple methods (e.g., capstone project paper and presentation). Measures should be **aligned or clearly matched** to the construct addressed in the corresponding SLO. In other words, what is being assessed in the measure should be consistent with the knowledge, skill, or disposition specified in the SLO.

Measures can be **direct or indirect**, but at least one direct measure should be employed for each SLO. Examples of direct measures are illustrated below.

### Direct Measures within Assessment Domains



Programs are strongly encouraged to use indirect measures to complement the required direct measures of student learning. Indirect measures of student performance can be gathered from students, alumni, and external stakeholders. Indirect measures include things, such as student self-assessments (e.g., surveys asking what or how much they have learned, course evaluations, graduation surveys, etc.) or feedback from community partners (e.g., employer surveys). UNO surveys all graduates as well as participates in several standardized assessments such the National Survey of Student Engagement and the Collegiate Learning Assessment. These already existing data sources can serve as valuable indirect measures.

|                        |               | Levels of performance (scale) |        |              |      |
|------------------------|---------------|-------------------------------|--------|--------------|------|
|                        |               | 4                             | 3      | 2            | 1    |
| Criteria or Dimensions | Rubric design |                               |        |              |      |
|                        | Criterion 1   | (Yes, and more!)              | (Yes!) | (Yes, but..) | (No) |
|                        | Criterion 2   |                               |        |              |      |
|                        | Criterion 3   |                               |        |              |      |
|                        | ⋮             |                               |        |              |      |

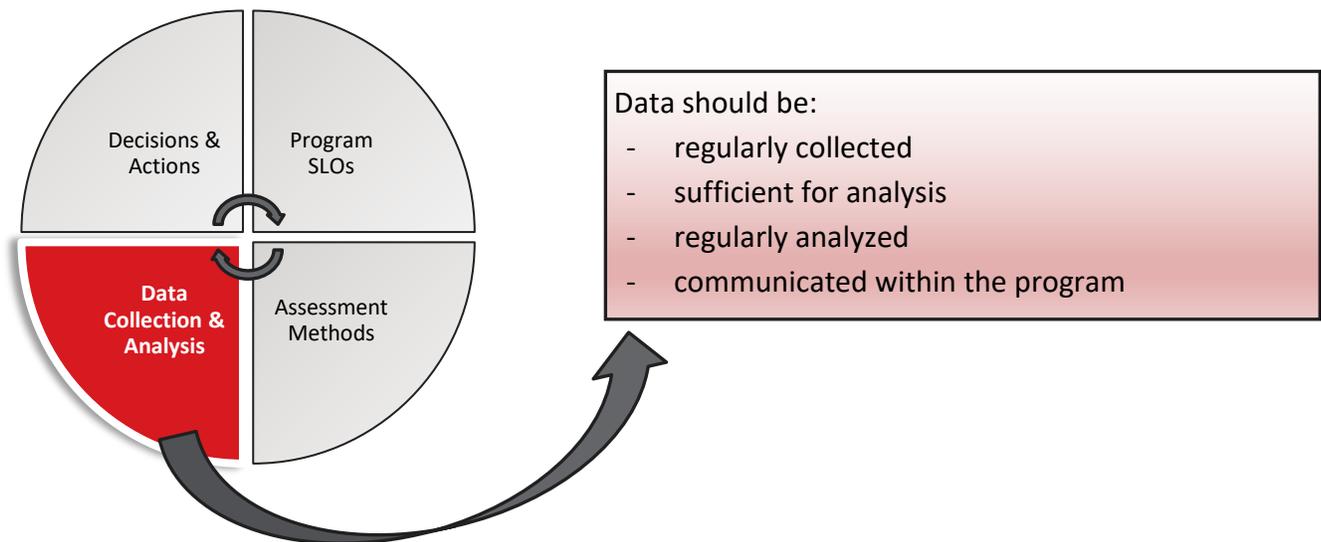
Programs should **submit rubrics** along with their assessment reports and are strongly encouraged to use rubrics whenever possible. Rubrics serve as a scoring device, describe varied levels of student performance, and clarify proficiency expectations. Some rubrics are binary and evaluate criteria as met or not met. Others outline progressive performance (e.g., emerging, developing, proficient, etc.).

While it is not always possible to assess students in a final course, programs should **assess end-of-program SLOs** as close to degree completion as possible. Capstone courses and culminating experiences, such as extensive internships, theses, dissertations, portfolios, recitals, and exhibits, offer opportunities to assess multiple SLOs. The assessment report template includes items asking programs to specify the population of students assessed as well as when and how often the assessment occurs.

Program faculty determine two types of proficiency expectations for each SLO.

1. **Proficiency threshold:** The score an individual student must meet or exceed.
2. **Program proficiency target:** The percentage of students in the program expected to meet or exceed the threshold.

### III. Data Collection and Analysis



Continuous program improvement involves **regular and systematic data collection and analysis**. Routine data collection assists a program in identifying or monitoring trends in student performance. The amount of data included in an assessment report must support a reasonable examination of a program's continuous improvement efforts. Frequency of data collection is determined by the program and typically occurs every term but at a minimum must occur annually.



Data do not need to be collected on every student, but should represent a sufficient number of students for the analysis to yield meaningful results. For example, data may be collected from 1) more than one administration of a measure, 2) all students who complete the program, 3) a purposeful or representative sample of students who complete the program, and/or 4) more than one measurement of a single SLO.

Programs with adequate enrollments to maintain student confidentiality should report **at least three individual cycles** (by semesters or academic years) of data. To maintain student confidentiality, programs with low enrollments should aggregate data across multiple cycles.

Within the assessment reports, programs indicate the number of students assessed with each measure AND the percentage of students who met or exceeded the proficiency threshold. Programs also report the overall status of each SLO as either:

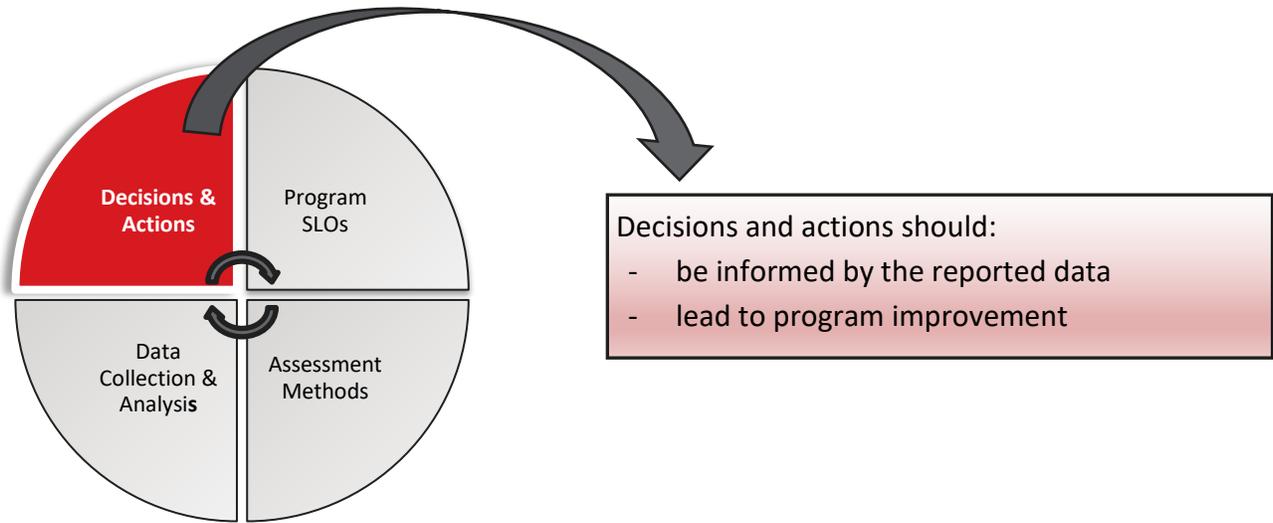
- **Met:** When the percentage of students at the proficiency threshold equals or exceeds the program proficiency target
- **Not Met:** When the percentage of students at the proficiency threshold falls below the program proficiency target
- **Partially Met:** When results from multiple assessments or items on a single assessment provide conflicting results in regard to students who reached the proficiency threshold(s)
- **Unknown:** When available data are insufficient to make a determination

**TO FACILITATE PROGRAM-WIDE IMPROVEMENTS, RESULTS CAN BE COMMUNICATED WITHIN THE PROGRAM VIA:**

DEPARTMENTAL MEETINGS AND RETREATS  
PROGRAM COMMITTEES  
STAFF MEETINGS  
STUDENT ADVISORY GROUPS

SLOs represent *program* outcomes. As such, programs should have a process to routinely **communicate assessment results** to program faculty (full-time and adjunct) and a means to facilitate programmatic discussions of the results. Potential improvement efforts are likely to be more successful when there is buy-in from all faculty members.

#### IV. Decisions and Actions



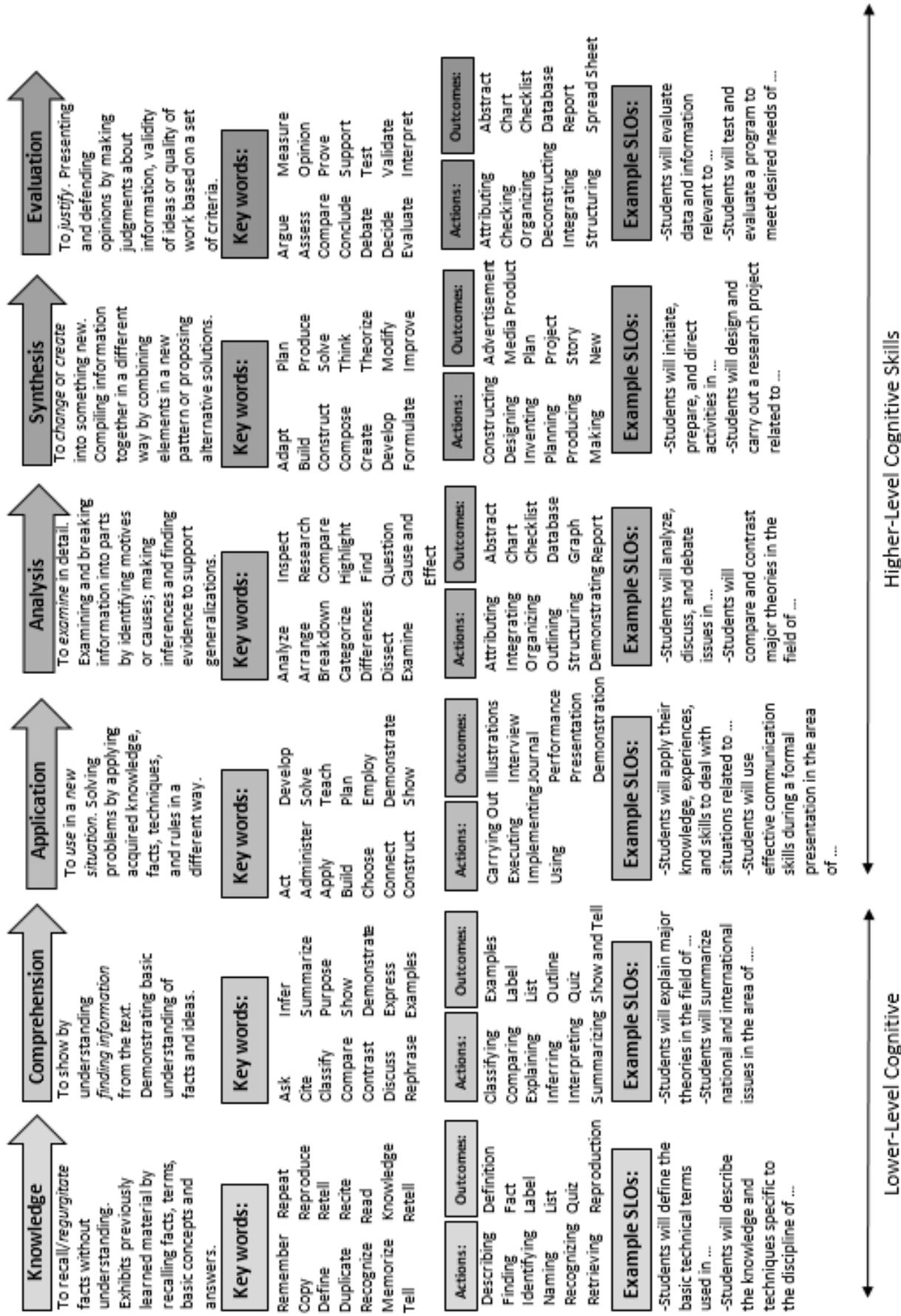
Decisions should be **informed by specific data** gathered from the measure(s) for each SLO. Data can inform an array of possible decisions that contribute to continuous program improvement, such as changes to a program’s curriculum, assessment measures, proficiency targets, advising, or communication strategies (e.g., expand senior seminar/capstone options, develop a common rubric, increase proficiency threshold, revise advising materials, update program website, etc.). Valid decisions may lead to relatively minor or significant changes as well as the determination to make no changes.

In order to operationalize decisions, programs should **identify specific actions** to be initiated. It can be helpful to create a timeline outlining goals, target dates, and responsible parties. This can be used to guide and monitor the implementation of program improvement and subsequently sustain those efforts.

#### V. Additional Information

Programs may want to share additional contextual information with reviewers. This information can be provided in this optional section of the template.

## Bloom's Taxonomy: Lower-level and Higher-level Cognitive Skills



Lower-Level Cognitive

Higher-Level Cognitive Skills

**SAMPLE**

**PROGRAM ASSESSMENT REPORT TEMPLATE**

**College:** *Arts & Sciences*

**Department/School:** *Dean's Office*

**Program:** *Economics*

**Degree Level:** *Bachelor of Science*

**Academic Year of Report:** *2019-20*

**Date Range of Reported Data:** *2017-2019*

**Person Preparing the Report:** *Dr. Smith*

**I. Program Student Learning Outcomes (SLOs)**

A. List each program SLO and indicate the highest cognitive level it represents. To accommodate more than four SLOs, add rows as needed.

*Note: The report template for graduate and undergraduate programs is available on the Academic Assessment Committee website under the Academic Assessment Resources. The graduate template includes a place to reflect assessment of UNO Common Graduate SLOs.*

| Student Learning Outcomes  | Bloom's Taxonomy<br>Cognitive Level<br><i>(check highest level represented in the SLO)</i>                                      |   |
|--|---|---|
| <b>SLO 1:</b><br><i>Students will understand the fundamental concepts and theories of economics.</i>   | <input type="checkbox"/> Knowledge<br><input checked="" type="checkbox"/> Comprehension<br><input type="checkbox"/> Application | <input type="checkbox"/> Analysis<br><input type="checkbox"/> Synthesis<br><input type="checkbox"/> Evaluation            |
| <b>SLO 2:</b><br><i>Students will interpret and synthesize economic information from multiple sources to examine a current issue or problem.</i> | <input type="checkbox"/> Knowledge<br><input type="checkbox"/> Comprehension<br><input type="checkbox"/> Application            | <input type="checkbox"/> Analysis<br><input checked="" type="checkbox"/> Synthesis<br><input type="checkbox"/> Evaluation |
| <b>SLO 3:</b><br><i>Students will use effective writing and presentation skills to communicate economic information to varied audiences.</i>     | <input type="checkbox"/> Knowledge<br><input type="checkbox"/> Comprehension<br><input checked="" type="checkbox"/> Application | <input type="checkbox"/> Analysis<br><input type="checkbox"/> Synthesis<br><input type="checkbox"/> Evaluation            |
| <b>SLO 4:</b><br><i>Students will apply the use of economic models.</i>  | <input type="checkbox"/> Knowledge<br><input type="checkbox"/> Comprehension<br><input checked="" type="checkbox"/> Application | <input type="checkbox"/> Analysis<br><input type="checkbox"/> Synthesis<br><input type="checkbox"/> Evaluation            |

B. SLOs reflect professional standards as dictated by an accreditation or other external body.    Yes  No

C. Describe how stakeholders are involved in the creation and/or review of SLOs as well as how SLOs are communicated to stakeholders.

- *The program meets annually with an employer advisory board to review SLOs and discuss other pertinent information.*
- *Student learning outcomes are*
  - 1) *included in the course outlines (syllabi) for all required courses taught within the department*
  - 2) *available on the departmental website*

## II. Assessment Methods (*Samples provided only for SLOs 1 and 2*)

A. Complete a table for each SLO. If an SLO is assessed by more than one measure, complete tables for each measure. Duplicate the table as needed to accommodate the number of measures. Attach copies of rubrics.

| <b>SLO 1: Students will understand the fundamental concepts and theories of economics.</b>   |   |
|--|---|
| <b>1. Title of the Measure:</b> <i>Major Field Exam</i>  |   |
| <b>2. Describe How the Measure Aligns to the SLO</b><br><i>This is a standardized examination (administered by the Educational Testing Service) used in programs throughout the country and frequently required for admission to graduate programs in economics.</i> |   |
| <b>3. Domain</b><br><i>Check all that apply</i>  | <input checked="" type="checkbox"/> Examination <input type="checkbox"/> Product <input type="checkbox"/> Performance   |
| <b>4. Type</b>   | <input checked="" type="checkbox"/> Direct Measure <input type="checkbox"/> Indirect Measure  |
| <b>5. Point in Program Assessment is Administered</b>  | <input type="checkbox"/> In final term of program <input checked="" type="checkbox"/> Final year of program<br>Where does the assessment occur: <i>As part of ECON 4900</i>       |
| <b>6. Population Measured</b>  | <input type="checkbox"/> All students <input checked="" type="checkbox"/> Sample of students - Describe below<br><i>Approximately 50% of program graduates complete the exam.</i> |
| <b>7. Frequency of Data Collection</b>   | <input type="checkbox"/> Once/semester <input checked="" type="checkbox"/> Once/year <input type="checkbox"/> Other - Describe below  |
| <b>8. Proficiency Threshold</b>  | <i>Describe: The expectation is that <u>individual</u> students will score at or above the 2016 national average score (153.6).</i>   |
| <b>9. Program Proficiency Target</b>   | <i>Describe: The expectation is that <u>70% of all</u> students who take the exam will meet or exceed the threshold proficiency noted above.</i>                                  |

| <b>SLO 2: Students will interpret and synthesize economic information from multiple sources to examine a current issue or problem.</b>  |  |
|---|--|
| <b>1. Title of the Measure:</b> <i>Capstone Project</i>   |  |
| <b>2. Describe How the Measure Aligns to the SLO</b><br><i>Students integrate information from at least 10 sources and prepare a written report and oral presentation. The project's aim is to examine economic factors related to a current issue faced by a target audience (e.g., business, non-profit organization, public agency, etc.). It is scored by a rubric.</i> |  |
| <b>3. Domain</b><br><i>Check all that apply</i>   | <input type="checkbox"/> Examination <input checked="" type="checkbox"/> Product <input type="checkbox"/> Performance  |
| <b>4. Type</b>  | <input checked="" type="checkbox"/> Direct Measure <input type="checkbox"/> Indirect Measure   |
| <b>5. Point in Program Assessment is Administered</b>   | <input type="checkbox"/> In final term of the program <input checked="" type="checkbox"/> In final year of the program<br>Where does the assessment occur: <i>As part of ECON 4950</i> |
| <b>6. Population Measured</b>   | <input checked="" type="checkbox"/> All students <input type="checkbox"/> Sample of students - Describe below  |
| <b>7. Frequency of Data Collection</b>  | <input checked="" type="checkbox"/> Once/semester <input type="checkbox"/> Once/year <input type="checkbox"/> Other - Describe below   |
| <b>8. Proficiency Threshold</b>   | <i>Describe: The expectation is that <u>individual</u> students will score at the "Sufficient" level or higher for each criterion on the capstone project rubric.</i>                  |
| <b>9. Program Proficiency Target</b>  | <i>Describe: The expectation is that <u>90% of all</u> students will meet or exceed the threshold noted above.</i>   |

B. Describe any indirect measures or additional data the program uses to complement the direct measures of SLOs.

*Faculty review data from the graduation survey conducted by the UNO Office of Institutional Effectiveness. Survey results are monitored for trends and compared to UNO's overall results.*

### III. Data Collection and Analysis *(Samples provided only for SLOs 1 and 2)*

A. Results Table – Report results for each SLO. If an SLO was assessed by multiple measures, report data for each measure. Add rows as needed to accommodate the number of SLOs and measures.

|  | <b>Data Collection Date Range</b> | <b>Number of Students Assessed</b> | <b>Percentage of Students who Met/Exceeded Threshold Proficiency</b> |
|--|-----------------------------------|------------------------------------|--|
| <b>SLO 1 – Measure one</b>   | <i>*Fall 2017 – Spring 2019</i>   | <i>10</i>                          | <i>85.7%</i>   |
| <b>SLO 1 – Measure two (if applicable)</b>   | <i>NA</i>                         | <i>NA</i>                          | <i>NA</i>  |
| <b>SLO 2 – Measure one</b>   | <i>**Fall 2017</i>                | <i>12</i>                          | <i>83.3%</i>   |
|  | <i>Spring 2018</i>                | <i>13</i>                          | <i>76.9%</i>   |
|  | <i>Fall 2018</i>                  | <i>17</i>                          | <i>88.3%</i>   |
|  | <i>Spring 2019</i>                | <i>20</i>                          | <i>80.0%</i>   |
| <b>SLO 2 – Measure two (if applicable)</b>   | <i>NA</i>                         | <i>NA</i>                          | <i>NA</i>  |
| <b>SLO 3 – Measure one</b>   |                                   |                                    |  |
| <b>SLO 3 – Measure two (if applicable)</b>   |                                   |                                    |  |
| <b>SLO 4 – Measure one</b>   |                                   |                                    |  |
| <b>SLO 4 – Measure two (if applicable)</b>   |                                   |                                    |  |
| <p><i>*To maintain student confidentiality, programs with low enrollments can aggregate data across multiple cycles.<br/> ** Programs with adequate enrollments to maintain student confidentiality should report three or more individual cycles (by semesters or academic year) of data.</i></p> |                                   |                                    |  |

B. SLO Status Table – Based on the results reported in the above table and referring to the program proficiency target, indicate the current status of program SLOs as Met, Partially Met, Not Met, or Unknown. Add rows as needed to accommodate additional SLOs.

|       |   |  |   |                                  |
|-------|---|--|---|----------------------------------|
| SLO 1 | <input checked="" type="checkbox"/> Met | <input type="checkbox"/> Partially Met | <input type="checkbox"/> Not Met            | <input type="checkbox"/> Unknown |
| SLO 2 | <input type="checkbox"/> Met            | <input type="checkbox"/> Partially Met | <input checked="" type="checkbox"/> Not Met | <input type="checkbox"/> Unknown |
| SLO 3 | <input type="checkbox"/> Met            | <input type="checkbox"/> Partially Met | <input type="checkbox"/> Not Met            | <input type="checkbox"/> Unknown |
| SLO 4 | <input type="checkbox"/> Met            | <input type="checkbox"/> Partially Met | <input type="checkbox"/> Not Met            | <input type="checkbox"/> Unknown |

C. Describe how results are communicated within the program. Address each SLO.

*SLO 1: Major field exam: Educational Testing Service distributes annual reports that provide individual scores of all students who took the examination and identified UNO as their university. The report includes an overall score and subscale scores for each student. Names are stripped from the report and raw data are distributed to all faculty via email.*

*SLO 2: Capstone project grades (rubric scores) are routinely shared between faculty members who teach the capstone course. The two faculty members meet at the end of each academic year to review the data and summarize their discussion at departmental meetings.*

**IV. Decisions and Actions** (*Samples provided only for SLOs 1 and 2*)

Briefly describe specific decisions and actions related to each SLO. Include who (e.g., program faculty, a faculty committee, etc.) made the decision, when the decision was made (e.g., faculty retreat, faculty meeting, etc.), what data informed the decision, and a timeline for actions taken or to be taken. Add rows as needed to accommodate additional SLOs.

|              |   |
|--------------|---|
| <b>SLO 1</b> | <i>At the fall 2019 departmental retreat, program faculty reviewed the data from the Educational Testing Service. Based on the field test scores, this SLO was met by well over the designated program target (70%). However, the faculty noted the subscale score for microeconomics was consistently lower than the subscale score for macroeconomics. A committee was formed to map microeconomics concepts throughout the program. The faculty will review the map in fall 2020 and consider curricular adjustments to make certain fundamental microeconomic concepts are reinforced in multiple program courses.</i>  |
| <b>SLO 2</b> | <i>In May 2019, faculty members who rotate teaching the fall and spring offering of the capstone course met to discuss the capstone project results. While students consistently met the proficiency threshold for the interpretation criterion in the rubric, less than 90% of students met the proficiency threshold for the synthesis criterion. Based on these results, the SLO was not met. Faculty members decided to:</i><br><ol style="list-style-type: none"> <li><i>1) Lead a discussion with program faculty to learn more about the opportunities/expectations for students to synthesize information throughout required ECON courses. This will occur in Fall 2017.</i></li> <li><i>2) Revise the directions for the capstone project to clarify expectations for students. The revised rubric will be piloted in spring 2020.</i></li> </ol> |
| <b>SLO 3</b> |   |
| <b>SLO 4</b> |   |

**V. Additional Information**

**OPTIONAL:** Provide additional information that may be helpful to reviewers.

## End-of-Program Assessment Report Rubric

|  | Does Not Meet / Did Not Include In Need of Attention   | Meets with Concerns Emerging   | Meets Established   |
|--|--|--|---|
| <b>I. Student Learning Outcomes</b>  |  |  |   |
| Student learning outcomes consist of a <i>single</i> construct.  | <input type="checkbox"/> SLOs include more than a single, independent construct.   | <input type="checkbox"/> Some SLOs include more than a single, independent construct.  | <input type="checkbox"/> All SLOs include a single, independent construct (or reflect external professional standards related to student learning as dictated by accreditation body).   |
| Student learning outcomes are <i>observable</i> .  | <input type="checkbox"/> SLOs are not observable and not sufficiently defined to allow for observation.  | <input type="checkbox"/> SLOs are generally observable but clarity is needed to allow for observation.   | <input type="checkbox"/> All SLOs are observable and sufficiently defined to allow for observation (or reflect external professional standards related to student learning dictated by accreditation body).   |
| Student learning outcomes represent <i>discipline-specific</i> context.  | <input type="checkbox"/> SLOs are not presented in a discipline-specific context.  | <input type="checkbox"/> Some SLOs include discipline-specific context but others would benefit from additional contextualization.   | <input type="checkbox"/> SLOs are presented in the context of the discipline (or reflect external professional standards related to student learning dictated by accreditation body).   |
| Internal and external <i>stakeholders are engaged</i> with student learning outcomes.                                      | <input type="checkbox"/> The program has limited or no systematic means to communicate SLOs or engage with internal stakeholders. SLOs are available on request.       | <input type="checkbox"/> The program does not solicit input from internal and external stakeholders. The program systematically shares existing SLOs to stakeholders. SLOs are publicly available on the program website and published on a variety of program documents, such as recruitment materials, course outlines, or advising documents. | <input type="checkbox"/> The program systematically communicates existing SLOs to stakeholders as well as periodically solicits input and feedback from internal and external stakeholders regarding program SLOs. SLOs are publicly available on the program website and published on a variety of program documents, such as recruitment materials, course outlines, or advising documents. |
| <b>Comments:</b>   |  |  |   |
| <i>Graduate programs only: Comments related to the alignment of program-specific SLOs to the UNO Common Graduate SLOs.</i> |  |  |   |
| <b>II. Assessment Methods</b>  |  |  |   |
| Each student learning outcome has at least one <i>direct</i> measure.  | <input type="checkbox"/> No direct measures are identified and indirect measures such as course grades, perceptions, or self-evaluations may or may not be identified. | <input type="checkbox"/> Some SLOs are measured by direct evidence of student knowledge or skills and others are measured by indirect means such as course grades, perceptions, or self-evaluations.   | <input type="checkbox"/> All SLOs are measured by direct evidence of student knowledge or skills and may be substantiated by indirect means such as course grades, perceptions, or self-evaluations (or measures are dictated by accreditation body).   |
| Measures of student learning outcomes are <i>aligned</i> to corresponding SLOs.  | <input type="checkbox"/> Measures provide data that does not reflect the constructs represented in the SLOs.   | <input type="checkbox"/> Some measures provide data that reflect the constructs represented in the SLOs.   | <input type="checkbox"/> All measures provide data that reflect the constructs represented in the SLOs (or measures are dictated by accreditation body).  |
| <b>Comments:</b>   |  |  |   |

|   | Does Not Meet / Did Not Include In Need of Attention   | Meets with Concerns Emerging  | Meets Established   |
|---|--|---|---|
| <b>III. Data Collection and Analysis</b>                                      |  |   |   |
| Data are <i>regularly collected</i> against the measures (at least annually). | <input type="checkbox"/> Data have not been collected or have been collected sporadically. Plans for on-going, systematic collection have not been outlined. | <input type="checkbox"/> Data collection is sporadic and/or plans for on-going, systematic collection have been outlined.                 | <input type="checkbox"/> Data collection is routine. Plans for systematic collection are operationalized.                                   |
| Data are <i>regularly analyzed</i> against the measures (at least annually).  | <input type="checkbox"/> Data have not been analyzed or have been analyzed sporadically. Plans for on-going, systematic analysis have not been outlined.     | <input type="checkbox"/> Data analysis is sporadic and/or plans for on-going, systematic analysis have been outlined.                     | <input type="checkbox"/> Data analysis is routine. Plans for systematic analysis are operationalized.                                       |
| Results are <i>sufficient for analysis</i> .                                  | <input type="checkbox"/> Data are limited by insufficient sample or only a single cycle of data is available.  | <input type="checkbox"/> For some SLOs: data represent all students in program (or reasonable sample); multiple data cycles are reported. | <input type="checkbox"/> For all SLOs: Data represent all students in program (or reasonable sample); multiple cycles of data are reported. |
| Results are <i>communicated</i> within the program.                           | <input type="checkbox"/> Results of program-level assessments are not communicated to program faculty.   | <input type="checkbox"/> Results are sporadically communicated to program faculty.  | <input type="checkbox"/> Results are consistently and intentionally communicated to program faculty.  |
| <b>Comments:</b>  |  |   |   |
| <b>IV. Decisions and Actions</b>  |  |   |   |
| Evidence of <i>data-informed decisions</i> is provided.                       | <input type="checkbox"/> No evidence of data-informed decisions is provided.   | <input type="checkbox"/> General statements related to data informed decisions are provided.  | <input type="checkbox"/> Specific examples of data-informed decisions are provided.   |
| Action has been <i>determined</i> as result of decision.                      | <input type="checkbox"/> No program-improvement actions are described nor are future actions outlined.   | <input type="checkbox"/> Future program-improvement actions are described and/or are under consideration.                                 | <input type="checkbox"/> Specific program-improvement actions have been initiated.  |
| <b>Comments:</b>  |  |   |   |
| <b>General Comments:</b>  |  |   |   |

## Accredited Programs

Accredited programs have the option of submitting an abbreviated report that provides high level information on SLOs, assessment methods, the status of SLOs, and recent decisions and actions. A separate report template is available for accredited programs. Accredited program assessment reports will be scored using the rubric below.

*Note: The accredited program report template is available on the Student Learning Outcome Assessment website under Academic Assessment Resources. The graduate template includes the UNO Common Graduate SLOs.*

|  | Does Not Meet / Did Not Include<br>In Need of Attention   | Meets<br>Established  |
|--|---|---|
| <b>I. Student Learning Outcomes</b>              |   |   |
| Student learning outcomes meet expectations.     | <input type="checkbox"/> Program failed to report on a biennial schedule and/or did not identify the cognitive level of each SLO.               | <input type="checkbox"/> The program systematically communicates existing SLOs to the UNO community via biennial assessment reporting and identified the cognitive level of each SLO. |
| <b>II. Assessment Methods</b>                    |   |   |
| Assessment methods meet expectations.            | <input type="checkbox"/> The program has not identified measures, the domain of the measures being implemented, and/or a data collection cycle. | <input type="checkbox"/> Each SLO is assessed by one or more measure identified as a product, performance, or examination. The measures follow a data collection cycle.               |
| <b>III. Data Analysis</b>                        |   |   |
| Data analysis practices meet expectations.       | <input type="checkbox"/> The program has failed to determine each SLO as being met, partially met, not met, or unknown.                         | <input type="checkbox"/> The program has determined each SLO as being met, partially met, not met, or unknown.  |
| <b>IV. Decisions and Actions</b>                 |   |   |
| Decisions and actions meet expectations.         | <input type="checkbox"/> No evidence of data-informed decisions is provided.  | <input type="checkbox"/> Specific examples of data-informed decisions are provided.   |
| <b>Comments related to decisions and action:</b> |   |   |

*Adopted for use by AAC for 2019-2020 Academic Year*

## Additional Information

Institutional policies and procedures related to end-of-degree program SLO assessment are housed in Academic Affairs and are the responsibility of the Assistant Vice Chancellor for Academic Affairs, who works closely with the UNO Academic Assessment Committee (AAC) to ensure assessment is focused on enhancing student learning, promoting effective teaching, and assuring academic program quality. AAC has broad, campus-wide representation including every college, Faculty Senate, and Academic Affairs. AAC is committed to continuous improvement and regularly updates assessment processes to reflect best practices and the input of UNO stakeholders.

Examples of degree program assessment reports are available on request. Questions about assessment policies and resources that may be available to assist units with assessment planning and/or reporting should be directed to Sarah Edwards, Assistant Vice Chancellor for Academic Affairs at (402)554-3468 or skedwards@unomaha.edu.

*Assessment Guide last updated: July 2020*

## ASSESSMENT RESOURCES

### Websites

Lumina Degree Qualifications Profile - <https://www.luminafoundation.org/files/resources/dqp.pdf>

Association of American Colleges & Universities Value Rubrics - <https://www.aacu.org/value-rubrics>

### Resources available through the UNO Center for Faculty Excellence

Angelo, T.A., & Cross, K. P. (1993). *Classroom assessment techniques: A handbook for college teachers* (2nd ed.) San Francisco: Jossey-Bass.

Banta, T.W., Jones, E.A., & Black, K.E. (2009). *Designing effective assessment: Principles and profiles of good practice*. San Francisco, CA: Jossey-Bass.

Barkley, E.F., & Major, C.H. (2016). *Learning assessment techniques*. San Francisco: Jossey-Bass.

Bean, J.C. (2001). *Engaging ideas: The professor's guide to integrating writing, critical thinking and active learning in the classroom* (2nd ed.). San Francisco, CA: Jossey-Bass.

Bringle, R.G., Phillips, M.A., & Hudson, M. (2004). *The measure of service learning: Research scales to assess student experiences*. American Psychological Association.

Butler, S.M., & McMunn, N.D. (2006). *A teacher's guide to classroom assessment: Understanding assessment to improve student learning*. San Francisco, CA: Jossey-Bass.

Haladyna, T. M., & Rodriguez, M. C. (2013). *Developing and validating test items*. New York: Routledge.

Maki, P., & Borkowski, N.A. (2006). *The assessment of doctoral education: Emerging criteria and new models for improving outcomes*. Sterling, VA: Stylus.

Stevens, D.D., & Levi, A.J. (2012). *Introduction to rubrics* (2<sup>nd</sup> ed.). Sterling, VA: Stylus.

Suskie, L.A. & Banta, T.W. (2009) *Assessing Student Learning* (2<sup>nd</sup> ed.). San Francisco, CA; Jossey-Bass.

Walsh, J.A. & Sattes, B.D. (2016). *Quality questioning: Research-based practice to engage every learner* (2<sup>nd</sup> ed.). Thousand Oaks, CA: Corwin Press.

Walvoord, B.E. (2014). *Assessing and improving student writing in college: A guide for institutions, general education, departments, and classrooms*. San Francisco, CA: Jossey-Bass.

Walvoord, B. E. (2010). *Assessment clear and simple: A practical guide for institutions, departments, and general education* (2nd ed.). San Francisco: Jossey-Bass.

Walvoord, B.E. & Anderson, V.J. (2010). *Effective grading: A tool for learning and assessment in college* (2nd Ed.). San Francisco, CA: Wiley: Jossey-Bass.



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