

5-6-2015

OASA SLO Assessment Presentation Spring 2015

UNO Office of Academic and Student Affairs
University of Nebraska at Omaha

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A Comprehensive Plan for Campus-wide Assessment

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Faculty Fellow, Academic Affairs

Determining Responsibilities for Academic Assessment

UNO Assessment Committee

Student Learning Outcomes (SLO) Assessment

Academic Planning Council (APC)

Academic Program Review and Accreditation

UNO General Education Committee

Assessment of General Education SLOs; results reported to UNO Assessment Committee



UNO Academic Assessment Cycle (Program Review/SLO Review)

| CAMPUS PROGRAM | COLLEGE | PROGRAM | UG | | | | | GRAD OTHER | ACCRED. | | SELF-STUDY DUE | Cycle | ACCRED. YEAR | | | | | | | |
|----------------|--------------------------|---|----|----|-------|------|------|------------|---------|------|----------------|------------|--------------|---------|------------|------------|------------|------------|----------|----------|
| | | | BA | BS | OTHER | MA | MS | | ACCRED. | DUE | | | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 |
| L&S | | Bioinformatics | | X | | | | | | | | | APC/CCPE | | | S/D Assess | | S/D Assess | | APC/CCPE |
| | | Biology | X | X | | | X | | | | | | APC/CCPE | | | S/D Assess | | S/D Assess | | APC/CCPE |
| | | Biotechnology | X | X | | | | | | | | | APC/CCPE | | | S/D Assess | | S/D Assess | | APC/CCPE |
| | | Black Studies | X | X | | | | | | | | | APC/CCPE | | | S/D Assess | | S/D Assess | | APC/CCPE |
| | | Chemistry | X | X | | | | | | ACS | 2015 | 6 | S/D Assess | | | APC/CCPE | | S/D Assess | | APC/CCPE |
| | | Economics | X | X | | | | | | | | | S/D Assess | | | APC/CCPE | | S/D Assess | | APC/CCPE |
| | | English | X | X | | X | | | | | | | S/D Assess | | | APC/CCPE | | S/D Assess | | APC/CCPE |
| | | Environmental Studies | X | X | | | | | | | | | S/D Assess | | | APC/CCPE | | S/D Assess | | APC/CCPE |
| | | Foreign Language & Literature | X | X | | X | | | | | | | S/D Assess | | | APC/CCPE | | S/D Assess | | APC/CCPE |
| | | General Science | X | X | | | | | | | | | S/D Assess | | | APC/CCPE | | S/D Assess | | APC/CCPE |
| | | Geography | X | X | | X | | | | | | | S/D Assess | | | APC/CCPE | | S/D Assess | | APC/CCPE |
| | | Geology | X | X | | | | | | | | | S/D Assess | | | APC/CCPE | | S/D Assess | | APC/CCPE |
| | | History | X | X | | X | | | | | | | APC/CCPE | | | S/D Assess | | S/D Assess | | APC/CCPE |
| | | Interdisciplinary Studies | X | X | | | | | | | | | S/D Assess | | | S/D Assess | | S/D Assess | | APC/CCPE |
| | | Industrial/Organizational Psychology | X | X | | | X | | | | | | S/D Assess | | | S/D Assess | | S/D Assess | | APC/CCPE |
| | | International Studies | X | X | | | | | | | | | APC/CCPE | | | S/D Assess | | S/D Assess | | APC/CCPE |
| | | Language Teaching | X | X | | X | | | | | | | S/D Assess | | | S/D Assess | | S/D Assess | | APC/CCPE |
| | | Latino/Latin American Studies | X | X | | | | | | | | | APC/CCPE | | | S/D Assess | | S/D Assess | | APC/CCPE |
| | | Mathematics | X | X | | X | X | | | | | | S/D Assess | | | APC/CCPE | | S/D Assess | | APC/CCPE |
| | | Mathematics - Teachers of Math | X | X | | | | MTM | | | | | S/D Assess | | | APC/CCPE | | S/D Assess | | APC/CCPE |
| | | Neuroscience | X | X | | | | | | | | | APC/CCPE | | | S/D Assess | | S/D Assess | | APC/CCPE |
| | | Philosophy | X | X | | | | | | | | | S/D Assess | | | APC/CCPE | | S/D Assess | | APC/CCPE |
| | | Physics | X | X | | | | | | | | | S/D Assess | | | APC/CCPE | | S/D Assess | | APC/CCPE |
| | | Engineering Physics | X | X | | | | | | | | | S/D Assess | | | APC/CCPE | | S/D Assess | | APC/CCPE |
| | | Political Science | X | X | | X | | | | | | | APC/CCPE | | | S/D Assess | | S/D Assess | | APC/CCPE |
| | | Psychology | X | X | | X | | PhD | | | | | S/D Assess | | | S/D Assess | | S/D Assess | | APC/CCPE |
| | | Religion | X | X | | | | | | | | | S/D Assess | | | APC/CCPE | | S/D Assess | | APC/CCPE |
| | | School Psychology | X | X | | | X | EdS | NASP | | | | S/D Assess | | | S/D Assess | | S/D Assess | | APC/CCPE |
| | Sociology | X | X | | X | | | | | | | APC/CCPE | | | S/D Assess | | S/D Assess | | APC/CCPE | |
| | Women's & Gender Studies | X | X | | | | | | | | | S/D Assess | | | S/D Assess | | S/D Assess | | APC/CCPE | |
| BA | | Accounting | | | | | MAAC | AACSB | 2015 | 5 | | S/D Assess | | | Accred | APC/CCPE | | S/D Assess | Accred | |
| | | Business Administration | | | | BSBA | MBA | AACSB | 2015 | 5 | | S/D Assess | | | Accred | APC/CCPE | | S/D Assess | Accred | |
| | | Business Administration - Executive MBA | | | | | MBA | AACSB | 2015 | 5 | | S/D Assess | | | Accred | APC/CCPE | | S/D Assess | Accred | |
| | Economics | | | | X | X | | AACSB | 2015 | 5 | | S/D Assess | | | Accred | APC/CCPE | | S/D Assess | Accred | |
| DE | | Athletic Training | | | BSAT | X | | | GAATE | 2021 | 10 yr. | | APC/CCPE | | | S/D Assess | | S/D Assess | | Accred |
| | | Community Health | | | BSED | | | | | | | APC/CCPE | | | S/D Assess | | S/D Assess | | Accred | |
| | | Counseling | | | X | X | | | CACREP | 2016 | 8 yr. | | APC/CCPE | | | S/D Assess | | S/D Assess | | Accred |



UNO Assessment Committee

Updated guidelines for program reports on SLO assessment results and analysis. A four-part process developed:

- 1) Measurable SLO's are identified.
- 2) Appropriate methods for measuring results are identified and employed.
- 3) Sufficient results/data are collected by programs.
- 4) Results are used to inform program decisions.



Assessment Guide

http://www.unomaha.edu/assessment/documents/uno_assessment_guidelines-10272014.pdf

| | |
|--|--|
| 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. |



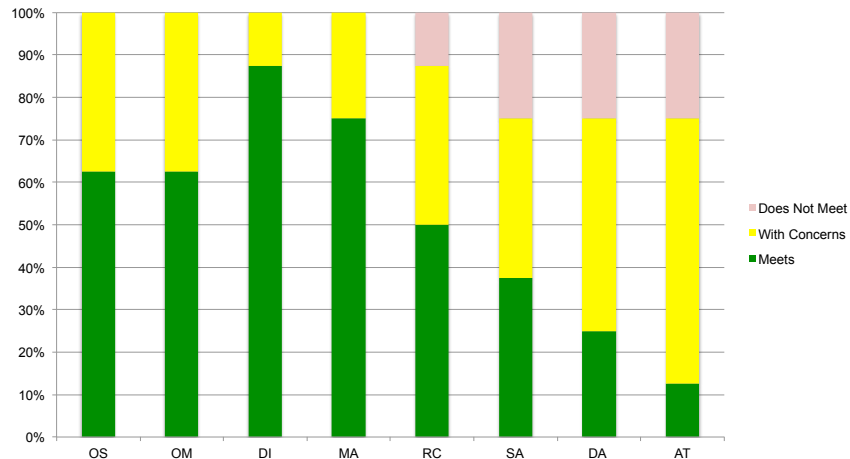
Evaluation Rating Scale, UNO Assessment Committee

| PROGRAM: | | Red (Does Not Meet / Did Not Include) | Yellow (Meets with Concerns) | Green (Meets) |
|---|----|---|------------------------------------|------------------|
| Category | | | | |
| I. Student Learning Outcomes | | | | |
| Student learning outcomes are <i>specific</i> | OS | | | |
| Student learning outcomes are <i>measurable</i> | OM | | | |
| II. Measures Identified | | | | |
| At least some <i>direct</i> measure is employed | DI | | | |
| 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 | SA | | | |
| IV. Results Used | | | | |
| Evidence of <i>data-informed</i> decision | DA | | | |
| Action taken as a result of decision | AT | | | |
| Last Updated: 2015.03.18 | | | | |
| Explanation of Codes: | | | | |
| OS - Outcome specific | | RC - Regularly collected | | |
| OM - Outcome measurable | | SA - Sufficient for analysis | | |
| DI - Direct and indirect measures | | DA - Decision based on data | | |
| MA - Measures aligned | | AT - Action Taken | | |

2014-2015 Results of End-of-Program SLO Assessment

| 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 | 0% | 37.5% | 62.5% |
| Student learning outcomes are <i>measurable</i> | OM | 0% | 37.5% | 62.5% |
| II. Measures Identified | | | | |
| At least some <i>direct</i> measure is employed | DI | 0% | 12.5% | 87.5% |
| Measures directly <i>aligned</i> with student learning outcomes | MA | 0% | 25% | 75% |
| III. Results Reported | | | | |
| Data are <i>regularly collected</i> against the measures | RC | 12.5% | 37.5% | 50% |
| Results are <i>sufficient</i> for analysis | SA | 25% | 37.5% | 37.5% |
| IV. Results Used | | | | |
| Evidence of <i>data-informed</i> decision | DA | 25% | 50% | 25% |
| Action taken as a result of decision | AT | 25% | 62.5% | 12.5% |
| Last Updated: 2015.03.18 | | | | |
| Explanation of Codes: | | | | |
| OS - Outcome specific | RC - Regularly collected | | | |
| OM - Outcome measurable | SA - Sufficient for analysis | | | |
| DI - Direct and indirect measures | DA - Decision based on data | | | |
| MA - Measures aligned | AT - Action Taken | | | |

2014-2015 End-of-Program SLO Assessment Results:
Progress through assessment cycle across programs.



UNO Academic Assessment Cycle (Program Review/SLO Review)

| CAMPUS PROGRAM | COLLEGE | PROGRAM | UG | | | | GRAD OTHER | ACCRED. | DUE | Cycle | ACCRED. SELF-STUDY | | | | | | | | | |
|--------------------------|---|---------|----|------|-------|------|------------|---------|------|------------|--------------------|------------|------------|------------|------------|------------|------------|------------|---------|--|
| | | | BA | BS | OTHER | MA | | | | | MS | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 | |
| L&S | Bioinformatics | | X | | | | | | | | APC/CCPE | | | S/D Assess | | S/D Assess | | APC/CCPE | | |
| | Biology | X | X | | | X | | | | | APC/CCPE | | | S/D Assess | | S/D Assess | | APC/CCPE | | |
| | Biotechnology | X | X | | | | | | | | APC/CCPE | | | S/D Assess | | S/D Assess | | APC/CCPE | | |
| | Black Studies | X | X | | | | | | | | APC/CCPE | | | S/D Assess | | S/D Assess | | APC/CCPE | | |
| | Chemistry | X | X | | | | | ACS | 2015 | 6 | S/D Assess | | Not Met | | S/D Assess | | S/D Assess | APC/CCPE | | |
| | Economics | X | X | | | | | | | | | S/D Assess | | APC/CCPE | | | S/D Assess | Not Met | | |
| | English | X | X | | X | | | | | | | | S/D Assess | | S/D Assess | | APC/CCPE | | | |
| | Environmental Studies | X | X | | | | | | | | | S/D Assess | | S/D Assess | | APC/CCPE | | | | |
| | Foreign Language & Literature | X | X | | X | | | | | | | S/D Assess | | S/D Assess | | APC/CCPE | | S/D Assess | | |
| | General Science | X | X | | | | | | | | | S/D Assess | | S/D Assess | | APC/CCPE | | | | |
| | Geography | X | X | | X | | | | | | | S/D Assess | | S/D Assess | | APC/CCPE | | | | |
| | Genology | X | X | | | | | | | | | S/D Assess | | S/D Assess | | APC/CCPE | | | | |
| | History | X | X | | X | | | | | | | APC/CCPE | | | S/D Assess | | S/D Assess | | | |
| | Interdisciplinary Studies | X | X | | | | | | | | | S/D Assess | | S/D Assess | | APC/CCPE | | | | |
| | Industrial/Organizational Psychology | X | X | | | X | | | | | | S/D Assess | | S/D Assess | | APC/CCPE | | | | |
| | International Studies | X | X | | | | | | | | | APC/CCPE | | | S/D Assess | | S/D Assess | | | |
| | Language Teaching | X | X | | | X | | | | | | S/D Assess | | S/D Assess | | APC/CCPE | | | | |
| | Latino/Latin American Studies | X | X | | | | | | | | | APC/CCPE | | | S/D Assess | | S/D Assess | | | |
| | Mathematics | X | X | | X | X | | | | | | S/D Assess | | APC/CCPE | | S/D Assess | | S/D Assess | | |
| | Mathematics - Teachers of Math | X | X | | | | MTM | | | | | S/D Assess | | APC/CCPE | | S/D Assess | | S/D Assess | | |
| | Neuroscience | X | X | | | | | | | | | APC/CCPE | | S/D Assess | | S/D Assess | | APC/CCPE | | |
| | Philosophy | X | X | | | | | | | | | S/D Assess | | APC/CCPE | | | S/D Assess | | | |
| | Physics | X | X | | | | | | | | | S/D Assess | | APC/CCPE | | S/D Assess | | S/D Assess | | |
| | Engineering Physics | X | X | | | | | | | | | S/D Assess | | APC/CCPE | | S/D Assess | | S/D Assess | | |
| | Political Science | X | X | | X | | | | | | | APC/CCPE | | | S/D Assess | | S/D Assess | | | |
| | Psychology | X | X | | X | | PhD | | | | | S/D Assess | | S/D Assess | | APC/CCPE | | S/D Assess | | |
| | Religion | X | X | | | | | | | | | S/D Assess | | APC/CCPE | | S/D Assess | | S/D Assess | | |
| | School Psychology | X | X | | | X | EdS | NASP | | | | S/D Assess | | S/D Assess | | APC/CCPE | | S/D Assess | | |
| Sociology | X | X | | X | | | | | | | APC/CCPE | | | S/D Assess | | S/D Assess | APC/CCPE | | | |
| Women's & Gender Studies | X | X | | | | | | | | | S/D Assess | | S/D Assess | | APC/CCPE | | | | | |
| BA | Accounting | | | | | MACC | AACSB | 2015 | 5 | S/D Assess | | Accred | APC/CCPE | | S/D Assess | | S/D Assess | Accred | | |
| | Business Administration | | | | | MBA | AACSB | 2015 | 5 | S/D Assess | | Accred | APC/CCPE | | S/D Assess | | S/D Assess | Accred | | |
| | Business Administration - Executive MBA | | | BSBA | | MBA | AACSB | 2015 | 5 | S/D Assess | | Accred | APC/CCPE | | S/D Assess | | S/D Assess | Accred | | |
| Economics | | | | X | X | | AACSB | 2015 | 5 | S/D Assess | | Accred | APC/CCPE | | S/D Assess | | S/D Assess | Accred | | |
| | | | | X | X | | AACSB | 2015 | 5 | S/D Assess | | Accred | APC/CCPE | | S/D Assess | | S/D Assess | Accred | | |
| DE | Athletic Training | | | BSAT | X | | | GAATE | 2021 | 10 yr. | | APC/CCPE | | | S/D Assess | | S/D Assess | Not Met | | |
| | Community Health | | | BSCH | | | | | | | APC/CCPE | | | S/D Assess | | S/D Assess | | | | |
| | Counseling | | | X | X | | | CACREP | 2016 | 8 yr. | | APC/CCPE | Not Met | | S/D Assess | | S/D Assess | | | |

Academic Program Review

I. Review of Program Criteria

Please provide evidence that supports each of the following statements. These criteria are aligned with the Core Components in the Criteria for Accreditation set forth by the Higher Learning Commission. Please note the attached guidelines that require the Program Review Team to use a performance rating of "Met", "Met with Concerns", or "Not Met" to assess these standards.

A. Educational Offerings

1. The program's courses and offerings are current and require levels of performance by students appropriate to the degree or certificate awarded. (HLC 3.A.1)
2. The program's degrees and offerings engage students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments. (HLC 3.B.3)
3. Where applicable, please describe how the program contributes to the general education program of the University. (HLC 3.B.1)
4. The program's educational offerings recognize the human and cultural diversity in which students live and work. (HLC 3.B.4)
5. The program communicates about its educational offerings with students and other constituencies, and ensures that its quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality). (HLC 3.A.3) The program ensures that instructors in any dual credit, contractual, and consortial programs are appropriately credentialed. (HLC 3.C.2)

Evaluation Rubric for Program Reviewers

Program Review Feedback Guide

I. A. Educational Offerings

1. The program's courses and offerings are current and require levels of performance by students appropriate to the degree or certificate awarded. (HLC 3.A.1)

| | | | |
|-----------|-----|-------------------|---------|
| Comments: | Met | Met with concerns | Not Met |
|-----------|-----|-------------------|---------|

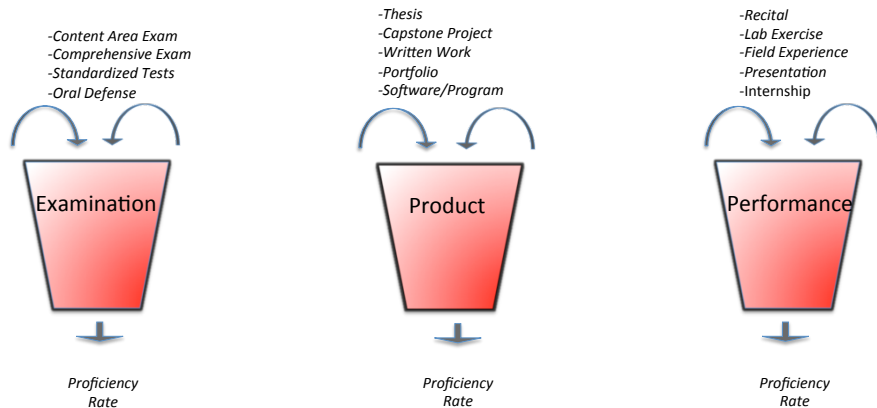
2. The program's degrees and offerings engage students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments. (HLC 3.B.3)

| | | | |
|-----------|-----|-------------------|---------|
| Comments: | Met | Met with concerns | Not Met |
|-----------|-----|-------------------|---------|

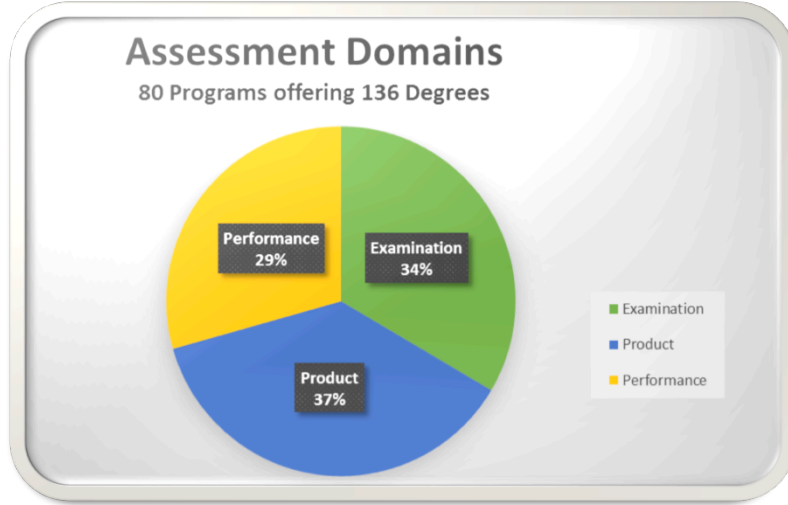
3. Where applicable, please describe how the program contributes to the general education program of the University. (HLC 3.B.1)

| | | | |
|-----------|-----|-------------------|---------|
| Comments: | Met | Met with concerns | Not Met |
|-----------|-----|-------------------|---------|

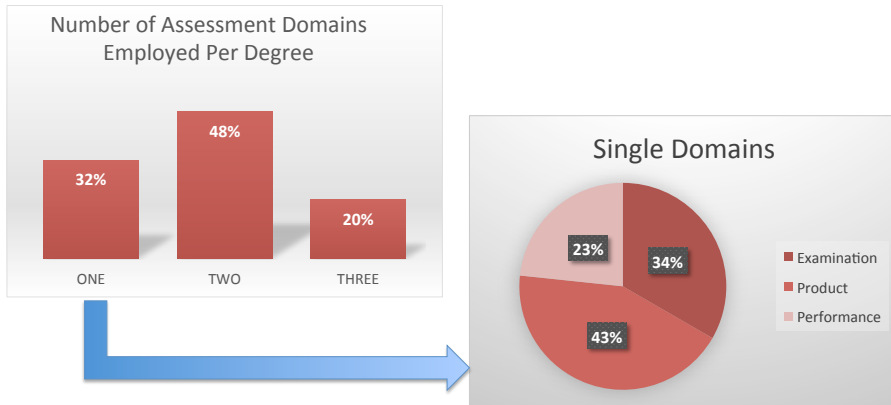
Early Campus-wide Effort End of Program Measures



Assessment Committee – Last Revised March, 2015



*Most degrees are assessed using more than one method.
No single domain is strongly preferred above the others.*



Student-Driven Data-Informed Decisions

Sharing and Connecting with Campus-wide Efforts

- **The UNO Assessment Cycle**
<http://www.unomaha.edu/assessment/documents/uno-assessment-cycle-09302014.pdf>
- **UNO Guide for the Assessment of Student Learning Outcomes (document).**
http://www.unomaha.edu/assessment/documents/uno_assessment_guidelines-10272014.pdf
- **Program Review Guide**
http://www.unomaha.edu/aandsaffairs/documents/apc/program_review_guidelines_2015-2016.pdf

Thank you!

Questions?

