



UNITED STATES UNIVERSITY

*KNOWLEDGE IS EMPOWERMENT*

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# **United States University**

## **Learning Outcomes Assessment**

### **Process**

**(excerpted from USU Program Review Manual)**

**Approved by Faculty Senate**

**July, 2014**

## **Learning Outcomes Assessment Process**

Through its Academic Committee, the Faculty Senate of USU guides the learning outcome assessment process. In 2013 all programs revised Program Learning Outcomes (PLOs), aligned PLOs with the similarly revised Institutional Learning Outcomes (ILOs), and created curriculum maps aligning Course Learning Outcomes (CLOs) with PLOs. A schedule of outcome assessment at the course/program level has been established, with all outcomes scheduled for assessment within a five-year period.

Developing learning outcome assessment processes began at USU in 2013. The outcomes scheduled for assessment in 2014-2016 are those outcomes which align with WSCUC core competencies. For this reason, at this time assessment is organized at the University level, with all programs utilizing a consistent rubric. The rubrics are included as an appendix to this manual. Undergraduate and graduate assessment is distinguished by the level of achievement anticipated. Also, rubrics contain outcome descriptions which may be relevant for graduate programs only. Rubrics used in assessing outcomes will be included in course syllabi.

As programs move to assessment of content-specific outcomes (e.g, business outcomes in the business programs) separate rubrics will be developed.

Evaluations are conducted at the course level. For those learning outcomes scheduled for assessment in a given year, each course will provide an assignment designed to directly assess student achievement of that outcome at the appropriate level, as designated by the curriculum map. The results of these assessments will be aggregated across program courses for review by the Academic Committee and program faculty, to assess student achievement and develop improvement plans as needed. Results will be reported to school deans and Provost together with recommendations for improvement and resources required to accomplish requested changes.

Timeline for initial learning outcome assessment. As the assessment process is refined additional evaluations will be conducted with the goal of evaluating all learning outcomes in all courses within a program.

### **Summer**

Rubrics developed, rater reliability assessed, course assignments for evaluation developed.

### **Fall terms**

Assessment undertaken – results compiled by Academic Committee Chair, organized by program and level (undergraduate/graduate)

### **Spring terms**

Reports reviewed by Academic Committee, discussion with program faculty and development of improvement plans. Plans to be implemented in the following fall terms and results compared between both assessment periods.

### Student Learning Outcome Five-Year Cycle of Review

<b>WASC Core Competency</b>	<b>USU Institutional Learning Outcomes</b>	<b>Review In</b>
Written Communication	1. Communicate clearly and effectively through writing, speaking, and using technology.	2015-16
Oral Communication		
Quantitative Reasoning	2. Apply quantitative reasoning to address complex challenges	2014-15
Critical Thinking	3. Apply critical thinking in research and problem-solving processes	2013-14
Information Literacy	4. Effectively gather, analyze, and integrate information from a variety of sources.	2014-15
	5. Demonstrate ethical reasoning and actions to provide leadership as a socially responsible citizen.	2017-18
	6. Work effectively across race, ethnicity, culture, religion, gender and sexual orientation.	2016-17
	7. Work collaboratively as members and leaders of diverse groups.	2016-17
	8. Exhibit mastery of knowledge and skills within a discipline.	2015-16

Program Learning Outcomes which align with a given ILO should be assessed in the year in which that ILO is scheduled. Some programs may have numerous outcomes associated with ILO 8, and assessment of these can be spread throughout other years.