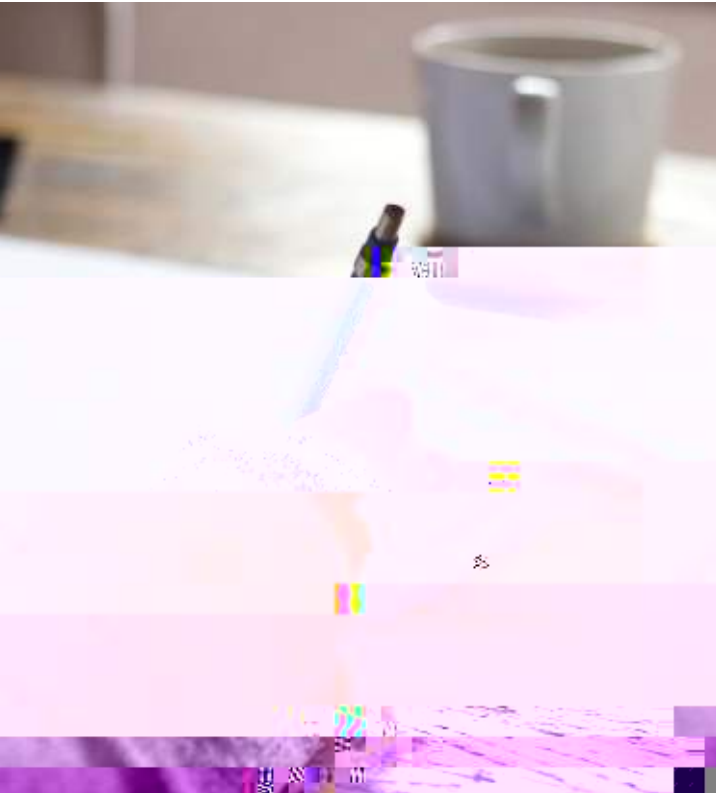




STUDENT LEARNING OUTCOMES ASSESSMENT STRATEGY

at University of the People



STUDENT LEARNING OUTCOMES AT UOPEOPLE

University of the People recognizes and uses three categories of student learning outcomes (SLO) assessment

- Program Learning Outcome (PLO) assessment.
- Institutional Learning Outcome (ILO) assessment.
- General Education Learning Outcome assessment.

PROGRAM LEARNING OUTCOMES (PLO)

An ongoing process designed to monitor and improve student learning, the program learning outcome process measures what students are expected to know and demonstrate upon completion of an entire program of study.





INSTITUTIONAL LEARNING OUTCOMES (ILO)

GENERAL EDUCATION LEARNING CORE COMPETENCIES

In or at on L t racy

uant tat v ason n

Co un cat on

a u san Et ca ason n

C v zat on tu s Cu tur an B

Hu an t s

oc a an B av ora tu s

atura c nc



G

ASSESSMENT OF STUDENT LEARNING OUTCOMES PROCESS AT UOPEOPLE

Because direct assessment of student learning has recently been implemented, the AY 2021 assessment data were pulled from embedded course assignments and assessed for Program Learning Outcomes in retrospect. Each program summarized the assessment findings and “closed the loop” by improving the curriculum where a gap in learning outcomes occurred. The Art and Science (General Studies) department is responsible for the General Education assessment.

C I C L M M A I G

The assessment process starts with curriculum mapping, a collaborative tool for planning new curricula, evaluating existing curricula, and ensuring that students learn what we intend for them to learn. Curriculum maps serve several purposes. They serve to

- Provide a visual illustration of the relationship between a program’s courses/requirements and the program’s intended student learning outcomes
 - Ensure students have sufficient opportunity to master specific outcomes
 - Ensure all requirements contribute to student learning and student success
- Provide a critical tool in assessment planning

A E M E L A I G

All academic programs assess their program learning outcomes (PLO) using embedded course assignments as direct measurements of student learning. A course is not a direct representation of student learning outcomes. Therefore, grades cannot be used as SLO measures.

C L L E C E I D E C E A D A A L Y Z E D A A

Student outcome data are collected at the end of each academic year to be analyzed. Student learning is evaluated based on these data, and gaps in learning can be targeted for improvement.

C L E H E L A D M I E F F E C I E E F I M E M E

Findings are summarized and used for the improvement of the curriculum and/or the program learning outcomes. The improved curriculum is then implemented, and the assessment cycle starts again in the new academic year.

1. HOW DO I REGISTER?

ASSESSMENT TIMELINE

Assessment at UoPeople is a cyclical process. All learning outcomes for academic programs and general education are assessed every academic year.

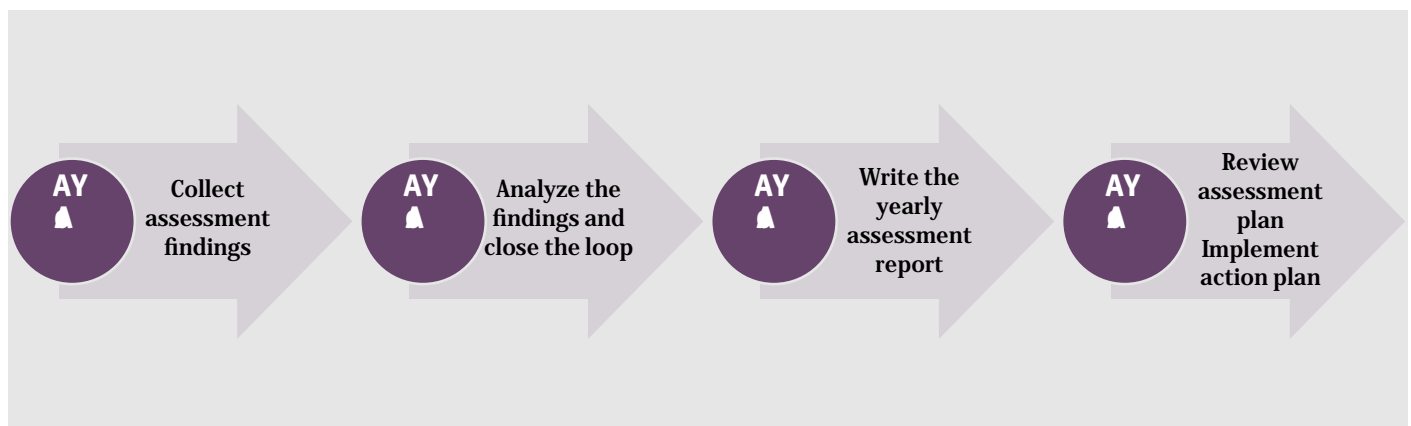
Instructional Learning Outcome Assessment Cycle

UoPeople has five ILO, and one ILO is assessed every academic year. The table below demonstrates the timeline and cycle for ILO assessment at UoPeople

	AY ▲	AY ▲	AY ▲	AY ▲	AY ▲
IL Communication Fluency	Create assessment plan & collect assessment data	Use data for improvement			
IL Quantitative Reasoning		Create assessment plan & collect assessment data	Use data for improvement		
IL Critical Literacy			Create assessment plan & collect assessment data	Use data for improvement	
IL Diversity and Inclusion				Create assessment plan & collect assessment data	Use data for improvement
IL Collaboration					Create assessment plan & collect assessment data

Cyclical Timeline for Learning Outcomes Assessment in General Education

The cyclical timeline starts in Term 1 of every academic year.



FACULTY ROLE IN THE ASSESSMENT PROCESS

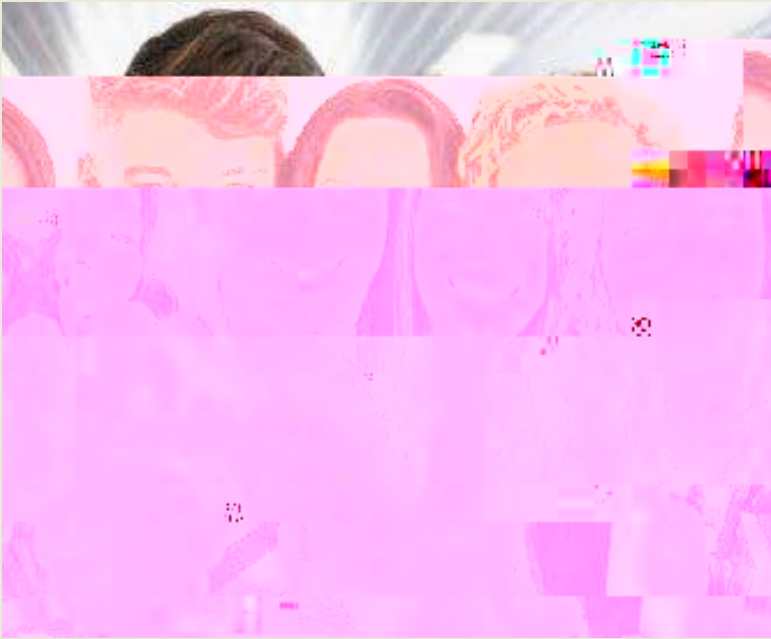
ACADEMIC
ASSESSMENT
LEADER

FACULTY
ASSESSMENT
EFFECTIVE



1. HOW DO I REGISTER?

FACULTY ROLE IN ASSESSMENT



INSTITUTIONAL RESEARCH AND ASSESSMENT

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