



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)

Consistent with its mission, UoPeople has identified a set of institutional learning outcomes that should be addressed in every degree program. The institutional learning outcomes (ILO) define the broad knowledge, skills, abilities, and values that graduates from University of the People are expected to develop through their education.

The five ILOs are embedded in the curricula through learning activities that enable students to master these outcomes.



Institutional Learning Outcome 1

COMMUNICATION FLUENCY

Institutional Learning Outcome 2

QUANTITATIVE REASONING

Institutional Learning Outcome 3

TECHNOLOGY LITERACY

Institutional Learning Outcome 4

DIVERSITY AND INCLUSION

Institutional Learning Outcome 5

COLLABORATION

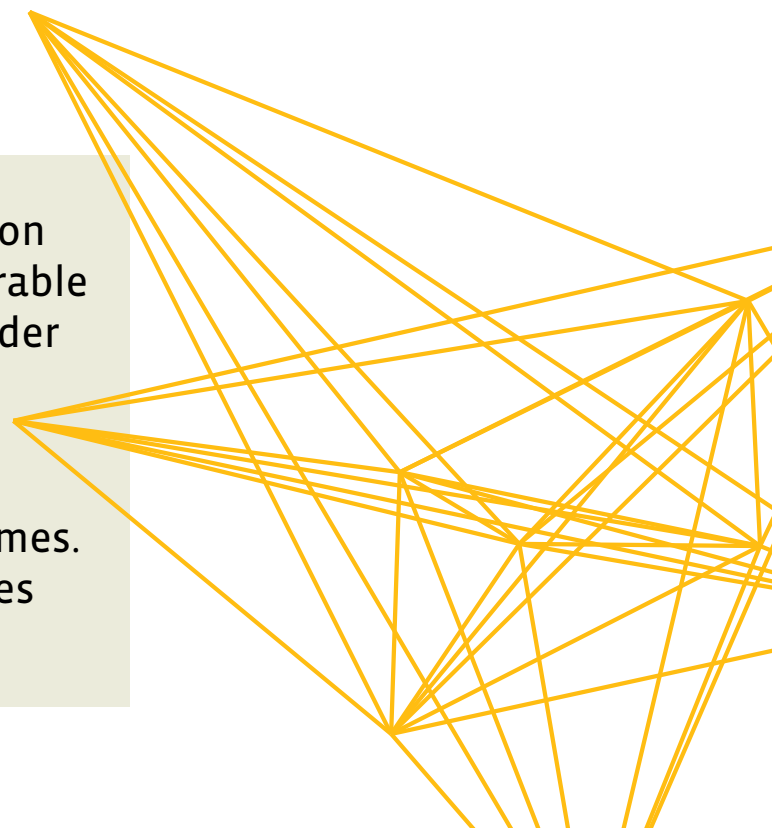
GENERAL EDUCATION



General education is intended to impart common knowledge and intellectual concepts to students and to develop in them skills and attitudes that the faculty believe every educated person should possess.

All undergraduate students are expected to meet the General Education (GE) requirements by the end of their degree programs.

UoPeople has eight General Education (GE) core competencies with measurable student learning outcomes (SLO) under each competency. Learning outcomes for courses in General Studies/Art and Science are linked to GE student learning outcomes. Overall, the institution has 19 courses under general studies.



GENERAL EDUCATION LEARNING CORE COMPETENCIES

- 1 Information Literacy**
- 2 Quantitative Reasoning**
- 3 Communication**
- 4 Values and Ethical Reasoning**
- 5 Civilization Studies, Culture, and Belief**
- 6 Humanities**
- 7 Social and Behavioral Studies**
- 8 Natural Science**

WHAT WE OFFER

Our programs are specifically designed for real-world applicability to in-demand careers.



11

Certificate Programs



3

Associates
Degrees



3

Bachelor's
Degrees



3

Masters Degrees

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.

1 CURRICULUM MAPPING

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

2 ASSESSMENT PLANNING

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

3 COLLECT EVIDENCE AND ANALYZE DATA

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.

4 CLOSE THE LOOP AND MONITOR EFFECTIVENESS FOR IMPROVEMENT

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.

STUDENT LEARNING OUTCOMES ASSESSMENT STRATEGY



The program faculty and department chairs work together in reviewing and mapping the curriculum.



1

curriculum map
(department)

The assessment cycle starts with the creation/review of the program assessment plan, collecting the findings, and using the findings for improvement.



3

Collecting
Assessment Data
IRA and AAL



2

Creating Assessment Plan
(IRA & Department)



5

Close the Loop - Prepare
Action Plan
(Department Chair & AAL)



4

Submit Assessment
Report (AAL)

AAL = Academic Assessment Leader
IRA = Institutional Research and Assessment



6

Implementation of
the Action Plan
(Department Chair
and AAL)

ASSESSMENT TIMELINE

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

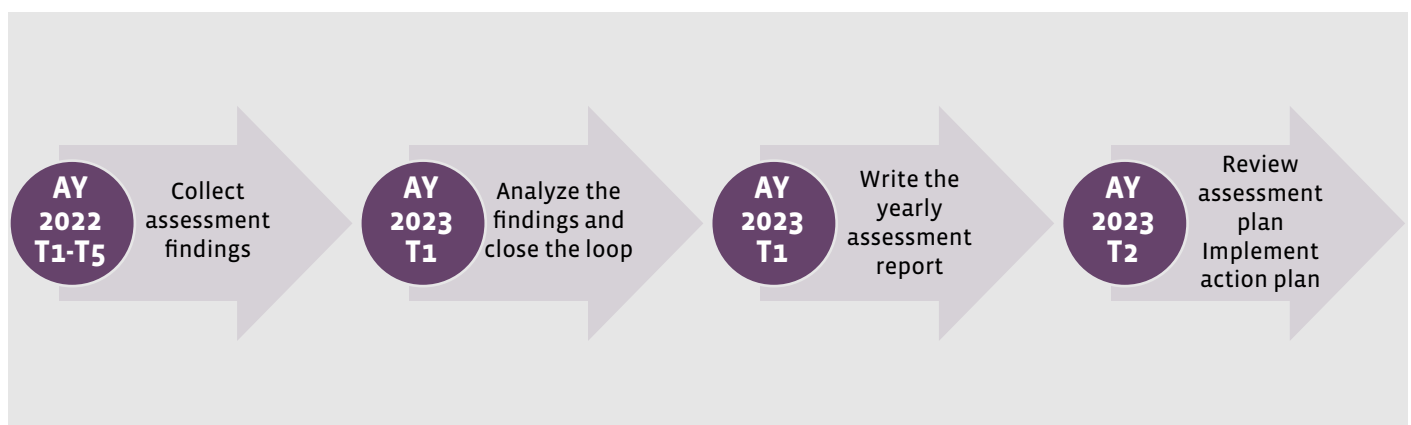
Institutional Learning Outcome (ILO) Assessment Schedule

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 2023	AY 2024	AY 2025	AY 2026	AY 2027
ILO 1 - Communication Fluency	Create assessment plan & collect assessment data	Use data for improvement			
ILO 2 - Quantitative Reasoning		Create assessment plan & collect assessment data	Use data for improvement		
ILO 3 - Technology Literacy			Create assessment plan & collect assessment data	Use data for improvement	
ILO 4- Diversity and Inclusion				Create assessment plan & collect assessment data	Use data for improvement
ILO 5- Collaboration					Create assessment plan & collect assessment data

Cycle for Yearly Program Learning Outcomes and General Education Outcomes Assessment

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



FACULTY ROLE IN THE ASSESSMENT PROCESS

Faculty play a critical role in assessing student learning outcomes at all levels. Faculty are engaged in the assessment process through several means.

1 ACADEMIC ASSESSMENT LEADER

The institution created a new role, Academic Assessment Leaders, to support the assessment process. The AALs are instructors and they are responsible for overseeing the program assessment process in their departments. They are appointed by Department Chairs.

The AALs receive training and mentoring from the Director of Institutional Research and Assessment, and they work collaboratively with other faculty members.

2 FACULTY ASSESSMENT SERIES

FACULTY PROFESSIONAL DEVELOPMENT

The Institutional Research and Assessment office offers Faculty Assessment Series (FAS) courses to engage faculty in the assessment of student learning outcomes process. The FAS courses are delivered online, with a combination of self-paced and instructor-led course through the institution's Learning Management System. FAS courses are open to all faculty. The series includes curriculum mapping, course mapping, assessment of student learning 101, and closing the loop.

3 NEW FACULTY ORIENTATION

All new faculty must attend the Faculty Orientation course (FCLT 0102) and assessment of student learning outcomes is one of the modules in the faculty orientation. The module gives information about the assessment process at UoPeople as well as how faculty can be involved with the process.

FACULTY ROLE IN ASSESSMENT



ACADEMIC ASSESSMENT WORKING GROUP

The Academic Assessment Working Group (AAWG) is a working group under the Academic Affairs department. The group reports to the institution's Provost and has the responsibility for advising on the assessment process and reviewing programmatic assessment including the assessment of student learning within the programs and general education assessment. assessment

This group is responsible to reviewing the yearly assessment of student learning outcome reports and providing feedback to the department on their assessment of student learning; review the institution assessment process and suggesting improvement on the process and the annual schedule of the yearly timeline for academic program assessment and general education assessment and responsible for writing and reviewing the ILO assessment report.

GENERAL EDUCATION OUTCOME WORK GROUP

The GEO group is a part of the AAWG. The members are the General Education Academic Assessment Leader. The chair is the Director of Institutional Research and Assessment

ASSESSMENT AT UOPEOPLE INTERNAL WEBSITE

In order to engage faculty in the assessment process, the Institutional Research and Assessment office created the "Assessment at UoPeople" website. This site provides information on the AAL for each program, resources, assessment information, and FAS courses.



INSTITUTIONAL RESEARCH AND ASSESSMENT

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