

UCC Universal Learning Outcome Assessment

UCC's Universal Learning Outcome assessment process is designed to maximize reflection on teaching and learning and to formally document the assessment process. This form facilitates a systematic examination of a Universal Learning Outcome, teaching and learning strategies, and assessments.

Universal Learning Outcome Assessments support the overall assessment of core educational outcomes we teach at UCC. These assessments are completed within courses that are linked to a Universal Learning Outcome. (see ULO course maps for reference.)

To complete, instructors should identify the Universal Learning Outcome assessed within the course. Fill out the following columns:

1. Outcome competencies

List the specific ways (3-6) that students demonstrate their ability, or competency, to perform this outcome. Outcomes state what students should learn; competencies state what students should be able to do to demonstrate that they have met the outcome. For instance, starting with a measurable verb, finish the phrase, "To demonstrate this outcome, students should be able to..." "...multiply polynomial equations...describe different cultural attitudes about family...etc." These competencies are related to the three ULOs that are taught and assessed specifically within a particular course.

For each of these competencies, include in the remaining columns:

2. Teaching and Learning Strategies

Describe how material related to the chosen outcome is delivered to students (i.e. graded assignments; reading; practice labs; in class activities lecture; experiential learning; etc)

3. Brief description of specific, graded formal summative assessment

Describe the assignment that evaluates the student's achievement of competency/ability to perform the learning outcome at the most comprehensive level taught in the course. These assessments should directly measure the outcome and should represent the highest level of learning achievement. (i.e. Second exam-questions 3-8; group research project; Theoretical reflection; Final essay; etc).

4. Assessment results

For each competency listed, describe how students performed:

- Define what it means to meet the outcome competency that is being assessed by the assignment. Refer to the performance threshold for student achievement and a score range. (i.e. Students reach the "Competent" level as defined by the assignment rubric or method of direct assessment; Students answer 85% of the exam questions 6-18 correctly; etc).
- Record what percentage of students reached the performance threshold, and any other notable performance information (i.e. 8 students did not do the assignment, 1/3 of students who did not meet the threshold misinterpreted how I asked the question, etc)
- Record the students' average scores, as a %.

5. How well did students perform?

Check the box "Met the Threshold if at least 80% of students met the outcome competency as defined in the previous column.

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|--|--|-------------------------------|---------------------------------|---|
| Instructor Name | | Date | | Number of students assessed ↓ |
| Department | | Quarter/Year assessed | | |
| Course in which ULO is assessed | | Course | | |
| Universal Learning Outcome: | | | | |
| 1. Outcome competencies | 2. Teaching and Learning Strategies | 3. Specific assessment | 4. Results of assessment | 5. How well did the students perform? |
| | | | | <input type="checkbox"/> Did not meet threshold <input type="checkbox"/> Met threshold |
| | | | | <input type="checkbox"/> Did not meet threshold <input type="checkbox"/> Met threshold |
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| If you assessed the same outcome as last year, how have the results of student learning changed? (Close the Loop) | | |
| Overall, using your judgment, how well did students perform on this course outcome? | Did not meet achievement standards | Met achievement standards |

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Instructor assessment of this universal learning outcome, considered at a Course level:

The following section provides space and a template to reflect on the assessment results.

1. Analyze assessment results

- What do you conclude about teaching and learning and assessment strategies used to assess this Universal Level Outcome in this course? Were there any gaps in student preparation that may have affected student learning and/or assessment results?
- If applicable, how well were students prepared for the final assessment of the Universal Learning Outcome by the supporting curriculum? Were there any gaps in student preparation that may have affect student learning and/or your assessment results?

2. Next steps:

Discuss specific plans for reinforcing effective teaching and learning strategies and for improving student learning. If some of this will be done outside your specific course, clearly identify what will be done, by whom, by when, and how you will assess the impact of the changes. You may need to discuss with your program chair/coordinator or other faculty.

3. Results of “next steps” implementation, if applicable

Reflect on the actions taken to reinforce and improve student learning. Compare assessment results with the previous assessment. If a different instructor is filling this out from the first assessment, please note what general differences, if any, were used in the teaching and learning strategies.

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| 1. Reflect on assessment results | |
| 2. Next steps | |
| 3. Results of “next steps” implementation, if applicable | |