

# UNC-Chapel Hill Guidelines for Student Learning Outcomes Assessment

*(The following University-wide guidelines were approved by the Executive Vice Chancellor and Provost in 2004 and revised in 2007.)*

The faculty in each academic program at the University of North Carolina at Chapel Hill are expected to:

- Define and articulate clear, measurable student learning outcomes for students who complete each program;
- Identify methods and criteria for measuring attainment of those outcomes;
- Gather evidence on a regular basis to analyze the extent to which students are actually achieving these outcomes across the program; and,
- Use the results of these assessments to make improvements to the program.

## **Assessment Plans**

Each academic program is expected to maintain an assessment plan that articulates intended student learning outcomes and methods to be used to conduct these assessments. The plan should contain the following elements:

- The mission of the program;
- Intended student learning outcomes that: (1) clearly and succinctly describe the knowledge, skills, and competencies that students should be able to demonstrate upon completion of the program; and (2) that are measurable;
- Methods to be used to measure the extent to which the outcomes are met; and
- A proposed schedule for conducting the assessments that will provide faculty with an ongoing source of data on student achievement of the stated outcomes.

Assessment plans are to be filed with the dean's office of each school (with a copy to the Office of Institutional Research and Assessment) and updated periodically, and in particular after major changes to a program's curriculum.

## **Reporting Assessment Activities and Results, & Use of Results for Program Improvement**

The purpose of student learning outcomes assessment is to enable faculty to examine evidence concerning the extent to which their students are achieving the intended learning outcomes of the program. Results are then used in planning and implementing program improvements. Program faculty are expected to document their assessment activities; i.e., how they have analyzed, reviewed, and used the assessment results to enhance their programs.

Deans are responsible for coordinating student learning outcomes assessment within their schools. They are also responsible for establishing internal reporting processes and schedules that ensure that assessments are occurring on a regular basis, and that the results are being used to improve programs as appropriate. The Office of the Executive Vice Chancellor and Provost incorporates data from school-level reports of outcomes assessment processes in its planning processes, and regularly uses these results for program improvement.