

Learning Outcomes Policy
2022

Policy Title: University of Lilongwe (UNILIL) Student Learning Outcomes Assessment Policy and Guidelines

Policy Holder: Office of the Executive Dean

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Presented to Council on: January,2021

Approved by: Governing Council

Policy Number: UNILIL/ACAD/00021

1. Rationale for the Assessment of Learning Outcomes

The assessment of student learning outcomes is a fundamental component of the educational mission at the University of Lilongwe (UNILIL). The rationale for implementing a robust learning outcomes assessment policy includes:

1.1 Improving Educational Quality:
Systematic assessment helps identify strengths and weaknesses in academic programs, providing a basis for continuous improvement.

1.2 Accountability:
Ensures that the university meets its educational commitments to students, accreditation bodies, and stakeholders by demonstrating that students achieve the desired learning outcomes.

1.3 Enhancing Student Learning:
By assessing learning outcomes, faculty can adapt teaching methods and curricula to better meet the needs of students, ultimately promoting deeper learning and skill acquisition.

1.4 Informed Decision-Making:
Data collected through assessments inform institutional strategies, resource allocation, and program development, fostering a culture of evidence-based decision-making.

1.5 Alignment with Institutional Goals:
Assessment aligns with UNILIL's mission to provide high-quality education that prepares students for professional and civic engagement.

2. UNILIL Student Learning Outcomes Assessment Model

The UNILIL Student Learning Outcomes Assessment Model will have a cyclical framework guiding the assessment process. It shall consist of the following components:

1.Definition of Learning Outcomes:

Clearly articulated, measurable outcomes for each program and course.

2. Assessment Planning:

Development of a structured plan for how and when assessments will take place.

3.Data Collection:

Gathering quantitative and qualitative data through various assessment instruments.

4. Analysis and Interpretation:

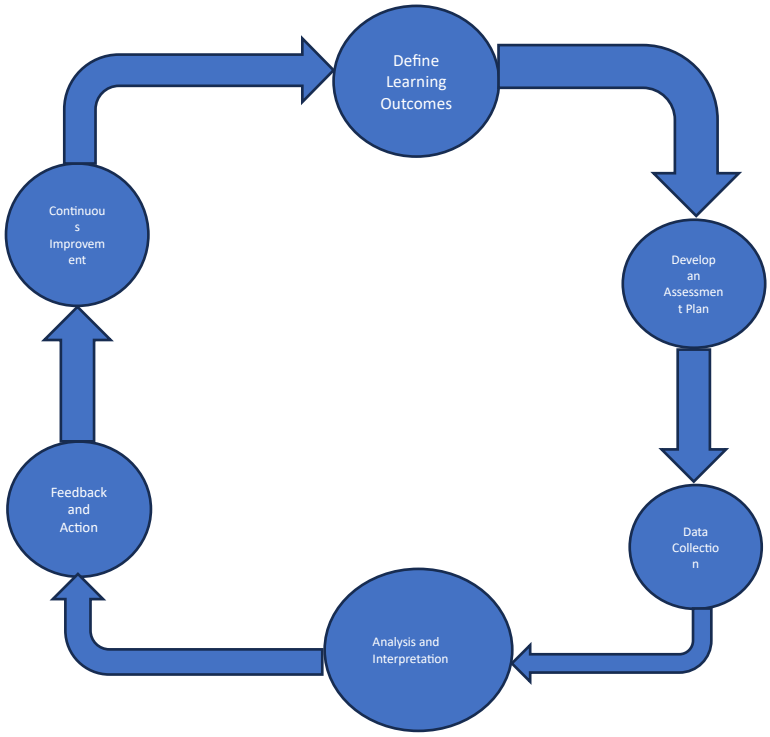
Evaluating assessment data to identify trends, strengths, and areas for improvement.

5. Feedback and Action:

Communicating results to stakeholders and implementing changes to improve teaching and learning.

6. Continuous Improvement:

Regularly revisiting and refining the assessment process to ensure its effectiveness and relevance.



Student Learning Outcomes Assessment Model(2021)

3. UNILIL Student Learning Outcomes Assessment Process

The assessment process at UNILIL will follow these steps:

1. Establishment of Learning Outcomes:
- Each academic program must define specific, measurable learning outcomes aligned with program objectives and institutional goals.

2. Assessment Planning:
- Faculty will develop an assessment plan outlining methods, timelines, and responsibilities for assessing each learning outcome.

3. Implementation of Assessment:
- Faculty will conduct assessments using appropriate instruments during the specified assessment periods.

4. Data Collection:
- Collect data from various sources, including exams, projects, portfolios, surveys, and other relevant assessments.

5. Analysis of Results:
- Analyze the data to determine the extent to which learning outcomes have been achieved.

6. Reporting Findings:
- Share assessment results with faculty, administrators, and relevant stakeholders for review and discussion.

7. Action Plan Development:
- Based on the findings, develop action plans to address identified areas for improvement.

8. Review and Revise:
- Regularly review and update learning outcomes, assessment methods, and action plans based on ongoing assessment results.

4. Instruments for Planning for the Assessment of Student Learning Outcomes

To effectively plan for the assessment of student learning outcomes, UNILIL will utilize the following instruments:

1. Assessment Planning Template:
- A standardized template for faculty to outline learning outcomes, assessment methods, timelines, and responsibilities.

2. Curriculum Mapping:
- A tool to visualize the alignment of course content and teaching strategies with defined learning outcomes.

3. Assessment Calendar:
- A calendar to schedule assessment activities, ensuring timely execution and coordination among faculty.

4. Stakeholder Feedback Forms:
- Instruments for gathering input from students, alumni, and industry stakeholders about the relevance and effectiveness of learning outcomes.

5. Instruments for Assessing Student Learning Outcomes

The following instruments will be employed to assess student learning outcomes at UNILIL:

5.1. Examinations:
-Traditional tests (e.g., mid-terms, finals) to measure knowledge acquisition and application.

5.2. Assignments and Projects:
- Written assignments, research projects, and presentations to assess critical thinking, research skills, and creativity.

5.3. Portfolios:
- Compilation of student work showcasing achievement of learning outcomes over time.

5.4. Surveys and Questionnaires:
- Tools for gathering student feedback on course effectiveness and their self-assessment of learning outcomes.

5.5. Rubrics:
- Detailed scoring guides that outline criteria for evaluating student performance on assignments, projects, and presentations, providing clear expectations and consistent grading.

6. Peer Assessment:
- Involvement of students in evaluating each other's work to foster collaborative learning and critical analysis skills.

7. Capstone Projects:
-Comprehensive projects or presentations that require students to synthesize and apply knowledge and skills acquired throughout their program.

8. Focus Groups:
- Discussions with students to gain qualitative insights into their learning experiences and perceptions regarding the achievement of learning outcomes.

9. Standardized Assessments:
- Use of external assessments or standardized tests to benchmark student learning outcomes against national or international standards.

10. Alumni Surveys:
- Gathering feedback from graduates on how well their educational experience prepared them for professional success, gauging long-term achievement of learning outcomes.

11.Implementation and Review

The Student Learning Outcomes Assessment Policy and Guidelines will be reviewed annually to ensure its effectiveness and alignment with UNILIL's mission and strategic goals. Feedback from faculty, students, and stakeholders will be incorporated into the review process to continuously enhance assessment practices.

11.1 Responsibilities

-Faculty: Responsible for defining learning outcomes, implementing assessments, and analyzing results.
-Department Heads: Oversee the assessment process for their respective departments and ensure compliance with the assessment policy.
-Assessment Committee: A committee composed of faculty from various departments tasked with reviewing assessment practices, providing guidance, and facilitating training on assessment methods.
-Administration: Support the implementation of assessment activities through resource allocation and professional development opportunities.

Conclusion

The Student Learning Outcomes Assessment Policy and Guidelines at the University of Lilongwe (UNILIL) is designed to foster a culture of continuous improvement in teaching and learning. By systematically assessing student learning outcomes, UNILIL aims to enhance educational quality,

promote accountability, and ultimately prepare students for successful careers and responsible citizenship.

This policy and guidelines document serves as a framework for assessing student learning outcomes at UNILIL, ensuring that the university meets its educational objectives and enhances student success.

Appendices

Appendix A: Sample Assessment Planning Template

This Academic Student Assessment Planning Form should be used by faculty at the University of Lilongwe (UNILIL) to plan and document their assessment strategies for courses and programs. This form is designed to facilitate clear communication about learning outcomes, assessment methods, timelines, and responsibilities.

Academic Student Assessment Planning Form

Department: ……..

Course Title: ……..

Course Code: ……..

Lecturer(s): ……..

Semester/Year: ……..

Section 1:
Learning Outcomes

1.1 Course Learning Outcomes:
(Please list the specific, measurable learning outcomes for this course.)

1. _____
2. _____
3. _____
4. _____
5. _____

Section 2: Assessment Methods

2.1 Assessment Instruments:
(Indicate which assessment methods will be used to measure each learning outcome. Check all that apply.)

Learning Outcome	Assessment Method	Description	Weight%
1.	i.e Exam		
	Assignment		
	Project		
	Presentation		
	Portifolio		
	Other(Specify)		
2.			
3.			
4.			

Section 3:
Assessment Timeline

3.1 Assessment Schedule:(Indicate when each assessment will take place.)

Assessment Method	**Due Date**	**Learning Outcome(S) Measured**	**Responsible Person(S)**
Exam			
Assignment			
Project			
Presentation			
Portfolio			
Other(Specify)			

Section 4:

Data Collection and Analysis

4.1 Data Collection Plan:(Describe how data will be collected for each assessment method.)

Method	Frequency	Person(s) Responsible

4.2 Data Analysis Plan:(Describe how the data will be analyzed to evaluate student performance.)

Method	Tools Used	Person(s) Responsible

Section 5: Reporting and Improvement

5.1 Reporting Plan:
(Explain how and when assessment results will be communicated to stakeholders.)

Audience	Format	Timeline for Reporting

5.2 Action Plan for Improvement:(Outline how the results will be used to improve the course or program.)

Actions to be taken	Responsible Persson	Timeline for Implementation	Lecturer Signature	Date

This Academic Student Assessment Planning Form provides a structured approach for lecturers at UNILIL to plan, implement, and evaluate student learning assessments effectively. It encourages clarity and accountability in the assessment process, ultimately leading to improved student