

Responses to question 2 from courses that have been certified for inclusion in the ACE program are included below.

Question 2: Describe student work that will be used to assess student achievement of the outcome and explain how the students demonstrate the knowledge and skills specified by the outcome.

### ACE Outcome 1

#### **ADVT 283:**

This course emphasizes individual work rather than group work. Weekly writing assignments will provide students practice with and feedback for each type of medium studied in the course, as well as assignments focused on the strategic communications platform document, a piece that brings together research about and strategy for a client. A final project will involve some level of team or group work, but ultimately each student will be expected to turn in their own integrated marketing communications plan as the final project's product.

#### **ADVT 451/851:**

Students will research, write and revise communication tools such as letters and memos, releases and opinion/editorial pieces for print news, scripts for broadcast PSAs and speeches, feature stories, communication plans and a portfolio. Each written assignment will be evaluated to assess writing technique, creativity, targeting to the audience and meeting client or organization objectives. Grammar and style guidelines or grading matrixes developed by the instructor and made available to the student prior to the assignment will be used for evaluating written assignments.

#### **JGEN 120:**

Students will write nine out-of-class papers:

- Personal introduction
- Letter to prospective employer summarizing one of their experiences as an employee, volunteer, or student and detailing how that experience has prepared or inspired the student for future work.
- Press release or newspaper article to inform
- Analysis of a successful business and attendant qualities
- Analysis of an ethical dilemma in business
- Report tracing cause and effect with regard to an employer (what causes a company to treat its workers well or poorly? What are the effects of the way a manager treats employees?)
- Short paper to evaluate service in a retail environment
- E-mail messages connected to study of electronic medium, genre, and technology
- Persuasive letter

Each assignment will be assessed with a rubric designed to give students an idea of what they did well, and where they could improve. Rewriting will be used as a learning technique in four of the nine assignments.

**JGEN 200:**

Each assignment is written; each is graded according to a rubric. The final class assignment, counting 20 percent of the grade, is written and oral. Each project goes through rough draft assessment and peer review before it receives its final grade. For peer review, students are given rubrics to follow in assessing the rough draft work of their classmates. After the rough drafts have been critiqued by both teacher and students, students write the final draft for their graded project.

**Context from Question 1:**

Students write different kinds of business messages, like letters or e-mails, with an identified purpose such as persuasion, or notification. Audience consideration is requested within the assignments; for example, a student can be assigned an e-mail message to be written to an employer and the same message to be written to a co-worker. The resulting slant of the student paper indicates whether the student effectively considered the assigned audience. Research is incorporated into the course through the assignment of two, short research papers, based on the readings of case studies. Available topics are McDonalds and obesity; Wal-Mart and brand imaging; Morgan Stanley and Sept. 11, 2001; Wendy's International and fraud; Dewey Ballantine and cultural stereotypes; Google, Inc., and the Chinese market and government censorship. One paper will be informational; the other analytical, with recommendations. The informational paper is written independently; the analytical paper is a team effort. Students are instructed how to use the Modern Language Association documentation format. Opportunities to practice paraphrasing exist within the research assignments. The final papers are submitted to instructors through Safe Assignment, the plagiarism-detection program sponsored by the UNL Libraries.

**JGEN 287H:**

Graded Assignments used to assess achievement of this outcome include:

- An autobiography to assess writing fundamentals as well as use of format and structure
- Complaint and adjustment letters to assess writing in various forms with an identified purpose to create documents that respond to a specific audience needs and use of appropriate conventions.
- An accounting ethics analysis to assess writing in various forms for an identified purpose, incorporating research and existing knowledge using applicable documentation and appropriate conventions.
- A resume to assess writing in various forms with an identified purpose to meet specific audience needs using applicable documentation and appropriate conventions.
- A User manual to assess writing in various forms with an identified purpose to meet specific audience needs using applicable documentation and appropriate conventions. Online quizzes to assess achievement of appropriate conventions of format and structure.

**JGEN 288H:**

Graded Assignments used to assess achievement of this outcome include:

- An application letter to assess writing in various forms with an identified purpose, responding to a specific audience needs and use of appropriate conventions

- A resume to assess writing in various forms with an identified purpose to meet specific audience needs using applicable documentation and appropriate conventions.
- A online user manual to assess writing in various forms with an identified purpose, incorporating research and existing knowledge to meet specific audience needs using applicable documentation and appropriate conventions.
- Presentation materials to assess writing in various forms for an identified purpose, incorporating research and existing knowledge using applicable documentation and appropriate conventions.  
Presentation to expert panel to assess oral communication.

**JOUR 102:**

Each two-page writing assignment must meet rigorous standards of clarity, focus, topic development, audience awareness and mechanical correctness. To achieve these standards, students write at least two drafts of the paper and may write up to four drafts before receiving a final grade on the work. Students receive daily instruction in grammar, punctuation and usage; they complete worksheets, quizzes and tests to reinforce and check the effectiveness of that instruction. Students also read many examples of excellent writing and are assessed on their participation in class discussion of those examples.

**JOUR444/844:**

Students write briefs analyzing a science article, a book about science and a scientist's talk or presentation to a public audience. They also write briefs explaining a scientific process and a scientific concept. Longer articles—the "features"—describe a science project at UNL or the work of a UNL scientist and explain an issue in the student's field. Each writing assignment must meet rigorous standards of clarity, focus, topic development, audience awareness and mechanical correctness. To achieve these standards, students may write up to four drafts of each paper before receiving a final grade on the work. Students also read many examples of excellent science writing and are assessed on their participation in class discussion of those examples. On Blackboard's "discussion board," students also write comments on the writing qualities they find in science news stories of their choosing.

**NEWS 202:**

The stories students write simulate the variety of assignments typically given to beginning reporters in news operations of all kinds. They will write about people and events that are of interest and concern to general interest readers. Stories might report on speeches, crimes, prominent or interesting personalities or meetings of public bodies. Each story a student writes will be closely graded by the instructor, with specific comments on matters of style and structure. Students are required to rewrite stories that fall short of news industry standards for what is acceptable for publication. The rewrite process calls on students to rethink their stories, rewrite passages that are awkward or confusing and do additional reporting to provide missing information. The process of critiquing student work includes in-class discussion of errors or problems that are common to many stories and recognition of stories that are especially well-written. Quizzes will help the instructors assess the progress of students in grasping matters of AP style and grammar.

## ACE Outcome 2

### **ALEC 102:**

Traditional exams and quizzes will be utilized to assess content knowledge acquisition. The student's ability to employ a repertoire of communication skills for developing and maintaining professional and personal relationships will be assessed through the required service learning project. Consistently, throughout the semester, students will also interpret the application of their learning through journal postings of their experiences related to the service learning project. A final course presentation and personal analysis of individual learning outcome(s) will be assessed by the course instructor.

### **JGEN 187H:**

Graded Assignments used to assess achievement of this outcome include:

- Presentation of three annual report analyses to assess leading and participating in problem-solving teams and communication competence through making oral presentations with supporting materials.
- A supply chain analysis presentation to assess communication competence through making oral presentations with supporting materials.
- Online quizzes to assess technical knowledge.
- An exam on editing and proofreading techniques to assess writing competence.
- An assignment to develop graphical support for a presentation to assess creating and interpreting visual information.

### **JGEN 188H:**

Graded Assignments used to assess achievement of this outcome include a semester-long project that requires students to lead and participate in teams to analyze multiple aspects of an industry. Students develop a report and supporting materials to aid in presentation of their analysis to a panel of faculty and industry experts. This project assesses:

- Making oral presentations with supporting materials.
- Leading and participating in problem-solving teams.
- Creating and interpreting visual information.

### ACE OUTCOME 3

**ECON 215:**

Students are required to complete homework projects in which they analyze a variety of business and social data contexts, by using statistical procedures and standard computer software. Students sit for several examinations that require them to analyze mixtures of qualitative and quantitative situations, distill the essence of the problem or application, and then bring correct statistical procedures to bear for complete and thorough solutions.

**MNGT 245[245x]:**

Use of mathematical, computational, statistical, or formal reasoning process to solve problems, draw inferences and determine reasonableness will be assessed through team project reports requiring the solving of complex management science problems, homework problems, quizzes over theoretical concepts, and regular exams.

Context from Question 1: Students will have hands-on experience in examining problem situations, designing mathematical models, and finding solutions through management science techniques. Most models will be solved by using software on PCs. Students will interpret solutions, draw inferences from the results and determine the reasonableness of the models.

**STAT 218:**

Student learning will be assessed via traditional homework and tests. There will be either two or three hourly exams (depending on instructor) and a final exam. On the final exam, students are given a data set (already collected) and a description of a scientific problem. The students must formulate appropriate hypotheses, carry out the appropriate statistical procedure and draw conclusions based on their results. Students will also participate in hands-on classroom activities. In groups, they formulate a testable hypothesis, determine how to collect data to answer that question, collect the data, test their hypotheses and draw appropriate conclusions.

## ACE OUTCOME 4

### **AGRI 115:**

Students have weekly assessments (problem sets, on-line quizzes) and thus weekly feedback of their achievement in meeting course outcomes. Three hour exams provide a summation of their comprehension. Exam and quiz questions are about 1/3 facts, 1/3 interpretation based on data collected by biotechnologists, and 1/3 application of concepts in solving new problems with biotechnology. Each week, discussion is required and graded. The discussion is based on their research on a specific issue or question. Thus the students gain skill in finding and analyzing information. One assignment early in the semester is designed to assess the credibility of an information source and then form, as a class, agreed upon criteria for information credibility. This criteria is then used as the standard for future investigations. The student's "Biotechnology of their favorite food" project is assessed four times during the course. They prepare and share a presentation that tells the class how the concepts we are learning about 1) Classical processes, 2) Genetic Engineering and 3) Molecular Diagnostics) relate to their favorite food. This project is also the basis of the final exam. Student's weave all three aspects of biotechnology into their final presentation and share with us a potential controversy the general public should understand that is known or anticipated with their project. This project provides an opportunity to show their research strategy, convince us of their resource credibility and also showcase their creative thinking abilities.

### **AGRO 131:**

Students have weekly assessments (problem sets, lecture quizzes, on-line quizzes) and thus weekly feedback of their achievement in meeting course outcomes. Four hour exams provide a summation of their comprehension. In addition, a comprehensive final organized around the four experiments in the course emphasize underpinning plant science concepts illustrated by the experiments. The write ups for the four experiments are part of the final exam grade but are assigned due dates throughout the semester. This provides an opportunity for both peer and teacher feedback and student improvement before the final exam and the final draft of each experiment write up is due. A grading mechanism is in place so students can take advantage of instructor edits.

### **ENTO 115:**

Student understanding and application of content knowledge is assessed through three hourly exams and a final exam. Exams consist of short essays and multiple choice questions. Graded assignments used to assess the student's achievement of the scientific method component include scientific reports on their insect pets. The scientific reports gauge the student's ability to develop a testable hypothesis; collect data; present (graphs and tables), assess and analyze their data sets; identify appropriate conclusions; and effectively communicate their findings. The final exam includes a question that requires students to demonstrate their understanding and application of the scientific method by designing an experiment related to insect biology. This test question provides another mechanism for assessing student achievement of this outcome.

### **PLPT 110:**

Student understanding and application of content knowledge is assessed through two hourly exams (mid-term and final) that consist of short essays and multiple choice questions. Graded assignments include a scientific report that describes a fungus in a natural setting, as well as a 8-10 page paper that discusses a legal case involving "toxic mold syndrome".

## ACE OUTCOME 5

### **ARCH 240:**

1) Regularly given scanned tests are the principle means of assessing student achievement. Additionally, quizzes, utilizing personal response devices (“clickers”) assess student achievement on an on-going basis, and ensure that students are responding to the lectures and the readings. Tests and quizzes are both quantitative and qualitative, and address the major problems and issues involved when studying the history of the built environment. There is also a take-home quiz that requires students to visit local museums. 2) One or two short writing assignments are specifically targeted for students to analyze a lecture, film, or essay, focusing on various means of historical interpretation, the standards of evidence in different professions, and critically evaluating the interpretations of major figures in the humanities. Writing assignments are graded and students receive feedback on their writing and critical interpretative skills. 3) One semester-long visual assignment, such as a graphic time-line, is the vehicle to assess students’ synthesis of the large body of historical knowledge that the course, through lectures and readings, presents. 4) Students’ required participation in Blackboard Discussion Boards is an additional means of exploring a range of historical perspectives.

### **JOUR 189H:**

Each student signs up to be part of a debate team twice during the semester. The debates are scheduled at the end of each major unit and ask the students on one team to attack and the other team to defend a statement that defines a primary theme of the unit. The debates are expected to cite evidence from the readings as they make their arguments. Each individual student receives a letter grade on his or her contributions to the debate. Students also write two graded 4-6 page research papers during the semester on a topic related to freedom of expression. And they complete a graded take-home final in which they address a contemporary question regarding expression in light of various theories of free expression as outlined in an assigned reading. They must draw on the pertinent class readings as they write their 4-6 page final.

## ACE OUTCOME 6

### **ADVT 450/850:**

Students will compare and contrast theories through written papers and exams. They will also demonstrate their understanding of theories through application to problem scenarios and case studies—both discussion and written form. Written work and exams will be evaluated by the instructor with feedback provided in writing. Of primary concern in evaluation is the student's ability to apply theories from PR history to current day to develop problem-solving methods for realistic scenarios. Quality of discussion will also be considered in a participation element of the course grading scale.

### **BSAD 182H:**

Graded Assignments used to assess achievement of this outcome include: Three exams to assess concept and theory knowledge, as well as critical thinking and problem solving.

- Several homework assignments to assess competency in basic knowledge, theories and methods.
- A semester-long team research project that assesses ability to evaluate and understand, as well as critical thinking and problem solving. This project culminates in a paper and presentation to assess writing and oral abilities.
- Group 360-degree evaluations to assess teamwork.
- Three accounting-based analyses to assess knowledge, methods and critical thinking.
- Several in-class assignments to assess knowledge of key concepts.

### **CEHS 200:**

a. Following the completion of the Gallup StrengthsFinder, class members will submit writing projects describing and validating their top five strengths, describing specifically how they will develop one of their top five strengths, and how their strengths can be used in human interactions and professional practice. b. Class members will take five competency quizzes over textbook chapters on the human ecological model, they will each present to the class and submit a poster detailing an unassigned textbook chapter (individually selected from a major or area of interest), and complete a mid term exam on strengths and human ecology. c. Class members will each complete a professional practicum and submit a paper relating the experience to strengths, human ecology, and professional practice. d. Small groups of students will develop a survey research project in which they construct an hypothesis regarding a puzzling observation or question they have from their field of study within the College, develop a survey instrument with each group member administering the survey to 5 subjects, conduct follow up interviews of one subject per group member, analyze the data, develop power point slides and present the study to the rest of the class. e. Class members will complete a research paper based on their examination of the scientific literature on a contemporary issue related to strengths and human ecology (e.g., solutions to poverty that represent the various systems in the human ecological model). Teams will discuss solutions represented in their papers then present the “best ecological plan for responding to poverty” to the larger class. f. Class members will complete a 10-item multiple-choice questionnaire and 3 short-answer essay questions on their knowledge of ethics, professionalism, and human ecology as a pre- and a post-test. g. Class members will read and become familiar with their professional code of ethics, its principles, and an

ethical decision-making model. They will be able to apply the ethical principles and decision-making model individually and in small groups to case studies. Small groups will identify and present ethical dilemma and their decision on how to respond to ethical dilemma using ethical principles.

**ECON 212:**

This course is taught in multiple sections with different class sizes (day and evening classes), by a combination of faculty, adjunct faculty, and graduate teaching assistants. Student understanding of human behavior in markets, and ability to evaluate market outcomes by applying economic concepts, is typically assessed through a variety of instruments, such as examination and quiz questions, written homework assignments, or other graded exercises made by instructors.

**ENTR 121:**

Student understanding and evaluation of human behavior in business is assessed through a variety of instruments, including 2-3 examinations covering entrepreneurial theory and concepts, and other graded exercises such as writing a short paper based on an interview with a successful entrepreneur, preparing an annotated bibliography of entrepreneurial research and resources,

**ENTR 421/821:**

The primary assessment in this class is a comprehensive written business plan including financial statements. Students orally present their plans, and also complete book and article reviews on entrepreneurship topics.

**Context from Question 1:**

Students will use knowledge, theories and methods appropriate to the social science area of business to develop a written plan to persuade others to invest in a new business venture. Development of this plan requires an understanding and evaluation of human behavior, as students must develop a product/service that meets a human need and must analyze and assess consumer preferences to assure that a sufficient market exists for the proposed product. The written plan includes marketing strategies and proforma financial statements. Historical perspectives will be addressed as they relate to the evolution of particular industries or markets.

**FINA 260:**

Integrative cases or projects (completed in small teams) will be used to assess student understanding of human financial behavior and the methods used in appropriate financial planning. These cases will also develop critical thinking, problem-solving, and synthesis/analytic skills. The case topics will generally focus on retirement planning, use of installment/credit card debt, and insurance. Exams (multiple choice and problems) will be used to assess knowledge and theory of human financial behavior and knowledge of historical trends in consumer debt, home ownership and investment performance. Exams will also reinforce mathematical computation ability using financial planning time value of money problems. Quizzes will be used to assess knowledge of course concepts and to assure that students keep current in the class.

**JOUR 408/808:**

The students write 2-3 page reaction papers each week, summarizing main points in the readings and relating those points to other things the students have read and commenting on how the readings add to their understanding of the relationships among media, politics and government. In addition, the students write a 6-8 page research paper that looks more deeply into some aspect of that relationship. They also take turns leading the discussion on the readings. And each student, each week, summarizes and discusses the significance of a story about the week's topic from current media.

**MNGT 320:**

Student knowledge is assessed through four exams, a final paper and a group project. In the group project, students are given a problem scenario. They must use text and research to find a solution to the scenario, and must provide background, data and examples from the course. This project is interactive throughout the semester with on-going communication with team members and the instructor.

**MNGT 360:**

This course is taught in multiple sections with different class sizes (day and evening classes), by a combination of faculty, adjunct faculty, and graduate teaching assistants. Student understanding and evaluation of human behavior in organizations is typically assessed through a variety of instruments, such as examination and quiz questions, written homework assignments, or other graded exercises made by instructors. Cases and experiential exercises for skill building are contained in the text common to all sections of this course. Based on the size of the section (ranging from a large auditorium to 30 students), supplemental books, articles, cases, and outside experts from the business work are also used.

**MNGT 467/867:**

Demonstration of Outcome 6 competence will be assessed through a variety of methods, including evaluation of student performance in a debate, case analysis and research paper. Historical perspective is provided and assessed through the use of selected cases which discuss historical icons and their contributions or relevance to contemporary leadership theory and practice.

**MRKT 425:**

Case Study – Oral Presentation and Visual Aids, Written Analysis, Application of the concepts of retailing ; Group Evaluation Research Project – Oral Presentation and Visual Aids, Written Analysis, and Group Evaluation, Application of the concepts of retailing strategy; Individual Retail Atmospherics Paper – Written Analysis, application of the concepts of the Science of Shopping and critical analysis of a retail atmosphere

## ACE OUTCOME 7

### **AHIS 101:**

Because AHIS 101 is taught in large (200-student) sections without the assistance of GTAs, student achievement is measured by multiple-choice exams. While some of these questions involve identifying works of art shown in lecture, the majority will concern issues of media and technique, style, meaning, and historical context.

### **AHIS 102:**

Because AHIS 102 is taught in large (200-student) sections without the assistance of GTAs, student achievement is measured by multiple-choice exams. While some of the questions on these exams involve identifying works of art shown in lecture, the majority will concern issues of media and technique, style, meaning, and historical context.

### **ARCH 240:**

1) Regularly given scanned tests are the principle means of assessing student achievement. 90% of the test questions relate to a work of art or architecture, asking students to either identify it quantitatively -- name, artist, date, or place-- or qualitatively, regarding an aspect of its interpretation as an artwork with culturally significant meaning. Additionally, quizzes, utilizing personal response devices ("clickers") assess student achievement on an on-going basis, and ensure that students are responding to the lectures and the readings. Tests and quizzes are both quantitative and qualitative, and address the major problems and issues involved when studying art and visual evidence. A take-home quiz requires students to visit local museums, and answer questions by engaging with actual artworks and buildings. 90% of all questions relate to a building, artwork, or image. 2) A short writing assignment is specifically targeted for students to analyze a lecture, film, or essay, focusing on various means of historical interpretation, and the standards of evidence when evaluating art and architecture. The assignment is not based on textual research, but is always a variation on making claims by carefully interpreting visual evidence. Writing assignments are graded and students receive feedback on their writing and critical interpretative skills. 3) One semester-long visual assignment, such as a graphic time-line, is the vehicle to assess students' synthesis of the large body of knowledge that the course, through lectures and readings, presents. It requires students to create a graphic document that itself contains a large quantity of visual information. 4) Students' required participation in Blackboard Discussion Boards is an additional means of exploring a range of art historical perspectives. 5) Finally, a standard part of the lecture process is to show a building or artwork and call on students in class to discuss it, based on what lies in front of their eyes; this reinforces that artworks themselves contain culturally significant information.

### **CERM 131:**

Over the course of the semester, students are required to produce a number of ceramic pieces in response to specific assignments/exercises. In addition to learning technical aspects of working with clay, students acquire knowledge about the context and significance of ceramics through instructor lectures and class discussions. Also, regular critiques (in which students present their work for class review and discussion)

and one-on-one conversations with the instructor provide students with an opportunity to demonstrate their knowledge of such things as composition, use of positive and negative space, aesthetic decision-making, and the contextualization of their work.

**DRAW 101:**

In addition to sketchbooks, in-class drawings, and homework, students are required to submit a final portfolio at the end of the semester. These portfolios represent compilations of work done over the course of the semester. In addition to learning technical aspects of drawing, students acquire knowledge about the context and significance of drawing through instructor lectures and class discussions. Also, regular critiques (in which students post their work for class review and discussion) and one-on-one conversations with the instructor provide students with an opportunity to demonstrate their knowledge of such things as composition, aesthetic decision-making, the selection of drawing subjects, and the contextualization of their work in the contemporary art world.

**HORT 200:**

In three short written exercises (edited to one page 350 words or less) students will explore and articulate their worldviews, describe a specific natural environment and their relationship to the natural world. A term paper (1300 words) shows their skills and grasp of course concepts by focusing upon an actual landscape. The paper steps through place selection, outline, rough draft and final draft with feedback from peers and the instructor. Two book reports allow students to widen their knowledge of different landscapes, worldviews and theoretical concepts covered in lecture. Likewise discussion and quizzes over approximately 8 articles expands and reinforces theoretical concepts.

Student teams complete two projects the first of which involves describing and interpreting designed landscape spaces on city campus. Groups present in situ, answer questions from the instructor and classmates, and summarize the visual and spatial characteristics of the place in a photo, diagram and report. The second requires student groups to analyze schematic site plans based on sustainable sites criteria and present a visual and oral group report on their findings.

**MUNM 275:**

Students are evaluated through weekly quizzes, three exams, class participation, and a “cue sheet,” which allows students—regardless of musical training—to begin to understand how a composer integrates dramatic and musical components.

**MUNM 276G:**

Two Blackboard Listening Assignments (a worksheet to be filled out in response to a listening selection mounted on Blackboard), four concert reports (short written papers, each reflecting on the experience of attending a live concert), and three exams (testing knowledge of terminology, and requiring students to write about what is heard in a selection of short excerpts of music that are played for the class during the examination).

**MUNM 287:**

Four multiple choice exams are given throughout the semester. These exams test student knowledge of artists and musical styles and also the broader aesthetic and sociological issues that surround the context of rock music.

**MUNM 387:**

Four multiple choice exams are given throughout the semester. These exams test student knowledge of artists and musical styles and also the broader aesthetic and sociological issues that surround the context of jazz.

**MUSC 189H:**

Student achievement will be measured by the professor's evaluation of the amount and quality of their classroom participation in this seminar, and by the four major written assignments. The written assignments are explicitly crafted to elicit a demonstration by the student of the knowledge and skills they have acquired in pursuit of the outcome. Put another way, whatever the content and approach of the given instructor, the 189H seminar content by intent is supposed to be synonymous and co-terminous with this outcome. To give one more sense of this by the description of one assignment from one version of the course: students are asked to read Howard Gardner's explanation of multiple intelligences and of music as one of those distinct intelligences, and they are asked to read an essay by Oliver Sacks ("Rebecca") that lays out a different and more holistic view of music and the arts in the life of the mind and in the brain's organization of external experience. They are asked then to reflect in writing on the two essays and whether they might ultimately be compatible or incompatible in their understanding of the musicality of man.

**MUSC 280:**

Students are evaluated through periodic quizzes, three exams, class participation, and the semester-culminating musical ethnography, which constitutes both a term paper and presentation to the class.

**Context from Question 1:**

To that end, students complete a musical ethnography in which they apply ideas learned in class towards research on a specific music culture.

**PHOT 161:**

Students produce photos in response to specific assignments. A final portfolio is submitted at the end of the semester; this portfolio includes each student's best photos culled from assignments, along with any other photos produced that the student feels demonstrates his/her development as a photographer. Students are also tested on technical proficiency via written exams. In addition to learning technical aspects of photography, students acquire knowledge about the context and significance of photography through instructor lectures and class discussions. Also, regular critiques (in which students post their work for class review and discussion) and one-on-one conversations with the instructor provide students with an opportunity to demonstrate their knowledge of such things as composition, aesthetic decision-making, the selection of photographic subjects, and the contextualization of their work.

## ACE OUTCOME 8

### **AECN 445:**

Problem sets, a report on one of the E. N. Thompson Forum lectures, exams and the student project all test students' understanding of ethics and civic responsibility. The main student work that will be used to assess student achievement of this outcome, however, is the student project. For this project, students are required to select a public policy issue in consultation with the instructor and to develop a report evaluating the benefits and costs of particular policy options for dealing with this issue. Students are encouraged to carefully consider economic and non-economic benefits and costs associated with alternative policies and to reach and defend a reasoned conclusion on the best course of action for dealing with the problem being analyzed.

### **ARCH 107:**

Student work consists of the following: Personality Report, Public Service Poster Project, Service Learning Experience, Opinion Papers, and an Environmental Issue Research Paper. The Personality Report involves individual presentation of a civic leader with a notorious stance on environmental issues, resulting in name recognition in addition to issue identification. The Public Service Poster Project is used to create a visually attractive educational message. The Service Learning Experience and Opinion Papers document individual exposure and learning in the area of stewardship and social and ethical responsibility with particular emphasis on sustainability events. Finally, the Environmental Issue Research Paper enables the student to critically explain and evaluate a sustainability topic of individual interest and choice. The Report, Project and Research Paper all involve presentations to the class, along with discussion. In addition, the Report and Project are publicly displayed for increased exposure to the general population.

### **ECON 212:**

This course is taught in multiple sections with different class sizes (day and evening classes), by a combination of faculty, adjunct faculty, and graduate teaching assistants. Ability to analyze markets as institutions (including market imperfections) and to evaluate policies by applying economic concepts is assessed through a variety of instruments, such as examination and quiz questions, written homework assignments, or other graded exercises made by instructors.

## ACE OUTCOME 9

### **ADVT 438/838:**

#### Individual Assignments

Students will start the course by researching and analyzing a global advertising agency or company of their choice to learn about the philosophies of the company, its global clients & billings, as well as current advertising campaigns. This assignment will help students to demonstrate an awareness of global advertising practices. In addition, students will learn how to apply a variety of different communication models to analyze a specific advertising message of their choice that ran in a non-U.S. country. Students will be able to demonstrate an awareness of cultural differences as expressed in advertising as well as analyze the message by applying different models and theories.

### **AECN 346:**

The main assessment indicator will be the three problem sets and the report on the E. N. Thompson Forum lecture. The specific assignments for the problem sets may vary from year to year and, of course, the Thompson Forum speakers change with each new lecture series. All of the problem sets will require the collection, manipulation, interpretation and presentation of statistical data and a written commentary describing the results obtained and discussing the implications of the analysis for public policy. For the first problem set, the instructor provides quantitative information and detailed instructions on what to do with it. For example, population data and instructions on the use of a formula for measuring population growth and predicting the size of populations around the world might be provided as the basis for the analysis of world population growth. The second assignment requires the collection of a large amount of data on agricultural production, trade and consumption for a country or region and the analysis of the trends revealed in the data along with a written commentary on the prospects for food security in that country or region. The final problem set might require analysis of changing food consumption patterns as a result of global income growth with the students expected to locate relevant data, use appropriate analytical methods and interpret the results in a commentary on the significance of the predicted changes. These exercises help students develop global awareness and a sensitivity to diversity by providing them with the opportunity to investigate several complex global issues through application of concepts developed in the course and quantitative analyses that shed light on economic and social realities in other parts of the world. The Thompson Forum report brings other dimensions into the discussion. For example, the theme for the 2008-09 Thompson Forum series is democracy, a topic that has become quite controversial in a world where authoritarian regimes have prospered economically. To prepare students for these exercises, the instructor will lead several discussions of appropriate writing and stylistic conventions. Student work will be evaluated for the professionalism of the writing and the attention to the broader global setting as well as for technical competency in the analysis and the presentation of results.

### **AECN 367:**

The main assessment indicator will be the three problem sets and the report on the E. N. Thompson Forum lecture. The specific assignments for the problem sets may vary from year to year and, of course, the Thompson Forum speakers change with each new lecture series. All of the problem sets require the collection, manipulation, interpretation and presentation of statistical data and a written commentary describing the results obtained and discussing the implications of the analysis for public policy. For the

first problem set, the instructor will provide quantitative information and detailed instructions on what to do with it. In the past, data on population and income inequality have been provided along with instructions on how to process the data to measure and predict population growth and income inequality. The second assignment has usually required the collection of a large amount of data on agricultural production, trade and consumption in India or another country that experienced the Green Revolution as a basis for analyzing and explaining the dramatic increases in agricultural yields associated with the Green Revolution technologies. The final problem set has often posed a broad set of questions about foreign aid with the students expected to locate relevant data, use appropriate analytical methods and interpret the results in a commentary on the pros and cons of foreign aid as a tool in the fight against poverty and economic deprivation. These exercises help students develop global awareness and a sensitivity to diversity by providing them with the opportunity to investigate several complex global issues through application of concepts developed in the course and quantitative analyses that shed light on economic and social realities in other parts of the world. The Thompson Forum report brings other dimensions into the discussion. For example, the theme for the 2008-09 Thompson Forum series is democracy, a topic of some controversy in discussions of development strategies. To prepare students for these exercises, the instructor leads several discussions of appropriate writing and stylistic conventions. Student work is evaluated for the professionalism of the writing and the attention to the broader global setting as well as for technical competency in the analysis and the presentation of results.

**AECN 420:**

Although problem sets, a report on one of the E. N. Thompson lectures and the exams all constitute measures of the achievement of this learning outcome, the main student work that will be used to determine its accomplishment is the student project, a quantitative analysis of a commodity market involving the use of secondary data, research on production, consumption and trade of the specific commodity, prediction of the likely future directions in this commodity market and discussion of the implications of the analysis for public policies related to agriculture and trade. The project will help students develop global awareness and a sensitivity to diversity by providing them with the opportunity to learn about a specific commodity that is important to the economic welfare of people in other countries and that may also play a role in the economics of US agriculture. To prepare students for this project, the instructor will lead several discussions of appropriate writing and stylistic conventions for discussions of people from other countries. In addition, students will be encouraged to develop a clear understanding of the broad global context in which the particular market being analyzed is set. The student projects will be evaluated for competency in the appropriate discussion of citizens of other countries and their countries and for the description of the broader global setting as well as for technical competency in the analysis and the presentation of results.

**AECN 435:**

Students will complete several projects that assess this outcome. The first primary activity will be the development of a comprehensive marketing plan for a diverse agricultural operation. Students will work in teams to calculate cost of production, develop a fundamental market outlook, construct a basis history for a local geographic market, analyze multiple sales/hedging strategies, and select and implement a hedging strategy. Students will defend their marketing plan in an hour-long presentation. The second primary activity is a term paper (approximately 10 pages). Students will complete the term paper as individuals, concentrating on a new market or emerging issue. Third, students will complete several comprehensive homework assignments that require knowledge of agricultural production systems (e.g., develop cattle feeding breakeven budget and analyze the difference between convention diets and

byproduct diets). Finally, students trade commodity futures and options in a real-market simulation to apply their knowledge of fundamental and technical analysis.

### **AGRI 282:**

Describe student work that will be used to assess student achievement of the outcome and explain how the students demonstrate the knowledge and skills specified by the outcome.

- The Country Portfolio will be graded by the professor based on completeness, accuracy of information, and recommendations to improve the country's agriculture that are consistent with its strengths and problems and also show creativity.
- The simulated UN debate will be lively showing that students are prepared to represent their countries, that their statements reflect their countries' policies, and that they listen to other viewpoints and show flexibility in their voting on resolutions.
- The Problem Solving Paper will receive a grade of B or better on content that follows the outline (attachment 3), mechanics, format, and documentation of resources.
- Two exams will indicate student knowledge of relevant subject matter. These exams include essay questions on controversial issues where students are required to analyze the issue and write the positions they would express *on both sides* of the controversial issue.
- The scores of class members on the questionnaire of opinions will be analyzed to determine movement from simplistic, clichéd responses at the beginning of the course to responses that recognize the complexity and diverse viewpoints by the end of the course.
- Student responses on the pre/post self-assessment and their final essay will both demonstrate attitudes that are more sensitive and thoughtful as the class progresses.

### **ECON 321:**

This course may be taught in multiple sections (day and evening classes), by a combination of faculty, adjunct faculty, and graduate teaching assistants. Student achievement is typically assessed through a variety of instruments, such as examination and quiz questions, written homework assignments, or other graded exercises made by instructors.

### **MUSC 280:**

In addition to the above evaluation tools, mini-projects such as simple composition and group performance of transcriptions flesh out the daily readings as well as provide a useful measurement of student progress.

### **Context from Question 1:**

To that end, students complete a musical ethnography in which they apply ideas learned in class towards research on a specific music culture.

## ACE OUTCOME 10

### **ADVT 489/889:**

Students conduct research and write a two-page summary of their research findings and the strategy they develop from that work. The team makes a presentation to a panel of advertising professionals and faculty at the midpoint of the semester. Students use the feedback to develop their strategy further and produce creative materials. Each team produces a 40-page plans book to give to the client explaining the research, strategy and creative executions for the campaign. This work is the basis for the presentation that is made to the client and often a board of directors or other key decision-makers. Those attending the final presentation are asked to give students feedback about their campaign and presentation. Faculty analyze the feedback and make recommendations for course and programmatic improvement.

### **AECN 420:**

The scholarly product required for Learning Outcome 10 will be the student project analyzing an international commodity market using secondary data, analytical and quantitative methods appropriate for the discipline of agricultural economics, and general knowledge gained in this and other courses. The results of analyzing and presenting data and other information are written up in a report of 8-10 pages not including statistical appendices and references. Reports will be evaluated in terms of their overall professionalism. Students who successfully achieve this outcome will have produced a document that would be considered acceptable in a professional setting.

### **AECN 435:**

Students will complete several projects that assess this outcome. The first primary activity will be the development of a comprehensive marketing plan for a diverse agricultural operation. Students will work in teams to calculate cost of production, develop a fundamental market outlook, construct a basis history for a local geographic market, analyze multiple sales/hedging strategies, and select and implement a hedging strategy. Students will defend their marketing plan in an hour-long presentation. The second primary activity is a term paper (approximately 10 pages). Students will complete the term paper as individuals, concentrating on a new market or emerging issue. Third, students will complete several comprehensive homework assignments that require knowledge of agricultural production systems (e.g., develop cattle feeding breakeven budget and analyze the difference between convention diets and byproduct diets). Finally, students trade commodity futures and options in a real-market simulation to apply their knowledge of fundamental and technical analysis.

### **AECN 445:**

Learning outcome 10 requires a scholarly product. For this course, that product will be the student project analyzing a policy issue of the student's choice. The subjects students have chosen in the past include eco-tourism in Nebraska, the benefits and costs of public funding for rural educational programs, federal crop insurance, protection of the Salt Creek beetle, pesticide policy and sustainable agriculture, water marketing in Nebraska and many others. The reports are written in a style and format that corresponds to the professional standards of the public and private employers for whom these students will eventually work. They require technical capabilities as well as the integration of a wide range of information from

---

other classes and from outside sources. The students are required to make and defend a judgment about the best way to solve the policy problem. As students develop their projects, they are invited to provide progress reports to the class so that their peers can offer any insights that they may have on the topic thereby broadening the scope of reflection beyond that which the instructor can provide.

### **AGRO 405:**

Students will write two large written reports, and prepare an oral presentation to be evaluated by the instructor, case-study farmer, and a professional panel of agronomists. One written report to describe the current case-study farm operation will be done individually with the instructor providing guidance and reviewing drafts upon student request. One written report to provide recommendations to the case-study farmer will be done in groups of three or four students. This report will be split into topical sections, with drafts turned in throughout the semester upon which the instructor will make comments followed by student edits. In the middle of the semester students will pull these section drafts together into a written report which will be submitted to the case-study farmer and a professional panel of agronomists for evaluation. Student groups will also present this orally to the case-study farmer and professional panel, who will ask for clarification and justification of recommendations, provide feedback, and together with the instructor, evaluate the presentation.

### **ASCI 486:**

Writing assignments and oral presentations will be graded based on three criteria of technical quality, breadth, depth and accuracy. Breadth of the assignments will be based on whether important points are included, and the main points are supported and developed through evidence, examples and logical reasoning. Depth will be demonstrated by complete understanding of the topic and whether key questions have been answered. Written assignments will also be evaluated based on structure, organization, grammar spelling, and punctuation, and neatness and legibility.

### **Context from Question 1:**

There are several scholarly products that will be generated by the students. First of all, the students will be assigned six scientific review articles on specific topics on growth. They will be required to read and critically evaluate each article. They will write a review of the article and have to address specific questions and draw conclusions as the quality and applicability of the science to the Animal Industry. A discussion of the articles will follow in class. A second scholarly product will require that students work as a group to propose a solution to an animal production problem. They will need to examine the problem, gain an understanding of the biology involved then determine a solution. A faculty member will be assigned to the group to serve as a mentor. Each student group will prepare a written summary of their solution with references and present a thirty-minute presentation to the class and a multi-disciplinary faculty panel. Grading rubrics will be used to evaluate the written portion and the oral presentation.

### **BIOC 435:**

Students will develop a course paper on the particular aspect of the general topic for the course. The student will work on chapters that will build to form the summative paper. The chapters are turned in at approximately three-week intervals and receive formative assessment from the instructor based on a rubric. Students then have the ability to incorporate feedback into the development of the subsequent chapters and to rewrite the chapter already assessed for incorporation into the final paper. In addition to

the continual assessment and feed-back related to the course paper, students provide self-evaluations at weeks 5 and 10 that are related to their degree of engagement with the primary literature and their contributions in the general discussions of student-presented papers that occupy most of the class sessions.

### **Context from Question 1:**

Each student is assigned one of the most commonly prescribed antibiotics and develops an understanding of the chemistry and biochemistry, mode of action, mode(s) of resistance and develops a forward-looking interpretation of the future developments in this class of antibiotics. The major focus of the course is the development of the course paper, but students also give a final PowerPoint presentation to the class.

### **FDST 460/860:**

The student work that is assessed includes: 1) The finished food product (the progress made in improving a team's product is assessed four times: at the 3 consumer testing panels and at the end of the semester), 2) Periodic oral progress reports, 3) Draft HACCP (food safety) plan, 4) the final oral and product presentation, and 5) the final written report.

### **HORT 469:**

Students demonstrate their knowledge and skills through successfully completing each of the three projects and formally presenting their work to a jury consisting of peers, professionals, faculty, and clients. Interim informal presentations provide opportunities for immediate feedback and give them positive suggestions for improvement that are then expected to be incorporated into the final presentation. They are encouraged to be creative in their approach, not only to the actual design of the project, but to the presentation. Different weights for each aspect of the design process are assigned to each of the three projects and the portfolio. Client comments, and evaluation by the jury of their process, technical proficiency, synthesis, interpretation of program requirements and site, and presentation are factored into the grade.

### **HORT 488/888:**

1. Shadowing project: Written paper with interview questions and answers from the interviewee. Informal presentation among peers to discuss what was learned and to share with the rest of the group information that may be useful to others in the class.
2. Case Studies: 2 papers each 5-7 pages that answer the questions posed for the individual case study recommendations and "best" course of action for the firm studied. Presentation of each case study, one in a team of 2 students, the other individually to assess students' ability to communicate issues, recommendations, and "best" course of action verbally.
3. Business plan: See attached assessment tool used for oral and written evaluation of the project.

### **IDES 451/851:**

Program documents (which includes research, analysis, and synthesis); documentation of each project phase (Concept, Schematic Design, Design Development, Construction Documents, Final Design); final

documentation book. Each of these products includes communication with a variety of appropriate written and visual materials.

### **JDEP 402H:**

Graded Assignments used to assess achievement of this outcome include:· Presentation to the client at completion of each phase to assess appropriate technical proficiency, information collection, synthesis, interpretation, presentation and reflection.· Team evaluations to assess appropriate technical proficiency.· Individual evaluations to assess appropriate technical proficiency.· Self evaluation to assess reflection.· Phase documents to assess appropriate technical proficiency, information collection, synthesis and interpretation.· Sing-off documents for each phase to assess appropriate technical proficiency, information collection, synthesis and interpretation.· Status reports to assess synthesis, interpretation and reflection.· Project timelines to assess appropriate technical proficiency, information collection, synthesis and interpretation.· Project Understanding Analysis to assess information collection, synthesis, interpretation, presentation and reflection. Project Complexity Analysis to assess appropriate technical proficiency, information collection, synthesis, interpretation, presentation and reflection.

### **MUSC 445:**

Assessing the Achievement: There will be graded assessment of homeworks, quizzes, exams, and the oral and written versions of the final capstone Performance Project. All of these individually ask the student to take one or more elements of musical analysis (e.g., texture, harmony, rhythm, melody, form) and show how one can move from a description of the phenomenon in the musical score to the articulation of performance choices, and in some cases to the rationalization of one performance choice over another on the basis of analytical observations. Students have to dig deep into everything they have been taught over the prior three and a half years, and will be graded on how appropriately and accurately they integrate and apply this knowledge.

### **TLMT 470:**

Students will work in teams using three case studies to develop comprehensive landscape management plans (the primary scholarly product), using a combination of verbal, oral, graphic and multi-media materials. Cost estimates, phasing strategy, and landscape management manuals for each client will be prepared. These materials will be a part of the presentations and final product. Students will present their work to a jury of peers, professionals, and faculty, to include the clients. They will be evaluated on the completeness of their assessment of the site and client program, the logic and science behind their recommendations, the creative ways in which they integrate sustainable practices and methods to re-educate the client about landscape management, and the effectiveness of their approach. The jury for each case study will evaluate the students' work, providing verbal and written feedback. Technical proficiency will be demonstrated in the field, with evaluation provided through a combination of direct observation by professionals and a written description of the key points necessary to accomplish this skill (produced by the student). Students will reflect on the difficulty of the technical skill, how well the instructor and professionals taught it, and how the technique can be applied to specific situations in management of landscapes.