

Instructions for viewing the PEARL “best practices”
Created for PEARL by Jeremy Penn

1. Login to <http://pearl.unl.edu>

If you have not been enrolled in the PEARL system your blackboard login will not work. Contact your department chair or Kelly Dick (kdick3@unl.edu) and he or she will give you the appropriate login information.

2. Click on the link for “View Best Practices University Wide”

PEARL - (Program Excellence through Assessment, Research and Learning) University of Nebraska-Lincoln

Logged In As Jeremy Penn

[My Assessment Plans](#) | [Contact Support](#) | [Color & Type Reference](#) | [Admin Pages](#) | [Public Site](#) | [Logout](#)

User information... [Edit User Info](#)

Name: Jeremy Penn
Phone: 325-8598
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Last login: 2/15/2007 3:16 PM

Color Legend [More Details](#)

Color	Type
Blue	Student Learning/Development
Green	Student Affairs
Light Green	Administrative Support
Grey	

Your plans...
Assessment Plan Workflow

The status of each of your plans is listed below. Any currently required actions for a plan are highlighted in yellow. Click a highlighted yellow area to work on that plan.

The database saves information when you click the 'save' button for each form. Clicking the save button often will prevent losses of information typed since last saved.

As long as you have saved, information you typed will remain in the database whether you leave or logout.

Once all the information is completed, click the 'finalize' button to advance the program to the next step. Once finalized, no more information may be entered until review is complete.

Resources for Planning Research

[View Best Practices University Wide](#) (2004 -2005) [View Department & College Specific Planning Characteristics \(ARCHIVE 2003\)](#) [View Department & College Specific Planning Characteristics](#)

[View Research Instruments & Evaluation Forms\(Supplementals\)](#)

[View My Supplementals](#)

[University of Nebraska-Lincoln](#)

[CEHS](#)

[CASNR](#)

[Link to CSU public PRISM site](#)

[CSU samples \(Login: demo\)](#)

[Test / setup Javascript](#)

[View Categorization by Frequency](#)

[Download Firefox Browser Free](#)

[PEARL Guidebook 2006](#)

[PEARL Rubric 2006](#)

[Instructions: Entering a plan](#)

[Troubleshoot Supplementals](#)

[PEARL roles](#)

[Convert PEARL plan to Word doc](#)

3. Select the component that you would like to view by clicking on “view now”.

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View Best Practices

Note: The number of unique best practices is different than the number of traits marked because a single best practice might touch on several traits.

Assessment Method: Student Learning	9
View Now	
View by Best Practice Trait	
Cover Page	0
View by Best Practice Trait	
Data Summary and Evaluation: Student Learning	2
View Now	
View by Best Practice Trait	
Holistic Outcome: Student Learning	1
View Now	
View by Best Practice Trait	
Holistic Plan: Student Learning	0
View by Best Practice Trait	
Opportunity to Learn: Student Learning	0
View by Best Practice Trait	
Outcomes: Student Learning	13
View Now	
View by Best Practice Trait	
Program Improvements: Student Learning	2
View Now	
View by Best Practice Trait	

4. To see the complete outcome as entered by the Program Leader, click on the hyperlinked number for the outcome you would like to see.

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Assessment Method: Student Learning 9

[View Now!](#)

Unit	Program	Plan Component	Best Practice Trait	Abbreviated Description
CASNR, Agricultural Economics	Agricultural Economics 2005	Assessment Method: Student Learning Outcomes: 1: Students will demonstrate the ability to communicate effectively through... 2: Students will gain theoretical and technical knowledge (statistical, computer,...)	Component	Although the program uses only indirect measures (student and alumni perceptions of their learning) to assess the learning outcome the program is administering the survey with 2 groups of constituents (seniors and alumni) and using two different prompts in their survey. One prompt asks respondents about their perceived learning gains on skills related to this outcome and the other prompt ask respondents about their opportunity to learn the skills related to this outcome. Both prompts are related to program's outcome statement and opportunity to learn statement.
CASNR, Biochemistry	Biological Chemistry 2005	Assessment Method: Student Learning Outcome: 3: In addition to tracking the performance of our majors, another advantage of ...	Component	Assessment method embeds a standardized test from the discipline into a senior course. This test will provide the program with a national comparison of student learning. The test scores will also be tracked over time providing a benchmark for assessing the effectiveness of future program changes.
CASNR,	Mechanized	Assessment	Component	The program is using multiple methods to

5. You can now view the plan component that was identified as a best practice and all of the rest of the components for that outcome.

For more information, contact:

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