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**Guidelines for Program-Level Assessment of Student Learning Reports**

**The Office of the Provost at SLU requires an assessment of student learning report from every degree and certificate program. These reports are an opportunity to highlight student achievement and the strengths of the program as well as a time to meaningfully reflect on curriculum, pedagogy, and the assessment process.**

**The University Assessment Committee has developed the following guidelines to encourage the completion and submission of high-quality program-level assessment reports. Please also view the** [**Assessment Report Feedback Form**](https://www.slu.edu/provost/educational-program-development-review/assessment-student-learning/program-level/assessment-resources/assessment_report_feedback_form.docx) **to review expectations. Please contact Marissa Cope, Assessment Director, at any time with questions.**

**Report Template**

* Please ensure you are using the most recent program-level assessment report template, always available on the left side of [this webpage](https://www.slu.edu/provost/educational-program-development-review/assessment-student-learning/index.php) and included with these guidelines. If older templates are used, you will be asked to resubmit using the most recent template to ensure all of the important information is included.
* If, for any reason, you did not implement your regular assessment process and did not collect data, please contact Marissa Cope, Assessment Director, for an alternative report template to complete.

**General Information**

* Most reports reflect assessment of more than one student learning outcome; please organize your responses to the sections of this report by each student learning outcome assessed this year.
* Please do not include any student names or initials in the report or the appendices, as these documents are posted online and are available to the SLU community. Please replace with Student 1 or Student A, etc.
* Please refrain from using only acronyms; most report readers/reviewers are not in your discipline.
* Please do not just refer to the assessment plan or links to other documents; the report should serve as a stand-alone document with all relevant materials.

**Use of Appendices**

* Please include all assessment tools (e.g., rubrics, checklists, assignment prompts, survey questions) with the report document. If you do not want to share a full exam, for example, please share 1-2 example questions so that the readers/reviewers understand how the artifact(s) is/are a demonstration of the learning outcome(s).
* When including many pages of appendices, please provide a summary of information in the report narrative and direct the reader to specific pages in the appendices for further information. Please also label each appendix document at the top so that it is clear which pages are which appendices.
* Clearly label additional documents if submitted separately from the report; whenever possible please include the report section number (e.g., 3 – Capstone Rubric).

Please see the next page for report template section-specific guidance.

**Section 4: Data and Results Presentation**

* Please always include actual data in the report, not just a narrative summary.
* When using rubrics, it is very helpful to see a table of the data aggregated, such that we can easily see how many students scored at each level on each rubric criterion. Please include a table of the frequency of ratings. For example:

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|  | **Rating 1****(e.g., Beginner)** | **Rating 2****(e.g., Developing)** | **Rating 3****(e.g., Proficient)** |
| **Criterion/Rubric Row 1** (e.g., Oral Communication)  | #/% of students who received this rating on this criterion | #/% of students who received this rating on this criterion | #/% of students who received this rating on this criterion |
| **Criterion/Rubric Row 2** (e.g., Written Communication  | #/% of students who received this rating on this criterion | #/% of students who received this rating on this criterion | #/% of students who received this rating on this criterion |
| **Criterion/Rubric Row 3** (e.g., Active Listening Skills)  | #/% of students who received this rating on this criterion | #/% of students who received this rating on this criterion | #/% of students who received this rating on this criterion |

**Section 5: Findings: Interpretations and Conclusions**

* Please use this section to ascribe meaning to the data/results shared in Section 4.
* Please address both the strengths and areas for improvement of your program based on your data/results.

**Section 6: Dissemination and Use of Current Assessment Findings**

* Please do not submit your report until the program faculty have reviewed and discussed this cycle of assessment and can complete section 6 in the report template. This is a critical component of the reporting process!
* Some changes that you might consider as a result of your assessment findings include the following:

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| Changes to the Curriculum or Pedagogies | * Student learning outcomes
* Course content
* Assignment prompts
* Teaching techniques
* Improvements in technology
 | * Prerequisites
* Course sequence
* New courses
* Deletion of courses
* Changes in frequency or scheduling of

course offerings  |
| Changes to the Assessment Process | * Evaluation process
* Evaluation tools (e.g., rubrics)
 | * Data collection methods
* Frequency of data collection
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**Section 7: Closing the Loop**

* The purpose of assessment is learning improvement. "Closing the loop" is the process by which faculty have made changes based on assessment findings and are reassessing to determine if the changes had the desired effect on student learning.
* The changes and follow-up assessment do not need to be the same as the SLOs reflected in the report; they can reflect any previous change that has been implemented and re-assessed.
* **Please use this section to highlight how the faculty have improved student learning in your program based on your assessment efforts.** This is another critical component of the reporting process!



**Program-Level Assessment of Student Learning: 2024-25 Annual Report**

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| Program Name (no acronyms):  | Department:  |
| Degree or Certificate Level:  | College/School:  |
| Date (Month/Year):  | Assessment Contact:  |
| In what year was the data upon which this report is based collected? In what year was the program’s assessment plan most recently reviewed/updated? Is this program accredited by an external program/disciplinary/specialized accrediting organization or subject to state/licensure requirements? If yes, please share how this affects the program’s assessment process (e.g., number of learning outcomes assessed, mandated exams or other assessment methods, schedule or timing of assessment, etc.):  |

1. **Student Learning Outcomes**

Which of the program’s student learning outcomes were assessed in this annual assessment cycle? (Please provide the complete list of the program’s learning outcome statements and **bold** the SLOs assessed in this cycle.)

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| *\*\* Please organize your responses to the remaining sections of this report by each student learning outcome assessed this year.* |

1. **Assessment Methods: Artifacts of Student Learning**

Which artifacts of student learning were used to determine if students achieved the outcome(s)? Please describe the assignment objectives or prompts given to students and **include and label them in/with this report**. Please also identify the course(s) in which they were collected and if they are from program majors/graduates and/or other students. Clarify if any such courses were offered a) online, b) at the Madrid campus, or c) at any other off-campus location.

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1. **Assessment Methods: Evaluation Process**

What process was used to evaluate the artifacts of student learning, and by whom? Please identify the tools(s) (e.g., a rubric) used in the process and **include and label them in/with this report**.

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1. **Data/Results**

What were the results of the assessment of the learning outcome(s)? Please be specific and include data in your response (you can paste data tables into the box below). Do results differ by teaching modality (e.g., online vs. face-to-face) or on-ground location (e.g., STL campus, Madrid campus, other off-campus site)?

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1. **Findings: Interpretations & Conclusions**

What have you learned about student achievement of the learning outcomes assessed this year? Address both a) learning gaps/areas of needed improvement, and b) student successes and/or strengths of curriculum and pedagogy.

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1. **Dissemination and Use of Current Assessment Findings**
2. When and how did your program faculty share and discuss the results and findings from **this cycle of assessment**, **specifically (include dates)**? (Please do not submit the report until this step has been completed and you can answer the questions below.)

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1. How, specifically, have program faculty decided to use these findings to **improve teaching and learning** in your program? Please describe the curriculum or pedagogy-related actions you are taking as a result of these findings.

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1. Please describe any other (non-curriculum or pedagogy-related) actions you are taking as a result of these findings:

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1. If no changes are being made, please explain why.

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1. **Closing the Loop: Review of Previous Assessment Findings and Changes**

The purpose of assessment is learning improvement. "Closing the loop" is the process by which faculty have made changes based on assessment findings and are reassessing to determine if the changes had the desired effect on student learning.

1. What is at least one change your program has implemented in recent years **as a result of previous assessment findings**? Please share the context/rationale for the change.

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1. How has the change/have these changes identified in 7A been reassessed?

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1. What were the findings of the reassessment process?

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1. How do you plan to (continue to) use this information moving forward?

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