

## University-Wide Assessment Standards

	Unacceptable	Significant revision/improvement is needed	The SLU standards that all programs should be achieving annually, and fully
<b>Learning Outcomes</b> What the faculty expect students to know and be able to do as a direct result of completing a particular UG major/minor, UG core, certificate, or graduate program.	No outcomes (regardless of quality) developed.	"Outcomes" are really tasks or assignments students will "do" – not learning outcomes resulting from having done a task.	Outcomes are: <ul style="list-style-type: none"> <li>the educational result of tasks, experiences or assignments</li> <li>program-focused</li> <li>clear, specific, and observable</li> </ul>
		Outcomes are either too broad or vague, and therefore unmeasurable;	
		Outcomes are too specific to be program level outcomes.	
		Outcomes are "double- (or triple-...) barreled."	
<b>Methods</b> The specific evidence of student achievement collected; how and when the program collects it; and whether or not the methods are manageable for faculty.	No plan developed.	Disproportionate use of data that only <i>indirectly</i> reflects student achievement of program learning outcomes (such as student course evaluation data, graduating student or alumni surveys, grad school admission rates, certification rates, etc.).	Assessed artifacts of student learning: <ul style="list-style-type: none"> <li>are intentionally designed to <i>directly</i> evidence student achievement of a particular learning outcome(s).</li> <li>include students' most advanced work toward the learning outcome.</li> </ul> All data planned to be collected was collected.  A few outcomes are assessed each year; a reasonable cycle ensures meaningful assessment and manageability.
		Lack of artifacts evidencing students' most advanced work related to an outcome(s).	
		Not all data planned to be collected was actually collected.	
		Too many outcomes assessed each year to ensure quality and manageability.	
<b>Analysis of Assessment Data</b> What the program does to analyze and evaluate the student achievement data to identify ways to improve student achievement.	No analysis conducted.	Analysis does not address all data collected. Data is reported or re-stated, but no conclusions drawn. Conclusions drawn don't inform curricular or pedagogical remedies.	Analysis of student achievement data: <ul style="list-style-type: none"> <li>addresses all data collected</li> <li>identifies learning gaps and possible curricular or pedagogical remedies</li> <li>identifies successful student achievement of outcomes and associated strengths of curriculum and pedagogy</li> </ul>
<b>Use of Data</b> How the analyzed data is used by faculty to make and implement recommendations for changes in pedagogy, curriculum design, and/or assessment work.	No use of data for program improvement.	Curricular and pedagogical changes to bridge learning gaps (as informed by assessment data analysis) have not been implemented.	Curricular and pedagogical changes to bridge learning gaps (as informed by assessment data analysis) were implemented.  The program studies the impact of those changes on future student achievement.

## University-Wide Assessment Standards: *Evaluation Rubric*

Standard	Below the Standard	Meets the Standard	Comments & Recommendations
Learning outcomes are program-focused.	<input type="checkbox"/> Positive trend evident <input type="checkbox"/> Positive trend <i>not</i> evident	<input type="checkbox"/>	
Learning outcomes are clear, specific, and observable.	<input type="checkbox"/> Positive trend evident <input type="checkbox"/> Positive trend <i>not</i> evident	<input type="checkbox"/>	
Learning outcomes are the educational result of tasks, experiences or assignments.	<input type="checkbox"/> Positive trend evident <input type="checkbox"/> Positive trend <i>not</i> evident	<input type="checkbox"/>	
Assessed artifacts of student learning are intentionally designed to <i>directly</i> evidence student achievement of a particular learning outcome(s).	<input type="checkbox"/> Positive trend evident <input type="checkbox"/> Positive trend <i>not</i> evident	<input type="checkbox"/>	
Assessed artifacts of student learning include students' most advanced work toward the learning outcome.	<input type="checkbox"/> Positive trend evident <input type="checkbox"/> Positive trend <i>not</i> evident	<input type="checkbox"/>	
A few outcomes are assessed each year; a reasonable cycle ensures meaningful assessment and manageability.	<input type="checkbox"/> Positive trend evident <input type="checkbox"/> Positive trend <i>not</i> evident	<input type="checkbox"/>	
Methods of analysis of student achievement data are appropriate to the outcome.	<input type="checkbox"/> Positive trend evident <input type="checkbox"/> Positive trend <i>not</i> evident	<input type="checkbox"/>	
Methods of analysis of student achievement data identify learning gaps and possible curricular or pedagogical remedies.	<input type="checkbox"/> Positive trend evident <input type="checkbox"/> Positive trend <i>not</i> evident	<input type="checkbox"/>	
Methods of analysis of student achievement data identify successful student achievement of outcomes and associated strengths of curriculum and pedagogy	<input type="checkbox"/> Positive trend evident <input type="checkbox"/> Positive trend <i>not</i> evident	<input type="checkbox"/>	
Assessment data informs curricular, pedagogical, and other necessary changes.	<input type="checkbox"/> Positive trend evident <input type="checkbox"/> Positive trend <i>not</i> evident	<input type="checkbox"/>	
The program studies the impact of those changes on future student achievement.	<input type="checkbox"/> Positive trend evident <input type="checkbox"/> Positive trend <i>not</i> evident	<input type="checkbox"/>	