

Geaux Assess Student Learning

Key LSU Student Learning Assessment Facts

- x In alignmentwith SACSCOxpectations LSU demonstrates a commitment to the principles of continuous improvement, based on a systematic documented process of assessing institution plerformance with respect to mission in all aspects of the institution.
- x Everyprogrammust be assessed ncluding academic programs, online equivalents, and standalone certificates.
- x Everyprogrammust have at least three Student Leaning Outcomes (SLOs).
- x LSUfollows a three-year student learning assessment period.
- x Every SLO must complete all components of 3 hedent Learning Assessment Reporting (SLAR) process least onceduring the three-year period.
 - o Ideally, this meandirectly measuring and collecting data **en**ery SLO annually Includes reporting on the SLO aggregate and once during the three-year period.
 - Allowsfaculty to emphasize reflection and make aningful, datadriven decisions about program changes.
- x Annually, the Office of Institutional Effectiveness views all SLARs utilizing a rubric and sends a summary report Associate Deans.

LSU Three-ear Period AtA-Glance



Plan

Leading up to the specified multiyear period, faculty within each program bestudyplanout assessments fo the period

- x Mission statement
- x Stated SLOs
- x Indication of when each outcome will complete the SpARcess
- x Identification of measures used to assets SLO (at least orderect measureper outcome is required)

SLAR

In the second stageLARaculty report on assessment findings and determine actions

- x Assessment methodology
- x Findings & analysis
- x Action plan/use ofindings for improvement

PIR

Upon the close of the specified multipear period, faculty document the impact assessment had on their program (Program Impact Report, PIR).

- x Document the impact of ssessment results and actions that have been implemented to improve teaching and learning
- x Discuss any resulting changes to curriculum or pedagogy over the specified -nymedati period.