

Guidance: Completing the Student Learning Assessment Report (SLAR)

Element	Task	Not Completed	Completed
Assessment Plan. Updated every three years.	Review your 2024-2027 Assessment Plan. Pay close attention to the Student Learning Outcomes, Reporting Cycle, and Measures. <i>Review the Reporting Cycle and Measure/Outcomes Guidance Sheet.</i>		
	Are you following your assessment plan as written? If not, why not? Does it need to be revised? If your plan needs revision contact oie@lsu.edu		
Measure Activity Details (Implementing your Assessment Plan)	Follow your assessment plan. Ensure you are assessing and reporting on the outcome using the measure indicated in the plan in the correct reporting year.		
	Consider your outcomes and determine (with faculty consensus) on what the minimum level of acceptable student performance is – the target. <i>Review the Target Setting Guidance Sheet.</i>		
	Consider when the data will be collected (or when it was collected) - semester/course/sampling/population.		
	Determine when program faculty will meet to review the data collected.		
Results and Summary of Results	Results should be specific and disaggregated are usually presented in an excel file or a visual representation (charts and graphs) that is easily understood by an external reviewer. For example, if a rubric was used to assess the student work, break down the results by each achievement category and performance criterion. If a licensing or certification exam is used, the results are disaggregated. For example, the results are broken down by demographics, content areas, or sections. Pass rates should not be the only results provided.		
	If you are uploading your data in a Word or Excel document, have you provided a summary of the data? Including the number of students, averages, etc.		

Findings	Was your target “Met” or “Not Met”?		
	Which people/committees/groups participated in the interpretation of the results? How were these results communicated to faculty and/or stakeholders?		
	Please explain the results. Include things like: your program’s level of satisfaction with the results and an explanation of how the past/current curriculum/co-curriculum might have impacted the results.		
	What are the limitations of this assessment research and/or findings?		
	Were multiple years of data used to help interpret the results? If so, are there any trends, consistencies, or inconsistencies? If so, please report.		
	Reflect on your assessment process and results. Do you think these results are valid and/or reliable?		
	Are the results sufficient to make informed decisions to improve student learning? Why or why not? Review the Learning Improvement Guidance Sheet .		
Actions	Provide a discussion of your intended improvement actions that focus specifically on student learning. Explain why or how the improvement action is expected to positively affect the learning outcome. <i>Review the Actions Options Guidance Sheet.</i>		
	Discuss any causation or associated details identified in your assessment activities (e.g., approximate dates of and person(s) responsible for implementation, and where in curriculum/activities and department/program they will occur; how results and intended improvement actions will impact SLO).		
	If applicable, provide a discussion of any empirical or research-based evidence that supports your intended improvement actions.		
Analyze Outcome	Was the overall outcome “Met” or “Not Met”? Your program will need to decide the threshold for meeting the outcome.		
	The program should prioritize the findings of direct measures over indirect measures. For example, if a program utilizes 2 measures (one direct and one indirect) and the direct measure is not met, it is likely that the overall outcome was not met regardless of the findings for the indirect measure.		