**Feedback on Student Learning Outcomes Assessment Reports**

**Program Name:**

**Our rubric is updated! A few notes:**

* The rubric design has been updated to display a “Meets” checkbox column. This is intended to provide a quick visual indication of whether the criterion is met. If so, feedback may be minimal.
* “Bonus: Good Practice" indicates criteria that are not required but strengthen the assessment design when present. The Office of Assessment does not expect programs to meet all good-practice criteria. Rather, we hope these offer some considerations for continuous improvement.
* For support and/or clarification as you implement feedback, please contact Katie Burr (Director of Assessment, [katieburr@uga.edu](mailto:katieburr@uga.edu)) or refer to our [eLC Assessment Resources](https://uga.view.usg.edu/d2l/home/2906619).

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|  | **Criterion** | **Meets** | **Feedback** |
| **Assessment Planning** | **REQUIRED: Assessment report includes a schedule/plan for assessing all student learning outcomes (SLOs).** |  |  |
| \*Bonus: Good Practice\* Report clearly indicates that student learning outcomes are addressed through the curriculum (e.g., includes a curriculum map). |  |  |
| **Learning Outcomes** | **REQUIRED: The program has clearly defined, measurable student learning outcomes that focus on knowledge, skills, and competencies in the specific discipline.** |  |  |
| **REQUIRED: Two or more outcomes assessed in the current cycle.** |  |  |
| **Measures** | **REQUIRED: Assessment measures are clearly aligned with the listed student learning outcomes.** |  |  |
| **REQUIRED: At least 1 measure is a *direct* measure of student learning collected (student artifact, assignment, exam, project, etc.).** |  |  |
| \*Bonus: Good Practice\* Assessment measures are independent from end-of-course grades and course evaluations. |  |  |
| \*Bonus: Good Practice\* Multiple measures from various points in the curriculum are used to assess each SLO. |  |  |
| \*Bonus: Good Practice\* Each assessment measure includes a specific threshold for student success. |  |  |
| **Data Collection** | **REQUIRED: Data collected is clearly reported with sufficient detail (example: attachment with data is included)** |  |  |
| **Data Analysis** | **REQUIRED: Data analysis addresses the degree to which the students are attaining the defined SLOs (utilizes threshold attainment as applicable).** |  |  |
| \*Bonus: Good Practice\* Data analysis is longitudinal (e.g., outcomes assessed over time are analyzed for recurring patterns). |  |  |
| **Improvements Based on Analysis** | **REQUIRED: Possible changes or improvements to student learning based on data are described.** |  |  |
| \*Bonus: Good Practice\* Description of how data is being used to inform decision making to support student success. |  |  |
| \*Bonus: Good Practice\* Description of changes to the program’s assessment design based on feedback from previous cycle(s). | ☐ |  |
| \*Bonus: Good Practice\* Evidence that findings were evaluated and discussed by the collective faculty associated with the program (meeting agenda, minutes, etc.). |  |  |

**Responses to Additional Narrative:**