Program-Level Assessment Plan

SAINT LOUIS UNIVERSITY.

Program: Evidence-Based Decision Making	Degree Level (e.g., UG or GR certificate, UG major, master's program, doctoral program): GR certificate
Department:	College/School: School for Professional Studies
Date (Month/Year): 07/21	Primary Assessment Contact: Steven Winton, PhD

Note: Each cell in the table below will expand as needed to accommodate your responses.

#	Student Learning Outcomes	Curriculum Mapping	Assessment Methods	
	What do the program faculty expect all students to know or be able to do as a result of completing this program? Note: These should be measurable and manageable in number (typically 4-6 are sufficient).	In which courses will faculty intentionally work to foster some level of student development toward achievement of the outcome? Please clarify the level at which student development is expected in each course (e.g., introduced, developed, reinforced, achieved, etc.).	**Artifacts of Student Learning (What)** 1. What artifacts of student learning will be used to determine if students have achieved this outcome? 2. In which courses will these artifacts be collected?	**Evaluation Process (How)** 1. What process will be used to evaluate the artifacts, and by whom? 2. What tools(s) (e.g., a rubric) will be used in the process? Note: Please include any rubrics as part of the submitted plan documents.
2	Graduates will be able to apply program-specific knowledge to address practical problems using an ethical, evidence-based framework.	Introduced: ORLD 5050 Developed: AA 5221, AA 5222, AA 5223, ORLD 5650, INTL 5250, CYBR 5000, PMGT 5010, IS 5300 Reinforced: ORLD 5700	1. A formative assessment survey will be completed by each instructor at end of course. This will inquire about specific artifacts created in class and will assess competency in this area and potential opportunities for improvement. 2. Exit survey completed by students at end of degree.	1. Data will be collected and analyzed either annually, or once every two years as a result of the previous year's assessment process. 2. Formative assessment survey, exit survey data, and summative assessments
3	Graduates will be able to utilize argumentation skills appropriate for a given problem or context.	Introduced: ORLD 5050 Developed: ORLD 5650, INTL 5250, CYBR 5000, PMGT 5010, IS 5300 Reinforced: ORLD 5700	1. A formative assessment survey will be completed by each instructor at end of course. This will inquire about specific artifacts created in class and will assess competency in this area and potential opportunities for improvement. 2. Exit survey completed by students at end of degree.	1. Data will be collected and analyzed either annually, or once every two years as a result of the previous year's assessment process. 2. Formative assessment survey, exit survey data, and summative assessments

Use of Assessment Data

1. How and when will analyzed data be used by program faculty to make changes in pedagogy, curriculum design, and/or assessment practices?
   Every other year, typically in the spring/summer, data will be analyzed and action plans will be developed.

2. How and when will the program faculty evaluate the impact of assessment-informed changes made in previous years?
   In the year following a given change, program directors will follow up on action items from the previous year to determine impact and possible refinements or enhancements moving forward.

Additional Questions

1. On what schedule/cycle will program faculty assess each of the program's student learning outcomes? (Please note: It is not recommended to try to assess every outcome every year.)
   Learning outcomes will be assessed each year, based on the current evaluation plan and, if needed, any changes necessitated in re-prioritizing due to changes to the curriculum or any contingency that may have arisen during the previous evaluation cycle year.

2. Describe how, and the extent to which, program faculty contributed to the development of this plan.
   Program faculty were involved in the development of the courses and their application to each program learning outcome, though the bulk of the burden has fallen to full-time, as opposed to adjunct, faculty. In addition, both full-time faculty and adjunct faculty have been highly invested in ensuring capstone projects meet program learning objectives and enhancing their courses so they better meet program learning outcomes.

IMPORTANT: Please remember to submit any rubrics or other assessment tools along with this plan.