



Office of Institutional Assessment

2017-2018 ASSESSMENT CYCLE

LiveText User Guide

ASSESSMENT IN LIVE TEXT

The primary purpose of assessment is to use data to inform decisions and improve programs (student learning) and departments (operations). This is a continuous process of defining goals and expectations, collecting results, analyzing data, comparing current and past results and initiatives, and making decisions based on these reflections. This manual will assist Assessment Coordinators in creating and maintaining assessment plans in the LiveText Assessment Insight System (AIS).

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New in 2017-2018!

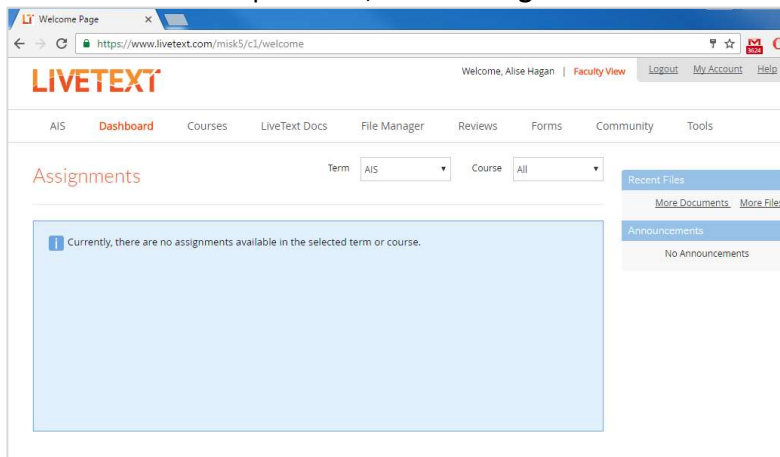
There are several enhancements to the 2017-2018 assessment cycle template from last year. Look for the **NEW!** icon throughout this manual for additional details on these changes.

- **Import from Last Cycle.** Certain elements from the 2016-2017 assessment cycle can be imported into the current assessment cycle. These include mission statements (on Tab 1), and goals, standards, measures, and criterion (on Tab 2).
- **Updated Tabs.** Clarifying questions have been added to Tab 2 (Assessment Plan) and Tab 4 (Reflections). Tab 5 (Attachments) has been removed.
- **Rubrics and Review.** Section rubrics have been added in Tab 2 (Assessment Plan) and Tab 4 (Reflections). Access the rubrics to ensure you are maintaining a quality assessment plan; feedback will be provided.

Getting Started

How to Log In

1. Go to <https://www.livetext.com> and click **Login**.
2. Enter username and password, and click **Login**. The *Dashboard* screen appears.



3. Click **AIS**. The *AIS>Dashboard* screen appears. All templates which have been distributed to you display.

Select a Template

1. From the *AIS>Dashboard* screen, locate the template you want to work on (**2017-2018 Assessment Cycle**).
2. Click the arrow under the template title. The Section Names (Mission, Assessment Plan, Results & Improvements, and Reflection) appear, as well as the Section Status (Not Started, In Progress, Submitted, Reviewed).

2017-2018 Assessment Cycle - 1. AIS Author Training !		
Section Name	Last Edited	Section Status
Mission (due 12/4/17) !		Not Started
Assessment Plan (due 12/4/17) !		Not Started
Results & Improvements (due 9/15/18)		Not Started
Reflection (Due 9/15/18)		Not Started

3. Click on a section to get started. The template will open in whichever Tab (section) was selected.

Tab 1: Mission (due 12/4/17)

About the Mission Tab

The Mission tab captures University mission, values, and vision statements, and mission statements of College/VP-area and Department/Program. To complete this tab, follow one of the paths below:

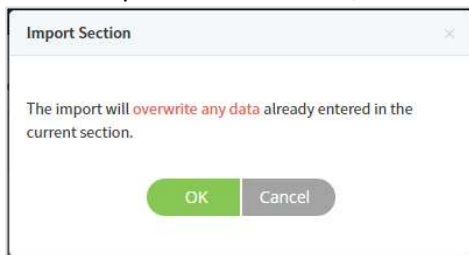
- If Mission tab was completed in the previous assessment cycle (2016-2017), follow the **NEW! Mission: Import from Last Cycle** directions below.
- If Mission tab was not completed in the previous assessment cycle (2016-2017), follow the **Enter New Mission Statement** directions below.

NEW! Mission: Import from Last Cycle

1. Click the **Mission (due 12/4/17)** tab.
2. Review University Mission, University Values, and University Vision (pre-populated).
3. Click the **Import from Last Cycle** button.



4. On the Import Section screen, click **OK**. The import will overwrite any data entered in the current section.



5. Review the imported text, and revise as needed.
6. **NEW! Optional.** Click the **Select File** button to add attachments.
7. Click **Save** and proceed to Tab 2: Assessment Plan.

Enter New Mission Statement

1. Click **Mission (due 12/4/17)** tab.
2. Review University Mission, University Values, and University Vision (pre-populated).
3. Enter mission statement for College/VP-area. If none available, write "None available in 2017-2018."
4. Enter mission statement for Program/Department, which concisely defines the purpose, functions, and key constituents. If none available, write "None available in 2017-2018."
5. **NEW! Optional.** Click the **Select File** button to add attachments.
6. Click **Save** and proceed to Tab 2: Assessment Plan.

Tab 2: Assessment Plan (due 12/4/17)

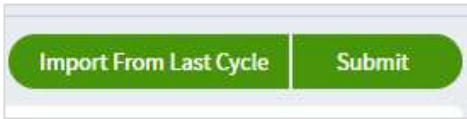
About the Assessment Plan Tab

The Assessment Plan tab identifies Standards/Outcomes, Goals/Objectives, Assessment Measures, Criterion for Success, and the Program/Department Assessment Narrative (**NEW!**). To complete this tab, follow one of the paths below:

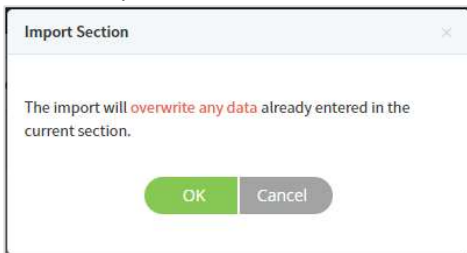
- If Assessment Plan tab was completed in previous assessment cycle (2016-2017), follow the **NEW! Assessment Plan: Import from Last Cycle** directions below.
- If Assessment Plan tab was not completed in the previous assessment cycle (2016-2017), follow the **Enter New Assessment Plan** directions below.

NEW! Assessment Plan: Import from Last Cycle

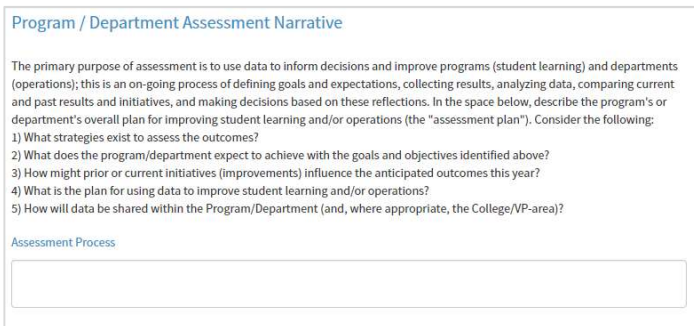
1. Click **Assessment Plan (due 12/4/17)** tab.
2. Click the **Import from Last Cycle** button.



- 3.
4. On the Import Section screen, click **OK**. The import will overwrite any data entered in the current section.



5. Review the imported text, and revise as needed. Pay attention to the following, making sure they reflect the current assessment plans of the Program/Department:
 - a. Standards/Outcomes
 - b. Goals/Objectives
 - c. Assessment Measures
 - d. Criterion
6. **NEW!** Respond to the **Program/Department Assessment Narrative** prompt.

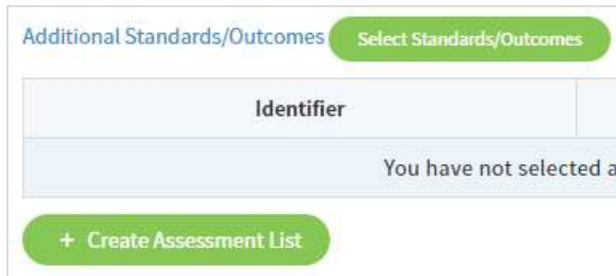


7. Click **Save**.
8. **NEW! Optional.** Assess your assessment by clicking the **Section Assessment Rubrics** button in Tab 2. View the criteria for exemplary assessment plans. (Sample rubric provided at end of this manual.)



Enter New Assessment Plan

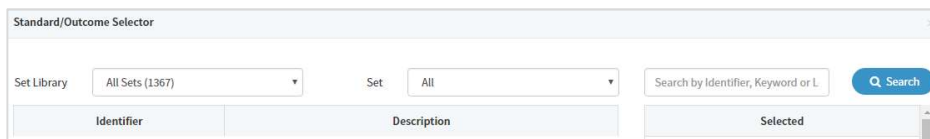
1. Click **Assessment Plan (due 12/4/17)** tab.
2. Notice the two green buttons:
 - a. Select Standards/Outcomes
 - b. +Create Assessment List



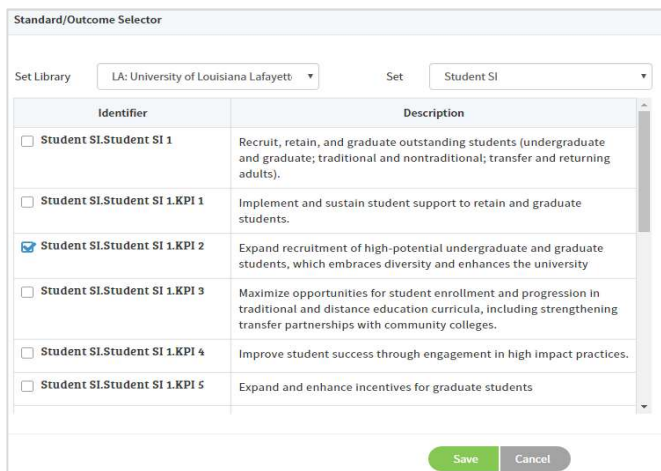
SELECT STANDARDS/OUTCOMES

Standards/Outcomes can be used by those programs 1) who want to link goals/objectives to standards provided by their accrediting board, or 2) with direct links to the UL Lafayette strategic plan.

1. Click the **Select Standards/Outcomes** button. The *Standard/Outcome Selector* window displays.



2. When selecting standards set by
 - a. Accrediting bodies:
 - i. Set Library > Live Text Sets
 - ii. Set > select appropriate accreditation board
 - iii. Click **Search**
 - b. UL Lafayette Strategic Plan:
 - i. Set Library > LA University of Louisiana at Lafayette
 - ii. Set > select appropriate Strategic Imperative set
 - iii. Click **Search**
3. Click the box next to the standard(s) to incorporate it into assessment plan.



- When complete, click **Save**. The selected Standards/Outcomes will appear on the **Assessment Plan** tab.

Assessment List (Goals / Objectives, Assessment Measures and Criteria for Success)

Standards/Outcomes

Identifier	Description
There are no standards/outcomes	

Additional Standards/Outcomes [Select Standards/Outcomes](#)

Identifier	Description	Actions
ABET-ETAC-2015.GC.2	PROGRAM EDUCATIONAL OBJECTIVES: The program must have published program educational objectives that are consistent with the mission of the institution, the needs of the program's various constituencies, and these criteria. There must be a documented, systematically utilized, and effective process, involving program constituencies, for the periodic review of these program educational objectives that ensures they remain consistent with the institutional mission, the program's constituents' needs, and these criteria.	
ABET-ETAC-2015.PC.1.3.B-b	Technical expertise having added depth in a minimum of three subject areas chosen from: manufacturing processes, vehicle design and modification, engineering materials, electro-mechanical devices and controls, industrial operations, and systems engineering including the appreciation of the engineering design cycle and the system life cycle relating to the manufacture and maintenance of aeronautical/aerospace vehicles and their components.	
ABET-ETAC-2015.PC.1.3.B-c	Expertise in applied physics having an emphasis in applied mechanics, plus added technical topics in physics and other science principles appropriate to the program objectives.	
Student SL Student SL 1.KPI 2	Expand recruitment of high-potential undergraduate and graduate students, which embraces diversity and enhances the university	

[+ Create Assessment List](#)

NOTE: If your program has specific program goals, these can be pre-loaded to appear in the Set Library > LA University of Louisiana at Lafayette. Contact assessment@louisiana.edu.

+CREATE ASSESSMENT LIST

The *+Create Assessment List* button is used to add Goals/Objectives, Legends, Assessment Measures, and Criterion for Success.

- Click the **+Create Assessment List** button. The *Create Assessment List* window displays.

Create Assessment List

Goal/Objective *

Legends

OO - Outcome/Objective (administrative units)

PO - Program Objective (academic units)

SLO - Student Learning Outcome/Objective (academic units)

Standards/Outcomes

Identifier	Description
<input type="checkbox"/> ABET-ETAC-2015.GC.2	PROGRAM EDUCATIONAL OBJECTIVES: The program must have published program educational objectives that are consistent with the mission of the institution, the needs of the program's various constituencies, and these criteria. There must be a documented, systematically utilized, and effective process, involving program constituencies, for the periodic review of these program educational objectives that ensures they remain consistent with the institutional mission, the program's constituents' needs, and these criteria.
<input type="checkbox"/> ABET-ETAC-2015.PC.1.3.B-b	Technical expertise having added depth in a minimum of three subject areas chosen from: manufacturing processes, vehicle design and modification, engineering materials, electro-mechanical devices and controls, industrial operations, and systems engineering including the appreciation of the engineering design cycle and the system life cycle relating to the manufacture and maintenance of aeronautical/aerospace vehicles and their components.

Assessment Measures

Assessment Measure

Criterion

[Add new assessment measure and criterion](#)

[Save](#) [Cancel](#)

- Enter Goal/Objective (required).

Goal/Objective *

Students will understand and use the fundamental principles of the science of computation including those of algorithm analysis, software design, operating systems, and database.

3. Select the appropriate Legend to identify the type of Goal/Objective:
 - OO-Outcome/Objective (administrative units)
 - PO-Program Objective (academic units)
 - SLO-Student Learning Outcome/Objective (academic units)

Legends

OO - Outcome/Objective (administrative units)

PO - Program Objective (academic units)

SLO - Student Learning Outcome/Objective (academic units)

4. If Standards/Outcomes were selected previously, they will automatically appear. Select which Standards/Outcomes this Goal/Objective links to.

Standards/Outcomes	
<input type="checkbox"/>	consistent with the mission of the institution, the needs of the program's various constituencies, and these criteria. There must be a documented, systematically utilized, and effective process, involving program constituencies, for the periodic review of these program educational objectives that ensures they remain consistent with the institutional mission, the program's constituents' needs, and these criteria.
<input type="checkbox"/> ABET-ETAC-2015.PC.1.3.B-b	Technical expertise having added depth in a minimum of three subject areas chosen from: manufacturing processes, vehicle design and modification, engineering materials, electro-mechanical devices and controls, industrial operations, and systems engineering including the appreciation of the engineering design cycle and the system life cycle relating to the manufacture and maintenance of aeronautical/aerospace vehicles and their components.
<input checked="" type="checkbox"/> ABET-ETAC-2015.PC.1.3.B-c	Expertise in applied physics having an emphasis in applied mechanics, plus added technical topics in physics and other science principles appropriate to the program objectives.

5. In the Assessment Measures box, identify the Assessment Measure and Criterion (minimum of one for each Goal/Objective).

Assessment Measures

Assessment Measure

Criterion

- a) Select an Assessment Measure from the drop-down list provided. If the intended measure does not appear in the list, select Other and enter a description when prompted. [NOTE: *A list of Assessment Measures is provided at the end of this manual.*]
- b) Type in the success criterion, which should explain in detail the measurement tool as well as the overall level of satisfactory performance on a Goal/Objective-Assessment Measure combination.

Assessment Measures

Assessment Measure

Criterion

6. To include additional measures, click **Add new assessment measure and criterion** and repeat steps 5-6 as needed.

Add new assessment measure and criterion

7. Click **Save** when complete. The **Assessment Plan** tab will update with your new entry.

Assessment List (Goals / Objectives, Assessment Measures and Criteria for Success)

Standard/Outcomes

Identifier	Description	Actions
There are no standards/outcomes		

Additional Standards/Outcomes [Select Standard/Outcomes](#)

Identifier	Description	Actions
ABET-ETAC-2015-GC-2	PROGRAM EDUCATIONAL OBJECTIVES: The program must have published program educational objectives that are consistent with the mission of the institution, the needs of the program's various constituencies, and these criteria. There must be a documented, systematically utilized, and effective process, involving program constituencies, for the periodic review of these program educational objectives that ensures they remain consistent with the institutional mission, the program's constituencies' needs, and these criteria.	
ABET-ETAC-2015-PC1.3.B-D	Technical expertise having added depth in a minimum of three subject areas chosen from: manufacturing processes, vehicle design and modification, engineering materials, electro-mechanical devices and controls, industrial operations, and systems engineering including the appreciation of the engineering design cycle and the system life cycle relating to the manufacture and maintenance of aeronautical/aerospace vehicles and their components.	
ABET-ETAC-2015-PC1.3.B-C	Expertise in applied physics having an emphasis in applied mechanics, plus added technical topics in physics and other science principles appropriate to the program objectives.	

[+ Create Assessment List](#)

Goal/Objective: Students will understand and use the fundamental principles of the science of computation including those of algorithm analysis, software design, operating systems, and databases.

Legends: [Student Learning Out...](#)

Standard/Outcomes

Identifier	Description
ABET-ETAC-2015-PC1.3.B-C	Expertise in applied physics having an emphasis in applied mechanics, plus added technical topics in physics and other science principles appropriate to the program objectives.

Assessment Measures: Direct - Capstone Assignment

Criteria: The capstone assignment for our seniors occurs in Class Name / Number. Students are expected to produce a project that will be evaluated on software design. A rubric will be used to measure their skills. We expect all of our students to score a minimum of 3 on the rubric (average). Because we have a small graduating class, we will review all projects submitted in the Spring term. Two faculty will be responsible for reviewing these projects.

- To add additional elements of the Assessment List (specifically Goals/Objectives, Legends, Assessment Measures, and Criterion), repeat steps 1-7 as needed.
- NEW!** Respond to the **Program/Department Assessment Narrative** prompt.

Program / Department Assessment Narrative

The primary purpose of assessment is to use data to inform decisions and improve programs (student learning) and departments (operations); this is an on-going process of defining goals and expectations, collecting results, analyzing data, comparing current and past results and initiatives, and making decisions based on these reflections. In the space below, describe the program's or department's overall plan for improving student learning and/or operations (the "assessment plan"). Consider the following:

- 1) What strategies exist to assess the outcomes?
- 2) What does the program/department expect to achieve with the goals and objectives identified above?
- 3) How might prior or current initiatives (improvements) influence the anticipated outcomes this year?
- 4) What is the plan for using data to improve student learning and/or operations?
- 5) How will data be shared within the Program/Department (and, where appropriate, the College/VP-area)?

Assessment Process

- Click **Save**.
- NEW! Optional.** Assess your assessment plan by clicking the **Section Assessment Rubrics** button in Tab 2. View the criteria for exemplary assessment plans. (Sample rubric provided at end of this manual.)

[Review Comments](#)
[Template Assessment Rubrics](#)
[Section Assessment Rubrics](#)

Tab 3: Results & Improvements (Due 9/15/18)

About the Results & Improvements Tab

The Goals/Objectives, Legends, Standards/Outcomes, and Assessment Measures identified in **Tab 2: Assessment Plan** will auto-populate into **Tab 3: Results & Improvements**. Within this tab, findings and improvement narratives will be recorded.

While “Import From Last Cycle” is available on Tab 3, it is not recommended to perform this function on this tab.

Enter Results & Improvements

1. Click **Results & Improvements (Due 9/15/18)** tab.
2. To add Findings for the Assessment Measure, click the **Assessment Measure / Criterion** box. The *Edit Assessment List Findings for the Assessment Measure level* window displays, with the Goal/Objective, Assessment Measure, and Criterion auto-populated.

Edit Assessment List Findings for the Assessment Measure level

Goal/Objective
Students will understand and use the fundamental principles of the science of computation including those of algorithm analysis, software design, operating systems, and database.

Assessment Measure
Direct - Capstone Assignment

Criterion
Has the criterion *The capstone assignment for our seniors occurs in Class Name / Number. Students are expected to produce a project that will be evaluated on software design. A rubric will be used to measure their skills. We expect all of our students to score a minimum of 3 on the rubric (average). Because we have a small graduating class, we will review all projects submitted in the Spring term. Two faculty will be responsible for reviewing these projects.* been met yet?
 Met Not met

Summary
[Text area]

Attachments of the assessment event
 Maximum allowed file size is 1GB.

Improvement Narratives

3. Select whether the Criterion was **Met** or **Not Met** by clicking the appropriate radio button.
4. Enter a detailed summary of results in the Summary field.
5. Attach any supporting documents relevant to the assessment event.
6. Click the **Add new improvement narrative** button (grey). The *Improvement Narratives* section appears.

Improvement Narratives

Improvement Type: Please select

Summary: [Text area]

7. Select an Improvement Type from the drop-down list. [NOTE: *A list of Improvement Types is provided at the end of this manual.*]
8. Enter a Summary of the types of improvement that is being proposed for this Goal/Objective.
9. If additional Improvements are proposed, repeat steps 6-8 as needed.
10. Click **Save**. The information on the **Results & Improvements** tab will change colors (**Red** for Not Met and **Green** for Met) based on the selection in step 3.
11. Continue steps 2-10 for each Goal/Objective.
12. Click **Save** and proceed to Tab 4: Reflection.

Tab 4: Reflection (Due 9/15/18)

About the Reflection Tab

The Reflection tab offers a series of questions designed to capture information about the assessment process.

While “Import From Last Cycle” is available on Tab 4, it is not recommended to perform this function on this tab.

Enter Reflections

1. Click the **Reflection (due 9/15/18)** tab.
2. Answer the five assessment questions:
 - a. How were assessment results shared in the program/department?
 - b. How frequently were assessment results shared?
 - c. With whom were assessment results shared?
 - d. Consider the impact of prior applied changes on the current results. Demonstrate how the use of results (past and current) influenced changes which improved student learning and/or operations.
 - e. Reflect on the past several assessment cycles. Share examples from this long-view of improvements in student learning, program quality, or department operations that are directly linked to assessment data.
3. **NEW! Optional.** Click **Select File** to upload attachments.
4. Click **Save**.
5. **NEW! Optional.** Assess your assessment results by clicking the **Section Assessment Rubrics** button in Tab 4. View the criteria for exemplary assessment plans. (Sample rubric provided at end of this manual.)

Review Comments

Template Assessment Rubrics

Section Assessment Rubrics

List of Assessment Measures

Direct Measures: Capstone Assignment, Comprehensive Exam (graduate level), Internship Evaluation, Licensure Exam, Observation of clinical performance, Performance (recital/exhibit/science project), Portfolio, Pre/Post Test, Presentation, Project, Standardized Test, Thesis, Writing Exam, Written Assignment

Indirect Measures: Advisory Board, Benchmarking, Curriculum, Exit Interviews, Focus Groups, Graduate Acceptance, Honors/Awards, Placement Data, Satisfaction, School Performance, Student Evaluations, Survey-alumni, Survey-employer, Survey-students, Transfer Acceptance

List of Improvement Types

Assessment Process: Continuous monitoring, Data Collection changed, Goals/Outcomes/Objectives changed, Measures changed, Results Discussed/Shared, Targets/Criteria for Success changed

Other: Curricular Change, Pedagogical Change, Policy/Process/Procedural, Professional development/training, Resources/Resource Allocation (for administrative units), Resources/Resource Allocation (for educational programs), Student/Faculty Support (for administrative units), Student/Faculty Support (for educational programs), Task Force/Focus Group/ Consultation/Meeting

Timeline

- **Now through December 4, 2017:** Mission (Tab 1) and Assessment Plan (Tab 2) In Progress (orange)
- **December 4, 2017:** Mission (Tab 1) and Assessment Plan (Tab 2) Submitted (blue)
- **December 4, 2017-January 5, 2018:** Reviews for Mission (Tab 1) and Assessment Plan (Tab 2); status changed to Reviewed (green)
- **May 1-September 15, 2018:** Results & Improvement (Tab 3) and Reflection (Tab 4) In Progress (orange)
- **September 15, 2018:** Results & Improvement (Tab 3) and Reflection (Tab 4) Submitted (blue)
- **September 15-October 5, 2018:** Reviews for Results & Improvement (Tab 3) and Reflection (Tab 4); status changed to Reviewed (green)
- **(Tentative) October 15, 2018:** 2018-2019 assessment cycle template available

Additional Resources

LiveText

- <http://assessment.louisiana.edu/resources/live-text>
- LiveText Technical Support: 1-877-LIVETEXT or support@livetext.com
- LiveText Help > For Faculty > Training Resources > Assessment Insight System Author Guide (pdf)

Assessment Cycle

- <http://assessment.louisiana.edu/resources/assessment-cycle>

Guiding Principles of Assessment

- <http://assessment.louisiana.edu/resources/policies-best-practices>

Rubric: Assessment Plan

Academic/Administrative Unit: _____ Assessment Cycle: _____

The primary purpose of assessment is to use data to inform decisions and improve programs (student learning) and departments (operations); this is an on-going process of defining goals and expectations, collecting results, analyzing data, comparing current and past results and initiatives, and making decisions based on these reflections. Assessment Plans identify the mission, goals/objectives, measures, and criterion for a particular Program/Department; Tabs 1 and 2 in Live Text are dedicated to these Assessment Plan elements. Assessment Coordinators may use this rubric as a guide for understanding the required elements of their Assessment Plans; additionally, the Office of Institutional Assessment will use the rubric to provide feedback.

Levels	Indicators	Suggested Improvements
Establishing (Level 1) ↓	Two or fewer indicators from Developing category are met.	
Emerging (Level 2) ↓	Three or four indicators from the Developing category are met.	
Developing (Level 3) ↓ ALL of the Developing indicators (#1-5) are met.	<input type="checkbox"/> 1) Program/Department's mission statement concisely defines the purpose, functions, and key constituents. (Tab 1) <i>[The Program/Department's mission is aligned to the College/VP-area mission and University mission.]</i> <input type="checkbox"/> 2) The assessment process describes: a) strategies to assess the outcomes; b) a plan to use the data for improving student learning and/or operations; c) how the data will be shared within the Program/Department and the College/VP-area. (Tab 2) <i>[The assessment process describes how evidence-based decision-making leads to improvement for the Program/Department and how the plan evolves over time. The assessment process description should present a clear understanding of how the Program/Department utilizes assessment data for continuous quality improvement.]</i> <input type="checkbox"/> 3) Number of goals/objectives: minimum of three. (Tab 2) <i>[The goals/objectives are specific, measurable, attainable, results oriented, and time bound. These are clearly related to the mission and focus on activities of the Program/Department.]</i> <input type="checkbox"/> 4) Measures and Criterion: minimum of one measure and one criterion for each goal/objective. Criterion for the outcomes define satisfactory performance and strategies to achieve the goals/objectives. (Tab 2) <i>[The measure and criterion match the goal/objective, use appropriate direct and indirect methods, indicate desired level of performance, help identify what to improve, and are based on tested, known methods. The criterion is meaningful, and based on existing benchmarks, previous results, and existing standards. Grades and/or GPA should not be used as measures or criterion.]</i> <input type="checkbox"/> 5) Relevant assessment instruments (e.g. rubrics, survey instruments, logs, reports, etc.) are uploaded in Live Text. (Tab 2) <i>[If instrument is proprietary, please state so in the Assessment Measures section in Live Text.]</i>	
Proficient (Level 4) ↓ ALL of the Developing indicators (#1-5) AND the Proficient indicator (#6) are met.	<input type="checkbox"/> 6) The assessment plan promotes continuous quality improvement by having formative outcomes and measures. Formative assessments provide ongoing feedback that can be used to improve student learning and operations. (Tab 2) <i>[The primary purpose of assessment is to use data to inform decisions and improve programs. This is demonstrated when assessment data presents an opportunity for improvement and a new strategy is implemented. For best practices, when a measure has a criterion of 100%, or is constant for 2-3 assessment cycles, it is advisable to conduct a granular (disaggregate) analysis to identify gaps in learning and/or operations.]</i>	
Exemplary (Level 5) ALL seven indicators are met.	<input type="checkbox"/> 7) The assessment plan demonstrates continuous improvement by linking new strategies (changes) to previous assessment results. (Tab 2) <i>[Program/Department collects data to evaluate the impact of an implemented change to improve student learning and/or operations. The use of prior year's results to improve student learning and operations demonstrates a "closed loop" process.]</i>	

Rubric: Assessment Results

Academic/Administrative Unit: _____ Assessment Cycle: _____

The primary purpose of assessment is to use data to inform decisions and improve programs (student learning) and departments (operations); this is an on-going process of defining goals and expectations, collecting results, analyzing data, comparing current and past results and initiatives, and making decisions based on these reflections. Assessment Results articulate the findings and improvement types, and reflect on the assessment effort in a given cycle for a particular Program/Department; Tabs 3 and 4 in Live Text are dedicated to these Assessment Results elements. Assessment Coordinators may use this rubric as a guide for understanding the required elements of their Assessment Results; additionally, the Office of Institutional Assessment will use the rubric to provide feedback.

Levels	Indicators	Suggested Improvements
Establishing (Level 1) ↓	Three or fewer indicators from Developing category are met.	
Emerging (Level 2) ↓	Four or five indicators from the Developing category are met.	
Developing (Level 3) ↓ ALL of the Developing indicators (#1-6) are met.	<input type="checkbox"/> 1) Complete, aggregated, and relevant data (findings) are provided for each measure/criterion. (Tab 3) <i>[If there are extenuating circumstances that lead to missing data, an explanation must be provided along with a timeframe on when data will be collected.]</i>	
	<input type="checkbox"/> 2) Data reporting is complete, concise, and well-presented. (Tab 3) <i>[Reporting data are aligned and appropriate to the outcome and the corresponding measure. Sampling methodology, population size (N), and sample size (n) are provided.]</i>	
	<input type="checkbox"/> 3) Results clearly specify whether the criterion for each measure has been met. (Tab 3) <i>[Assessment results are used for comparison of actual vs. expected criterion (performance targets). Data provides evidence to identify that criterion as "met" or "not met".]</i>	
	<input type="checkbox"/> 4) Results provide evidence that the assessment findings informed discussion and improvements in the Program/Department. (Tab 3, Tab 4)	
	<input type="checkbox"/> 5) Results include applied and/or planned change(s) based on assessment data to improve student learning, program quality, or department operations. If no changes are provided, improvement type narrative should identify an area of improvement for the next cycle. (Tab 3) <i>[The improvement type must be identified and a discussion narrative provided as a result of the assessment.]</i>	
	<input type="checkbox"/> 6) Relevant assessment instruments (e.g. rubrics, survey instruments, etc.) are uploaded in Live Text. (Tab 3)	
Proficient (Level 4) ↓ ALL of the Developing indicators (#1-6) AND the Proficient indicator (#7) are met.	<input type="checkbox"/> 7) The assessment report demonstrates how data analysis "closes the loop" by assessing the impact of applied changes. (Tab 4) <i>[Current year's results are compared to the previous year's results to evaluate the impact of a previously reported change to demonstrate use of results to improve student learning and/or operations.]</i>	
Exemplary (Level 5) ALL eight indicators are met.	<input type="checkbox"/> 8) The impact of "closing the loop" with an improvement is demonstrated by analyzing follow-up data. (Tab 4) <i>[Examples of improvement(s) in student learning, program quality, or unit operations are provided and are directly linked to assessment data. The primary purpose of institutional effectiveness assessment is to assess the impact of an implemented change.]</i>	