



## Office of Institutional Assessment

# 2018-2019 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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## Checklist for 2018-2019

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### What's due by December 3, 2018?

On the Mission tab:

- ✓ College / VP-area mission statement
- ✓ Program / department mission statement

On the Assessment Plan tab:

- ✓ Between 3-7 goals, with at least one assessment measure and one criterion per goal
- ✓ Responses to the assessment narrative questions

### What's due by September 6, 2019?

On the Results & Improvements tab, for each assessment measure:

- ✓ Met/not met
- ✓ Narrative of findings (explanation and analysis of results)
- ✓ Improvement type and improvement narrative (for all measures, regardless of met/not met status)

On the Reflection tab:

- ✓ Responses to the five reflection questions

## Getting Started

### Request a LiveText User Account

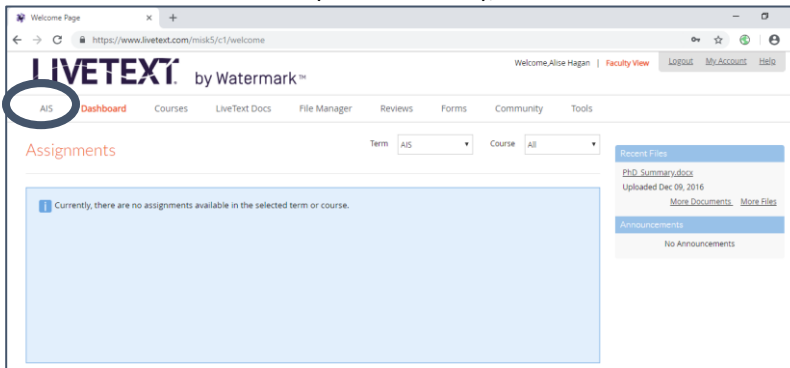
1. To request a user account, email [assessment@louisiana.edu](mailto:assessment@louisiana.edu) with your name, ULID, preferred email address, and a list of the entities (programs or departments) for which you need access.
2. Once the account has been created, you will receive an email from [support@livetext.com](mailto:support@livetext.com) titled “[BULK] University of Louisiana Lafayette requests that you complete your Live Text registration.” Follow the directions in the email to activate your Live Text account.
3. Once your account has been activated, you will receive a confirmation email from [support@livetext.com](mailto:support@livetext.com) titled “Welcome to LiveText – Activation Confirmation.”

### Forgot Username or Password?

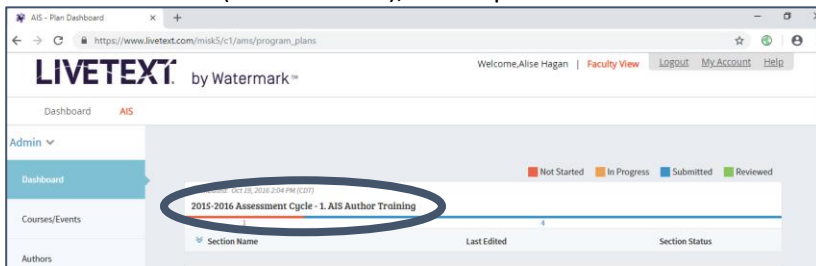
1. To obtain a new Password, go to <https://www.livetext.com/misk5/forgot>, enter your email address and click **Continue**.
2. To receive a reminder about your Username, go to <https://www.livetext.com/misk5/forgot> and click **I forgot my Username**.

### How to Log In

1. Go to <https://www.livetext.com> and click **Login**.
2. Enter Username and Password, and click **Sign In**. The *Dashboard* screen appears.
3. On the Dashboard screen (shown below), click **AIS**. The AIS screen appears.

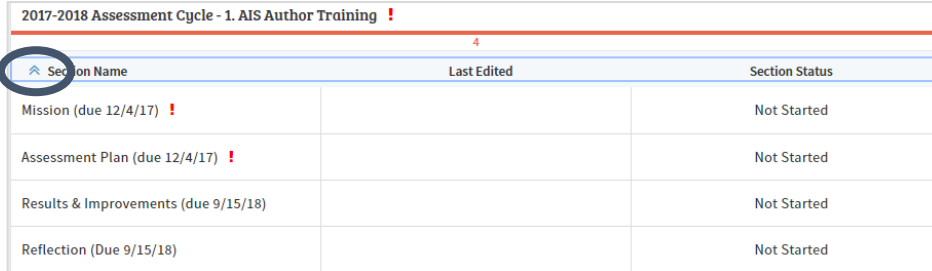


4. On the AIS screen (shown below), all templates which have been distributed to you appear.



## Select a Template

1. From the AIS screen, locate the template you want to work on (**2018-2019 Assessment Cycle**).
2. Click the arrow under the template title next to Section Name. Details of three columns appear: **Section Name** (Mission, Assessment Plan, Results & Improvements, and Reflection), **Last Edited**, and **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.

## How to Edit

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### Editing Text Fields

All text fields throughout the template can be edited by clicking within the text field and typing. Click **Save** to capture all edits.

### Editing Goals, Measures, or Criterion

To edit Goals, Measures, or Criterion (all located in the Assessment Plan tab), hover the mouse within the Goal section. Notice that a blue line surrounds the area and two icons display in the upper right corner. Click the “pencil” icon to edit any of these sections in a new screen. Once all edits have been made on the “Edit Assessment List” screen, click **Save**.

### Editing Results and Improvements

To edit Results and Improvements on Tab 3, hover the mouse within the Assessment Measure section. Notice that a dotted grey line surrounds the area. Left click into the area to edit the findings and improvement narratives in a new screen. Once all edits have been made on the “Edit Assessment List Findings for the Assessment Measure Level” screen, click **Save**.

## Tab 1: Mission (due 12/3/18)

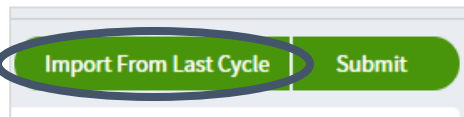
### About the Mission Tab

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

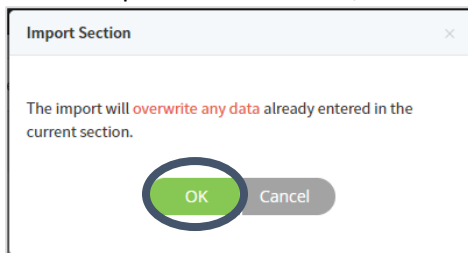
- If Mission tab was completed in the previous assessment cycle (2017-2018), follow the **Import Mission from Last Cycle** directions below.
- If Mission tab was not completed in the previous assessment cycle (2017-2018), follow the **Enter New Mission Statement** directions below.

### Import Mission from Last Cycle

1. Click the **Mission (due 12/3/18)** 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.



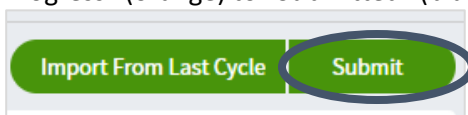
5. Review the imported text, and revise as needed.
6. *Optional.* Click the **Select File** button to add attachments.
7. To save and submit Tab 1, follow the **Save and Submit** directions (page 6).

### Enter New Mission Statement

1. Click **Mission (due 12/3/18)** 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 2018-2019."
4. Enter mission statement for Program/Department, which concisely defines the purpose, functions, and key constituents. If none available, write "None available in 2018-2019."
5. *Optional.* Click the **Select File** button to add attachments.
6. To save and submit Tab 1, follow the **Save and Submit** directions (page 6).

### Save and Submit

1. Click **Save** to save your work (you can return later to make edits) and return to the AIS screen. Note the new status change for this section from "Not Started" (red) to "In Progress" (orange).
2. When all fields are completed and no additional changes are expected, click the **Submit** button then click either **Save** or **Back** to return to the AIS screen. Note the new status change for this section from "In Progress" (orange) to "Submitted" (blue).



## Tab 2: Assessment Plan (due 12/3/18)

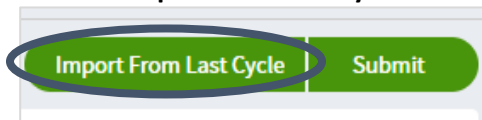
### About the Assessment Plan Tab

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

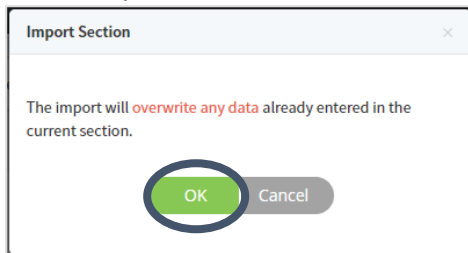
- If the Assessment Plan tab was completed in previous assessment cycle (2017-2018), follow the **Import Assessment Plan from Last Cycle** directions below.
- If the Assessment Plan tab was not completed in the previous assessment cycle (2017-2018), follow the **Enter New Assessment Plan** directions below.

### Import Assessment Plan from Last Cycle

1. Click the **Assessment Plan (due 12/3/18)** 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. 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)?

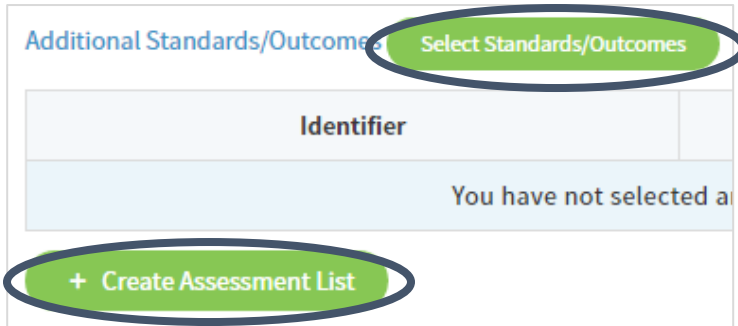
**Assessment Process**

7. To save and submit Tab 2, follow the **Save and Submit** directions (page 11).



## Enter New Assessment Plan

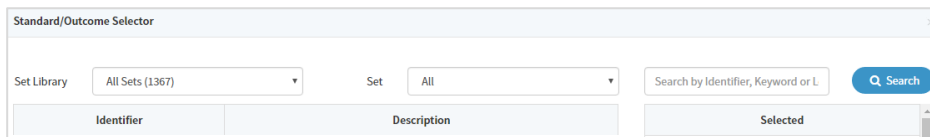
1. Click the **Assessment Plan (due 12/3/18)** tab.
2. Notice the two green buttons:
  - a. Select Standards/Outcomes
  - b. +Create Assessment List



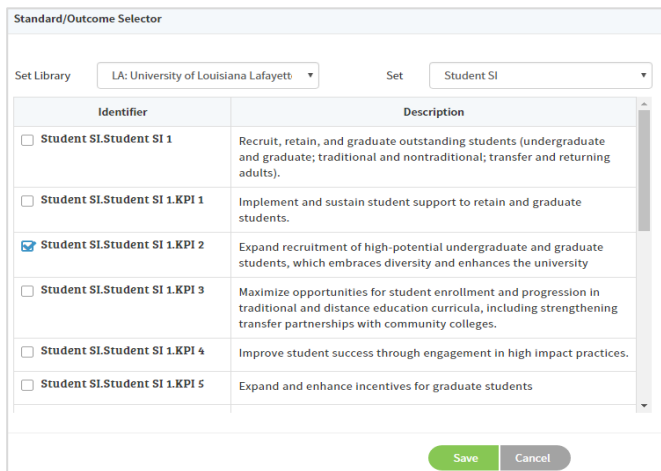
### SELECT STANDARDS/OUTCOMES

*Standards/Outcomes can be used by 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 the assessment plan.



4. 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 <span style="color: green;">+ Select Standards/Outcomes</span> |   |         |
| 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](mailto:assessment@louisiana.edu).

**+CREATE ASSESSMENT LIST**

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

1. 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 Please select

Criterion

Add new assessment measure and criterion

Save Cancel

2. Enter Goal/Objective (required).

Goal/Objective \*

- 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)

- Optional.* 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<br>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<br>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.   |

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

Assessment Measures

Assessment Measure

Criterion

- 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.]
- 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

- 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.

The screenshot shows the 'Assessment List (Goals / Objectives, Assessment Measures and Criteria for Success)' interface. It features a table with columns for 'Identifier' and 'Description'. Below the table, there are sections for 'Additional Standards/Outcomes' and 'Assessment Measures'. The 'Assessment Measures' section includes a table with columns for 'Identifier' and 'Description', and a text area for 'Assessment Measures: Direct - Capstone Assignment'.

- To add additional elements of the Assessment List (specifically Goals/Objectives, Legends, Assessment Measures, and Criterion), repeat steps 1-7 as needed.
- 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:

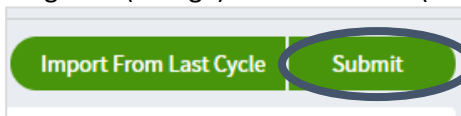
- 1) What strategies exist to assess the outcomes?
- 2) What does the program/department expect to achieve with the goals and objectives identified above?
- 3) How might prior or current initiatives (improvements) influence the anticipated outcomes this year?
- 4) What is the plan for using data to improve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

Assessment Process

10. To save and submit Tab 2, follow the **Save and Submit** directions (page 11).

### Save and Submit

- Click **Save** to save your work (you can return later to make edits) and return to the AIS screen. Note the new status change for this section from "Not Started" (red) to "In Progress" (orange).
- When all fields are complete and no additional changes are expected, click the **Submit** button then click either **Save** or **Back** to return to the AIS screen. Note the new status change for this section from "In Progress" (orange) to "Submitted" (blue).



## Tab 3: Results & Improvements (Due 9/6/19)

### 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 the **Results & Improvements (Due 9/6/19)** 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 input field]

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

**Improvement Narratives**

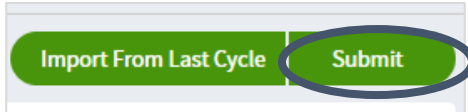
3. Select whether the Criterion was **Met** or **Not Met** by clicking the appropriate radio button.
4. Enter a detailed summary of results in the Summary field.
5. Attach any supporting documents relevant to the assessment event.
6. Click the **Add new improvement narrative** button (grey). The *Improvement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

**Improvement Narratives**

Improvement Type: Please select [dropdown arrow]

Summary: [Text input field]

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** to save your work (you can return later to make edits) and return to the AIS screen. Note the new status change for this section from “Not Started” (red) to “In Progress” (orange).
13. When all fields are completed and no additional changes are expected, click the **Submit** button then click either **Save** or **Back** to return to the AIS screen. Note the new status change for this section from “In Progress” (orange) to “Submitted” (blue).



## Tab 4: Reflection (Due 9/6/19)

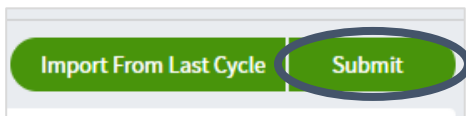
### About the Reflection Tab

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 9/6/19)** 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. *Optional.* Click **Select File** to upload attachments.
4. Click **Save** to save your work (you can return later to make edits) and return to the AIS screen. Note the new status change for this section from “Not Started” (red) to “In Progress” (orange).
5. When all fields are completed and no additional changes are expected, click the Submit button then click either **Save** or **Back** to return to the AIS screen. Note the new status change for this section from “In Progress” (orange) to “Submitted” (blue).



## List of Assessment Measures

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**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

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**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

## Additional Resources

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### LiveText

- <http://assessment.louisiana.edu/resources/live-text>
- LiveText Technical Support: 1-877-LIVETEXT or [support@livetext.com](mailto: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<br>(Level 1) ↓   | Two or fewer indicators from Developing category are met.   |                        |
| Emerging<br>(Level 2) ↓   | Three or four indicators from the Developing category are met.  |                        |
| Developing<br>(Level 3) ↓<br>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)<br><i>[The Program/Department's mission is aligned to the College/VP-area mission and University mission.]</i><br><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)<br><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><br><input type="checkbox"/> 3) Number of goals/objectives: minimum of three. (Tab 2)<br><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><br><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)<br><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><br><input type="checkbox"/> 5) Relevant assessment instruments (e.g. rubrics, survey instruments, logs, reports, etc.) are uploaded in Live Text. (Tab 2)<br><i>[If instrument is proprietary, please state so in the Assessment Measures section in Live Text.]</i> |                        |
| Proficient<br>(Level 4) ↓<br>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)<br><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<br>(Level 5)<br>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)<br><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

Office of Institutional Assessment

**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<br>(Level 1) ↓   | Three or fewer indicators from Developing category are met.  |                        |
| Emerging<br>(Level 2) ↓   | Four or five indicators from the Developing category are met.  |                        |
| Developing<br>(Level 3) ↓<br>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)<br><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)<br><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)<br><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)<br><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<br>(Level 4) ↓<br>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)<br><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<br>(Level 5)<br>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)<br><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>                 |                        |

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