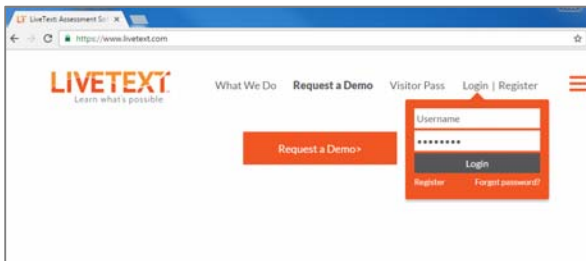


## Assessment in LiveText

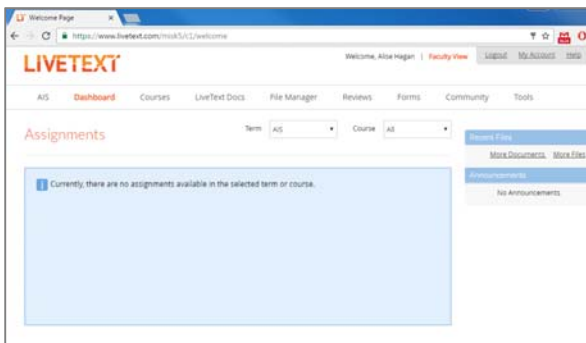
Assessment is a continuous process at UL Lafayette. This manual will assist Assessment Coordinators (Authors) in creating and maintaining assessment plans in the LiveText Assessment Insight System (AIS).

## How to Log In

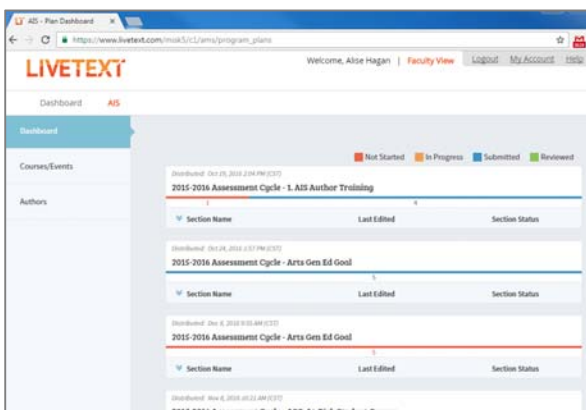
1. Go to <https://www.livertext.com> and click **Login**.



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 are listed.



## Select a Template

1. Scroll to the template you are ready to work on (**2016-2017 Assessment Cycle**).
2. Click the arrow under the template title. An expanded list of each of the template sections (Mission, Assessment Plan, Results & Improvements, Reflection, Attachments) appears, as well as the section status (Not Started, In Progress, Submitted, Reviewed).

Distributed: Nov 28, 2016 10:27 AM (CST)

2016-2017 Assessment Cycle - 1. AIS Author Training

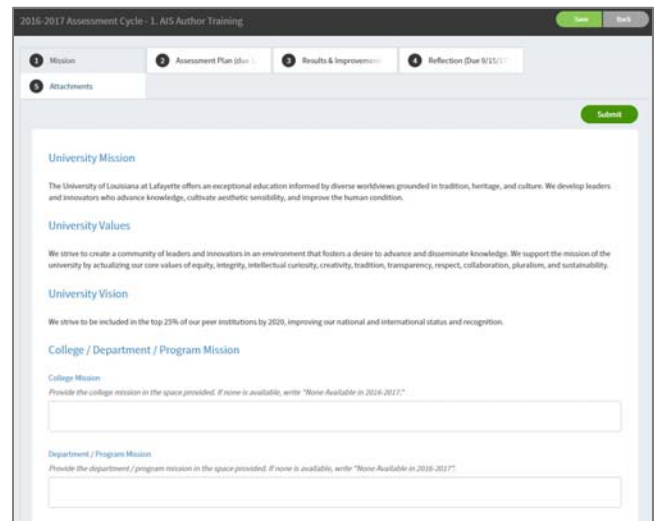
Section Name	Last Edited	Section Status
Mission		Not Started
Assessment Plan (due 1/20/17)	AIS Admin Nov 29, 2016 9:02 AM (CST)	In Progress
Results & Improvements (due 9/15/17)		Not Started
Reflection (Due 9/15/17)		Not Started
Attachments		Not Started

3. Click on a section to get started.

## Tab 1: Mission (due 1/20/17)

The *Mission* tab is used to review University mission, values, and vision statements, and to enter College and/or Department/Program mission statements.

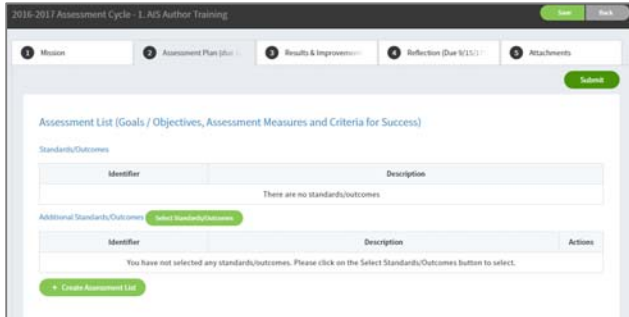
1. Review University Mission, University Values, and University Vision (pre-populated).
2. Enter College Mission and/or Department/Program Mission. If none currently available, write "None Available in 2016-2017."



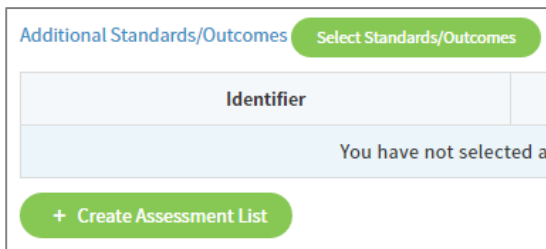
**Tab 2: Assessment Plan (due 1/20/17)**

The Assessment Plan tab is used to identify Standards/Outcomes, Goals/Objectives, Assessment Measures and Criterion for Success for the current cycle.

1. Click **Assessment Plan (due 1/20/17)** tab.



2. Notice the two green buttons:
  - a. Select Standards/Outcomes
  - b. +Create Assessment List



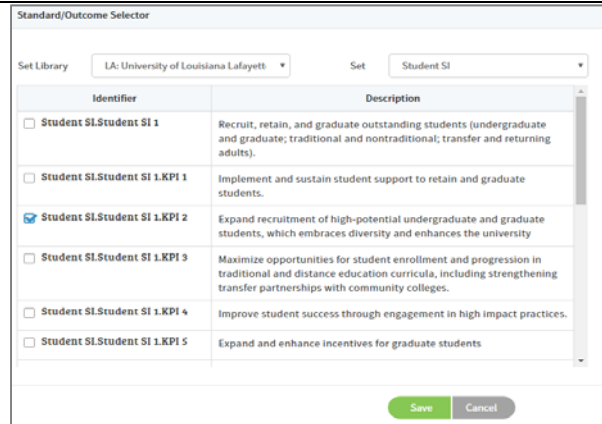
**Select Standards/Outcomes**

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.

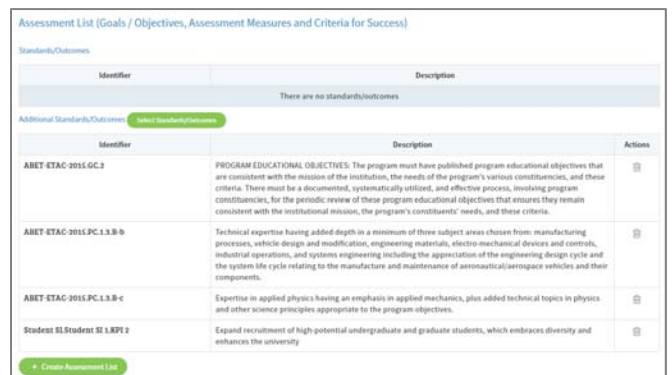
1. Click the **Select Standards/Outcomes** button. The *Standard/Outcome Selector* window displays.



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.



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

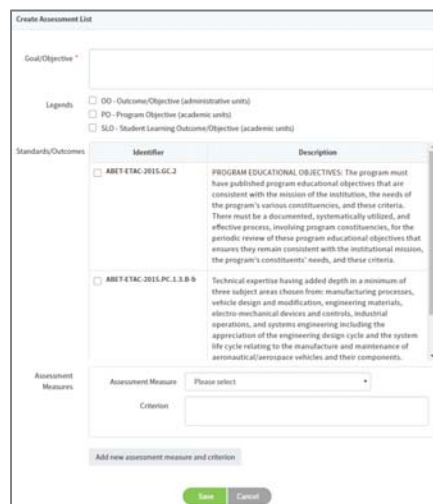


NOTE: If your program has specific program goals, these can be pre-loaded to appear in the Set Library > LA University of Louisiana at Lafayette. Contact [assessment@louisiana.edu](mailto:assessment@louisiana.edu).

**+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.



2. 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	Description
<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: Please select

Criterion: [Empty text box]

- 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

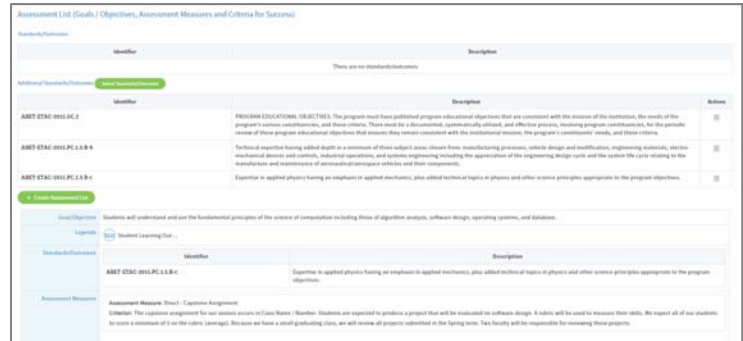
Assessment Measure: Direct - Capstone Assignment

Criterion: The capstone assignment for our seniors occurs in Class Name / Number. Students are expected to produce a project that will be

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

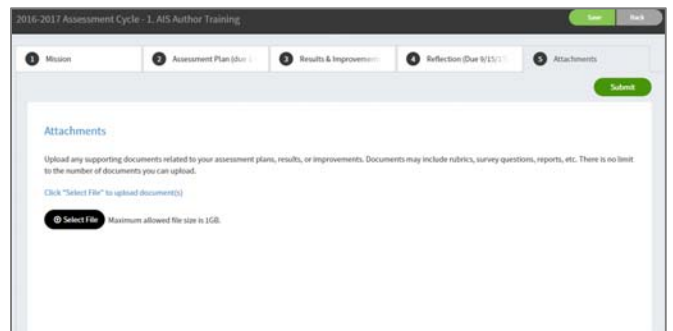
7. Click **Save** when complete. The **Assessment Plan** tab will update with your new entry.



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

**Tab 5: Attachments**

The Attachments tab is used to upload any supporting documents, such as sample rubrics, survey questions, etc. There is no limit to the number of attachments, but each file type cannot exceed 1GB.

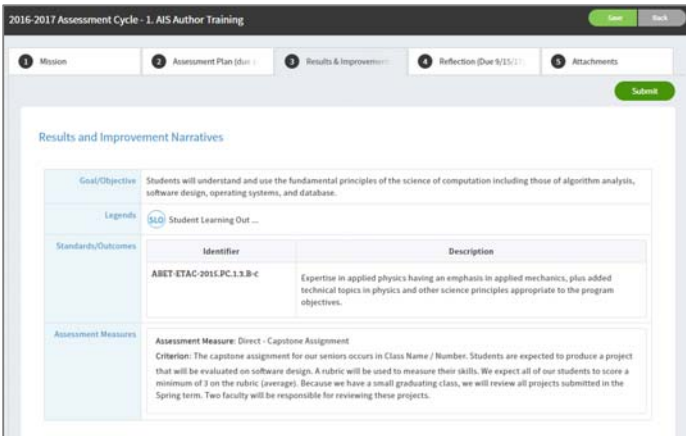


1. Click **Select File**.
2. Locate the file on computer and click Open. The file name will display (as a link) under the **Select File** button.

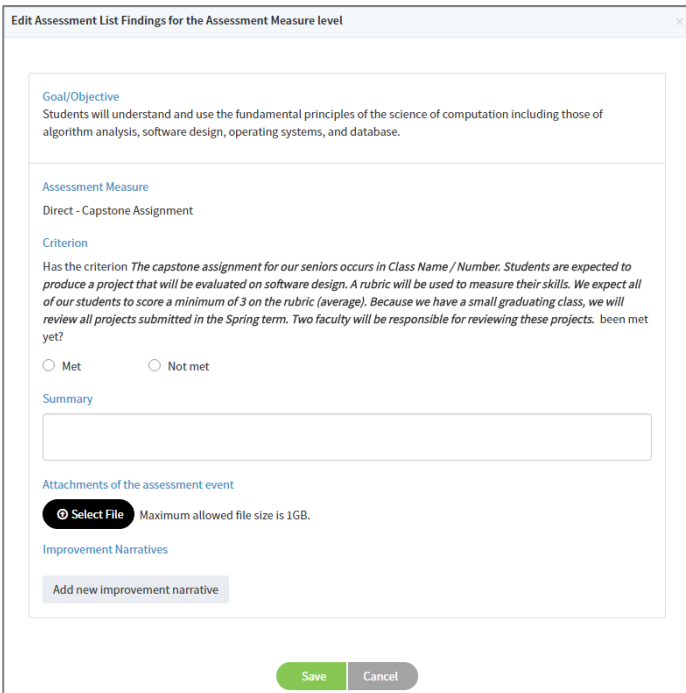
### Tab 3: Results & Improvements (Due 9/15/17)

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.

1. Click **Results & Improvements (Due 9/15/17)** tab.

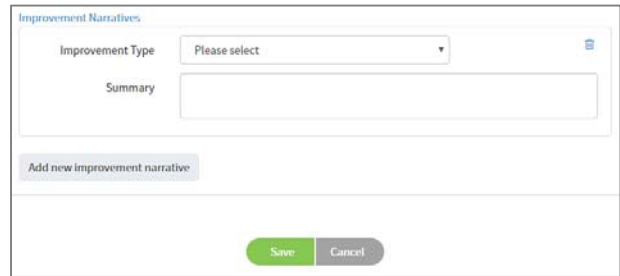


2. To add Findings for the Assessment Measure, click the **Assessment Measure / Criterion** box. The *Edit Assessment List Findings for the Assessment Measure level* window displays, with the Goal/Objective, Assessment Measure, and Criterion auto-populated.



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. The *Improvement Narratives* section appears.

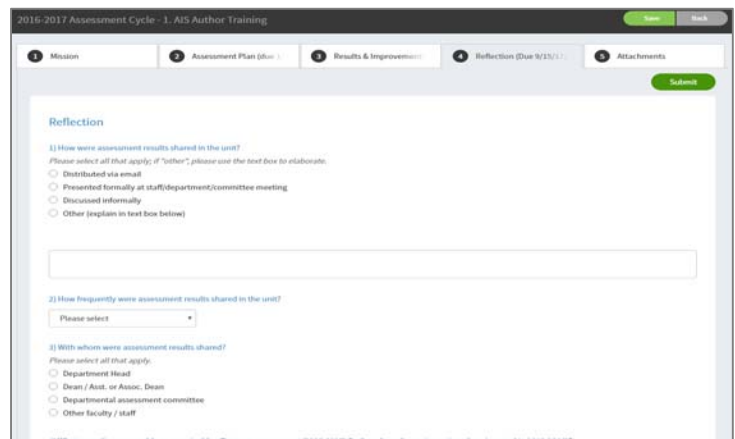


7. Select an Improvement Type from the drop-down list. [NOTE: A list of Improvement Types is provided at the end of this manual.]
8. Enter a Summary of the types of improvement that is being proposed for this Goal/Objective.
9. If additional Improvements are proposed, repeat steps 6-8 as needed.
10.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

### Tab 4: Reflection (Due 9/15/17)

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

1. Click the **Reflection (due 9/15/17)** tab. Answer questions 1-3 regarding how results were shared.



2. Answer open-ended questions 4-5.



## Save vs. Submit (and Colors!)

Throughout the process, click **Save** (top right) to save your work and return to the  *AIS > Dashboard*. Note that work is saved automatically, even as you toggle between tabs.



From the  *AIS > Dashboard* note any updated progress. If new information was entered, section progress will switch from **None** (red) to **In Progress** (orange).

Once you are completely finished with a tab, click the **Submit** button for that tab. This will change the progress bar to **Submitted** (blue) for that section.

Once a section has been submitted, it will be sent to the Office of Institutional Assessment (OIA) for review and feedback.

Once the review has been completed and no additional changes are required, the reviewer (OIA) will mark the section as **Reviewed** (green).

## 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

If your program has a specific measure that is not reflected here, email [assessment@louisiana.edu](mailto:assessment@louisiana.edu).

## 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 January 19, 2017:** Mission (Tab 1) and Assessment Plan (Tab 2) In Progress (orange)
- **January 20, 2017:** Mission (Tab 1) and Assessment Plan (Tab 2) Submitted (blue)
- **January 20-February 10, 2017:** Reviews for Mission (Tab 1) and Assessment Plan (Tab 2); status changed to Reviewed (green)
- **May 1-September 15, 2017:** Results & Improvement (Tab 3) and Reflection (Tab 4) In Progress (orange)
- **September 15, 2017:** Results & Improvement (Tab 3) and Reflection (Tab 4) Submitted (blue)
- **September 15-October 6:** Reviews for Results & Improvement (Tab 3) and Reflection (Tab 4); status changed to Reviewed (green)
- **(Tentative) October 1, 2017:** 2017-2018 assessment cycle template available

## Additional Resources

### LiveText

- 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)

### Crafting Assessment Plan Elements:

- <https://www.jmu.edu/assessment/Visitor/AssessmentResources.shtml>

## Guiding Principles for Assessment

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The following Guiding Principles were developed by the Office of Institutional Assessment and the University Assessment Council to guide assessment efforts across UL Lafayette. These principles describe how the university currently conducts and strives to conduct assessment.

### Why do we assess?

Robust and meaningful assessment is inclusive of all university entities – academic, administrative, student-support, and research – who contribute to the university’s mission. Through active participation in the assessment process, entities are able to engage in meaningful discussions centered on goals, priorities, expectations, and results. These efforts advance the university’s mission.

**Fostering a culture of assessment.** Participation in the assessment process is valued and recognized. We will foster a culture of assessment and evidence through continuous engagement in the assessment process. We will ask ourselves and others: “Are our efforts bringing forth the desired results?” We will seek out ways to measure success, and make decisions based on the information we learn. We will use results to inform decisions, highlight excellence, and enhance programs and services.

### Guiding Principles

The following principles will guide efforts across UL Lafayette to foster a culture of assessment.

- **Continuous and Systematic Process.** The continuous and systematic process of assessment allows us to collectively reflect on how we are actively supporting the mission. By setting goals and measuring progress at specific intervals, we are able to establish benchmarks of success, inform decision-making, and implement change.
- **Resources and Tools.** The available resources and tools (including personnel, online systems, assessment instruments, etc.) enable the assessment process to function in a consistent manner. We provide opportunities for our assessment coordinators, department heads, administrators, and liaisons to learn about the process and expectations in order to understand the various responsibilities (i.e., administering the assessment tools, documenting and analyzing assessment findings, sharing results, or implementing changes). We maintain tools and instruments which function effectively (and are reviewed periodically) so as not to hinder the process.
- **Engagement / Involvement.** Assessment is a collective process and most successful when owned by the entity. There are many assessment responsibilities, and we support, value, and recognize the person (or persons) responsible for carrying out these functions. Support comes from within the department, college / division, and university.