The template for the current assessment cycle is available at [assessment.louisiana.edu](https://institutionaleffectiveness.louisiana.edu/offices/assessment/academic-assessment/academic-assessment-resources).

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| **Explanations of Sections in Assessment Template(in order of appearance)** |
| **Term** | **Definition/Explanation** |
| **Continuous Assessment Plan** | Outlines the Student Learning Outcomes (SLOs) to be assessed during the academic year, the associated sub-competencies, and a brief description of the high stakes observable activity that will be used to assess the sub-competencies. When, where, and who is responsible for data collection is also included along with a brief timeframe for when data is usually analyzed. |
| **Student Learning Outcomes (SLOs)** | Refers to the specific knowledge, skills, or developmental attributes that students develop through their college experience; assessment results. |
| **Elements of SLO** **(Sub-competencies)** | The individual criterion used to evaluate a Student Learning Outcome (SLO). |
| **Achievement Target** | The score which the program hopes to achieve for each individual sub-competency. |
| **High Stakes Observable Activity** | An activity such as an exam, essay, presentation, etc. that occurs at or near the end of the program when students are expected to master criterion identified as the sub-competencies of the Student Learning Outcome (SLO). |
| **Collected From** | Which course, lecture, lab, etc. the data is collected from. (i.e., CODI 595) |
| **Date / Semester Collected** | When the data is usually collected. (i.e., Every end of Spring Semester) |
| **Responsible Faculty for Collecting Data** | Who is responsible for collecting the data? |
| **Timeframe for SLO Data Analysis** | When is data analysis usually conducted? |
| **Report of Results** | Outlines the data (individual sub-competency scores) for each of the Student Learning Outcomes (SLOs) followed by an analysis of the data, steps/plans for improving student learning within the academic program, and steps/plans for improving the assessment process of the academic program. |
| **Aggregate Score Achieved** | The score which the program achieved for each individual sub-competency. |
| **Analysis** | Analysis includes identifying the strengths and weaknesses of the program based on the sub-competency scores achieved and what that means for the program. Are there any assumptions that could be inferred from the data? You may also include some context or additional information useful in your analysis. |
| **Steps/Plans for Student Learning Improvement** | Based on the analysis of the sub-competency scores, are there any steps/plans for improving student learning within the program and related to the Student Learning Outcome (SLO)? You may include initiatives that were implemented or are planned to be implemented that is relevant to the Student Learning Objective (SLO), but independent of the provided sub-competency scores. |
| **Plans for Implementing and Assessing Improvements** | Are there any plans for improving the assessment process? Include any significant changes to the Assessment Plan that will or have already occurred. May also include any changes to rubrics used to evaluate the identified high stakes observable activity. |