



# Assessment Template Guide

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

## Explanations of Sections in Assessment Template (in order of appearance)

Term	Definition/Explanation
<b>Continuous Assessment Plan</b>	<p>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.</p> <p><b>Note:</b> The Continuous Assessment Plan should be applicable to any academic year. It should be treated as a plan, not review what was done during the academic year.</p>
<b>Student Learning Outcomes (SLOs)</b>	SLOs refer to the specific knowledge, skills, or developmental attributes that students develop through their college experience; assessment results.
<b>Elements of SLO (Sub-competencies)</b>	The individual criterion used to evaluate a Student Learning Outcome (SLO).
<b>Achievement Target</b>	The score which the program hopes to achieve for each individual sub-competency.
<b>High Stakes Observable Activity</b>	<p>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).</p> <p><b>Note:</b> Please identify the high stakes observable activity as well as the rubric scale used to assess the sub-competencies.</p>
<b>Collected From</b>	Which course, lecture, lab, etc. is collected from. (e.g., CODI 595)
<b>Date / Semester Collected</b>	When the data is usually collected. (e.g., Fall, Spring, or Fall and Spring)
<b>Responsible Faculty for Collecting Data</b>	Who is responsible for collecting the data?
<b>Timeframe for SLO Data Analysis</b>	<p>When is data analysis usually conducted?</p> <p><b>Note:</b> Most programs usually analyze their data at the end of the Spring semester, during the Summer Semester, or at the beginning of the Fall Semester right before the report is due.</p>
<b>Report of Results</b>	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.
<b>Aggregate Score Achieved</b>	The score which the program achieved for each individual sub-competency.
<b># of students assessed</b>	Identify the number of students assessed for each sub-competency during the academic year. This is important since some individual sub-competencies or overall SLOs may assess different populations. This information provides more context.



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<b>Analysis</b>	<p>The analysis should give the data meaning and provide additional context. It is important to answer the following questions to adequately fulfill this requirement:</p> <ol style="list-style-type: none"> <li>1. Is the number of assessed students a sampling? If so, please describe the sampling methodology.</li> <li>2. Based on the provided data, identify the sub-competencies you consider “weak” or “strong.”               <ol style="list-style-type: none"> <li>a. Provide an explanation as to why you think those sub-competencies are “weak” or “strong” based on observations from you and the faculty. You may use anecdotal evidence.</li> <li>b. Did scores improve, worsen, or stay about the same from the previous report?</li> <li>c. Based on the data and your analysis, was anything learned?</li> </ol> </li> </ol>
<b>Follow-up on Action Plans from Previous Report</b>	<p>This section is important for “closing the loop” and understanding if changes made since the previous report were successful. It is important to answer the following questions to adequately fulfill this requirement:</p> <ol style="list-style-type: none"> <li>1. Did your program implement the previous Assessment Report’s action plan(s) for improving student learning?               <ol style="list-style-type: none"> <li>a. If so, how successful were they?</li> <li>b. If not, why not? Does your program plan to implement them in the future?</li> </ol> </li> </ol>
<b>Action Plan(s) for Improving Student Learning</b>	<p>The university’s accreditor requires programs to “...provide evidence of seeking improvement.” The university provides this evidence in the form of action plans based on the data provided in the report. It is important to answer the following questions to adequately fulfill this requirement:</p> <ol style="list-style-type: none"> <li>2. Based on the data and analysis you’ve provided, identify any improvements your program plans to make to curriculum, instruction, staffing, or resources.               <ol style="list-style-type: none"> <li>a. Specify which sub-competency scores you expect the action plan(s) to improve.</li> <li>b. If possible, specify any relevant information about the action plan(s) such as course(s) affected, timing of implementation, and when you expect to see results after implementation.</li> </ol> </li> <li>3. If you cannot identify an action plan to improve student learning based on the data, give examples of what the program has done in the past year to further enhance or sustain <u>student achievement of this Student Learning Outcome.</u></li> </ol>
<b>Plans for Implementing and Assessing Improvements</b>	<p>This section requires documentation of any changes or planned changes to the assessment process for the program. This section is strictly for documenting changes to how your program assesses student learning, not improving student learning. It is important to answer the following questions to adequately fulfill this requirement:</p> <ol style="list-style-type: none"> <li>1. Did your program implement any changes to the assessment plan/process since the last assessment report?</li> <li>2. Is your program in the process of implementing or discussing changes to the assessment plan/process? (e.g. revising SLOs, adjusting sub-competencies, modifying assignments, etc.)</li> </ol>
<b>Appendix: ASRE Pathway Assessment</b>	<p><b>This section should only be filled out for undergraduate programs.</b> This section includes both the assessment plan and report of results for the program’s ASRE Pathway.</p> <p>For more information on this section, please contact the Student Center for Research Creativity &amp; Scholarship (SCRCs).</p>