

Instructions for Developing Assessment Plans for Academic Units

Assessment Cycle 2023-24

Exemplar

LSUHSC New Orleans uses an assessment model to support and provide evidence of institutional assessment for academic and non-academic units. The model presented in this document guides educational, student support units, and administrative units in developing assessment plans by providing instructions for the academic planning process.

Academic Program Information Defined	
Academic Program	The name of your program
Academic/Fiscal Year	Year of the Assessment Cycle (2023-24)
Prepared by	The person who prepared the report
Approved By	Direct Supervisor
Mission Statement	LSUHSC’s mission statement is defaulted here
Program’s Mission Statement	The mission statement serves as the foundation for planning and should describe the unit’s functions, primary activities, and identification of stakeholders. The mission statement details what a unit seeks to accomplish and should reflect the mission and outcomes of the institution.
Assessment Plan Sections Defined	
Phase 1	
Student Learning Outcomes 1 – 5 3 Assessment Cycle limit 2 If you have consistently met your target at 95% - 100%	Examples and Explanations are based on an Assessment Plan for a Master of Business Administration – Strategic Management Concentration. Example: By the end of their program, students will be able to develop and implement a strategic management plan for a hypothetical or real-world organization that demonstrates comprehensive environmental scanning, strategy formulation, implementation, and evaluation. Explanation: <i>The SLO is a specific description of what students are expected to learn and be able to do as a result of their educational experience. These outcomes can pertain to knowledge, skills, attitudes, and values that students are intended to acquire through courses and programs at an institution.</i> For this program, the outcome focuses on the ability to develop and implement a strategic management plan. This includes understanding environmental scanning, strategy formulation, implementation, and evaluation, which are crucial for successful strategic management in real-world contexts.

<p>Assessment Method</p>	<p>Example: Students will complete a capstone project in their final semester where they create a strategic management plan for a selected organization. The project will be assessed by a panel of faculty using a detailed rubric that evaluates each component of the strategic management process.</p> <table border="1" data-bbox="633 409 1372 1066"> <thead> <tr> <th>Criterion</th> <th>Excellent (3)</th> <th>Acceptable (2)</th> <th>Unacceptable (1)</th> </tr> </thead> <tbody> <tr> <td>Knowledge of the Discipline</td> <td>Demonstrates comprehensive and in-depth understanding of the subject matter; integrates advanced concepts effectively.</td> <td>Demonstrates adequate understanding of the subject matter; uses relevant concepts appropriately.</td> <td>Demonstrates minimal or flawed understanding of the subject matter; lacks integration and accuracy of concepts.</td> </tr> <tr> <td>Research Methods</td> <td>Utilizes highly appropriate and rigorous research methods; methods are well-suited to the objectives of the research.</td> <td>Utilizes adequate research methods that generally meet the objectives of the research.</td> <td>Utilizes inappropriate or flawed research methods; methods do not align with the objectives of the research.</td> </tr> <tr> <td>Writing Quality</td> <td>Writing is clear, concise, and well-organized; excellent use of grammar and style enhances clarity and engagement.</td> <td>Writing is generally clear and organized, with minor errors in grammar and style that do not impede understanding.</td> <td>Writing is unclear or poorly organized; frequent errors in grammar and style significantly impede understanding.</td> </tr> <tr> <td>Analysis</td> <td>Analysis is insightful, thorough, and well-supported with evidence; demonstrates a high level of critical thinking and synthesis.</td> <td>Analysis is adequate and sufficiently supported by evidence; demonstrates some level of critical thinking and synthesis.</td> <td>Analysis is superficial or unsupported by evidence; lacks critical thinking and synthesis.</td> </tr> <tr> <td>Conclusions</td> <td>Conclusions are insightful, logically derived from the analysis, and clearly articulated; implications are thoughtfully considered.</td> <td>Conclusions are adequate, follow from the analysis, and are stated clearly.</td> <td>Conclusions are poorly derived, unclear, or not supported by the analysis.</td> </tr> </tbody> </table> <p>Explanation: <i>This specifies how students' achievement of the learning outcome will be measured.</i> In this case, students are required to complete a capstone project that serves as a practical application of their learning. The project is reviewed by a panel of faculty using a rubric, which ensures that the evaluation is standardized and covers all essential aspects of strategic management.</p>	Criterion	Excellent (3)	Acceptable (2)	Unacceptable (1)	Knowledge of the Discipline	Demonstrates comprehensive and in-depth understanding of the subject matter; integrates advanced concepts effectively.	Demonstrates adequate understanding of the subject matter; uses relevant concepts appropriately.	Demonstrates minimal or flawed understanding of the subject matter; lacks integration and accuracy of concepts.	Research Methods	Utilizes highly appropriate and rigorous research methods; methods are well-suited to the objectives of the research.	Utilizes adequate research methods that generally meet the objectives of the research.	Utilizes inappropriate or flawed research methods; methods do not align with the objectives of the research.	Writing Quality	Writing is clear, concise, and well-organized; excellent use of grammar and style enhances clarity and engagement.	Writing is generally clear and organized, with minor errors in grammar and style that do not impede understanding.	Writing is unclear or poorly organized; frequent errors in grammar and style significantly impede understanding.	Analysis	Analysis is insightful, thorough, and well-supported with evidence; demonstrates a high level of critical thinking and synthesis.	Analysis is adequate and sufficiently supported by evidence; demonstrates some level of critical thinking and synthesis.	Analysis is superficial or unsupported by evidence; lacks critical thinking and synthesis.	Conclusions	Conclusions are insightful, logically derived from the analysis, and clearly articulated; implications are thoughtfully considered.	Conclusions are adequate, follow from the analysis, and are stated clearly.	Conclusions are poorly derived, unclear, or not supported by the analysis.
Criterion	Excellent (3)	Acceptable (2)	Unacceptable (1)																						
Knowledge of the Discipline	Demonstrates comprehensive and in-depth understanding of the subject matter; integrates advanced concepts effectively.	Demonstrates adequate understanding of the subject matter; uses relevant concepts appropriately.	Demonstrates minimal or flawed understanding of the subject matter; lacks integration and accuracy of concepts.																						
Research Methods	Utilizes highly appropriate and rigorous research methods; methods are well-suited to the objectives of the research.	Utilizes adequate research methods that generally meet the objectives of the research.	Utilizes inappropriate or flawed research methods; methods do not align with the objectives of the research.																						
Writing Quality	Writing is clear, concise, and well-organized; excellent use of grammar and style enhances clarity and engagement.	Writing is generally clear and organized, with minor errors in grammar and style that do not impede understanding.	Writing is unclear or poorly organized; frequent errors in grammar and style significantly impede understanding.																						
Analysis	Analysis is insightful, thorough, and well-supported with evidence; demonstrates a high level of critical thinking and synthesis.	Analysis is adequate and sufficiently supported by evidence; demonstrates some level of critical thinking and synthesis.	Analysis is superficial or unsupported by evidence; lacks critical thinking and synthesis.																						
Conclusions	Conclusions are insightful, logically derived from the analysis, and clearly articulated; implications are thoughtfully considered.	Conclusions are adequate, follow from the analysis, and are stated clearly.	Conclusions are poorly derived, unclear, or not supported by the analysis.																						
<p>Target</p>	<p>Example: 85% of students will achieve a score of at least 80% on the capstone project rubric, demonstrating proficiency in strategic planning and implementation.</p> <p>Explanation: <i>The target sets a specific, quantifiable goal for student performance that indicates success in achieving the learning outcome.</i> Here, the target is that 85% of students will score at least 80% on their project rubric. This target helps the program ensure a high standard of learning and provides a clear benchmark for success.</p>																								

Assessment Plan Sections Defined Phase 2	
Findings	<p>Example: <i>The target of 85% was not met.</i> Out of 60 students who completed the capstone project, 47 students (78%) scored at least 80% on their capstone projects. While the majority performed well on environmental scanning and strategy formulation, 30% of students struggled with the implementation and evaluation sections.</p> <p>Explanation: <i>This section presents the actual results of the assessment. It compares the target to what was actually achieved.</i> The report clearly states that only 78% of students met the benchmark, indicating that the target was not met. Detailed numbers, such as the total number of students who participated and their scores, provide transparency and specific data for analysis.</p>
Analysis of Results	<p>Example: The scores and faculty feedback from the rubric were compiled and analyzed. It was observed that students who performed lower often lacked clear, actionable steps in their implementation plans and had difficulty in measuring strategy effectiveness post-implementation. The discrepancy in the achievement of the target highlights specific areas for improvement.</p> <p>Explanation: <i>Data analysis involves interpreting the results of the assessment, identifying trends, strengths, and weaknesses, and informing stakeholders about the program’s effectiveness.</i> In this report, the analysis showed that while students were generally successful in the planning and formulation stages, there was a significant gap in implementation and evaluation skills. This insight is critical for informing improvements in the program.</p>
Action Plan for Continuous Improvement	<p>Example:</p> <ol style="list-style-type: none"> 1. Enhance Curriculum: Introduce a new module focused specifically on the implementation and evaluation phases of strategic management, including best practices and case studies showing successful and unsuccessful strategic implementations. 2. Faculty Development: Conduct a workshop for faculty on how to better guide students through the complexities of strategy implementation and evaluation. 3. Resource Allocation: Provide access to more comprehensive databases and analytical tools that can aid students in developing more detailed and executable strategies. 4. Mentorship Program: Establish a peer-review system where second-year students mentor first-year students on their project drafts, specifically focusing on actionable implementation steps.

	<p>5. Reassessment of Learning Outcomes: Adjust the SLOs to include explicit expectations regarding the implementation and evaluation phases, ensuring these are clearly communicated to students at the onset of the capstone project.</p> <p>Explanation: <i>Based on the findings and data analysis, this section outlines steps to enhance the program and student learning experiences, demonstrating a commitment to quality enhancement.</i> It includes curriculum enhancements, faculty development, better resources, and mentorship initiatives, each aimed at addressing the specific weaknesses identified. The action plan is an essential component of closing the assessment loop, ensuring that findings lead to tangible improvements.</p>
<p>Closing the Loop</p> <p>Implement Action Plan! Did it work?</p> <p>Provide Evidence of Change</p>	<p>Example of Closing the Loop in the Assessment Report</p> <p><i>By implementing action plans and re-assessing, institutions demonstrate a full cycle of continuous improvement, which is essential for maintaining accreditation standards.</i></p> <ol style="list-style-type: none"> 1. Review of Findings and Initial Adjustments <ul style="list-style-type: none"> • Findings Reviewed: The initial assessment found that 78% of students met the target proficiency in their capstone projects, falling short of the 85% goal. Specific weaknesses were identified in the implementation and evaluation sections of the projects. • Initial Adjustments: The program responded by introducing new modules focused on strategy implementation and evaluation, enhancing faculty development, and increasing access to analytical tools. 2. Reassessment <ul style="list-style-type: none"> • Method: After implementing the initial changes, the next cohort of students underwent the same assessment using the enhanced curriculum and resources. • New Findings: This time, 88% of students achieved the target score, with marked improvements in the areas previously identified as weak. 3. Analysis of Reassessment <ul style="list-style-type: none"> • Data Analysis: Comparison between the previous and current cohorts showed that the changes made (curricular enhancements and better faculty support) had a positive impact, especially on how students handled strategy implementation and evaluation. • Feedback Incorporation: Feedback from students and faculty about the new modules and resources was overwhelmingly positive, suggesting that these changes met the learning needs more effectively.

	<p>4. Further Actions</p> <ul style="list-style-type: none">• Refinement of Changes: While the reassessment showed improvement, continued monitoring was planned to ensure that the changes remained effective over time.• Ongoing Development: Plans were made to regularly update training materials and methodologies based on emerging trends in strategic management and feedback from stakeholders. <p>5. Documentation and Communication</p> <ul style="list-style-type: none">• Documentation: All steps, from the initial findings to the reassessment results and subsequent actions, were thoroughly documented. This documentation helps in maintaining a clear record of the process and provides a basis for future assessments.• Communication: The outcomes and ongoing plans were communicated to all stakeholders, including faculty, students, and the accrediting body, ensuring transparency and engagement in the continuous improvement process.
--	---