

Exemplar for Non-Academic Units

Instructions for Developing Assessment Plans and Completing Final Report

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 student support and administrative units in developing assessment plans by providing instructions for the non-academic planning process.

Unit Information Defined	
Administrative Unit	The name of your unit
Academic/Fiscal Year	2023-24
Prepared by	The person who prepared the report
Approved By	Direct Supervisor
Mission Statement	LSUHSC’s mission statement is defaulted here
Unit 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.
	Make sure it matches what is on the LSUHSC website.
Stakeholders	<p>A person, group, or organization affected by your unit's operation and performance. These can include internal and external parties whose interests may be affected positively or negatively by the results of the unit in question.</p> <p>Sample Financial Aid Stakeholders: Students, parents and guardians, university administration, government agencies, alumni donors, financial aid staff, admissions office, student affairs departments, creditors and loan services, and community organizations.</p>
Primary Functions	<p>Services your unit provides.</p> <p>Sample function of a Registrar’s office: Manage academic records, course registration, and graduation processes, ensuring accuracy and compliance with academic policies.</p>

Assessment Plan Sections Defined

Service Outcomes 1, 2, and 3

You may add additional outcomes to assess but are only required to assess at least 3 areas in your unit.

Assessment Cycle Limit –

3 years

2 years if you have consistently met your target at 95% - 100%.

Specific statements that describe services and processes provided by the unit on a regular basis. SOs focus on the benefit to the recipient of the service or to the university. SOs may be indirectly measured using evaluations or survey responses. Quantitative measures may also be used to determine outcome targets, such as the number of participants served, the number of services provided within a specific time period, etc.

Service Outcomes (Service Delivery Outcomes)/Student Learning Outcomes:

- Focus on key areas where outcomes assessment will enable the unit to improve on the services or processes.
- In some cases provides learning opportunities for students.
- Use an action verb to describe in an observable way what the unit should be able to do.
- Need to be specific, measurable, and relate directly to the work of the unit.
- Are consistent with the mission.
- Are under the control of the unit.

Example: Outcome

Transfer students will demonstrate a clear understanding of the credit transfer process, including how credits are evaluated and applied towards their new degree requirements.

Explanation:

This outcome focuses on ensuring that transfer students are not only aware but also comprehend how their previous academic credits fit into their new academic program. This understanding is critical as it affects their course planning and overall academic strategy, potentially impacting their time to graduation and satisfaction with the institution.

Strategies for Improvement

To ensure that your strategies are consistent with each Service Outcome (SO), refer to the analysis and action plans outlined in the previous report. Use this report as a guide when developing your strategies.

These are strategies that will help you meet this year's goals and must be updated, especially if you did not meet your target from the prior assessment cycle. In this section, you will list the action items from last year's final report and implement what your unit committed to executing for change or continuous improvement. Adding additional strategies is welcome. List the actions (strategies) in bullet point format.

Implement your action plan then assess whether the changes you made actually worked. This is called "Closing the Loop."

When you analyze this year's data at the end of the assessment cycle you will connect your response to last year's data analysis and action plan.

Remember the process is continuous and should be connected to last year's data!

Action Plan 2022-23 = Strategies for Improvement 2023-24

Action Plan 2023-24 = Strategies for Improvement 2024-25

Assessment Measures

Attach or embed the assessment instrument used.

For each outcome, identify at least one method of measurement that will be used to assess progress on the outcome.

Measures should:

- Provide meaningful, actionable data that the unit can use to base their decisions.
- Effectively and accurately address all aspects of the outcome.
- Provide measurable results.
- Allow collection of accurate, valid, and reliable data for each measure in a reasonably efficient manner within the academic year.
- Provide details on what will be assessed, how the assessment will be conducted, and when and where the assessment will take place.

Properties of Good Assessment Techniques.

When identifying assessment methods, keep in mind what you are trying to assess.

- Are you trying to assess an employer's satisfaction with the unit?
- Are you trying to assess the results of a recruitment campaign for minority students?
- Are you trying to assess the student's perception of the value of the internship completed through the program?

	<ul style="list-style-type: none"> • Are you trying to assess the student’s /staff’s knowledge of learning that resulted from the completion of the program? • Are you trying to assess the unit’s efficiency in processing applications in a timely manner? • Are you trying to assess the alumni’s interest in supporting the university? <p>Example: Assessment Method (Attached)</p> <p>Method: Administer an online survey to transfer students at the end of their first semester that includes questions to assess their understanding of the credit transfer process.</p> <p>Explanation: An online survey is chosen for its efficiency and ability to gather data from a broad segment of the student population quickly. By conducting this survey at the end of the first semester, the office can assess how well students have assimilated the information provided at the beginning of their studies.</p>
<p>Target</p> <p>If you met your target last year, consider increasing your target.</p>	<p>For each method of measurement, determine the acceptable target level or standard of performance. Targets are set to determine the minimum expectation for the success of an outcome and should consider all aspects of the outcome.</p> <p>Targets should be:</p> <ul style="list-style-type: none"> • Specific and measurable • Stated in numerical terms. • Manageable and practical • Directly related to the outcome • Stated in realistic terms. • Based on existing data trends <p>Example: Target</p> <p>85% of surveyed transfer students will report that they 'agree' or 'strongly agree' with the statement regarding their understanding of the credit transfer process.</p> <p>Explanation:</p> <p>Setting a target of 85% establishes a clear benchmark for success and provides a quantitative measure to strive for. This target is ambitious, promoting efforts to enhance informational resources and support services.</p>

<p>Findings (Results)</p> <p>Explicitly state “target met” or “target not met.”</p>	<p>This section presents the actual results obtained from the assessment activities. It typically includes summarized data and may present key statistics, response rates, and illustrative quotes or examples. This section often includes both qualitative and quantitative data, providing a comprehensive view of how the service is performing against its targets.</p> <p>Example: Findings</p> <p>Target not met. The survey was completed by 200 transfer students, with 75% reporting a good or excellent understanding of the process, which is below the target of 85%.</p> <p>Explanation:</p> <p>The findings indicate a gap between the targeted outcome and the actual outcome, highlighting an area of student services that needs improvement. This result triggers a deeper analysis to identify specific weaknesses in the information delivery or content.</p>
<p>Analysis of Results</p>	<p>Data analysis involves interpreting the results of the assessment, identifying trends, strengths, and weaknesses, and informing stakeholders about the unit's effectiveness, efficiency, satisfaction, or learning. Analyzing the results is crucial for understanding the implications of the data. It involves looking deeper into the 'why' and 'how'—why certain outcomes were or were not achieved and how different factors may have influenced the results.</p> <p>Example: Analysis of Results</p> <p>A closer examination of survey responses and follow-up interviews revealed that students who attended the transfer orientation sessions reported a higher understanding compared to those who did not attend. Additionally, the survey indicated confusion around specific terms used in the credit evaluation process.</p> <p>Explanation:</p> <p>This analysis helps pinpoint specific factors contributing to the gap, such as the impact of orientation attendance and the clarity of communication. Understanding these factors is crucial for developing targeted interventions.</p>
<p>Action Plan for Continuous Improvement (Include in your analysis)</p>	<p>Based on the findings and data analysis, this section outlines steps to enhance the unit and student experiences, demonstrating a commitment to quality enhancement. This proactive section turns insights into action. It is about closing the gap between current performance and desired outcomes. Effective action plans are specific, actionable, and time-bound.</p>

	<p>Example: Actions for Continuous Improvement</p> <ol style="list-style-type: none"> 1. Enhance Orientation: Increase the emphasis on credit transfer processes during orientation sessions, ensuring that all transfer students attend these sessions either in person or virtually. 2. Simplify Communication: Review and simplify the language used in written communications, such as emails and the website, concerning credit transfers to ensure clarity. 3. Feedback Mechanism: Introduce a routine feedback mechanism where students can ask questions and receive timely responses regarding their credit evaluations throughout the semester. <p>Explanation:</p> <p>These steps are designed to address the specific issues identified in the analysis. Enhancing orientation ensures all students receive the necessary information upfront. Simplifying communication removes barriers to understanding, and a feedback mechanism allows for ongoing support and clarification, helping to prevent future misunderstandings.</p>
<p>Closing the Loop (Include in your analysis)</p>	<p>Closing the loop refers to the steps taken to implement the action plan, reassess outcomes, and make further adjustments if necessary. It ensures that the changes have led to improvement and that the assessment cycle is ongoing.</p> <p>Example: Closing the Loop</p> <ol style="list-style-type: none"> 1. Implementation and Reassessment: After implementing these improvements over the next academic year, another survey will be conducted to reassess the understanding of the credit transfer process among transfer students. This will determine the effectiveness of the improvements and identify any remaining gaps or new issues. 2. Documentation and Sharing: Document the entire process and share the outcomes with relevant stakeholders (e.g., academic advising teams, and enrollment services) to ensure transparency and encourage collaborative efforts for further enhancements. <p>Explanation:</p> <p>This final section demonstrates accountability and the commitment to continuous improvement. It shows that the unit not only identifies areas for improvement but also actively works to enhance its services and re-evaluates to confirm the effectiveness of the changes made.</p>
<p>Due July 31st</p>	<p>Findings, Analysis, and Action Plans</p>

This survey aims to assess how well you understand the process of transferring your credits to our university. Your responses will help us identify areas where our communication may be lacking, aspects of the process that are confusing, and how we can improve our services to better meet your needs.

Multiple Choice Questions

1. **How did you receive information about the credit transfer process?** (Select all that apply)
 - A. Orientation session
 - B. University website
 - C. Email communication
 - D. Advisor meeting
 - E. Other (Please specify)
2. **Before transferring, were you aware of how your credits would be evaluated at this institution?**
 - A. Yes, I was fully aware.
 - B. Somewhat aware
 - C. Not aware
3. **How clear was the information provided about the credit transfer process?**
 - A. Very clear
 - B. Clear
 - C. Somewhat unclear
 - D. Very unclear

Likert Scale Questions

4. **Please indicate your level of agreement with the following statement: "I understand the criteria used to evaluate and apply my transferred credits to my degree program."**
 - 1 - Strongly disagree
 - 2 - Disagree
 - 3 - Neutral
 - 4 - Agree
 - 5 - Strongly agree
5. **Rate your satisfaction with the support provided by the university in understanding the credit transfer process.**
 - 1 - Very unsatisfied
 - 2 - Unsatisfied
 - 3 - Neutral
 - 4 - Satisfied
 - 5 - Very satisfied

Open-Ended Questions

6. **What aspects of the credit transfer process did you find most confusing? Please explain.**
7. **If you could suggest improvements to make the credit transfer process clearer, what would they be?**

Yes/No Questions

8. **Did you have to seek additional help to understand how your credits were transferred?**
 - Yes
 - No

Demographic Questions (Optional but useful for data segmentation)

9. **What is your major?**
 - (Text response)
10. **Which institution did you transfer from?**
 - (Text response)