



2009-10 Annual Assessment Plan (AAP) Guidelines

Academic Programs - Learning Outcomes

NOTE: Per university policy, all programs are required to have their 2009-10 Annual Assessment Plan (AAP) on record in OIPRA and conduct assessment data collection activities throughout the academic year.

DEADLINE FOR AAP SUBMISSION TO OIPRA: APRIL 15, 2009

WHAT IS NEW THIS YEAR?

The Office of Institutional Planning, Research, and Assessment (OIPRA), in coordination with the IT Division, conducted a hands-on AMOS training session for designated program-level staff. A training manual was distributed to every training attendee for reference. **Starting with the submission of this AAP, designated program staff will enter all assessment documentation (AAP, AAR, and AP) directly in AMOS.**

INSTRUCTIONS FOR DESIGNATED PROGRAM STAFF TO ENTER AAP IN AMOS

1. **Accessing the 2009-10 AAP (upon completion by Program Officer/ Faculty)**
 - a. Completed 2009-10 AAPs are located in the CAMPUS Share Drive (H).
 - i Click > OIPRA Folder > Office of VP __ > (your) program/organization
 - b. SAVE a copy of your AAP(s) in your harddrive
 - c. Print a hardcopy
2. **Follow the instructions as they appear in the AMOS Training Manual**
3. **E-mail OIPRA at assessment@athens.edu and notify that the 2009-10 AAP is in. Send a copy of any new/revised assessment instrument (survey, exam, rubric)**

GENERAL INSTRUCTIONS FOR FACULTY

4. **Accessing, editing, and submitting the 2009-10 AAP Document Template**
 - b. 2009-10 AAPs and checklists are located in the CAMPUS Share Drive (H).
 - i Click > OIPRA Folder > (your) College and Department
 - c. The 2009-10 AAP is filled using the exact information contained in the 2008-09 AAP. This facilitates completion of the 2009-10 AAP by requiring only that you edit (type, delete, etc.) one or more of the elements of the plan (those you are changing), while retaining important information such as the control numbers that uniquely identify your organization and any assessment instrument/method (exit exam, senior research project, etc.) that will remain in use. Please refer to planning guidelines included in this document.

- d. To edit the 2009-10 AAP: (The AAP template is a WORD document.)
 - i. **For your convenience, we activated the “Track Changes” function, so changes in the 2009-10 AAP will be automatically highlighted.**
 - ii. Enter the changes by doing the typical word-processing, i.e. typing, deleting, etc.
 - iii. **SAVE** your changes using the “**Save**” icon and close the document. Please **DO NOT USE THE “Save As” option.**
 - iv. **Alert your designated program staff assessment person that your 2009-10 AAP is completed and ready to be entered in AMOS.**

PLANNING GUIDELINES

1) 2009-10 Planning Assumptions:

- a) Depending on the number of assessment instruments/methods stated in your 2008-09 AAP, at least 33% to 50% of your assessment data **was collected during the 2008 Fall Semester and stored in your internal program files.** Please make sure that your term by term data is stored and ready for submission to OIPRA upon request.) Upon full operability of AMOS, OIPRA will request copies of this raw data to populate the statistical data tables for tracking and reporting.)
- b) This preliminary data alone may/may not be enough to allow conclusions regarding a specific target outcome, but will typically suggest a direction (“red/yellow flag”) as to whether the target outcome(s) will/will not be met. This information allows you to make preliminary assumptions useful for planning your 2009-10 assessment methodology. Please refer to number 4 below.
- c) Typically, most changes will relate to objectives, expected target outcomes, and assessment methodology.

2) Changes to one or more element(s) (Part I through VI) of the 2009-10 AAP

- a) Changes to one or more element of the AAP for the assessment year 2009-10 are **NOT** required. However, **the review process is required** to ensure continuous faculty deliberation in setting appropriate learning objectives, target outcomes, and in formulating assessment methodology.

3) Review of AAP Elements

- a) **Part I. College Mission Statement**
 - i) Changes needed only if the College plans to change/modify its mission effective in 2009-10.
 - ii) All changes to the Mission Statement will require changes in the Catalog, ASU Website, and any other official communication from the College. **Please notify OIPRA, the Printing & Publications Office, and the Webmaster.**

- b) **Part II. Department and Program Purpose and Goals**
- i) Changes needed only if the Department and/or Program plan to change/modify its purpose and goals effective in 2009-10.
 - ii) All changes to the Department and Program's Purpose and Goals will require changes in the Catalog, ASU Website, and any other official communication from the College. **Please notify OIPRA, the Printing & Publications Office, and the Webmaster.**
- 4) **Part III. Objectives, Target Outcome(s) and Assessment Methodology**
- a) This part is where most changes may be made as programs review their preliminary assessment data and decide on whether to make adjustments at this stage for the next assessment cycle.
 - b) Change(s) made in this part should be justified by providing the rationale behind. Please enter this information in the **Checklist** included in the Guidelines Package.
 - c) Conducting the review of Part III: Questions to ask...
 - i) Has the program measured all objectives stated in the 2008-09 AAP?
 - (1) If no, which ones have not been measured? Why not?
 - (a) Is it impossible or extremely difficult to collect data for this objective? (i.e. adjunct faculty, too many courses selected for assessment, etc.)
 - (b) It is highly recommended that programs review the course(s) selected for assessment to ensure maximum efficiency in the assessment process.
 - (i) In conducting learning assessment, fewer and more skill-based targeted courses at strategic points (entry-mid-end) throughout the curriculum facilitate the process and generally produce valid and reliable results.
 - (c) Should the program prioritize objectives and focus accordingly?
 - (i) For instance, "Knowledge Base" is obviously a high priority for each individual program. However, the same skill may be more relevant to one degree than to another.
 1. Examples:
 - a. While "quantitative skills" are important to all, such skills should be of a higher priority to math, computer science, science, or business majors for which this skill is a major component of their knowledge base than to other majors (i.e. Arts and Humanities) for which this skill is not a major component of knowledge base in the discipline.
 - (2) If yes, is the faculty satisfied with the preliminary results?
 - (3) Does the preliminary assessment data suggest that the outcome will not be met or will be partially met? **PLEASE SEE NOTE BELOW.**
 - (a) If no, is the faculty comfortable with the validity of the results at this time?
 - (b) If yes, can the faculty identify the reason(s)?
 - (i) Could it be...?

1. unrealistic target outcome(s) (Please note that “lowering the standards so everybody can make it” is not an acceptable/honest approach to outcomes assessment.)
 2. inappropriate assessment methodology (i.e. flawed assessment instrument (validity), wrong course(s) and/or curriculum point selected for assessing the specific learning skill, small sample of students)
- (c) Are there any steps that faculty can take now to avoid the same situation in the next assessment cycle?
- (d) Given the suggested findings of the preliminary data, is it appropriate to wait until more data is collected and a pattern/trend is developed before any changes for the next cycle are made?
- (i) What are the PROS and CONS?

Note: The principle of continuous improvement does not call for “punitive” measures against programs that do not meet quantitative objectives. Instead, the principle relies in the thoughtful and honest consideration of alternative courses of action to realize improvement and enhance the teaching and learning process.

5) Part IV: Implementation Plan (Sections A & B)

- a) Changes are needed if the program alters any component of the implementation of its assessment activities (i.e. objectives, assessment methodology, assessment responsibilities, timeframes, etc.)
- b) Please make sure that any change made in Part III is integrated and/or updated in both Section A- Narrative Statement and Section B-Objectives/Methods Matrix of the assessment implementation plan.

6) Part V: Dissemination of Assessment Findings

- a) Changes are needed if the program alters the way in which assessment findings are reported and communicated to faculty, staff, OIPRA or any other constituency. This may also include timeframes and data reporting formats.

7) Part VI: Use of Assessment Findings for Continuous Improvement

- a) Changes are needed if the program alters the way in which assessment findings are used.
- b) Please remember that the **use of assessment data in program planning and review is an accreditation standard** and, consequently, must be documented in detail.

REFERENCE INFORMATION

Plan Format

The assessment plan comprises the six sections listed below as formatted in the attached template. A control number, assigned by OIPRA and tracked through the document control mechanism of AMOS, uniquely identifies the organization, unit and subunit



sponsoring each one of the 50 AAPs that collectively measure Institutional Effectiveness (IE). For each learning objective and outcome identified (, **there will be** a corresponding section IV: “Procedures, Methods, and Measurement Criteria” featuring four subsections as listed below.

- I. College Mission Statement
- II. Department and Program Purpose and Goals
- III. Objectives, Target Outcomes, and Assessment Methods
- IV. Implementation Plan
- V. Dissemination of Assessment Findings
- VI. Use of Assessment Findings for Continuous Improvement

I. MISSION STATEMENT

Mission: the values and philosophy of the College: a vision of what the entire curriculum is supposed to do. The mission statement must convey the areas of activities derived from ASU mission that each college undertakes to further the mission of the university. It must also reference the educational and service components stated in ASU mission. (Research component, although not required at ASU, can be referenced if such activities can be documented by the respective faculty/department/college.) This statement should be IDENTICAL to the one stated in the University Catalog, Website, and any other official publication.

II. DEPARTMENT & PROGRAM PURPOSE (GOALS)

Purpose: the general aims of the department, program and its curriculum.

Make sure that the purpose as written supports the department’s mission within the context of the College and University missions. The program purpose should provide the framework for determining the more specific learning objectives and expected outcomes of your program, and should be consistent with those of the College overall.

III. OBJECTIVES, TARGET (EXPECTED) LEARNING OUTCOMES AND ASSESSMENT METHODOLOGY (central component of the assessment plan)

Learning Objectives: the knowledge, skills, and competencies student majors acquire through the program (what is to be achieved?). Student learning outcomes may be a combination of the following: Content (Cognitive Learning): Knowledge of a subject matter; Skill Acquisition (Behavioral Learning): Comprehension of a topic, demonstration of a competency, etc.; and Attitudes (Affective Learning): Awareness, interest, concern, etc. Make sure that your learning objectives are clearly stated, realistic, achievable, and measurable.

- **Learning objectives/outcomes (typically 3-9).** Each objective/outcome must:
 - be stated **operationally** (i.e. expected student behaviors/achievements)

- be aggregate, focusing on the program and not on the individual students or courses
 - specify the skills, competencies, understandings, and values that students should have acquired as a result of having completed the program of study.
 - individually specify the measurement procedures, methods, and criteria under Section IV.
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- For nationally-accredited programs/college (i.e. College of Business and College of Education) all of the outcomes listed under their respective accrediting criteria will need to be specifically included, and the respective procedures, measures, and criteria be designed to yield evidence of those requirements for program outcomes.

Assessment Methodology

The procedures, methods and measurement criteria **must** include the following:

- the operational definition of each one of the competencies (performance indicators) being assessed within each learning objective and expected outcome (what specifically is to be measured)
- how will each competency be assessed (what method or instrument)
- where in the curriculum those competencies will be assessed (course-curriculum map)
- the group performance standard to be achieved (target outcome that defines the level of acceptance as evidence of achieved performance)
 - Assessment Method(s):
 - Type of Assessment Method: Direct or Indirect
 - Evaluation method or instrument used (exams, projects, portfolios, surveys, etc.)
 - Location in curriculum
 - Operational Definitions of each learning objective and outcome
 - Supporting Documentation (Exam, Project, Survey, etc., identified by name and control number, and frequency of application (i.e. annually)

Notes:

- Since performance is often not observable, indicators of performance must be sought. These indicators are basically the criteria that will allow you to “recognize performance when you see it”.
 - Performance indicators must be stated operationally, in a way that allow for quantitative measurement (metrics) in order to make objective interpretation of results.
 - Performance standard for each competency must be stated previously to the actual assessment since results from the latter will be measured against those standards.
- The method of assessment will vary depending on the learning outcome(s) being measured. You may choose from a variety of DIRECT and INDIRECT assessment methods. **Indirect methods alone cannot be the sole means of assessing learning outcomes.**



- Use of multiple methods (direct and indirect) is usually needed to assure accuracy of measurement.
- The same assessment method or instrument can be used to measure several learning objectives/outcomes. For example, senior presentations in a capstone course might be used to assess discipline-related knowledge, oral and written communication skills, and problem-solving abilities.
- Inventory your existing evaluation strategies.
- Measurements must meet validity and reliability standards. Since “not all measures were created equal” and “there is no such thing as perfection in measurement”, you must decide which ones will work best in testing the expected outcomes that you have identified. Please remember that the assessment objective is not to gather data and return “results”, but rather to identify “what matters most in student learning”.

IV. IMPLEMENTATION PLAN

The implementation plan has three basic components and must accomplish the following:

- define responsibilities for tasks related to assessment, including the data collection, data analysis, and reporting
- specify the data collection timetable
- display in matrix form how the learning objectives and expected outcomes relate to the methods/assessment tools used for measurement.

V. DISSEMINATION OF ASSESSMENT FINDINGS

Please state the following statement: “Assessment results will be featured yearly in the Annual Assessment Report (AAR).”

Note: To comply with the ASU assessment cycle, assessment results will be presented annually as a separate document called Annual Assessment Report (AAR) due in September of the next academic year as follows:

- Assessment data findings for 2007-08 will be reported in September 2008.
- Assessment data findings for 2008-09 will be reported in September 2009
- Assessment data findings for 2009-10 will be reported in September 2010

This section identifies the specific forum/mechanisms and frequency for disseminating assessment results to program faculty (how and where results will be shared).

Sample statement: “Assessment results will be disseminated to program faculty at the _____ (internal department/college event, i.e. retreat, annual meeting, etc.). Findings will be fully discussed to determine the extent to which the curriculum is functioning as intended, and to agree on any needed changes. Assessment results will be made available online to program faculty two weeks prior to the _____ (event cited above) to allow time for individual consideration and analysis of the information.”



VI. USE OF ASSESSMENT FINDINGS FOR CONTINUOUS IMPROVEMENT

This section provides the framework for **documenting the link** between assessment findings and program review, planning, and decision-making, an accreditation requirement. This information will document the “Closing the Loop” Statements required by SACS.

Sample Statement: “Specific Action Plans, agreed upon by the faculty, will be developed for each objective/outcome on which one or more weakness (es) has/have been identified by the assessment findings. The specific improvement strategies, tasks/action steps, responsibilities, resources, and timelines will be outlined. Action Plans will be tracked for implementation and the impact of the actions taken will be evaluated against initial goals and expected target outcomes. Annual Assessment Reports (AAR) will document the actual Action Plan(s) by the program.”

Note: An Action Plan Template for programs’ use will be disseminated together with the Annual Assessment Report (AAR) guidelines and format.



2009-10 Annual Assessment Plan (AAP) Guidelines

Administrative/Support Functions

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3. **E-mail OIPRA at assessment@athens.edu and notify that the 2009-10 AAP is in. Send a copy of any new/revised assessment instrument (survey, exam, rubric)**

GENERAL INSTRUCTIONS FOR PROGRAM OFFICERS

2. **Accessing, editing, and submitting the 2009-10 AAP Document Template**
 - a. 2009-10 AAPs and checklists are located in the CAMPUS Share Drive (H).
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- c. To edit the 2009-10 AAP: (The AAP template is a WORD document.)
 - i. **For your convenience, we activated the “Track Changes” function, so changes in the 2009-10 AAP will be automatically highlighted. .**
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PLANNING GUIDELINES

1) **2009-10 Planning Assumptions:**

- a) Depending on the number of assessment instruments/methods stated in your 2008-09 AAP, at least 33% to 50% of your assessment data **was collected during the 2008 Fall Semester and stored in your internal program files.** Please make sure that your term by term data is stored and ready for submission to OIPRA upon request.

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- c) Typically, most changes will relate to objectives, expected target outcomes, and assessment methodology.

2) **Changes to one or more element(s) (Part I through VI) of the 2009-10 AAP**

- a) Changes to one or more element of the AAP for the assessment year 2009-10 are **NOT** required. However, **the review process is required** to ensure continuous deliberation among program staff in setting appropriate objectives, target outcomes, and in formulating assessment methodology.

3) **Review of AAP Elements**

- a) **Part I. Organization (Office of VP----) Mission Statement**
 - i) Changes needed only if the Office of Vice President --- plans to change/modify its mission effective in 2009-10.
 - ii) All changes to the Mission Statement will require changes in the Catalog, ASU Website, and any other official communication from the Organization/unit. **Please notify OIPRA, the Printing and Publications Office, and the Webmaster.**

- b) **Part II. Unit/Sub-unit Purpose and Goals**
 - i) Changes needed only if the Unit/Sub-unit plans to change/modify its purpose and goals effective in 2009-10.

- ii) All changes to the Purpose and Goals will require changes in the Catalog, ASU Website, and any other official communication from the Organization/Unit/Sub-unit. **Please notify OIPRA, the Printing & Publications Office, and the Webmaster.**

4) Part III. Objectives, Target Outcome(s) and Assessment Methodology

- a) This part is where most changes may be made as organizational units review their preliminary assessment data and decide on whether to make adjustments at this stage for the next assessment cycle.
- b) Change(s) made in this part should be justified by providing the rationale behind. Please enter this information in the **Checklist** included in the Guidelines Package.
- c) Conducting the review of Part III: Questions to ask...
 - i) Has the organizational unit measured all objectives stated in the 2008-09 AAP?
 - (1) **If no**, which ones have not been measured? Why not?
 - (a) Is it impossible or extremely difficult to collect data for this objective?
 - (b) Should the program prioritize objectives and focus accordingly?
 - (2) **If yes**, is the organization/unit satisfied with the preliminary results?
 - (3) Does the preliminary assessment data suggest that the outcome will not be met or will be partially met? **PLEASE SEE NOTE BELOW.**
 - (a) **If no**, is the organization/unit comfortable with the validity of the results at this time?
 - (b) **If yes**, can the organization/unit identify the reason(s)?
 - (i) Could it be...?
 - 1. an unrealistic target outcome(s)? (Please note that “lowering the standards so everybody can make it” is not an acceptable/honest approach to outcomes assessment.)
 - 2. inappropriate assessment methodology (i.e. flawed assessment instrument (validity), wrong performance indicator or metric, small sample)
 - (c) Are there any steps that the organization/unit can take now to avoid the same situation in the next assessment cycle?
 - (d) Given the suggested findings of the preliminary data, is it appropriate to wait until more data is collected and a pattern/trend is developed before any changes for the next cycle are made?
 - (i) What are the PROS and CONS?

Note: The principle of continuous improvement does not call for “punitive” measures against programs or organizational units that do not meet quantitative objectives. Instead, the principle relies in the thoughtful and honest consideration of alternative courses of action to realize improvement and enhance organizational performance.

5) Part IV: Implementation Plan (Sections A & B)

- a) Changes are needed if the organization/unit alters any component of the implementation of its assessment activities (i.e. objectives, assessment methodology, assessment responsibilities, timeframes, etc.)

- b) Please make sure that any change made in Part III is integrated and/or updated in both Section A- Narrative Statement and Section B-Objectives/Methods Matrix of the assessment implementation plan.

6) Part V: Dissemination of Assessment Findings

- a) Changes are needed if the organization/unit alters the way in which assessment findings are reported and communicated to staff, OIPRA or any other constituency. This may also include timeframes and data reporting formats.

7) Part VI: Use of Assessment Findings for Continuous Improvement

- a) Changes are needed if the organization/unit alters the way in which assessment findings are used.
- b) Please remember that the **use of assessment data in program planning and decision-making is an accreditation standard** and, consequently, must be documented in detail.

REFERENCE INFORMATION

Plan Format

The assessment plan comprises the six sections listed below as formatted in the attached template. A control number, assigned by OIPRA and tracked through the document control mechanism of AMOS, uniquely identifies the organization, unit and subunit sponsoring each one of the 50 AAPs that collectively measure Institutional Effectiveness (IE).

- I. Organization (Office VP---) Mission Statement
- II. Organizational Unit/Sub-unit Purpose and Goals
- III. Objectives, Target Outcomes, and Assessment Methods
- IV. Implementation Plan
- V. Dissemination of Assessment Findings
- VI. Use of Assessment Findings for Continuous Improvement

I. MISSION STATEMENT

Mission: the values and philosophy of the major organization (Office of VP--); a vision of what the program is supposed to do. The mission statement must convey the areas of activities derived from ASU mission that each organizational unit undertakes to further the mission of the University. It must also reference the educational and service components stated in ASU mission. This statement should be **IDENTICAL** to the one stated in the University Catalog, Website, and any other official publication.

II. UNIT/SUB-UNIT PURPOSE AND GOALS

Goals: the general aims of the unit/sub-unit to support student learning and overall educational experience. (Goals should be consistent with your Short-Range (SRP) and Long-Range (LRP) Strategic Plans as submitted.)

Make sure that the goals as written support the organization's mission stated above, as well as the University mission. The unit/sub-unit goals should provide the framework for determining the more specific operational and service-delivery objectives and expected outcomes of the program, and should be consistent with those of the Office of Vice President under which the unit/sub-unit falls.

III. OBJECTIVES, TARGET (EXPECTED) OUTCOMES AND ASSESSMENT METHODOLOGY (central component of the assessment plan)

All administrative/support organizational units/sub-units will formulate both operational (what is to be achieved) and service-delivery (how is service delivered) objectives.

Because your organizational unit is providing a service to students, the objectives must definitely include service attributes (i.e. process timeliness, staff courtesy, quality of the information/assistance provided, etc.) in addition to operational metrics that measure program effectiveness. How your unit performed will be reflected in the workload of the office and in the level of student satisfaction with the service provided. Examples of program effectiveness (workload) metrics include institutional data such as the number of students who are qualified/eligible and/or requested the service, the number of students actually served, amount of financial aid awards, etc. (*Please contact OIPRA for one-to-one assistance with this matter.*)

Make sure that your objectives are clearly stated, realistic, achievable, and measurable.

- **Objectives/outcomes.** Each objective/outcome must:
 - be stated **operationally** (i.e. expected service and operational results)
 - be aggregate, focusing on the service program and not on individual students
 - individually specify the measurement procedures, methods, and criteria.

Assessment Methodology

Procedures, methods and criteria **must** include the following:

- the operational definition of each one of the service elements (performance indicators) being assessed within each objective and expected outcome (what specifically is to be measured)
- how will each service element be assessed (what method or instrument)
- the group performance standard to be achieved (target outcome that defines the level of acceptance as evidence of achieved performance)

Notes:

- Since performance is often not observable, indicators of performance must be sought. These indicators are basically the criteria that will allow you to “recognize performance when you see it”.
 - Performance indicators must be stated operationally, in a way that allow for quantitative measurement (metrics) in order to make objective interpretation of results.
 - Performance standard for each service element must be stated previously to the actual assessment since results from the latter will be measured against those standards.
- The method of assessment will vary depending on the outcome(s) being measured. You may choose from a variety of DIRECT and INDIRECT assessment methods. **Indirect methods alone cannot be the sole means of assessing outcomes.**
- Use of multiple methods (direct–i.e. institutional data; and indirect– i.e. surveys) is usually needed to assure accuracy of measurement of support services.
- The same assessment method or instrument can be used to measure several objectives/outcomes. For example, the Graduating Senior Exit Survey may be used to assess objectives from several organizational units.
- Inventory your existing evaluation strategies (i.e. existing surveys). Some may need revisions to add/delete question items to reflect new reporting standards and documentation. (Please consult with the OIPRA for assistance on this matter.)
- Measurements must meet statistical validity and reliability standards. Since “not all measures were created equal” and “there is no such thing as perfection in measurement”, you must decide which ones will work best in testing the expected outcomes that you have identified. Please remember that the assessment objective is not to gather data and return “results”, but rather to identify “*what matters most in supporting students to achieve learning within a high quality social and academic environment*”. Please contact OIPRA for assistance on this matter.

IV. IMPLEMENTATION PLAN

The implementation plan has three basic components and must accomplish the following:

- define responsibilities for tasks related to assessment, including the data collection, data analysis, and reporting
- specify the data collection timetable
- display in matrix form how the objectives and expected outcomes relate to the methods/assessment tools used for measurement.

V. DISSEMINATION OF ASSESSMENT

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This section identifies the specific forum/mechanisms and frequency for disseminating assessment results to program staff (how and where results will be shared).

Sample statement: *“Assessment results will be disseminated to program staff. Findings will be fully discussed to determine the extent to which the program is functioning as intended, and to agree on any needed changes.*”

VI. USE OF ASSESSMENT FINDINGS FOR CONTINUOUS IMPROVEMENT

This section provides the framework for **documenting the link** between assessment findings and program review, planning, and decision-making, an accreditation requirement. This information will document the “Closing the Loop” Statements required by SACS.

Sample Statement: *“Specific Action Plans, agreed upon by the Vice President of _____ and the staff of the _____ (program/unit name) will be developed for each objective/outcome on which one or more weakness has/have been identified by the assessment findings. The specific improvement strategies, tasks/action steps, responsibilities, resources, and timelines will be outlined. Action Plans will be tracked for implementation and the impact of the actions taken will be evaluated against initial goals and expected target outcomes. Annual Assessment Reports (AAR) will document the actual Action Plan(s) by the program.”*

Note: An Action Plan Template for programs’ use will be disseminated together with the Annual Assessment Report (AAR) guidelines and format.