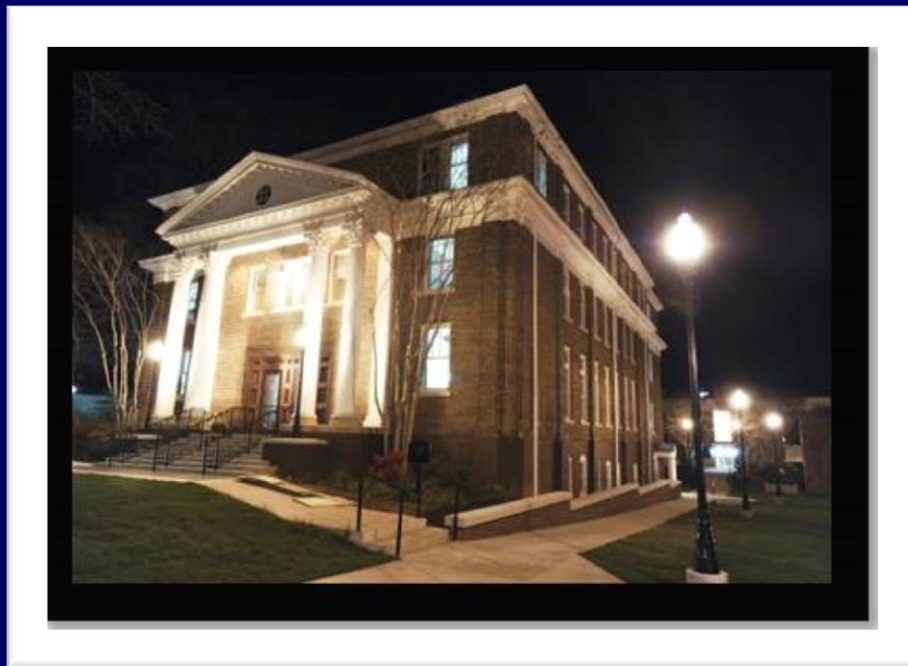


# ATHENS STATE

U N I V E R S I T Y

**INSTITUTIONAL EFFECTIVENESS AND CONTINUOUS IMPROVEMENT**

## **OUTCOMES ASSESSMENT SYSTEM**



**Office of the Provost/Vice President of Academic Affairs  
Office of Institutional Research and Assessment**

# VISION, MISSION AND GOALS

## Vision Statement

Athens State University will be the premier destination for transfer students seeking the highest quality education and cutting-edge delivery at the most affordable cost. As the upper division university in Alabama, building on a tradition that began in 1822, Athens State University will be the catalyst for positive change in the lives of its students.

*(Vision Statement was approved by the Board of Trustees on April 19th, 2013.)*

## Mission Statement

The University advances the best interests of its students and the State of Alabama through teaching, service, research and other creative activities to empower students to make valuable contributions in their professional, civic, educational, and economic endeavors. Through innovative communication and course delivery for high-quality undergraduate and select graduate programs, Athens State University provides a supporting environment for each student, demonstrating the importance of the diverse and interdependent nature of our state and society. Athens State University changes the face of Alabama by changing the lives of its students.

*(Mission Statement was approved by the Board of Trustees Executive Committee on March 10th, 2015.)*

## Institutional Goals

1. To emphasize a student-centered approach to teaching, learning, and University life by expanding educational opportunities and social mobility through high quality instructional and student support services that are both accessible and affordable.
2. To promote a sense of belonging that results in lifelong associations with the University.
3. To foster and strengthen effective partnerships with educational, governmental, business, charitable, and civic organizations.
4. To recruit and retain a diverse and highly qualified faculty and staff committed to excellence in all University pursuits.
5. To encourage an atmosphere of diversity and to protect the free exchange of ideas.
6. To maintain and improve University facilities and programs through public funds and philanthropic initiatives and to ensure effective stewardship of resources.
7. To conduct University affairs in a manner that is transparent, deliberative, and ethical.
8. To evaluate, support, and effectively utilize emerging technologies.

# VISION, MISSION AND GOALS

## Learning Goals

- 1. Global Understanding**  
Graduates of Athens State University will understand human cultures, the natural world, and the connections of a global society in the 21st century.
- 2. Effective Communication**  
Graduates of Athens State University will read, write, speak, and listen effectively.
- 3. Lifelong Learner**  
Graduates of Athens State University will desire to learn for a lifetime.
- 4. Intellectual and Practical Skills**  
Graduates of Athens State University will think critically and creatively, independently and cooperatively, qualitatively and quantitatively.
- 5. Ethical Responsibility**  
Graduates of Athens State University will engage in moral and ethical reasoning and will be proactive in their efforts to build a more just world.
- 6. Human Diversity**  
Graduates of Athens State University will recognize and value human difference as well as understand how those differences enrich communities.
- 7. Digital Citizenship and Information Literacy**  
Graduates of Athens State University will appropriately utilize and embrace emerging and relevant technologies and will demonstrate information literacy that will enhance their personal and professional lives.
- 8. Civic Engagement**  
Graduates of Athens State University will be prepared to participate effectively in civic, charitable, and governmental affairs.
- 9. Disciplinary Knowledge**  
Graduates of Athens State University will have an in-depth understanding of a discipline that will prepare them for careers or further studies, showing evidence of applying quality research to real situations.

# TABLE OF CONTENTS

|   |    |
|---|----|
| <b>I. Introduction</b> .....  | 1  |
| <b>A. Assessment Process Historical Background</b> .....                | 1  |
| <b>II. Assessment and Institutional Effectiveness</b> .....             | 2  |
| <b>III. Purpose and Definition</b> .....                                | 4  |
| <b>IV. Assessment System</b> .....                                      | 5  |
| <b>A. Assessment Model</b> .....  | 5  |
| A.1 Assessment Levels .....   | 5  |
| A.2 Mission Statement and Goals .....                                   | 6  |
| A.3 Formulation and Measurement of Objectives .....                     | 6  |
| A.4 Assessment Methodology and Tools .....                              | 11 |
| A.5 Elements of the Outcomes Assessment System .....                    | 14 |
| A.6 Assessment Compliance Certification (ACC).....                      | 28 |
| A.7 Assessment Data Collection and Analysis.....                        | 28 |
| A.8 Dissemination and Communication of Assessment Data.....             | 32 |
| <b>B. Use of Assessment Findings for Continuous Improvement</b> .....   | 33 |
| <b>C. Information Technology Support</b> .....                          | 34 |
| C.1 AMOS (Assessment Management Online System) .....                    | 35 |
| C.2 AMEE (Assessment Management Evaluation Entry).....                  | 35 |
| C.3 ARGOS© Reports .....  | 35 |
| <b>Appendices</b> .....   | 36 |
| <b>A. Institutional Outcomes Assessment Policy</b> .....                |    |
| <b>B. Institutional Effectiveness – Organizations by Function</b> ..... |    |
| <b>C. Administrative Organizations POS surveys</b> .....                |    |
| <b>D. Samples- Consolidated AAP, AAR, and Action Plan (CAPP)</b> ..     |    |
| <b>E. Control Numbers Code Matrix</b> .....                             |    |
| <b>F. Annual Assessment Plan Scoring Sheet</b> .....                    |    |
| <b>G. Annual Assessment Report/Action Plan Scoring Sheet</b> .....      |    |
| <b>H. Assessment Cycle Compliance Certification Form</b> .....          |    |
| <b>I. Program Use of Assessment Findings Report</b> .....               |    |
| <b>J. AMOS/AMEE User Instructions</b> .....                             |    |
| <b>K. Glossary of Assessment Terms</b> .....                            |    |

## **A. INTRODUCTION**

### **A. ASSESSMENT PROCESS HISTORICAL BACKGROUND**

Guided by its commitment to achieving the highest level of institutional effectiveness, ATSU is engaged in a continuous effort to strengthen its institutional planning, research and assessment capabilities.

In the Summer of 2006 a thorough analysis of the institution's planning, research, and assessment functions revealed two basic concerns central to most of the limitations encountered: 1) lack of a systematic process to help direct and coordinate the collection and use of assessment data throughout the University, and 2) a disconnect between the information gathered and the ability to document its use in program management and strategic planning.

The assessment process was decentralized and uncoordinated relying on individual programs and support functions to conduct evaluation activities on their own with no standards for data collection, recording, reporting, or dissemination requirements. Assessment instruments were not identified or organized and data findings were not systematically stored to allow access to and communication of assessment findings. Although the University had a long history of planning activities, the fragmentation of assessment activities was hampering the ability of programs and organizations to integrate strategic information on which to make decisions.

In January 2007, following the President's approval of the *Institutional Outcomes Assessment Policy*, last revised in 2016 (see *Appendix A*), the University implemented a systematic, coordinated, and integrated outcomes assessment process. To assist with the implementation of the policy and to better integrate research and assessment functions into strategic planning, all support activities were consolidated under the Office of Institutional Research and Assessment (OIRA). In coordination with all academic programs and administrative and support organizations OIRA developed standards, documents, methods, procedures, and timelines to guide assessment activities throughout the University. At OIRA's request, the Information Technology Services (ITS) division developed a technology-based infrastructure to support assessment activities and expand the scope of institutional research to support a data-driven, performance-based environment for strategic planning and decision-making.

Assessment activities implemented in AY 2008 marked the first period in which academic programs and administrative support organizations conducted systematic assessments under the new standards.


## II. ASSESSMENT AND INSTITUTIONAL EFFECTIVENESS

Consistent with the need to confront the challenges faced by higher education institutions, Athens State University is committed to performance management with a focus on achieving optimal institutional effectiveness through the design, development, and delivery of high quality academic programs, student support services, and administrative processes to sustain the learning, teaching, and working environment.

All academic programs and administrative support organizational units within the University are considered to have an impact on institutional effectiveness. To ensure that they operate within a manner consistent with its mission, the outcomes assessment system is based on a thorough identification of performance indicators that collectively reflect an accurate view of the extent to which the University is reaching its goals. These indicators pertain to all areas within the institution and focus on various organizational levels to include academic programs, support functions, institutional processes, and services.

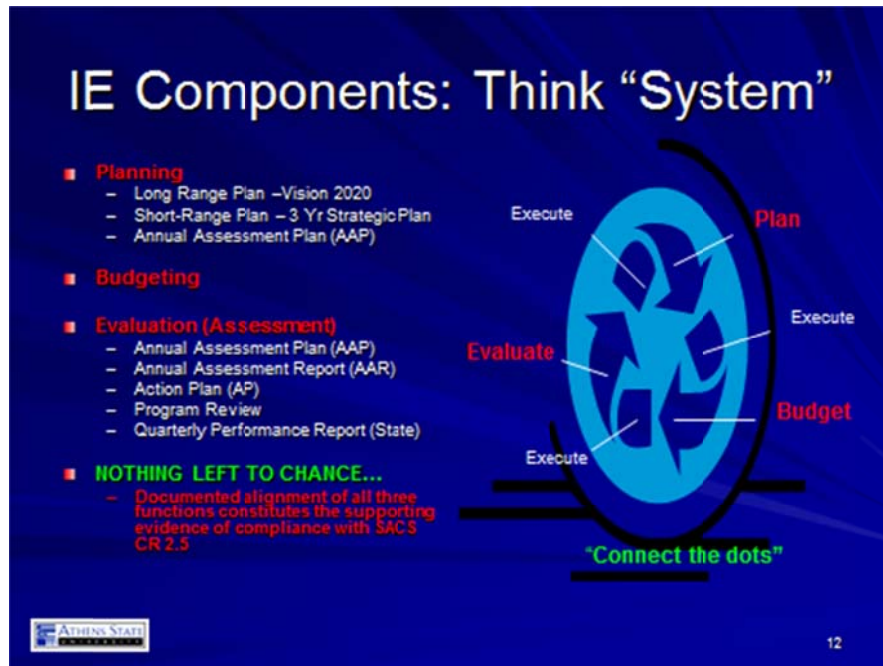
**ATSU Institutional Effectiveness (IE)**

- Extent to which ATSU fulfills its mission and meets its 8 institutional goals
  - Permeates **all** facets of the institution (**n=62 Organizational Units**)
    - **36** academic programs (COAS, COB, COE) ▶ 33 Undergraduate; 3 Graduate
    - **26** administrative support functions
      - **9** Student Support Academic/Extra-curricular: Academic Advising/TSSC; Academic Technology; Accounting Lab; Adult Degree Program; Library; Math & Computer Lab; Testing Services; University Centers; Writing Center
      - **7** Student Support Non-Academic: Career Services; Counseling Services; Disability Services; Enrollment Management (Recruitment, Admissions, Records); Student Activities; Student Financial Services; Veterans Affairs
      - **9** Institutional Operations Support: Business Office/Auxiliary Services; Campus Security; Human Resources; Information Technology; Institutional Research & Assessment; Physical Plant & Maintenance; Alumni Affairs/Association; ATSU Foundation; Public Relations and Marketing
      - **1** Public and Community Service: Center for Lifelong Learning
  - Institutional Effectiveness Matrix
    - **78** performance indicators/237 metrics measure IE

 11

Assessment processes are at the center of institutional planning and budgeting activities. The information collected from students, faculty, and staff through outcomes assessment provides empirical support for the decisions made in

planning and budgeting activities. Planning guides the allocation of resources, which in turn supports the delivery of the University's academic programs and administrative support services.



At the institutional level, feedback generated at the course, department, college and administrative support level is analyzed, synthesized, and focused on developing maintenance or corrective actions to sustain the strengths or to correct the weaknesses identified by the evaluation process.

See *Appendix B* for a detailed list of organizations identified for their impact on institutional effectiveness by function all required to conduct assessment activities.

### III. PURPOSE AND DEFINITION

Outcomes assessment represents an internal evaluation system, where on-going assessment of student learning and support services provides the foundation for continuous improvement to sustain and enhance academic quality and the student educational experience. The process includes both program and co-curricular elements and constitutes a primary input to the overall strategic planning process.

The process is inclusive, ongoing and adaptive and constitutes the foundation upon which program decisions are made. While the process empowers individual academic and administrative organizational units to exert leadership in the determination of how to conduct assessment and use the results for improvement, it follows a coordinated and systematic approach to enhance its effectiveness and efficiency.

The systematic process of gathering, interpreting, and acting upon data related to student learning and experience focus on the need to answer five fundamental questions:

- ✚ What should graduates of our programs know or be able to do as a result of going through our curriculum?
- ✚ How well are they learning?
- ✚ How will the University know?
- ✚ How can student learning or our curriculum be improved?
- ✚ How can the overall institutional environment be enhanced to optimize the educational experience of students and faculty?

The goals of the assessment program at Athens State University are to improve and/or enhance:

- ✚ student learning and overall educational experience
- ✚ the quality of academic programs, student services, and administrative processes, and
- ✚ the efficiency in which services supporting academic and operational functions are delivered.

Assessment focus on documenting effective changes based on the findings of assessment activities. The end goal is to find patterns of evidence in which different measures reinforce the validity of the information on which to make decisions. Accordingly, assessment aims at finding authentic, performance-based measures of objectives primarily through direct methods with limited reliance on indirect methods to reinforce evidence-based findings.



## IV. ASSESSMENT SYSTEM

### A. ASSESSMENT MODEL<sup>1</sup>

Athens State University's assessment model is founded on the recognition that there are differences among academic disciplines and administrative functions. As such, the assessment model relies on the principle that individual academic and administrative support units are best suited to determine how to assess their respective outcomes and how to use assessment results for program improvement. Therefore, it follows a coordinated and systematic though decentralized approach with specific units responsible for assessing specific academic, administrative, and support programs, all reporting findings annually to the Office of Institutional Research, and Assessment. Based in part from findings of the assessment process, a *Strategic Plan Report Card*, focused on the achieved progress of institutional goals is presented annually to the Board of Trustees.

The model is based on consistency of process that eliminates ambiguity, facilitates planning and training, standardizes the documentation, and simplifies evaluation aimed at enhancing quality control across the board. Although standardization is a major component of the assessment system, it provides enough flexibility for academic programs and organizational units to accommodate their unique functions and characteristics.

To that effect, assessment guidelines are intended at providing structure and direction while allowing for the flexibility needed in the specific program or service. Consistent with the *Institutional Outcomes Assessment Policy*, faculty and academic administrators as well as program officers from organizational support functions are encouraged to undertake a deliberative process to guide the development and management of their assessment activities.

*Appendix I presents the ATSU Glossary of Assessment Terms.*

#### A.1 ASSESSMENT LEVELS

The assessment process involves four levels of assessment:

- ✚ **Classroom Level:** Individual student's performance at the course level by instructor
- ✚ **Course Level:** How well a course is meeting aggregated student learning outcomes

---

<sup>1</sup> Based on the institutional effectiveness model devised by James O. Nichols, *A Practitioner's Handbook for Institutional Effectiveness and Student Outcomes Assessment Implementation*, Agathon Press, 1995.

- ✚ **Program Level:** How well an academic programs is meeting student learning outcomes OR How well an administrative/support program is meeting its objectives
- ✚ **Institutional Level:** How well the University is achieving its mission and goals

## A.2 MISSION STATEMENT AND GOALS

The mission statement reflects the values and philosophy of Athens State University and conveys a vision of what is supposed to do in reference to educational and service components. At each program/organizational level, the mission statement conveys the areas of activities derived from the University's mission that each organizational unit undertakes to further the mission of the University and achieve each one of its eight (8) institutional goals.

## A.3 FORMULATION AND MEASUREMENT OF OBJECTIVES

### A.3.1 Organization Category: Academic and Administrative/Support

All organizations within the University are considered to have an impact on institutional effectiveness. To accommodate different functions, programs and units are categorized as either academic or administrative. All administrative organizations are considered support functions and further categorized based on their support of curricular and non-curricular activities. This initial categorization guides the formulation of objectives and assessment methodology.

- ✚ **Academic:** organizations responsible for curriculum planning, development, and implementation with direct authority over instructional content and delivery. Only degree programs within the Colleges of Arts & Sciences, Business, and Education fall under this category. Academic standards for all courses and programs are the same for both distance learning and traditional instructional delivery on and off-campus.
- ✚ **Administrative/Support:** organizations NOT directly responsible for curriculum requirements but rather provide support to enhance the overall academic and institutional experience. There are four sub-categories as follows:
  - ❖ Student Support-Academic/Extracurricular - support functions with an academic (learning) component not directly connected to curriculum requirements (i.e. Library, Academic Advising, Math Lab, Writing Lab, DL)
  - ❖ Student Support-Non-Academic - student support functions with no direct academic component but considered relevant in assisting the

student pursue his/her educational goals (i.e. student financial services, student activities, admissions and records, disability services, career counseling, etc.)

- ❖ Administrative – functions that support the overall operations of the University, and that are not directly related to any academic component (i.e. physical plant, IT/ATS<sup>2</sup>, business office, printing, human resources, institutional research and assessment, etc.)
- ❖ Professional and Community Service/Outreach – organizational functions that share areas of knowledge, expertise, and/or resources for the common good of the community (i.e. Center for Lifelong Learning)

### **A.3.2 Objectives/Outcomes Categories**

For the purpose of assessment, and based on the strategic goals of the University, objectives and outcomes among all academic programs and organizational units fall into one of the following three categories.

#### **A.3.2.1 Learning Objectives (Academic Programs)**

Learning objectives/outcomes, stipulated by the faculty in every academic program, reflect students' demonstrated success in achieving the knowledge, skills, and abilities (KSA) or other competencies as a result of having gone through the curriculum.

Although, the assessment process aims to address outcomes at all levels of the learning process, 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, and Attitudes (Affective Learning): Awareness, interest, concern, or appreciation.

Consistent with the University's nine (9) learning goals, all graduates of Athens State, without regard to program of study, instructional delivery format, or location, are expected to have achieved acceptable levels of performance, as determined by the faculty, in the following common areas of learning:

- ✚ knowledge, skills, and abilities in major area of study
- ✚ analytical and critical thinking skills
- ✚ communication and technological skills

---

<sup>2</sup> Information Technology (IT) carries a supporting role in both administrative and academic (DL) functions.


- ✚ ethical behavior and appreciation of diversity
- ✚ information-seeking skills for life-long learning
- ✚ appreciation of civic engagement

In formulating learning objectives/outcomes the following standards must be met:

- ✚ be stated operationally (i.e. expected student behaviors/achievements)
- ✚ be aggregate, focusing on the program and not on 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

Learning outcomes are evidenced by a clear and valid connection between the specific learning outcome and the data gathering method/technique used.

## Note on Use of Course Grades in Assessment Methodology

- Academic Programs... Caution 
  - Use of course grades is inappropriate for program assessment purposes
    - Grades are not necessarily consistent among instructors and courses
      - Grades may indicate many things besides the student's actual learning performance
        - Points for attendance, extra-credit assignments, class participation, etc.
  - Grades on tests, papers, or other specific assignments can be used if these are designed to assess a particular competency
  - Note: Use of course grades is appropriate only when linked directly to a learning goal and the same standards and criteria for measurement applies across all instructors and sections of the course.



### A.3.2.2 Program-Operational Objectives (Administrative Functions):

These objectives reflect the effectiveness of a program and its operations (what is to be achieved) based on the function of the organizational unit/sub-unit. Administrative units rely on their effectiveness in accomplishing a very specific function (i.e. award student financial aid) to determine their level of performance.

Measurable indicators include the impact of the availability and management of resources to support day-to-day operations to determine its impact on the participation of specific constituents and the university as a whole.

Data gathering methods and techniques used are typically based on program/office internal records or log systems and third party certifications (when applicable) of yearly operations. Program staff under each one of their respective Vice President stipulates program-operational objectives consistent with generally accepted performance indicators for the specific function.

#### **A.3.2.2.1 Program Operational Objectives for Academic Programs**

Since program-operational objectives are administrative in nature, they are also applicable to the management of academic programs. These objectives reflect the impact of management decisions in the following areas:

- ✚ Accreditation (Regional and Discipline-specific)
- ✚ Enrollment Management
- ✚ Curriculum
- ✚ Instruction Delivery Schedules
- ✚ Faculty and Learning Resources
- ✚ Compliance with Outcomes Assessment
- ✚ Program Planning and Review
- ✚ Academic Advising
- ✚ Stakeholders/Community Service & Outreach

Assessment of program-operational objectives/outcomes of academic programs is not addressed through the regular assessment process, but rather through the planning and review process. Responsibilities for measurement of these administrative objectives in academic programs rely mostly on the Deans and the Provost/Vice President of Academic Affairs in consultation with the faculty.

#### **A.3.2.3 Service Delivery Objectives: (Administrative Functions)**

These objectives measure the quality of the service on two dimensions:

- ✚ Quality/relevance of the service itself (service effectiveness)
  - ❖ integrated into the program's operational objectives and measured directly through internal program records of operations that document the number of constituents (students, faculty, staff, external) or stakeholders that are qualified/eligible and served per unit's organizational function.

✚ Service delivery process (efficiency in providing the service)

- ❖ Since the same level of service quality is expected throughout all institutional functions, four (4) service attributes are standardized and measured by all administrative and support organizational units:
  - Accessibility of Service(s): Hours, Location, Communication Mode
  - Clarity and Helpfulness of Information Provided
  - Staff Courtesy and Responsiveness
  - Timeliness in Providing the Service(s)
  
- ❖ Student satisfaction with service delivery is measured at two points in time:
  - At time of service (point of service)
  - At time of graduation

In addition to the standardized service attributes, organizations can identify and measure other attributes unique to their functions. Performance of service organizations is reflected in constituents or stakeholders' satisfaction or quality ratings of services provided measured via opinion surveys.

**Summary of Objectives/Outcomes by Organizational Type**

| Organization Type                              | Organizational Definition  | Outcomes Type  | IE Documentation  |
|--|--|--|---|
| Academic                                       | Responsible for curriculum planning, development, and implementation of instructional content & delivery                         | Learning Outcomes<br>Program Operational<br>Service Delivery | AAP, AAR, AP, Program Reviews, Use of Results   |
| Administrative                                 | Provide support to enhance overall academic & institutional experience   |  | Organizations with regulatory functions must include 3 <sup>rd</sup> party certifications |
| Student Support – Academic/<br>Extracurricular | Support functions with an academic (learning) component not directly connected to curriculum requirements                        | Learning Outcomes<br>Program Operational<br>Service Delivery | LRP, SRP, AAP, AAR, AP, Use of Results  |
| Student Support – Non-Academic                 | Student support functions with no direct academic component – considered relevant in assisting students pursue educational goals | Program Operational<br>Service Delivery                      | LRP, SRP, IMP, AAP, AAR, AP, Use of Results   |
| Administrative – General                       | Functions supporting overall University operations and are not directly related to any academic component                        | Program Operational<br>Service Delivery                      | LRP, SRP, QPR, AAP, AAR, AP, Use of Results, & 3 <sup>rd</sup> Party Certifications       |

## **A.4 ASSESSMENT METHODOLOGY AND TOOLS**

### **A.4.1 Procedures, Methods, and Measurement Criteria**

The procedures, methods and criteria for conducting assessment include the following elements:

- ✚ Operational definition of each one of the variable(s) being measured within each objective and expected outcome (what specifically is to be measured)
  - ❖ As much as possible, they should be stated in a way that allows for quantitative measurement in order to make objective interpretation of results.
- ✚ Appropriate method and/or instrument for how will each variable(s) be measured or data obtained
- ✚ Performance standard to be achieved (target outcome that defines the level of acceptance as evidence of achieved performance)
- ✚ Statistical validity and reliability standards for data quality

Since performance is often not easily observable, indicators of performance must be sought. These indicators are basically the criteria that allow faculty and program officers to *“recognize performance when they see it”*. Performance standard(s) for each variable are stated previously to the actual assessment since results from the latter will be measured against those standards.

#### **A.4.1.1 Assessment Methods and Techniques**

The assessment process includes both quantitative and qualitative techniques and relies on two methods to measure objectives and make determinations as to their level of achievement. The method(s) of assessment will vary depending on the outcome(s) being measured.

##### **A.4.1.1.1 Direct or Evidence-based Methods**

Direct or evidenced-based methods demonstrate actual success in achieving the outcomes evidenced by a clear and valid connection between the specific outcome and the data gathering technique used.

- ✚ Direct Methods for Measurement of Learning Outcomes
  - ❖ Standardized Testing
  - ❖ Basic/General Skills and Competencies (Pre-Post)
  - ❖ Discipline/Subject Matter-Specific (Pre-Post)

- ❖ In-house Generated Exit Exams (Discipline/Major-Specific)
- ❖ Capstone Course Evaluations
- ❖ Course Embedded Assessments
- ❖ Student Portfolios
- ❖ Senior Research Project/Paper
- ❖ Certifications and Licensing
- ❖ Scoring Rubrics

✚ Direct Methods for Measurement of Program-Operational Outcomes

- ❖ Program internal records and/or log systems
- ❖ Third Party certifications from state and federal agencies
- ❖ Institutional data analysis and reports

#### A.4.1.1.2 Indirect Methods

Indirect methods typically rely on opinions and perceptions of success in achieving outcomes captured through attitudinal and/or opinion surveys. ***Indirect methods alone cannot be the sole means for assessing outcomes.***

Survey instruments used in the assessment process belong to one of three categories: University-wide, Point of Service, and Administrative/Other.

##### A.4.1.1.2.1 University-wide Surveys

These are standard university-wide surveys administered and/or coordinated with the Office of Institutional Research and Assessment and applied to all organizations across the board based on the category of objective being measured.

- ❖ **1600-0400 - Faculty Course Evaluation Survey**, administered in every course (DL and campus-based) at the end of each semester, it focuses on instructional delivery, depth and relevance of the course material, instructor's approach to teaching, student engagement and participation, and classroom support resources. Results are provided by individual instructor and college with comparisons made against institutional level metrics.
- ❖ **1600-0410 - Graduate Follow-Up Survey**, administered every two years to ATSU graduates, this survey tracks, employment status and job characteristics, continuing education plans, and the effectiveness of various achieved academic skills (KSAs) as they relate to job performance.
- ❖ **1680-0410 – Graduate Program Exit Survey**, administered at the time of graduation from each of the graduate programs, this survey tracks the student's overall confidence on his/her graduate-level academic preparation



as it relates to future career and/or education plans. It also captures students' self-assessment of Entering and Exiting Competencies (KSAs).

- ❖ **1800-0400 - Graduating Senior Exit Survey**, administered at the time of graduation, this survey focuses on the elements that comprise the student's entire experience within the institution and captures the student overall confidence on his/her academic preparation. The survey captures data on the following areas: the Academic Environment; University Life and Student Services, and Students' Self-assessment of Entering and Exiting Competencies (KSAs). This is the only mandatory student survey in the Results are provided by major, college, DL and campus-based students.
- ❖ **1621-0310 – Academic Advising Survey** – administered continuously through the academic year, this survey tracks student satisfaction with and quality ratings of academic advising services. Results are provided at the institutional and college level.

#### **A.4.1.1.2.2 Point of Service (POS) Surveys**

These are voluntary surveys specific to the organization and administered by the respective unit/sub-unit at the time of service. In addition to the standardized service attributes referenced in Section A.3.2.3 above, data items relate to the specific metrics applicable to the function (i.e. Disability Services). All student support and administrative service organizations are required to run an ongoing POS survey as part of their outcomes assessment activities. These surveys are easily accessible to students via a "*Rate Our Services*" button displayed in each of the organizations' webpages. Surveys results are provided annually by the Office of Institutional Research and Assessment and uploaded in each organization's Annual Assessment Report (AAR).

#### **A.4.1.1.2.3 Other Assessment Instruments**

These are administrative surveys and/or focus groups that either measure or identify elements of operational effectiveness, typically non-service related, appropriate to a specific academic program or administrative unit. These surveys are typically implemented for a specific reason at a specific time or can run on a continuing basis as needed. Examples of these instruments include interest surveys for prospective programs or activities and preference and need awareness for a specific service.

## A.5 ELEMENTS OF THE OUTCOMES ASSESSMENT SYSTEM

### A.5.1 Documents and Supporting Evidence

The outcomes assessment process involves the development of three official standardized documents.

#### ✚ Annual Assessment Plan (AAP)

Components: Mission Statement; Program Purpose/Goals; Objectives, Assessment Methods, and Expected Outcomes; Implementation Plan; Use of Assessment Results; Communication of Results; and Action Plan.

#### ✚ Annual Assessment Report (AAR)

Components: Assessment Findings and Resulting Actions (Narrative)

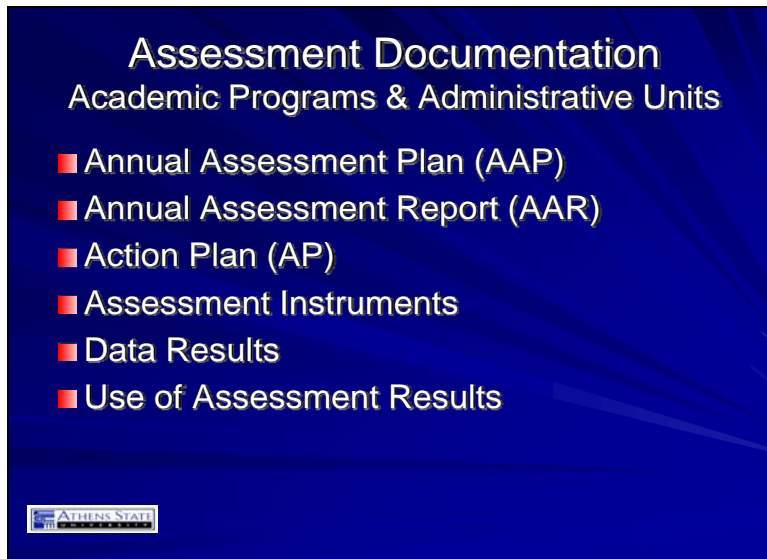
#### ✚ Action Plan (AP)

Components: Improvement Strategies; Tasks and Actions; Responsible Entity; Resources; Timeframe; and Performance Indicators (Outcomes)

Upon completion of the assessment cycle for the academic year, all three documents are **consolidated** into one (CAAP) to present a complete and logical view of outcomes assessment activities and the actions taken by individual programs and organizations to effect continuous improvement. A sample of a consolidated AAP, AAR, and AP for an academic program and an administrative organization is presented in *Appendix C*.

In addition to the AAP, AAR, and AP, the assessment process involves the development and/or periodic revision of a variety of documents to substantiate the ability of the academic programs and organizational units to conduct their evaluations. These include all assessment instruments (i.e. surveys, forms, exams, scoring rubrics, student portfolios, internal records and/or log systems) used to measure expected outcomes. Academic programs and administrative and support units that include assessment data from external sources (i.e. third party audits, certifications, and/or aggregated test scores) must submit copies of the appropriate documentation as part of their records.

All academic and administrative organizations are required to submit an electronic copy of all documents associated with their assessment activities to OIRA. With very few exceptions, all data should be reported in aggregated form consistent with privacy laws, regulations, and policies.



### **A.5.2 Document Identification and Control**

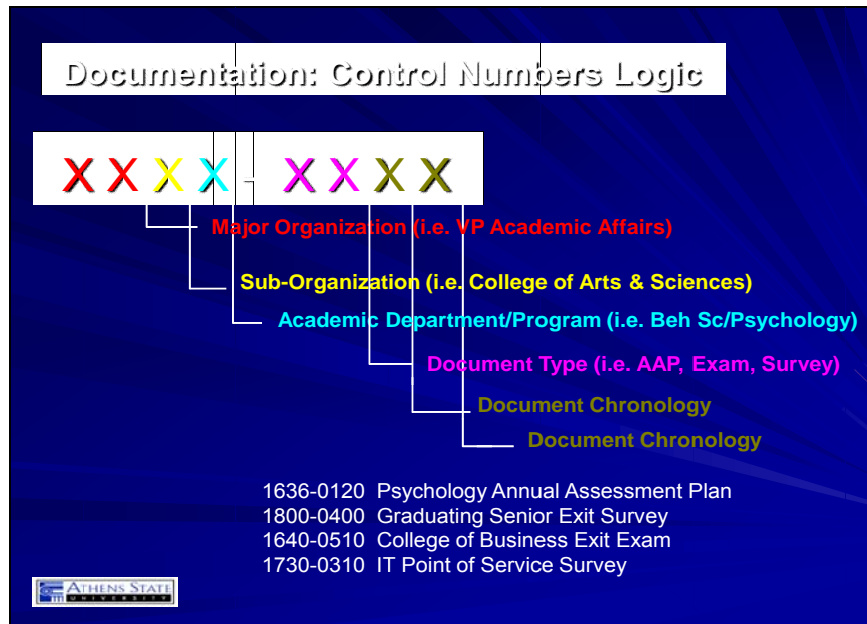
The assessment process includes a document control system where all documentation is entered into a master database. Every document is assigned a unique identifier called a control number that associates the organization/sub-unit sponsoring the assessment and the document category (plan, report, survey, exam, rubric). OIRA assigns control numbers and uploads into the AMOS' Document Master Database.

Control numbers consist of two sets of four numerical characters separated by a dash. The first 2 digits identify the sponsoring major organization, followed by the sub-organization and the academic department or administrative program. The second set of digits identifies the document type and its chronology. Control numbers are displayed in every document on the bottom left side, followed by the month and year of the last revision. See diagram below for .

For assessment purposes five (5) main control numbers identify the top senior-level administrative offices, comprising the President's Cabinet:

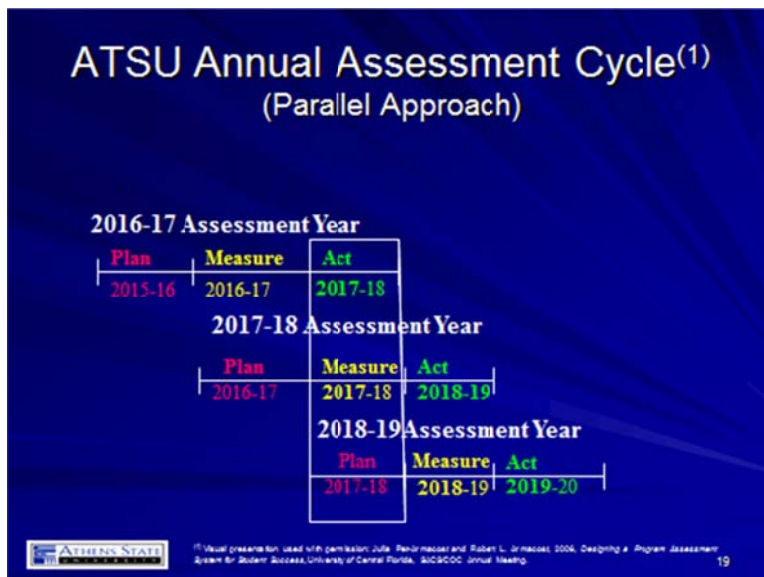
- 15 – Office of the President
- 16 – Office of the Provost/VP Academic Affairs
- 17 – Office of Vice President for Financial Affairs
- 18 – Office of Vice President for Enrollment Management & Student Services
- 19 – Office of Vice President for University Advancement

*Appendix D* shows the matrix of control numbers by organization and document category.



### A.5.3 Procedures and Timeframe

Athens State University’s outcomes assessment process follows a parallel approach where programs and organizational units formally plan their assessment activities for the next academic year, collect (measure) and analyze outcome data throughout the academic year, and report and implement changes based on those results.



Visual presentation used with permission: Julia Pet-Armacost and Robert L. Armacost, 2006, *Designing a Program Assessment System for Student Success*, University of Central Florida, SACS/COC Annual Meeting.

In practical terms, it takes approximately two years to complete one assessment cycle when annual assessment is required. The timeline between planning, measuring, and acting on assessment results places programs and organizational units at a juncture between two or more phases simultaneously.

The process consists of three phases:

| AT&SU Annual Assessment Cycle   |  |  |
|---|--|--|
| Phase I<br>Spring Semester  | Phase II<br>t/o Academic Year  | Phase III<br>Early Fall Semester   |
| <ul style="list-style-type: none"> <li>Academic departments and administrative units submit <b>AAP</b></li> <li>Deadline: <b>April 15<sup>th</sup></b> (for next academic yr.)</li> </ul> | <ul style="list-style-type: none"> <li>Academic departments and administrative units implement <b>AAP</b>.</li> <li>Collect data</li> <li>Analyze results</li> </ul> | <ul style="list-style-type: none"> <li>Academic departments and administrative units submit <b>AAR</b></li> <li>Deadline: <b>Sept 15<sup>th</sup></b> (for previous academic yr.)</li> </ul> |

Each phase involves a series of actions and outputs as follows:

| PHASE I   | PHASE II  | PHASE III  |
|---|---|--|
| Development, Submission, Review, and Approval of Annual Assessment Plan (Spring Semester)   | Implementation of AAP- Data Collection and Analysis (t/o Academic Year)   | Development, Submission, and Review of Annual Assessment Report and Action Plan (Fall Semester)  |
| <ul style="list-style-type: none"> <li><u>Internal Review Committees (IRC)</u>: Academic and administrative head officers appoint faculty and staff to begin development of the [next year] Annual Assessment Plan (AAP).</li> <li>Academic and administrative programs submit AAP to OIRA. (April 15<sup>th</sup> .)</li> <li><u>OIRA in Coordination with Assessment Coordinators</u> review, evaluate, and approve AAP.</li> </ul> | <ul style="list-style-type: none"> <li>Assessment instruments are applied as scheduled.</li> <li>Assessment data is collected</li> <li>Data analysis is conducted.</li> <li>Findings are obtained.</li> </ul> | <ul style="list-style-type: none"> <li>Faculty and staff begin development of the [year ended] Annual Assessment Report (AAR).</li> <li>Action Plan (AP) is developed based on findings</li> <li>Academic and administrative programs submit AAR and AP to OIRA. (Sept 15<sup>th</sup> .)</li> <li><u>OIRA</u> reviews and approves AAR and AP and reports to Executive Assessment Committee</li> <li>OIRA reports compliance .</li> </ul> |

### **A.5.3.1 Development and Submission of the Annual Assessment Plan (Phase I)**

Following the dissemination of the Annual Assessment Plan Guidelines and Instructions by the Office of Institutional Research and Assessment (OIRA) in early February, all program officers from academic and administrative units, through their internal committees, begin the development of their AAPs for the next academic year.

The Annual Assessment Plan is submitted by April 15 to OIRA, which reviews the plans for completeness and basic compliance with assessment quality standards. Designated faculty (academic programs) and program officers (administrative organizations) in coordination with their respective unit Assessment Coordinators enter the AAP into AMOS.

### **A.5.3.2 Annual Assessment Plan Implementation (Phase II)**

Upon OIRA's review, programs implement their AAPs in the Fall Term and begin collecting assessment data throughout the academic year. Timeframe for data collection is August through July.

### **A.5.3.3 Development and Submission of the Annual Assessment Report and the Action Plan (Phase III)**

During early August, OIRA disseminates the Annual Assessment Report/Action Plan Guidelines and submits statistical data results from surveys and other administrative, university-wide instruments to all academic programs and administrative/support units. Data obtained through course-embedded instruments and/or programs' internal records combined with survey data coordinated through OIRA are further analyzed and measured against expected target outcomes for a final determination of program performance (extent to which outcomes were met). Annual Assessment Reports are submitted to OIRA via AMOS by September 15<sup>th</sup>.

Simultaneous with the development and submission of the AAR, and based on assessment data findings, programs develop an Action Plan complete with improvement strategies, tasks and actions; responsible entity; resources; and timeframes.

#### **A.5.3.3.1 Analysis and Interpretation of Assessment Data Results**


Using data collected internally at the course/program level (academic programs) and organizational function level (administrative/support units), faculty and staff, respectively, report assessment findings (AAR) and determine whether a change in the course of action is needed based on the extent to which outcomes were achieved (AP).

Academic programs and administrative/support units are strongly encouraged to take a comprehensive view of the data and look carefully for weak/problem areas. This deliberation guides the determination of achieved performance.

In instances where there is not enough data in that particular year to make a conclusive determination for meeting the outcome, programs are encouraged to look at past performance where data patterns have been established and include this in the discussion of results for the academic year. In these cases, further monitoring of performance is necessary.

**What to look for in the data...**  
**Going beyond the surface**

- **Academic Programs**
  - Specific areas of strengths/weakness in students' expected Knowledge, Skills & Abilities (KSAs)
    - EX: Overall student performance in the five fundamental areas of biology.
    - EX: % of students failing questions specifically related to *molecular biology*
- **Administrative Units**
  - Workload figures to determine program effectiveness
    - EX: % of students eligible for financial aid awarded assistance?
    - EX: # participating students or employers in job fairs?
  - **Weak/Problem Areas**
    - EX: % of eligible students who were not awarded assistance.



The level of achieved performance measured against expected target outcomes will result in one of the following conclusions:

- ✚ “Met” : Target outcome was achieved or exceeded
- ✚ “Partially Met”: Target outcome was “close” to achievement. Requires further determination as to “how close”.
- ✚ “Not Met”: Target outcome deviated “considerably” below expectations. Requires further determination as to what does “considerably” mean.

Academic programs and administrative units whose assessment results indicate either “Partially Met” or “Not Met” target outcomes must submit an Action Plan (AP) stating the corrective actions planned to address the shortcomings or weaknesses identified through the assessment process. Programs and organizations whose outcome(s) was/were “Met” may choose to develop an Action Plan as way of benchmarking a particular strategy that proved to be

successful. Stated plans of action are audited by the Office of Institutional Research and Assessment as part of its review of the AAR and summary results are reported to the Executive Assessment Committee and the Administrative Council. Refer to Section B below.

See sample case scenarios of interpreting assessment data results below.

### SAMPLE CASE SCENARIOS

## Analyzing & Interpreting Results A Case Scenario: Academic Program

- Program X expected outcome for student performance in written assignments was 80% achieving overall scores of  $\geq 75\%$  based on weighted scores for originality of ideas (50%), and organization (30%), clarity (10%), and relevance (10%) of the information
- Results:
  - 33% of students scored  $\geq 75\%$
  - 51% of students scored 0% on "originality"
- Data Interpretation: Major factor in overall low student performance was lack of originality in the written assignments. Further analysis by the instructor found evidence of plagiarism.
  - Note: Areas may/may not be under the direct control of the instructor/program
- Reporting Results: "Outcome Not Met"
  - The program will take action on plagiarism issues to improve student performance. Specific actions and timeframes will be stated in the Action Plan.





## Analyzing & Interpreting Results A Case Scenario: Student Support

- Career Services measures its overall performance through the Graduating Senior Exit (GSES) and its Point of Service (POS) surveys. In addition the office collects students' ratings of four specific elements associated with a typical job fair through the ASU Events Survey. Expected target outcomes for Career Services performance were formulated at 80% or 4.5 mean score. Same outcomes were formulated for job fair events.
- Results:
  - POS Survey: 81% student satisfaction with Career Services
  - GSES: 76% satisfaction with Career Services
  - Events Survey: Two elements consistently showed much lower quality ratings.
    - Opportunity for interaction w/ participating employers, 35%/1.93 mean score
    - Number of job opportunities in a particular major area, 37%/1.98)
- Data Interpretation:
  - Overall, students are satisfied with Career Services (services & day-to-day operations)
  - Two areas of weakness were identified, so program officers can take action(s) for improvement
    - Note: Areas may/may not be under the direct control of the program
- Reporting Results: " Outcome Partially Met"



### A.5.3.3.2 Reporting Assessment Results: AAR

Once data is collected and analyzed, reporting of findings via the Annual Assessment Report is necessary to receive the full benefits of the assessment efforts. Following a standardized format, all academic programs and organizational support units enter the results of their assessment activities in AMOS.

As shown in the example below, the Results Narrative Statement should include four (4) components:

- ✚ **Assessment Instrument Used:** How was the data collected
- ✚ **Data Findings:** Detailed description of the data results
- ✚ **Data Interpretation:** What happened and what does it mean
- ✚ **Program's Next Step:** Intent to action to address what happened via the Action Plan (AP).

# Reporting Results

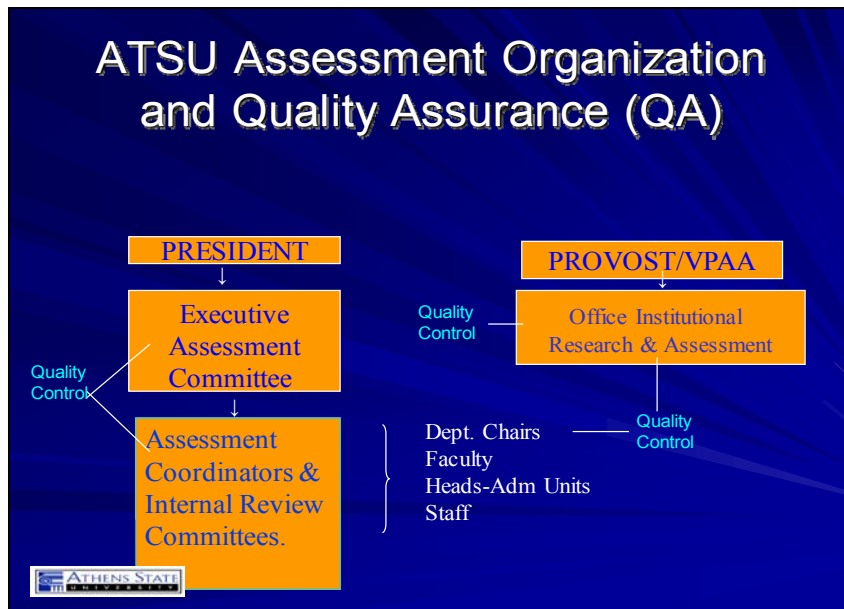
## ■ Narrative Statement

- Concise explanation of the data findings supporting whether the outcomes was “Met”, “Partially Met”, or “Not Met”
- Components of a narrative statement:
  - **Assessment Instrument** (i.e. Exit Exam)
  - **Data Findings**
    - 82% of students obtained scores of 75 or above
    - 35% of students answered correctly questions related to Topic X (hand-basket weaving under water)
  - **Data Interpretation** (what happened and what does it mean)
    - Overall student performance in 5 of 6 fundamental areas of \_\_\_ was relatively strong. However, the results indicate that 65% of the students had difficulty with concepts specifically related to hand basket weaving under water.
  - **Program's Next Step** (intent to address the identified weakness through the submission of an Action Plan)



## A.5.4 Organizational Structure and Quality Assurance

The organizational structure of the institutional outcomes assessment process provides the mechanism to ensure the highest possible level of quality in the process itself and in the end result by establishing specific roles and responsibilities for faculty and staff throughout the University. The structure provides for comprehensive reviews of assessment activities at three levels throughout the process.



#### **A.5.4.1 Roles and Responsibilities**

##### **A.5.4.1.1 Executive Assessment Committee (EAC)**

The role of the Executive Assessment Committee is to provide oversight and expert assistance with campus-wide assessment and program review activities and coordinate planning and reporting deadlines. The Executive Assessment Committee will also review and evaluate assessment documents, support individuals and programs in the development of assessment tools, and assist with writing the comprehensive assessment and program review report to be submitted to the President annually, as needed.

The Assistant Vice President for Academic Affairs, the Director of Institutional Research and Assessment, the Director of the Library, the Accreditation Liaison and all College Deans will be standing members of the Executive Assessment Committee. In addition, the Provost/Vice President for Academic Affairs will appoint, every three years, at least one assessment coordinator from the following areas:

- At least one faculty member from each of the three Colleges
- Financial Affairs (Auxiliary Services, Business Office, HR, Physical Plant, Security)
- Enrollment and Student Services (Financial Aid, Admissions, Career Center, Counseling, Student Activities, Student Success Center, Veteran's Affairs)
- University Advancement (Alumni Affairs, Development, Foundation, Public Relations and Marketing)
- Information Technology (IT and Academic Technology Services)

##### **A.5.4.1.2 Assessment Coordinators/Internal Review Committees (IRCs)**

Internal Review Committees consist of faculty and staff from each of the academic departments and administrative/support organizations responsible for providing quality assurance in the planning, development, implementation, and internal review and approval process of assessment activities at the program level.

The role of the IRCs is to support the assessment process in their individual program/unit, by encouraging broad participation in the formulation of goals, objectives, and outcomes and, ensuring the development, review, approval, and submission of the Annual Assessment Plan, Annual Assessment Report, and Action Plan.

## **A.5.5 Academic Programs**

### **A.5.5.1 Faculty**

The University requires faculty to establish learning objectives for all degree programs and develop department annual assessment plans for evaluating the extent to which students are achieving the objectives. The faculty reviews their goals and assessment plans every year in conjunction with the catalog cycle, and report annual assessment findings and resulting action plans to Department Chairs.

### **A.5.5.2 Deans and Department Chairs**

College Deans maintain an appropriate system for managing the overall college assessment effort. Such system ensures that assessment plans are developed, filed in OIRA, and carried out; that results are documented and shared with the faculty for potential action; and that decisions based on assessment data are documented in each one of the units' annual assessment reports. College Deans designate a faculty or staff member (at their discretion) to serve as their College Assessment Point of Contact. This person is responsible for entering into the Athens State University Assessment Management Online System (AMOS) all AAPs, AARs, and APs for all departments in the college and for the routing of such documents for reviews and approvals at each level.

Department Chairs maintain an appropriate system for managing unit assessment efforts. Department Chairs review and approve their unit's annual assessment plan and assessment report and submit to the College Dean, which upon review and approval officially submits all documentation to OIRA. Chairs and Deans may choose to delegate approval authority at their respective level.

## **A.5.6 Administrative/Support Organizational Units**

### **A.5.6.1 Heads of Administrative/Support Units**

Heads of administrative units maintain an appropriate system for managing unit assessment efforts. These officials, in consultation with program staff, review and approve their unit's annual assessment plan and assessment report and submit to the respective Vice President for review and approval. Vice Presidents and Unit Heads may choose to delegate approval authority at their respective level.

### **A.5.6.2 Vice Presidents**

Vice Presidents maintain an appropriate system for managing the overall assessment effort for all pertinent administrative/support units under their authority. Such system ensures that assessment plans are developed, filed in OIRA, and carried out; that results are documented and shared with the respective staff for potential action; and that decisions based on assessment data are documented in each one of the units' annual assessment reports. Each Vice President, at his/her discretion, designates a staff member in each of the administrative units under its authority to serve as their Administrative Assessment Point of Contact. This person is responsible for entering into the Athens State University Assessment Management Online System all AAPs and AARs for all units under the Vice President and for the routing of such documents for reviews and approvals at each level.

### **A.5.6.3 Provost/Vice President of Academic Affairs/Office of Institutional Research and Assessment (OIRA)**

The administration's role, through the Office of Institutional Research and Assessment, is to coordinate, validate, and document assessment activities taking place at the unit level, to provide technical assistance and support in the development and formulation of assessment methodology, as well as to conduct surveys and studies and provide data of institutional scope.

OIRA operates as a clearinghouse for assessment activities. The office prepares and disseminates guidelines and instructions for the development of the three major documents of the assessment process (AAP, AAR, and AP) and provides technical assistance in the development, implementation, analysis and reporting of assessment data. OIRA oversees the *Athens State University Assessment Management Online System (AMOS)* and its companion the *Assessment Management Evaluation Entry (AMEE)*, a secured centrally maintained electronic master database of academic and administrative outcome assessment information. Upon submission of assessment plans and reports by College Deans/Vice Presidents (or their designee), OIRA, working jointly with Assessment Coordinators, reviews each assessment plan and report for appropriateness and compliance. Upon completion of the review and approval process, OIRA certifies programs and administrative/support units for compliance with the assessment cycle pursuant to university policy.

### **A.5.7 Review, Evaluation, and Approval Process**

Under the direction of the Provost/Vice President of Academic Affairs, OIRA develops and disseminates guidelines for the evaluation of the Annual Assessment Plan to Assessment Coordinators for the purpose of facilitating the process. The guidelines include information on standardized elements of the

process involving formats, documentation, editorial style, evaluative criteria, and common definitions used for revisions requests from the committee.

### **A.5.7.1 Annual Assessment Plan Review and Evaluation Process**

✚ **Objectivity:** Although the evaluation of the AAP is primarily judgmental in nature, every effort to enhance the objectivity of the process is made.

✚ **Evaluative Criteria:** Each AAP is evaluated using 20 criteria items covering all plan elements (sections) plus the plan's overall structure. Each item is assigned a score ranging from 1 to 3, where:

1= "Poor", needs substantial improvement to fully meet criteria

2= "Minimally acceptable", some improvement needed to fully meet criteria

3= "Fully meets criteria"

*Appendix G* shows the Word version of the form.

#### **A.5.7.1.2 Outcomes of the Review and Evaluation Process**

##### **A.5.7.1.2.1 Requests for Revisions-Common Definitions**

As a result of the review process, OIRA may provide comments and/or recommendations to program officers regarding ways to improve the assessment plan. In other instances, OIRA, in coordination with Assessment Coordinators, may request revisions or modifications to the assessment plan prior to final approval. Requested revisions are categorized by the extent to which needed changes impact the substance or structure of the plan. Further actions are determined by the type of revision required.

✚ "Minor Revisions" – modifications that **do not change** the substance or structure of the information content. These are mostly related to issues of semantics, grammar, style, clarity, and consistency in the presentation of the information. Typically, these modifications are done by OIRA following recommendations from Assessment Coordinators and do not require input from the program or organizational unit sponsoring the plan.

✚ "Revisions" – modifications that **improve** the substance of the information presented. These may include minor changes in assessment methodology, timeframes, use of technical language (applicable to the organization), etc. These modifications require input from the program or organizational unit in coordination with OIRA.

✚ "Major Modifications" – modifications that **significantly** change the substance and structure of the plan. These are mostly related to major changes in the actual elements of the plan, particularly objectives, expected outcomes, and

methodology to improve the plan's ability to serve as the working document upon which assessment efforts will be based, data will be collected and analyzed, and future actions plans will be developed. Particularly relevant to these modifications is the goal of developing an assessment plan that has a clear ability to obtain meaningful data to support continuous improvement. These modifications require input from the program or organizational unit and OIRA.

#### **A.5.7.1.2.2 Approvals**

There are four levels of approval which dictate required further actions.

- ✚ Plan Approved as Initially Submitted
- ✚ Plan Approved with Conditions
- ✚ Plan Not Approved
- ✚ Plan Approved After Resubmission

Appendix E shows a copy of the AAP Scoring Form.

#### **A.5.7.2 Annual Assessment Report and Action Plan Review and Evaluation Process**

The AAR and the AP, although two separate documents, are treated as one comprehensive document which substantiates the relationship between assessment and the use of results on program change to effect continuous improvement.

Academic programs and administrative/support units implement their respective AAP at the start of the Fall Semester. Assessment data collection takes place throughout the academic year, ending July 31<sup>st</sup>. Supporting documentation for data collected through evidence-based methods is submitted to OIRA and uploaded in AMOS. Data collected through university-wide and point of service surveys is analyzed and reported to program officers by OIRA no later than the second week of August, in time for the development and submission of the AAR and AP due mid September.

##### **A.5.7.2.1 Evaluative Criteria**

Each AAR is evaluated using seven (7) criteria items regarding compliance with acceptable standards for conducting performance evaluation and adherence to the methods and outcomes as stated by academic programs and administrative units in their AAP. Each criteria item receives a "Yes" or "No" mark for compliance.

As two of the seven criteria items, the review includes the extent to which programs and units developed an AP based on outcomes assessment findings

("Partially Met" or "Not Met" outcomes require submission of an AP) and the inclusion of specific tasks, responsibilities, resources, and timeframes in executing program changes and modifications.

Appendix F shows a copy of the AAR/AP Scoring Sheet.

#### **A.5.7.2.2 Outcomes of the Review and Evaluation Process**

Since the University subscribes to the principle that individual academic and administrative support units are best suited to determine how to assess their respective outcomes and how to use assessment results for program improvement, the review of the AAR and the AP is mostly limited to compliance with assessment standards and submission of the AP as stated above.

As a result of the review process, OIRA may provide comments and/or recommendations to program officers regarding ways to improve the presentation of assessment results.

### **A.6 ASSESSMENT COMPLIANCE CERTIFICATION (ACC)**

Upon review of the AAR and the AP, OIRA certifies each academic program and administrative/support unit with compliance with all steps and procedures of the outcomes assessment cycle for the academic year. A copy of the Institutional Outcomes Assessment Cycle Compliance Form is uploaded in each one of the consolidated AAP, AAR, and AP (CAPP). Programs and organizations' official record of assessment activities pursuant to university policy are kept in AMOS.

*Appendix G* shows a copy of the Assessment Cycle Compliance Form.

### **A.7 ASSESSMENT DATA COLLECTION AND ANALYSIS**

#### **A.7.1 Types of assessment data collected**

The assessment process collects two types of data:

##### Formative Data

- ❖ Provide an assessment of students' experiences and progression during their time at the University
- ❖ Data is collected on a routine basis and is used to adjust instructional or administrative practices and/or procedures in an effort to address and maximize learning, effectiveness of program operations and service efficiency.

##### Summative Data

- ❖ Provide an overall assessment of students' entire experiences at the University and



- ❖ Data is collected at the time of graduation (academic programs) or at the end of the academic or fiscal year as appropriate (administrative organizations).

### **A.7.2 Institutional-Level Assessment Data**

The assessment process generates data at different levels: course, program, college, administrative unit, and institution. Data with university-wide implications is collected and assessed annually and entered in aggregated form into AMOS. Data may include institutional research reports not directly collected by programs and/or administrative units during the assessment process but that is used by different organizations to assess their functional performance in support of the institution.

The following data categories (selective list) constitute institutional-level data:

- ✚ Student Demographic and Academic Profiles
- ✚ Student Participation and Utilization of Services and Programs
- ✚ Graduation and Retention Rates
- ✚ Conversion Rates
- ✚ Student Satisfaction with University Life, Academic Environment, and Support Services
- ✚ Quality Ratings of Student Support Services, Courses, Instructors, and Teaching Effectiveness
- ✚ Student Achievement of Learning Outcomes
- ✚ Increases in Students' Exiting Competencies over Entering Competencies

Assessment data is made available for University-wide use.

### **A.7.3 Sources of Assessment Data**

Assessment data originates from several sources: course and/or program embedded instruments (learning outcomes), internal program records or log systems (program operational outcomes), and surveys and/or evaluation forms (service delivery outcomes). In some instances, assessment data comes from third-party examinations or certifications (i.e. external audits, standardized tests).

Assessment data is collected on all students by academic programs and administrative/support organizational units. With the exception of the Graduating Senior Exit Survey, all surveys are applied on a voluntary basis although considerable efforts are taken by faculty, staff, and administrators to encourage student participation.

Learning and program operational outcomes assessment data is collected at the course, program, department, college, or administrative unit level and reported

via the AAR. College Deans and program officers or their designees summarize and format the data and submit results to OIRA.

Assessment data from surveys and other evaluation forms is collected via AMEE. OIRA analyzes the data and submit results to academic programs and administrative support units. Refer to Section C.

The assessment model employs over-surveying in areas of student support services via the point-of-service (POS) surveys which are run on an on-going, voluntary basis and available to students online at all times. This strategy aims at capturing student satisfaction and quality ratings at the time the service is provided. Comparisons of student satisfaction at the time of service can be made against students' satisfaction of the same service at the time of graduation.

To reduce over-surveying's increased risk of respondent fatigue that in turn may lead to lower response rates, the following steps are taken in the development and application of POS surveys:

- ✚ surveys length are kept to a minimum (maximum 3 minutes completion time)
- ✚ question items are focused and standardized on the most crucial areas of service delivery
- ✚ multiple-choice answers are uniform across surveys
- ✚ visible webpage buttons attract student's attention to the surveys
- ✚ entire survey is shown in a single screen in a "point, click, & submit " environment

Note: The University constantly monitors the survey program and weights the benefits and costs to the assessment process and whether reducing the number of POS surveys in the future may hinder the ability of support organizations to take corrective action based on timely awareness of service delivery weaknesses.

#### **A.7.4 Guidelines for Data Collection and Analysis**

The assessment process takes into consideration several important steps needed to ensure that the data collection process and measurement systems are as stable and reliable as possible. The following steps, incorporated into the data collection process, aim at improving the likelihood that the data and measurements are meaningful to the program and/or organizational unit and can be used to support the intended analysis.

##### **A.7.4.1 Goals and Objectives**

All data collections are expected to have specific goals and objectives regarding:

- ✚ the type and nature of the data needed,

- ✚ the rationale for collecting it,
- ✚ the information that the data must be able to provide, and
- ✚ the intended use for the data.

#### **A.7.4.2 Methodology and Data Quality Standards**

##### **A.7.4.2.1 Operational Definitions and Numerical Values**

Operational definitions of variables are agreed upon by data owners (data collection sponsored program or organizational unit) and numerical values are assigned to facilitate measurement. Decisions regarding the number of observations, time intervals (i.e. academic term), data comparability capabilities, and implementation of procedures are made prior to the start of the assessment data collection to reduce the possibility of yielding misleading results.

##### **A.7.4.2.2 Data Validity, Reliability, and Consistency**

Every possible effort is taken to ensure that assessment data collections meet quality standards regarding reliability, validity, and consistency. In instances of low response rates, lack of historical data trends, or any other factor that may affect data quality, appropriate disclosures are stated in the reporting of statistical data.

##### **A.7.4.2.3 Measurement Scales**

In measuring learning outcomes faculty has full authority over the determination of “acceptability” in determining students’ level of performance. For those performance evaluations not based on a straight quantitative score, faculty develops written scoring rubrics that outline the goals of learning activity(ies) and the criteria by which it/they will be evaluated.

Five-point measurement scales are standardized, with few exceptions, across all POS surveys. Across all surveys, the highest value in the scale, "5", is always assigned to the most positive attribute of the variable. Frequency distributions and mean scores are obtained and reported for surveys and evaluation forms to improve, as much as possible, data consistency and comparability throughout. Some exceptions may occur due to constraints from pertinent data characteristics.

##### **A.7.4.2.6 Surveys Schedule**

All surveys are applied online via the Assessment Management Evaluation Entry (AMEE). Surveys are accessible through both log-in (current students, faculty, and staff) and public access (external users) as applicable. Survey schedules are developed for the three terms comprising the academic year based on

timeframes set by the Academic Calendar, but are reviewed every term to ensure consistent data collection. Only POS surveys are opened throughout all academic terms. Administrative surveys and other evaluation forms are opened as requested by their sponsoring organizational unit.

AMEE collects, stores, and archives the raw data which is then imported to SPSS for statistical analysis. Preliminary data results consisting of simple frequency distributions are available through Argos reports.

## **A.8 DISSEMINATION AND COMMUNICATION OF ASSESSMENT DATA**

The effectiveness of the assessment process relies in the honest and open dissemination and communication of data findings to effect changes conducive to continuous improvement and enhanced institutional effectiveness. Each college and/or academic program and administrative/support organizational unit is responsible for identifying the specific forum or mechanism and the frequency for disseminating and discussing assessment results with faculty and staff.

### **A.8.1 Data Reporting and Submission**

The assessment process employs a two-way flow of data reporting based on the use of direct or indirect methods of assessment.

- ✚ Data captured through direct methods (i.e. course/department/college assessments, program internal records from support services units) is reported to OIRA by faculty and program officers via the AAR and data summaries.
- ✚ Data captured through indirect methods of assessment (i.e. surveys, evaluation forms) are analyzed by OIRA and results submitted to college deans and administrative program officers for further analysis and inclusion in the respective AAR. All assessment data is reported in electronic format via AMOS or other University-supported software programs (Excel spreadsheets).

### **A.8.2 Data Storage and Retrieval**

Assessment data reported by programs and organizational units is stored in AMOS, which provides the capability to custom tailor analysis and track data trends for institutional level data.

### A.8.3 Data Format

All assessment data and documentation is available in electronic format either in AMOS, via AMEE, ARGOS or any other supported format.

## B. USE OF ASSESSMENT FINDINGS FOR CONTINUOUS IMPROVEMENT

Consistent with the Institutional Outcomes Assessment Policy, the purpose of assessment is to gather and make interpretations of information to guide improvement efforts aimed at achieving optimal institutional effectiveness. Since assessment and continuous improvement are integrated into the way the University operates, the most critical step of the process is the actual use of assessment findings by programs and administrative/support organizations in decision-making.

### Acting on Assessment Results

- Major issue for compliance with SACS CS 3.3.1 (Institutional Effectiveness)
  - Actual outcomes should move the program to “action”
    - What is being done to correct identified weaknesses
      - Convincing evidence that programs are using assessment to make improvements
    - Uses of assessment results are coded
    - Evidence is provided that course grades are NOT being used as proof of learning outcomes achievement



Following the thorough analysis of assessment data conducive to the identification of weak areas, academic programs and administrative/support units plan and implement strategies to improve student learning and institutional processes, respectively. These actions are reported via the Action Plan referenced in section A.5.1 above.

At the completion of the assessment cycle, the Office of Institutional Research, and Assessment summarizes programs and organizational units' use of assessment findings and the specific changes planned as a result of such

findings. The summary, which includes programs/units' participation in assessment activities, is submitted to the President, the Vice Presidents, and the College Deans and reported in the Institutional Effectiveness: Continuous Improvement Report.

Planned changes are coded based on organizational function, i.e. academic or administrative and student support, and further categorized based on the specific action by the program. The table below presents the change codes and their description.

Appendix H shows how the use of assessment findings by academic programs and administrative organizations are presented.

| ACADEMIC PROGRAMS |                                   | ADMINISTRATIVE & STUDENT SUPPORT ORGANIZATIONAL UNITS |                                |
|-------------------|-----------------------------------|---|--------------------------------|
| CODE              | DESCRIPTION                       | CODE  | DESCRIPTION                    |
| 1                 | Curricular Change                 | A   | Revised Service                |
| 2                 | Course Revision                   | B   | Revised Administrative Process |
| 3                 | Pedagogy                          | C   | Implemented New Process        |
| 4                 | Assessment Methodology Revision   | D   | Changed Assessment Methodology |
| 5                 | Target Outcome Modification       | E   | Changed Target Outcome         |
| 6                 | Program Operations Revision       | F   | Implemented New Policy         |
| 7                 | Budget Request (Additional)       | G   | Requested Additional Budget    |
| 8                 | Training/Professional Development | H   | Developed Training             |
| 9                 | Other                             | I   | Other                          |

Adapted with permission: Marry Harrington, Director of Institutional Research and Assessment, 2008, *Compiling a Comprehensive, Clear, and Convincing Body of Evidence for Institutional Effectiveness (CS 3.3.1)*, University of Mississippi, SACS/COC Annual Meeting.

Administrators, faculty, and staff are responsible for the implementation of the changes needed for improvement as identified through the assessment process and for further assessing their impact on their respective programs and organizations.

## C. INFORMATION TECHNOLOGY SUPPORT

The outcomes assessment process is supported by a technology-based infrastructure, developed internally by Information Technology Services. Several system components provide administrative and application capabilities to coordinate, conduct, track, analyze, and report assessment activities.

Information and guidelines for using AMOS and AMEE can be found at:  
[AMOS and AMEE Guidelines](#)

### **C.1 AMOS (Assessment Management Online System)**

AMOS consists of a series of related tables that collect all data related to assessment activities in a central depository. Data entry is conducted via the Web and stored in the University's database system. The system provides a secured environment through a series of authority levels and checks to safeguard the integrity of the information/data.

AMOS provides the following capabilities:

- ✚ Grants different levels of authority to access into the system based on designated role/privilege (entry, revision, change/deletion, saving, approvals)
- ✚ A tracking mechanism that documents assessment processes and actions
- ✚ A document control system where all assessment documentation is uniquely identified and tracked.

### **C.2 AMEE (Assessment Management Evaluation Entry)**

AMEE is the data capture and analysis component of the system. It consists of three major functions: Maintenance, User, and Reporting. When used together all three functions provide a comprehensive system of collecting and evaluating assessment data from students, faculty, staff, and external respondents.

The program features the following capabilities:

- ✚ allows selection of targeted audience(s)
- ✚ manually set availability for non-class related assessments
- ✚ branching (skip patterns) based on respondent's response
- ✚ automatic e-mail notification to target audience(s)
- ✚ raw data capture
- ✚ data sorting and filtering
- ✚ exporting capabilities to SPSS
- ✚ archival of questions and answers to prevent loss of information

### **C.3 ARGOS© REPORTS**

Argos©, a product of *Evisions, Inc.*, is a web enabled reporting application tool that provides user-friendly access to existing databases. The system offers flexible security implementation, allows unlimited number of users, user types, and database types and connections.

## APPENDICES

- A. Institutional Outcomes Assessment Policy
- B. Institutional Effectiveness
  - ❖ Organization by Function
  - ❖ Flow Chart
- C. Samples of Consolidated Annual Assessment Plans (CAPP)
  - ❖ Academic Program (Learning Outcomes)
  - ❖ Administrative Organization (Program Operational Outcomes)
- D. Control Numbers Code Matrix
- E. Annual Assessment Plan Scoring Sheet
- F. Annual Assessment Report/AP Scoring Sheet
- G. Assessment Cycle Compliance Certification Form
- H. Program Use of Assessment Findings Report
- I. Glossary of Assessment Terms



# APPENDIX A

Institutional Outcomes

Assessment Policy



## Institutional Outcomes Assessment

### I. Policy Statement and Purpose

This policy establishes that Athens State University will implement assessment and review processes that authentically measure the work of the institution toward achieving its mission. All academic programs and administrative support units within the University have an impact on institutional effectiveness and as such, all units will participate in these review processes.

The University is committed to planning, assessment, and continuous improvement by implementing a cyclical and participative process that meets the institutional effectiveness and assessment standards required of the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), the Alabama Commission on Higher Education (ACHE), and other applicable accrediting or regulatory organizations.

The President will receive a comprehensive report annually that details the assessment processes, outcomes, action plans and program improvements along with recommendations that will be instrumental in planning and continuous improvements at the University.

### II. Definitions

**Institutional Effectiveness:** The measurement of the institutions performance against established mission, goals and outcomes, and the use of assessment findings to exert change aimed at continuous improvement.

**Institutional assessment:** A systematic, collaborative, and ongoing effort by administration, faculty and staff to evaluate the overall effectiveness of the University's academic programs and administrative, and student support areas toward the achievement of its mission, vision, and goals.

**Assessment Process:** The systematic set of steps used in the formulation and measurement of outcomes/goals through the collection, analysis and use of institutional data related to student learning (degree programs) and organizational performance (administrative support units). Results will be used to address gaps and reflect achievements so that modifications can be made in the delivery of instruction and support services to meet the overall goal of continuous improvement. The provisions, requirements, documentation, and schedule for assessment of all academic programs and support units are contained in the *Institutional Outcomes Assessment Procedures and Guidelines* accompanying document.

**Continuous Improvement:** Systematic implementation of data-driven strategies to exert change in instructional programs and administrative support organizations conducive to optimal institutional effectiveness.

**Assessment Cycle:** Schedules and deadlines of assessment activities to ensure that all academic programs and administrative support services are reviewed in a systematic and timely manner.



### **III. Roles and Responsibilities**

The President will delegate authority and responsibility for managing the assessment process to the Administrative Council with oversight by the Executive Assessment Committee. The President has the ultimate authority and responsibility for ensuring that assessment activities are completed, that assessment findings are reported to the Board of Trustees, and that assessment findings are used to improve institutional quality and effectiveness.

**Administrative Council:** As a standing committee of the University, the members represent all academic and administrative areas of the University. The Administrative Council will be responsible for working with their respective areas to complete annual assessment plans, gather and analyze data against stated goals/outcomes, and provide reports based on assessment outcomes.

**Executive Assessment Committee (EAC):** The role of the Executive Assessment Committee is to provide oversight and expert assistance with campus-wide assessment and program review activities and coordinate planning and reporting deadlines. The Executive Assessment Committee will also review and evaluate assessment documents, support individuals and programs in the development of assessment tools, and assist with writing the comprehensive assessment and program review report to be submitted to the President annually.

The Assistant Vice President for Academic Affairs, the Director of Institutional Research and Assessment Services, the Director of the Library, the Accreditation Liaison and all College Deans will be standing members of the Executive Assessment Committee. In addition, the Provost/Vice President for Academic Affairs will appoint, every three years, at least one assessment coordinator from the following areas:

- At least one faculty member from each of the three Colleges
- Financial Affairs (Auxiliary Services, Business Office, HR, Physical Plant, Security)
- Enrollment and Student Services (Financial Aid, Admissions, Career Center, Counseling, Student Activities, Student Success Center, Veteran's Affairs)
- University Advancement (Alumni Affairs, Development, Foundation, Public Relations and Marketing)
- Information Technology (IT and Academic Technology Services)

**Assessment Coordinators:** The role of assessment coordinators is to coordinate all assessment activities within their respective organizational areas, in collaboration with the Office of Institutional Research and Assessment.

**Office of Institutional Research and Assessment (OIRA):** OIRA's role is to coordinate, validate, and document assessment activities taking place at the unit level, to provide technical assistance and support in the development and formulation of assessment methodology, as well as to conduct surveys and studies and provide data of institutional scope. OIRA oversees the Assessment Management Online System (AMOS). Upon submission of all assessment documentation by academic programs and administrative units, and in coordination with the EAC, OIRA reviews assessment plans and reports for compliance.



Policy Number: I.15  
Policy Level: Operating Policy  
Originally Issued: June 9, 2014  
Revised: August 10, 2016  
Policy Owner: President  
Policy Implementation: Vice Presidents

#### **IV. Responsibility for this Operating Policy**

##### **Policy Owner**

As part of the initial approval of this policy by the President and subsequent to the original dissemination of the policy, the President remains the policy owner for the ongoing evaluation, review, and approval of this policy. Subsequent reviews and revisions to this policy must be in accordance with approved operating policy procedures and processes.

This policy will be reviewed every two years or more frequently as needed.

##### **Responsibility for Policy Implementation**

The President has assigned the joint responsibility of implementing this policy to all Vice Presidents.

# APPENDIX B

Institutional Effectiveness

# Institutional Effectiveness (IE)

Extent to which Athens State University fulfills its mission and meets its 8 institutional goals

- Permeates **all** facets of the institution (**n=62 Organizational Units**)
- **36** Academic Programs (COAS, COB, COE) ► 33 Undergraduate; 3 Graduate
- **26** Administrative Support functions

**9 Student Support Academic/Extracurricular:** Academic Advising/TSSC; Academic Technology; Accounting Lab; Adult Degree Program; Library; Math & Computer Lab; Testing Services; University Centers; Writing Center

**7 Student Support Non-Academic:** Career Services; Counseling Services; Disability Services; Enrollment Management (Recruitment, Admissions, Records); Student Activities; Student Financial Services; Veterans Affairs

**9 Institutional Operations Support:** Business Off/Auxiliary Services; Campus Security; Human Resources; Information Technology; Institutional Research & Assessment; Physical Plant & Maintenance; Alumni Affairs/Association; ATSU Foundation; Public Relations and Marketing

**1 Public and Community Service:** Center for Lifelong Learning

## Institutional Effectiveness Matrix

**78** Performance Indicators/**237** Metrics measure IE

## VISION 2020

What do we want to do?

## Strategic Plan 2016-2020

How are we going to get it done?

## Annual Assessment Plans (AAP) & Annual Budget Process

How and where will we measure progress? How will we pay for it?

## Annual Assessment Reports (AAR)

How did we do?

## Action Plans (AP - if needed)

Were we successful? Are revisions needed?

# APPENDIX C

Samples of Consolidated Annual  
Assessment Plans (CAAP)



# ACADEMIC PROGRAM SAMPLE



## ASSESSMENT MANAGEMENT ONLINE SYSTEM

Pamela D. Clark

Annual Assessment Plan  
Academic Year: 2011-2012

( [Edit Program](#) ) ( [Return to Programs](#) )

### Organization Information

**Organization(s):**  
MATHEMATICS  
**Unit:** College of Arts and Sciences  
**Sub Unit:**

### Organization Programs

**Organization Category:** Academic  
Degrees Covered by this plan: BS  
CIPC Code: 270101

### Organization Type

Degree Program

## I. MISSION STATEMENT

The College of Arts & Sciences curricula are designed to prepare students for entry into the job market, or for continuing education in graduate or professional school. Through its course offerings, the College seeks to engage the intellect, excite the imagination, and improve the scholarship of its students, and to assist its students to develop: 1) competencies in written and oral communications; 2) appreciation of their cultural heritage and understanding of their world; 3) a knowledge base conducive to self growth and enriched life experiences; and 4) fundamental knowledge, research skills, and computer literacy essential to lifelong learning.

## II. PROGRAM PURPOSE/GOALS

The Department of Mathematics and Computer Science is committed to providing students with a strong academic background in the fundamentals of mathematics and computer science within the context of an increasingly technology-driven society. The program allows students the flexibility to explore a wide range of applied and theoretical areas of mathematics, computing, and logic suitable for different employment environments in business, industry, and government or for further studies. The curriculum is designed to include an interdisciplinary approach where students can combine mathematics and/or computer science courses with other disciplines, as well as gain certification for teaching mathematics at the secondary school level. The Department goals are aimed at: 1) enhancing the student's knowledge of mathematics and computer science; 2) cultivating analytical and problem-solving skills, 3) instilling an appreciation for ethical principles to face the challenges posed by the development and uses of new technology and advanced scientific inquiry, and 4) communicating ideas clearly orally and in writing.

The Bachelor of Science degree in Mathematics prepares students who plan to apply mathematics in business and industry, to teach mathematics in middle or high school, and/or to complete graduate courses in mathematics. The degree (Track I) is designed to more appropriately prepare students for business and industry while the Bachelor of Science with Certification/Licensure (Track II) prepares students to teach 6-12 mathematics and meets the requirements for certification in Mathematics by the Alabama State Department of Education (ALSDE). Either track prepares students for graduate school.

## III. OBJECTIVES

### Objective 1: Demonstrate knowledge of fundamental concepts of mathematics.

**Objective Type:** Learning

**Objective Comment:**

#### Methods

**Assessment Method 1.1:** Scores from the Mathematics Department exit examination, developed by the Faculty, will be used to determine knowledge of fundamental concepts of mathematics for Track I students. Scores from the PRAXIS II Content area examination (0061) will be used to determine knowledge of fundamental concepts of mathematics for Track II students.

Course Legend: MA 470 Senior Mathematics Seminar

**Type:** Direct

| Target Outcomes/Assessment Instruments |   |
|--|---|
| <b>Target Outcome #1.1.1:</b>          | At least 80% of students in Track I will successfully complete (a score of 60% or better) the Mathematics department exit exam one month prior to graduation. |
| <b>Instrument(s):</b>                  |   |

# ACADEMIC PROGRAM SAMPLE

|   |                      |
|---|----------------------|
| <a href="#">View</a> <i>Mathematics Departmental Exit Exam (1635-0520)</i>  | <b>Target:</b> 80%   |
| <b>Comments (course, assignment, log, internal record, survey):</b><br>All Track 1 Math majors take the Exit Exam in MA 470 or other course.  |                      |
| <b>Outcome Assessment Results:</b><br># of Cases: 5      # Meeting criteria : 5      Actual: 100% <b>Outcome Met</b>  |                      |
| <b>Target Outcome #1.1.2:</b> <i>At least 80% of students in Track II will successfully complete (a score of 126 or better) the PRAXIS II Mathematics Content Area 0061 exam during the semester before their expected Internship (State Standard).</i> |                      |
| <b>Instrument(s):</b><br><a href="#">View</a> <a href="#">Data</a> <i>Praxis II Content Knowledge Test (All Licensures) (1650-0510)</i>   |                      |
| <b>Target:</b> 80%  |                      |
| <b>Comments (course, assignment, log, internal record, survey):</b><br>All Licensure and Certification students take the Praxis II Content Knowledge exam.  |                      |
| <b>Outcome Assessment Results:</b><br># of Cases: 12      # Meeting criteria : 12      Actual: 100% <b>Outcome Met</b>  |                      |
| List additional documentation related to this method that was not selected above (e.g., guidelines, logs, internal records, surveys, etc.)  |                      |
| Document  | <a href="#">View</a> |
| <b>No Additional Documents associated</b>   |                      |

**Results (AAR):** *Target Outcome Outcome Met, AP Not Required at This Time*

Five Track 1 Math majors scores ranged from 67% to 87.9% on the Mathematics Department Exit Exam administered during the Fall 2011 semester and Summer 2012 session. The average score for the n = 5 students was 77.6%.

Students submitted electronic copies to the Department Chair of Mathematics and Computer Science throughout the year. The official ETS data set for the academic year 2011-12 could not be accessed, since the College of Education does not receive this data until October 2012. Although n = 12 students reported scores exceeding 126 for the Praxis II Content Area Exam 0061, one of these students took the exam twice and another took the exam three times, making for a total of 15 attempts. Excluding the 3 failed attempts, the mean score was 137 and the median score was 138. Exactly 80% met the target outcome on the first attempt, while 100% ultimately exceeding the minimum outcome required. There are five general mathematical areas the ETS Praxis II Mathematics Content Exam assesses: (1) Algebra & Number Theory, (2) Measurement, Geometry, Trigonometry, (3) Functions & Calculus, (4) Data Analysis & Statistics and (5) Matrices and Discrete Mathematics. The average composite score and each of the averages subscores for our students reporting their official score reports to the Department Chair are completely within the average range for the entire nation. With respect to the entire set of subscores, only two subscores were below the average for two different assessed areas. Furthermore, one Algebra subscore exceeded the national average, two Calculus subscores exceeded the national average, and two Statistics and Probability subscores exceeded the national average.

**Assessment Method 1.2:** Student feedback (self-assessment) on the strength of their competency in eighteen (18) knowledge, skills and abilities (KSAs) at the time of entry into the University and at the time of graduation measured via the Graduating Senior Exit Survey.

**Type:** Indirect

| Target Outcomes/Assessment Instruments  |                      |
|---|----------------------|
| <b>Target Outcome #1.2.1:</b> <i>At least 80% of graduating Mathematics majors will report a "strong" or "somewhat strong" exiting competency level regarding basic knowledge in their major area of study.</i> |                      |
| <b>Instrument(s):</b><br><a href="#">View</a> <a href="#">Data</a> <i>Graduating Senior Exit Survey (1800-0400)</i>   |                      |
| <b>Target:</b> 80%  |                      |
| <b>Comments (course, assignment, log, internal record, survey):</b><br>Question Item #42  |                      |
| <b>Outcome Assessment Results:</b><br># of Cases: 22      # Meeting criteria : 20      Actual: 90.9% <b>Outcome Met</b>   |                      |
| List additional documentation related to this method that was not selected above (e.g., guidelines, logs, internal records, surveys, etc.)  |                      |
| Document  | <a href="#">View</a> |
| <b>Assessment Results</b>   |                      |

# ACADEMIC PROGRAM SAMPLE

**No Additional Documents associated**

**Results (AAR):** *Target Outcome Outcome Met, AP Not Required at This Time*

Nearly 91% of the n = 22 students reported strong or somewhat strong perceptions of their mathematical knowledge, skills and abilities. This more than doubles their entering report of 40.9% strength in this assessed area.

**1.2.1:** Results from the GSES indicate an increase of 1.25 in the mean scores of entering and exiting competency levels of Math (non-licensure) majors (n=4) regarding knowledge of concepts, principles, and issues in their major area of study (3.25 Vs 4.50). One hundred (100) percent of Math majors reported "strong" or "somewhat strong" competency at the time of graduation compared to 50% that reported the same competency level at the time of entry to the University. Math students' improvement was 0.17 higher than the improvements reported by all graduating seniors, 1.25 and 1.08, respectively.

Math (Licensure and Certification) Majors (n=18): Results from the GSES indicate an increase of 0.83 in the mean scores of entering and exiting competency levels regarding their knowledge of concepts, principles, and issues in their major area of study (3.39 Vs 4.22). Over eighty-eight percent (88.9%) of Math Licensure Track graduating seniors reported "strong" or "somewhat strong" competency at the time of graduation compared to 38.9% who reported the same level of competency at the time they entered the University. Math licensure track students' improvement was 0.25 lower than the improvements reported by all graduating seniors, 0.83 and 1.08, respectively and 0.42 lower than the improvement reported by non-licensure Math majors (0.83 and 1.25), respectively.

**Action Plan:**  Not Required

## Objective 2: Demonstrate problem solving and reasoning proficiency.

**Objective Type:** Learning

**Objective Comment:**

### Methods

**Assessment Method 2.1:** All courses within the major require students to use problem solving, analytical skills, and scientific/critical thinking and reasoning for standard assignments as well as specialized applications such as projects. Student ability will be assessed in MA 308, MA 330, and MA 470 via specific assignments and other course requirements. Student performance will be sampled, and comparisons of median performance will be made over time.

Course Legend: MA 308 Discrete Mathematics; MA 330 Advanced Mathematical Software; MA 470 Senior Mathematics Seminar

**Type:** Direct

| Target Outcomes/Assessment Instruments                              |   |                                |                                       |
|---|---|--------------------------------|---------------------------------------|
| <b>Target Outcome #2.1.1:</b>                                       | <i>At least 75% of students will achieve Satisfactory or Target on assignments that are assessed.</i> |                                |                                       |
| <b>Instrument(s):</b>   | <a href="#">View</a> Mathematics Rubric for Problem Solving (1635-0522)                               |                                | <b>Target:</b> 75%                    |
| <b>Comments (course, assignment, log, internal record, survey):</b> | None  |                                |                                       |
| <b>Outcome Assessment Results:</b>                                  | <b># of Cases:</b> 100  | <b># Meeting criteria :</b> 85 | <b>Actual:</b> 85% <b>Outcome Met</b> |

List additional documentation related to this method that was not selected above (e.g., guidelines, logs, internal records, surveys, etc.)

| Document | View | Assessment Results |
|----------|------|--------------------|
|----------|------|--------------------|

**No Additional Documents associated**

**Results (AAR):** *Target Outcome Outcome Met, AP Not Required at This Time*

Specific student items regarding direct and indirect proof with integers, rational and irrational

# ACADEMIC PROGRAM SAMPLE

numbers, sets, functions, the Principle of Mathematical Induction, uniqueness, exhaustion and divisibility from 34 mathematics majors throughout the academic year were pooled and assessed. Furthermore, thirty-three problem sets on linear algebra and 33 problem sets on the application of algebra and Calculus were also assessed. The findings were that 70% of the students artifacts met the target as defined, exactly 15% were deemed satisfactory and 15% failed to meet at least a satisfactory level of performance. However, the specific outcome levels for MA 308 are more commensurate with the results of the Mathematics Department Exit Exam and the Praxis II Mathematics Content Exam. Only 64.7% of the students work met either the target or satisfactory levels. These specific items selected for Discrete Mathematics (MA 308) are likely highly positively correlated with the standardized test results as found in Objective #1. Data from MA 330 are available, but they simply support the target outcome as having been met also.

**Assessment Method 2.2:** Student feedback (self-assessment) on the strength of their competency in eighteen (18) knowledge, skills and abilities (KSAs) at the time of entry into the University and at the time of graduation measured via the Graduating Senior Exit Survey.

**Type:** Indirect

| Target Outcomes/Assessment Instruments   |  |               |                    |
|--|--|---------------|--------------------|
| <b>Target Outcome #2.2.1:</b>  | <i>At least 80% of graduating Mathematics majors will report a "strong" or "somewhat strong" exiting competency level regarding their understanding and ability to apply mathematical reasoning.</i>         |               |                    |
| <b>Instrument(s):</b>  | <a href="#">View</a> <a href="#">Data</a> <i>Graduating Senior Exit Survey (1800-0400)</i>   |               | <b>Target:</b> 80% |
| <b>Comments (course, assignment, log, internal record, survey):</b><br>Question Item #50 |  |               |                    |
| <b>Outcome Assessment Results:</b>   |  |               |                    |
| # of Cases: 22   | # Meeting criteria : 21  | Actual: 95.5% | <b>Outcome Met</b> |
| <b>Target Outcome #2.2.2:</b>  | <i>At least 80% of graduating Mathematics majors will report a "strong" or "somewhat strong" exiting competency level regarding their ability to weight evidence, facts, ideas, and to draw conclusions.</i> |               |                    |
| <b>Instrument(s):</b>  | <a href="#">View</a> <a href="#">Data</a> <i>Graduating Senior Exit Survey (1800-0400)</i>   |               | <b>Target:</b> 80% |
| <b>Comments (course, assignment, log, internal record, survey):</b><br>Question Item #46 |  |               |                    |
| <b>Outcome Assessment Results:</b>   |  |               |                    |
| # of Cases: 20   | # Meeting criteria : 20  | Actual: 90.9% | <b>Outcome Met</b> |

List additional documentation related to this method that was not selected above (e.g., guidelines, logs, internal records, surveys, etc.)

| Document | View | Assessment Results |
|----------|------|--------------------|
|----------|------|--------------------|

**No Additional Documents associated**

**Results (AAR):** *Target Outcome Outcome Met, AP Not Required at This Time*

All but one of the graduates (95.5%) reported either a strong or somewhat strong perception of their exiting competency regarding their understanding and ability to apply mathematical reasoning. It is likely this sole student was the student who reported somewhat weak entering competency, but reported average exiting competency. Likewise, these graduating students reported either strong or somewhat strong exiting competency regarding analytical and evaluation abilities. This submission was an increase of approximately 27.3% over their perceived entering competency in this area.

**2.2.1:** Results from the GSES indicate an increase of 0.75 in the mean scores of entering and exiting competency levels of Math (non-licensure) majors (n=4) regarding their ability to understand and apply mathematical reasoning (3.75 Vs 4.50). One-hundred (100) percent of Math graduating seniors reported "strong" or "somewhat strong" competencies at the time of graduation compared to 75% who reported the same level of competency at the time they entered the University. As expected, Math students' improvement was 0.13 higher than the improvements reported by all graduating seniors, 0.75 and 0.62, respectively.

Math (Licensure and Certification) Majors (n=18): Results from the GSES indicate an increase of 0.83 in the mean scores of entering and exiting competency levels regarding their ability to understand and apply mathematical reasoning (3.78 Vs 4.61). Over ninety-four percent (94.5%) of Math Licensure Track graduating seniors reported "strong" or "somewhat strong" competency at the time of graduation compared to 72.2% who reported the same level of competency at the time they entered the University. Math licensure track students' improvement was 0.21 higher than the

# ACADEMIC PROGRAM SAMPLE

improvements reported by all graduating seniors, 0.83 and 0.62, respectively and 0.08 higher than the improvement reported by non-licensure Math majors (0.83 and 0.75, respectively).

**2.2.2:** Results from the GSES indicate an increase of 0.50 in the mean scores of entering and exiting competency levels of Math (non-licensure) majors (n=4) regarding their analytical and critical thinking skills (4.00 Vs 4.50). One hundred percent (100%) of Math graduating seniors reported "strong" or "somewhat strong" competencies at the time of graduation compared to 75% who reported the same level of competency at the time they entered the University. Math students' improvement was 0.30 lower than the improvements reported by all graduating seniors, 0.50 and 0.80, respectively.

Math (Licensure and Certification) Majors (n=17): Results from the GSES indicate an increase of 0.59 in the mean scores of entering and exiting competency levels regarding their analytical and critical thinking skills (3.65 Vs 4.24). Over ninety-four percent (94.1%) of Math Licensure Track graduating seniors reported "strong" or "somewhat strong" competency at the time of graduation compared to 64.7% who reported the same level of competency at the time they entered the University. Math licensure track students' improvement was 0.21 lower than the improvements reported by all graduating seniors, 0.59 and 0.80, respectively and 0.09 higher than the improvement reported by non-licensure Math majors (0.59 and 0.50, respectively).

**Action Plan:**  Not Required

### Objective 3: Demonstrate written and oral communication skills.

**Objective Type:** Learning

**Objective Comment:**

#### Methods

**Assessment Method 3.1:** Students will complete research for a paper or project assignment in the benchmark class MA 470. Students will complete research, analyze data collected, prepare a report or paper, and present their findings during a class presentation. The research paper or project and the oral presentation will be evaluated by the course instructor and assessed for clarity, organization, grammar, and use of language appropriate to Mathematics, according to a standardized rubric

Course Legend: MA 470 Senior Mathematics Seminar

**Type:** Direct

| Target Outcomes/Assessment Instruments                              |   |                                |  |
|---|---|--------------------------------|--|
| <b>Target Outcome #3.1.1:</b>                                       | <i>At least 75% of students will achieve Satisfactory or Target on the assignment(s) that are assessed.</i> |                                |  |
| <b>Instrument(s):</b>   | <a href="#">View</a> Mathematics Communication Rubric (1635-0523)   |                                | <b>Target:</b> 75%                       |
| <b>Comments (course, assignment, log, internal record, survey):</b> | None  |                                |  |
| <b>Outcome Assessment Results:</b>                                  | <b># of Cases:</b> 33   | <b># Meeting criteria :</b> 32 | <b>Actual:</b> 97% <b>Outcome Met</b>    |
| <b>Target Outcome #3.1.2:</b>                                       | <i>80% of the students will meet the minimum standards established by the Department (TBD).</i>             |                                |  |
| <b>Instrument(s):</b>   | <a href="#">View</a> COAS Writing Rubric (1626-0510)  |                                | <b>Target:</b> 80%                       |
| <b>Comments (course, assignment, log, internal record, survey):</b> | None  |                                |  |
| <b>Outcome Assessment Results:</b>                                  | <b># of Cases:</b>  | <b># Meeting criteria :</b>    | <b>Actual:</b> % <b>Outcome Exceeded</b> |

List additional documentation related to this method that was not selected above (e.g., guidelines, logs, internal records, surveys, etc.)

|          |      |                    |
|----------|------|--------------------|
| Document | View | Assessment Results |
|----------|------|--------------------|

# ACADEMIC PROGRAM SAMPLE

**No Additional Documents associated**

**Results (AAR):** *Target Outcome Outcome Met, AP Not Required at This Time*

The professor of record assessed 33 students' research papers from the Fall 2012 semester and Summer 2013 session. Every student met the "target" as defined on the Rubric for Written Communication in Mathematics. All but one of the students met either the "target" or "satisfactory" standard for their oral communication based on the Rubric for Oral Communication in Mathematics. Since the minimum standards for the department were not created until the middle of the spring semester, no action to collect data was taken to measure the success of the outcome. However, all syllabi for the ensuing fall semester inform students of the department standards and how they are to be assessed.

**Assessment Method 3.2:** Student feedback (self-assessment) on the strength of their competency in eighteen (18) knowledge, skills and abilities (KSAs) at the time of entry into the University and at the time of graduation measured via the Graduating Senior Exit Survey.

**Type:** Indirect

| Target Outcomes/Assessment Instruments   |   |               |                    |
|--|---|---------------|--------------------|
| <b>Target Outcome #3.2.1:</b>  | <i>At least 80% of graduating Mathematics majors will report a "strong" or "somewhat strong" exiting competency level regarding their written communication skills.</i> |               |                    |
| <b>Instrument(s):</b>  | <a href="#">View</a> <a href="#">Data</a> <i>Graduating Senior Exit Survey (1800-0400)</i>  |               | <b>Target:</b> 80% |
| <b>Comments (course, assignment, log, internal record, survey):</b><br>Question Item #43 |   |               |                    |
| <b>Outcome Assessment Results:</b>   |   |               |                    |
| # of Cases: 22   | # Meeting criteria : 18   | Actual: 81.8% | <b>Outcome Met</b> |
| <b>Target Outcome #3.2.2:</b>  | <i>At least 80% of graduating Mathematics majors will report a "strong" or "somewhat strong" exiting competency level regarding their oral communication skills.</i>    |               |                    |
| <b>Instrument(s):</b>  | <a href="#">View</a> <a href="#">Data</a> <i>Graduating Senior Exit Survey (1800-0400)</i>  |               | <b>Target:</b> 80% |
| <b>Comments (course, assignment, log, internal record, survey):</b><br>Question Item #44 |   |               |                    |
| <b>Outcome Assessment Results:</b>   |   |               |                    |
| # of Cases: 22   | # Meeting criteria : 19   | Actual: 86.4% | <b>Outcome Met</b> |

List additional documentation related to this method that was not selected above (e.g., guidelines, logs, internal records, surveys, etc.)

|          |      |                    |
|----------|------|--------------------|
| Document | View | Assessment Results |
|----------|------|--------------------|

**No Additional Documents associated**

**Results (AAR):** *Target Outcome Outcome Met, AP Not Required at This Time*

Although nearly two-thirds of the graduates reported somewhat strong or strong competency with respect to effective writing upon entering the program, approximately 82% reported the same upon graduating. Virtually the same statistics hold for entering and exiting competency relative to effective speaking holds true.

**3.2.1:** Results from the GSES indicate an increase of 0.75 in the mean scores of entering and exiting competency levels of Math (non-licensure) majors (n=4) regarding their written communication skills (3.75 Vs 4.50). One hundred percent (100%) of Math graduating seniors reported "strong" or "somewhat strong" competencies at the time of graduation compared to 75% who reported the same level of competency at the time they entered the University. Math students' improvement was 0.04 higher than the improvements reported by all graduating seniors, 0.75 and 0.71, respectively.

Math (Licensure and Certification) Majors (n=18): Results from the GSES indicate an increase of 0.39 in the mean scores of entering and exiting competency levels regarding their written communication skills (3.61 Vs 4.00). Over seventy-seven percent (77.8%) of majors reported a "strong" or "somewhat strong" competency level at the time of graduation compared to 61.1% who reported the same level of competency at the time of entry into the University. Math majors' improvement was 0.32 lower than the improvements reported by all graduating seniors (0.39 and

# ACADEMIC PROGRAM SAMPLE

0.71, respectively).

**3.2.2:** Results from the GSES indicate an increase of 0.50 in the mean scores of entering and exiting competency levels of Math (non-licensure) majors (n=4) regarding their oral communication skills (4.00 Vs 4.50). One hundred percent (100%) of Math graduating seniors reported "strong" or "somewhat strong" competencies at the time of graduation compared to 75% who reported the same level of competency at the time they entered the University. Math students' improvement was 0.09 lower than the improvements reported by all graduating seniors, 0.50 and 0.59, respectively.

Math (Licensure and Certification) Majors (n=17): Results from the GSES indicate an increase of 0.45 in the mean scores of entering and exiting competency levels regarding their oral communication skills (3.67 Vs 4.12). Over eighty-eight percent (88.2%) of majors reported a "strong" or "somewhat strong" competency level at the time of graduation compared to 55.5% who reported the same level of competency at the time of entry into the University. Math majors' improvement was 0.14 lower than the improvements reported by all graduating seniors (0.45 and 0.59, respectively).

**Action Plan:**  Not Required

## Objective 4: Proficient in computer and calculator literacy.

**Objective Type:** Learning

**Objective Comment:**

### Methods

**Assessment Method 4.1:** All courses within the major require students to use computers and graphing calculators for standard assignments as well as projects. Student ability will be assessed in MA 308, MA 330, and MA 470 via specific assignments and other course requirements. Student performance will be sampled, and comparisons of median performance will be made over time.

Course Legend: MA 308 Discrete Mathematics; MA 330 Advanced Mathematical Software; MA 470 Senior Mathematics Seminar

**Type:** Direct

| Target Outcomes/Assessment Instruments  |   |
|---|---|
| <b>Target Outcome #4.1.1:</b>   | <i>At least 75% of students sampled will achieve a Satisfactory or Target on the assignments that are assessed.</i> |
| <b>Instrument(s):</b>   |   |
| <a href="#">View</a> Mathematics Computer & Calculator Rubric (1635-0524)   | <b>Target:</b> 75%  |
| <b>Comments (course, assignment, log, internal record, survey):</b>   |   |
| None  |   |
| <b>Outcome Assessment Results:</b>  |   |
| <b># of Cases:</b> 144  | <b># Meeting criteria :</b> 131 <b>Actual:</b> 91.0% <b>Outcome Met</b>   |
| <b>List additional documentation related to this method that was not selected above (e.g., guidelines, logs, internal records, surveys, etc.)</b> |   |
| <a href="#">Document</a>  | <a href="#">View</a> <a href="#">Assessment Results</a>   |

**No Additional Documents associated**

**Results (AAR):** *Target Outcome Outcome Met, AP Not Required at This Time*

Enough data were collected so that a comparison of median performance was deemed unnecessary over time. However, the diversity of documents collected for assessment confirmed the results submitted by graduates on the technology question. The assignment assessed by the instructor for MA 308 included (1) work from 16 students on learning about proof through student videos and (2) work from 19 students on Mersenne Primes & GIMPS requiring online investigation. Secondly, the instructor for MA 330 included the following assignments to assess this objective: (1) fifty-two students' in-class assignments on the Difference Quotient, derivatives, and slope; (2) sixteen students' in-class assignments on Riemann sums and integration; and (3) fifteen sets of selected items requiring the use of Geometer's Sketchpad on the Final Exam. Finally, the instructor in MA 470 assessed the effectiveness of 26 students' PowerPoint presentations associated with their research project. The following results culminated: 64.6% met the target as defined for the assignments, 26.4% of the work was deemed satisfactory and only 9% of the students' work was

# ACADEMIC PROGRAM SAMPLE

deemed unsatisfactory.

**Assessment Method 4.2:** Student feedback (self-assessment) on the strength of their competency in eighteen (18) knowledge, skills and abilities (KSAs) at the time of entry into the University and at the time of graduation measured via the Graduating Senior Exit Survey.

**Type:** Indirect

| Target Outcomes/Assessment Instruments   |   |
|--|---|
| <b>Target Outcome #4.2.1:</b>  | <i>At least 80% of graduating Mathematics majors will report a "strong" or "somewhat strong" exiting competency level regarding their proficiency in the use of technology.</i> |
| <b>Instrument(s):</b>  |   |
| <a href="#">View</a> <a href="#">Data</a> <i>Graduating Senior Exit Survey (1800-0400)</i> | <b>Target:</b> 80%  |
| <b>Comments (course, assignment, log, internal record, survey):</b><br>Question Item #52   |   |
| <b>Outcome Assessment Results:</b>   |   |
| <b># of Cases:</b> 22  | <b># Meeting criteria :</b> 22 <b>Actual:</b> 100% <b>Outcome Met</b>   |

List additional documentation related to this method that was not selected above (e.g., guidelines, logs, internal records, surveys, etc.)

| Document | View | Assessment Results |
|----------|------|--------------------|
|----------|------|--------------------|

*No Additional Documents associated*

**Results (AAR):** *Target Outcome Outcome Met, AP Not Required at This Time*

Rare is the occasion that a standard is met for the entire graduating cohort. One hundred percent of the graduates indicate strong or somewhat strong exiting competency with respect to their proficiency in the use of technology. This was a 50% increase (not difference) in their perception of strength with respect to technology at the time of the students' entry in the program.

**4.2.1** Results from the GSES indicate an increase of 0.50 in the mean scores of entering and exiting competency levels of Math (non-licensure) majors (n=4) regarding their proficiency in the use of technology (4.00 Vs 4.50). One hundred percent (100%) of Math graduating seniors reported "strong" or "somewhat strong" competencies at the time of graduation compared to 75% who reported the same level of competency at the time they entered the University. Math students' improvement was 0.19 lower than the improvements reported by all graduating seniors, 0.50 and 0.69, respectively.

Math (Licensure and Certification) Majors (n=18): Results from the GSES indicate an increase of 0.50 in the mean scores of entering and exiting competency levels regarding their proficiency in the use of technology (3.94 Vs 4.44). One-hundred percent of Math Licensure Track graduating seniors reported "strong" or "somewhat strong" competency at the time of graduation compared to 66.7% who reported the same level of competency at the time they entered the University. Math licensure track students' improvement was 0.19 lower than the improvements reported by all graduating seniors, 0.50 and 0.69, respectively and the same as that reported by non-licensure Math majors (0.50).

**Action Plan:**  Not Required

**Objective 5: Understand ethical, cultural, and global issues as they relate to the study and practice of mathematics.**

**Objective Type:** Learning

**Objective Comment:**

*Methods*

**Assessment Method 5.1:** All courses within the major require students to address issues of ethical practices and the importance of cultural, societal, or global issues in the study and practice of mathematics. Written assignments in MA 470 will demonstrate that students can appreciate ethical concerns associated with the study and practice of mathematics and realize cultural and global issues linked to the study and practice of mathematics. Student performance will be sampled, and comparisons of median performance will be



# ACADEMIC PROGRAM SAMPLE

made over time.

Course Legend: MA 470 Senior Mathematics Seminar

**Type:** Direct

| Target Outcomes/Assessment Instruments  |   |                                |  |
|---|---|--------------------------------|--|
| <b>Target Outcome #5.1.1:</b>   | <i>At least 80% of students sampled will achieve a Satisfactory or Target on the assignments that are assessed.</i> |                                |  |
| <b>Instrument(s):</b>   | <a href="#">View</a> <i>Mathematics Ethical-cultural-global Rubric (1635-0525)</i>                                  |                                | <b>Target:</b> 80%                     |
| <b>Comments (course, assignment, log, internal record, survey):</b>   | None  |                                |  |
| <b>Outcome Assessment Results:</b>  | <b># of Cases:</b> 66   | <b># Meeting criteria :</b> 66 | <b>Actual:</b> 100% <b>Outcome Met</b> |
| <b>List additional documentation related to this method that was not selected above (e.g., guidelines, logs, internal records, surveys, etc.)</b> |   |                                |  |
| Document  | <a href="#">View</a>  | Assessment Results             |  |
| <b>No Additional Documents associated</b>   |   |                                |  |

**Results (AAR):** *Target Outcome Outcome Met, AP Not Required at This Time*

All 33 ethical practices papers as related to mathematics achieved the target or deemed satisfactory for this objective. Likewise, the 33 papers on global or cultural issues related to mathematics achieved the same level of success.

**Assessment Method 5.2:** Student feedback (self-assessment) on the strength of their competency in eighteen (18) knowledge, skills and abilities (KSAs) at the time of entry into the University and at the time of graduation measured via the Graduating Senior Exit Survey.

**Type:** Indirect

| Target Outcomes/Assessment Instruments  |   |                                |   |
|---|---|--------------------------------|---|
| <b>Target Outcome #5.2.1:</b>   | <i>At least 80% of graduating Mathematics majors will report a "strong" or "somewhat strong" exiting competency level regarding their understanding and appreciation of ethical standards.</i>                          |                                |   |
| <b>Instrument(s):</b>   | <a href="#">View</a> <a href="#">Data</a> <i>Graduating Senior Exit Survey (1800-0400)</i>  |                                | <b>Target:</b> 80%                      |
| <b>Comments (course, assignment, log, internal record, survey):</b>   | Question Item #55   |                                |   |
| <b>Outcome Assessment Results:</b>  | <b># of Cases:</b> 22   | <b># Meeting criteria :</b> 20 | <b>Actual:</b> 90.9% <b>Outcome Met</b> |
| <b>Target Outcome #5.2.2:</b>   | <i>At least 80% of graduating Mathematics majors will report a "strong" or "somewhat strong" exiting competency level regarding their understanding and appreciation of societal, cultural, and global differences.</i> |                                |   |
| <b>Instrument(s):</b>   | <a href="#">View</a> <a href="#">Data</a> <i>Graduating Senior Exit Survey (1800-0400)</i>  |                                | <b>Target:</b> 80%                      |
| <b>Comments (course, assignment, log, internal record, survey):</b>   | Question Item #53   |                                |   |
| <b>Outcome Assessment Results:</b>  | <b># of Cases:</b> 22   | <b># Meeting criteria :</b> 20 | <b>Actual:</b> 90.9% <b>Outcome Met</b> |
| <b>List additional documentation related to this method that was not selected above (e.g., guidelines, logs, internal records, surveys, etc.)</b> |   |                                |   |
| Document  | <a href="#">View</a>  | Assessment Results             |   |
| <b>No Additional Documents associated</b>   |   |                                |   |

**Results (AAR):** *Target Outcome Outcome Met, AP Not Required at This Time*

This KSA item used in assessment for the AAR is one of two items with the highest entering

# ACADEMIC PROGRAM SAMPLE

perception of strength (72.7%) with respect to their understanding and appreciation of ethical standards. The question is probably a bit "loaded" in that students don't want to be perceived as having a lack of ethics if they respond with "weak" or "somewhat weak". Nevertheless, approximately 91% of the graduating students reported strong or somewhat strong exiting competency with respect to their understanding and appreciation of ethical standards. About 91% of the graduating seniors also reported somewhat strong or strong exiting competency level regarding their understanding and appreciation of societal, cultural and global differences. What is astounding about this statistic is that it increased from students' initial reporting of 54.5% positive perception of strength.

**5.2.1:** Results from the GSES indicate an increase of 0.50 in the mean scores of entering and exiting competency levels of Math (non-licensure) majors (n=4) regarding their understanding and appreciation of ethical standards (4.25 Vs 4.75). The same percentage of students (100%) reported "strong" and "somewhat strong" competency level at the time of entry and exit. Math students' improvement was 0.05 lower than the improvements reported by all graduating seniors, 0.50 and 0.55, respectively.

Math (Licensure and Certification) Majors (n=18): Results from the GSES indicate an increase of 0.61 in the mean scores of entering and exiting competency levels regarding their understanding and appreciation of ethical standards (3.83 Vs 4.44). Slightly under eighty-nine percent (88.9%) of majors reported a "strong" or "somewhat strong" competency level at the time of graduation compared to 66.7% who reported the same level of competency at the time of entry into the University. Math majors' improvement was 0.06 higher than the improvements reported by all graduating seniors (0.61 and 0.55, respectively).

**5.2.2:** Results from the GSES indicate an increase of 1.25 in the mean scores of entering and exiting competency levels of Math (non-licensure) majors (n=4) regarding their understanding and appreciation of societal, cultural, and global differences (3.50 Vs 4.75). One hundred percent (100%) of Math graduating seniors reported "strong" or "somewhat strong" competencies at the time of graduation compared to 50% who reported the same level of competency at the time they entered the University. Math students' improvement was 0.51 higher than the improvements reported by all graduating seniors, 1.25 and 0.74, respectively.

Math (Licensure and Certification) Majors (n=18): Results from the GSES indicate an increase of 0.56 in the mean scores of entering and exiting competency levels regarding their understanding and appreciation of societal, cultural, and global differences (3.67 Vs 4.22). Slightly under eighty-nine percent (88.9%) of majors reported a "strong" or "somewhat strong" competency level at the time of graduation compared to 55.6% who reported the same level of competency at the time of entry into the University. Math majors' improvement was 0.18 lower than the improvements reported by all graduating seniors (0.56 and 0.74, respectively).

**Action Plan:**  Not Required

## IV. IMPLEMENTATION PLAN

The Chair of the Department of Mathematics and Computer Science or Mathematics Coordinator will have overall responsibility for maintaining data collection, reporting, and dissemination of assessment results to the Office of Institutional Planning, Research and Assessment and to the faculty in the Department of Mathematics and Computer Science. The Department, in coordination with the Dean of the College of Arts and Sciences and the Vice President of Academic Affairs, and following procedures established throughout the University, will be responsible for considering and enacting curricular changes in the light of assessment findings within the Department. Specific measurement implementation includes:

**Benchmark Class Project or Research Paper:** Students will complete research, analyze data collected, prepare a report or paper, and present their findings during a class presentation in MA 470, Senior Mathematics Seminar. The instructor(s) for the benchmark course will assess the project or paper and at least 75% of students sampled will score a Satisfactory or Target on the assignment(s). Data shall be reported to the Department Chair of Mathematics and Computer Science or Mathematics Coordinator following the end of each semester.

**Written and Problem-solving Assignments:** Student ability to retrieve information from library sources, from non-library databases, and the Internet in general and apply mathematical software as well as the ability to use a graphing calculator to complete assignments will be assessed via homework, quizzes, tests and other course assignments in MA 308, MA 330, and MA 470. In addition, student performance in problem solving, analytical skills, and scientific/critical thinking and reasoning will be assessed using homework, quizzes, tests, and other course assignments in the same courses. Student understanding of the ethical standards in the study and practice of mathematics and the cultural and global issues associated with mathematics will be assessed using course assignments in MA 470. Student performance will be sampled, and comparisons of median performance will be made over time. Annually, data will be provided by the faculty member of record for each of three courses in the core curriculum (MA 308, MA 330, and MA 470) to the Chair of the Department of Mathematics and Computer Science or Mathematics Coordinator, who will be responsible for analyzing group-level student performance.

**Mathematics Departmental Exit Exam:** Track I Students will complete the department exit exam and the score reported to the department designee. It will be the responsibility of the Chair of the Department of Mathematics and Computer Science or

# ACADEMIC PROGRAM SAMPLE

Mathematics Coordinator to retrieve and assemble the results, forward to the Office of Institutional Planning, Research and Assessment, and present to the Mathematics faculty on an annual basis.

PRAXIS II Mathematics Content 0061 Exam: Track II Students will self report their PRAXIS II data to their major advisor. It will be the responsibility of the Chair of the Department of Mathematics and Computer Science or Mathematics Coordinator to retrieve and assemble the results, forward to the Office of Institutional Planning, Research and Assessment, and present to the Mathematics faculty on an annual basis.

Graduating Senior Exit Survey: The Office of Institutional Planning, Research and Assessment will coordinate the administration of the surveys on an annual basis. Results will be communicated to the Dean of the College of Arts and Sciences and to the Chair of the Department of Mathematics and Computer Science or Mathematics Coordinator, which in turn will disseminate results to the faculty.

## B. Objectives/Outcomes and Assessment Methods Matrix

| Assessment Methods                                | Objectives |   |   |   |   |   |   |   |   |    |
|---|------------|---|---|---|---|---|---|---|---|----|
|   | 1          | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| <b>--Direct--</b>                                 |            |   |   |   |   |   |   |   |   |    |
| COAS Writing Rubric                               |            |   | X |   |   |   |   |   |   |    |
| Mathematics Departmental Exit Exam                | X          |   |   |   |   |   |   |   |   |    |
| Mathematics Rubric for Problem Solving            |            | X |   |   |   |   |   |   |   |    |
| Mathematics Communication Rubric                  |            |   | X |   |   |   |   |   |   |    |
| Mathematics Computer & Calculator Rubric          |            |   |   | X |   |   |   |   |   |    |
| Mathematics Ethical-cultural-global Rubric        |            |   |   |   | X |   |   |   |   |    |
| Praxis II Content Knowledge Test (All Licensures) | X          |   |   |   |   |   |   |   |   |    |
| <b>--Indirect--</b>                               |            |   |   |   |   |   |   |   |   |    |
| Graduating Senior Exit Survey                     | X          | X | X | X | X |   |   |   |   |    |

## V. DISSEMINATION OF ASSESSMENT FINDINGS

Assessment results will be featured yearly in the Annual Assessment Report (AAR). The use of assessment findings/results as the basis for program/curriculum changes will be documented. Assessment results will be disseminated to mathematics program faculty. Findings will be fully discussed to determine the extent to which the curriculum is functioning as intended, and to agree on any needed changes.

## VI. USE OF ASSESSMENT FINDINGS FOR CONTINUOUS IMPROVEMENT (ACTION PLANS)

Specific Action Plans, agreed upon by the faculty, 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.

## VII. Assessment Compliance Certification

View this Program's Assessment Compliance Certification: [1635-0222](#)

\* Data covers all direct assessment methods in this AAP.

( [Return to Programs](#) ) ( [Assess AAP](#) ) ( [Approve AAP](#) ) ( [Assess AAR](#) ) ( [Approve AAR](#) )

This tool is the property of Athens State University and may not be reproduced or distributed without permission. Unauthorized use is strictly prohibited.

# ADMINISTRATIVE PROGRAM SAMPLE



## ASSESSMENT MANAGEMENT ONLINE SYSTEM

Pamela D. Clark

Annual Assessment Plan  
Academic Year: 2011-2012

( [Edit Program](#) ) ( [Return to Programs](#) )

**Organization Information**

**Organization(s):**  
ACADEMIC SUPPORT:V.P. OF ACADEMIC AFFAIRS:OASIS

**Unit:** No College Designated  
**Sub Unit:**

**Organization Programs**

**Organization Category:** Academic  
Degrees Covered by this plan:  
CIPC Code: 0

**Organization Type**

Administrative

**I. MISSION STATEMENT**

The Office of the Provost/Vice President for Academic Affairs serves as the intersection between faculty, staff, and student communities and is responsible for promoting excellence in all academic programs. The Office creates and supports an environment that advances the University mission of providing high quality and affordable education to all qualified students. In close collaboration with the President, Vice Presidents, Deans, faculty and staff, the Provost oversees strategic planning, academic programs, policy development, program assessment and institutional effectiveness, and faculty and student development. Six academic and administrative units report to Academic Affairs: the College of Arts & Science, the College of Business, the College of Education, the Library, the Office of Institutional Planning, Research, and Assessment, the Office of Academic Support and Institutional Systems (OASIS), and the Center for Lifelong Learning. Guided by the University's mission, Academic Affairs is committed to the achievement of the following goals: 1) promote a dynamic learning environment that prepares students to be knowledgeable, articulate, and understanding of a diverse and changing world, 2) support the recruitment, development, and retention of competent students and faculty; 3) create a culture of assessment and data-driven decision-making to achieve optimal institutional effectiveness, and 4) promote an inclusive environment that extends to all members of the University and the community.

**II. PROGRAM PURPOSE/GOALS**

As a unit within the Office of Academic Affairs, the mission of the Office of Academic Support and Instructional Systems (OASIS) is to improve teaching and learning by providing instructional technologies and technical and pedagogical support to faculty and students. The OASIS serves the following functions: (1) Oversees the university's existing instructional systems and evaluates new technologies to meet the evolving needs of the university; (2) Provides technical and pedagogical training and support to faculty through the Center for Instructional Technology (CIT); (3) Provides 24/7 help desk support to faculty and students; (4) Assists the Office of Academic Affairs with the development and implementation of policies and procedures related to instructional technologies and distance education; and (5) Fosters state-wide collaborative efforts, such as the annual ACCS eLearning Symposium and the Alabama Consortium for Technology and Learning that promote and support, instructional technology.

**III. OBJECTIVES**

**Objective 1: To provide training activities related to instructional technology to faculty.**

**Objective Type:** Program-Operational

**Objective Comment:** Training activities are provided through the OASIS and scheduled at a variety of times (weekdays; week nights; Saturdays) throughout each semester and between semesters. Training for Faculty (full-time and adjunct) is not mandatory at this time. Training activities include workshops on the major instructional technologies used by faculty and other topics by request. Special activities, such as vendor presentations, are scheduled as opportunities present themselves.

**Methods**

**Assessment Method 1.1:** OASIS maintains a spreadsheet showing a schedule of training activities, including the date, start time, end time, topic, and location.

**Type:** Direct

| Target Outcomes/Assessment Instruments  |   |
|---|---|
| <b>Target Outcome #1.1.1:</b>   | <i>At least thirty (30) training activities will be scheduled during the academic year.</i> |
| <b>Instrument(s):</b>   |   |
| <a href="#">View</a> CIT Activity and Faculty Participation Log.2011-2012 (1622-0600) | <b>Target:</b> 30#  |
| <b>Comments (course, assignment, log, internal record, survey):</b>                   |   |
| None  |   |

# ADMINISTRATIVE PROGRAM SAMPLE

**Outcome Assessment Results:**

**# of Cases: 42      # Meeting criteria : 42      Actual: 42#      Outcome Met**

List additional documentation related to this method that was not selected above (e.g., guidelines, logs, internal records, surveys, etc.)

|          |      |                    |
|----------|------|--------------------|
| Document | View | Assessment Results |
|----------|------|--------------------|

**No Additional Documents associated**

**Results (AAR):** *Target Outcome Outcome Met, AP Not Required at This Time*

Forty-two training sessions were scheduled and conducted during the year. This exceeded the target outcome of 30 training activities by 12 training activities or 12% over target. Topics ranged from specific uses of instruction-support technology programs and applications such as Blackboard, Tegrity, and Soft Chalk, to the application of pedagogical concepts and best practices in course design and development.

**Assessment Method 1.2:** Each person attending a CIT training activity is required to sign a roster form and the data is stored in a spreadsheet. Pre-scheduled, one-on-one training will also be tracked using the same spreadsheet.

**Type:** Direct

| Target Outcomes/Assessment Instruments  |   |
|---|---|
| <b>Target Outcome #1.2.1:</b>   | <i>At least one hundred (100) enrollments in CIT training activities.</i> |
| <b>Instrument(s):</b>   |   |
| <a href="#">View</a> CIT Activity and Faculty Participation Log.2011-2012 (1622-0600)   | <b>Target:</b> 100#   |
| <b>Comments (course, assignment, log, internal record, survey):</b>                     |   |
| None  |   |
| <b>Outcome Assessment Results:</b>  |   |
| <b># of Cases: 272      # Meeting criteria : 272      Actual: 272#      Outcome Met</b> |   |

List additional documentation related to this method that was not selected above (e.g., guidelines, logs, internal records, surveys, etc.)

|          |      |                    |
|----------|------|--------------------|
| Document | View | Assessment Results |
|----------|------|--------------------|

**No Additional Documents associated**

**Results (AAR):** *Target Outcome Outcome Met, AP Not Required at This Time*

Two-hundred seventy-two faculty members attended the 42 training sessions conducted, well exceeding the target outcome. This represents an increase of over 200% in faculty enrollment in training activities through OASIS.

**Assessment Method 1.3:** The TTEF is administered at the end of each CIT training activity. Attendees have the option of completing the form on paper or online.

**Type:** Indirect

| Target Outcomes/Assessment Instruments   |   |
|--|---|
| <b>Target Outcome #1.3.1:</b>  | <i>TTEF: At least 80% of attendees will select "good" or "excellent" as the overall rating for the training activity.</i> |
| <b>Instrument(s):</b>  |   |
| <a href="#">View</a> <a href="#">Data</a> ATS - Technology Training Evaluation (1622-0330) | <b>Target:</b> 80%  |
| <b>Comments (course, assignment, log, internal record, survey):</b>                        |   |
| None   |   |
| <b>Outcome Assessment Results:</b>   |   |
| <b># of Cases: 193      # Meeting criteria : 192      Actual: 99.5%      Outcome Met</b>   |   |

List additional documentation related to this method that was not selected above (e.g., guidelines, logs, internal records, surveys, etc.)

|          |      |                    |
|----------|------|--------------------|
| Document | View | Assessment Results |
|----------|------|--------------------|

**No Additional Documents associated**

**Results (AAR):** *Target Outcome Outcome Met, AP Not Required at This Time*

# ADMINISTRATIVE PROGRAM SAMPLE

There were 193 training evaluation forms submitted from the 272 training enrollments, representing a 70.9% response rate. Of those that responded to the "overall rating of this training" (Q1), 99.5% rated the professional development as "good" or "excellent" an improvement of 1.4% over the previous year.

**Assessment Method 1.4:** Adequate availability of CIT training activities is also measured through the annual Faculty Instructional Technology Survey. Specifically, faculty members are asked to rate the statement "Faculty training in instructional technology is available upon request."

**Type:** Indirect

| Target Outcomes/Assessment Instruments                              |   |
|---|---|
| <b>Target Outcome #1.4.1:</b>                                       | <i>At least 80% will select "Agree" or "Strongly Agree" that CIT provides faculty training activities upon request.</i> |
| <b>Instrument(s):</b>   | <a href="#">View</a> <a href="#">Data</a> Faculty Instructional Technology Survey (1622-0350) <b>Target:</b> 80%        |
| <b>Comments (course, assignment, log, internal record, survey):</b> | None  |
| <b>Outcome Assessment Results:</b>                                  | <b># of Cases:</b> 20 <b># Meeting criteria :</b> 18 <b>Actual:</b> 90% <b>Outcome Met</b>                              |

List additional documentation related to this method that was not selected above (e.g., guidelines, logs, internal records, surveys, etc.)

| Document | View | Assessment Results |
|----------|------|--------------------|
|----------|------|--------------------|

*No Additional Documents associated*

**Results (AAR):** *Target Outcome Outcome Met, AP Submitted*

Although the target outcome was met, the small number of faculty taking the survey was low. Based on informal feedback from faculty, the actual number of faculty that consider instructional technology training available upon request is more than likely higher than reported. The program needs to better track our one-on-one help sessions and encourage higher survey completion. Please see Action Plan.

**Action Plan:** 

| Objective 1: To provide training activities related to instructional technology to faculty.                                 |                    |  |          |
|---|--------------------|--|----------|
| <b>Improvement Strategies:</b>  |                    |  |          |
| Task/Action Steps   | Responsibilities   | Resources                                    | Timeline |
| 1. Implement promotional strategies in an attempt to increase response rate in the Faculty Instructional Technology Survey. | Director of OASIS. | No additional resources needed at this time. | 2012-13  |

**Objective 2: To provide faculty support services related to instructional technologies.**

**Objective Type:** Program-Operational

**Objective Comment:** OASIS provides a variety of support services to faculty relating to the use of instructional technologies. Requests for support are received via e-mail, phone, and in-person visits. Support may be provided via e-mail, phone, or one-on-one consultation.

## Methods

**Assessment Method 2.1:** Satisfaction with faculty support services is measured through the annual Faculty Instructional Technology Survey. Specifically, faculty members are asked to rate the statement "Athens State provides adequate support services for academic use of technology".

**Type:** Indirect

| Target Outcomes/Assessment Instruments |   |
|--|---|
| <b>Target Outcome #2.1.1:</b>          | <i>At least 80% will select "Agree" or "Strongly Agree" that OASIS provides adequate faculty support services for academic use of technology.</i> |
| <b>Instrument(s):</b>                  |   |

# ADMINISTRATIVE PROGRAM SAMPLE

|   |                         |   |                    |
|---|-------------------------|---|--------------------|
| <a href="#">View</a>  | <a href="#">Data</a>    | Faculty Instructional Technology Survey (1622-0350) | <b>Target:</b> 80% |
| <b>Comments (course, assignment, log, internal record, survey):</b><br>None |                         |   |                    |
| <b>Outcome Assessment Results:</b>  |                         |   |                    |
| # of Cases: 20  | # Meeting criteria : 16 | Actual: 80%   | <b>Outcome Met</b> |

List additional documentation related to this method that was not selected above (e.g., guidelines, logs, internal records, surveys, etc.)

|          |      |                    |
|----------|------|--------------------|
| Document | View | Assessment Results |
|----------|------|--------------------|

**No Additional Documents associated**

**Results (AAR):** Target Outcome Outcome Met, AP Submitted

Even though the target outcomes was met, OASIS plans to improve its ability to serve faculty's instructional technology needs by focusing in course-specific needs and integrating materials into training activities accordingly. Please see Action Plan.

**Assessment Method 2.2:** Adequate availability of training activities is also measured through the annual Faculty Instructional Technology Survey. Specifically, faculty members are asked to rate the statement "Technology support assistance is available at the times I request."

**Type:** Indirect

| Target Outcomes/Assessment Instruments                                      |   |   |                    |
|---|---|---|--------------------|
| <b>Target Outcome #2.2.1:</b>   | At least 80% will select "Agree" or "Strongly Agree" that OASIS provides support assistance upon request. |   |                    |
| <b>Instrument(s):</b>   |   |   |                    |
| <a href="#">View</a>  | <a href="#">Data</a>  | Faculty Instructional Technology Survey (1622-0350) | <b>Target:</b> 80% |
| <b>Comments (course, assignment, log, internal record, survey):</b><br>None |   |   |                    |
| <b>Outcome Assessment Results:</b>  |   |   |                    |
| # of Cases: 20  | # Meeting criteria : 16   | Actual: 80%   | <b>Outcome Met</b> |

List additional documentation related to this method that was not selected above (e.g., guidelines, logs, internal records, surveys, etc.)

|          |      |                    |
|----------|------|--------------------|
| Document | View | Assessment Results |
|----------|------|--------------------|

**No Additional Documents associated**

**Results (AAR):** Target Outcome Outcome Met, AP Submitted

Even though the target outcome was met, the program is committed to expanding its reach to faculty on an "upon-request" basis so the assistance is more productive and timely meeting the immediate and specific needs of the faculty as much as possible. Please see Action Plan.

**Action Plan:**

| Objective 2: To provide faculty support services related to instructional technologies.   |                   |  |          |
|---|-------------------|--|----------|
| <b>Improvement Strategies:</b>  |                   |  |          |
| Task/Action Steps   | Responsibilities  | Resources  | Timeline |
| Create materials more focused on individual courses or sets of courses to provide extra assistance on technologies directly been used by faculty. | Director of OASIS | TBD  | 2012-13  |
| Create a systematic communication pathway to faculty focused on a more "on-demand" basis to meet their needs more effectively and efficiently.    | Director of OASIS | No additional resources are needed at this time. | 2012-13  |

**Objective 3: To improve the design of courses taught within the learning management system.**

# ADMINISTRATIVE PROGRAM SAMPLE

**Objective Type:** Program-Operational

**Objective Comment:** The ultimate goal of training activities and faculty support services is to improve the ability of faculty to design courses, especially those that incorporate instructional technologies, such as the tools provided by the university's learning management system.

**Methods**

**Assessment Method 3.1:** Support for course design improvement is measured through the annual Faculty Instructional Technology Survey. Specifically, faculty members are asked to rate the statement "Technology support personnel assist me in applying effective pedagogy to my courses."

**Type:** Direct

| Target Outcomes/Assessment Instruments  |   |
|---|---|
| <b>Target Outcome #3.1.1:</b>   | At least 80% will select "Agree" or "Strongly Agree" that OASIS provides support for applying effective pedagogy. |
| <b>Instrument(s):</b>   |   |
| <a href="#">View</a> <a href="#">Data</a> Faculty Instructional Technology Survey (1622-0350) | <b>Target:</b> 80%  |
| <b>Comments (course, assignment, log, internal record, survey):</b>                           |   |
| None  |   |
| <b>Outcome Assessment Results:</b>  |   |
| <b># of Cases:</b> 18   | <b># Meeting criteria :</b> 12  |
| <b>Actual:</b> 66% <b>Outcome Not Met</b>   |   |

List additional documentation related to this method that was not selected above (e.g., guidelines, logs, internal records, surveys, etc.)

| Document                                  | View | Assessment Results |
|---|------|--------------------|
| <b>No Additional Documents associated</b> |      |                    |

**Results (AAR):** Target Outcome Not Met, AP Submitted

The outcome was not met. A careful review of the training activities reflects a focus on how to work technology rather than how to use it in the classroom effectively. Furthermore, not enough emphasis has been placed in addressing effective classroom practices in general in the development of training activities. Please see Action Plan.

**Action Plan:** Objective 3: To improve the design of courses taught within the learning management system.

| Improvement Strategies:   |                   |  |            |
|---|-------------------|--|------------|
| Task/Action Steps   | Responsibilities  | Resources  | Timeline   |
| Develop more training sessions focused on pedagogical techniques. | Director of OASIS | No additional resources are needed at this time. | FY 2012-13 |

**Objective 4: To provide quality, 24/7 Blackboard help desk support.**

**Objective Type:** Program-Operational

**Objective Comment:** Athens State University outsources help desk support services to Perceptis. Faculty, adjuncts, and students can call 1-888-7-ATHENS for 24/7 technical support for Blackboard, Tegrity, Wimba, and related applications. Tickets that are escalated by Perceptis to Athens State's internal staff are addressed during normal business hours. Major issues (e.g. unplanned system outages) may also be addressed by internal personnel on a weekend.

**Methods**

**Assessment Method 4.1:** Perceptis provides Athens State University with detailed monthly reports describing the help desk services provided to faculty, adjuncts, and students.

**Type:** Direct

| Target Outcomes/Assessment Instruments |
|--|
|  |



# ADMINISTRATIVE PROGRAM SAMPLE

|   |
|---|
| <p><b>Target Outcome #4.1.1:</b> <i>Average Speed to Answer (Phone) will average less than 60 seconds.</i></p> <p><b>Instrument(s):</b><br/> <a href="#">View</a> Blackboard Student Services Monthly Metrics Reports (1625-0600) <span style="float: right;"><b>Target:</b> 60other</span></p> <p><b>Comments (course, assignment, log, internal record, survey):</b><br/>None</p> <p><b>Outcome Assessment Results:</b><br/> <span style="float: left;"># of Cases: 499</span> <span style="float: left;"># Meeting criteria : 368</span> <span style="float: left;">Actual: 26other</span> <span style="float: right;"><b>Outcome Met</b></span></p> |
| <p><b>Target Outcome #4.1.2:</b> <i>First Call Resolution Rate will average 70% or higher.</i></p> <p><b>Instrument(s):</b><br/> <a href="#">View</a> Blackboard Student Services Monthly Metrics Reports (1625-0600) <span style="float: right;"><b>Target:</b> 70%</span></p> <p><b>Comments (course, assignment, log, internal record, survey):</b><br/>None</p> <p><b>Outcome Assessment Results:</b><br/> <span style="float: left;"># of Cases: 715</span> <span style="float: left;"># Meeting criteria : 629</span> <span style="float: left;">Actual: 88%</span> <span style="float: right;"><b>Outcome Met</b></span></p>                     |
| <p><b>Target Outcome #4.1.3:</b> <i>Escalated issues will not exceed 15% of all resolutions.</i></p> <p><b>Instrument(s):</b><br/> <a href="#">View</a> Blackboard Student Services Monthly Metrics Reports (1625-0600) <span style="float: right;"><b>Target:</b> 15%</span></p> <p><b>Comments (course, assignment, log, internal record, survey):</b><br/>None</p> <p><b>Outcome Assessment Results:</b><br/> <span style="float: left;"># of Cases: 424</span> <span style="float: left;"># Meeting criteria : 61</span> <span style="float: left;">Actual: 14.4%</span> <span style="float: right;"><b>Outcome Met</b></span></p>                  |

List additional documentation related to this method that was not selected above (e.g., guidelines, logs, internal records, surveys, etc.)

|          |      |                    |
|----------|------|--------------------|
| Document | View | Assessment Results |
|----------|------|--------------------|

**No Additional Documents associated**

**Results (AAR):** *Target Outcome Outcome Met, AP Submitted*

Outcomes were met. However, performance indicators will be reviewed to ensure more valid and reliable metrics for the support system. Please see Action Plan.

**Assessment Method 4.2:** The GSES, administered once at the time of graduation, focuses on the elements that comprise the student's entire experience within the institution and captures the student's overall confidence on his/her academic preparation.

**Type:** Indirect

| Target Outcomes/Assessment Instruments   |  |
|--|--|
| <p><b>Target Outcome #4.2.1:</b> <i>Mean score of at least 4.0 (out of 5.0) for the "Information technology course support" question.</i></p> <p><b>Instrument(s):</b><br/> <a href="#">View</a> <a href="#">Data</a> Graduating Senior Exit Survey (1800-0400) <span style="float: right;"><b>Target:</b> 4 <math>\bar{x}</math></span></p> <p><b>Comments (course, assignment, log, internal record, survey):</b><br/>None</p> <p><b>Outcome Assessment Results:</b><br/> <span style="float: left;"># of Cases: 905</span> <span style="float: left;"># Meeting criteria : 680</span> <span style="float: left;">Actual: 4.20 <math>\bar{x}</math></span> <span style="float: right;"><b>Outcome Met</b></span></p> |  |

List additional documentation related to this method that was not selected above (e.g., guidelines, logs, internal records, surveys, etc.)

|          |      |                    |
|----------|------|--------------------|
| Document | View | Assessment Results |
|----------|------|--------------------|

**No Additional Documents associated**

**Results (AAR):** *Target Outcome Outcome Met, AP Not Required at This Time*

# ADMINISTRATIVE PROGRAM SAMPLE

**Action Plan:**  Objective 4: To provide quality, 24/7 Blackboard help desk support.

| Improvement Strategies:  |                          |  |          |
|--|--------------------------|--|----------|
| Task/Action Steps  | Responsibilities         | Resources                                      | Timeline |
| Formulate new target outcomes consistent with redefined performance metrics.         | Associate Director-OASIS | No additional resources required at this time. | 2012-13  |
| Review performance indicators to ensure valid and reliable support services metrics. | Associate Director-OASIS | No additional resources required at this time. | 2012-13  |

## Objective 5: To provide an orientation for students to DL systems.

**Objective Type:** Program-Operational

**Objective Comment:** Students will be provided with an orientation to major learning systems.

### Methods

**Assessment Method 5.1:** The Athens State University web site includes a "Blackboard" page which provides students with browser configuration instructions and links to helpful web pages, documents, and videos on the major learning systems used in courses. In addition, new students are provided an orientation course within Blackboard that describes the major features and tools of Blackboard.

**Type:** Direct

| Target Outcomes/Assessment Instruments   |                   |
|--|-------------------|
| <b>Target Outcome #5.1.1:</b> <i>Athens State University web site includes up-to-date materials related to major learning systems.</i>       |                   |
| <b>Instrument(s):</b><br><a href="#">View</a> Athens State Blackboard Web Page (1625-0601)   | <b>Target:</b> NQ |
| <b>Comments (course, assignment, log, internal record, survey):</b><br>None  |                   |
| <b>Outcome Assessment Results:</b><br># of Cases:                      # Meeting criteria :                      Actual: NQ      Outcome Met |                   |
| <b>Target Outcome #5.1.2:</b> <i>Blackboard Orientation Course available to new students in Blackboard.</i>                                  |                   |
| <b>Instrument(s):</b><br><a href="#">View</a> Blackboard Orientation Course Cartridge Contract (1625-0602)                                   | <b>Target:</b> NQ |
| <b>Comments (course, assignment, log, internal record, survey):</b><br>None  |                   |
| <b>Outcome Assessment Results:</b><br># of Cases:                      # Meeting criteria :                      Actual: NQ      Outcome Met |                   |

List additional documentation related to this method that was not selected above (e.g., guidelines, logs, internal records, surveys, etc.)

|          |      |                    |
|----------|------|--------------------|
| Document | View | Assessment Results |
|----------|------|--------------------|

**No Additional Documents associated**

**Results (AAR):** *Target Outcome Outcome Met, AP Not Required at This Time*

Learning systems and other relevant material are available through the website. This material provides additional resources to students on top of the one-on-one support received through OASIS.

All students enrolling for the first time are automatically placed in the Blackboard Orientation course during the first semester.

**Assessment Method 5.2:** Faculty satisfaction with student technology training is measured through the annual FITS. Specifically, faculty members are asked to rate the statements "New Students receive an adequate orientation to the college's online systems." and "Self-help documentation provided for Athens State students on the college's online systems is adequate."

# ADMINISTRATIVE PROGRAM SAMPLE

Type: Indirect

| Target Outcomes/Assessment Instruments   |  |                                |   |
|--|--|--------------------------------|---|
| <b>Target Outcome #5.2.1:</b>  | At least 70% of faculty respondents will "agree/somewhat agree" that "New Students receive an adequate orientation to the college's online systems".                           |                                |   |
| <b>Instrument(s):</b>  | <a href="#">View</a> <a href="#">Data</a> Faculty Instructional Technology Survey (1622-0350)  |                                | <b>Target:</b> 70%                      |
| <b>Comments (course, assignment, log, internal record, survey):</b>  | None   |                                |   |
| <b>Outcome Assessment Results:</b>   | <b># of Cases:</b> 16  | <b># Meeting criteria :</b> 11 | <b>Actual:</b> 69% <b>Outcome Met</b>   |
| <b>Target Outcome #5.2.2:</b>  | At least 70% of faculty respondents will "agree/somewhat agree" that "Self-help documentation provided for Athens State students on the college's online systems is adequate". |                                |   |
| <b>Instrument(s):</b>  | <a href="#">View</a> <a href="#">Data</a> Faculty Instructional Technology Survey (1622-0350)  |                                | <b>Target:</b> 70%                      |
| <b>Comments (course, assignment, log, internal record, survey):</b>  | None   |                                |   |
| <b>Outcome Assessment Results:</b>   | <b># of Cases:</b> 17  | <b># Meeting criteria :</b> 13 | <b>Actual:</b> 76.5% <b>Outcome Met</b> |
| List additional documentation related to this method that was not selected above (e.g., guidelines, logs, internal records, surveys, etc.) |  |                                |   |
| Document   | View   | Assessment Results             |   |

*No Additional Documents associated*

**Results (AAR):** Target Outcome Outcome Met, AP Not Required at This Time

**Action Plan:** Not Required

## IV. IMPLEMENTATION PLAN

The Associate Vice President of Academic Affairs (or his designee) in coordination with the College Deans and the Coordinators of the Center for Instructional Technology (CIT) are responsible for collection, reporting, analysis and maintenance of assessment data. Such data shall be available to the faculty and to the chief academic officer of Athens State University through the Office of Institutional Planning, Research, and Assessment (OIPRA).

Surveys and data analysis: The Faculty Instructional Technology Survey, and the CIT Technology Training Evaluation Form will be implemented via AMEE. OIPRA will analyze the data and will report results to the Vice President of Academic Affairs (or designee). In addition OIPRA will conduct statistical analysis and any other modality assessment as requested by the Vice President.

Program internal records/log systems: The Coordinator of the Center for Instructional Technology (CIT) will be responsible for maintaining a record system for day-to-day operations of the center to include faculty service requests and participation in center activities.

Blackboard Content Evaluation (BCE) of instructor and course content: College deans (or designees) will be responsible for conducting annual evaluations of instructors' use of Blackboard and any other technology deemed relevant. Aggregated data from these evaluations will be reported to OIPRA for inclusion in the Assessment Data Warehouse.

## B. Objectives/Outcomes and Assessment Methods Matrix

| Assessment Methods                                   | Objectives |   |   |   |   |   |   |   |   |    |
|--|------------|---|---|---|---|---|---|---|---|----|
|  | 1          | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| <b>--Direct--</b>                                    |            |   |   |   |   |   |   |   |   |    |
| Faculty Instructional Technology Survey              |            |   |   | X |   |   |   |   |   |    |
| CIT Activity and Faculty Participation Log.2011-2012 | X          |   |   |   |   |   |   |   |   |    |
| Blackboard Student Services Monthly Metrics Reports  |            |   |   | X |   |   |   |   |   |    |
| Athens State Blackboard Web Page                     |            |   |   |   | X |   |   |   |   |    |

# ADMINISTRATIVE PROGRAM SAMPLE

|  |   |   |  |  |   |   |  |  |  |  |  |
|--|---|---|--|--|---|---|--|--|--|--|--|
| Blackboard Orientation Course Cartridge Contract |   |   |  |  |   | X |  |  |  |  |  |
| <b>--Indirect--</b>                              |   |   |  |  |   |   |  |  |  |  |  |
| ATS - Technology Training Evaluation             | X |   |  |  |   |   |  |  |  |  |  |
| Faculty Instructional Technology Survey          | X | X |  |  |   | X |  |  |  |  |  |
| Graduating Senior Exit Survey                    |   |   |  |  | X |   |  |  |  |  |  |

## V. DISSEMINATION OF ASSESSMENT FINDINGS

Assessment results will be featured yearly in the Annual Assessment Report (AAR). The use of assessment findings/results as the basis for program/service changes will be documented. Assessment results will be disseminated to faculty in all three colleges. Findings will be fully discussed to determine the extent to which distance learning is functioning as intended, and to agree on any needed changes. Assessment results will be reported in the Annual Assessment Report and the Action Plan.

## VI. USE OF ASSESSMENT FINDINGS FOR CONTINUOUS IMPROVEMENT (ACTION PLANS)

Specific Action Plans, agreed upon by the Deans and the faculty and approved by the Vice President of Academic Affairs (or designee) 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.

## VII. Assessment Compliance Certification

View this Program's Assessment Compliance Certification: [1622-0212](#)

**\* Data covers all direct assessment methods in this AAP.**

( [Return to Programs](#)  [Assess AAP](#)  [Approve AAP](#)  [Assess AAR](#)  [Approve AAR](#) )

**This tool is the property of Athens State University and may not be reproduced or distributed without permission. Unauthorized use is strictly prohibited.**

# APPENDIX D

Control Numbers Code Matrix

# Office of Provost/Vice President of Academic Affairs Office of Institutional Research and Assessment

| Institutional Assessment Document Control Master List  |               |                |                    |                                  |     |    |     |                      |            |                   |                    |            |            |  |
|--|---------------|----------------|--------------------|----------------------------------|-----|----|-----|----------------------|------------|-------------------|--------------------|------------|------------|--|
| <b>Syntax:</b> Control Numbers are unique and consist of eight numerical characters separated by a dash (xxxx-xxxx). The first 4 digits represent the sponsoring academic or administrative organizational unit. The last 4 digits feature a prefix which identifies the type of assessment document or instrument and the suffix which provides the chronological order to the document. Control Numbers are assigned by the Office of Institutional Planning, Research, and Assessment and should be displayed on the bottom left-side of all assessment-related documents followed by the date (Mo/Yr) of the last document revision. |               |                |                    |                                  |     |    |     |                      |            |                   |                    |            |            |  |
| Code Identifier<br>Sponsoring Organization   | Org<br>Code # | Unit Code<br># | Sub-Unit<br>Code # | Document ID Path (last 4 digits) |     |    |     |                      |            |                   |                    |            |            |  |
|  |               |                |                    | Prefix (Document Category)       |     |    |     |                      |            |                   |                    |            |            |  |
| Office of the President  | 15            | 1500           |                    | AAP                              | AAR | AP | POS | Univ.wide<br>Surveys | Acad Instr | Internal<br>Rclds | Strat.<br>Planning | Prog. Rev. | Supp. Docs |  |
| Administrative Council   |               | 1502           |                    |                                  |     |    |     |                      |            |                   |                    |            |            |  |
| Vision 2020  |               | 1503           |                    |                                  |     |    |     |                      |            |                   |                    |            |            |  |
| Board of Trustees  |               | 1504           |                    |                                  |     |    |     |                      |            |                   |                    |            |            |  |
| <b>Office of Provost &amp; Vice<br/>Pres. Academic Affairs</b>   | <b>16</b>     |                |                    |                                  |     |    |     |                      |            |                   |                    |            |            |  |
| Academic Affairs   |               |                |                    |                                  |     |    |     |                      |            |                   |                    |            |            |  |
| University-wide Standard Instrument  |               | 1600           |                    |                                  |     |    |     |                      |            |                   |                    |            |            |  |
| Academic Council   |               | 1601           |                    |                                  |     |    |     |                      |            |                   |                    |            |            |  |
| Institutional Research & Assessment Services   |               | 1610           |                    | 01                               | 02  | 02 | 03  | 04                   | 05         | 06                | 07                 | 08         | 09         |  |
| Other Academic Affairs Programs/Functions  |               | 1620           |                    |                                  |     |    |     |                      |            |                   |                    |            |            |  |
| Academic Advising  |               |                | 1621               | 01                               | 02  | 02 | 03  | 04                   | 05         | 06                | 07                 | 08         | 09         |  |
| Distance Learning  |               |                | 1622               | 01                               | 02  | 02 | 03  | 04                   | 05         | 06                | 07                 | 08         | 09         |  |
| Faculty  |               |                | 1623               |                                  |     |    |     |                      |            |                   |                    |            |            |  |
| Center for Lifelong Learning (CLL)   |               |                | 1624               | 01                               | 02  | 02 | 03  | 04                   | 05         | 06                | 07                 | 08         | 09         |  |
| Academic Technology Services (ATS)   |               |                | 1625               | 01                               | 02  | 02 | 03  | 04                   | 05         | 06                | 07                 | 08         | 09         |  |
| QEP  |               |                | 1626               | 01                               | 02  | 02 | 03  | 04                   | 05         | 06                | 07                 | 08         | 09         |  |
| Testing Center(ETS→1627)   |               |                | 1627               | 01                               | 02  | 02 | 03  | 04                   | 05         | 06                | 07                 | 08         | 09         |  |
| Writing Center   |               |                | 1628               | 01                               | 02  | 02 | 03  | 04                   | 05         | 06                | 07                 | 08         | 09         |  |
| Adult Degree Program (ADP)   |               |                | 1629               | 01                               | 02  | 02 | 03  | 04                   | 05         | 06                | 07                 | 08         | 09         |  |
| College of Arts & Sciences   |               | 1630           |                    |                                  |     |    |     |                      |            |                   |                    |            |            |  |
| Department of Behavioral Sciences  |               |                | 1631               | 01                               | 02  | 02 | 03  | 04                   | 05         | 06                | 07                 | 08         | 09         |  |
| Department of Government & Public Administration   |               |                | 1632               | 01                               | 02  | 02 | 03  | 04                   | 05         | 06                | 07                 | 08         | 09         |  |
| Department of Humanities & Social Sciences   |               |                | 1633               | 01                               | 02  | 02 | 03  | 04                   | 05         | 06                | 07                 | 08         | 09         |  |
| Writing Center   |               |                | 1633               | 01                               | 02  | 02 | 03  | 04                   | 05         | 06                | 07                 | 08         | 09         |  |
| Interdisciplinary  |               |                | 1634               | 01                               | 02  | 02 | 03  | 04                   | 05         | 06                | 07                 | 08         | 09         |  |
| Department of Mathematics & Computer Sciences  |               |                | 1635               | 01                               | 02  | 02 | 03  | 04                   | 05         | 06                | 07                 | 08         | 09         |  |
| Math Lab   |               |                | 1635               | 01                               | 02  | 02 | 03  | 04                   | 05         | 06                | 07                 | 08         | 09         |  |
| Department of Natural Sciences   |               |                | 1636               | 01                               | 02  | 02 | 03  | 04                   | 05         | 06                | 07                 | 08         | 09         |  |
| College of Business  |               | 1640           |                    |                                  |     |    |     |                      |            |                   |                    |            |            |  |
| Accounting   |               |                | 1641               | 01                               | 02  | 02 | 03  | 04                   | 05         | 06                | 07                 | 08         | 09         |  |
| Accounting Lab   |               |                | 1641               | 01                               | 02  | 02 | 03  | 04                   | 05         | 06                | 07                 | 08         | 09         |  |
| Human Resources  |               |                | 1642               | 01                               | 02  | 02 | 03  | 04                   | 05         | 06                | 07                 | 08         | 09         |  |
| Management   |               |                | 1643               | 01                               | 02  | 02 | 03  | 04                   | 05         | 06                | 07                 | 08         | 09         |  |
| Management of Technology   |               |                | 1644               | 01                               | 02  | 02 | 03  | 04                   | 05         | 06                | 07                 | 08         | 09         |  |
| Acquisition and Contract Management  |               |                | 1645               | 01                               | 02  | 02 | 03  | 04                   | 05         | 06                | 07                 | 08         | 09         |  |
| Enterprise Systems Management  |               |                | 1646               | 01                               | 02  | 02 | 03  | 04                   | 05         | 06                | 07                 | 08         | 09         |  |
| Logistics and Supply Chain Management  |               |                | 1647               | 01                               | 02  | 02 | 03  | 04                   | 05         | 06                | 07                 | 08         | 09         |  |
| Information Assurance Management   |               |                | 1648               | 01                               | 02  | 02 | 03  | 04                   | 05         | 06                | 07                 | 08         | 09         |  |
| Future Business Majors   |               |                | 1649               | 01                               | 02  | 02 | 03  | 04                   | 05         | 06                | 07                 | 08         | 09         |  |
| College of Education   |               | 1650           |                    |                                  |     |    |     |                      |            |                   |                    |            |            |  |
| Technical Education  |               |                | 1651               | 01                               | 02  | 02 | 03  | 04                   | 05         | 06                | 07                 | 08         | 09         |  |
| Collaborative Education  |               |                | 1652               | 01                               | 02  | 02 | 03  | 04                   | 05         | 06                | 07                 | 08         | 09         |  |
| Early Childhood Education  |               |                | 1653               | 01                               | 02  | 02 | 03  | 04                   | 05         | 06                | 07                 | 08         | 09         |  |
| Elementary Education   |               |                | 1654               | 01                               | 02  | 02 | 03  | 04                   | 05         | 06                | 07                 | 08         | 09         |  |
| Licensure/Certification  |               |                | 1655               | 01                               | 02  | 02 | 03  | 04                   | 05         | 06                | 07                 | 08         | 09         |  |
| Physical Education   |               |                | 1656               | 01                               | 02  | 02 | 03  | 04                   | 05         | 06                | 07                 | 08         | 09         |  |
| AMSTH  |               |                | 1657               | 01                               | 02  | 02 | 03  | 04                   | 05         | 06                | 07                 | 08         | 09         |  |
| Library  |               | 1660           |                    | 01                               | 02  | 02 | 03  | 04                   | 05         | 06                | 07                 | 08         | 09         |  |
| Vacated in 2010 by University Centers (see 1893)   |               | 1670           |                    |                                  |     |    |     |                      |            |                   |                    |            |            |  |
| Graduate Programs  |               | 1680           |                    |                                  |     |    |     |                      |            |                   |                    |            |            |  |
| Global Logistics & Supply Chain Management   |               |                | 1681               | 01                               | 02  | 02 | 03  | 04                   | 05         | 06                | 07                 | 08         | 09         |  |
| Religious Studies  |               |                | 1682               |                                  |     |    |     |                      |            |                   |                    |            |            |  |
| Masters in Education CTE   |               |                | 1683               |                                  |     |    |     |                      |            |                   |                    |            |            |  |
| <b>Office of Vice Pres.</b>  | <b>17</b>     |                |                    |                                  |     |    |     |                      |            |                   |                    |            |            |  |
| Financial Affairs  |               |                |                    |                                  |     |    |     |                      |            |                   |                    |            |            |  |
| University-wide Standard Instrument  |               | 1700           |                    |                                  |     |    |     |                      |            |                   |                    |            |            |  |
| Business Office  |               | 1710           |                    | 01                               | 02  | 02 | 03  | 04                   | 05         | 06                | 07                 | 08         | 09         |  |
| Human Resources  |               |                | 1717               | 01                               | 02  | 02 | 03  | 04                   | 05         | 06                | 07                 | 08         | 09         |  |
| Physical Plant & Maintenance   |               | 1720           |                    | 01                               | 02  | 02 | 03  | 04                   | 05         | 06                | 07                 | 08         | 09         |  |
| Campus Security  |               |                | 1721               | 01                               | 02  | 02 | 03  | 04                   | 05         | 06                | 07                 | 08         | 09         |  |
| Information Technology Services (ITS)  |               | 1730           |                    | 01                               | 02  | 02 | 03  | 04                   | 05         | 06                | 07                 | 08         | 09         |  |

**Office of Provost/Vice President of Academic Affairs  
Office of Institutional Research and Assessment**

| Institutional Assessment Document Control Master List |  |               |                 |                    |                                  |     |    |     |                      |            |                  |                    |            |            |
|---|--|---------------|-----------------|--------------------|----------------------------------|-----|----|-----|----------------------|------------|------------------|--------------------|------------|------------|
| Code Identifier<br>Sponsoring Organization            | Code Label   | Org<br>Code # | Unit Code<br>#  | Sub-Unit<br>Code # | Document ID Path (last 4 digits) |     |    |     |                      |            |                  |                    |            |            |
|   |  |               |                 |                    | Prefix (Document Category)       |     |    |     |                      |            |                  |                    |            |            |
| Office of Vice Pres.                                  | Enrollment & Student Support Services                          | 18            |                 |                    | AAP                              | AAR | AP | POS | Univ.wide<br>Surveys | Acad Instr | Internal<br>Rcds | Strat.<br>Planning | Prog. Rev. | Supp. Docs |
|   | <b>University-wide Standard Instrument</b>                     |               | 1800            |                    |                                  |     |    |     |                      |            |                  |                    |            |            |
|   | Enrollment Management  |               | 1805            |                    | 01                               | 02  | 02 | 03  | 04                   | 05         | 06               | 07                 | 08         | 09         |
|   | Career Development Center                                      |               | 1820            |                    | 01                               | 02  | 02 | 03  | 04                   | 05         | 06               | 07                 | 08         | 09         |
|   | Counseling Services  |               | 1830            |                    | 01                               | 02  | 02 | 03  | 04                   | 05         | 06               | 07                 | 08         | 09         |
|   | Disability Services  |               | 1840            |                    | 01                               | 02  | 02 | 03  | 04                   | 05         | 06               | 07                 | 08         | 09         |
|   | Student Activities   |               | 1860            |                    | 01                               | 02  | 02 | 03  | 04                   | 05         | 06               | 07                 | 08         | 09         |
|   | Student Financial Services                                     |               | 1870            |                    | 01                               | 02  | 02 | 03  | 04                   | 05         | 06               | 07                 | 08         | 09         |
|   | <del>Testing Center</del> moved to 1627 under Academic Affairs |               | <del>4880</del> |                    | 01                               | 02  | 02 | 03  | 04                   | 05         | 06               | 07                 | 08         | 09         |
|   | Transfer Student Success Center                                |               | 1890            |                    | 01                               | 02  | 02 | 03  | 04                   | 05         | 06               | 07                 | 08         | 09         |
|   | Veterans Affairs   |               | 1891            |                    | 01                               | 02  | 02 | 03  | 04                   | 05         | 06               | 07                 | 08         | 09         |
|   | Off-Campus Centers (UC/DLC)                                    |               | 1893            |                    | 01                               | 02  | 02 | 03  | 04                   | 05         | 06               | 07                 | 08         | 09         |
| <b>Office of Vice Pres.</b>                           | <b>University Advancement</b>                                  | <b>19</b>     |                 |                    |                                  |     |    |     |                      |            |                  |                    |            |            |
|   | University-wide Standard Instrument                            |               | 1900            |                    |                                  |     |    |     |                      |            |                  |                    |            |            |
|   | Alumni Affairs   |               | 1910            |                    | 01                               | 02  | 02 | 03  | 04                   | 05         | 06               | 07                 | 08         | 09         |
|   | Foundation Board   |               | 1920            |                    | 01                               | 02  | 02 | 03  | 04                   | 05         | 06               | 07                 | 08         | 09         |
|   | Public Relations & Printing & Publications                     |               | 1940            |                    | 01                               | 02  | 02 | 03  | 04                   | 05         | 06               | 07                 | 08         | 09         |
|   | <b>Other-Miscellaneous</b>                                     | <b>20</b>     |                 |                    |                                  |     |    |     |                      |            |                  |                    |            |            |
|   | Independent Surveys  |               | 2010            |                    |                                  |     |    |     |                      |            |                  |                    |            |            |
|   | SACS Reaffirmation Docs (2011)                                 |               | 2011            |                    |                                  |     |    |     |                      |            |                  |                    |            |            |
|   | Substantive Change - Governance (2013)                         |               | 2013            |                    |                                  |     |    |     |                      |            |                  |                    |            |            |

# APPENDIX E

Annual Assessment Plan

Scoring Sheet





Office of Provost/Vice President Academic Affairs  
Office of Institutional Research and Assessment  
Annual Assessment Plan Scoring Sheet  
Academic Year: \_\_\_\_\_

Organization/Program:  
Evaluator:

| PLAN ELEMENTS  | Applicable to |     |
|--|---------------|-----|
| <b>I. MISSION STATEMENT</b>  |               |     |
| a. Stated program mission relates to and is consistent with the ASU mission  | ACAD          | ADM |
| b. Stated program mission is the same as the existing and published (catalog, website, etc.) mission                 | ACAD          | ADM |
| c. It explicitly covers the educational and/or support function mission  | ACAD          | ADM |
| <b>II. PROGRAM GOALS</b>   |               |     |
| a. Stated program goals are the same as existing and published (catalog, website, etc.) goals                        | ACAD          | ADM |
| b. Stated goals are the same as in the latest curriculum/program review  | ACAD          | ADM |
| <b>III. OBJECTIVES/EXPECTED OUTCOMES</b>   |               |     |
| <b>Learning Objectives/Outcomes (Academic Units)</b>   |               |     |
| a. Outcomes are stated as cognitive/knowledge-based outcomes   | ACAD          |     |
| b. Number of outcomes is reasonable (i.e. between 3-9)   | ACAD          |     |
| <b>Program Objectives/Expected Outcomes (Administrative/Support Units)</b>   |               |     |
| a. Each objective is stated operationally in a way that allows to measure the service offered and the program itself |               | ADM |
| b. Number of objectives is reasonable (i.e. 2-4)   |               | ADM |
| <b>IV. PROCEDURES, METHODS AND MEASUREMENT CRITERIA</b>  |               |     |
| a. Measures and procedures are identified for each outcome   | ACAD          | ADM |
| b. Each outcome is stated in measurable terms  | ACAD          | ADM |
| c. There is a direct link between outcomes, measures, and procedures   | ACAD          | ADM |
| d. Each objective/outcome is measured through at least one direct and one indirect assessment method                 | ACAD          | ADM |
| e. Performance indicators and expected/target outcomes are stated quantitatively                                     | ACAD          | ADM |
| f. There is evidence of a process to establish data validity   | ACAD          | ADM |
| g. There is evidence of a process to establish data reliability  | ACAD          | ADM |
| h. There is at least one method that solicits employer feedback (Academic Units Only)                                | ACAD          |     |
| i. The plan incorporates a continuum of outcome information (i.e. longitudinal assessment)                           | ACAD          | ADM |
| <b>V. DISSEMINATION AND USE OF ASSESSMENT RESULTS</b>  |               |     |
| a. The plan states a process for faculty and staff to discuss assessment findings                                    | ACAD          | ADM |
| b. The assessment methods used are appropriate to make program improvement decisions based on results                | ACAD          | ADM |

# APPENDIX F

Annual Assessment Report/Action  
Plan Scoring Sheet



Office of Provost/Vice President of Academic Affairs  
Office of Institutional Research, and Assessment

**ANNUAL ASSESSMENT REPORT (AAR) SCORING SHEET**

Department: \_\_\_\_\_  
Degree Program: \_\_\_\_\_  
Date: \_\_\_\_\_

College: \_\_\_\_\_

| Yes | No  | Overall Report  |
|-----|-----|---|
| ___ | ___ | 1. The report demonstrates that assessment methods were implemented as described in Section IV of the Annual Assessment Plan (AAP).   |
| ___ | ___ | 1a Were any of the assessment methods not implemented due to any of the following reasons: designated course(s) not offered; no major took exit exam, PRAXIS, etc.; assessment instrument was not developed or implemented      |
| ___ | ___ | 2. If changes were made to the assessment methods stipulated in the AAP, are they been noted and briefly explained in this report (AAR)?  |
| ___ | ___ | 3. The report provides a summary of the data from each of the assessment methods in <u>quantitative</u> form, if applicable.  |
| ___ | ___ | 3a. The presentation/discussion of the data findings include the number of cases/observations (n= ) for each assessment method/instrument.  |
| ___ | ___ | 4. The report demonstrates that assessment findings were measured against the expected target outcome(s) to determine whether objectives were “Met”, “Partially Met”, or “Not Met”.   |
| ___ | ___ | 5. In cases of potential validity and/or reliability concerns from the data findings, (i.e. low response, small number of students assessed), have they been noted and briefly explained in this report (disclosure statement)? |
| ___ | ___ | 6. The report demonstrates how the findings are/will be used to improve the program or service by addressing identified areas in need of improvement via action plan(s).  |
| ___ | ___ | 7. When required, the report includes an Action Plan (AP) with defined tasks, responsibilities, resources, timeframes, and performance indicators.  |

**Notes/Comments**

# APPENDIX G

Assessment Cycle Compliance

Certification Form

**INSTITUTIONAL OUTCOMES ASSESSMENT CYCLE CERTIFICATE OF COMPLIANCE  
2015-2016**

|  |  |   |
|--|--|---|
| Organization:<br>Unit:<br>Sub Unit:                        | Organization Category: <input type="checkbox"/> Academic <input type="checkbox"/><br>Administrative/Support<br>Degree(s) Awarded by Department: <input type="checkbox"/> BS <input type="checkbox"/> BA <input type="checkbox"/> BSEd<br>Degree(s) Covered By this Plan: | <input type="checkbox"/> Academic/Extracurricular ► CIPC:<br><input type="checkbox"/> Non Academic/Student Support<br><input type="checkbox"/> Administrative<br><input type="checkbox"/> Other |
| <b>Annual Assessment Plan (AAP)</b>                        |  |   |
| Submitted to OIRA: <input type="checkbox"/>                |  |   |
| Revision Completed by OIRA: <input type="checkbox"/>       |  |   |
| <b>Annual Assessment Report (AAR) and Action Plan (AP)</b> |  |   |
| Submitted to OIRA: <input type="checkbox"/>                |  |   |
| Revision Completed by OIRA: <input type="checkbox"/>       |  |   |

Control Number:

# APPENDIX H

Program Use of Assessment

Findings Report

## INSTITUTIONAL EFFECTIVENESS

### Summary of Programs' Use of Assessment Results

This report summarizes the assessment activities conducted by academic programs and administrative units and the actions taken and/or planned based on assessment results. All activities were initiated in or after 2007-08, the first year assessment was conducted under the new systematic assessment process. Use of assessment results are categorized using the codes below. Full descriptions of the codes are found at the end of this document.

| CODES FOR ACADEMIC PROGRAMS |                                     |
|-----------------------------|-------------------------------------|
| 1                           | Curricular Change                   |
| 2                           | Course Revision                     |
| 3                           | Pedagogy                            |
| 4                           | Assessment Methodology Revision     |
| 5                           | Target Outcome Modification         |
| 6                           | Program Operations Revision         |
| 7                           | Budget Request                      |
| 8                           | Professional Development & Training |
| 9                           | Other                               |

| CODES FOR ADMINISTRATIVE AND SUPPORT UNITS |                                |
|--|--------------------------------|
| A  | Revised Service                |
| B  | Revised Administrative Process |
| C  | Implemented New Process        |
| D  | Changed Assessment Methodology |
| E  | Changed Target Outcome         |
| F  | Implemented New Policy         |
| G  | Requested Additional Budget    |
| H  | Developed Training             |
| I  | Other                          |

| OTHER CODES      |   |
|------------------|---|
| NA               | Not Applicable  |
| Y/N              | Yes/No  |
| Y <sup>(a)</sup> | Y <sup>(a)</sup> Use of grades for assessment is minimal. |

Adapted with permission: Mary Harrington, Director of Institutional Research and Assessment, 2008, *Compiling a Comprehensive, Clear, and Convincing Body of Evidence for Institutional Effectiveness (CS 3.3.1)*, University of Mississippi, SACS/COC Annual Meeting

**INSTITUTIONAL EFFECTIVENESS**  
**PROGRAMS' PLANNED/TAKEN ACTIONS BASED ON ASSESSMENT FINDINGS**  
**(CS 3.3.1)**

| Program Change Category                   | % of Academic Programs |      |      |
|---|------------------------|------|------|
|   | 2014                   | 2015 | 2016 |
| Curricular Change                         |                        |      |      |
| Course Revision                           |                        |      |      |
| Pedagogy                                  |                        |      |      |
| Assessment Methodology Revision           |                        |      |      |
| Target Outcome Modification               |                        |      |      |
| Program Operations Revision               |                        |      |      |
| Budget Request (Assessment)               |                        |      |      |
| Faculty Training/Professional Development |                        |      |      |
| Other                                     |                        |      |      |
|   | (n=)                   | (n=) | (n=) |

| Program Change Category        | % of Student Support Programs |      |      |
|--------------------------------|-------------------------------|------|------|
|                                | 2014                          | 2015 | 2016 |
| Revised Service                |                               |      |      |
| Revised Administrative Process |                               |      |      |
| Implemented New Process        |                               |      |      |
| Changed Assessment Methodology |                               |      |      |
| Changed Target Outcome         |                               |      |      |
| Implemented New Policy         |                               |      |      |
| Requested Additional Budget    |                               |      |      |
| Developed Training             |                               |      |      |
| Other                          |                               |      |      |

| Program Change Category        | % of Student Support Programs (Non-academic) |      |      |
|--------------------------------|--|------|------|
|                                | 2014   | 2015 | 2016 |
| Revised Service                |  |      |      |
| Revised Administrative Process |  |      |      |
| Implemented New Process        |  |      |      |
| Changed Assessment Methodology |  |      |      |
| Changed Target Outcome         |  |      |      |
| Implemented New Policy         |  |      |      |
| Requested Additional Budget    |  |      |      |
| Developed Training             |  |      |      |
| Other                          |  |      |      |
|                                | (n=)   | (n=) | (n=) |

| Program Change Category        | % of Administrative Units <sup>(1)</sup> |      |      |
|--------------------------------|--|------|------|
|                                | 2014                                     | 2015 | 2016 |
| Revised Service                |  |      |      |
| Revised Administrative Process |  |      |      |
| Implemented New Process        |  |      |      |
| Changed Assessment Methodology |  |      |      |
| Changed Target Outcome         |  |      |      |
| Implemented New Policy         |  |      |      |
| Requested Additional Budget    |  |      |      |
| Developed Training             |  |      |      |
| Other                          |  |      |      |
|                                | (n=)                                     | (n=) | (n=) |

<sup>(1)</sup> Includes adm units under University Operations, University Advancement, and the CLL.



## SUMMARY OF ASSESSMENT ACTIVITIES AND USE OF RESULTS

| Org Type          | Organization Name                                    | 2013-14 |        |                |                    | 2014-15 |        |                |                    | 2015-16 |        |                |                    |     |
|-------------------|--|---------|--------|----------------|--------------------|---------|--------|----------------|--------------------|---------|--------|----------------|--------------------|-----|
|                   |  | AAP     | AAR/AP | Use of Results | Used Course Grades | AAP     | AAR/AP | Use of Results | Used Course Grades | AAP     | AAR/AP | Use of Results | Used Course Grades |     |
| ACADEMIC PROGRAMS | <b>College of Arts &amp; Sciences</b>                |         |        |                |                    |         |        |                |                    |         |        |                |                    |     |
|                   | Art (BA)   | Y       | Y      | 4              | N                  | Y       | Y      | 2              | N                  | Y       | Y      |                | N                  |     |
|                   | Behavioral Science (BS)                              | Y       | N      |                | N                  | Y       | N      |                | N                  | Y       | N      |                |                    |     |
|                   | Biology (BS)   | Y       | Y      |                | N                  | Y       | Y      |                | N                  | Y       | Y      |                |                    |     |
|                   | Chemistry (BS)                                       | Y       | Y      |                | N                  | Y       | Y      | 4,2            | N                  | Y       | Y      |                | N                  |     |
|                   | Computer Science (BS)                                | Y       | Y      | 4,1            | N                  | Y       | Y      | 1,2,6          | N                  | Y       | Y      |                | N                  |     |
|                   | English (BA)   | Y       | Y      |                | N                  | Y       | Y      |                | N                  | Y       | Y      |                | N                  |     |
|                   | General Science (Prog Eliminated in 2013)            | Y       | Y      | 6 (Phase-Out)  | N                  | N/A     | N/A    | N/A            | N/A                | N/A     | N/A    | N/A            | N/A                | N/A |
|                   | Health Science (BS)                                  | Y       | Y      |                | N                  | Y       | Y      |                | N                  | Y       | Y      |                | N                  |     |
|                   | Health & Wellness Mgt (BS)                           | Y       | Y      |                | N                  | Y       | Y      | 1              | N                  | Y       | Y      |                | N                  |     |
|                   | History (BA)   | Y       | Y      |                | N                  | Y       | Y      |                | N                  | Y       | Y      |                | N                  |     |
|                   | Information Technology (BS)                          | N/A     | N/A    | N/A            | N/A                | N/A     | N/A    | N/A            | N/A                | N/A     | N/A    | N/A            | N/A                | N/A |
|                   | Criminal Justice (BS)                                | Y       | Y      |                | N                  | Y       | Y      |                | N                  | Y       | Y      |                | N                  |     |
|                   | Liberal Studies (BA; BS)                             | Y       | Y      |                | N                  | Y       | Y      | 4              | N                  | Y       | Y      |                | N                  |     |
|                   | Mathematics (BS)                                     | Y       | Y      | 2              | N                  | Y       | Y      |                | N                  | Y       | Y      |                | N                  |     |
|                   | Political Science (BS)                               | Y       | Y      | 1              | N                  | Y       | Y      | 1              | N                  | Y       | Y      |                | N                  |     |
|                   | Psychology (BA, BS)                                  | Y       | N      |                | N                  | Y       | N      |                | N                  | Y       | N      |                | N                  |     |
|                   | Public Safety & Health Adm (BS)                      | Y       | Y      | 1,2,6          | N                  | Y       | Y      | 4              | N                  | Y       | Y      |                | N                  |     |
|                   | Religion (BA)  | Y       | Y      |                | N                  | Y       | Y      |                | N                  | Y       | Y      |                | N                  |     |
|                   | Social Science (BS)                                  | Y       | Y      |                | N                  | Y       | Y      |                | N                  | Y       | Y      |                | N                  |     |
|                   | Sociology (BA, BS)                                   | Y       | N      |                | N                  | Y       | N      |                | N                  | Y       | N      |                | N                  |     |
|                   | Religious Studies (MS) - <i>New Prog</i>             | N/A     | N/A    | N/A            | N/A                | N/A     | N/A    | N/A            | N/A                | N/A     | N/A    |                |                    |     |
|                   | <b>College of Business</b>                           |         |        |                | N                  |         |        |                | N                  |         |        |                |                    |     |
|                   | Accounting (BS)                                      | Y       | Y      | 2              | N                  | Y       | Y      | 2,3,4,5        | N                  | Y       | Y      |                | N                  |     |
|                   | Human Resources Mgt (BS)                             | Y       | Y      |                | N                  | Y       | Y      | 4              | N                  | Y       | Y      |                | N                  |     |
|                   | Management (BS)                                      | Y       | Y      |                | N                  | Y       | Y      | 4              | N                  | Y       | Y      |                | N                  |     |
|                   | Management of Technology (BS)                        | Y       | Y      |                | N                  | Y       | Y      | 4              | N                  | Y       | Y      |                | N                  |     |
|                   | Acquisition & Contract Mgt (BS)                      | Y       | Y      | 2              | N                  | Y       | Y      | 4              | N                  | Y       | Y      |                | N                  |     |
|                   | Logistics & Supply Chain Mgt (BS)                    | Y       | Y      |                | N                  | Y       | Y      | 4              | N                  | Y       | Y      |                | N                  |     |
|                   | Enterprise Systems Mgt (BS) (Phased out-2015)        | Y       | Y      | 6              | N                  | Y       | Y      | 6              | N                  | Y       | Y      |                | N                  |     |
|                   | Information Assurance Mgt (BS) <sup>(2)</sup>        | N/A     | N/A    | N/A            |                    | N/A     | N/A    | N/A            | N/A                | Y       |        |                |                    |     |
|                   | Global Logistics & Supply Chain Mgt (MS)             | N/A     | N/A    | N/A            |                    | N/A     | N/A    | N/A            | N/A                | Y       |        |                |                    |     |
|                   | <b>College of Education (Unified)</b>                |         |        |                | N                  |         |        |                | N                  |         |        |                |                    |     |
|                   | Early Childhood Education (BSEd)                     | Y       | Y      | 1,3,4,6,8      |                    | Y       | Y      | 2,3,4,6        |                    | Y       | Y      |                | N                  |     |
|                   | Elementary Education (BSEd)                          | Y       | Y      | 1,3,4,6,8      |                    | Y       | Y      | 2,3,4,6        |                    | Y       | Y      |                | N                  |     |
|                   | Physical Education (BSEd)                            | Y       | Y      | 1,3,4,6,8      |                    | Y       | Y      | 2,4,6          |                    | Y       | Y      |                | N                  |     |
|                   | Collaborative Teacher (BSEd)                         | Y       | Y      | 1,3,4,6,8      |                    | Y       | Y      | 2,4,6          |                    | Y       | Y      |                | N                  |     |
|                   | Career Tech (BSEd)                                   | Y       | Y      | 1,3,4,6,8      |                    | Y       | Y      | 2,4,6          |                    | Y       | Y      |                | N                  |     |
|                   | Educational Studies (BSEd) - <i>New Prog</i>         | N/A     | N/A    | N/A            | N/A                | N/A     | N/A    | N/A            | N/A                | N/A     | N/A    | N/A            | N/A                | N/A |
|                   | Career & Technical Education (MEd) - <i>New Prog</i> | N/A     | N/A    | N/A            | N/A                | N/A     | N/A    | N/A            | N/A                | N/A     | N/A    | N/A            | N/A                | N/A |

## SUMMARY OF ASSESSMENT ACTIVITIES AND USE OF RESULTS

| Org Type                        | Organization Name                      | 2013-14 |        |                |                    | 2014-15 |        |                |                    | 2015-16 |        |                |                    |
|---------------------------------|--|---------|--------|----------------|--------------------|---------|--------|----------------|--------------------|---------|--------|----------------|--------------------|
|                                 |  | AAP     | AAR/AP | Use of Results | Used Course Grades | AAP     | AAR/AP | Use of Results | Used Course Grades | AAP     | AAR/AP | Use of Results | Used Course Grades |
| ADMINISTRATIVE                  | Alumni Affairs (Alumni Association)    | Y       | Y      |                | N/A                | Y       | Y      |                | N/A                | Y       | Y      |                | N/A                |
|                                 | ASU Foundation                         | Y       | Y      |                | N/A                | Y       | Y      |                | N/A                | Y       | Y      |                | N/A                |
|                                 | Auxiliary Services                     | Y       | Y      |                | N/A                | Y       | Y      |                | N/A                | N/A     | N/A    |                | N/A                |
|                                 | Business Office                        | Y       | Y      |                | N/A                | Y       | Y      |                | N/A                | Y       | Y      |                | N/A                |
|                                 | Campus Security                        | Y       | Y      |                | N/A                | Y       | Y      |                | N/A                | Y       | Y      |                | N/A                |
|                                 | Community & Public Service (AMSTI/CLL) | Y       | Y      |                | N/A                | Y       | Y      |                | N/A                | Y       | N/A    |                | N/A                |
|                                 | Continuing Education (AMSTI)           | Y       | Y      |                | N/A                | Y       | Y      |                | N/A                | Y       | N/A    |                | N/A                |
|                                 | Human Resources                        | Y       | Y      |                | N/A                | Y       | Y      |                | N/A                | Y       | Y      |                | N/A                |
|                                 | Information Technology                 | Y       | Y      |                | N/A                | Y       | Y      |                | N/A                | Y       | N      |                | N/A                |
|                                 | Inst Res & Assm't (OIRA)               | Y       | Y      |                | N/A                | Y       | Y      |                | N/A                | Y       | Y      |                | N/A                |
|                                 | Physical Plant & Maintenance           | Y       | Y      |                | N/A                | Y       | Y      |                | N/A                | Y       | Y      |                | N/A                |
|                                 | Public Relations                       | Y       | Y      |                | N/A                | Y       | Y      |                | N/A                | Y       |        |                | N/A                |
| STUDENT SUPPORT ACAD            | Accounting Lab                         | Y       | Y      |                | N/A                | Y       | Y      |                | N/A                | Y       | Y      |                | N/A                |
|                                 | Distance Learning/CIT                  | Y       | Y      |                | N/A                | Y       | N/A    |                | N/A                | N/A     | N/A    |                | N/A                |
|                                 | E-Learning Systems                     | N/A     | N/A    |                | N/A                | N/A     | N/A    |                | N/A                | N/A     | N/A    |                | N/A                |
|                                 | Library                                | Y       | Y      |                | N/A                | Y       | Y      |                | N/A                | Y       | Y      |                | N/A                |
|                                 | Math Lab                               | Y       | Y      |                | N/A                | Y       | Y      |                | N/A                | Y       | Y      |                | N/A                |
|                                 | ATS                                    | N/A     | N/A    |                | N/A                | Y       | Y      |                | N/A                | Y       | Y      |                | N/A                |
|                                 | QEP (Phased out-2015)                  | Y       | Y      |                | N/A                | Y       | Y      |                | N/A                | Y       | Y      |                | N/A                |
|                                 | Writing Center                         | Y       | N      |                | N/A                | Y       | Y      |                | N/A                | Y       | Y      |                | N/A                |
|                                 | Admissions & Records                   | Y       | Y      |                | N/A                | Y       | Y      |                | N/A                | Y       | Y      |                | N/A                |
|                                 | Off Campus Centers                     | Y       | Y      |                | N/A                | Y       | Y      |                | N/A                | Y       | N      |                | N/A                |
|                                 | Testing Services                       | Y       | Y      |                | N/A                | Y       | Y      |                | N/A                | Y       | Y      |                | N/A                |
| Transfer Student Success Center | Y                                      | Y       |        | N/A            | Y                  | Y       |        | N/A            | Y                  | Y       |        | N/A            |                    |
| STUDENT SUPPORT NON-ACAD        | Enrollment Management                  |         |        |                |                    |         |        |                |                    |         |        |                |                    |
|                                 | Career Services                        | Y       | Y      |                | N/A                | Y       | Y      |                | N/A                | Y       |        |                | N/A                |
|                                 | Counseling Services                    | Y       | Y      |                | N/A                | Y       | Y      |                | N/A                | Y       | Y      |                | N/A                |
|                                 | Disability Services                    | Y       | Y      |                | N/A                | Y       | Y      |                | N/A                | Y       | Y      |                | N/A                |
|                                 | Recruitment                            | Y       | Y      |                | N/A                | Y       | Y      |                | N/A                | Y       | Y      |                | N/A                |
|                                 | Student Activities                     | Y       | Y      |                | N/A                | Y       | Y      |                | N/A                | Y       | Y      |                | N/A                |
|                                 | Student Financial Services             | Y       | Y      |                | N/A                | Y       | Y      |                | N/A                | Y       | Y      |                | N/A                |
|                                 | Veterans Affairs                       | Y       | Y      |                | N/A                | Y       | Y      |                | N/A                | Y       | Y      |                | N/A                |

**NOTES:**

1. Acad Prog: % calculated based on 31 programs from 2013-14 through 2014-15

# APPENDIX I

Glossary of Assessment Terms

## GLOSSARY OF ASSESSMENT TERMS

**Action Plan** Course of action planned and agreed upon by faculty/staff as a result of assessment findings. It indicates the specific changes that a given program/unit plans to implement in the next cycle based on assessment results. The Action Plan is a part of the Annual Assessment Report (AAR).

---

**AMEE** *Assessment Management Evaluation Entry*  
Data capture and analysis component of AMOS, the web-based infrastructure that supports assessment and accreditation activities. AMEE consists of three main functions: Maintenance, User, and Reporting. When used together all three functions provide a comprehensive system of collecting and evaluating assessment data from students, faculty, staff, and external respondents. AMEE serves as a survey tool featuring a variety of capabilities that include: target audience(s) selection and automatic e-mail notification; branching (skip patterns), automatic availability for faculty, course and non-class related assessments; formatted and non-formatted raw data for reporting or exporting to statistical software; and archiving to prevent loss of information.

---

**AMOS** *Assessment Management Online System*  
This is the web-based management system supporting the assessment process. AMOS, developed internally by the IT Department in coordination with OIRA, is fully compatible with BANNER and interactive with AMEE. AMOS features a security system that allows for different levels of users roles, a tracking mechanism that stores and links documents to organizations and processes (via control numbers), and consolidates the AAP, AAR, and AP. AMOS has the capability to handle all accreditation-related documentation electronically.

---

**Annual Assessment Plan (AAP)** Required document that sets the priorities for assessing program outcomes and delineates the methodology and standards upon which performance will be measured. Each program submits its AAP (for the next academic year) in April

---

**Annual Assessment Report (AAR)**

Required document that reports the outcome assessment findings measured against expected performance and the consequent actions that the program will take based on those findings. Each program submits its AAR by September.

---

**ARGOS**

Reporting system used in institutional research and assessment-related data.

---

**Assessment Cycle**

To obtain completed outcomes measures every year, the assessment cycle at ATSU employs a *parallel* approach. Programs and administrative/support units plan their assessment activities for the next academic year (plan), collect and analyze data during the academic year (measure), and report findings and implement corrective actions (act) as needed. The cycle consists of 3 phases:

*Phase I:* The Annual Assessment Plan (AAP) is submitted in April for the next academic year.

*Phase II:* Data is collected and analyzed throughout the academic year and findings are communicated/interpreted by faculty and staff.

*Phase III:* The Annual Assessment Report (AAR) summarizing findings for the preceding academic year, and Action Plan (AP) is submitted in September.

---

**Assessment Methods****Direct**

Authentic evaluations of demonstrated success in achieving outcomes, evidenced by a clear and valid connection between the specific outcome and the data gathering method/technique used. Direct methods are used by academic programs (normed or in-house developed exams, senior projects, portfolios, etc.) and administrative functions (internal records, or log systems of day-to-day operations or third-party audits or certifications).

|   |  |
|---|--|
| <b>Indirect</b>                             | Rely mostly on opinions and perceptions and, therefore, are not acceptable as sole means for outcome assessments. When used as complements to direct methods of assessment, they are completely appropriate and useful. Most common indirect methods include surveys and focus groups.   |
| <hr/>                                       |  |
| <b>Assessment Organization</b>              | Organizational structure of the outcomes assessment process that provides a mechanism for quality assurance through specific roles and responsibilities for faculty and staff throughout the University.   |
| <hr/>                                       |  |
| <b>Executive Assessment Committee (EAC)</b> | The Executive Assessment Committee (EAC) consists of deans, faculty, and staff members representing all academic and administrative programs. The EAC assists with the coordination of planning and reporting deadlines and will communicate this information to the university community. Committee members appointed as Assessment Coordinators work with individual units on developing Program Learning Outcomes, assuring they are congruent with the university's vision, mission, and goals. See Assessment Program Coordinators. |
| <hr/>                                       |  |
| <b>Assessment Program Coordinators</b>      | Consist of faculty and staff from each of the academic departments and administrative/support organizations responsible for providing quality assurance in the planning, development, implementation, and internal review and approval process of assessment activities at the program level.  |
| <hr/>                                       |  |
| <b>Assessment Results Data findings</b>     | Conclusions drawn from the analysis of assessment information to determine whether expected outcomes were achieved (i.e. levels of student learning or support function performance are increasing/decreasing; significant number of students excel or are deficient in a specific area; student satisfaction with a particular service is high/low, etc.)   |
| <hr/>                                       |  |

|   |  |
|---|--|
| <b>Assessment Types</b>                                   |  |
| <b>Formative</b>  | Provide an assessment of students' experiences and progression during their time at the University. Data is collected on a routine basis and is used to adjust instructional or administrative practices and/or procedures in an effort to address and maximize learning, effectiveness of program operations and service efficiency.                              |
| <b>Summative</b>  | Provide an overall assessment of students' entire experiences at the program and/or University level. Data is collected at the time of graduation.   |
| <hr/>   |  |
| <b>Athens State University Outcomes Assessment System</b> | Processes, documentation and tools by which performance indicators are identified; outcomes are measured and analyzed, and data findings are reported. The Outcomes Assessment System supports Institutional Effectiveness.  |
| <hr/>   |  |
| <b>Benchmark</b>  | A point of reference or standard for measurement typically considered "best practice". Performance is compared against the "best" to gain perspective on institutional performance. Benchmarks can be compared against external or internal sources.   |
| <hr/>   |  |
| <b>"Closing-the-Loop"</b>                                 | Evidence of a direct link between the use of assessment results and program review, planning and decision-making. Commonly referred to as " <i>connecting the dots</i> ".  |
| <hr/>   |  |
| <b>Continuous Improvement</b>                             | Operational viewpoint that reflects an ongoing and systematic methodology to attain quality improvement in academics, service, and administrative processes. Continuous improvements may result in changes in curriculum, support services, and administrative operations and procedures.  |
| <hr/>   |  |
| <b>Control Number</b>                                     | Control Numbers constitute the document tracking mechanism in AMOS. Each number is unique and identifies documents used in planning, research, and assessment activities. The code structure follows a hierarchical pattern with a syntax consisting of 8 numbers separated by a dash (xxxx-xxxx). The first 4 digits represent the sponsoring academic program or |

administrative organizational unit under each VP office and the Office of the President. The last 4 digits feature a prefix (first 2 digits) which identifies the type of document and a suffix (next 2 digits) which provides a chronological order to the document. Control Numbers are assigned by OIPRA and are displayed on the bottom left-side of all documents followed by the date (Mo/Yr) of the last document revision.

---

**Goal** Aimed end result or achievement toward which institutional, program, and functional level efforts are directed. Goals can be viewed as the desired “state of affairs” pointing to where the institution, individual programs, and functional units want to be.

---

**Input** Refers to the amount and type of resources put in place to accomplish a designated result (execute an activity, a project, or a program). These resources may include funds, faculty, staff, materials, equipment and facilities.

---

**Institutional Effectiveness** The performance standard that determines the extent to which the University is achieving its goals as stated in its mission. Institutional Effectiveness is impacted by the combined performance of all academic programs, student support, and administrative areas of the University. Institutional Effectiveness is achieved through research-based planning, budgeting, and evaluation.

---

**Institutional Effectiveness Cycle** Management tool developed by the Office of Institutional Research and Assessment to assist senior and middle-level staff with the organization, execution, and monitoring of planning, budgeting, and assessment processes.

---

**Institutional Effectiveness Matrix** Comprehensive and dynamic working document that links performance indicators to twelve university goals to reflect the extent to which the University is reaching its goals.

---



**Knowledge, Skills,  
Abilities (KSA)**

Students' achieved competencies as a result of having gone through the curriculum (learning outcomes). KSAs 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, and Attitudes (Affective Learning): Awareness, interest, concern, etc. The faculty in every academic program stipulates the KSAs appropriate to the field of study.

---

**Mission Statement  
University**

A statement that reflects the values and philosophy of the University and conveys a vision of what is supposed to do in reference to educational and service components.

**Program  
(Academic Departments  
/Units)**

A statement that conveys the areas of activities derived from the University mission that each academic department undertakes to support the educational mission of the University.

**Program  
(Administrative/  
Support Unit)**

A statement that conveys the areas of activities derived from the University mission that each administrative functional unit undertakes to service and support the students and operate the University.

---

**Objectives  
Learning**

Knowledge, skills and abilities (KSAs) that students should attain by completing the degree program. KSAs should be specific to the major, in addition to the overall educational objectives of Athens State University. Objectives are sometimes treated as synonymous with outcomes, though outcomes are usually more detailed, behavioral in nature, and stated in operational terms.

---

**Program-Operational  
(Administrative)**

Intended results that demonstrate the effectiveness of an administrative or support unit based on functional responsibility.

---

**Service Delivery**

These objectives measure the quality of the service on two dimensions: the quality and/or relevance of the service itself (service effectiveness) and the service delivery process

---

(service efficiency). Performance of service organizations is reflected in constituents or stakeholders' satisfaction or quality ratings of services provided measured via opinion surveys

---

**Operational Definition** A detailed set of observable conditions that allow classification of observations to define a variable. It allows the researcher to transform an abstract/theoretical concept into something observable and measurable by providing an exact description of how to derive a value for the characteristic being measured. Operational definitions must be valid and reliable.

---

**Outcomes** Actual (achieved) results and impact of an academic program or administrative/support organization.

**Learning Outcome(s)** Learning accomplishments of graduates that provide insight on whether or not the curriculum is meeting its proposed goals. Outcomes are operational statements describing specific student behaviors that evidence the acquisition of desired KSAs.

---

**Program-Operational (Administrative outcomes)** Administrative units' accomplishments through student and/or administrative service (support function) provided. Reflect the actual achieved results and their impact on the effectiveness and efficiency of their operations.

---

**Service Delivery** Effectiveness and efficiency of the services provided measured on two dimensions: (a) quality/relevance of the service itself (service effectiveness), and (b) the service delivery process (efficiency in providing the service)

**Target Outcomes** The pre-determined (expected) group performance standard to be achieved that defines the level of acceptance as evidence of achieved performance.

---

**Output** Refers to the results obtained from the resources (input) put behind any specific activity, project, or program. Outputs are also known as deliverables.

**Performance Indicators  
Academic Programs**

Explicit definitions of what students must do to demonstrate proficiency at a specific level on the content standards (outcomes). Performance indicators are determined by each individual academic department/college.

---

**Administrative/Support**

Explicit definitions of service quality and productivity measures to demonstrate functional performance at a specific level. Performance indicators are determined by each administrative unit/office.

---

**Performance Metric**

Quantitative indicator used to evaluate the effectiveness or quality of a process, service or product.

---

**Program Purpose**

General aims (goals) of the program (department) and its curriculum centered on its educational goals as the framework for determining specific learning objectives and expected outcomes.

---

**Reliability**

The extent to which data results can be replicated (i.e. obtain similar results over time/free).

---

**Scoring Rubric**

An assessment tool used to evaluate (or quantify) data that is qualitative in nature. Scoring scales consist of a set of pre-determined criteria that define descriptors ability at each level of performance and assign values to each level (usually on a 4-point scale). Levels referred to are proficiency levels, which describe a continuum from excellent to unacceptable.

---

**Summary Use of  
Assessment Results**

Spreadsheet that summarizes academic programs and administrative support functions' use of assessment data to effect change for continuous improvement. Specific actions or changes made as a result of the evaluation process are categorized based on organizational function: academic, academic support/extracurricular; student support, and administrative support.

---

**Survey** A means of gathering data on the opinions, feelings, impressions, or satisfaction of a group. Question items on survey instruments can be structured, open-ended, or a combination, and must meet validity and consistency standards. All surveys throughout the university must have an identification code (control number) assigned by the Office of Institutional Research and Assessment.

---

**Point of Service Surveys (POS)** These are surveys specific to an organization, typically an administrative or support function. POS surveys are administered by the respective unit/sub-unit at the time of service and measure a set of standardized service attributes

---

and other data items, unique to the specific function. All student support and administrative service organizational units are required to conduct a POS survey as part of their outcomes assessment activities. Website Radio Buttons – “Rate Our Services”

---

**University-wide Surveys** These are standard university-wide surveys administered and/or coordinated with the Office of Institutional Research, and Assessment and applied to all organizations across the board based on the category of objective being measured. There are six university-wide surveys used for outcomes assessment purposes: Faculty-Course Evaluation, Graduate Follow-Up Survey, Employer Survey, and the Graduating Senior Exit Survey.

---

**Validity** Extent to which the measurement actually measures what is intended.