



INSTITUTIONAL EFFECTIVENESS

Institutional Outcomes Assessment System

"C.O.N.N.E.C.T.I.N.G. T.H.E. D.O.T.S"

Office of Institutional Research and Assessment

WORKSHOP GOALS

- Understand Institutional Effectiveness...
 - *Think “System” = “CONNECT-THE-DOTS”*
- Understand the assessment process and the tools available
- Improve the quality of assessment documentation (how to do it...)
- Understand importance of the Use of Assessment Results for Continuous Improvement

Workshop Schedule

- Institutional Effectiveness (IE)
- Assessment Progress Report
- ATSU Outcomes Assessment System
- Building an Effective Program Assessment
- Assessment Tools

Institutional Effectiveness

Planning, Budgeting, and
Evaluation

“Connecting the Dots”

IE ...Where it all starts

■ Vision

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.)



ATSU Eight Institutional Goals

- 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.
- To promote a sense of belonging that results in lifelong associations with the University.
- To foster and strengthen effective partnerships with educational, governmental, business, charitable, and civic organizations.
- To recruit and retain a diverse and highly qualified faculty and staff committed to excellence in all University pursuits.
- To encourage an atmosphere of diversity and to protect the free exchange of ideas.
- To maintain and improve University facilities and programs through public funds and philanthropic initiatives and to ensure effective stewardship of resources.
- To conduct University affairs in a manner that is transparent, deliberative, and ethical.
- To evaluate, support, and effectively utilize emerging technologies.

ATSU Nine Learning Goals

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.

Effective Communication

Graduates of Athens State University will read, write, speak, and listen effectively.

Lifelong Learner

Graduates of Athens State University will desire to learn for a lifetime.

Intellectual and Practical Skills

Graduates of Athens State University will think critically and creatively, independently and cooperatively, qualitatively and quantitatively.

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.

Human Diversity

Graduates of Athens State University will recognize and value human difference as well as understand how those differences enrich communities.

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.

Civic Engagement

Graduates of Athens State University will be prepared to participate effectively in civic, charitable, and governmental affairs.

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.

Institutional Effectiveness

■ SACS Definition

– “Institutional effectiveness is the **systematic, explicit, and documented** process of **measuring performance** against mission in **all** aspects of an institution.”

■ Resource Manual for the *Principles of Accreditation: Foundations for Quality Enhancement*, Southern Association of Colleges and Schools, Commission on Colleges, pg 9

Institutional Effectiveness

- Documented through SACSCS CR 2.5
 - “The institution engages in **ongoing, integrated, and institution-wide research-based planning and evaluation** processes that incorporate a **systematic review** of programs and services that (a) results in **continuing improvement** and (b) demonstrates that the institution is **effectively accomplishing** its mission.”

■ **“CONNECT THE DOTS”**

Institutional Effectiveness

- Documented through SACS CS 3.3.1...
 - “The institution **identifies expected outcomes** for its **educational** programs and its **administrative** and educational **support** services; **assess** whether it achieves these outcomes; and **provides evidence of improvement** based on analysis of those results.”
 - 3.3.1.1 Educational Programs
 - 3.3.1.2 Administrative Support Services
 - 3.3.1.3 Educational Support Services
 - 3.3.1.4 Research within its educational mission
 - 3.3.1.5 Community/Public Service within its mission

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/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

IE Components: Think “System”

■ Planning

- Long Range Plan –Vision 2020
- Short-Range Plan – 3 Yr Strategic Plan
- Annual Assessment Plan (AAP)

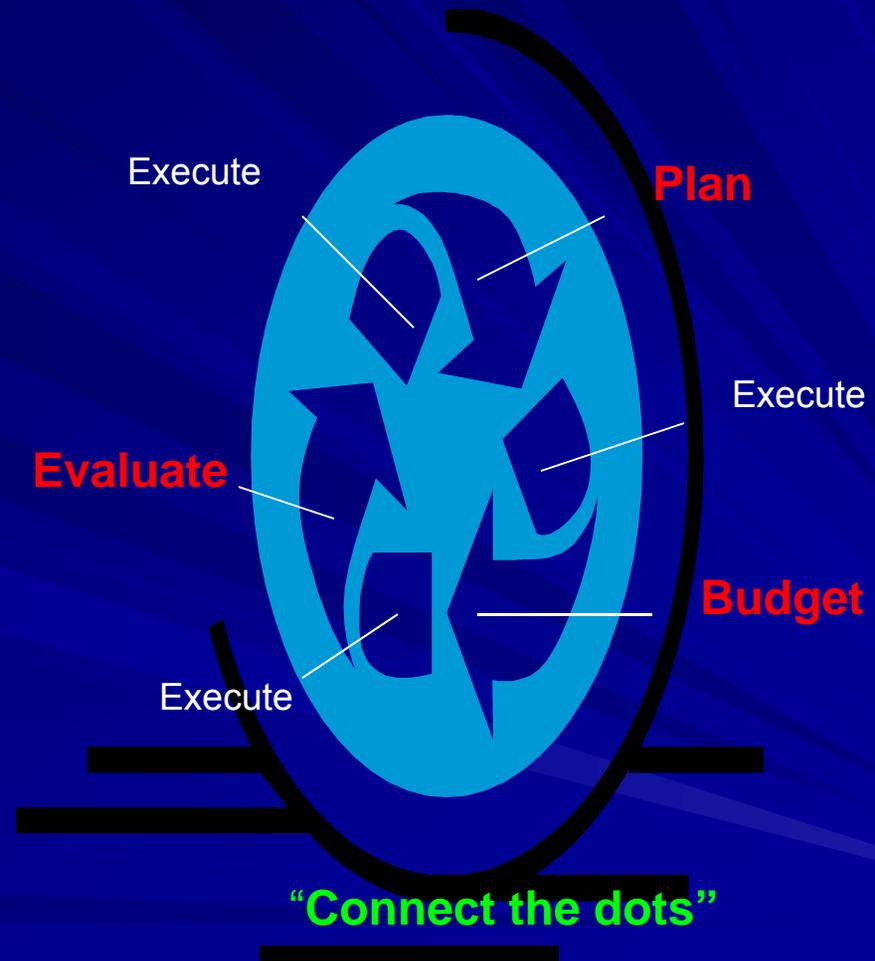
■ Budgeting

■ Evaluation (Assessment)

- Annual Assessment Plan (AAP)
- Annual Assessment Report (AAR)
- Action Plan (AP)
- Program Review
- Quarterly Performance Report (State)

■ NOTHING LEFT TO CHANCE...

- Documented alignment of all three functions constitutes the supporting evidence of compliance with SACS CR 2.5



Summarizing...Institutional Effectiveness

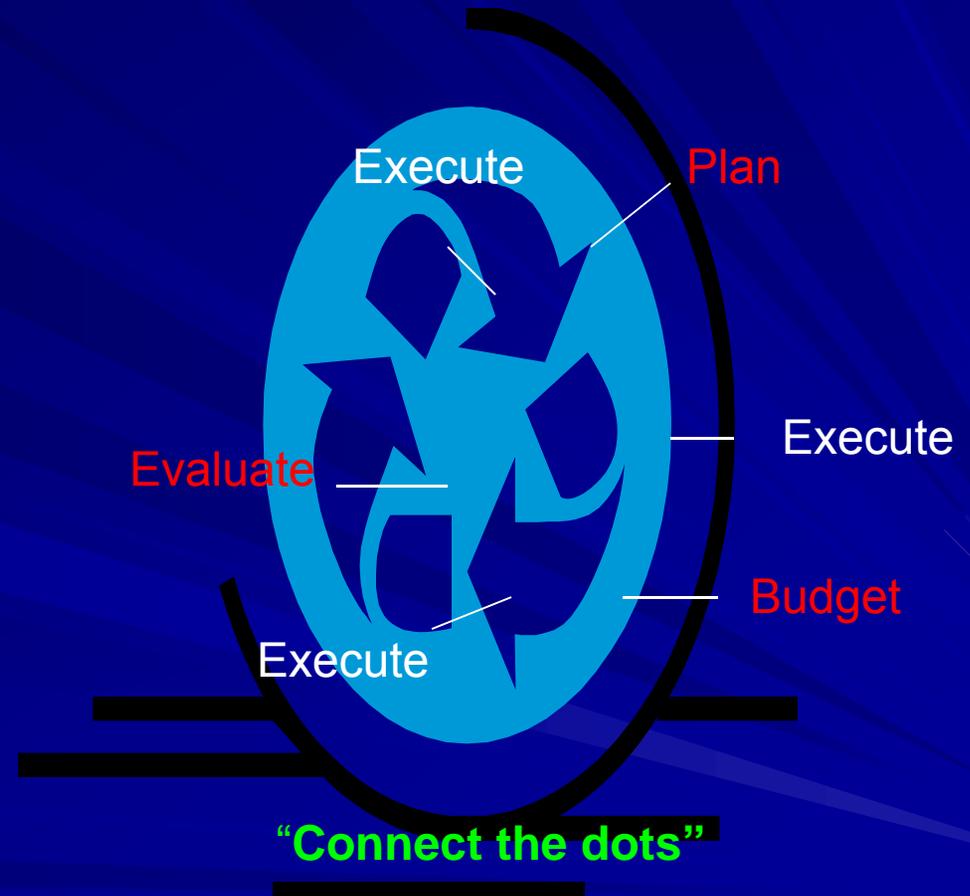
■ Business Model

- How ASU operates and produces results for continued and successful presence in the education marketplace?
 - Institutional purpose (**Mission**)
 - What is to be accomplished (**Goals/Objectives**)
 - Identify what “success” will look like (**Outcomes**)
 - Which resources and strategies (**Budget & Operations**)
 - Evaluate performance (to do two things): Benchmark what is doing well and improve what is not. (**Assessment and Continuous Improvement**)
 - Comply with regulatory standards to remain “in business” (**Federal, State, and Accreditation requirements**)

IE...The Challenge

■ Think “System”

- “an orderly, interconnected complex arrangement of parts” (The New Webster’s Dictionary , 1993)
- “Left hand knows what right hand is doing”
- your program/unit **DOES NOT** operate in a vacuum
- Bottom Line:
 - Institutional Effectiveness through Continuous Improvement



STOP! ... WHY ARE WE HERE?

- Because no matter what...
 - our job description or title is, we are impacting IE
 - our program/unit is or does, it is impacting IE
 - **“connecting the dots”** requires clear understanding of the principles, standards, and quality control procedures of program planning and evaluation.
- **together, each and everyone of us “swim or sink” through reaccreditation.**



Assessment System

Originates with the
ATSU Institutional Outcomes
Assessment Policy



ASU Assessment Model

- Coordinated, integrated, systematic, and inclusive
- Based on consistency of process
 - eliminates ambiguity
 - facilitates planning and training
 - enhances quality control through standardization of documents and processes
 - simplifies evaluation
- Decentralized-flexible to accommodate unique functions (i.e. academic programs & administrative units)

Assessment Levels

- Classroom Level
 - individual student's performance at the course level by instructor
(course grades-not a good measurement for learning outcomes)
- Course Level
 - how well a **course** is meeting student learning outcomes (aggregated)
- Program Level
 - how well an **academic program** is meeting student learning outcomes (degree program)
 - how well an **administrative/support program** is meeting its objectives
- Institutional Level ("**Connect the Dots**")
 - how well the **university** is achieving its mission: IE
 - other assessment of campus-wide issues or programs

ATSU Annual Assessment Cycle⁽¹⁾ (Parallel Approach)

2016-17 Assessment Year

Plan	Measure	Act
2015-16	2016-17	2017-18

2017-18 Assessment Year

Plan	Measure	Act
2016-17	2017-18	2018-19

2018-19 Assessment Year

Plan	Measure	Act
2017-18	2018-19	2019-20

ATSU Annual Assessment Cycle

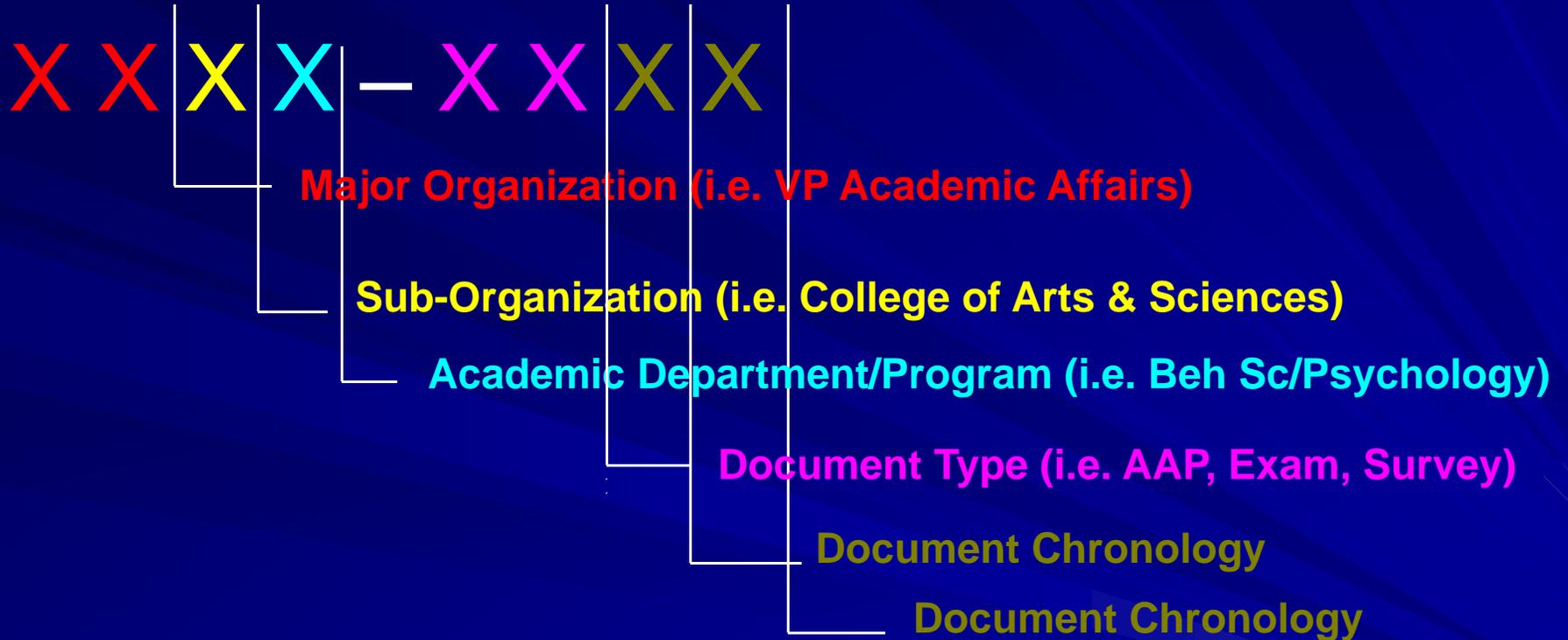
Phase I Spring Semester	Phase II t/o Academic Year	Phase III Early Fall Semester
<ul style="list-style-type: none">■ Academic departments and administrative units submit AAP■ Deadline: April 15th (for next academic yr.)	<ul style="list-style-type: none">■ Academic departments and administrative units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

Assessment Documentation

Academic Programs & Administrative Units

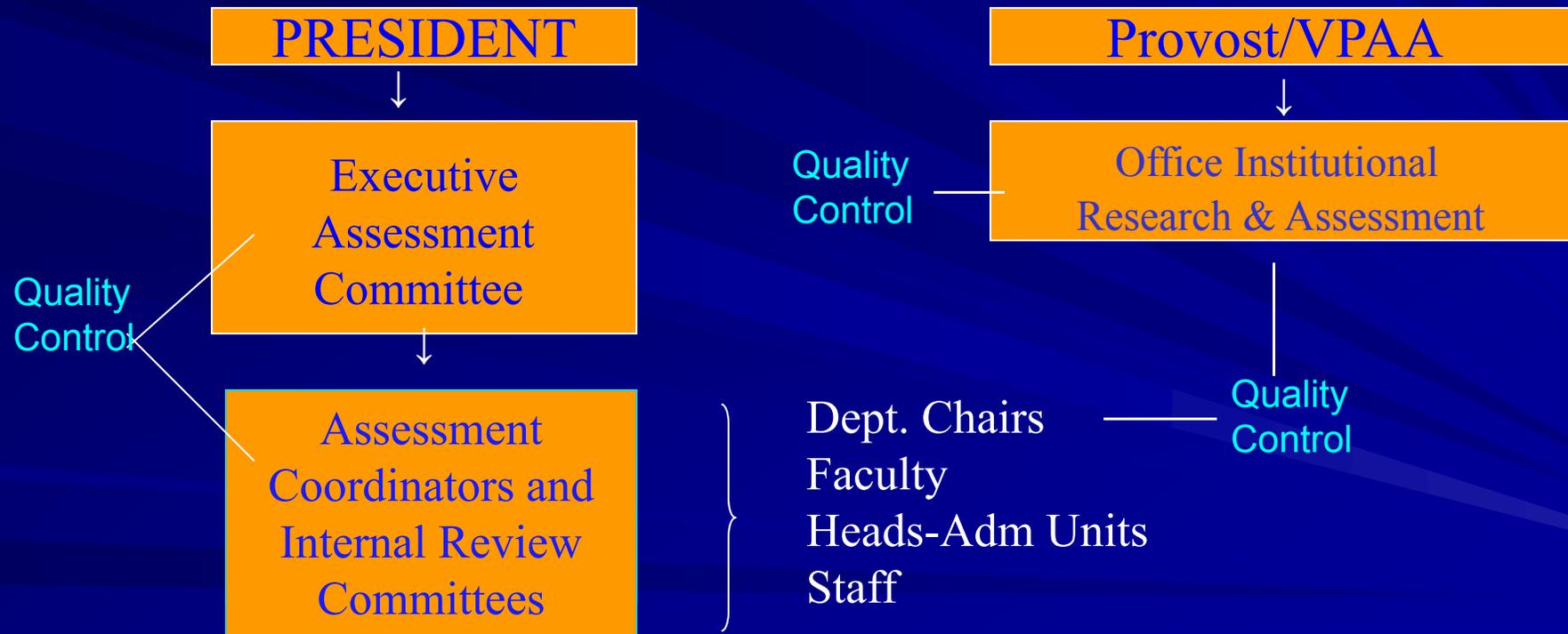
- Annual Assessment Plan (AAP)
- Annual Assessment Report (AAR)
- Action Plan (AP)
- Assessment Instruments
- Data Results
- Use of Assessment Results
- Continuous Improvement Reports

Documentation: Control Numbers Logic



- 1636-0120 Psychology Annual Assessment Plan
- 1800-0400 Graduating Senior Exit Survey
- 1640-0510 College of Business Exit Exam
- 1730-0310 IT Point of Service Survey

ATSU Assessment Organization and Quality Assurance (QA)



Quality Assurance (QA) Process

- **Internal Review Committees (IRCs)/Assessment Coordinators**
 - Faculty & staff from each program/unit responsible for quality assurance in planning, development, review, and implementation at the program-level.

- **Executive Assessment Committee (EAC)**
 - Faculty and staff members appointed by the President provide oversight and expert assistance with campus-wide assessment and program review activities.

- **Office of Institutional Research & Assessment (OIRA)**
 - Conducts initial review of documentation at the institutional level and coordinates, validate, and documents assessment activities.
 - Certifies academic programs and administrative units for compliance with assessment cycle and use of results for continuous improvement.

QA: OIRA Review Process

■ Evaluative Criteria

– AAP: 20-Item

– AAR: 7-Item

QA: OIRA Review (Cont'd)

■ Request for Revisions

- **“Minor Revision”**: Modifications that do not change the plan’s substance/structure (spelling, grammar, clarity, format, etc.)
 - Done by OIRA. No program input needed.
- **“Revisions”**: Modifications that improve the substance of the information presented (i.e. minor changes in methodology, timeframes, technical language)
 - Input from program/unit in coordination w/ OIRA & Assessment Coordinators.
- **“Major Modifications”**: Modifications that significantly change the plan’s substance/structure (i.e. changes in objectives, outcomes, and methodology)
 - Input from program/unit in coordination w/ OIRA & EAC
 - Resubmission required

Compliance w/ Assessment Cycle

- Upon completion of the assessment cycle (1-Yr)
 - OIRA consolidates the AAP, AAR, & AP into one document to reflect the entire process--CAAP
 - OIRA uploads the *Certificate of Compliance w/ the Assessment Cycle in the programs' CAAP*
 - OIPRA documents programs' use of assessment results for continuous improvement (Use Codes)

- Supporting Evidence for compliance with SACS 3.3.1. et al.

Building an Effective Program Assessment

Improving Assessment Quality

An effective program assessment should answer the following questions...

- What is your program/unit trying to accomplish?
- How well is your program/unit doing it?
- How can your program/unit improve what is doing based on the answers from the previous two questions?
- **Can your program DOCUMENT its effectiveness and efficiency to achieve overall institutional effectiveness?**
 - If YES, congratulations you “**connected the dots**”.

Formulating Objectives/Outcomes

- Two organization categories determine type of objective/outcome
 - Academic (only degree programs)
 - Administrative (all support functions)
- Three types of objectives/outcomes
 - Learning Outcomes
 - Program Operational Outcomes
 - Service Delivery Outcomes

Connect the dots= Outcomes from all Organizations= IE

IE= ATSU Mission and Goals Achieved

Type of Objectives/Outcomes

■ Learning (Educational)

- Students' demonstrated success in achieving the knowledge, skills, and abilities or other competencies as a result of having gone through the curriculum

■ Program Operational (Administrative)

- Reflect the effectiveness of a program and its operations based on the functional role of the organizational unit

■ Service Delivery (Administrative)

- Reflect service quality on two dimensions:
 - Quality/relevance of the service itself
 - Service delivery process (efficiency in providing the service)
- Satisfaction Levels (Target User)

Objectives (Cont'd)

- **Program-Operational** (program reviews and IR reports)
 - administrative workloads -- also apply to the **management** side of academic programs
(VPAA/Deans/Department Chairs)
 - EX: Enrollment/Growth metrics, faculty resources, course schedules, program reviews, etc.)
- **Service-Delivery** (POS surveys)
 - 4 standardized attributes across the board
 - Accessibility of Service
 - Information Quality
 - Staff Courtesy and Responsiveness
 - Timeliness of service
 - 2 point in time measures
 - At point of service
 - Long-term (at graduation)

Organization Type	Organizational Definition	Outcomes Type	IE Documentation
Academic	Responsible for curriculum planning, development, and implementation of instructional content & delivery	Learning Outcomes Program Operational 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 rd party certifications
Student Support – Academic/ Extracurricular	Support functions with an academic (learning) component not directly connected to curriculum requirements	Learning Outcomes Program Operational 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 Service Delivery	LRP, SRP, AAP, AAR, AP, Use of Results
Administrative – General	Functions supporting overall University operations and are not directly related to any academic component	Program Operational Service Delivery	LRP, SRP, AAP, AAR, AP, Use of Results, & 3 rd Party Certifications

Objectives/Outcomes

■ “Connecting the Dots”

- Objectives stated in the **AAP** must be aligned with objectives stated in the Long Range Strategic Plan (Vision 2020)
- Expected Outcomes in the **AAP** must be consistent with outcomes stated in the **Short Range Plan (3-Yr)**
- Action plans (**AP**) resulting from findings of outcomes assessment should be consistent with those stated in **next year’s SRP and AAP**.
- Rationale:
 - **SRP** states the objectives and expected outcomes that you plan to achieve in the next 3 years (Yr1, Yr2, Yr3 in the AAPs)
 - **AAP** states how you plan to measure those objectives and the outcomes that you expect to achieve that year
 - **Bottom Line: Technically, the AAP is measuring the SRP**

Formulating Objectives: A Case Scenario Administrative/Support Unit

- Planned program initiative for next year
 - IT plans to improve the e-mail system by switching to Exchange Outlook. Expected completion dates:
 - January 2009 for Students' Email Accounts
 - September 2009 for Faculty/Staff Email Accounts
 - The **2016-2020 SRP** included a 2-yr timeline (2016-17 to 2017-18)
 - Outcomes assessment will be reported based on the % of actual completion for **2016-17** and moving the % of non-completion to the **2017-18** SRP
 - The **2016-17 AAP** (8/16-7/17) included the transition to the new e-mail system for student accounts as an objective.
 - Target Outcome: 100% of students e-mail accounts are transitioned to Exchange Outlook
- **“Dots were connected” since the start**

Case Scenario-Adm...Cont'd

- What would have happened if improvement plans of the e-mail system were **NOT** included in the **SRP** or **AAP** for **2016-17**?
 - In spite of the actual success, no “bragging rights” for improving the e-mail system.
 - “Dots were not connected” ... HOW COME???
 - Program initiative gives the appearance of an arbitrary decision as opposed to a carefully **planned** initiative for improvement.
 - Difficult to “**connect the dots**” between the “plan for improvement”, the budget to support it, and the success of the initiative. (**Connection needed to comply with SACS CR 2.5: Institutional Effectiveness**)

Assessment Methodology

Assessment Methodology

- Elements of Assessment Methodology:
 - **Operational Definition** (OD) of each variable
 - how the variable is defined in order to be able to measure it
 - data validity and reliability
 - **Assessment Instrument (validity and reliability)**
 - Direct
 - Indirect
 - University-wide
 - Organization-specific
 - **Time Frame** (Term, Annual, Point of Service)
 - **Analytical Scope: Institution/College/Program/Adm**

Assessment Methodology- Cont'd

■ Assessment Methods

– Direct

- Actual success in achieving outcomes evidenced by a clear and **valid connection** between the outcome and the assessment instrument

– Indirect

- Rely on **opinions and perceptions** of success in achieving objectives/outcomes
 - Indirect methods alone CANNOT be the sole means of outcomes assessment

ASSESSMENT METHOD	METHOD DESCRIPTION	ACADEMIC PROGRAMS	ADMINISTRATIVE/SUPPORT UNITS
Direct	Demonstrate actual success in achieving outcomes evidenced by a clear and valid connection between the outcome and the assessment instrument	<ul style="list-style-type: none"> • Discipline/Subject Matter – Specific (Pre-Post Tests) • Basic/Gen. Skills & Competencies (Pre-Post Tests) • In-House Generated Testing • Capstone Course Evaluations • Course-Embedded Assessments • Senior Research Project/Paper • Licensures & Certifications 	<ul style="list-style-type: none"> • Program Records/Log Systems • Third-Party Certifications (Audits, Certifications) • Log Systems • Program Reports
Indirect	These methods rely on opinions and perceptions of success in achieving outcomes captured through attitudinal and/or opinion surveys. <u>Indirect methods cannot be the sole means of assessing outcomes.</u>		<ul style="list-style-type: none"> • Surveys
University-wide	Administered by the Office of Institutional Research, and Assessment.	<ul style="list-style-type: none"> • Graduating Senior Exit Survey – Section III (GSES) • Faculty Course Evaluation (FCE) • Graduate Follow-Up Survey • Employer Survey • Distance Learning Surveys (pending review) 	<ul style="list-style-type: none"> • Graduating Senior Exit Survey • Institutional Effectiveness Climate Survey • Administrative Evaluations (Executive Level)
Organization-specific	Administered by each program/unit and coordinated with the Office of Institutional Planning, Research, & Assessment.	<ul style="list-style-type: none"> • College-Specific Surveys (COAS, COB, COE) • Focus Groups 	<ul style="list-style-type: none"> • Point of Service (POS) Surveys • Administrative Surveys (Non-service related) • Focus Groups

Assessment Methods-Cont'd

■ 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.

Assessment Instruments

Program Records/Log Systems

- Evidence for **Program Operational Objectives/Outcomes (Direct)**
 - Program internal forms that document workloads for the office (day-to-day activities)
 - EX: service requests from students, faculty, and staff; # students served; processing times; # activities/events conducted; cost ratios, etc.
 - Third-party Certifications (i.e. Financial Audits, certificates of regulatory compliance, etc.)

Analysis & Interpretation of Results

- Assessment data shows the level of **achieved performance** measured against target outcomes
 - **"Met"**: target outcome was achieved or exceeded (i.e. \geq stated quantified target outcome)
 - **"Partially Met"**: target outcome was "close" to achievement.
 - Needs determination as to "how close" (judgment)
 - range of 1%-5% difference may be reasonable
 - **"Not Met"**: target outcome deviated "considerably" below expectations.
 - As a guideline, findings greater than 5% below the expected target outcome may be reasonable.

Analysis & Interpretation of Results

- Where do data results come from?
 - **Indirect:** University wide and POS surveys
 - Data collected via AMEE
 - OIRA conducts the statistical analysis & submits results to programs/units

 - **Direct:**
 - Program Records/Log Systems (Administrative Units)
 - Course Embedded Assessments
 - Tests and Exit Exams
 - Different from data from indirect methods, programs/unit submit this data to OIRA for recordkeeping

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.

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”

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.

Reporting Assessment Results

The Annual Assessment Report (AAR)

- Based on analysis of assessment data, report the extent to which program/unit met the target outcomes (**level of achieved performance**)
 - Outcomes “Met”, “Partially Met”, or “Not Met”
- Level of achieved performance determines the need to develop an Action Plan (AP)
 - Target Outcomes “**Partially Met**” or “**Not Met**” **require** development and submission of an AP simultaneously with the AAR
 - Programs cannot be certified with compliance with the assessment cycle if the AP is missing.

Reporting Results-Cont'd

■ 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)

Acting on Assessment Results

- Major issue for compliance with SACSCS 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

Available Assessment Tools

AMOS and AMEE

Available Tools for Assessment

- Glossary of Assessment Terms
- AMOS and AMEE
 - Survey Capabilities
 - Accessing and Viewing
 - Seeing data from Faculty Course Evaluations (Faculty and Deans)
 - Entering AAP, AAR, AP
 - Seeing Assessment Instruments
 - Document Tracking and Control System

Administrative Assessment Instruments

(Selective List)

- Alumni Association Survey
- Graduating Senior Exit Survey – must be completed before applying for graduation
- Graduate Follow-up Survey
- ATS-Tech Training Evaluation
- New Employee Orientation Evaluation
- Professional Development Training Evaluation
- Library DL POS Survey
- [Admissions & Records POS Survey](#) – Button on webpage
- Career Services POS Survey – Button on webpage
- Counseling Services POS Survey – Button on webpage
- Human Resources POS Survey
- Printing & Publication POS Survey
- Recruitment POS Survey
- Student Activities POS Survey – Button on webpage
- Student Activities Preference & Awareness
- [Student Financial Aid POS Survey](#) – Button on webpage
- Testing Services POS Survey – Button on webpage
- Transfer Advising Center POS Survey – Button on webpage
- Veteran's Affairs POS Survey – Button on webpage

Academic Assessment Instruments (Selective List)

- Faculty Course Evaluation
- Graduating Senior Exit Survey (Section 3)
- Math Lab POS Survey
- Rubrics
 - Written Communication Skills
 - Research Project
 - Oral Presentation
 - Understanding Professionalism
 - Diversity
 - Understanding Ethical Behavior
 - Case Analysis
- Course Evaluation Reports
- Exit Exams
- Senior Methods Portfolio
- APTTP Assessment
- Praxis II Assessment
- PEPE Assessment
 - Intern
 - Student's First Year
- COE Principal's Survey
- COE Graduate Follow-up Survey

Before you go...

- Please complete the **Professional Development/Training Evaluation Survey**
 - Training Name: **Institutional Effectiveness Outcomes Assessment System**
 - 1). Go to: <http://www.athens.edu/>
 - 2). Click on the ATSU Online icon
 - 3.) **User ID:** Athens State ID#
 - **PIN:**
 - 4). Select the “Personal Information” tab, scroll to bottom of section
 - 5). Select the “ATSU Assessment Tool” link
 - 6). Select the “Survey” and appropriate term if listed
 - 7). Complete the survey and click “Finish” at the bottom of the page