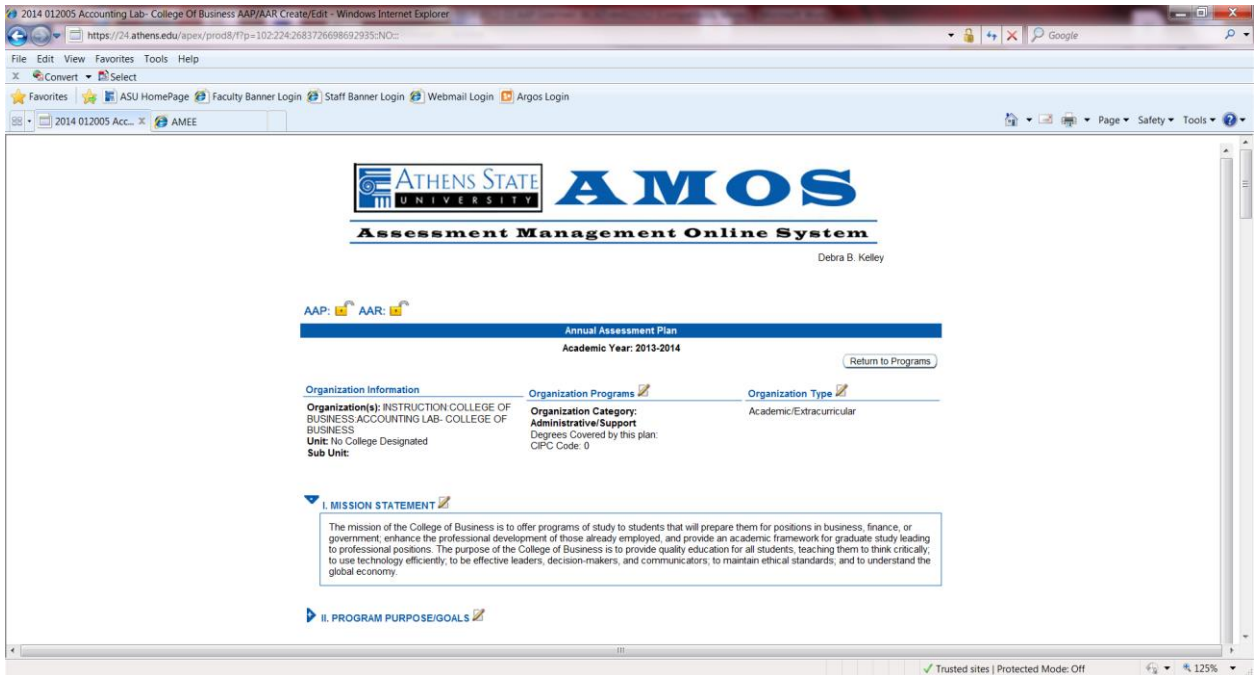
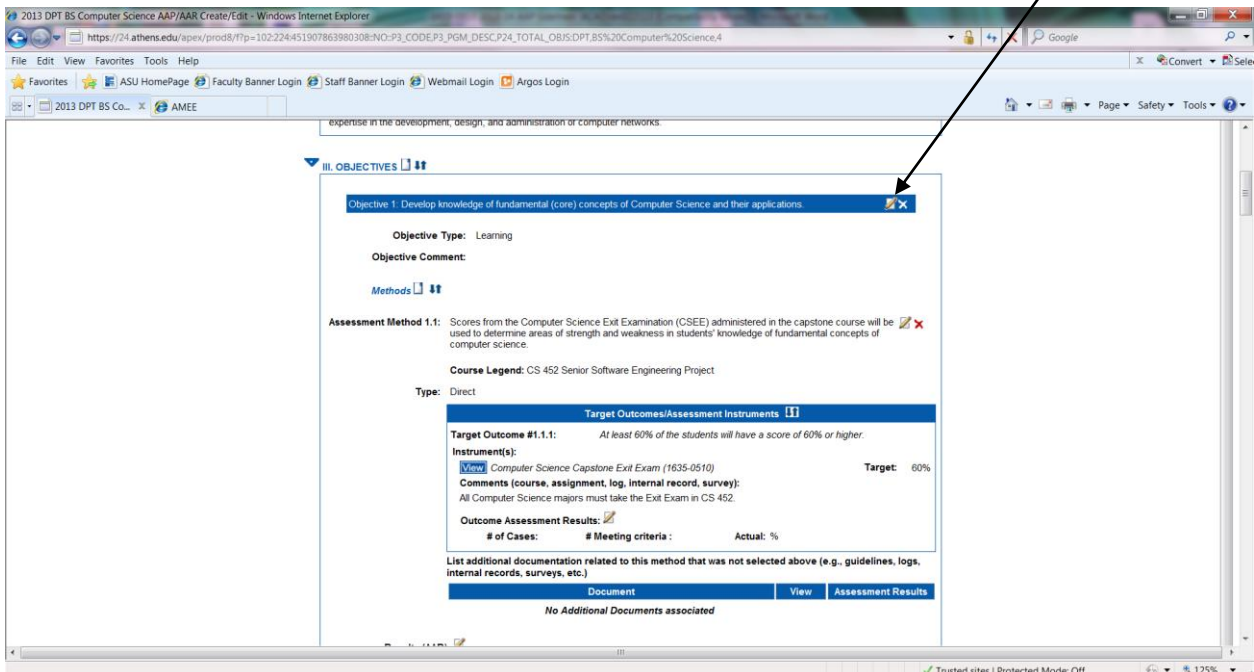




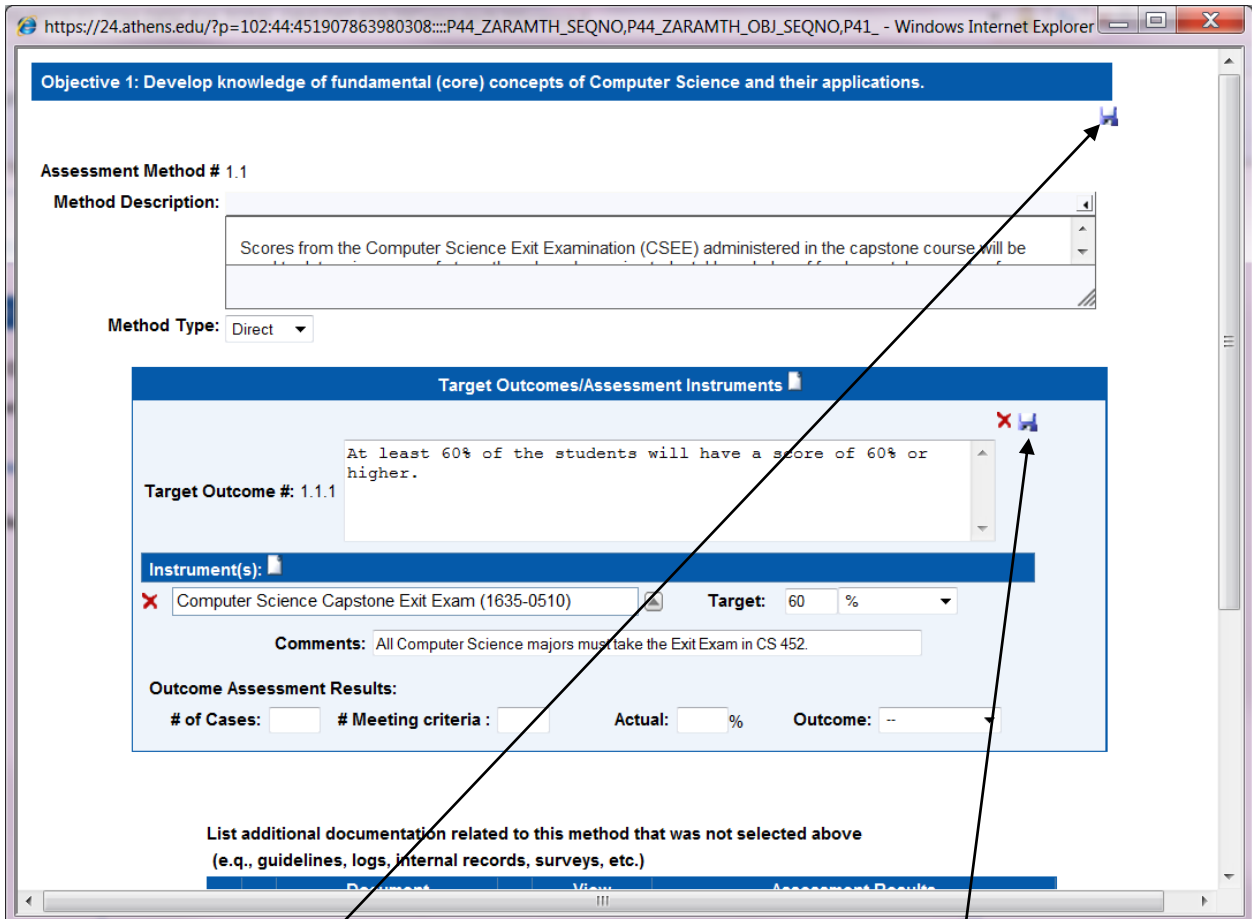
- The screenshot below shows what you should see. **Note:** there is a lock beside both the AAP and the AAR. If both the AAP and the AAR are unlocked, only work in the AAP at this time. To view the Mission Statement and Program Purpose/Goals, click on the + sign and they will open. (see page 7 for more information on changes to the Mission Statement and/or Program Purpose/Goals)



- The Objectives, Assessment Methods and Target Outcomes are the ones from 2012-13. To change an Objective, Assessment Method or Target Outcome, **click on the pencil and paper**.



- A new screen will open allowing you to edit the item selected.



Objective 1: Develop knowledge of fundamental (core) concepts of Computer Science and their applications.

Assessment Method # 1.1

Method Description:

Scores from the Computer Science Exit Examination (CSEE) administered in the capstone course will be

Method Type: Direct

Target Outcomes/Assessment Instruments

Target Outcome #: 1.1.1

At least 60% of the students will have a score of 60% or higher.

Instrument(s):

Computer Science Capstone Exit Exam (1635-0510) Target: 60 %

Comments: All Computer Science majors must take the Exit Exam in CS 452.

Outcome Assessment Results:

of Cases: # Meeting criteria: Actual: % Outcome: --

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

- You must click on the disk to save any revisions or changes you make. If a change is made in the Method Description, click the disk in the upper right corner.
- If a change or revision is made in the Target Outcome, click on the disk in the Target Outcome area.

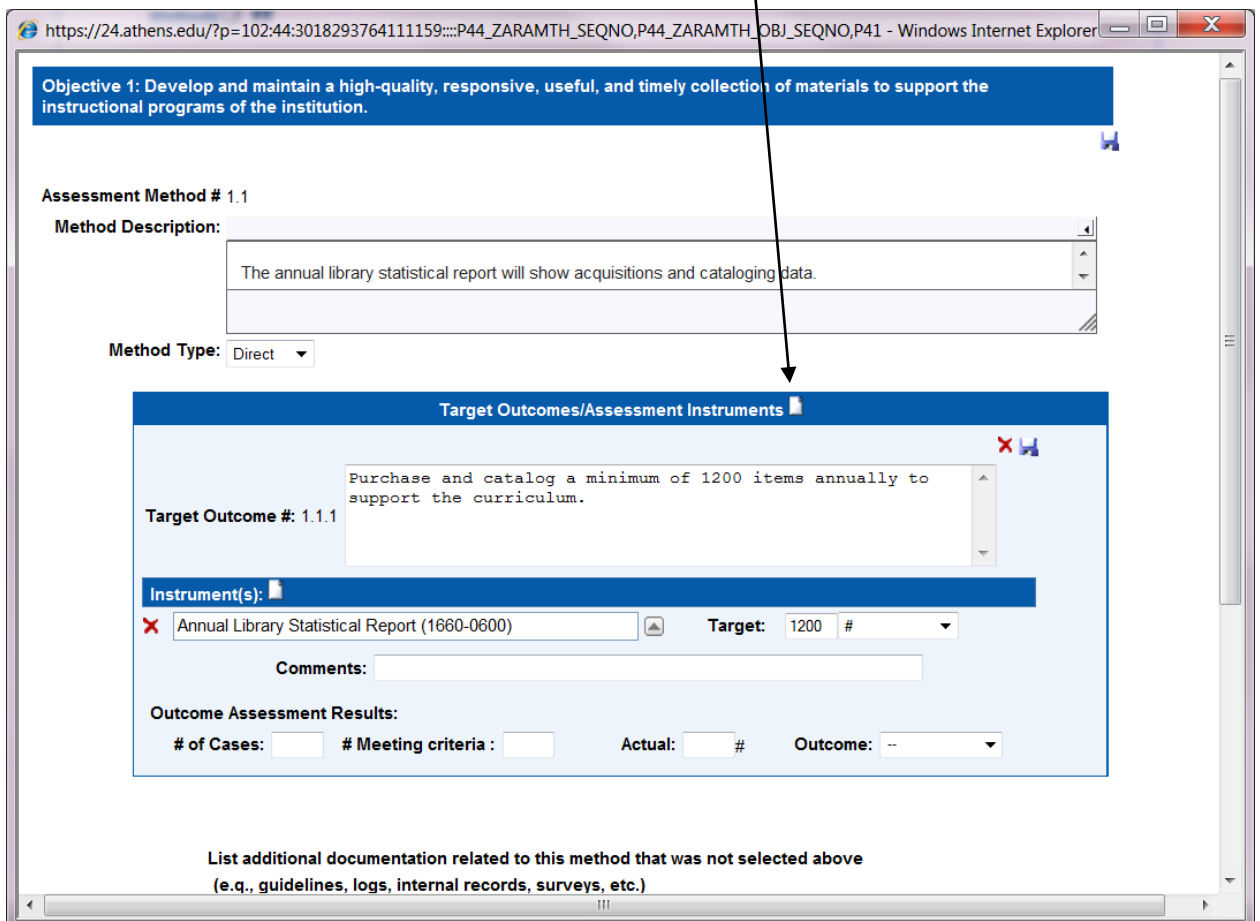
Saving changes:

Each time you make a change in an area, you **MUST** save it before you make changes in another area.

- Continue this process throughout your AAP until you have reviewed and updated as needed all of the Objectives, Assessment Methods and Target Outcomes.

Associated Documents/Instruments:

1. Every Target Outcome must have an associated assessment instrument. In some cases, the same instrument may be used for more than one target outcome.
2. The assessment instrument must meet the following criteria:
 - a. Ensure that the information/data captured through or in the instrument reflects the target outcome(s).
3. If a new instrument is to be developed, contact OIPRA for a control number to be assigned **BEFORE** you complete your 2013-14 AAP. Once the document is developed, send it electronically to OIPRA to be uploaded into the database. (The assessment instrument will be populated in your AAP at this point.)
4. Please be sure that any newly created instruments and/or any revisions to current instruments are developed and sent to OIPRA before **August 1, 2014**.
8. Should you need to **add a Target Outcome, click on the paper** beside the Target Outcomes/Assessment Instruments in the blue band. A new Target Outcome will be added below the last Target Outcome and will be numbered accordingly (i.e. if the last Target Outcome is 1.1.2, then the one added will be 1.1.3). If they need to be re-ordered, call or email us and we will be happy to assist.



Objective 1: Develop and maintain a high-quality, responsive, useful, and timely collection of materials to support the instructional programs of the institution.

Assessment Method # 1.1
Method Description: The annual library statistical report will show acquisitions and cataloging data.
Method Type: Direct

Target Outcomes/Assessment Instruments

Target Outcome #: 1.1.1
Purchase and catalog a minimum of 1200 items annually to support the curriculum.

Instrument(s):
 Annual Library Statistical Report (1660-0600) Target: 1200 #

Comments:

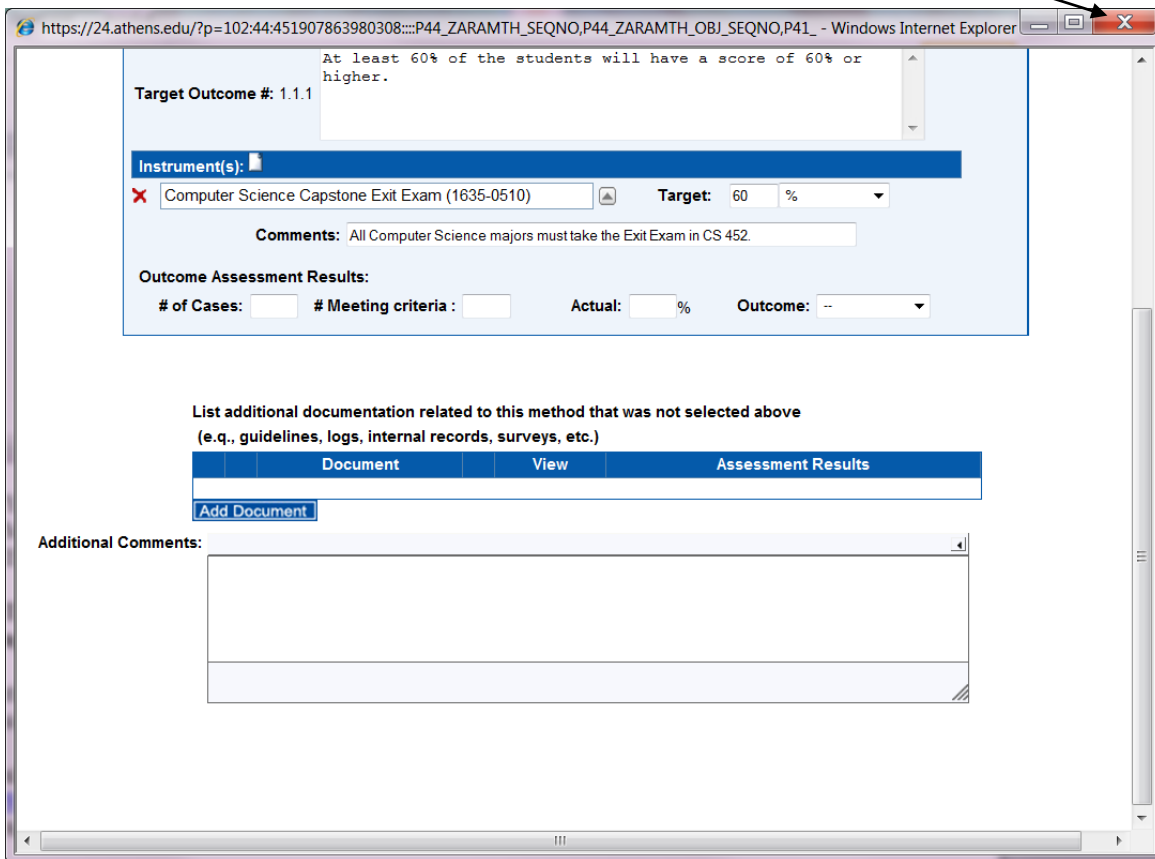
Outcome Assessment Results:
 # of Cases: # Meeting criteria : Actual: # Outcome: --

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

Continue going through the Annual Assessment Plan until you have completed all your revisions, **saving each one as you go**.

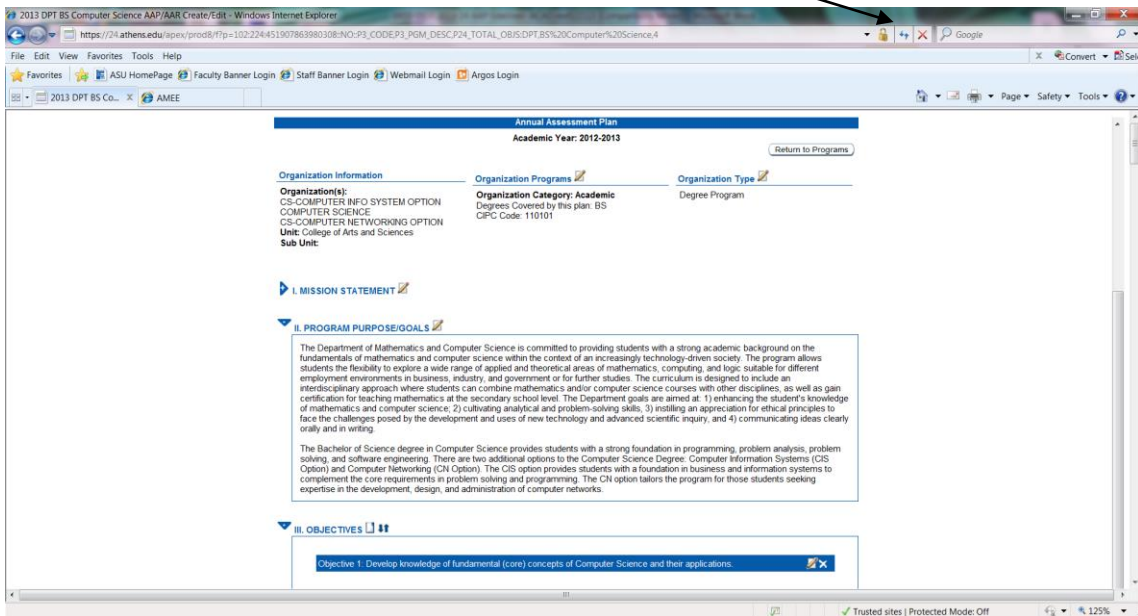
Should you update or change an instrument, please send the revised/new instrument to us at OIPRA@athens.edu *as soon as possible* and we will upload it in the database so it will populate the AAP.

9. Once you have completed editing a section, click on the Red X at the top right corner of the box to close the editing screen and return to the AAP.





10. Click on your refresh screen icon in your tool bar, the AAP should refresh and display the updated document.



As always, please do not hesitate to contact our office with any questions or concerns.

Contact Information:

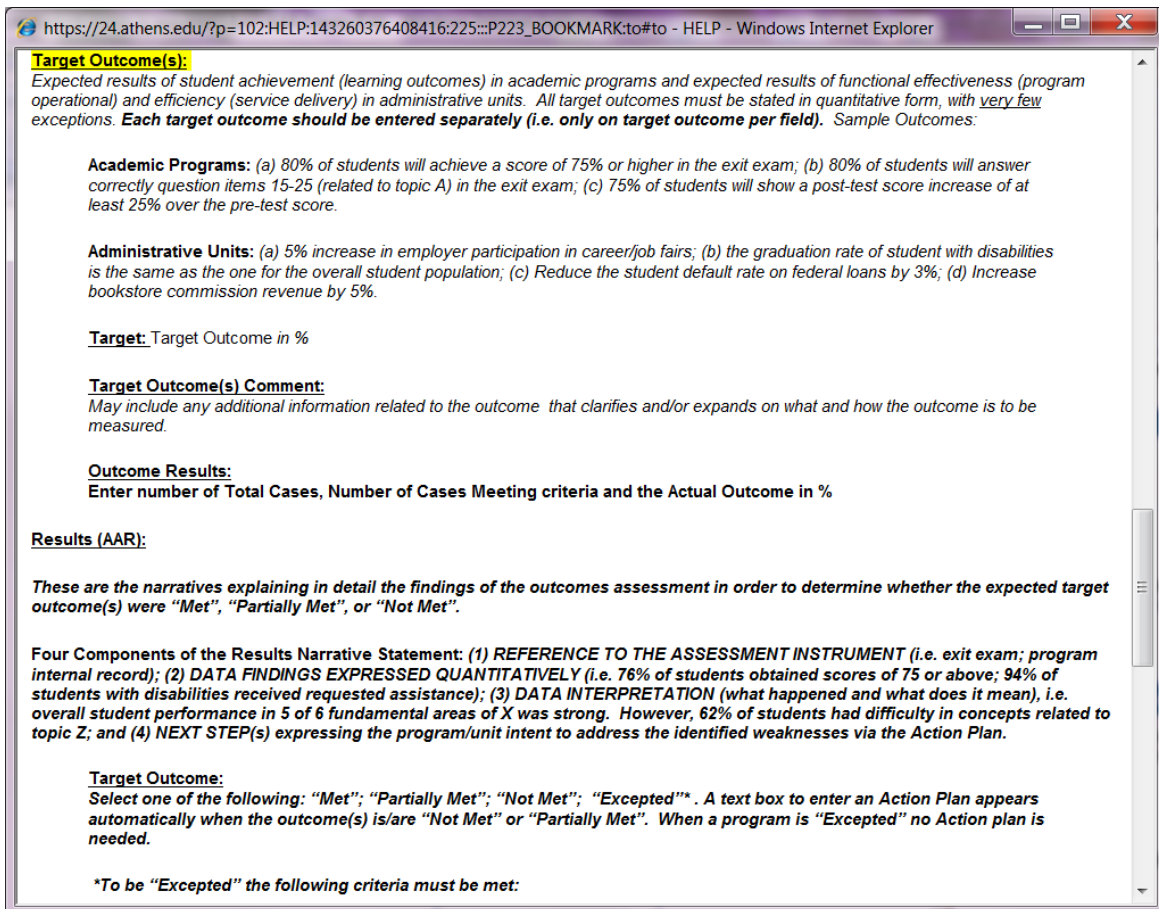
OIPRA email	OIPRA@athens.edu		
Debbi Kelley	Debra.Kelley@athens.edu	or	256-233-8 <u>108</u>
Sylvia Correa	Sylvia.Correa@athens.edu	or	256-233-8 <u>116</u>
Cathy Brett	Cathy.Brett@athens.edu	or	256-233-8 <u>101</u>

Please refer to the Planning Guidelines on the attached pages.

Using Built-in Definitions and Examples of Outcomes Assessment

Definitions in AMOS: Hover over a word or phrase and click. The definition will open.

Assistance with definitions and examples of Outcome Assessments can be found by hovering over a word or phrase. An arrow and question mark will appear beside any word or phrase that contains a definition. Simply click on the word/phrase and the definition or example will open in a new window.



https://24.athens.edu/?p=102:HELP:143260376408416:225::P223_BOOKMARK:to#to - HELP - Windows Internet Explorer

Target Outcome(s):
*Expected results of student achievement (learning outcomes) in academic programs and expected results of functional effectiveness (program operational) and efficiency (service delivery) in administrative units. All target outcomes must be stated in quantitative form, with very few exceptions. **Each target outcome should be entered separately (i.e. only on target outcome per field).** Sample Outcomes:*

Academic Programs: (a) 80% of students will achieve a score of 75% or higher in the exit exam; (b) 80% of students will answer correctly question items 15-25 (related to topic A) in the exit exam; (c) 75% of students will show a post-test score increase of at least 25% over the pre-test score.

Administrative Units: (a) 5% increase in employer participation in career/job fairs; (b) the graduation rate of student with disabilities is the same as the one for the overall student population; (c) Reduce the student default rate on federal loans by 3%; (d) Increase bookstore commission revenue by 5%.

Target: Target Outcome in %

Target Outcome(s) Comment:
May include any additional information related to the outcome that clarifies and/or expands on what and how the outcome is to be measured.

Outcome Results:
Enter number of Total Cases, Number of Cases Meeting criteria and the Actual Outcome in %

Results (AAR):
These are the narratives explaining in detail the findings of the outcomes assessment in order to determine whether the expected target outcome(s) were "Met", "Partially Met", or "Not Met".

Four Components of the Results Narrative Statement: (1) REFERENCE TO THE ASSESSMENT INSTRUMENT (i.e. exit exam; program internal record); (2) DATA FINDINGS EXPRESSED QUANTITATIVELY (i.e. 76% of students obtained scores of 75 or above; 94% of students with disabilities received requested assistance); (3) DATA INTERPRETATION (what happened and what does it mean), i.e. overall student performance in 5 of 6 fundamental areas of X was strong. However, 62% of students had difficulty in concepts related to topic Z; and (4) NEXT STEP(s) expressing the program/unit intent to address the identified weaknesses via the Action Plan.

Target Outcome:
Select one of the following: "Met"; "Partially Met"; "Not Met"; "Excepted". A text box to enter an Action Plan appears automatically when the outcome(s) is/are "Not Met" or "Partially Met". When a program is "Excepted" no Action plan is needed.*

**To be "Excepted" the following criteria must be met:*

PLANNING GUIDELINES**1) 2014-2015 Planning Assumptions:**

- a) Depending on the number of assessment instruments/methods stated in your 2013-14 AAP, at least 33% to 50% of your assessment data **was collected during the 2013 Fall Semester and stored in your internal program files.** Please make sure that your term by term data is stored and ready for submission to OIPRA upon request, if needed. **The Annual Assessment Reports (AARs) and Action Plans (APs) for 2013-2014 will be due in September 2014.**
- b) This preliminary data alone may/may not be enough to allow conclusions regarding a specific target outcome, but will typically suggest a direction (“red/yellow flag”) as to whether the target outcome(s) will/will not be met. This information allows you to make preliminary assumptions useful for planning your 2014-15 assessment methodology. Please refer to # 4 below.
- c) Typically, most changes will relate to objectives, expected target outcomes, and assessment methodology.

2) Changes to one or more element(s) (Part I through VI) of the 2014-15 AAP

- a) Changes to one or more element of the AAP for the assessment year 2014-15 are NOT required. However, **the review process is required** to ensure continuous faculty deliberation in setting appropriate learning objectives, target outcomes, and in formulating assessment methodology.

3) Review of AAP Elements**a) Part I. College/Department Mission Statement**

- i) Changes needed **only if** the College/Administrative Department plans to change/modify its mission effective in 2014-15. **Changes require written approval by the College Dean and/or the PV/VPAA or VP of the department.**
- ii) All changes to the Mission Statement **will require** changes in the Catalog, Athens State Website, and any other official communication from the College. **Please notify OIPRA, the Printing & Publications Office, and the Webmaster (Website/webpage).** This is an area frequently overlooked resulting in major inconsistencies throughout.

b) Part II. Department and Program Purpose and Goals

- i) Changes needed only if the Department and/or Program plan to change/modify its purpose and goals effective in or after fall 2014. These changes require Department Chair/Dean approval for academic programs and Vice President approval for administrative programs.

- ii) All changes to the Department's and Program's Purpose and Goals may require changes in the Catalog, ASU Website, and any other official communication from the College. **Please notify OIPRA, the Printing & Publications Office, and the Webmaster.**

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

- a) This part is where most changes may be made as programs review their preliminary assessment data and decide on whether to make adjustments at this stage for the next assessment cycle.
- b) Conducting the review of Part III: Questions to ask...
 - i) Are objectives still meaningful for the function of the program? In answering this question, faculty may consider curriculum and/or course changes, that may call for modification of the objective(s) during the 2014-15 assessment cycle.
 - ii) Have they been achieved in the previous period(s)?
 - iii) Has the program measured all objectives stated in the 2013-14 AAP?
 - (1) If no, which ones have not been measured? Why not?
 - (a) Is it impossible or extremely difficult to collect data for this objective? (i.e. adjunct faculty, too many courses selected for assessment, course not required to all students, etc.)
 - (b) It is highly recommended that programs review the course(s) selected for assessment to ensure maximum efficiency in the assessment process.
 - (i) In conducting learning assessment, fewer and more skill-based targeted courses at strategic points (entry-mid-end) throughout the curriculum facilitate the process and generally produce valid and reliable results.
 - (c) Should the program prioritize objectives and focus accordingly?
 - (i) For instance, "Knowledge Base" is obviously a high priority for each individual program. However, the same skill may be more relevant to one degree than to another.
 - 1. Examples:
 - a. While "quantitative skills" are important to all, such skills should be of a higher priority to math, computer science, science, or business majors for which this skill is a major component of their knowledge base than to other majors (i.e. Arts and Humanities) for which this skill is not a major component of knowledge base in the discipline.

- (2) If yes, is the faculty satisfied with the preliminary results?
- (3) Does the preliminary assessment data suggest that the outcome will not be met or will be partially met?
- (a) If no, is the faculty comfortable with the validity of the results at this time?
- (b) If yes, can the faculty identify the reason(s)?
- (i) Could it be...?
1. unrealistic target outcome(s) (Please note that “lowering the standards so everybody can make it” is not an acceptable/honest approach to outcomes assessment.)
 2. inappropriate assessment methodology (i.e. flawed assessment instrument (validity), wrong course(s) and/or curriculum point selected for assessing the specific learning skill, small sample of students, changes in course or curriculum content, etc.)
- (c) Are there any steps that faculty can take now to avoid the same situation in the next assessment cycle?
- (d) Given the suggested findings of the preliminary data, is it appropriate to wait until more data is collected and a pattern/trend is developed before any changes for the next cycle are made?
- (i) What are the PROS and CONS?

With the 2014-15 AAP, academic programs are entering into their 8th assessment cycle; therefore, assessment data may begin to show patterns or trends, suggesting better reliability. In planning your assessment activities for 2014-15, please review data results from 2011-12 forward to make determinations on changes/adjustments.

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

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

- a) Changes **are needed** if the program alters any component of the implementation of its assessment activities (i.e. objectives, assessment methodology, assessment responsibilities, timeframes, etc.)
- b) Please make sure that any change made in Part III is integrated and/or updated in Section A- Narrative Statement. (Section B-Objectives/Methods Matrix is automatically populated/updated by AMOS as you enter your assessment instruments under your assessment methodology.)



6) Part V: Dissemination of Assessment Findings

7)

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

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

9)

- a) Changes **are needed only** if the program/organization alters the way in which assessment findings are used.
- b) Please remember that the **use of assessment data in program planning and review is a major element of institutional effectiveness under SACS Comprehensive Standard CS 3.3.1** and should be documented.



REFERENCE INFORMATION

Plan Format

The assessment plan comprises the six sections listed below as formatted in the attached template. A control number, assigned by OIPRA and tracked through the document control mechanism of AMOS, uniquely identifies the organization, unit and subunit sponsoring each one of the 60 AAPs that collectively measure Institutional Effectiveness (IE). For each learning objective and outcome identified, **there will be** a corresponding section IV: “Procedures, Methods, and Measurement Criteria” featuring four subsections as listed below.

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

I. MISSION STATEMENT

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

II. DEPARTMENT & PROGRAM PURPOSE (GOALS)

Purpose/Goals: the general aims of the Unit/Sub-Unit or Program and its curriculum is to support student learning and overall educational experience.

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

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

Academic:

Learning Objectives: the knowledge, skills, and competencies student majors acquire through the program (what is to be achieved?). Student learning outcomes may be a combination of the following: Content (Cognitive Learning): Knowledge of a subject matter; Skill Acquisition (Behavioral Learning): Comprehension of a topic, demonstration of a

competency, etc.; and Attitudes (Affective Learning): Awareness, interest, concern, etc. Make sure that your learning objectives are clearly stated, realistic, achievable, and measurable.

- **Learning objectives/outcomes (typically 3-9).** Each objective/outcome must:
 - be stated **operationally** (i.e. expected student behaviors/achievements)
 - be aggregate, focusing on the program and not on the individual students or courses
 - specify the skills, competencies, understandings, and values that students should have acquired as a result of having completed the program of study.
 - individually specify the measurement procedures, methods, and criteria under Section IV.
- For nationally-accredited programs/college (i.e. College of Business and College of Education) all of the outcomes listed under their respective accrediting criteria will need to be specifically included, and the respective procedures, measures, and criteria be designed to yield evidence of those requirements for program outcomes.

Administrative:

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

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

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

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

Assessment Methodology

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

- the operational definition of each one of the competencies (performance indicators) being assessed within each learning objective and expected outcome (what specifically is to be measured)
- how will each competency be assessed (what method or instrument)
- where in the curriculum those competencies will be assessed (course-curriculum map)
- the group performance standard to be achieved (target outcome that defines the level of acceptance as evidence of achieved performance)

- Assessment Method(s):
 - Type of Assessment Method: Direct or Indirect
 - Evaluation method or instrument used (exams, projects, portfolios, surveys, etc.)
 - Location in curriculum
 - Operational Definitions of each learning objective and outcome
 - Supporting Documentation (Exam, Project, Survey, etc., identified by name and control number, and frequency of application (i.e. annually))

Notes:

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

IV. IMPLEMENTATION PLAN

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

- define responsibilities for tasks related to assessment, including the data collection, data analysis, and reporting

- specify the data collection timetable
- display in matrix form how the learning objectives and expected outcomes relate to the methods/assessment tools used for measurement.

V. DISSEMINATION OF ASSESSMENT FINDINGS

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

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

- Assessment data findings for 2013-14 will be reported in September 2014.
- Assessment data findings for 2014-15 will be reported in September 2015.

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

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

VI. USE OF ASSESSMENT FINDINGS FOR CONTINUOUS IMPROVEMENT

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

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

Note: An Action Plan Template for programs’ use will be populated in AMOS once the Annual Assessment Results narrative and Target Outcomes are completed. Please call our office for any assistance or questions.