2015-2016 Annual Assessment Report (AAR) and Action Plan (AP) Guidelines
Academic Programs and Administrative/Support Organizations

NOTE: The AAR/AP present results and planned actions per the **2015-2016** Annual Assessment Plan (AAP) on record in AMOS for each program. Submission of the AAR and the AP constitutes Phase III, the closing phase of the Athens State University's Outcomes Assessment Cycle for any given academic year.
Due Date: October 15, 2016

1) Entering assessment data results:

    a) Summary Data for this Assessment is found under each Target Outcome (labeled "Outcome Assessment Results" where you will find three areas for entering your data:

        1. **"# Of Cases" box:** Please enter the number of cases/observations and/or responses (n=) that were included in the assessment.
            i. **Academic Programs:** Number of students that were assessed

            ii. **Administrative/Support Organizations:** Mostly applicable to survey data. Some exceptions may apply based on a specific type of target outcome.

        2. **"# Meeting Criteria" box:** Please enter the number of cases/observations and/or responses that met the pre-determined criteria as stated in the AAP
            i. **Academic Programs:** Number of students that met the criteria,

            ii. **Administrative/Support Organizations:** Mostly applicable to Administrative Organizations in the reporting of Survey data.

        3. **"Actual %" box:** Please enter the percent of cases/observations/responses that met the criteria.
        (See Appendix A for screenshot and instructions on entering Target Outcome/Criteria)

    b) **Results (AAR) is the area for entering the Narrative**: Please discuss the results and what they mean to the program and/or your organization. Include information about the target outcome associated with this instrument and how it assessed this objective. You do not have to restate the entire target outcome from the AAP. You may also include other information that helps further explain the raw data.
        See page 4 for Samples of Narratives that can be modified to your office and then cut and paste into your AAR; also
        See Appendix B for screenshot and instructions on entering Results (AAR)

    c) **Action Plan:** Once the Outcome Assessment Results and Results (AAR) narrative sections are completed, **the icon to enter the Action Plan will appear**. **NOTE:** All Target Outcome Criteria and Results (AAR) sections **MUST** be completed <u>before</u> the icon for the Action Plan will appear
        (See Appendix C for screenshot and instructions on entering Action Plan)

Subject-matter content definitions of word/phrases associated with outcomes assessment and their use in the Consolidated Annual Assessment Plans (CAAPs) are incorporated in AMOS. Just scroll the mouse over a word or phrase and when the "?" sign appears, click. Definitions and examples will be displayed for your convenience. (See Appendix D for a screenshot)

GENERAL INSTRUCTIONS

1. **To access the 2015-2016 Consolidated Annual Assessment Plans:**

    a. Go to **http://www.athens.edu/iras/** and on the right side of the screen, click on Outcomes Assessment, then click on **Consolidated Annual Assessment Plans** (Secure Document)
    b. When the Login appears, enter your Employee ID and 6-digit password (originally your birthdate)
    c. Select the year **2016** (which will be academic year 2015-2016) and scroll until you find your program. Click **View** to complete the Annual Assessment Results:
    d. Click on the **"Edit Program"** button to open edit mode and enter your AAR.

The screenshot below shows what you should see. **Note:** There is a lock beside both the AAP and the AAR. ***The AAP is locked, therefore no changes can be made to that section of the plan.*** The AAR is unlocked and this is the section in which you will be working. Since the Mission Statement and Program Purpose/Goals are already approved, they do not allow revisions at this time. To view the Mission Statement and Program Purpose/Goals, click on the + sign and they will open.
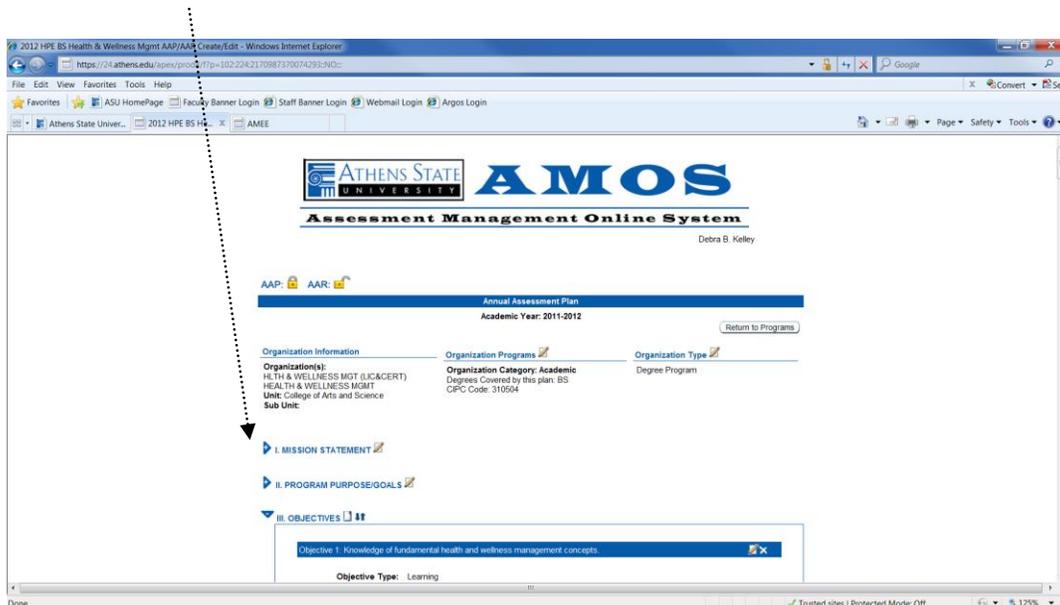
Entering Outcomes Summary Data into the Outcomes Assessment Results

1. To enter Outcome Assessment Results, click on the **paper/pencil icon** 🖊
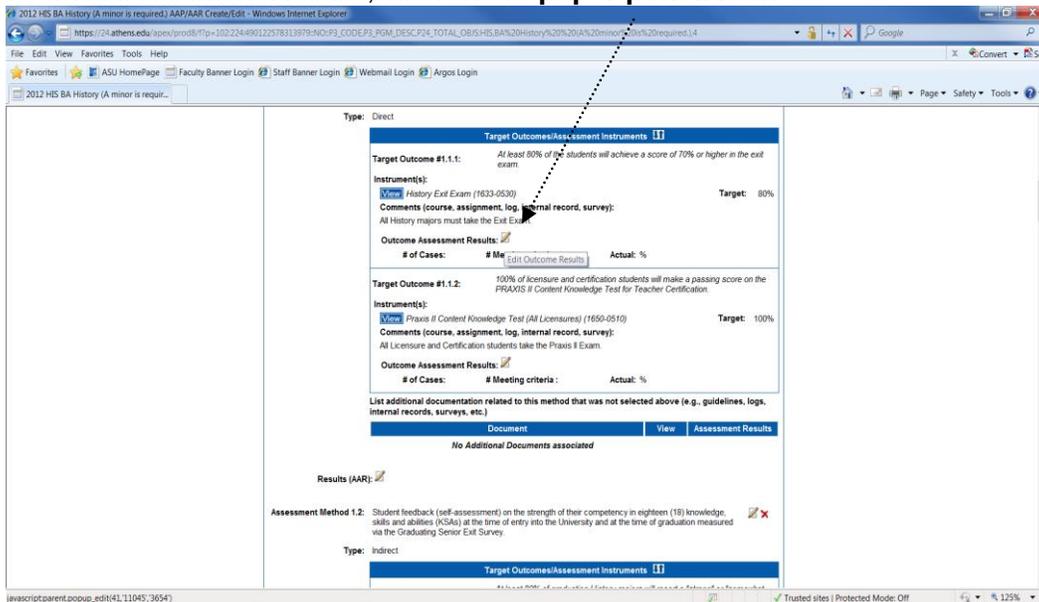
Please notice that whenever quantitative target outcomes (i.e. 70% will score X in the exit exam or 80% will indicate high satisfaction with service X) are stated, the system automatically determines whether the outcome was "met", "not met", or "partially met" immediately after you entered the actual % of cases (students) meeting the criteria. This outcome determination ("outcome met") will automatically appear in the Results (AAR) section.

2. Enter **# of cases**, **# Meeting criteria**, **Actual %**, and click on dropdown and select **Met**, **Partially Met, Not Met, or Excepted** as appropriate; then be sure to click on the **"Save"** icon. You must click on the **"Save"** 💾 icon for each Target Outcome (i.e. 1.1.1, 1.1.2, 1.1.3,
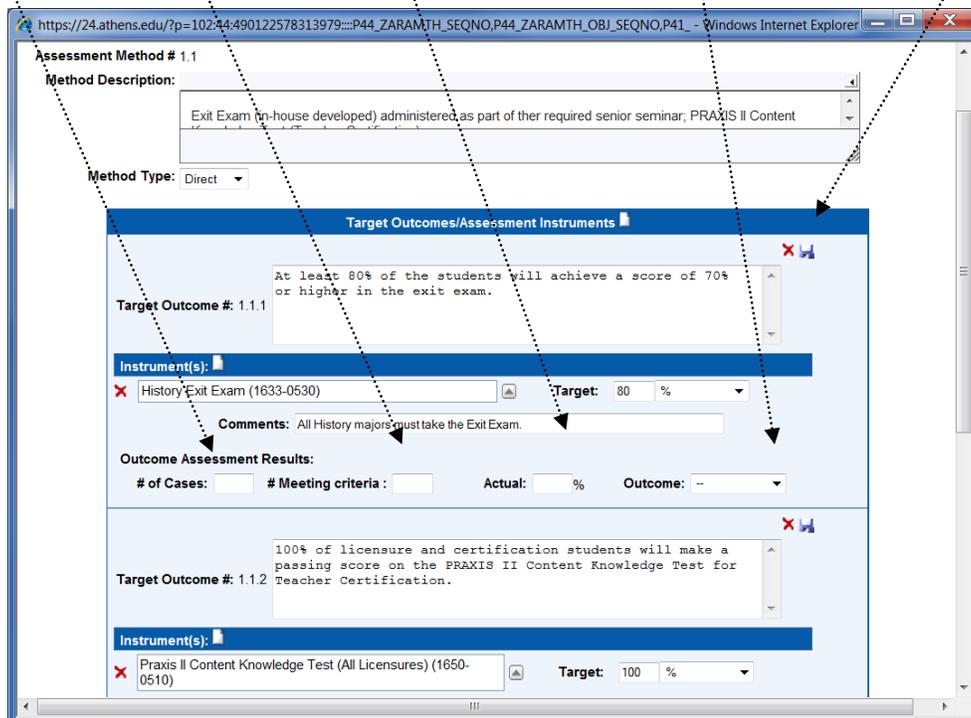
APPENDIX B
Entering the Assessment Results Narrative

1. Click on **Results (AAR)**
2. Click on the dropdown arrow and select one of the following based on the results – **Outcomes Met, Partially Met, Not Met, Excepted**
3. Click on second dropdown and select **AP submitted** or **AP not required at this time**, depending on the Outcomes results.
4. After you enter the Results narrative, click on the **"Save"** icon. **See Appendix C for Action Plan.**
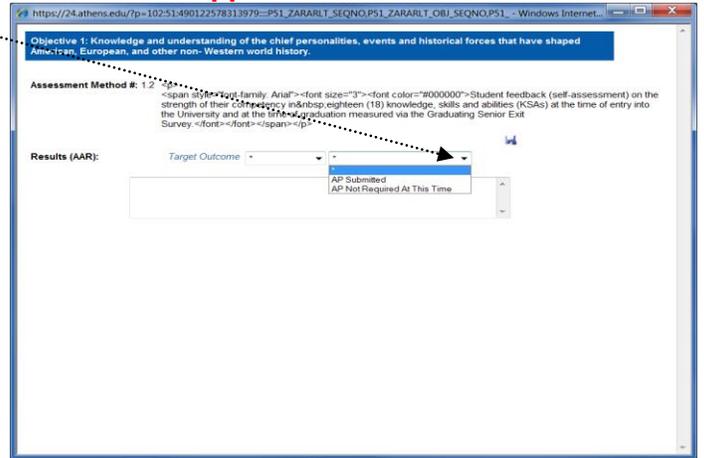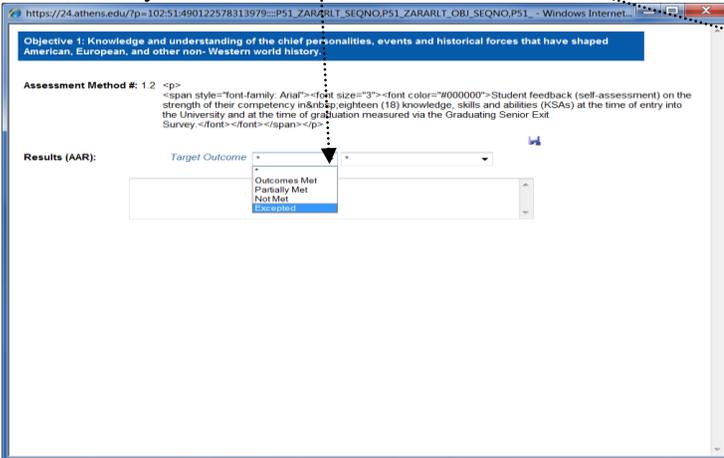
Results (AAR) – Sample Narrative Language (A narrative of the results must be stated for each target outcome measured):

Academic Programs (Applicable to Learning Outcomes)

- **Exit Exam**: An analysis of the test scores revealed overall lower scores in those questions related to Topic XXXX, specifically XXXX. Overall 68% of the students scored at or above 75%. This represents 2 percentage points below expected outcome of 70% of the students scoring at or above 75%.

- **Aggregated scores from capstone course exams (Course Number):** 76% of the students enrolled in the capstone course achieved aggregated exam scores considered within "target" or "acceptable" levels of performance. Lower levels of performance were identified for those questions related to Topic XXXX.

- **Critique Reports and Oral Presentations & Senior Research Project:** 80% of the students achieved "target" or "acceptable" levels of performance as defined in the scoring rubric used for this purpose. In addition to the basic communication skills (i.e. spelling, grammar) and the ability to understand and organize the information presented, the use of technical language appropriate to a Biology graduate fell overwhelmingly within the "target" level of performance.

Administrative and Support Organizations (Applicable to Program Operational and/or Service Delivery Outcomes)

- **Survey Results (Indirect)**: The Disability Services End of Term Student Survey (DSSS) showed an average mean of 4.64 (out of a possible maximum rating of 5) for student satisfaction with office location, business hours, and the courtesy and responsiveness of staff. 92.8% of the respondents rated the satisfaction of services as "high" or "somewhat high". The survey also shows an average mean of 4.6 (out of a possible maximum rating of 5) for student satisfaction with the academic accommodations provided by the Disability Services Office. *(Service Delivery Outcome)*

- **Program Internal Record (Direct):** One thousand fifty-five (1055) people registered in 288 personal enrichment courses offered by the CLL. Among the most popular course topics were health & fitness, cake decorating, Spanish, basic computer and social media, music, gardening, and arts/crafts. The popularity of these courses validated results from focus groups discussions regarding community interests. Compared to the six hundred seventeen (617) registered in courses last year, there is a 71% increase for this year. *(Program Operational Outcome)*

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 made over time.

Course Legend: MA 470 Senior Mathematics Seminar

Type: Direct

Target Outcomes/Assessment Instruments

Target Outcome #5.1.1:   *At least 80% of students sampled will achieve a Satisfactory or Target on the assignments that are assessed.*

Instrument(s):

View *Mathematics Ethical-cultural-global Rubric (1635-0525)*   **Target:**   80%

Comments (course, assignment, log, internal record, survey):

None

Outcome Assessment Results:

   # of Cases: 66   **# Meeting criteria :** 66   **Actual:** 100%   *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*

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

Target Outcome #5.2.1:   *At least 80% of graduating Mathematics majors will report a "strong" or "somewhat strong" exiting competency level regarding their understanding and*

APPENDIX C
Entering the Action Plan

1. Once all Target Outcomes and the Results (AAR) sections are completed; the **Action Plan Icon** will populate
2. Click on the **paper/pencil Icon** and begin entering the Action Plan in the table. Be sure to **save** with each section entered.
3. Click **"Add Action Plan"** for each section plan needed.
4. The Table will populate as you go.

Table 1

Table 2

Table 3 – Populated in program

SAMPLE ACTION PLAN NARRATIVE
ACADEMIC
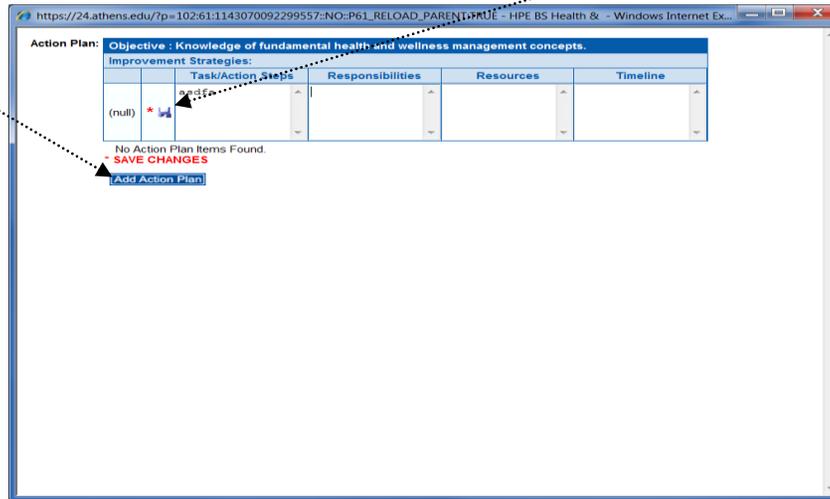
Objective 1: Knowledge of Fundamental Concepts of Mathematics and its Applications.   *(Already inserted directly from the AAR)*

Improvement Strategies: *(State the approach that will be used to address the identified weakness. For example: Increase student experience developing written material and oral presentations)*

Tasks/Action Steps (What will be done?)	Responsibilities (Who will do it?)	Resources (Funding/Time/Personnel/Materials)	Timeline (By when? Mon./Yr.)
Specific actions taken to implement the improvement strategy. **A revision of the content of the XXXX course (XXX) and corresponding laboratory (XXX) resulted in added material and a strong emphasis on the topic of XXXX techniques and applications, identified as a weaker area in terms of student performance. Accordingly, a revised course/lab syllabus is currently in use.**	**Course Faculty**	***Please note:*** *Complete only when regular/routine resources are either not available or are not sufficient.*	*When will the tasks/actions be fully implemented?* **Fall 2014**

Performance Indicator (Target Outcome): *State the performance indicator against which the objective was measured (i.e. the one stated in the Annual Assessment Plan (AAP).*
At least eighty (80) percent of the students will have an individual combined score of 75% or higher in topic X questions in the Capstone Exam.

ADMINISTRATIVE

Objective 1 **Increase the number of online tools available to students, families and other stakeholders to facilitate the financial aid process.**

Improvement Strategies:

Tasks/Action Steps (What will be done?)	Responsibilities (Who will do it?)	Resources Funding/Time/Personnel/Materials)	Timeline
1. A major system analysis and redesign to correct flaws in the response structure followed by retesting. **2. Review of the routing process to identify specific factors causing misrouting of students.** **3. Refreshing training program for office staff to eliminate inefficiencies in the processing of applications.**	**Director of Student Financial Services and Director of Information Technology (IT)** **Director and Staff of Student Financial Services**	(***Please note:*** *Complete only when regular/routine resources are either not available or are not sufficient.*)	(By when? Mon./Yr.)

Performance Indicator (Target Outcome): **90% system's successful routing of students to advisors.**
95% accuracy of system's responses to questions related to financial aid.
30% decrease in financial aid processing time with increased use of online tools.

Appendix D
Using Built-in Definitions and Examples of Outcomes Assessment

Definitions in AMOS: Hover over a word or phrase and click. The definition will open.
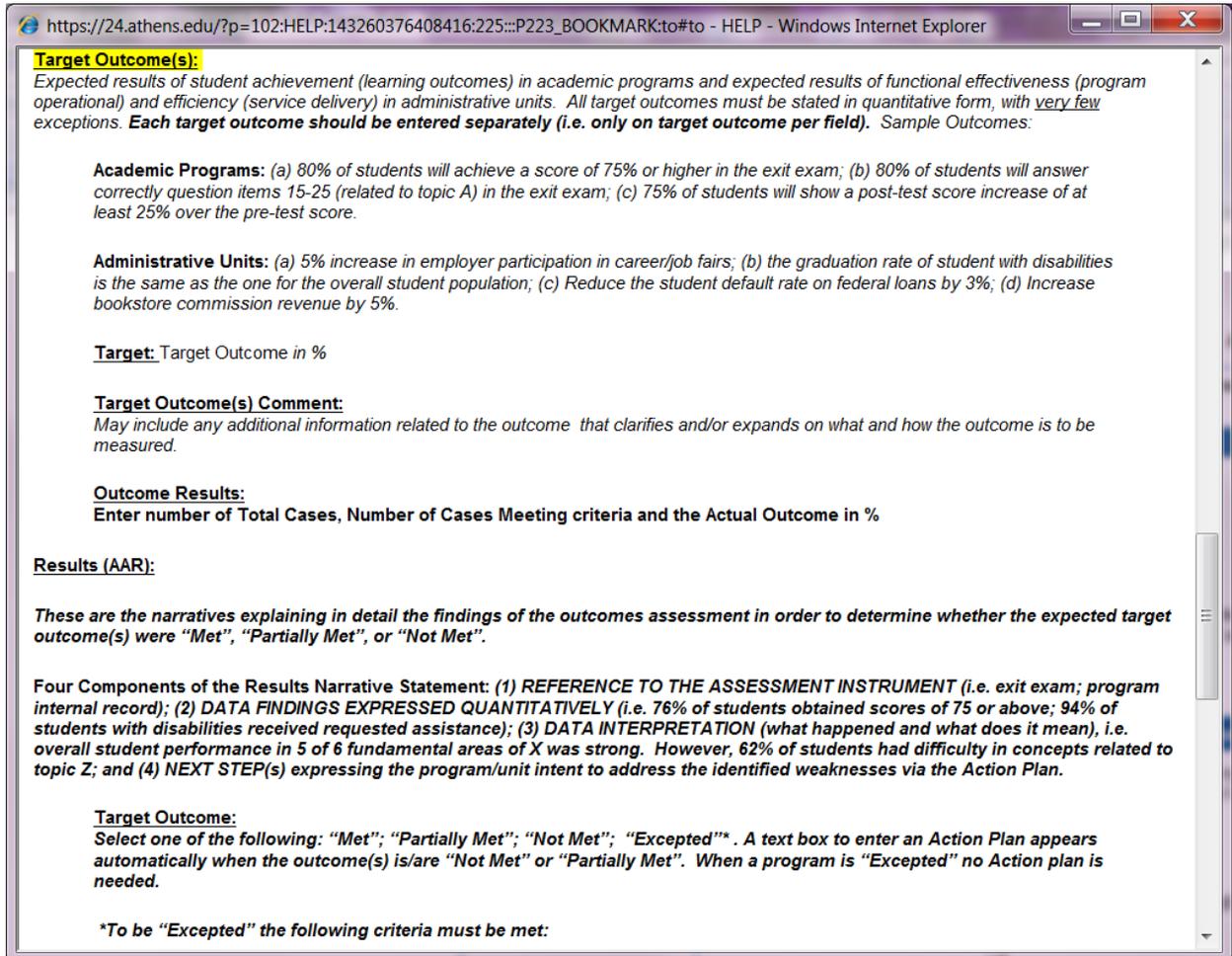
https://24.athens.edu/?p=102:HELP:143260376408416:225:::P223_BOOKMARK:to#to - HELP - Windows Internet Explorer

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: