

# ASU Outcomes Assessment System Phase I: AAP Submission & Review

## Implementation Status Report

Office of Institutional Planning, Research & Assessment  
Athens State University  
April 27, 2007



# Refreshing our memory...

- Annual Assessment Cycle Parallel Approach

- **Plan (2006-07)**

- **Measure (2007-08)**

- **Act (2008-09)**

- ASU Annual Assessment Cycle (Timeline)

- **Phase I**

- **Phase II**

- **Phase III**

# ASU Annual Assessment Cycle (Parallel Approach)

## 2007-08 Assessment Year

Plan	Measure	Act
2006-07	2007-08	2008-09

## 2008-09 Assessment Year

Plan	Measure	Act
2007-08	2008-09	2009-10

## 2009-10 Assessment Year

Plan	Measure	Act
2008-09	2009-10	2010-11

# ASU Annual Assessment Cycle

Phase I Spring Semester	Phase II t/o Academic Year	Phase III 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>

# Where we were...

- **Assessment Challenges:**

- Widespread confusion and skepticism
- Concern over increased workload (AAPs)
- Difficulty delineating assessment at different levels (course, program/department, college, institution)
  - operational vs. service delivery outcomes (adm)
  - operational (program) vs. learning outcomes (acad)
- Difficulty identifying performance indicators

# What we did to move forward...

- Listened and empathized
- Implemented a consistent process across the university (while accommodating unique differences among programs and organizations)
- Worked together individually and/or in groups

# Where we are...

- **Completed Tasks:**

- **Identified all academic and administrative units that impact Institutional Effectiveness**

- AAP required

- Academics: 27

- Student Services: 11

- Financial and Other Administrative Affairs: 6

- University Relations: 4

- **GRAND TOTAL: 48 AAPs**

## Where we are...(cont'd)

- **Reviewed mission statements, goals, and objectives for most academic and administrative units**
  - Easier to “connect-the-dots” to the Strategic Plan (I.e. Long Range and Short Range Plans)
  - Easier to identify/measure performance indicators/metrics (**outcomes**)
  - Integrated revisions into the 2007-08 Catalog to achieve higher level of consistency throughout



## Where we are...(cont'd)

- **Identified performance metrics that collectively measure and document overall Institutional Effectiveness**
  - Academic:
    - Learning Outcomes
    - Academic/Extracurricular (Library, Academic Advising, etc.)
  - Student Services/Support
  - Administrative Support

# Where we are...(cont'd)

- **Identified needed assessment tools**
  - **Direct Assessment Methods**
    - Academic Programs (Exit Exams, Student Portfolios, Scoring Rubrics, etc.)
    - Administrative/Support Units (Internal office documents, logs systems, etc.)

# Where we are...(cont'd)

- **Indirect Assessment Methods**

- University-wide surveys
  - Graduating Senior Exit Survey
  - Faculty Course Evaluations
  - Alumni Follow-Up Survey
  - Employer Survey
- Point of Service Surveys (Program/Office Specific)

# Phase I: AAP Submission

- **Progress Areas: Submission Rate**
  - 67% Submission Rate by 4/15 deadline
    - 32 of 48 AAPs
      - Academics (20/27 AAPs =74%)
      - Student Services (10/11 AAPs =91%)
      - All other areas (2/10 AAPs=20%)

# Phase I: AAP Submission

## (cont'd)

- **Progress Areas: AAP Content Quality**

- All objectives/outcomes categorized as:
  - Learning (Academic Units)
  - Program Operational (Academic & Administrative Units)
  - Service Delivery (Administrative Units)
- Most objectives/outcomes easily mapped to institutional, organizational unit, and sub-unit goals (academic & administrative)
- Each objective/outcome measured by at least a direct and indirect method

# Phase I: AAP Submission (cont'd)

- **Problem Areas:** will need further work
  - Assessment methods:
    - Confused with courses' final grade
    - Unclear (no pathway b/w objective, assessment, and outcome)
    - Possible data validity and reliability issues
  - Expected/Target Outcomes:
    - Missing, incomplete, or not stated quantitatively
    - Data validity and reliability issues

# Phase I: Next Steps

- IAC evaluates AAPs and determines review status as follows: (May-June 2007)
  - ✓ Approved-Minor Revisions--No Resubmission Required
  - ✓ Approved-Minor Revisions—Resubmission Required
  - ✓ Major Modifications—Resubmission Required
    - Dept/adm units review & resubmit AAP addressing IAC/OIA concerns
- OIA communicates final review status to VPs/Deans
  - All AAPs approved and finalized by **July 31**
  - Approved AAPs are available for viewing via IE website (when completed)

# Sample-AAP Review & Evaluation Form

PLAN ELEMENTS	Review Score				
	1	2	3	NA	Total
<b>I. MISSION STATEMENT</b>					
a. Stated program mission relates to and is consistent with the ASU mission.					
b. Stated program mission is the same as the existing and published (catalog, website, etc.) mission.					
c. It explicitly covers the educational and/or support function mission					
<b>II. PROGRAM GOALS</b>					
a. Stated program goals are the same as existing and published (catalog, website, etc.) goals.					
b. Stated goals are the same as in the latest curriculum/program review.					
<b>III. OBJECTIVES/EXPECTED OUTCOMES</b>					
<b>Learning Objectives/Expected Outcomes (Academic Units)</b>					
a. Outcomes are stated as cognitive/knowledge-based outcomes.					
b. Number of outcomes is reasonable (i.e. between 3-8)					
<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					
b. Number of objectives is reasonable (i.e. 2-4)					
<b>IV. PROCEDURES, METHODS AND MEASUREMENT CRITERIA</b>					
a. Measures and procedures are identified for each outcome					
b. Each outcome is stated in measurable terms.					
c. There is a direct link between outcomes, measures, and procedures					
d. Each objective/outcome is measured through at least one direct and one indirect assessment method					
e. Performance indicators and expected/target outcomes are stated quantitatively.					
f. There is evidence of a process to establish data validity					
g. There is evidence of a process to establish data reliability					
h. There is at least one method that solicits employer feedback (Academic Units Only)					
i. The plan incorporates a continuum of outcome information (i.e. longitudinal assessment)					
<b>V. DISSEMINATION AND USE OF ASSESSMENT RESULTS</b>					
a. The plan states a process for faculty and staff to discuss assessment findings					
b. The assessment methods used are appropriate to make program improvement decisions based on results.					



# Next Steps...(cont'd)

- ✓ Develop and/or revise assessment instruments/tools as stated in the AAP (May-June)
  - i.e. POS Surveys, Exit Exams (question banks, etc), scoring rubrics, internal documents/logs, etc. (include current assessment tools in use)
  - **Caution: Those Long Range Plans...**
    - Multiple surveys and measurements stated
    - Are we really doing those???

## Next Steps....(cont'd)

- ✓ Submit an electronic copy to OIA for assignment of control number(s)
- ✓ Develop your curriculum-assessment map (OIA will provide further instructions & guidance)
- ✓ Begin to plan for the upcoming assessment data collection period starting in 8/07 until 7/08. **(Phase II)**

# Questions and Assistance?

## Contact OIPRA

- 102 Naylor Hall - - - Ext. 642

**THANKS**

**Your continued support and hard work will  
keep us moving.**

**Let's keep the fun going!**