Writing an Effective Assessment Plan

4. Use of results for continuous improvement

1. Setting goals, SLOs, and objectives

3. Analysis of results

2. Data collection

Writing an Effective Assessment Plan

Table of Contents

What is an Assessment Plan?

The assessment plan provides the foundation for what will become the overall assessment report. The **ASSESSMENT PLAN** component consists of *goals, and/or student learning outcomes (SLOs) and objectives* that focus on results and what brings change to individual academic programs and units. Each SLO and objective contains a *description of assessment* that details how each will be measured. Through this measurement it will be established if the SLO or objective was successfully completed. Later in the assessment cycle, the analysis of results, objective/SLO status and use of results for continuous improvement will be added to complete the **ASSESSMENT REPORT.**

Table 1 describes the Annual Assessment Timeline.

Table 1
Annual Assessment Timeline

Fiscal Year (FY)*	**Preliminary Plan Due**	Final Plan Due	Assessment Report Due
2023-2024	**3/15/2023**	11/15/2023	9/30/2024
2024-2025	**3/15/2024**	11/15/2024	9/30/2025
2025-2026	**3/15/2025**	11/15/2025	9/30/2026
2026-2027	**3/15/2026**	11/15/2026	9/30/2027
2027-2028	**3/15/2027**	11/15/2027	9/30/2028

* FY begins 7/1 and ends 6/30 annually

Preliminary Plan – An assessment plans consist of unit goals, objectives/SLOs, and description of assessment. This user guide covers how to create a preliminary plan.

Final Plan - Modifications to preliminary plans may be made based on assessment data included in assessment reports. Refer to the *Finalizing an Assessment Plan* user guide for more information.

Assessment Report - Assessment reports consist of the analysis of results, objective/SLO status, and use of results for continuous improvement. Refer to the *Completing an Assessment Report* user guide for more information.

The SLOs and objectives included should **focus on aspirations and activities that allow the program or unit to continuously improve**. An assessment plan is not a list of all the activities that a program or unit engages in throughout the year.

Writing an Effective Assessment Plan

Frequently Asked Questions

- How many goals and objectives/SLOs should be in my assessment plan?

This frequently asked question does not have a specific answer. The number of goals and objectives/SLOs varies depending on the academic program or unit. The goal of assessment planning and reporting is to engage in continuous improvement. This does not mean that *every* activity within a unit has to be assessed annually.

- Can I have the same goals and objectives in my assessment plan each year?

Yes, goals and objectives may be the same in consecutive assessment plans. In fact, in some cases an objective cannot be measured on one year and is included in assessment planning for more than one year.

- Can I change the SLOs in my plan?

Academic programs have established SLOs, as listed in the undergraduate and graduate catalogs. Within the SLO, changes may be made in how the SLO is measured, by modifying the assessment tools in the Description of Assessment.

- Does each SLO have to be added in my assessment plan every year?

Each program SLO does not have to be reported in Anthology on an annual basis, however, continual assessment of each SLO is determined by the individual academic program. As a best practice, if an SLO is not going to be measured in a given year, an SLO may be added to the plan that indicates the SLO will be measured in the following year. It is important to note that each SLO must be assessed in Planning at least once every four years to ensure a student is assessed on each SLO while enrolled in the program.

- Can my assessment plan from last year be copied over so I don't have to type it in again?

No, at this time this isn't a feature available in Planning. You can copy and paste your plan items from a previous year. Entering a plan in "from scratch" is a good opportunity to really think about what you are including in your assessment plan.

- What is a Final Assessment Plan? Do I have to complete one?

Changes in assessment plans may be made for a variety of reasons. Often after the assessment report is written for the previous year, it is realized that changes should be incorporated into the final plan. Changes may include, but are not limited to, changes in curriculum and/or academic assessment instruments, identification of new resources to improve assessment and unit functionality, and discontinuation of existing assessments. Changes to preliminary plans is covered in the *Finalizing an Assessment Plan* user guide.

Logging in to Anthology Planning

- Open Anthology in your browser: https://coastal.campuslabs.com/. You can also access the program from the Faculty and Staff page under Common Login Links for Faculty/Staff: https://www.coastal.edu/info/facstaff/.
- Sign in with your **CCU email address** and **password**.
- From the landing page, select *Planning*:

Planning
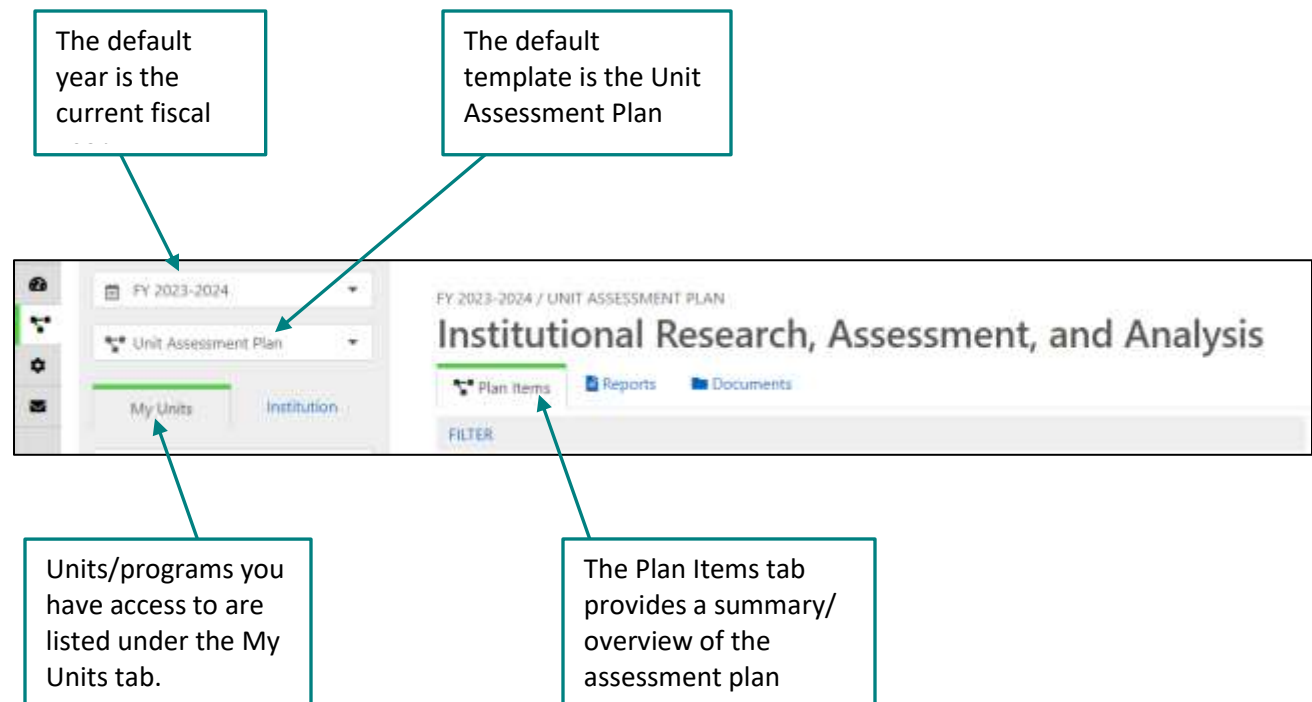Connect and manage your strategic
planning efforts
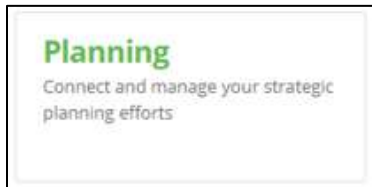
The Dashboard

Plans   Select the *Plans* tab (3 squares with connecting lines) to view, create, and edit available plans.

Getting Around the Plans Page

The Plan Items tab provides a summary/overview of the assessment plan.

The default year is the current fiscal

The default template is the Unit Assessment Plan

FY 2023-2024

Unit Assessment Plan

My Units   Institution

FY 2023-2024 / UNIT ASSESSMENT PLAN

Institutional Research, Assessment, and Analysis

Plan Items   Reports   Documents

FILTER

Units/programs you have access to are listed under the My Units tab.

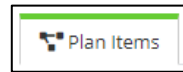The Plan Items tab provides a summary/ overview of the assessment plan
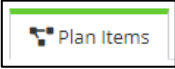
Figure 1 shows a sample summary/overview of an assessment plan as it appears on the **⛊ Plan Items** tab.

Figure 1
Assessment Plan Overview

Accreditation - Decennial Reaffirmation Process

Institutional Research, Assessment and Analysis   In Progress
1:Unit Goal ⇅   7/1/20 - 6/30/21

Supported By (1) :   1 - In Progress   0 - Complete

Compliance Certification Completion

Institutional Research, Assessment and Analysis   In Progress
1.1:Unit Objective/Outcome ⇅   7/1/20 - 6/30/21

Provide Data for Decision-Making

Institutional Research, Assessment and Analysis   In Progress
2:Unit Goal ⇅   7/1/20 - 6/30/21

Supported By (3) :   3 - In Progress   0 - Complete

Data Visualizations Tool

Institutional Research, Assessment and Analysis   In Progress
2.1:Unit Objective/Outcome ⇅   7/1/20 - 6/30/21

Before you start a new plan or edit an existing plan, make sure you are in the correct fiscal year. Refer to Table 1 – Annual Assessment Timeline. The FY can be changed in the drop-down box on the Plans page.

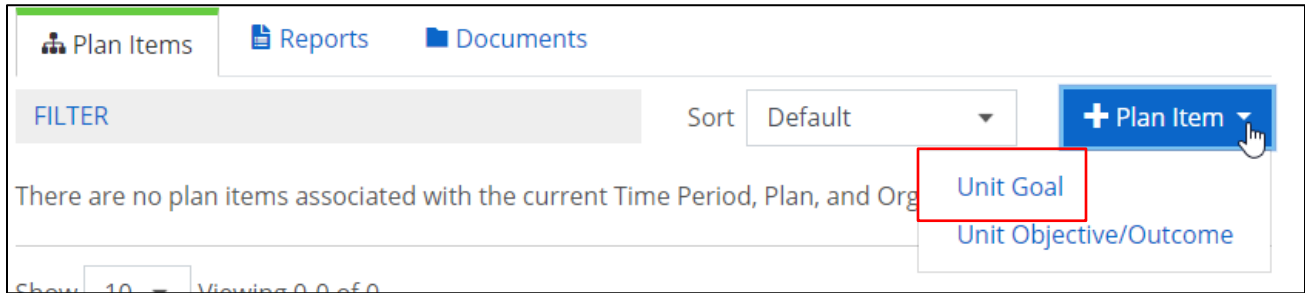Writing an Effective Assessment Plan

Creating an Assessment Plan

- On the Plan Items tab, select the Plan Item drop-down list to create a new Unit Goal.
- Select *Unit Goal.*

Adding Unit or Academic Program Goals

Goals are overarching principles that guide decision-making. Goals:

- are succinct, broad, and are generally difficult to measure.
- provide the general structure for assessment plans, and will have one or more SLOs or objectives under each.
- act as an **umbrella** over SLOs and objectives.

Examples of Goal Statements and Goal Titles:

- (*Goal Statement*) The Office of Admissions and Merit Awards seeks to attract a diverse student body from a variety of ethnic, economic, and geographic backgrounds.
  - ➢ (*Goal Title*) Attract Diverse Student Body

- Begin formal planning and preparation for decennial reaffirmation process scheduled for 2022.
  - ➢ Accreditation – Decennial Reaffirmation Process

- The department expects graduates to demonstrate an ability to describe various global cultures, physical and political regions, and environmental contexts.
  - ➢ Global Knowledge

- Mathematics majors will demonstrate a sound conceptual knowledge of the theoretical foundations of mathematics.
  - ➢ Theoretical Foundations

Goal Template Fields

Goal Number *

Enter sequentially beginning with 1. Do not add a period, the word "goal", etc.

- Enter sequentially beginning with 1. Do not add a period, the word "goal", etc.

Goal Title *

Enter a brief goal title that will appear on the main Plan Items tab.

- **Brief, abbreviated title** for the goal that will appear on the main Plan Items tab (Figure 1).
- It may be easier to add this field after the full goal statement has been written.

Goal Statement

Enter the full goal statement. Goals are succinct, broad, and generally difficult to measure. Goals provide the general structure for the assessment plan.

File   Edit   View   Insert   Format   Tools   Table

Paragraph   B   I

📋 Paste as text

Select the *Paste as text* option when copying and pasting text from other programs, e.g. Word, Excel

P

- The full goal statement is added to the Goal Statement box.

DID YOU KNOW? That fields with a red asterisk * are required fields. You cannot save the template without adding content to these fields.

DID YOU KNOW? That all fields have a prompt to guide you in entering content in the field.

Enter a brief goal title that will appear on the main Plan Items tab.

Start *

Start date for the planning period. This field corresponds to the planning period fiscal year and cannot be modified.

07/01/2023

End *

End date for the planning period. This field corresponds to the planning period fiscal year and cannot be modified.

06/30/2024

- The start and end date will be populated by the system based on the selected fiscal year and cannot be modified.

Progress

Select "In Progress" when objectives/student learning outcomes are created. Change to "Complete" once the assessment report has been written.

In Progress
Complete

- Select *In Progress* when creating assessment plans. You will change this field to *Complete* when writing your assessment report later in the year.

Providing Department *

The Providing Department is populated by the system.

Institutional Research, Assessment and Analysis

- The Providing Department field is populated by the system.

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SLOs and Objectives in Assessment Plans

- Academic programs list **SLOs** that relate to their programs with the intent that the student will have mastered these outcomes upon completing their program. SLOs are included in the University Catalog with the description of each program.
- Administrative units do not provide academic instruction to students in the classroom so they do not report student learning outcomes; instead their focus is on meeting unit goals and **objectives**.
- Student services units, e.g. University Recreation, Student Affairs, may have plans that are a **combination of objectives and SLOs**. These units function primarily as administrative units, however, due to their direct interaction with students out of the classroom, often SLOs are appropriate for inclusion in assessment plans.

Adding Unit Objectives and SLOs

Objectives and SLOs specify an action that is observable, measurable, and demonstrable. Objectives and SLOs include:
- **One action verb**:
  - ➢ Produce, identify, compare
- A **measurable**, quantifiable outcome
  - ➢ Percent increase in participation in a recycling program
- A clearly **defined expectation** or **result**
  - ➢ Teacher candidates will design lesson plans based on knowledge of subject matter
- A **timeline** for completion
  - ➢ Project will be complete by Fall 2019

Examples of Objective Statements and Objective Titles:
- (*Objective Statement*) During the FY 2019-20, the **measured** response rate of prospective students taking the campus tour will be 85%.
  - ➢ (*Objective Title*) Campus Tour Response Rate
- 90% or above of 25Live training participants will **rate** training provided during 2023-24 as satisfactory.
  - ➢ 25Live Satisfaction
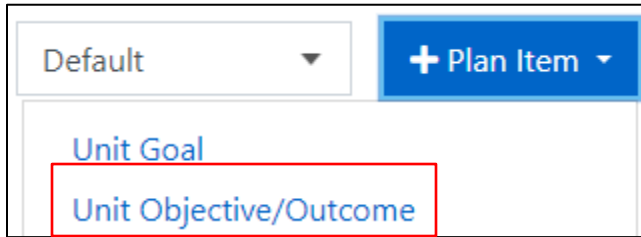
Examples of SLO Statements and SLO Titles:

- *(SLO Statement)* Students will **demonstrate** an ability to integrate intertextual sources from primary texts.
  - ➢ *(SLO Title)* Integrate intertextual sources
- During the Fall 2019 semester, candidates will **complete** the integrated centers assignment with a mean score of 2 or higher.
  - ➢ Integrated centers assignment
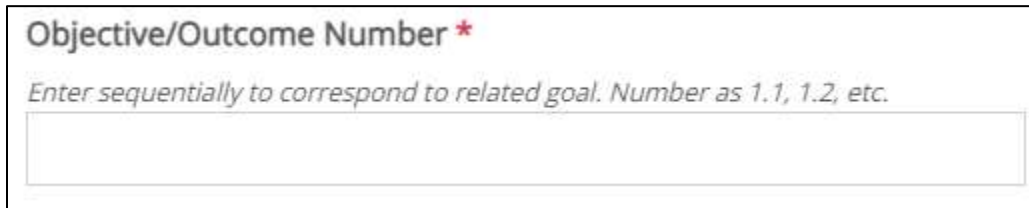
> **DID YOU KNOW?** Bloom's Taxonomy (Appendix B) contains an extensive list of measurable action verbs.

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Objective/Outcome Template
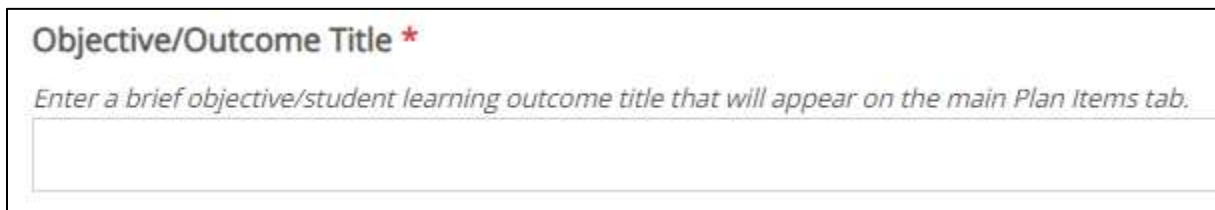
- On the Plan Items tab, select the Plan Item drop-down list to create a new Unit Objective/SLO.
- Select *Unit Objective/Outcome*.

- Number the objectives and SLOs sequentially to correspond with the associated goal. Number as 1.1, 1.2, etc.

- Select *Objective* or *Student Learning Outcome* from the drop-down list.

- Brief title for the objective/outcomes that will appear on the main Plan Items tab (Figure 1)
- It may be easier to add this field after the full objective/outcome statement has been written

Objective/Outcome Statement

Enter the full objective/student learning outcome statement. Use one measurable action verb. Include a timeline that indicates the expected completion of the objective/student learning outcome.

File   Edit   View   Insert   Format   Tools   Table

↶   ↷   Paragraph   ⌄   **B**   *I*   ☰   ☰   ☰   ☰   ⫷   ⫸   ☰ ⌄   ☰ ⌄

- Use **one** measurable action verb for each objective/outcome statement
- Include a quantifiable outcome or measurable result
- Include a timeline

Description of Assessment

Include a description of the methods and tools that will be used to measure the objective/student learning outcome. Include attached PDF copies of supporting documents, e.g. rubrics, assignments, and assessments.

File   Edit   View   Insert   Format   Tools   Table

↶   ↷   Paragraph   ⌄   **B**   *I*   ☰   ☰   ☰   ☰   ⫷   ⫸   ☰ ⌄   ☰ ⌄

p

Plan Item Files

There are no attachments.

- A description of the methods and tools that will be used to assess the objective or SLO. Copies of supporting documents, e.g. rubrics, assignments, assessments, etc. may be attached as files.
- The description of assessment must **align** with the objective/outcome being measured. If the objective indicates a survey will be administered, the data associated with the administration should be included, not data describing the results (that can come in a future objective)!
- For example, in SLOs the number of students involved, description of instrument used, description of a pre- and post- test, indication of the number of questions asked and purpose of assessment may be included.
- Similarly, for objectives a clear description of what is being measured, e.g. the success rate and how it is being measured, with a survey, is included.

Examples of the description of assessment:

> The level of competence to be measured via the resume included in the sample of student writing portfolios submitted during the ENGL 411 capstone course. A common rubric will be used to assess the student writing presented in the portfolios. The rubric provides specific detail for each potential rating for the SLO/goal.

  - Portfolio Requirements:
    - A paper from English 300 (both an original and revised version)
    - A creative piece from English 301 (both an original and a revised version)
    - Any other upper-level ENGL course paper
    - An updated, polished resume

> An 8-question survey will be administered after the student completes the bicycle rental process. The survey consists of the questions measuring:

  - Overall satisfaction
  - Benefits to renting a bike (easier get to and from class, good way to be healthy/exercise, easy form of transportation, sustainable and good for environment)
 - Demographic information

A copy of the survey is included with this objective.

Plan Item Files (Attachments)

- It may be helpful to include documents to provide readers additional information describing the assessment. Examples may include an assignment, survey, and/or rubric.
- Whenever possible **attach PDF** versions of attached files.

- Select the *+File* link corresponding to the field (i.e. Description of Assessment).
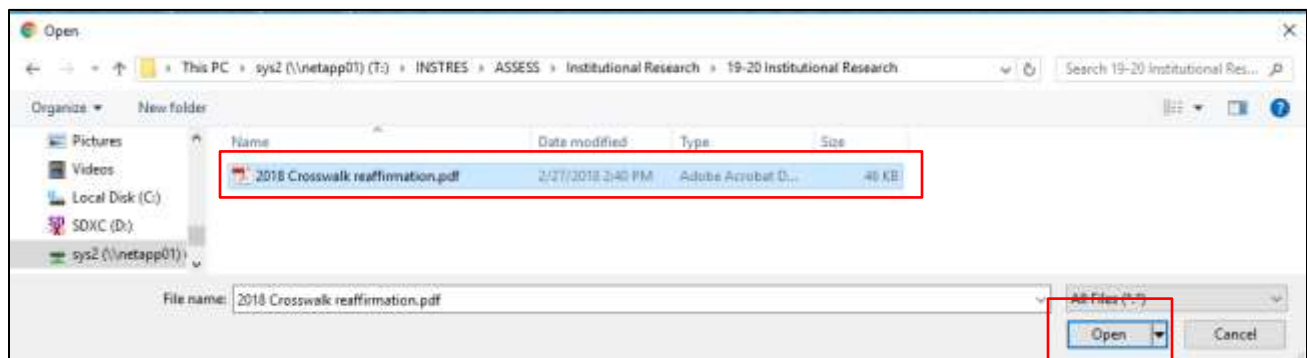
- Navigate to and select the file you want to upload.
- Select *Open*.
- You will be returned to the Unit Objective/Outcome template and the file will be attached.

Start *

Start date for the planning period. This field corresponds to the planning period fiscal year and cannot be modified.

07/01/2022

End *

End date for the planning period. This field corresponds to the planning period fiscal year and cannot be modified.

06/30/2023

- The start and end date will be populated by the system based on the selected fiscal year and cannot be modified.

Progress

Select "In Progress" when objectives/student learning outcomes are created. Change to "Complete" once the assessment report has been written.

In Progress
Complete

- Select *In Progress* when writing assessment plans. You will change this field to *Complete* when writing your assessment report later in the year.

Providing Department *
The Providing Department is populated by the system.

📝 Institutional Research, Assessment and Analysis

- The Providing Department field is populated by the system.

<u>Relating Unit Objectives/SLOs to Unit Goals</u>

To establish a connection or relationship from one plan item to another (e.g. connect unit objectives/SLOs to unit goals), open the objective/SLO you wish to establish the connection for. It is recommended that you establish relationships from the bottom up; from unit objectives/SLOs UP to unit goals.

Permissions   Related   History

Supports   ➕ Supports
(Connected Up)

- Select the *Related* tab within objective/SLO.
- Select the *+Supports* link.

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- Find the correct organizational unit using the Search box or clicking through the organizational chart. Adding any part of the program or unit name, then selecting *Enter*, will result in a list of units containing that text.

- Select the unit.

- A list of plan items available to establish a relation with will be visible.
- Select the plus button to establish the relation with the desired goal

- The relation has been established.
- Select the *Back to Plan* Item link at the bottom right corner of the screen to return to the objective/SLO.

Relating Unit Objectives/SLOs to Strategic Plan Initiatives

All units and programs are to relate plan objectives and student learning outcomes (SLOs) to the University strategic plan, CCU Reach. By incorporating these relationships into assessment plans, you are contributing to **strengthening the University's strategic plan.** A copy of the CCU Reach is found in Appendix C.

Relations may only be established between **unit plan objectives/SLOs** and the **strategic initiatives**. You may relate to one or more strategic initiative per unit plan objective/SLO.

It is recommended that at least **50%** of plan SLOs and/or objectives be related to a strategic initiative.

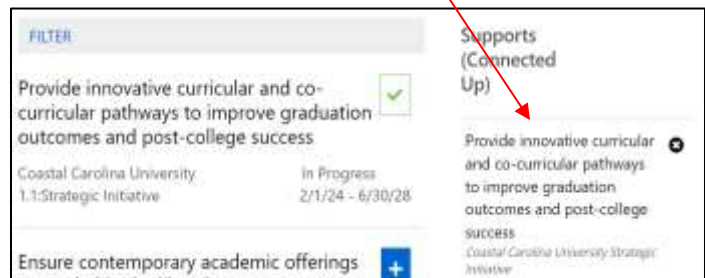- Select the *Related* tab within objective/SLO
- Select the *+Supports* link
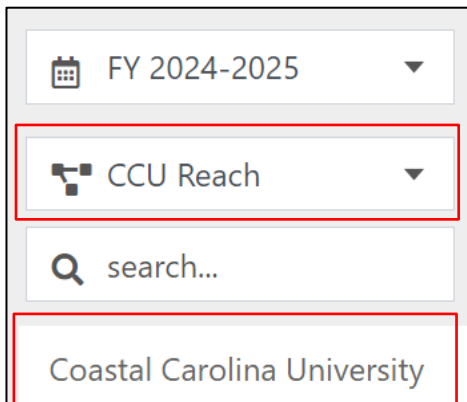
- Select *CCU Reach* from the plan drop-down list
- Select *Coastal Carolina University* from the organizational structure

- Strategic Initiatives will be listed
- Select the plus button to establish the relation
- The relation has been established

- Select *Back to Plan Item* to return to the objective or SLO.

Related Item Progress Display (Plan Items tab)

The Related Items Progress display is an aggregated view of the Progress field status for related items supporting an item. This data is automatically generated and shown when there are **supporting items** related to a plan item.
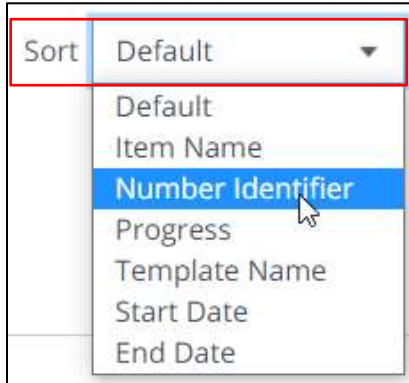
- To see the established related items, sort the plan by Number Identifier.

- The above example indicates that Goal 1 has one supporting objective.
- The bi-directional arrows indicate a relation exists for that plan item.

DID YOU KNOW? You can return to the Plan Items page by selecting the link at the top of each page.

FY 2024-2025 / UNIT ASSESSMENT PLAN

Assigning Responsible Users

The Responsible Roles field within Planning templates is used to "push out" planning items to a user's My Dashboard > Plan Items tab. This allows a user to note which items they have been designated responsible for completing or in charge of editing. Assigning users to a plan item helps manage workflow, particularly when assessment plans are large and/or encompass more than one functional area, e.g. Institutional Research, Assessment and Analysis.
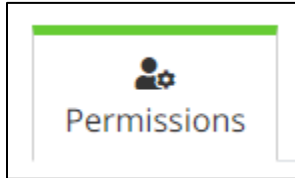
- To assign a user, from within the plan item (e.g. goal, SLO, or objective), navigate to the Permissions tab.
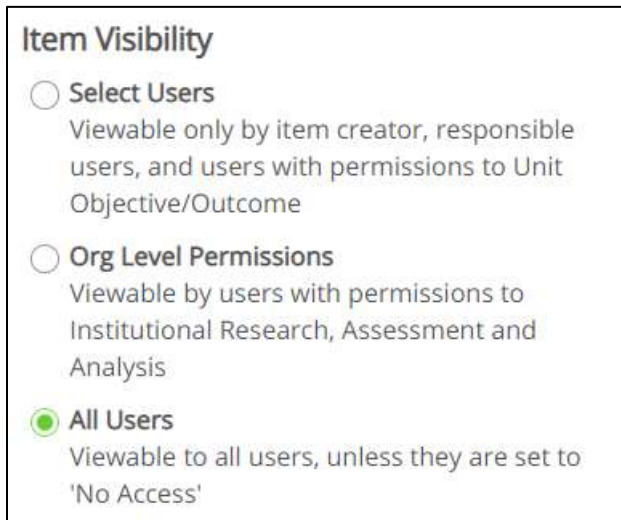
- A list of available users can be seen on the right side of the page. The default Item Visibility is set to *All Users*, as within the Planning application all plans are visible to all users. **All users cannot, however, edit and plan item they don't have specific permission to edit.**
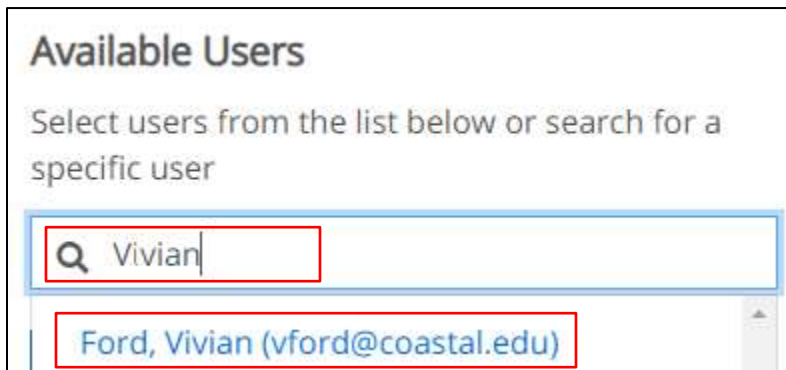
- Start typing a name in the Available Users search box.
- Select the blue link to assign the user responsibility for the plan item.
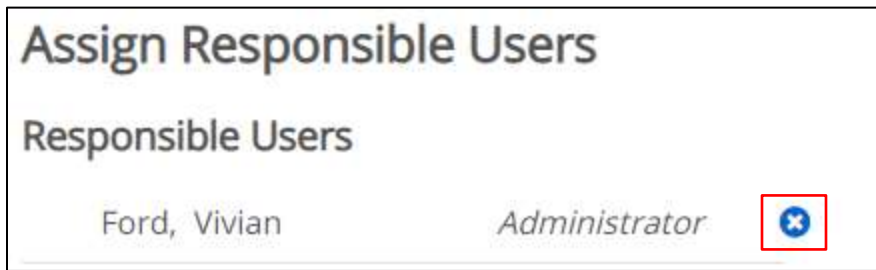
- Once selected, the user's name will appear under the Responsible Users section.
- To remove a user, select the white "x" in the blue circle.

- Those assigned as a Responsible User will see an icon to designate they have been assigned a plan item.
- Multiple users may be assigned to the same plan item.

Printing Assessment Plans

- Select the *Reports* tab.
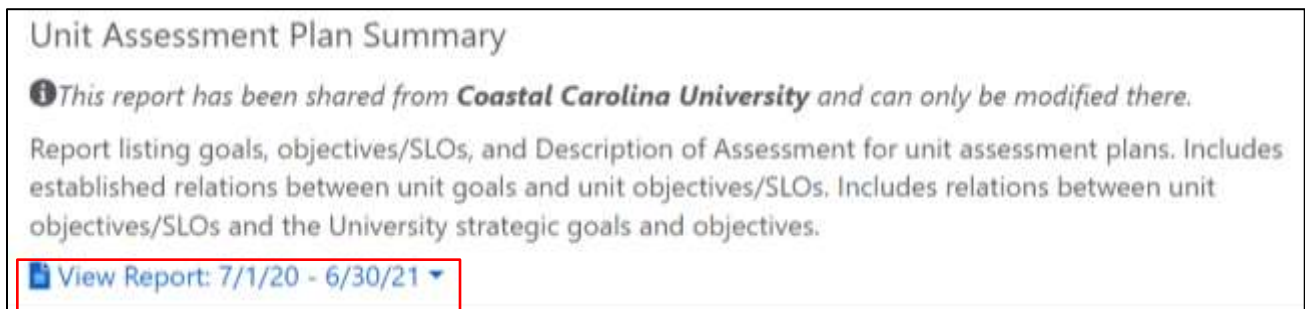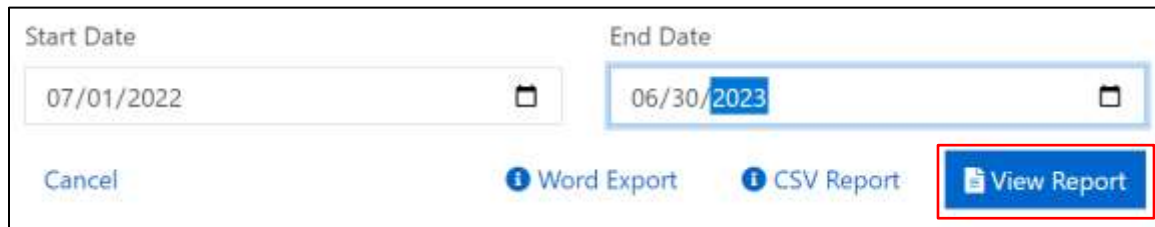
- Available reports will be listed. The Unit Assessment Plan Summary will print the assessment plan for the selected time frame.
- Select the *View Report* link to select various report options.
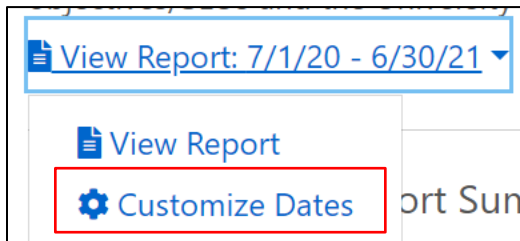
- Select *Customize Dates*.

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- The *Customize Dates* link will allow you to choose the desired FY for the report.
- Modify dates and select the *View Report* button to open a new tab and view the report.
- The completed report will open in a new tab

- Close the report (Planning tab) by selecting the "x" to return to the Custom Report Date Range page.
- Select the UNIT REPORT link or ⛓ symbol to return to the main Reports tab.
- Select the Plan Items tab to return to the assessment plan.

Getting Assistance

Enter a KACE ticket at IRAA Requests
Or contact:

Vivian Ford, vford@coastal.edu, 843-349-2733
Molly French, mfrench@coastal.edu, 843-349-2294
Savannah Watson, sewatson@coastal.edu, 843-349-2731

 You can get up-to-date Planning & Reporting User Guides on the Anthology Planning Dashboard under Announcements, Training Materials

 Grammarly is a free cloud-based writing assistant that reviews spelling, grammar, punctuation, clarity, engagement, and delivery mistakes. Download at: www.grammarly.com

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Appendix A: Sample Assessment Plans

Management (BSB)
General Management Knowledge

Goal Number: 1

Goal Statement: Students should be able to demonstrate knowledge and understanding of basic management principles and concepts.

Start: 7/1/2020
End: 6/30/2021

Management Field Test
Objective/Outcome Number: 1.1

Objective or Student Learning Outcome: Student Learning Outcome

Objective/Outcome Statement: By the end of their capstone course, students will be able to demonstrate comprehension of the management process, organizational behavior, strategy and policy, international issues, and entrepreneurship.

Start: 7/1/2020
End: 6/30/2021

Description of Assessment: This learning outcome will be assessed via the Wall Assessment of Learning and Knowledge, which will be administered every semester as a graded requirement of the capstone course (CBAD 478: Strategic Management). This multiple-choice exam covers 9 major areas of business: Accounting, Economics, Management, Quantitative Business Analysis, Finance, Marketing, Legal & Social Environment, Information Systems, and International Issues. The exam provides a measure of students' academic achievement in the multidisciplinary field of business, and provides comparative data at a national level.
For this SLO, we will use the student scores on the management portion of the exam. The Management domain includes questions on the subtopics of: management principles, organizational behavior, strategy and policy, operations management, entrepreneurship, and international issues.

The goal for the management major is to improve WALK exam scores until management majors obtain the 80th percentile on the management portion of the exam.

RELATED ITEMS---
    RELATED ITEM LEVEL 1

        General Management Knowledge
        Goal Number: 1

Support and enhance effective teaching that promotes high-impact engagement
Goal Number: 1.1

RELATED ITEM LEVEL 1
Ensure a supportive, high-quality learning environment
Goal Number: 2.1

Essential Managerial Tasks
Objective/Outcome Number: 1.2

Objective or Student Learning Outcome: Student Learning Outcome

Objective/Outcome Statement: Students should be able to distinguish among the four essential managerial tasks (planning, organizing, leading, and controlling).

Start: 7/1/2020
End: 6/30/2021

Description of Assessment: The learning outcome will be assessed at the individual level via eight multiple choice questions on an exam administered in CBAD 301: Management and Organizations at the conclusion of the course, after all topics have been covered. The questions will consist of four definition questions (one for each of the four essential managerial tasks) and four application questions pertaining to the four essential managerial tasks (chosen from a larger pool of questions). See Appendix B: CBAD 301 Managerial Tasks Questions for questions.

The average score for management students should be at least 70%.

Attached Files
 Appendix B - CBAD 301 Managerial Tasks Questions.pdf

RELATED ITEMS--
RELATED ITEM LEVEL 1
General Management Knowledge
Goal Number: 1

RELATED ITEM LEVEL 1
Support and enhance effective teaching that promotes high-impact engagement
Goal Number: 1.1

RELATED ITEM LEVEL 1
Ensure a supportive, high-quality learning environment
Goal Number: 2.1

Human Resource Management
Goal Number: 2

Goal Statement: Students should be able to explain the key functions and decisions of Human Resource Management.

Start: 7/1/2020
End: 6/30/2021

Legal Issues in HR
Objective/Outcome Number: 2.1

Objective or Student Learning Outcome: Student Learning Outcome

Objective/Outcome Statement: Students should be able to identify how the legal context affects decisions about recruitment, selection, performance appraisal, compensation/benefits, and employee rights.

Start: 7/1/2020
End: 6/30/2021

Description of Assessment: This learning outcome will be assessed on an individual level via a multiple-choice exam related to the legal context of Human Resource Management administered in MGMT 308: Managing Human Capital (see Appendix C: HR Exam for questions). This is a 35-item exam, which covers a variety of HR topics including legal issues, HR planning, selection, training and performance management. The exam is given at the conclusion of the course, after all topics have been covered.

The average score for management students should be at least 70%.

Attached Files
 Appendix C - HR Exam.pdf

RELATED ITEMS--
        RELATED ITEM LEVEL 1
        Support and enhance effective teaching that promotes high-impact engagement
        Goal Number: 1.1

        RELATED ITEM LEVEL 1
        Human Resource Management
        Goal Number: 2

        RELATED ITEM LEVEL 1
        Ensure a supportive, high-quality learning environment

Goal Number: 2.1

Relationship Management
Goal Number: 3

Goal Statement: Students should be able to manage relationships effectively.

Start: 7/1/2020
End: 6/30/2021

Teamwork Skills
Objective/Outcome Number: 3.1

Objective or Student Learning Outcome: Student Learning Outcome

Objective/Outcome Statement: Students should be able to demonstrate effective teamwork skills.

Start: 7/1/2020
End: 6/30/2021

Description of Assessment: This learning outcome will be assessed at the individual level via evaluations of team member performance using an online peer evaluation tool called CATME (info.catme.org). This tool allows team members to evaluate the contributions of their peers and provide information about their team experience. Specifically, each student will receive ratings (on a 5-point behaviorally anchored rating scale) from team members on five dimensions of teamwork: 1) contributing to the team's work, 2) interacting with teammates, 3) keeping the team on track, 4) expecting quality, and 5) having relevant KSAs (knowledge, skills and abilities). All ratings are made on a behaviorally-anchored rating scale, and scores range from 1 to 5, where 5 is the highest rating. Students will be evaluated following a semester-long team project or projects, and each individual's score on each dimension will consist of an average of the others' ratings of them on that dimension. See Appendix D – CATME Peer Evaluation Overview for a review of the rating system.

The average score for management students should be at least 70% on each of the five teamwork dimensions.

Attached Files
Appendix D - CATME Peer Evaluation Overview.pdf

RELATED ITEMS---
RELATED ITEM LEVEL 1
Support and enhance effective teaching that promotes high-impact engagement
Goal Number: 1.1

RELATED ITEM LEVEL 1
Ensure a supportive, high-quality learning environment
Goal Number: 2.1

RELATED ITEM LEVEL 1
Relationship Management
Goal Number: 3

Project Management
Goal Number: 4

Goal Statement: Students should be able to effectively manage projects.

Start: 7/1/2020
End: 6/30/2021

University Recreation
Leadership, healthy behaviors, sportsmanship and socialization opportunities

Goal Number: 1

Goal Statement: Develop and provide opportunities for our students in leadership, healthy behaviors, sportsmanship and socialization through University Recreation that will contribute to student success.

Start:
7/1/2020
End:
6/30/2021

Coastal Cycles Program
Objective/Outcome Number: 1.1

Objective or Student Learning Outcome: Objective

Objective/Outcome Statement: Establish repair inventory system for Coastal Cycles program.

Start: 7/1/2020
End: 6/30/2021

Description of Assessment: Repairs will be documented by all bike technicians. A form will be submitted with each repair to report, bike repair needed, what bike was being repaired, what part was used for repair and the time that it took to repair it.

Tracking our repairs will help us to determine what bikes need to be exited out of our system, to save resources and time. Also, we hope to determine what parts are needed to have on hand due to the demand of repair so we can produce repairs in a timely manner.

Student Employee Development
Objective/Outcome Number: 1.2

Objective or Student Learning Outcome: Objective

Objective/Outcome Statement: In FY 20/21, at least 30% of student employees will develop transferable skills during course of their employment experience.

Start: 7/1/2020
End: 6/30/2021

Description of Assessment: Student employees are expected to develop transferable skills (teamwork, communication, leadership) throughout their employment experience which can be used in their post-graduation employment. Supervisors will work with employees to develop these skills and intentionally integrate experiential learning opportunities on the job.   The development of skills will be evaluated through completion supervisor evaluation and self-evaluation.

Benchmark Peer and Aspirants

Objective/Outcome Number: 1.3

Objective or Student Learning Outcome: Objective

Objective/Outcome Statement: In FY 20/21, University Recreation will benchmark with our peer and aspirant institutions for current staffing levels, services offered and best practices to support our goal of reaching our students and helping develop a healthy environment.

Start: 7/1/2020
End: 6/30/2021

Description of Assessment: We will compare and contrast what we do with that of our peer and aspirant institutions annually to see what changes we need to be working towards to best serve our students. We will compare and contrast: Current staffing levels Services provided Best practices

Club Sports GPA and Retention

Objective/Outcome Number: 1.4

Objective or Student Learning Outcome: Student Learning Outcome

Objective/Outcome Statement: Students who participate in Club Sports will have a higher GPA and will be retained at a higher rate than those students who are not involved in Club Sports during the academic year 2020-21.

Start: 7/1/2020
End: 6/30/2021

Description of Assessment: The GPA's and retention data for all members and officers of Club Sport teams will be collected and compared to that of the general student population over several years in order to track retention rates.

Due to the nature of this long-term assessment, we hope to identify retention rates increased for those involved to further pursue the funding necessary to keep these students funded and engaged but to also provide additional opportunities for new students and the diverse needs of our students.

Provide Excellence in Customer Service
Goal Number: 2

Goal Statement: Provide excellent customer service, quality programs and equipment for our students, faculty and staff through the use of technology.

Start: 7/1/2020
End: 6/30/2021

Virtual programming Impact
Objective/Outcome Number: 2.1

Objective or Student Learning Outcome: Objective

Objective/Outcome Statement: In FY 20/21, using our social media platforms, identify the top 3 preferred class formats are most effective in reaching undergraduate student users.

Start: 7/1/2020
End: 6/30/2021

Description of Assessment: Create and distribute a poll/survey regularly (one time per month) to the followers of our social media pages. We will track views for our classes and responses to the questions. Questions will include: what types of formats do you participate in, which formats would you like to see, what formats help your mental health.

Recreation Software
Objective/Outcome Number: 2.2

Objective or Student Learning Outcome: Objective

Objective/Outcome Statement: In FY, 20/21 implement new recreation software program that is specific to our diverse needs.

Start: 7/1/2020
End: 6/30/2021

Description of Assessment: We will participate in an intensive on-campus training for the new software November 2020. In January of 2021, we will make live our user experience. We will be focusing on getting all necessary staff trained to ensure they are able to help our patrons with all their needs.   All users will be introduced to the new site via easier registration processes, scheduling and reservations of space, equipment check out, locker rentals as well as use of our calendar to see all the events recreation has to offer, all in one place.

Institutional Research, Assessment and Analysis
Accreditation - Decennial Reaffirmation Process

Goal Number: 1

Goal Statement: Continue preparation for the SACSCOC 2022 decennial reaffirmation.

Start: 7/1/2019
End: 6/30/2020

Compliance Certification Final Draft
Objective/Outcome Number: 1.1

Objective or Student Learning Outcome: Objective

Objective/Outcome Statement: During the AY 2019-20, the IRAA office will support the SACSCOC teams in compiling the Compliance Certification final draft documents.

Start: 7/1/2019
End: 6/30/2020

Description of Assessment: The final Compliance Certification document is due to SACSCOC by September 2021. In preparation for this due date, faculty and staff teams representing areas campus-wide, will prepare documentation that shows CCU demonstrates compliance with each of the 17 core requirements and 55 standards. Documentation for each requirement and standard will include a narrative describing the details of CCU's compliance, along with supporting evidence. Successful completion of this objective will be evidenced by a final draft copy of all 72 requirements and standards be submitted by the teams on or before May 20, 2020.

RELATED ITEMS---
        RELATED ITEM LEVEL 1
        Accreditation - Decennial Reaffirmation Process
        Goal Number: 1

        RELATED ITEM LEVEL 1
        Implement an aligned model of planning, budgeting and assessment
        Objective Number: 6.2.1

Provide Data for Decision-Making
Goal Number: 2

Goal Statement: Provide stakeholders with the information necessary to make timely, data-driven decisions.
Start: 7/1/2019
End: 6/30/2020

Creation of Data Visualizations
Objective/Outcome Number: 2.1

Objective or Student Learning Outcome: Objective

Objective/Outcome Statement: During the AY 2019-20, develop dynamic data visualizations to provide up-to-date information to key stakeholders.

Start: 7/1/2019
End: 6/30/2020

Description of Assessment: Providing current information to key stakeholders on a continuous basis is a priority of the IRAA office. In order to facilitate the delivery of data, the IRAA office will identify a tool to create data visualizations, reports, and dashboards. This project will begin with the identification of the information and data to be disseminated. Successful completion of this objective will be evidenced by the creation of multiple data visualizations, reports, and dashboards.

RELATED ITEMS--
> RELATED ITEM LEVEL 1
> **Provide Data for Decision-Making**
> **Goal Number:** 2

> RELATED ITEM LEVEL 1
> **Formalize a decision-making structure that supports the review of institutional initiatives, processes and policies**
> **Objective Number:** 6.2.2

Qualtrics Usage Data
Objective/Outcome Number: 2.2

Objective or Student Learning Outcome: Objective

Objective/Outcome Statement: During the AY 2019-20, gather Qualtrics data to identify the extent to which the software is being utilized across campus.

Start: 7/1/2019
End: 6/30/2020

Description of Assessment: Using Qualtrics administrator tools on a monthly basis, track the number of new surveys created and auditable responses entered into existing surveys. Gathering system data on a monthly basis will provide evidence to evaluate how much this survey software is being used. Data will be collected from September 2019 - May 2020.

RELATED ITEMS--
    RELATED ITEM LEVEL 1
    Provide Data for Decision-Making
    Goal Number: 2

    RELATED ITEM LEVEL 1
    Ensure sustainable, strategic and prioritized investment in technology
    Objective Number: 6.3.3

Beacon Alert Reporting
Objective/Outcome Number: 2.3

Objective or Student Learning Outcome: Objective

Objective/Outcome Statement: During the AY 2019-20, build data visualizations that present information detailing the total number of alerts created, lowered, and responded to in Beacon.

Start: 7/1/2019
End: 6/30/2020

Description of Assessment: Beacon provides a platform for individuals across campus – including faculty, academic advisors, athletic advisors, academic coaches, and staff in student support offices – to communicate information in the form of "alerts" regarding a student's academic behaviors. These alerts can be quantified and the data extracted from Beacon. Visual representations (graphs, charts, etc.) will be created and made available to constituents in the colleges who track student success. Successful completion of this objective will be evidenced by the development of a process to gather, present, and make data available on a daily basis.

RELATED ITEMS--
    RELATED ITEM LEVEL 1
    Provide Data for Decision-Making
    Goal Number: 2

    RELATED ITEM LEVEL 1
    Implement an aligned model of planning, budgeting and assessment
    Objective Number: 6.2.1

Improve Customer Support
Goal Number: 3

Goal Statement: Improve customer support internally and externally through the development and dissemination of information and data.

Start: 7/1/2019
End: 6/30/2020

Redesign College Fact Books
Objective/Outcome Number: 3.1

Objective or Student Learning Outcome: Objective

Objective/Outcome Statement: During the AY 2019-20, redesign the College Fact Books.

Start: 7/1/2019
End: 6/30/2020

Description of Assessment: Data, reports, and trend information for academic programs and the colleges is frequently requested by faculty and staff. To support these requests individual college fact books were made available beginning in 2013. This project will initially consist of the identification of the types of information most frequently requested. Based on this discussion, the college fact books will be redesigned and updated. Successful completion of this objective will be evidenced by the completion of fact books specific to the University's five colleges.

RELATED ITEMS---
    RELATED ITEM LEVEL 1
Ensure a supportive, high-quality learning environment
Goal Number: 2.1

    RELATED ITEM LEVEL 1
Improve Customer Support
Goal Number: 3

Internal Documentation
Objective/Outcome Number: 3.2

Objective or Student Learning Outcome: Objective

Objective/Outcome Statement: During the AY 2019-20, the IRAA office will create documentation for recurring tasks and projects.

Start: 7/1/2019
End: 6/30/2020

Description of Assessment: IRAA staff will provide documentation to include information relevant to recurring tasks and projects. Documentation will be stored in a shared location under T:/INSTRES. Documentation will include, where applicable, the steps required to

complete tasks and projects as well as the location and name of all supporting programs, files, etc. Successful completion of this objective will be evidenced by a document that lists the location of available documentation.

RELATED ITEMS--
    RELATED ITEM LEVEL 1
Improve Customer Support
Goal Number: 3

Course Evaluation Response Rates
Goal Number: 4

Goal Statement: Improve student response rates for completing course evaluations.

Start: 7/1/2019
End: 6/30/2020

Student Course Evaluation Response Rates
Objective/Outcome Number: 4.1

Objective or Student Learning Outcome: Objective

Objective/Outcome Statement: During the Fall 2019 and Spring 2020 semesters, increase student response rates for course evaluations by 5% over the Fall 2018 and Spring 2019 semesters.

Start: 7/1/2019
End: 6/30/2020

Description of Assessment: During the AY 2019-20, social media tools will be used to inform students that course evaluations are available for completion. Prior to the AY 2019-20, the primary means for informing students that course evaluations were available was through emails sent directly to students. Faculty were also reminded via email to encourage students in their classes to complete the evaluations. During the Fall 2019 semester, Instagram Story will be used to notify students that course evaluations are ready to be completed. As the URL that students use to access their evaluations is the same every semester the intent is to popularize the URL, https://coastal.campuslabs.com/courseeval, leading to increased response rates. An additional social media tool will be identified and used in Spring 2020 in order to increase student awareness of the Course Evaluations URL.

Appendix B: REVISED Bloom's Taxonomy Action Verbs

I. Remembering	II. Understanding	III. Applying	IV. Analyzing	V. Evaluating	VI. Creating
Exhibit memory of previously learned material by recalling facts, terms, basic concepts, and answers.	Demonstrate understanding of facts and ideas by organizing, comparing, interpreting, giving descriptions, and stating main ideas.	Solve problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way.	Examine and break information into parts by identifying motives or causes. Make inferences and find evidence to support generalizations.	Present and defend opinions by making judgments about information, validity of ideas, or quality of work based on a set of criteria.	Compile information together in a different way by combining elements in a new pattern or proposing new solutions.
define describe duplicate enumerate examine identify label list locate match memorize name observe omit quote read recall recite recognize record repeat reproduce retell select state tabulate tell visualize	ask associate cite classify compare contrast convert describe differentiate discover discuss distinguish estimate explain express extend generalize give examples group identify illustrate indicate infer interpret judge observe order paraphrase predict relate report represent research restate review rewrite select show summarize trace transform translate	act administer apply articulate calculate change chart choose collect complete compute construct determine develop discover dramatize employ establish examine experiment explain illustrate interpret judge manipulate modify operate practice predict prepare produce record relate report schedule simulate sketch solve teach transfer write	advertise analyze appraise calculate categorize classify compare conclude connect contrast correlate criticize deduce devise diagram differentiate discriminate dissect distinguish divide estimate evaluate experiment explain focus illustrate infer order organize plan prioritize select separate subdivide survey test	appraise argue assess choose compare conclude consider convince criticize critique debate decide defend discriminate distinguish editorialize estimate evaluate find errors grade judge justify measure order persuade predict rank rate recommend reframe score select summarize support test weigh	adapt anticipate assemble collaborate combine compile compose construct create design develop devise express facilitate formulate generalize hypothesize infer integrate intervene invent justify manage modify negotiate originate plan prepare produce propose rearrange reorganize report revise rewrite role-play simulate solve speculate structure test validate write

Adapted from Anderson, L. W., & Krathwohl, D. R. (2001). *A taxonomy for learning, teaching, and assessing*, Abridged Edition. Boston, MA: Allyn and Bacon.

APPENDIX C: CCU Reach

STRATEGIC INITIATIVES

CCU Reach is focused on three pillars: learning, living, and legacy, as well as keystones. The pillars anchor us in purpose and move us toward our shared vision while the keystones provide the infrastructure needed for the pillars to stand firmly.

LEARNING
advancing student success

- Provide innovative curricular and co-curricular pathways to improve graduation outcomes and post-college success.
- Ensure contemporary academic offerings grounded in the liberal arts.
- Enhance university programs, services, and opportunities to be fully accessible to all.

LIVING
celebrating our thriving campus community

- Promote the wellness & well-being of all members of campus community. Strengthen belonging with higher levels of engagement with scholarly events,
- cultural arts, and athletics.
- Create a collaborative and inclusive campus community.

LEGACY
making a difference beyond our campus

- Advance research, the arts, and civic engagement.
- Drive economic development.
- Grow strategic collaborations.

KEYSTONES
driving efficiency & sustainability

- Ensure operational infrastructure to ensure continued long-term growth and success.
- Grow University financial resources.