Writing an Effective Assessment Plan

April 18, 2023
Office of Institutional Research, Assessment and Analysis
## Table of Contents

- What is an Assessment Plan? ........................................................................................................... 2
- Annual Assessment Timeline ........................................................................................................... 3
- Preliminary Assessment Plans – Planning Ahead ............................................................................. 3
- Final Assessment Plans - Using Assessment Data to Modify Assessment Plans ......................... 3
- Assessment Changes Based on Report Data ..................................................................................... 4
- Planning FAQs ............................................................................................................................... 5
- Logging in to Anthology Planning .................................................................................................. 6
- Creating an Assessment Plan ......................................................................................................... 7
- Adding Unit or Academic Program Goals ....................................................................................... 8
- Goal Template Fields ...................................................................................................................... 8
- SLOs and Objectives in Assessment Plans ....................................................................................... 10
- Adding Unit Objectives and SLOs .................................................................................................. 10
- Objective/Outcome Template ......................................................................................................... 11
- Plan Item Files (Attachments) .......................................................................................................... 13
- Relating Unit Objectives/SLOs to Unit Goals .................................................................................. 14
- Related Item Progress Display ........................................................................................................ 16
- Assigning Responsible Users ......................................................................................................... 17
- Printing Assessment Plans .............................................................................................................. 18
- Getting Assistance ........................................................................................................................... 19
- Grammarly ...................................................................................................................................... 19
- Appendix A: Sample Assessment Plans ......................................................................................... 20
- Appendix B: Bloom’s Taxonomy Action Verbs) ............................................................................... 33
Writing an Effective Assessment Plan

What is an Assessment Plan? What Does it Include?

The assessment plan provides the foundation for what will become the overall assessment report. The 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 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 and use of results for continuous improvement will be added to complete the assessment report. 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.

Figure 1 presents the assessment cycle that results from the assessment process described above.

Sample assessment plans are included in Appendix A.
Writing an Effective Assessment Plan

Annual Assessment Timeline

Table 1 describes the assessment process throughout an annual cycle.

Table 1
Annual Assessment Timeline

<table>
<thead>
<tr>
<th>Plan Type</th>
<th>Description</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preliminary Assessment Plans</td>
<td>Assessment plans consist of unit goals, objectives/SLOs, and description of assessment.</td>
<td>Due March 15th annually for the upcoming fiscal year. For example, the preliminary assessment plan for the 2022-2023 fiscal year is due on March 15, 2022.</td>
</tr>
<tr>
<td>Assessment Reports</td>
<td>Assessment reports consist of the analysis of results, objective/SLO status, and use of results for continuous improvement.</td>
<td>Due September 30th annually for the previous fiscal year. For example, the assessment report for the 2021-2022 fiscal year is due on September 30, 2022.</td>
</tr>
<tr>
<td>Final Assessment Plans</td>
<td>Modifications to preliminary plans may be made based on assessment data included in assessment reports.</td>
<td>Due November 15th annually based on the preliminary assessment plan submitted in the previous fiscal year. For example, the final assessment plan for 2022-2023, based on the preliminary plan submitted March 15, 2022, is due November 15, 2022.</td>
</tr>
</tbody>
</table>

Preliminary Assessment Plans – Planning Ahead

Preliminary plans are created in the spring in preparation for the upcoming fiscal year. Academic and student support unit plans may include the same goals and objectives as the previous year, or new goals and objectives may be created. Changes in the assessment tools and methods from the previous year’s objectives and SLOs may also be made. Note that 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 tool. Not every program SLO has to be assessed in Planning each year, but must be included at least once in a four-year period.

Final Assessment Plans - Using Assessment Data to Modify Assessment Plans

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. Table 2 provides examples of using assessment data to modify assessment plans.
### Table 2
**Assessment Changes Based on Report Data**

<table>
<thead>
<tr>
<th>Change in Assessment</th>
<th>Reason for Change</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Modification of SLOs</td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Revising SLOs</em></td>
<td><em>SLOs are not measurable</em></td>
<td>The student will acquire an appreciation of Spanish literature. Better: Students enrolled SPAN 210 will distinguish between Anti-Baroque, Neoclassicism, and pre-Romanticism of the Spanish Enlightenment.</td>
</tr>
<tr>
<td>New courses added or removed</td>
<td><em>Change in curriculum</em></td>
<td>The Art History program was being over assessed. Four courses were removed from assessment, leaving only assessment for ARTH 106 and ARTH 250 (required courses for major)</td>
</tr>
<tr>
<td>New learning activity added</td>
<td><em>Student learning isn’t occurring with current activities</em></td>
<td>The Early Childhood (BA) program increased the time candidates spend in field placement based on weak data indicating candidates needed additional time to perform skills with real students.</td>
</tr>
<tr>
<td>Modification of Objectives</td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Revising objective</em></td>
<td><em>Original objective is not measurable</em></td>
<td>Students seeking assistance through Counseling Services will effectively manage their depression. Better: Students seeking assistance through Counseling Services will score 20 or below on the Beck Depression Inventory for 5 consecutive sessions.</td>
</tr>
<tr>
<td>Discontinuing programming or departmental function</td>
<td><em>Changes in department staffing results in fewer available resources</em></td>
<td>Due to the pandemic and the resulting decrease in resources the Feel the Teal program was put on hold.</td>
</tr>
<tr>
<td>Introducing new programming</td>
<td><em>Data from existing programming indicates student interest in additional programs</em></td>
<td>Due to an increase in the use of bicycles in the Coastal Cycles Program the need to</td>
</tr>
</tbody>
</table>
# Writing an Effective Assessment Plan

<table>
<thead>
<tr>
<th>Change in Assessment</th>
<th>Reason for Change</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>establish a repair inventory system was identified.</td>
</tr>
</tbody>
</table>

## Changing Assessment Tool

- **Modifying course exam**
  - Exam not accurately measuring the SLO
  - Example: Multiple-choice exams in NUR 410 were discontinued and assessment through case studies implemented.

- **Discontinuing standardized, nationally-normed exam**
  - Nationally-normed exam not adequately measuring program SLOs
  - Example: The ETS end of course exam was discontinued and an internally-developed exam specific to the program was developed.

- **Using different software to meet SLOs and objectives**
  - License for existing software will not be renewed
  - Example: IRAA supported Qualtrics Survey Software. Due to a sharp price increase the purchase of this software ceased. Snap Survey was chosen for faculty creation of surveys.
  - Existing software does not accurately measure the objective

* Program SLOs are determined at the program level and may only be changed once approved.

## Planning FAQs

- **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 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.

- **What about SLOs? 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 that indicates the SLO will be measured in the following year. It is important to note that each SLO must be assessed in Anthology 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.
Logging in to Anthology Planning

- Open Anthology in your browser: [https://coastal.campuslabs.com/](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/](https://www.coastal.edu/info/facstaff/).
- Sign in with your CCU Username and Password.
- Select Planning from the Anthology tools:

![Planning](image)

- Select the Plans tab (3 squares with connecting lines) to view, create, and edit available plans.
- The default year is the current assessment year, and the default template is the Unit Assessment Plan.
- 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.
Writing an Effective Assessment Plan

- Figure 1 shows a sample assessment plan as it appears on the tab.

![Assessment Plan Outline](image)

**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* or *Unit Objective/Outcome*.
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Adding Unit or Academic Program Goals

Goals are overarching principles that guide decision-making. They are succinct, broad, and are generally difficult to measure. Goals provide the general structure for assessment plans, and will have one or more SLO or objective under them. Goals 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

Notice the prompts:

- **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
- Examples: Recruitment Strategies, Decennial Reaffirmation Process, Theoretical Foundations
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- The full goal statement is added to the Goal Statement box

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

- Verify that goals are added for the correct planning period
- The start and end date will be populated by the system based on the selected fiscal year/
- Due to the University assessment timeline and reporting practices the start and end dates for goals cannot be modified.

Progress

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

- Select In Progress when creating assessment plans.

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 directly interact with students in or out of the classroom so they do not report student learning outcomes; instead their focus is on meeting their unit goals and objectives.
- Student services units, e.g. University Recreation, Student Life, may have plans that are a combination of objectives and SLOs. These units function primarily as administrative units. 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 timeline for completion**
  - Project will be complete by Fall 2019
- **A clearly defined expectation or result**
  - Teacher candidates will design lesson plans based on knowledge of subject matter

Bloom’s Taxonomy (Appendix B) contains an extensive list of measurable action verbs.

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 2019-2020 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
Objective/Outcome Template

**Objective/Outcome Number**

*Enter sequentially to correspond to related goal. Number as 1.1, 1.2, etc.*

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

**Objective or Student Learning Outcome**

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

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

**Objective/Outcome Title**

*Enter a brief objective/student learning outcome title that will appear on the main Plan Items tab.*

- 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.*

- Complete objective/outcome statement
- Use one measurable action verb for each objective/outcome statement
- Include a timeline
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.
Writing an Effective Assessment Plan

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.

![Plan Item Files](image)

- Select the +File link corresponding to the field (i.e. description of assessment).

![Select File](image)

- 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 and End Dates](image)

- Verify that objectives/SLOs are added for the correct planning period
- The start and end date will be populated by the system based on the selected fiscal year/
- Due to the University assessment timeline and reporting practices the start and end dates for goals cannot be modified.
Writing an Effective Assessment Plan

- Select *In Progress* when writing assessment plans.

- The Providing Department field is populated by the system.

Relating Unit Objectives/SLOs to Unit Goals

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.

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

- 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.
Writing an Effective Assessment Plan

- Select the unit.

<table>
<thead>
<tr>
<th>Accreditation - Decennial Reaffirmation Process</th>
<th>Complete</th>
</tr>
</thead>
<tbody>
<tr>
<td>Institutional Research, Assessment and Analysis</td>
<td>7/1/20 - 6/30/21</td>
</tr>
<tr>
<td>1:Unit Goal</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Provide Data for Decision-Making</th>
<th>Complete</th>
</tr>
</thead>
<tbody>
<tr>
<td>Institutional Research, Assessment and Analysis</td>
<td>7/1/20 - 6/30/21</td>
</tr>
<tr>
<td>2:Unit Goal</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Improve Customer Support</th>
<th>Complete</th>
</tr>
</thead>
<tbody>
<tr>
<td>Institutional Research, Assessment and Analysis</td>
<td>7/1/20 - 6/30/21</td>
</tr>
<tr>
<td>3:Unit Goal</td>
<td></td>
</tr>
</tbody>
</table>

- 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.
Writing an Effective Assessment Plan

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, and Goal 2 has three supporting objectives.
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.
Writing an Effective Assessment Plan

Assign Responsible Users

Responsible Users

Ford, Vivian Administrator

- 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.
Writing an Effective Assessment Plan

- 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

Vivian Ford, vford@coastal.edu, 843-349-2733
Teresa Graham, tgraham1@coastal.edu, 843-349-4024
Lucas Green, lgreen2@coastal.edu, 843-349-2434

The complete Planning & Reporting User Guide is available in Campus Labs Planning under Announcements, Shared Documents/User Guides

OR –

https://www.coastal.edu/iraa/campuslabs/staffresources/ and
https://www.coastal.edu/iraa/campuslabs/facultyresources/

Grammarly

Grammarly is a free cloud-based writing assistant that reviews spelling, grammar, punctuation, clarity, engagement, and delivery mistakes.

www.grammarly.com
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
Writing an Effective Assessment Plan

**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

---

**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

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

Human Resource Management
Goal Number: 2

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
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.

Provide Data for Decision-Making
Goal Number: 2

Goal Statement: Provide stakeholders with the information necessary to make timely, data-driven decisions.
Writing an Effective Assessment Plan

**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.
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.
Writing an Effective Assessment Plan

**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**

- **Ensure a supportive, high-quality learning environment**  
  **Goal Number:** 2.1

- **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**
  - **Ensure a supportive, high-quality learning environment**  
    **Goal Number:** 2.1

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

<table>
<thead>
<tr>
<th>I. Remembering</th>
<th>II. Understanding</th>
<th>III. Applying</th>
<th>IV. Analyzing</th>
<th>V. Evaluating</th>
<th>VI. Creating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exhibit memory of previously learned material by recalling facts, terms, basic concepts, and answers.</td>
<td>Demonstrate understanding of facts and ideas by organizing, comparing, interpreting, giving descriptions, and stating main ideas.</td>
<td>Solve problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way.</td>
<td>Examine and break information into parts by identifying motives or causes. Make inferences and find evidence to support generalizations.</td>
<td>Present and defend opinions by making judgments about information, variety of ideas, or quality of work based on a set of criteria.</td>
<td>Compile information together in a different way by combining elements in a new pattern or proposing new solutions.</td>
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