

Assessment Report Requirements:

1. **Outcomes and Criteria:** *At minimum*, your Unit Assessment Plan should have 3 major outcomes that represent important aspects of your AES Unit Goals. Your outcomes (University Service/Student Support/Student Learning; USOs/SSOs/ SLOs) should have a minimum of 2 criteria per outcome (minimum of 6 total criteria in the assessment plan). *Elements of the AES Unit Assessment Plan include: AES Unit Goals, USOs/SSOs/SLOs, criteria, instrument/measurement, population, and standard.*
2. **Assessment Across Unit:** Your USOs/SSOs/SLOs and criteria must assess across different areas of your unit. You may have only one type of outcome or a combination of the three depending on what your AES Unit does. If your unit is involved with student learning, you need to have at least one SLO. If your unit focuses solely on providing a service or student support, then you will more likely have USOs and/or SSOs which focus on improving the effectiveness and efficiency of your service or student support. By assessing different areas of your unit, this gives you the ability to identify weak points in your unit for unit improvement.
3. **Instruments Using Direct/Indirect Measures:** Your AES Unit Assessment Plan should include both direct and indirect measures, with direct measures being in the majority. *Direct measures* include rubrics or test scores from student learning, or data from Jenzabar, hand tallied data, etc. *Indirect measures* include surveys of students, graduates, alumni, employers, staff, faculty, etc.
4. **Analysis of Data by Staff:** All staff integral to the AES Unit will meet to discuss and analyze the data at the end of the academic year to determine what the collected data says about the unit's performance during the current year and how that new knowledge will translate into proposed actions/changes in the coming year(s).
5. **Surveys/Rubrics/Summaries:** Attach ALL surveys/rubrics/summaries used as Instruments/ Measures in your assessment plan in the APPENDIX at the end of the Plan/Report.
6. **Completion of Template:** *You are required to complete all sections of this report.* This is a program plan/report *template*. Modify it to match the specific elements of your unit plan. Follow the directions as written (especially the order of the analysis of each criterion/instrument) and do not change the organizational pattern of the template. This is important because it provides for a more reliable assessment of your report and *this is how it is laid out in Xitracs.*
7. **Upload to Xitracs:** **NOTE - Xitracs report templates have not been created for AES Units yet, but will be available by the start of May.** Once you have completed your plan/report using the template, open Xitracs and copy/paste your report into the appropriate places in the Xitracs report template (tutorial provided under Forms & Instructions on the Institutional Reporting tab on MyECU [https://myecu.ecok.edu/ICS/Institutional Reporting/Assessment Reporting and Outcomes.jnz](https://myecu.ecok.edu/ICS/Institutional%20Reporting/Assessment%20Reporting%20and%20Outcomes.jnz)). Once you have finished transferring your report to Xitracs, email your Vice President and the Assessment Coordinator to let them know you have finished. *IF you make further changes to your report in Xitracs, again, notify your Vice President and the Assessment Coordinator via email.*

A Glossary of Terms is available at the end of this document for clarification of most items.

Assessment Plan, Data, and Analysis

Mission Statements & Goals

UNIVERSITY MISSION STATEMENT: East Central University's mission is to foster a learning environment in which students, faculty, staff, and community interact to educate students for life in a rapidly changing and culturally diverse society. Within its service area, East Central University provides leadership for economic development and cultural enhancement.

STUDENT DEVELOPMENT MISSION STATEMENT: Leadership unavailable at this time

HOUSING AND RESIDENCE LIFE MISSION STATEMENT: The mission of Housing and Residence Life is to provide safe, affordable, well maintained and diverse residential communities which support the development of the student and encourages residents to value learning, integrity, inclusion and responsibility.

HOUSING AND RESIDENCE LIFE GOAL(S): The goals of Housing and Residence Life are that students will experience a safe, positive and learning environment that will encourage academic and civic success.

STUDENT SUPPORT OUTCOME 1: Housing and Residence Life will provide a safe environment for residents.

Criterion 1.1: Staff will be well-trained staff to address psychological issues and respond to crisis.

Instrument/Measurement: Records of attendance of staff at trainings in communication and crisis response through Counseling Services.

Population: HRL staff, 45 people

Standard: 85% of staff will be in attendance at trainings

Table:

Analysis:

Criterion 1.2: Staff will be well-trained staff to address building safety and security

Instrument/Measurement: Records of attendance of staff at trainings in fire safety through facilities and trainings in security and police concerns through UPD

Population: HRL staff, 45 people

Standard: 85% of staff will be in attendance at trainings

Table:

Analysis:

STUDENT SUPPORT OUTCOME 2: Housing and Residence Life will provide well maintained facilities for residents.

Criterion 2.1: Housing and Residence Life will maintain effective communication with Facilities staff.

Instrument/Measurement: Weekly receipt of work orders for halls to allow HRL staff to follow up with students.

Population: All work orders regarding HRL buildings/grounds

Standard: 95% of work orders will be communicated from Facilities staff to Housing and Residence Life staff on a weekly basis.

Table:

Analysis:

Criterion 2.2: Housing and Residence Life staff will complete pre- and post- occupancy room inspections, and make arrangements to provide necessary maintenance on the room for it to be ready for the next occupant.

Instrument/Measurement: Inventory of each room condition checked before and after each student use.

Population: All residence living units

Standard: 95% of rooms will be maintained and returned to occupancy ready status.

Table:

Analysis:

STUDENT SUPPORT OUTCOME 3: Housing and Residence Life will provide a positive residential experience.

Criterion 3.1: Housing and Residence Life will provide educational programs to residents per our model to include: Cultural, Leadership, Academic, Wellness and Service.

Instrument/Measurement: Records of attendance by residents at provided programs.

Population: HRL residents

Standard: 85% of all residents will attend at least one provided program each year.

Table:

Analysis:

Criterion 3.2: Students will be satisfied that Housing and Residence Life provided an overall positive residential life experience.

Instrument/Measurement: Satisfaction surveys will be sent to each resident.

Population: HRL residents

Standard: 85% response rate on survey

Table:

Analysis:

Summary Table of Student Support/Learning Outcomes/Criteria			
Outcomes	Criteria/Instrument (modify table to fit your plan)	Met	Not Met
SLO1: Provide safe community	1.1: Communication/crisis training		
	1.2: Fire/security training		
SLO2: Provide well maintained facilities	2.1: Work reports and follow up		
	2.2: Room condition inspections		
SLO3: Provide positive experience	3.1: Educational programs		
	3.2: Satisfaction survey		

Staff Meeting:

11/14/17: Debbie Chalmers, Matt Janey, Robin Roberson

11/15/17: Debbie Chalmers, Matt Janey

1/31/18: Debbie Chalmers, Matt Janey, Robin Roberson

Sharing with Stakeholders:

1. Stakeholders for this AES Unit include: Students, staff, faculty, parents, camps
2. Current assessment reports will be made available on the website of the Office of Institutional Effectiveness:
https://myecu.ecok.edu/ICS/Institutional_Reporting/Assessment_Reporting_and_Outcomes.jnz

Summary of Actions Related to Assessment Data

See glossary of terms for complete explanation of each section.

CURRENT ACTIONS AND/OR CHANGES

SUMMARY OF LATEST VICE PRESIDENT/UAC REVIEW & STATUS UPDATE

SUMMARY OF LAST 5 YEARS' ACTIONS/CHANGES & UPDATE

Academic Year	Current Actions/Changes	Annual Reviews of Vice President/UAC

APPENDIX

See Glossary for instructions.

GLOSSARY OF TERMS

ACADEMIC AFFAIRS/STUDENT DEVELOPMENT/ADMINISTRATION & FINANCE MISSION STATEMENT:

Choose the administrative branch your AES Unit resides in and delete the other two names. Insert your Administrative Branch Mission Statement. It needs to align with and support the University's Mission Statement.

AES UNIT MISSION STATEMENT: Needs to align with and support the Administrative Branch Mission Statement.

AES UNIT GOAL(S): Major goals you have for your unit. Your Outcomes should come from these goals.

UNIT PLAN OF ASSESSMENT: This includes the AES Unit Goals, three (or more) Outcomes (Service, Student Support, Student Learning) with supporting Criteria, Instruments/Measurements, Populations, and Standards.

UNIVERSITY SERVICE OUTCOME (USO): Short statement describing a **major** area of University customer service provided by your unit. USSs are subdivided into criteria.

STUDENT SUPPORT OUTCOME (SSO): Short statement describing a **major** area of student support provided by your unit. SSOs are subdivided into criteria.

STUDENT LEARNING OUTCOME (SLO): Short statement describing a **major** area of knowledge/skills/dispositions that students should develop in your unit program. SLOs are subdivided into criteria.

Criterion/Criteria: Short statement describing a specific goal representing a sub-section of the Outcome.

Instrument/Measurement: Name and briefly describe the item you will use to measure the change you expect to make using this criterion. e.g., using instruments such as the following – portfolio rubric, student survey, Jenzabar data report, Excel spreadsheet or Word document, etc – you will gather measurements (survey scores, tallies, total number of students)...

Direct measures: These include data reports or scores from rubrics for things like papers/projects/performances, etc.

Indirect measures: These include surveys of students, graduates, alumni, employers, staff, faculty, etc. Each unit should consider adding **student satisfaction survey information** to their Assessment.

Population: What group will be assessed by the above instrument/measurement? Most often, the population will be students, but for University Service Outcomes, it may also include ECU staff and faculty (e.g., all students in UNIV 1001, all first-time, full-time incoming freshman, all students who come in the office for help with..., all repeat customers, etc)

Standard: What level of satisfaction or improvement in service/support/learning are you aiming for on this criterion? e.g., students' aggregate scores will be at or above state mean/average score on this exit exam; improve error-free completion of paperwork by 3% over the previous year; 70% of students will rate their satisfaction with the program either a 4 or 5 on a 5 point scale with endpoints ranging from unsatisfied (1) to completely satisfied (5) – survey is found in the Appendix, etc.

Data Table:

1. Table must include 5 years of data collection. If you do not have 5 years of data, add a note directly below the table explaining why. So too, if you are missing data for a specific cell in the table, note why. Do not leave cells in the table blank – enter “ND” for “No Data”. Once you have collected 5 years of data, drop off the oldest data to add the current academic year’s data.
2. Make sure the titles given in the table are understandable to those not familiar with your unit.
3. IF YOU USE MEANS: Within the table you should provide the following: 1) range of scores, 2) mean/average of scores, 3) the percent pass rate (percentage of students who met or exceeded the standard), and 4) the number of students/items measured (n). By using these four types of data, you should be able to do a better job of analyzing your data both for the current year and longitudinally over the 5 years.
 - o Please note, your ability to report data in these 3 ways may be dependent upon the type of score reporting you receive on your instrument/measure.

Example: (Standard: Aggregate mean score of student satisfaction surveys for the year will be 3.5 or above using a 5 point scale (see survey in Appendix).)

Academic Year	Range of Student Scores	Mean of Student Scores	Percent Pass Rate	n
2016-2017	1-5	3.8	75%	478
2015-2016	2-5	3.7	81%	503
2014-2015	2-4	3.4	74%	469
2013-2014	1-4	3.2	42%	575
2012-2013	1-3	2.5	0%	ND*

*No data, do not know number of students for this academic year, information was not required at that time

Analysis:

- This section answers the question: *What does this data tell you about your unit?*
 - o Remember: The point of unit assessment is unit improvement.
- In your analysis, answer the following:
 1. Was your standard met/not met for the year?
 2. Whether met or not met, tell how your unit performed in relation to the standard (use the mean, range, and pass rate if possible).
 3. Discuss possible reasons for why the unit met or did not meet the standard this year.
 4. Look at the 5 year data for trends and discuss those. Note if data seem to be increasing/decreasing with time and if so, reasons why.
 5. Using this information, make data-driven decisions about your unit – and add this information (only from #5) to Current Actions and/or Changes (below). For example, maybe your unit standards need to be increased because your student satisfaction survey scores consistently exceed your current standard. Possibly your staff need to work together to improve a particular service that you use for one of your criteria because the unit does not seem to meet your standard on a consistent basis. Or perhaps your unit needs to identify a new Outcome or criterion because you have maxed out the standard in the current one as noted by consistently meeting or exceeding your standard for 3 years.
- There should be a separate analysis for each data table, positioned immediately under the table. In some circumstances, the analysis will be for a cluster of data tables and should be positioned immediately under the last table.

Example Analysis of the Above Example Table: The standard was met for 2016-2017. While the student mean score increased this year, the bottom end of the student range and the percent pass rate decreased – which means that we still have some work to do. The mean increase is great, but the fact that we had at least one student who was completely unsatisfied with our services is a problem – especially when no one scored us that low last year. This was most likely due to the office being understaffed by two positions for over a

month. Considering the five year trend data, it appears that, despite this year's dip in the percent pass rate, the modifications we made in processing student paperwork have been successful and we need to consider increasing the aggregate mean standard – perhaps to 4.0 or above.

Summary Table of USOs/SSOs/SLOs/Criteria: At the end, copy/paste your Outcomes and criteria into the table and mark as met/not met. If you need to add more rows to accommodate extra Outcomes/criteria, please do so. Use this information and your analyses to help you identify any actions to be taken or changes to be made in the CURRENT ACTIONS AND/OR CHANGES section.

Staff Meeting: Staff should meet to discuss and analyze the data at the end of the year to determine what the collected data says about the program's performance during the current year and how that will translate into proposed actions in the coming year(s).

Sharing with Stakeholders: Identify **all** stakeholders. Consider all those who should be concerned about the quality of service provided by your AES Unit or the quality of students participating in your unit; e.g., students, graduates, alumni, staff, faculty, employers, etc.

CURRENT ACTIONS AND/OR CHANGES:

- Use the analyses from your SSOs/SLOs to help you determine potential **Actions** and **Changes** that are relevant to your Program for the coming academic year.
- Produce a succinct bulleted list of statements to describe your **Actions** or **Changes**
 - Offer concrete plans instead of the vague verbs “monitor” or “consider.”
- **CHANGE:** If a **Change** is made in your Unit Assessment Plan (SSO/SLO through standard), no matter how small or large, indicate it by starting that bulleted item with the word **CHANGE** in all caps. Clearly explain how this change relates to the data and analysis.
 - **For Example:** Since the reporting method has changed this year, you need to note in your Current Actions and/or Changes, any changes you made in your data reporting – these will be reported as **Actions** since your plan did not change. If, however, based on the Requirements outlined on the first page of this Template, you add a new indirect measure (student survey) to your plan, then that needs to be reported as a **Change**.
- **CHANGE: Adding New University Service/Student Support/Student Learning Outcome or Criterion** (e.g., new SLOs illuminated by your current data analysis; new areas added to your program that need to be assessed through an SLO; area of your program that you know needs to be improved, but has not been previously assessed)
 - Provide an explanation with evidence for why the new SSO/SLO/criterion should be added.
 - Outline a plan for how to assess the new SSO/SLO/criterion in the coming academic year.
 - Designate who will be in charge of monitoring the new SSO/SLO.
- **CHANGE: Dropping a Current University Service/Student Support/Student Learning or Criterion**
 - Provide an explanation with evidence for why the current SSO/SLO/criterion should be dropped (e.g., program goals have changed; maxed out the criterion's standard with 100% of students achieving standard for 3 consecutive years)
 - Outline a plan for how to replace the current SSO/SLO/criterion with a new SLO/criterion in the coming academic year (see previous Adding New Student Support/Learning Outcome or Criterion).
- Any **Actions** or **Changes** listed in this section need to be enacted in the coming academic year. (e.g., any actions/changes noted in your 2016-2017 plan need to be enacted in 2017-2018)
 - If, during the year, you **did not enact an Action or Change that you listed**, you need to make note of it and explain why it was not enacted in the Current Actions and/or Changes section of your next Program Assessment Report.

SUMMARY OF LATEST UAC REVIEW & STATUS UPDATE:

- This should simply be a cut/paste of your Program's latest UAC Review and/or the latest Dean's Review found in your Program Repository.
- If you don't have a copy of that, contact the Office of Institutional Effectiveness for the latest information of record.
- To indicate the status of each comment, use sub-bullets, like this...
 - **Status:** Tell how that particular comment has been addressed or if it is still in progress (and then tell why).

SUMMARY OF LAST 5 YEARS' ACTIONS/CHANGES & UPDATE:

- Incorporate the bulleted lists above ("Current Actions" & "Latest UAC Review") into the provided table.
- List from most current items (top) to oldest items (bottom).
- Do not include the current academic year in this table. That information is listed in the previous two items.

APPENDIX:

- Any surveys/rubrics/summaries used as Instruments/Measures in your assessment plan must be added to the APPENDIX at the end of the Plan/Report in order to verify that it aligns with your criterion, instrument, and standard descriptions.
- List these in the order they are referenced in your Unit Assessment Plan/Report and delineate them by the criterion/instrument number with which they are aligned. If subsections of an instrument are used for different criteria, delineate by listing the instrument ONCE and providing the numbers of all criteria for which the instrument is used.