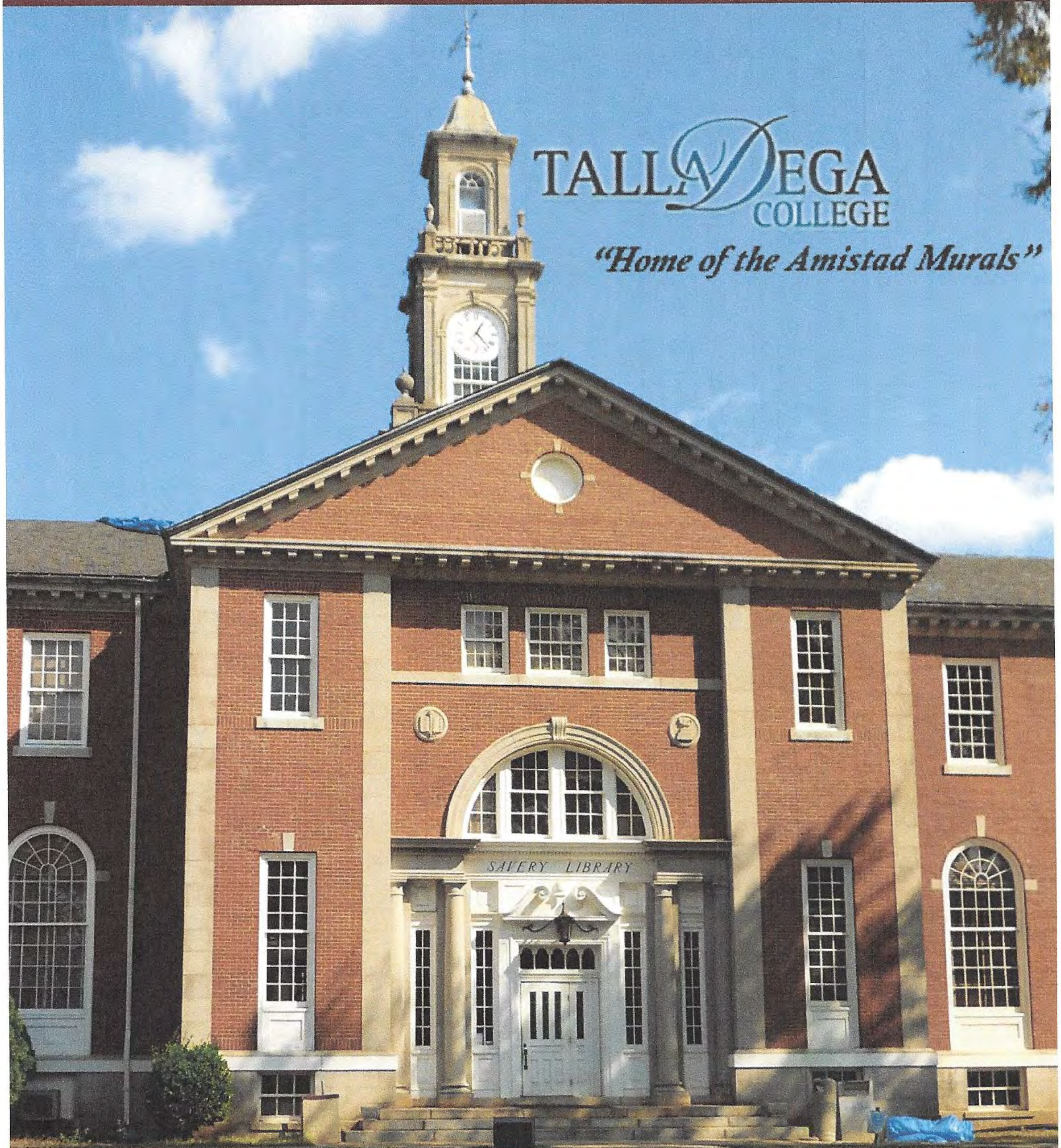


ANNUAL ASSESSMENT REPORTING MANUAL

Office of Institutional Effectiveness and Research (OIER)

TABLE OF CONTENTS

TABLE OF CONTENTS (Conti...)

Talladega College : History

The history of Talladega College began on November 20, 1865 when two former slaves, William Savery and Thomas Tarrant, both of Talladega, met in convention with a group of new freedmen in Mobile, Alabama. From this meeting came the commitment: "...We regard the education of our children and youths as vital to the preservation of our liberties, and true religion as the foundation of all real virtue, and shall use our utmost endeavors to promote these blessings in our common country."

With this as their pledge, Savery and Tarrant, aided by General Wager Swayne of the Freedmen's Bureau, began in earnest to provide a school for the children of former slaves of the community. Their leadership resulted in the construction of a one-room schoolhouse, using lumber salvaged from an abandoned carpenter's shop. The school overflowed with pupils from its opening, and soon it was necessary to move into larger quarters.

In 1869 Swayne School was issued a charter as Talladega College by the Judge of Probate of Talladega County. Twenty years later, in 1889, the Alabama State Legislature exempted properties of the college from taxation

Swayne Hall has remained in service as the symbol and spirit of the beginning of the college. Foster Hall, erected for girls and teachers in 1869, was the first building added after the college was chartered. Stone Hall, for boys and teachers, was built the next year. Other buildings were added over the school's first hundred years.

MISSION STATEMENT

Talladega College is an institution rich in history whose mission is to equip its graduates for the global community through academic excellence, moral values, community service and professional development.

VISION STATEMENT

Talladega College aspires to be a center of academic excellence in liberal arts higher education; thus preparing students not only for graduate studies but also for the global community.

CORE VALUES

Talladega College promotes its core values through:

Students First: The main stakeholders are students.

Accountability: Faculty and Staff promote planning that builds on a culture of responsibility and transparency, including the provision of benchmarks for measuring processes.

Integrity: Foster honesty by acting in a candid, fair, and ethical manner, creating a culture of trust that is evident in all College activities and decision-making.

Diversity: Expose students to diversity inherent in the world in which we live.

Excellence: To teach high-quality educational programs and perform innovative research, thus being preeminent in all that we do.

Institutional Strategic Areas of Focus :

Focus Area 1: Students First

Goal: To promote intellectual growth, quality of student life and social development

Focus Area 2: Program Viability and Advancement

Goal: To enhance high-quality educational programs and perform innovative research.

Focus Area 3: Assessment and Accountability

Goal: To promote planning that builds on a culture of responsibility and transparency.

Focus Area 4: Physical Resources and Space Utilization

Goal: To ensure the long-term viability of the college by constructing new buildings and maintaining the structural stability of all existing buildings on campus.

Focus Area 5: Funding Opportunity

Goal: To develop strategy to increase contribution and external funding through grants and donors

Focus Area 6: Student Enrollment and Retention

Goal: Improve retention, increase graduation rate and prepare student for global perspectives.

The strategic plan can be found at http://..

Institutional Goals :

Goal 1: Develop a strategic planning for "name change process" from Talladega College to Talladega University.

Goal 2: Provide academic programs and experience so that students will be able to speak effectively, think strategically, and read critically.

Goal 3: Enhance the student-focused teaching strategies to improve retention and prepare for global perspectives in our continuously changing world.

Goal 4: Enhance online courses offerings to support full online degree programs.

Goal 5: Exhibit competency among academic discipline.

Goal 6: Support faculty in scholarly and creative endeavors.

Goal 7: Retain and promote a high-quality and diverse faculty and staff.

Goal 8: Provide a safe and intellectual environment for students, faculty, and staff.

Goal 9: Enhance the partnership with the Community.

Goal 10: Further Talladega College to ascend to a top tier academic institution.

Accreditation

Talladega College is accredited by the Southern Association of Colleges and Schools Commission on Colleges.

1866 Southern Lane, Decatur, GA 30033 , Tel: 404-679-4500

The Southern Association of Colleges and Schools Commission on Colleges (SACSCOC)

In the early 1980s, a reform of higher education was initiated by the federal government that focused on **accountability.** From that point forward, **regional accrediting agencies** would be required to measure the effectiveness of institutions.

The SACSCOC is the Reginal accrediting agency responsible for setting standards for Talladega College. According to the Commission, the *"mission is the enhancement of educational quality throughout the region, and it strives to improve the effectiveness of institutions by ensuring that institutions meet standards established by the higher education community that address the needs of society and students,"* (SACSCOC, 2011).

A core of the SACSCOC philosophy is that each institution should be *"engaged in an ongoing program of improvement and be able to demonstrate how well it fulfills its stated mission,"* and should engaged in " *continuous assessment and improvement."* (SACSCOC, 2011).

Core Requirements 2.5 and Comprehensive Standard 3.3 and Federal Requirement 4.1 as described by SACSCOC explain in details the expectations for demostration of "Institutional Effectiveness" (SACSCOC, 2012).

The SACSCOC website is http://sacscoc.org/. Accreditation standards can be found at http://www.sacscoc.org/pdf/Resources%20Manual.pdf.

Accreditation : Timeline

Timeline for Reaffirmation Track

Reaffirmation Year : 2019

1. Orientation of Leadership Teams :	December 9, 2016
2. Compliance Certification Due:	March 1, 2018
3. Off-Site Peer Review Conducted:	April 19-22, 2018
4. Quality Enhamcement Plan Due: (and Optional Focused Report)	4-6 weeks in advance of On-site Review
5. On-Site Peer Review Conducted:	September 19-November 14, 2018
6. Review by the SACSCOC Board of Trustees:	June 13-16, 2019

Office of Institutional Effectiveness and Research (OIER)

Mission:

The mission of Office of Institutional Effectiveness and Research is to lead the college's efforts in accreditation and institutional effectiveness.

Vision:

The Office of Institutional Effectiveness and Research (OIER) strives to serve the College by providing accurate, relevant, and timely data to both internal and external agencies.

Purpose:

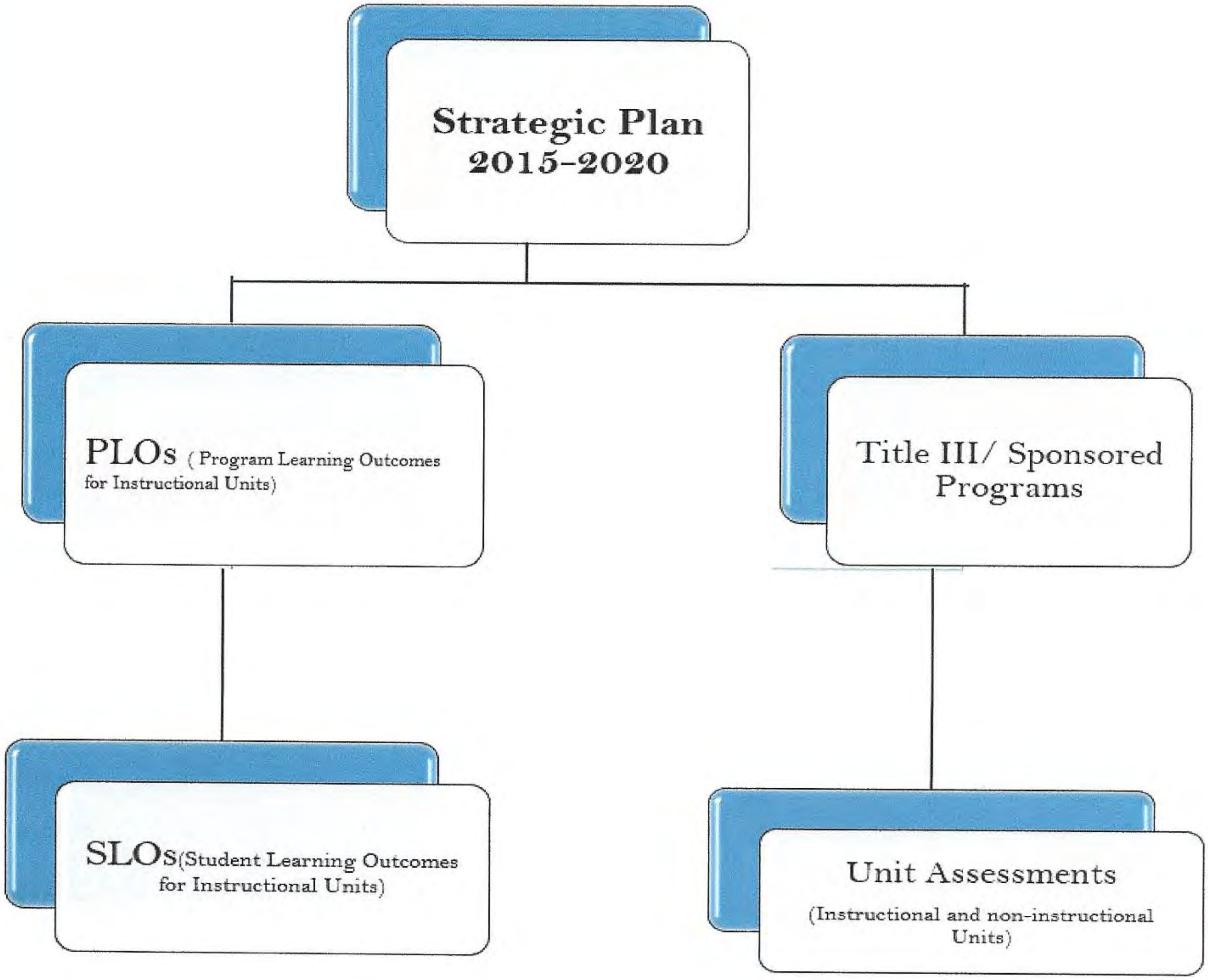
The purpose of the Office of Institutional Effectiveness and Research is to support the Talladega College's mission by improvement in effectiveness of Talladega College through strategic planning, assessment processes, research, and use of results in decision-making.

Assessment Process Model

Primarily, assessment consists of several parts: planning, measurement (assessment), interpretation of results, and adjustments made after interpretation.

It is a continous process with the most important part being "closing the loop". Closing the loop refers to using of results from assessments to make improvement.

Closing the Loop: Assessments process aligned with College Strategic Plan 2015-2020



Assessment:

Academic programs must measure both programs learning outcomes (PLOs) and student learning outcomes (SLOs) each year. They must have clear criteria set to demonstrate success.

Non-academic units (Non-Instructional Unit) are required to measure operational outcomes.

Examples include the following:

- Curriculum evaluation to ensure that students can access necessary courses.
- Assessment of academic advising effectiveness.

Outcome Statement	
✓ Specific – describes the process exactly.	× Vague – does not describe the process.
✓ Measurable – what will be changed and by how much. ✓ Identifies assessment tools.	× Not measurable ○ Assessment tools not identified
✓ **Achievable** (must be attainable)	× Difficult to achieve
✓ **Relevant** (must relate and be relevant to goals; can this information be used for decision-making)	× Does not related to goals or provide information for decision making
✓ **Time specific**	× Not time specific
✓ Describes /Explains	× Does other describe/explain technical language
✓ Outcome requires funding if applicable) and tied to the units budget.	× Outcome requires funding but is not tied to units budget

- **Student Learning Outcomes** (SLOs) are designed to generate information about what students should be able to do at the end of a class, a core curriculum, or a program. These assess students' ability to demonstrate skills, knowledge and attitudes.

Examples include the following:

- Psychology students will be able to develop appropriate research methodology.

- At least 85% of students enrolled in human anatomy and physiology will be able to label the bones on the skeleton with at least 80% accuracy.

Student Learning Outcomes (SLOs)	
✓ Behavioral based	× Not focused on behavior
✓ Directly measured	× Indirectly measured
✓ Easily embedded in existing processes	× Requires additional processes
✓ Identifies where assessment will occur	× Does not identify where assessment will occur
✓ Identifies the population being assessed	× Does not identify the population
	× Assessment tools not identified
✓ Describes/ Explains technical language	× Does not describe/explain technical language
✓ Results-oriented information for decision-making	× Does not provide information for decision-making
✓ Time bound	× Not time-bond
✓ Tied to budget if funding is needed to accomplish outcomes	× Funding not identified

Tips on Writing Student Learning Outcomes (SLOs)

Student learning outcomes (SLOs) are criteria for determining whether overall program goals are being successfully met and whether students are learning a program's curriculum to a satisfactory level. More simply put, a SLO expresses what a student is expected to **DO**, **KNOW** or **THINK**, as a result of a learning activity.

SLOs focus on knowledge gained, skills and abilities acquired and demonstrated, and attitudes or values changed as a result of a learning activity, this is the evidence that learning has actually taken place.

Student Learning Outcomes should

- Identify who will be performing the desired behavior.
- Describe what behavior the student or learner will be able to do.
- Contain action verbs (see next page for list of action verbs)
- Be measurable.
- Be simply stated.

- Be aligned with mission statements and/or goals or program learning outcomes.
- Have a description of condition under which the behavior is demonstrated.
- Clearly articulate the level and type of competence that is required of a graduate of a program. Describe the standard or criteria that will be used to evaluate success.
- Be framed in terms of the program and not individual courses or students.

Good outcome statements should be concise and precise. Verbs should be action verbs!

Consider using Bloom's Taxonomy:

Definitions	**Knowledge**	**Comprehension**	**Application**	**Analysis**	**Synthesis**	**Evaluation**
Bloom's Definition	Remember previously learned information	Demonstrate an understanding of the facts	Apply knowledge to actual situation	Breakdown objects and ideas into simpler parts and find evidence to support generalizations	Compile component ideas into a new whole or propose alternative solutions.	Make and defend judgements based on internal evidence or external criteria.
Verbs	• Arrange • Define • Describe • Duplicate • Identify • Label • List • Match • Memorize • Name • Order • Outline • Recognize • Relate • Recall • Repeat • Reproduce • Select • State	• Classify • Convert • Defend • Describe • Discuss • Distinguish • Estimate • Explain • Express • Extend • Generalized • Give examples • Identify • Indicate • Infer • Locate • Paraphrase • Predict • Recognize • Rewrite • Review • Select • Summarize • Translate	• Apply • Charge • Choose • Compute • Demonstrate • Dramatize • Discover • Employ • Illustrate • Interpret • Manipulate • Modify • Operate • Practice • Predict • Prepare • Produce • Relate • Schedule • Show • Sketch • Solve • Use • Write	• Analyze • Appraise • Breakdown • Calculate • Categorize • Compare • Contrast • Criticize • Diagram • Differentiate • Discriminate • Distinguish • Examine • Experiment • Identify • Illustrate • Infer • Model • Outline • Point out • Question • Relate • Select • Separate • Subdivide • Test	• Arrange • Assemble • Categorize • Collect • Combine • Comply • Compose • Construct • Create • Design • Develop • Devise • Explain • Formulate • Generate • Plan • Prepare • Rearrange • Reconstruct • Relate • Reorganize • Revise • Rewrite • Setup • Summarize • Synthesize • Tell • Write	• Appraise • Argue • Assess • Attach • Choose • Compare • Conclude • Contrast • Defend • Describe • Discriminate • Estimate • Evaluate • Explain • Judge • Justify • Interpret • Relate • Predict • Rate • Select • Summarize • Support • Value

Assessment Method:

All outcomes must be measurable. Methods of assessment will depend on the nature of what is being assessed. Ideally, direct methods will be used to measure results and when possible, multiple assessment methods should be used to measure results for each outcome.

- Direct measures include the following:
  - Comprehensive or capstone examinations that are develop to measure unique concepts.
  - Professionally judged performances and demonstrations.
  - Standardized tests
  - Rubrics to evaluate written/oral material.
  - Embedded questions on examinations.
  - Measures of practical skills in clinical settings and internships.
  - Counts, such as of faculty hired or students advised.
  - Promotional/marketing materials.
  - Attendance at events.
  - Changed activity levels (such as fewer complains, increased visits by students, etc.)
  - Increased physical resources.
  - Increased human resources.
  - Locally Developed Tests--- Pre/Post Tests.

- In-direct measures include the followings:
  - Quantitative data (such as enrollment numbers)
  - Case Study.
  - Retention Rates.
  - Graduation Completion Rates.
  - Self-reported data, from instruments such as
    - Student Satisfaction Surveys (student opinion)
    - Completer Exit Surveys.
    - Focus Group Feedback.
    - Alumni Satisfaction Surveys.
    - Employer's Satisfaction Surveys
    - New Student Orientation Surveys
    - Interviews.
  - Number or rate of students who become employed or attained further education after graduation.

Criteria

Criteria should be developed to indicate a satisfactory standard of performance. Individual student learning is not being measured, instead, aggregate student performance allows instructors of courses and administrators of programs to confidently assert that students who complete a course or program can adequately demonstrate their knowledge, skills and attitudes. Criteria should be set to indicate when a goal is being met or when change is indicated. Criteria should indicate what percent of scores meet a minimum threshold or above to show that the goal has been met.

Some suggested appropriate criteria:

- Students will be able to demonstrate that they can think critically. This will be scored using a rubric. *At least 90% of the scores will be at the competent level or above.*
- Students will be able to demonstrate that they can identify a chemical compound. This will be measured by an embedded exam question. *At least 75% of the answers will be correct.*
- Students will be able to demonstrate that they have the ability to write well. This will be measured by scores on a nationally-normed standardized test. *At least 80% of the Talladega College students' scores will be among the top quality national scores.*

Criteria	
✓ Describes satisfactory results	× *Does not set a threshold for satisfactory results.*
✓ Be reasonable but challenging	× Not reasonable and/or challenging.
✓ *Be data (numbers) based*	× Not data (numbers) based

Documenting Results and "Closing the Loop"

After outcomes are assessed, units **must** document the results and use them to make decisions about how to create **improvement.**

Actual Outcomes/Results:

All units must provide a brief, concise statement of the actual outcome results. The units will describe what happened.

Example: if your outcome was to improve the retention rate by 2%, you would simply state, "The retention rate of 71% increased by 2% over the previous year."

Actual Outcomes/Results Description describes in much greater detail of what actually occurred. There are two parts that should be included to explain results:

1. Degree to which success was achieved. For example, a scale can be used such as
    - Not at all achieved
    - Minimally achieved
    - Adequately achieved

2. Specific **evidence** of what actually occurred. *Concrete* outcomes should be described.

This include survey results, scores or records. The actual result should show performance related to the target that was set. Include any exhibits to support the evidence (item scores, calculations on rubrics, etc.)

Results	
✓ Related to outcome	× Not related to outcomes
✓ Indicates how well expectations were met.	× Does not indicate how well expectations were met
✓ Describes what was learned that will be useful for decision-making	× Does not describe what was learned that will be useful for decision-making
✓ Appropriate evidence/documentations is attached	× No documentations/evidence is attached

The assessment process is **not completed** unless units make decisions based on what is learned from results. To use the results (**close the loop**), unit heads should set future goals specifying changes that will be made because of what was learned from the assessment.

Units should always strive to improve. Therefore, it is not good assessment practice to measure the same outcomes every year if all the targets are consistently being met. It is expected that either targets should be re-evaluated to determine if they are appropriately rigorous or that new outcomes will be developed to improve student learning.

Use of Results (Close the Loop)	
✓ Describe changes that will be made based on results ▪ Changes in processes ▪ Changes in expectations	✗ No changes or no justification why no change is needed
✓ Addresses any gaps in expectations and actual performance	✗ Does not address gaps in expectations and actual performances
✓ Demonstrates a commitment to continuous improvement	✗ Does not demonstrate a commitment to continuous improvement

Timeline:

Academic (Instructional) and non-academic (non-Instructional) units are expected to set outcomes in **July** to coincide with the budgeting planning process. Results can be measured using the annual calendar year, the academic year or the fiscal year. Regardless of the calendar used for measurement, results must be reported by the end of the June (for Non-Instructional Unit) and mid of May (for Instructional Unit)

Assessment is 100% mandatory.

Glossary

Assessment: an ongoing process aimed at understanding and improving student learning. It involves making our expectations explicit and public, setting appropriate criteria and high standards of learning quality, systematically gathering, analyzing, and interpreting and using the resulting information to document, explain and improve performance. When it is embedded effectively in larger institutional systems, assessment can help us focus our collective attention, examine our assumptions and create a shared academic culture dedicated to assuring and improving the quality of higher education (Thomas A. Angelo, AAHE Bulletin, 1995, p.7).

Assessment Cycle: refers to the calendar cycle of planning and assessment that includes annual submittal of plans from academic and administrative units and the follow up assessment review. It also include the calendar cycle review of the college's mission statement, strategic plans and institutional effectiveness process.

Closing the Loop: using assessment results for program change and improvement.

Goal: a statement about general aims or purposes that are broad, long-range intended outcomes.

Mission statement: the statement of philosophy and purpose for an organization. The mission answers the question, "Why do we exist?"

Objective: a specific, measurable step in the plan to accomplish a goal.

Operational Outcomes: are those outcomes measuring administrative operations of academic programs or non-academic units.

Student Learning Outcomes (SLOs): are outcomes designed to generate information about what students should be able to do at the end of the class, a core curriculum or a program. These assess students' ability to demonstrate skills, knowledge and attitude.

Vision Statement: articulates the organization's values and intended contribution to society and shares how organization should look in the future by presenting the idea or an ambitious long-term goal.

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Appendix - I

Tips on Writing

Student Learning Outcomes (SLOs) Development

STEP ONE: Identify your program-level SLOs.

Question: What are the top five to ten tasks that a graduate of your program working in an entry-level position would be expected to do on the job? (Remember to phrase each task beginning with an action verb.) [Example: Student will be able to manage balance sheet and cash flow statement in the organization business setting.]

STEP TWO: Identify the courses in which the SLOs are assessed.

Question: In which classes ***near the end of the program*** do you assess these outcomes? [Example: HUM 101/Introduction to Humanities]

STEP THREE: Identify the methods of assessment.

Question: How do you plan on assessing the SLOs? Are you using subset of questions on an exam, lab/skills check-off sheets, or rubrics? [Example: lab check-off sheets used to score practical exam, rubric, writing rubric]

STEP FOUR: Identify your expected results.

Question: To what level of proficiency would you expect your student to show success in completing the tasks? [Example: 80% of students will score at least a four (meets expectations) on 80% or more of lab check-off sheet items.]

STEP FIVE: Assess the student learning outcomes.

Question: What were the actual results (in great detail) of the outcome assessment? [Example: 70% of students scored a four (meets expectations) on 80% or more of lab check-off sheet items. Student performance was lowest in the area placing a computer device.]

STEP SIX: Identify improvements based on assessment results.

Question: What will you do to improve student performance on the SLOs? Will you make changes in classroom instruction, assessment or equipment? [Example: To improve performance on the SLOs, the program purchase the Math software in order to give the students guided practice how to use MatLab software before the practical exam.]

Learning Outcome	Assessment Methods	Expected Results	Actual Results	Use of Results

Appendix-II

Tips on Writing

Programs Learning Outcomes (PLOs) Development

It is a clear, often measureable outcome of a program typically expected to be achieved within a single calendar or fiscal year. Outcomes are the building blocks or steps towards achieving a program/unit's goals. Further, outcomes are specific and concise statements that state **WHO** will make **WHAT** change, by **HOW MUCH, WHERE** and by **WHEN.**

There are various types of outcomes, but the most commonly used are:

1. Placement rates
2. Licensure pass rates
3. Completion rates
4. Survey results
5. Professional development
6. Retention rates

Unit Assessment and Program outcomes should be **specific, measurable, achievable and realistic,** and **time specific.** You can use the acronym, **SMART** to remember this.

SPECIFIC – Clearly state the issue, target group, the time and place	
UNSPECIFIC	**SPECIFIC**
o The retention rate will increase.	o As a strategy for increasing retention rates, the retention team will provide supplemental instruction in math and English for first-semester students.
MEASURABLE – Be clear in the outcome about what will be CHANGED AND by HOW MUCH	
NON-MEASURABLE	**MEASURABLE**
o To raise awareness of the low retention rates	o By September 2016, the College's overall retention rate will increase by 5%.
ACHEIVEABLE – Be realistic about what can be achieved as it relates to the scale/scope of what is being done, the time and resources available.	
UNACHEIVEABLE	**ACHEIVEABLE**

○ The percent of first generation students be retained will be increased by 75% at the end of the year.	○ When compare to the baseline of the 50 first generation students retained, there will be 3% increase in the number of first generation students being retained annually.
RELEVANT – Outcomes need to RELATE to be RELEVANT to the goals.	
NOT RELEVANT	**RELEVANT**
○ 80% of the first generation students who received supplemental instruction will be successful.	○ An analysis of annual retention rate will demonstrate that at least 80% of the first-generation students were enrolled the next semester.
TIME SPECIFIC – Be clear about the time frame in which the program activities as well as expected changes will take place.	
NOT TIME SPECIFIC	**TIME SPECIFIC**
○ The College's overall retention rate will increase.	○ By September 2016, there will be a 5% increase in the College's overall retention rate from the previous fall.

Appendix-III

Talladega College has a license for two modules (Baseline and Compliance Assist) software since 2015

Baseline

Compliance Assist

Resources	Web site
Campus Lab	http://www.campuslabs.com/
Knowledge Center (Resource center, Audio and video clips)	http://www.campuslabs.com/knowledge-center/
Support 8:00 am – 8:00 pm ET weekdays	716-270-0000
Webinars	https://campuslabs.zendesk.com/hc/en-us/articles/213481507
Baseline (Rubric and Project) Video Link	1. **How to Create a Rubric:** https://youtu.be/VeQyBn-qWKk?list=PLCcSgoNi4Bc6rovEj3u_pyx9gOCBj19Bn 2. **How to Link Assessments and Enter Data:** https://youtu.be/3F8T74kjigo?list=PLCcSgoNi4Bc6rovEj3u_pyx9gOCBj19Bn 3. **How to View & Share Rubric Scores:** https://youtu.be/slbHA2oJuXw?list=PLCcSgoNi4Bc6rovEj3u_pyx9gOCBj19Bn
Planning Web link[Video Clip]	https://www.dropbox.com/s/67bfwnrsrv7dflk/Talldega%20Unit%20Plans.mp4?dl=0

Appendix -IV

How to Use Compliance Assist for Planning & Baseline (Step-By-Step)

Using Compliance Assist Planning Module (step by step instructions):

This instruction guide is designed as a quick reference for creating, viewing or modifying assessment plans/SLOs/PLOs and Title III Assessments in Compliance Assist.

To create a new Assessment Plan:

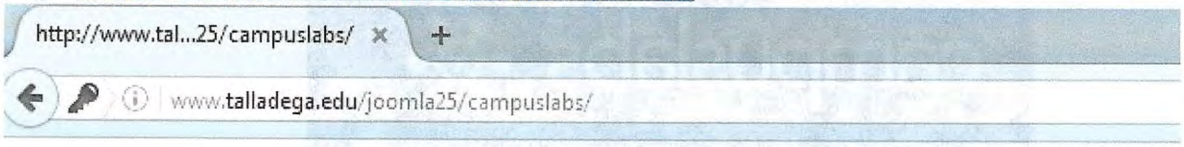
Campus Lab website: No access through College page

http://www.talladega.edu

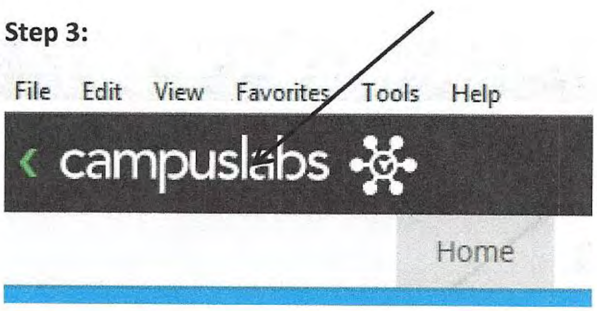
After login to the main Page. I clicked the: TC Campus Lab' tab at the Top

Enter Username Password: **http://www.talladega.edu/joomla25/campuslabs/**

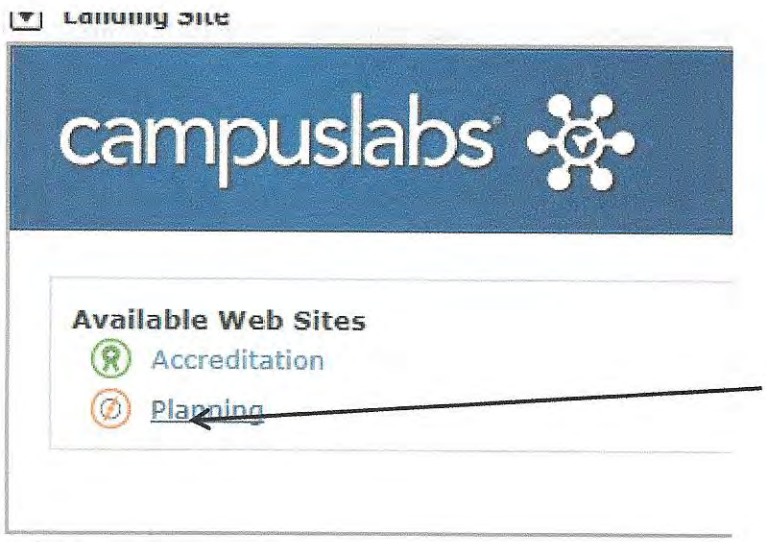
After entered the Username password, a black page appeared. It should take me at the Baseline Web page: http://www.talladega.edu/joomla25/campuslabs/



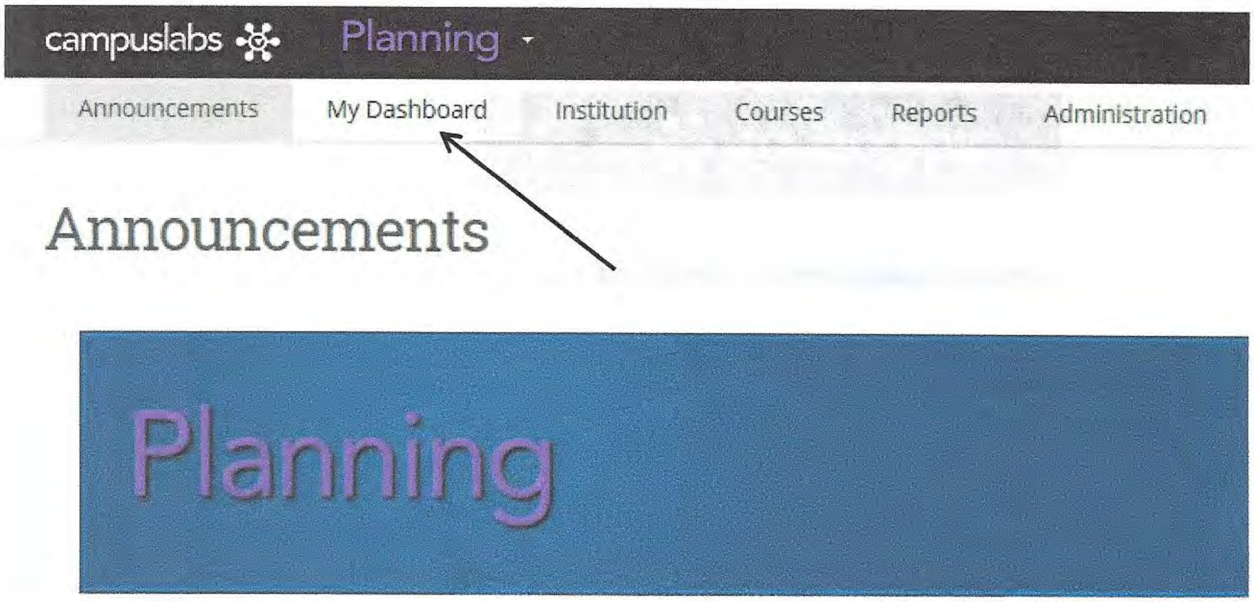
Step 3:



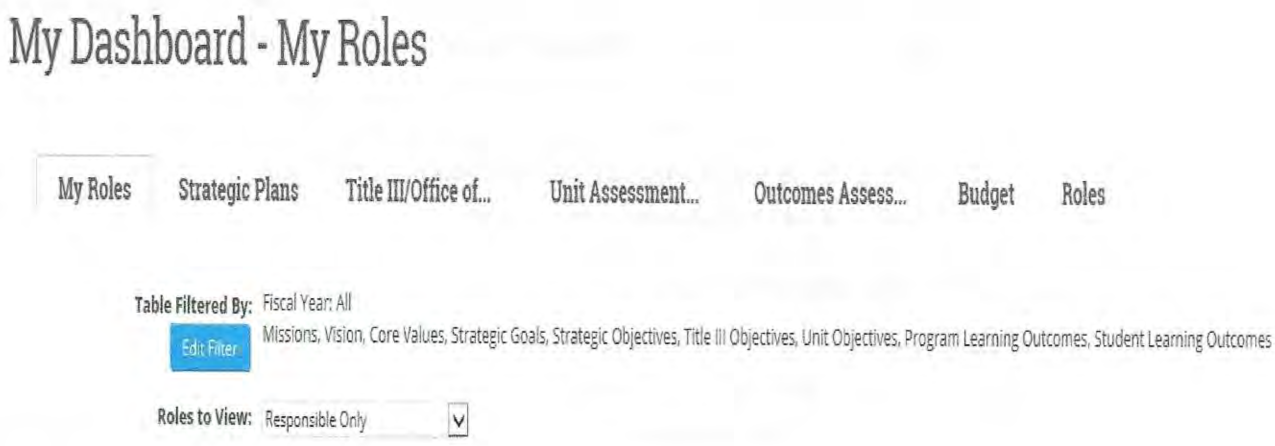
Step 4:



Talladega College Home Page



Video Clip (Step by Step direction:
https://www.dropbox.com/s/67bfwnrsrv7dflk/Talldega%20Unit%20Plans.mp4?dl=0



1. Click **Assessment plan as you choice** 1) Unit Assessments (annual plan for Instructional and non-Instructional Unit) or Outcome Assessment (SLOs/PLOs)

2. Each user will see a filtered view of the college's organizational structure of divisions, departments, programs etc. this organizational chart will function as a folder system.
3. Select the folder name of the program/unit to which you would like to add or modify an outcome.
4. Hover the mouse cursor over + **New Item**, and a drop down list will appear of the available templates.
5. Watch the video clips:
   a. Video created that walks through adding Unit Assessment information.

      https://www.dropbox.com/s/67bfwnrsrv7dflk/Talldega%20Unit%20Plans.mp4?dl=0

6. Saving Your Work
   - ☐ Click **Save** to save the new assessment plan to the system. This will reload the page and keep you in edit mode.
   - ☐ Click **Save and Close** to save the new assessment plan to the system and exit you from the edit mode.
   - ☐ Note: clicking **Cancel** will cancel any work you have entered and not save the goal to the system.
7. Attaching files to assessment plans
   - ☐ A plan must first be save to the system before having the ability to attach supporting files to the plan.

- ☐ Within the "File Library" of the appropriate text box field (Initial Assessment Outcomes, Assessment Method, Evaluation and Use of Results, etc.), click **Upload File(s)** to attach a supporting document.
- ☐ You will then have the option of uploading a single file or multiple files at once. The supported file types for attachments are listed for you.
- ☐ Click **Close** when finished uploading files.

<u>To View Existing Assessment Plans:</u>

1. Follow steps 1-3 from previous section.
2. Click the **Name** of the goal to view it
3. Note: If you do not see the goal you are looking for, you may need to click **Edit Filter** to change the fiscal year. To change the year available for viewing after selecting the Edit Filter button, you can select a specific year from the list of click "ALL" fiscal years which will display all data saved regardless of the date. Click **OK** and the page will reload with the new data based on the changed filter setting.

<u>To Modify Existing Plans:</u>

1. Follow steps 1-3 from the previous section.
2. Click the **Name** of the goal to view it
3. Click the **Edit** tab to modify the goal.
4. Note: If you do not see the goal you are looking for, you need to click **Edit Filter** to change the fiscal year. The information is organized by fiscal year. The default view is the current fiscal year. To change the year available for viewing after selecting the Edit Filter button, you can select a specific year from the list of click "ALL" fiscal years which will display all data saved regardless of the date. Click **OK** and the page will reload with the new data based on the changed filter setting.

To Complete Annual Unit Plan --- Evaluation:

Note: to enter content in to **any of the fields below** click "Edit" to open a text box editor which can be typed in to directly or copy and pasted in to from external sources.

1. **Actual Outcome Results:** Briefly state the actual results. This should be one sentence**.** You should never say, "Outcome achieved" or "Outcome not achieved".
2. **Actual Outcomes/Result Description:** Here you will give DETAILED information on the results of the outcome. This is where you will tell what happened. For example, if your goal was to increase enrollment, you would state the increase or decrease in enrollment. Enrollment increases by 5% from the previous fall.
   The **DOCUMENTATION** of the results should be uploaded and attached here.
3. **Use of Results:** Describe how you will USE THE RESULTS to improve your department/program.

4. **The Progress** field is the drop-down list to indicate the status of the outcome, select on going, completed, on schedule, overdue, delayed, canceled or carry forward.
5. **Saving Your Work:**
    a. Click **Save** to save the new assessment plan to the system. This will reload the page and keep you in edit mode.
    b. Click **Save and Close** to save the new assessment plan to the system and exit you from the edit mode.
    c. Note: clicking **Cancel** will cancel any work you have entered and not save the goal to the system.
6. **Attaching Files to Assessment Plans**
    a. A plan must first be save to the system before having the ability to attach supporting files to the plan.
    b. Within the "File Library" of the appropriate text box field (Initial Assessment Outcomes, Assessment Method, Evaluation and Use of Results, etc.), click **Upload File(s)** to attach a supporting document.

Appendix -V

How to Use Baseline (Rubric and project) (Step-By-Step)

Using Baseline Module (step by step instructions):

This instruction guide is designed as a quick reference for creating, viewing or modifying the Rubric or Project (survey) in Compliance Assist.

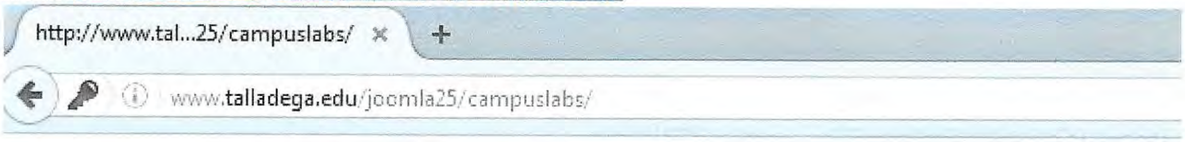
To access the Baseline Module:

http://www.talladega.edu

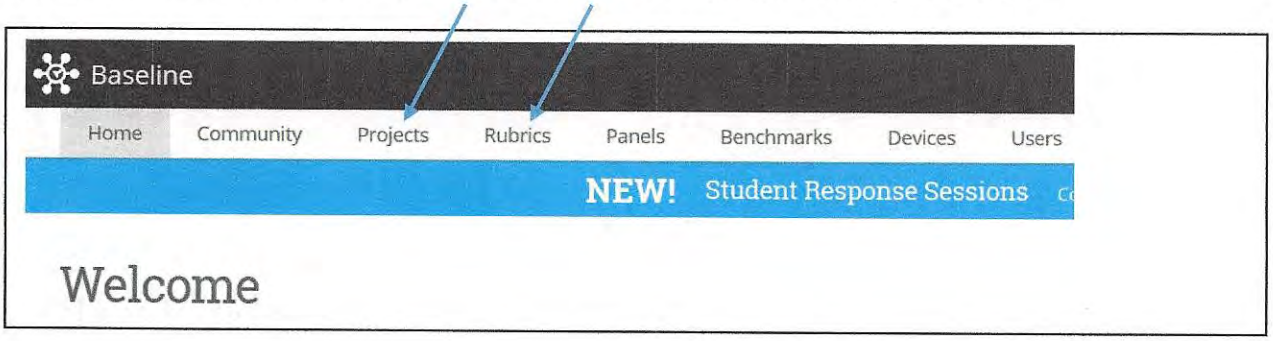
After login to the main Page. I clicked the: TC Campus Lab' tab at the Top

Enter Username Password: **http://www.talladega.edu/joomla25/campuslabs/**

After entered the Username password, a black page appeared. It should take me at the Baseline Web page: http://www.talladega.edu/joomla25/campuslabs/



Step 3: You are in Baseline Module. Click the Rubric or Project, based on your choice



Or: You might see the following screen. Click the "Baseline"

Links: Here are the links to step-by-step Rubrics tutorials:

1. **How to Create a Rubric:** https://youtu.be/VeQyBn-qWKk?list=PLCcSgoNi4Bc6rovEj3u_pyx9gOCBj19Bn

2. **How to Link Assessments and Enter Data:**
https://youtu.be/3F8T74kjjgo?list=PLCcSgoNi4Bc6rovEj3u_pyx9gOCBj19Bn

3. **How to View & Share Rubric Scores:**
https://youtu.be/slbHA2oJuXw?list=PLCcSgoNi4Bc6rovEj3u_pyx9gOCBj19Bn

Thank You:

Office of Institutional Effectiveness and Research (OIER)

Summer Hall, Room # 206

2016-17 Assessment Cycle Calendar

2015-16 Assessment Cyclic: Report Submission Timeline

Planning and Assessment: Review prior's year assessment cycle to address FINDINGS for continuous improvement

Due Date	Assessment Plan/Report Activities/ Training
Wednesday, August 31, 2016	**Unit Plan-2015-16 (Instructional and non-Instructional Unit): Reflection and Evaluation: 2015-16: "Closing the Loop"** **Unit Assessment Plan for Instructional and Non-Instructional Unit 2015-16: Due in Compliance Assistance or paper copy** **Note:** Data with supporting document needs to be entered into the Compliance Assistant or loaded as an attachment **Responsible Person(s):** VPs, Deans, Directors, and non-instructional Departmental Heads
Monday, September 12, 2016	**Yearly Strategic Plan Reporting Cycle 2015-2020 : Reflecting and Evaluation: "Closing the Loop for 2015-16"** In order to institutionalize planning and assessment by strengthening campus wide institutional effectiveness, it is required to submit your yearly Strategic Plan outcomes by summarizing the finding of 2015-16 assessment cycle of 2015-2020. Use of result must be reported in the Findings and how the data will be utilized for continuous improvement of the institutionalize planning and assessment. Note: **Data with supporting document needs to be entered into the Compliance Assistant or loaded as an attachment.** **Responsible Person(s):** VPs.

Training : Compliance Assistant (Campus Lab) , Baseline (Rubric & Project), SLOs and PLOs	
June 30, 2016	Training: Baseline (Rubric and Project) Topic 1: Rubric and Project (Survey) **Audience-** Library & Student Success Center
July 7 , 2016 & July 11, 2016	Training: Compliance Assistant (Campus Lab) Topic 1: Unit Assessment Plan Audience: Vice President, Deans, Directors, Chair and Others
Friday, August 19, 2016: 2:00 pm – 3: 30 pm (Silsby 102) & Friday, August 19, 2016: 3:30 pm – 5: 00 pm (Silsby 102)	**Training: Compliance Assistant (Campus Lab)** **One-O-One Section : On Demand** **Audience-** Deans, Chairs, and Faculty **Location:** TBA
Friday, August 26, 2016: 2:00 pm – 3: 30 pm (Silsby 102) & Friday, August 26, 2016: 3:30 pm – 5: 00 pm (Silsby 102) **Note: Need to attend only one**	Training: Compliance Assistant (Campus Lab) Topic: How to use Compliance Assistant to Enter Student Learning Outcomes (SLOs) and Program Learning Outcomes (PLOs) and instructional Unit Plan **Audience-** Deans, Chairs, and Faculty **Location :** TBA

Due Date	Assessment Plan/Report Activities/ Training 2016-17
Wednesday, August 31, 2016	Unit Plan-2016-17 (Instructional and non-Instructional Unit) **Submission Details: Unit Assessment Plan for Instructional and Non-Instructional Unit** **2016-2017: Due in Compliance Assistance** **Responsible Person(s):** VPs. Deans, Directors and non-instructional Departmental Head
Wednesday, August 31, 2016	**Submission Details:** Student Learning Outcomes(SLOs) (2016-17) for each Academic Program **2016-17: Due in Compliance Assistance** **Note:** Need to submit all supporting documents related to assessment methods such as rubric etc. **Responsible Person(s):** Department Chairs and Supervisors
Tuesday, August 30, 2016	**Submission Details:** Program Learning Outcomes (PLOs) (2016-17) for each Degree oriented Academic Program with Curriculum Mapping details **Due in Compliance Assistance** **Note:** Need to submit all supporting documents related to assessment methods such as rubric etc. **Responsible Person(s):** Department Chairs and Supervisors

Reflection and Evaluation: 2016-2017: **"Closing the Loop"**	
Time Period	**Reporting Activities**
May 6- May 15, 2017	**Student Learning Outcomes (SLOs) Report:** Summarize and report data finding for 2016-2017 assessment cycle. Use of result must be reported in the Findings and how the data will be utilized for continuous improvement of the student learning. Data with supporting document needs to be enter into the Compliance Assistant. **Due in Compliance Assistance** **Note:** Need to submit all supporting documents related to assessment methods such as rubric etc. **Responsible Person(s):** Department Chairs and Supervisors
May 6- May 15, 2017	**Program Learning Outcome (2016-2017)** for each Degree oriented Academic Program Use of result must be reported in the Findings and how the data will be utilized for continuous improvement of the program or services. Data with supporting document needs to be enter into the Compliance Assistant. **Due in Compliance Assistance** **Note:** Need to submit all supporting documents related to assessment methods such as rubric etc. **Responsible Person(s):** Department Chairs and Supervisors
May 15- June 25, 2017:	**Unit Assessment Plan for Instructional and Non-Instructional Unit 2016-2017**: **Due in Compliance Assistance** **Note:** Need to submit all supporting documents related to assessment methods and Results **Responsible Person(s):** VPs. Deans, Directors and non-instructional Departmental Head
June 15-July 15, 2017:	**Yearly Strategic Plan Reporting Cycle 2016-17 : Reflecting and Evaluation: "Closing the Loop"** In order to institutionalize planning and assessment by strengthening campus wide institutional effectiveness, it is required to submit your yearly Strategic Plan outcomes by summarizing the finding of 2015-16 assessment cycle of 2015-2020. Use of result must be reported in the Findings and how the data will be utilized for continuous improvement of the institutionalize planning and assessment. Note: **Data with supporting document needs to be entered into the Compliance Assistant or loaded as an attachment.** **Responsible Person(s):** VPs.

2016-17 Institutional Effectiveness and Research Survey
Survey Timeline Calendar

Office of Institutional Effectiveness and Research (OIER)
Director, Room 206: Sumner Hall

Task No.	Date of Issue	Task Description	Responsible Person(s)
1.	August 30, 0216	NASPA : Freshman Orientation Survey	All Faculty, Student Affairs, College Orientation Faculty, and OIER
2.	November 1, 2016	NASPA : Residence Life - only students who live on-campus	All Faculty , Student Affairs, and OIER
3.	November 7, 2016	Student Evaluation of Courses and Instructors – Fall 2016	All Faculty, Student Affairs, and OIER
4.	September 15, 2016	IPEDS data Collection –Phase 1	OIER & Registrar
5.	March 15, 2017	NASPA: Mental Health & Counseling	All Faculty, Student Affairs, and OIER
6.	March 15, 2017	Employment Satisfaction Survey	Provost, Deans, and OIER
7.	March 10, 2017	IPEDS data Collection –Phase 2	OIER & Registrar, Business Office
8.	April 10, 2017	Senior Exit Survey	Provost and OEIR
9.	April 10, 2017	Student Satisfaction Survey	All Faculty, Student Affairs, and OIER
10.	April 15, 2017	Employee Satisfaction Survey	All Employees and OEIR
11.	April 10, 2017	Student Evaluation of Courses and Instructors – Spring 2017	All Faculty, Student Affairs, and OIER
12.	May 20, 2017	Alumni Engagement Survey	OAI & OIER
13.	June 10, 2017	Alumni Reunion Survey	OAI & OIER
14.	Every 3 Weeks, before the end of 5 Week Term	FastTrack Survey	FastTrack Director & OIER

Talladega College

Office of Institutional Effectiveness and Research (OIER)

Director, Room 206: Sumner Hall