


**Institutional Assessment:
Assessment Plans and Reports (APRs)**
Office of Institutional Research and Assessment (OIRA)



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Key Questions

Why does institutional assessment matter?
What has been done in this area in the past?
What are the current expectations?


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Assessment Matters

Accountability



Improvement



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Assessment Matters

SACS COC Comprehensive Requirement 3.3.1

The institution for

- a) identifies expected outcomes
- b) assesses the extent to which it achieves those outcomes and
- c) provides evidence of improvement based on analysis of the results

- Educational programs (certificate, major, degree)
- Admin Support Services
- Academic/Student Support Services
- Research
- Public Service

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Assessment Matters

A good institutional assessment process tells the story of your students, your faculty, your staff, and your program with the improvements made over time.

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Past Accomplishments

Academic Report on Assessment: through 2008

Quality Enhancement Report: completed in 2014-2015 to cover 2010-2015

Assessment Plan and Report (APR): new process started in 2014

Academic Program Reviews: continuing

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Current APR Expectations

Student Learning Outcomes (SLOs)	Operational Outcomes (OPOs)
1. Outcome (observable knowledge, skill, attitude or behavior for student group)	1. Outcome (service or process with expected beneficiary and intended impact)
2. Assessment Methods (two ways to measure)	2. Assessment Method (one way to measure)
3. Assessment Targets (expected results)	3. Assessment Target (expected results)
4. Data Collected (actual results)	4. Data Collected (actual results)
5. Use of Results (changes made)	5. Use of Results (changes made)

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PLAN
REPORT

Current APR Expectations

- Majors or Degrees = 3 SLOs + 2 OPOs
- Certificates = 3 SLOs ^{1 2}
- Offices = 3 OPOs ²

Due Nov 1 for previous academic year

¹ Only 1 assessment method is required.
² Both SLOs and OPOs can be used if appropriate for the unit's responsibilities.

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Current APR Suggestions

1. Provide enough information for a peer reviewer to easily understand the process.
2. Focus on outcomes and methods that generate useful, actionable data.
 - Start first with any areas that have already been identified as possibly needing improvement.
 - Move later to appropriately expand the data collected, often through more student information or broader achievement data.

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More Questions?

Visit the OIRA website. (Search OIRA from the UAH Website. Click on Assessment then Resources.)
Contact Ginny Cockerill at gdc0004@uah.edu or x. 6254.

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