BRENAU UNIVERSITY
POLICIES AND PROCEDURES

Policy Subject: Assessment Planning & Reporting Process, Timeline and Responsibilities
Policy Number: AA-ASMNT-500-01
Additional sites: FSG 4-08

The process of program and unit assessment planning and reporting is required annually of all academic and administrative units of the university. Our goal is to use assessment as a tool for meaningful improvement, connecting our work to the university's mission. Plans and reports are completed in *Compliance Assist* at https://brenau.campuslabs.com/planning/. Any questions should be directed to: assessment@brenau.edu.

This document provides an overview of the timeline and processes associated with completing all assessment tasks. For more information including detailed guides, consult the Assessment Office.
Note: *Assessment of the interdisciplinary General Education (AKA "Liberal Education" or "LE") program's learning outcomes is scheduled over a 3 year cycle, and the assessment artifacts are stored outside of Compliance Assist. Department chairs and faculty teaching general education courses to be assessed in any given year are alerted and reminded in advance of the reporting requirements. Details are available from the chair of the faculty Liberal Education Curriculum Committee or the Assessment Office.*

The Annual Assessment Calendar

If these deadlines conflict with those established by a unit's supervisor and/or other stakeholders, the earliest such deadline should take precedence.

Deadline	Administrative Assessment Action	ELO (Academic) Assessment Action
June 1 Annual Reports Due	Administrative unit assessment reporters complete reports on Standing Goals (via Measures).	Academic program assessment reporters complete reports on each degree program (via ELOs). Academic program assessment reporters submit follow-up report(s) for the previous Academic Year.
June 15 Supervisor Review of Reports Due	Supervisors of administrative sub-units enter reviews in CA for those sub-units' annual Assessment reports and notify sub-units when review is complete. Deans enter reviews for assessment reports on administrative units within their College.	Department Chairs enter reviews for ELO reports. (If the Chair was also the reporter who completed the ELOs, indicate such in the review.) Otherwise, the supervisor should notify the faculty (who completed the ELO reports) that the review is complete. Deans enter reviews for ELO reports on programs within their College. Deans/Chairs review follow-up reports for the previous Academic Year.
August 20 Planning Forms Due	All administrative unit reporters enter new year plans for assessing unit Standing Goals (via Measures). Standing Goals should be updated where necessary.	Academic assessment reporters update program matrices and enter new year plans for assessing degree programs (via ELOs).
August 30 Supervisor Review of Plans Due	All supervisors of administrative sub-units enter reviews in CA for those sub-units' assessment plans.	All supervisors of academic units review the Program Assessment Planning Matrix for their degree program.

Important Vocabulary

- **ELO (Expected Learning Outcome):** The specific knowledge, skills, and abilities students are expected to achieve upon completing an academic degree program.
- **Standing Goal:** A broad statement representing an administrative unit's ongoing, core functions and responsibilities.
- **Measure:** A specific, annual activity used to assess an administrative unit's effectiveness related to a Standing Goal.
- **Assessment Reporter (or "reporter"):** The employee who enters assessment data into Compliance Assist.
- **Follow-up Report:** The process of reporting on the impact of changes made in a previous cycle, which "closes the loop". This is a critical part of SACSCOC's effectiveness standards.

The 4-Step Annual Assessment Cycle
For a current list of Academic and Administrative Assessment units, contact the Assessment Office.

Administrative Assessment

This process is for non-academic departments reporting on their Standing Goals.

- **Foundation:** Each unit must have a Unit Mission statement and a list of broad Standing Goals representing its core functions and responsibilities defined in Compliance Assist.

Note: While academic department chairs do not participate in this process unless instructed to by their Dean, administrative units (e.g. Writing Center, Broadcasting, etc.) within academic departments do complete this process like any other administrative unit.

Step 1: Plan for the Upcoming Year (Due: August 20)

Assessment Reporters Enter the Following Information into Compliance Assist.

- Measures related to their Standing Goals:
    - All Standing Goals must be assessed *at least once* every 3 years (preferably, every other year).
    - Standing Goals define the ongoing, measurable functions of a unit, with each goal linked to specific performance metrics that define success.
- The following details should be included at this time:
    - Measure Number (*this should be tied to the number of the standing goal- example: Standing Goal number is 1, the measure would be 1.1*)
    - Measure Description
    - Fiscal Year (July 1 to June 30)
    - Related Standing Goal
    - Assessment Method
    - Assessment Narrative
    - Criteria for Success
- This collection of Measures becomes the unit's Annual Assessment Plan.

By August 30: Supervisors review their units' **Assessment Plans** for the upcoming year.

Step 2: Implement and Collect Data (Throughout the Year)

- Units implement their plans and collect data using their identified methods during the fiscal year.

Step 3: Complete Year-End Reporting (Due: June 1)

On this date, Reporters submit **year-end reports** in Compliance Assist.

- Annual Report (for each Measure evaluated)—for the Measures assessed *this year*, you will report on your findings. The report must include:
    - A summary of the data collected and a meaningful discussion of the results, summarizing any attached data reports.
    - An indication of whether the "Criteria for Success" were **Met** or **Not Met**.
    - A discussion of how results will be used to improve program and institutional effectiveness.
    - An explanation of how findings may impact future planning and budgeting.

Step 4: Supervisor Review

- **By June 15:** Supervisors review their units' final **Annual Assessment Reports** and provide comments in Compliance Assist on each annual report.

Academic ("ELO") Assessment

This process is for academic departments reporting on Expected Learning Outcomes (ELOs).

- **Foundation:** Each program is required to have a **Program Assessment Planning Matrix**, which must be created with the provided template when the program is established, which includes:
    - a program mission statement.
    - a list of the program's Expected Learning Outcomes (ELOs).
    - the program's three-year assessment cycle.
    - a curriculum map showing where ELOs are assessed.

Any subsequent updates to this matrix must be promptly submitted to the Office of Institutional Effectiveness. Note: programmatic outcomes should *not* change frequently, as this prevents sufficient data collection to complete the assessment cycle.

Step 1: Plan for the Upcoming Year (Due: August 20)

Assessment Reporters Enter the following information into Compliance Assist:

- ELOs to be assessed that academic year, including (for each ELO):
    - Learning Outcome (title- this should be unique and should match the program matrix)
    - ELO Number (this should be unique and should match the program matrix)
    - Fiscal Year (July 1 to June 30)
    - Degree Program
    - Assessment Method
    - Assessment Means
    - Assessment Process Narrative
    - Criteria for success.
- Any rubrics or relevant documents/files should be attached.

By August 30: Supervisors review their units' **Program Assessment Planning Matrix** for the upcoming year.

Step 2: Implement and Collect Data (Throughout the Year)

- Programs collect data using their identified assessment methods. Data collection must be completed in time to meet the June 1 reporting deadline.

Step 3: Complete Year-End Reporting (Due: June 1)

On this date, reporters submit **two separate reports** in Compliance Assist.

- A. ELO Report:
  For each ELO assessed *this year*, reporters submit findings. This report must include:
    - A summary of data and a meaningful discussion of the results, summarizing any attached data reports.
    - Attachments of any related documentation.
    - An indication of whether the "Criteria for Success" were **Met** or **Not Met**.
    - A discussion of how results will be used for future improvement.
    - A discussion of how the findings will be utilized to improve program effectiveness, with the ultimate goal of increasing student success and learning.
    - An explanation of how findings may impact future planning and budgeting.
    - Indicate the last assessment cycle during which the conclusion drawn from this assessment was **something other than** "No change/continue to monitor." This prompts reporters to consider the rigor of the criteria for success and the value produced by the assessment process.
- B. ELO Follow-up Report ("Closing the Loop"):
  This report addresses the improvement actions identified in the *previous year's* use of results report. In it, the impact of those changes are reported. This "closing the loop" is an essential element of SACSCOC's effectiveness standards.

Step 4: Supervisor Review (Due: June 15)

- The appropriate supervisor (typically, Department Chair, School Director, or Dean) reviews all finalized reports (ELO Report and ELO Follow-up Report) in Compliance Assist for each annual report.
- Supervisors provide comments and recommendations regarding program effectiveness when they sign off on each annual report.

End of Year Evaluation with Supervisor
Distinguishing between unit success and individual personnel performance during annual evaluations is crucial. Annual assessment reports are an integral component of the annual supervisor/employee evaluation conversations and should be discussed alongside personnel-specific evaluation at this time. (See details of this process in Faculty/Staff Guideline #4-08: "Annual Personnel Evaluations".) Unit success/failure as evidenced by these assessment reports will generally overlap somewhat with individual personnel accomplishments and areas for improvement. However, these reports should not be the sole or primary source of evidence for personnel evaluation.
For the annual administrative and academic assessment processes to produce value, it is imperative that units:

- be allowed and encouraged to set ambitious measures and criteria for success, subsequently reporting results (even if it means indicating shortcomings) with 100% accuracy. This honest

appraisal should not negatively impact specific employees, as commentary in Compliance Assist should focus on unit effectiveness, not individual performance.Instead, this commentary should provide feedback and solutions for unit effectiveness, showing how actions and results align with the broader divisional goals and the University's core principles.

- address activities, process and systems in their planning which span multiple departments, stakeholders and entities, many or most of which will fall outside the control of any individual employee

- comment frankly about the results provided by their *direct-report units* in a manner that may be less appropriate when commenting about *specific employees.*

As such, care should be taken to remember to address the difference between *unit success* and *personnel performance* during annual evaluations.

Special Notes on Roles & Responsibilities Related to the General Education (AKA "LE") Program:
Department Chairs:
For General Education (LE) Reporting

- Ensure ALL General Education course syllabi in the department have the General Education outcomes and methods of assessment specified on syllabi before the start of each semester.

- Ensure any faculty responsible for assessment of LE courses (according to current year's cycle) complete General Education reports and submit data to the Assessment Office by the end of each semester as appropriate.

Faculty:
For General Education Reporting

- When specific courses are identified for General Education Assessment per the 3-year Rotation Plan, teaching faculty are responsible for submitting data to the Assessment Office; data submission requirements may include sample artifacts.