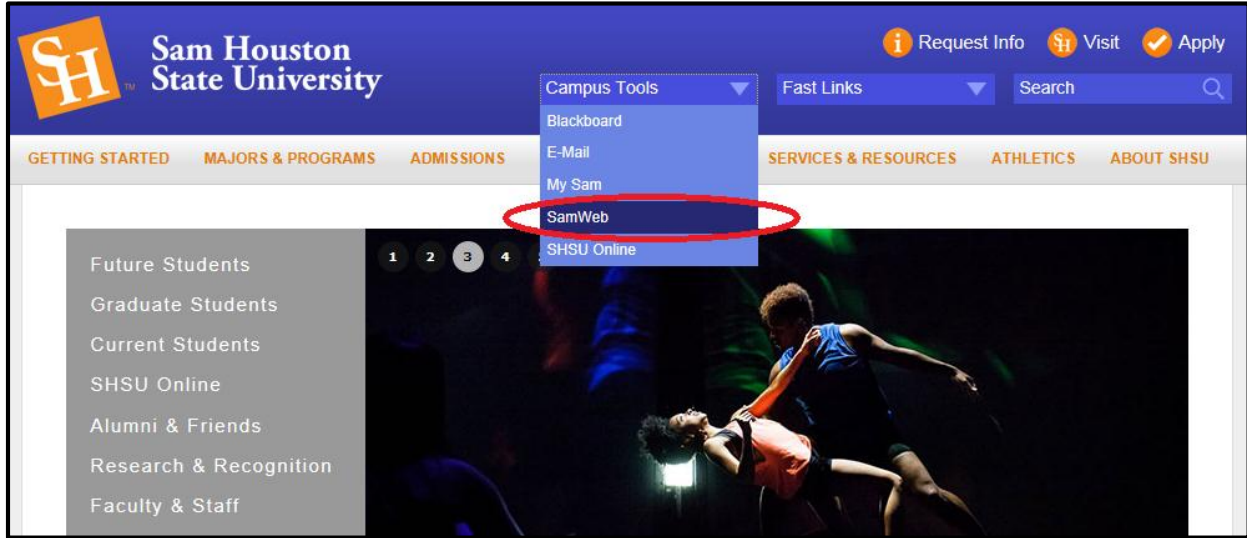


Office of Academic Planning and Assessment

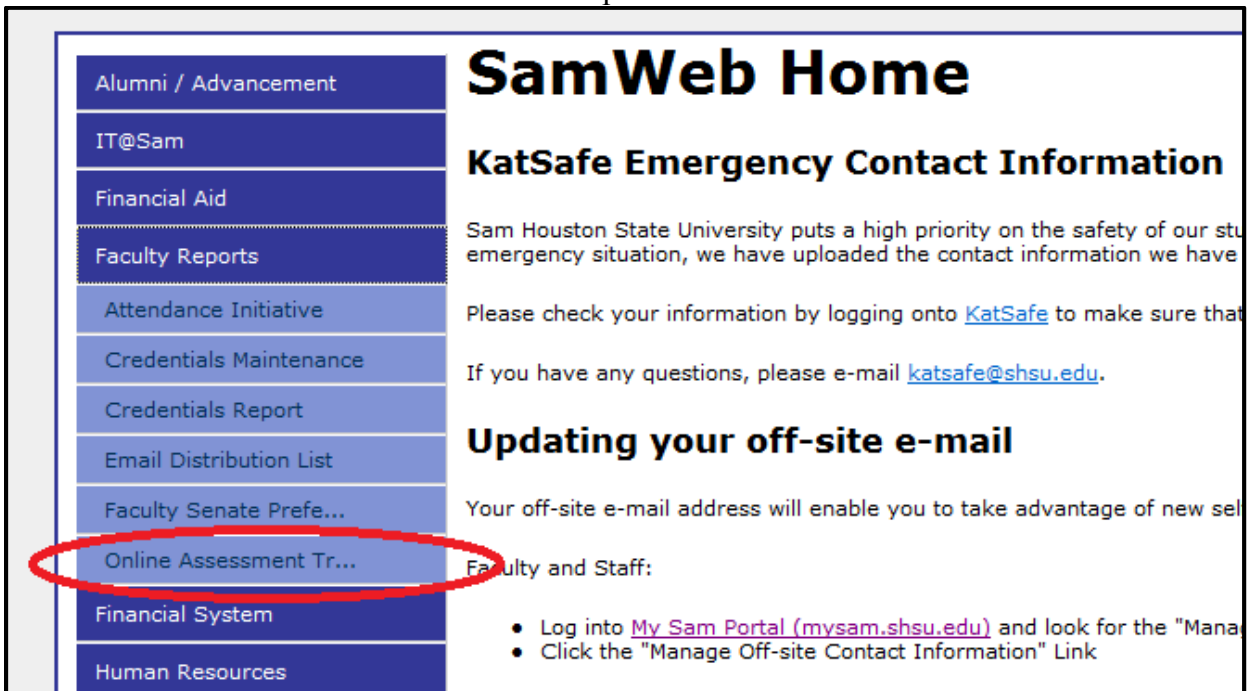
Online Assessment Tracking Database (OATDB) User Guide

Accessing the OATDB

From the Sam Houston State University homepage access SamWeb, which can be found in the “Campus Tools” dropdown menu.



Once in SamWeb, you will find the Online Assessment Tracking Database Under “Faculty Reports.”



Once you are within the OATDB, select the current assessment cycle.

Models Reports Administration

Sam Houston State University (SHSU)

2013 - 2014 IN PROGRESS

2012 - 2013 FINALIZED

2011 - 2012 FINALIZED

2010 - 2011 FINALIZED

2009 - 2010 FINALIZED

Show additional periods...

Using the alphabetical listing, identify the unit you wish to enter and click on it.

Levels (Units Assessed)

A B C D E F G H I J K L M
N O P Q R S T U V W X Y Z

Academic Affairs, Associate Vice President

Academic Affairs, Provost And Vice President

Academic Planning And Assessment

Accounting BBA

Accounting MS

Accounting, Department of

Administration MA, MED (Principal Certification)

Admissions, Undergraduate

Advancement Services

Agricultural And Industrial Sciences, Department Of

Agriculture BS

Agriculture BS (Agricultural Business)

Agriculture BS (Agricultural Engineering Technology)

Once an entity has been selected, to change between assessment cycles you can utilize the “Change Period” link. To move between different entities you can utilize the “Navigation” link.

Change Period Models Reports Parents & Children **Navigation**

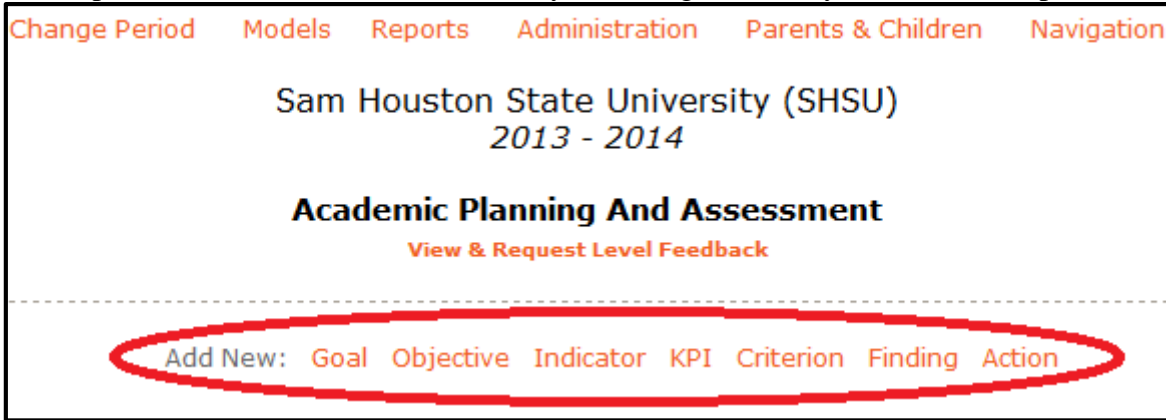
Sam Houston State University (SHSU)
2013 - 2014

Academic Planning And Assessment

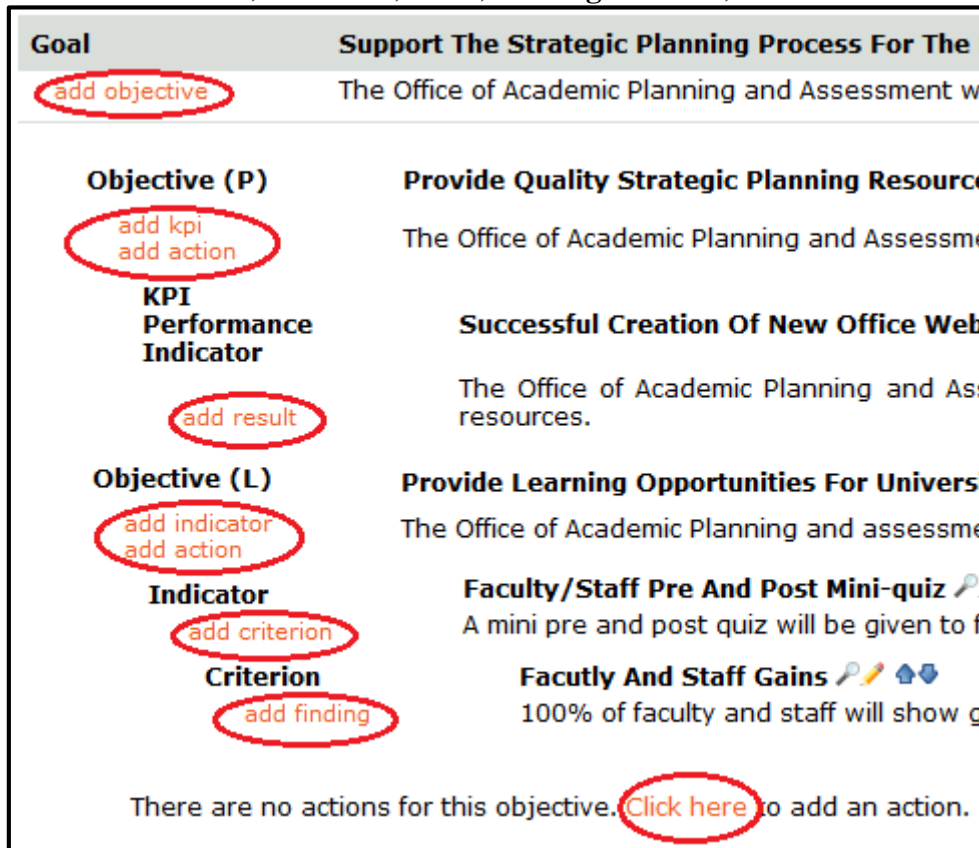
View & Request Level Feedback

Adding and Editing Elements within the OATDB

Adding elements in the OATDB can be done in one of two ways. First, one can add new **Goals, Objectives, Indicators, Criterion, KPIs, Findings/Results**, or **Actions** through the “Add New” option. This is the recommended way of adding **Goals** to your assessment plan.



Objectives, Indicators, Criterion, KPIs, Findings/Results, or **Actions** can also be added within the assessment plan itself. This is the recommended way of adding **Objectives, Indicators, Criterion, KPIs, Findings/Results**, or **Actions**.



When adding any new assessment element, complete all required fields (required fields are marked with a red asterisk *****) and press Continue. Follow all provided instructions.

Add New Objective Help

What is an Objective? Step 1 of 4

Level:	Academic Planning And Assessment
Period:	2013 - 2014

* denotes a required field

Objective Title

Enter Information Here

128 characters left

*** Description of Objective**

B U HTML

Enter Information Here

*** Objective Classification**

Learning ▼

*** Does this objective support one or more of your goals?**

Yes No

*** Would you like to upload supporting documents?**

Yes No

*** Status**

Draft Active

Continue Cancel

To add narratives for the Plan for Continuous Improvement elements, click the links provided within the OATDB.

process. During the 2013-2014 cycle the new staff member will work to complete and finalize, documents, templates, and procedures. The Office will seek to design and implement new ways of assessing the efficiency and effectiveness of this new process.



Please detail the elements of your previous "Plan for Continuous Improvement" that were implemented. If eligible, detail their implementation.

You haven't added an update. [Click here](#) to do so.

Plan for Continuous Improvement - Please detail your plan for improvement that you have developed based on the findings of the previous cycle.

You haven't added a plan. [Click here](#) to do so.

To edit any element in the OATDB, click the **Pencil Icon** .

Objective (P) add kpi add action	Ensure Quality Annual Assessment Processes   The Office of Academic Planning and Assessment will ensure
---	---

The Edit screen looks very similar to the Add screen, allowing you to modify information entered for that element. Once done, press Continue and follow all provided instructions.

Edit Existing Objective Help

What is an Objective? Step 1 of 4

Level: Academic Planning And Assessment
Period: 2013 - 2014

*** Objective Title** * denotes a required field

Ensure Quality Annual Assessment Processes

*** Description of Objective**

I U [List Icons] [Link Icon] [Cut Icon] [Copy Icon] [Paste Icon] [Image Icon] [Table Icon] [Undo Icon] [Redo Icon] HTML [Preview Icon]

The Office of Academic Planning and Assessment will ensure that members of the University community are conducting a quality, and effective, annual assessment processes.

*** Would you like to upload additional supporting documents?**

Yes No ←

*** Status**

Draft Active Deleted ←

Attaching supporting documents to any assessment plan element is very similar to the process of attaching a file to an email. First, when you create/edit an element, make sure that you say “Yes” under the option asking “Would you like to upload supporting documents?” before pressing Continue.

* **Would you like to upload supporting documents?**

Yes No

* **Status**

Draft Active

Follow all provided instructions, and you will be given an option to browse your computer for the file you wish to attach and provide a brief name for the document. Once the Document has been selected press Continue.

Add New Objective Help

What is an Objective? Step 3 of 4

Level: TEST

Period: 2013 - 2014

Objective Title

Demonstrating Attaching a Supporting Document

Supporting Documents

Brief File Description:

Attach File:

attach another file

Review the entered information and, as with the other OATDB elements, press Submit when ready.

Add New Objective

[Help](#)

[What is an Objective?](#)

Step 4 of 4

Level: TEST

Period: 2013 - 2014

* denotes a required field

Objective Title

Demonstrating Attaching a Supporting Document

Description of Objective

Demonstrating how to attach a Supporting Document

Objective Classification

Performance

Does this objective support one or more of your goals?

Yes

TEST Goals Supported

- Test
test

Supporting Documents

Test
Online Assessment Tracking Database _ Sam Houston State University.pdf

Status

Active

Assessment Plan Elements within the OATDB

Goal

A **Goal** is a broad statement of mission or purpose that serves as the guiding principles of a unit. By their nature, **Goals** are not necessarily directly measurable. While there is no “magic” number of **Goals**, most units will probably find 3-5 **Goals** to be reasonable.

Objective

An **Objective** is a specific and detailed statement of intent or purpose that a unit expects to achieve. **Objectives** must be measurable and are aligned with a unit’s **Goals**. As with **Goals**, there is no “magic” number, but most units will probably find 2-4 **Objectives**, per **Goal**, to be reasonable. Both Learning and Performance objectives can be used by a unit as appropriate; although, this is rare. Generally, a combination of Learning and Performance Objectives are seen in co-curricular areas where there is a blending of learning and administration. That said, the primary focus for the degree programs should always be on student learning objectives.

Learning Objective

Learning Objectives are specific, and detailed, expressions of the expected knowledge or skills someone should gain as a result of receiving instruction or training. Generally, **Learning Objectives** are utilized by degree programs, where they focus on the specific student learning outcomes associated with a degree.

Performance Objective

Performance Objectives are specific, and detailed, expressions of the expected level of attainment of non-learning tasks (i.e. satisfaction with service, attendance/participation levels, student recruitment and enrollment, general administrative functions, etc.). Generally, **Performance Objectives** are found within all units not directly engaged with student instruction.

Indicator

Indicators are the instruments, processes, or evidence, both direct and indirect, used by a unit to assess a **Learning Objective**. **Indicators** should be described in detail. It should be clear what the instrument/process is, how it was developed, how it was implemented, and how it is being used to gather assessment results that are useful to the program. Examples of instruments being used should be attached, if appropriate.

Criterion

Criterion are utilized with Indicators to assess **Learning Objectives**. **Criterion** are the specific, and detailed, level of expected attainment for an **Objective**. The **Criterion** description should include all relevant information about how that **Criterion** was established and determined to be appropriate. If the **Criterion** is derived from professional standards, required licensure passage rates, etc., then those standards should be referenced as part of the **Criterion** description. It is perfectly ok if a **Criterion** is not met. Assessment is not about punishing units when they do not meet their objectives; rather, it is about identifying areas for continuous improvement. If a **Criterion** was not met it just means that a unit has identified an area in which they should take action.

Key Performance Indicators (KPIs)

KPIs are the instruments, processes, or evidence, both direct and indirect, used by a unit to assess a performance objective. **KPIs** should be described in detail. It should be clear what the instrument/process is, how it was developed, how it was implemented, and how it is being used to gather assessment results that are useful to the program. Examples of instruments being used should be attached, if appropriate. **KPI** descriptions should also include information that outlines expected levels of attainment/success. It is perfectly ok if a **KPI** is not met. Assessment is not about punishing units when they do not meet their objectives; rather, it is about identifying areas for continuous improvement. If a **KPI** was not met it just means that a unit has identified an area in which they should take action.

Finding/Result

Findings (for **Learning Objectives**) and **Results** (for **Performance Objectives**) are essentially the same thing. They are the data resulting from the unit's assessment measures and are used to determine whether an **Objective** was successfully met. **Findings** and **Results** should be detailed, breaking down what a unit has discovered as a result of its assessment, in order to identify areas for potential improvement. Supporting documents should be provided, if appropriate.

Actions

Actions are the next steps to be taken by a unit in response to specific assessment **Findings** or **Results**. Actions are associated with specific **Objectives**. A unit's **Actions** should be clearly driven by assessment results for that particular **Objective**, and should clearly relate to improving that **Objective**. Within meaningful, mature, and well-developed assessment plans it is very rare for a unit to meet all its **Objectives** and have nothing on which it can improve. Even when an **Objective** is met, units may find some reason for action when they analyze their assessment results.

Previous Cycles "Plan for Continuous Improvement"

This element provides the entity a chance to update progress made towards completing the action-items identified within their previous cycle's **Plan for Continuous Improvement**. The narrative for the **Previous Cycle's "Plan for Continuous Improvement"** should provide sufficient detail to address whether all action-items were accomplished and to what level of success. If action-items were not completed, the entity should provide an explanation.

Plan for Continuous Improvement

The **Plan for Continuous Improvement** provides an entity with an opportunity to combine its various **Actions**, along with any other action-items not included elsewhere within the assessment report, together into a coherent and detailed plan. The items included within the **Plan for Continuous Improvement** should be clearly based on a unit's assessment results, and should include details about what they are, how and when they will be implemented, and who will be responsible.

Other OATDB Definitions (Alphabetical Order)

Arrows

The up and down **Arrows** allow a user to reorder assessment plan elements on the page.


Child Level

The **Child Level** identifies the entity(s) that report directly to the currently selected level.


Description

The **Description** is a detailed narrative that presents and explains the assessment plan element in such a manner that would be clear to an outside reviewer.

Edit Screen

Clicking the **Pencil Icon**  will open the **Edit Screen** for a particular assessment element. In this screen the user will be able to edit or modify the element's **Title**, **Description**, **Status**, and attach or remove **Supporting Documents**.

Magnifying Glass Icon

Clicking the **Magnifying Glass Icon**  opens up a view-only window providing additional detail regarding an assessment element.

Parent Level

The **Parent Level** identifies the entity to which the currently selected level directly reports.

Period

The **Period** identifies the cycle for which assessment information is being input or reviewed. Each period will be identified as either "In Progress," "Active," or "Finalized." It is possible to input information only for years that are identified as "In Progress" or "Active." For all other years, it is only possible to review the information supplied in previous time periods. These years will be identified as "Finalized."

Pencil Icon

Clicking the **Pencil Icon**  opens the **Edit Screen**, from which assessment plan elements can be edited.

Recycle Bin

The **Recycle Bin** contains a list of all deleted assessment elements. Items in the **Recycle Bin** may still be viewed or edited. When editing items in the **Recycle Bin**, you have the option to reactivate them and move them back into your assessment plan. **Recycle Bin** items are only accessible for the current cycle, meaning items moved to the **Recycle Bin** in past cycles are not available in the current cycle.

Status

The **Status** identifies whether a particular assessment element is complete. Assessment plan elements can be given one of three statuses: Draft, Active, and Deleted. **Draft Status** indicate the assessment plan element is still being developed or is being revised. **Active Status** indicates

the assessment plan element is complete. The choice to utilize the **Draft Status** is up to the individual unit. If in doubt, programs should feel free to utilize only the **Active Status**. **Deleted Status** indicates the assessment plan element is no longer in use and removes it from the assessment plan and will place it within the programs **Recycle Bin**.

Supporting Documents

Supporting Documents are evidence provided by an entity to support an assessment plan element and can be in the form of sample rubrics, tests, collected assessment data, reports, etc. When attaching **Supporting Documents** make sure that no student or faculty-identifying information is included within the document.

Title

A **Title** is a very short descriptor of an assessment plan element. The title should provide a general idea as to what that particular assessment plan is.