Online Assessment Tracking Database (OATDB) User Guide

Key titles, labels and other terms appearing throughout the pages of the OATDB will be active links that, when clicked on, will open a separate reference to this document with definitions, explanations, including examples and instructions for using the OATDB to enter, edit or view assessment plans.

- The terms defined are in bold font and are underlined. Explanations and examples are in normal font
- Instructions are in Bold Red font
- Section headings are in a different bold font

All Assessment Tracking Screens

Definitions/Instructions:

Period

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

INSTRUCTIONS - USE THE DROP-DOWN MENU TO SELECT A PERIOD AND THEN CLICK "CHOOSE."

Current Level

The current level identifies the office/department/program that is being assessed.

INSTRUCTIONS - USE THE DROP-DOWN MENU TO SELECT THE APPROPRIATE CURRENT LEVEL AND THEN CLICK "GO."

Parent Levels

The parent level identifies the office/department/program to which the current level directly reports. It is possible to have more than one parent level (e.g., a joint academic program may report to two academic departments.)

Child Levels

The child level identifies the office/department/program that reports directly to the current level. It is possible to have more than one child level (e.g., Administrative Accounting, Contracts & Grants, and Payroll all report to the Associate Vice President for Finance & Operations and thus are the child levels).

Assessment Options

The assessment options are the major components of the assessment process. Specifically, the components are: goals, objectives, indicators, criteria, findings, and actions. In general, there is a flow from goals to objectives to indicators to criteria to finding to actions, which in turn influence future goals.

Goal

A broadly stated intention, aspiration or ambition that may realistically be achieved. It is not required that the goal(s) be directly measurable.

Objective

An objective is a specific desired outcome. The objective must be measurable.

Indicator

An indicator is the observable and measurable evidence of whether or not a learning outcome is achieved or a performance objective is satisfied.

Criteria

Criteria are specific targets, standards, or benchmarks that, if met, are indicative of success. These targets are determined prior to the collection of data and are directly connected to a specific indicator.

Finding

A finding is the result or conclusion derived from an assessment.

Action

An action is what is or will be done in response to one or more findings (e.g., create new procedures, change curriculum, purchase new software, etc.).

Status

The status identifies whether or not the particular assessment option is complete and ready to be included in

reports.

<u>Draft</u>

> Draft status indicates the assessment option is still being developed and is not ready to be included in a report.

<u>Active</u>

> Active status indicates the assessment option is complete and is ready to be included in a report.

<u>Deleted</u>

> Deleted status indicates the assessment option is no longer being used. The information remains visible to the user and to authorized viewers, but is not visible in reports or to visiting viewers.

INSTRUCTIONS - CHOOSE AN ASSESSMENT OPTION AND BEGIN TO ENTER ASSESSMENT INFORMATION OR EDIT EXISTING INFORMATION. AT LEAST ONE GOAL SHOULD BE ENTERED PRIOR TO CREATING ANY OTHER ASSESSMENT OPTIONS.

Assessment Option: Goal (Add New Or Edit Existing)

INSTRUCTIONS - TO ENTER A NEW GOAL SELECT "ADD NEW GOAL" AND COMPLETE APPROPRIATE FIELDS. TO EDIT AN EXISTING GOAL, CLICK ON "EDIT" (LOCATED TO THE RIGHT OF THE GOAL TO BE EDITED) AND COMPLETE/CHANGE THE APPROPRIATE FIELDS. CLICK "SUBMIT" TO SAVE.

Title

A title is very short summary (100 characters or less) of the longer and more complete description of the goal. The title should contain key words that may be used to identify the goal in a search.

Description

The description is a narrative statement that presents and explains the goal with enough detail to be understood by a reviewer not familiar with the office/department/program being assessed.

Goal(s) Supported

The goal(s) supported field sheds light on how the current level goal supports one or more of the parent goals. In general the goals of the office/department/program should support at least some of the parent's goals, however, it is not necessary for every goal to be associated with a specific parent goal.

Assessment Option: Objective (Add New Or Edit Existing)

INSTRUCTIONS - TO ENTER A NEW OBJECTIVE SELECT "ADD NEW OBJECTIVE" AND COMPLETE APPROPRIATE FIELDS. TO EDIT AN EXISTING OBJECTIVE, CLICK ON "EDIT" (LOCATED TO THE RIGHT OF THE OBJECTIVE TO BE EDITED) AND COMPLETE/CHANGE THE APPROPRIATE FIELDS. CLICK "SUBMIT" TO SAVE.

Assessment Period

The assessment period identifies the time frame during which the objective is being assessed.

Title

A title is very short summary (100 characters or less) of the longer and more complete description of the objective. The title should contain key words that may be used to identify the objective in a search.

Description of Objective

The description is a narrative statement that presents and explains the objective with enough detail to be understood by a reviewer not familiar with the office/department/program being assessed.

SACS Service Categories

The SACS Service Categories provide five broad administrative/educational functions within a university. Each objective must service at least one of the SACS Service Categories.

Objective Category

The objective category identifies the objectives to be assessed: either a "Learning Outcome" or a "Performance Objective."

A "Learning Outcome" is a desired behavior, knowledge, or attitude that someone will be able to demonstrate as a result of the activities performed by an office, department or program.

- Learning outcomes are most often associated with the knowledge that students are able to demonstrate after they have participated in learning activities designed and delivered by faculty.
- However, learning outcomes do not exclusively belong to academics.
- Learning outcomes are suitable objectives for many non-academic situations where the activities of an office, department or program are designed to improve student, client or employee attitudes, habits or skills.
- Examples of this could include the learning outcomes of
    - professional development and training activities
    - counseling and advisement services
    - intentional leadership or community-building experiences, etc.
- Most importantly, assessing a learning outcome is about observing and measuring the desired impact.

A "Performance Objective" is a particular achievement that an office, department or program expects to accomplish, or is a level of attainment that an office, department or program desires to reach in its operations.

- Performance objectives are most often associated with the efficiency or productivity levels that administrative and support service offices seek to improve processes, products and services.
- The purpose of a performance objective is to improve the infrastructure, the processes, or operations that help make it possible for university components to succeed. Such success may directly or indirectly assist students to achieve learning outcomes.

Types of Objectives

The types of objectives are broad categories designed allow reporting of similar objectives.

Goal(s) Supported

The goal(s) supported field sheds light on how the objective supports one or more of the goals for the office/department/program. In general, each objective of the office/department/program should support at least one goal. It is possible that a specific objective is not directly connected to a goal.

Assessment Option: Indicator (Add New Or Edit Existing)

INSTRUCTIONS - TO ENTER A NEW INDICATOR SELECT "ADD NEW INDICATOR" AND COMPLETE APPROPRIATE FIELDS. TO EDIT AN EXISTING INDICATOR, CLICK ON "EDIT" (LOCATED TO THE RIGHT OF THE INDICATOR TO BE EDITED) AND COMPLETE/CHANGE THE APPROPRIATE FIELDS. CLICK "SUBMIT" TO SAVE.

Associated Objectives

The associated objectives are the objectives that will be evaluated based on the indicator. An indicator is specifically associated with one or more objectives.

Who/what's Being Assessed

For Learning Outcomes, this field identifies the individual(s) being assessed. For Performance Objectives, this field identifies the item of evidence or documentation being assessed.

Attribute Being Assessed

This field identified the specific quality being assessed, such as knowledge or attitude, for Learning Outcomes, or accuracy, or timeliness for Performance Objectives.

Individual(s) Conducting Assessment

This field identifies the individual(s) conducting the assessment (i.e., immediate supervisor, classroom instructor, panel of experts).

Measurement Approach

This field identifies the instrument (i.e., written test, scoring rubric or checklist) or technique (i.e., field observation, accounting of receipts) used in the assessment.

Title

A title is very short summary (100 characters or less) of the longer and more complete description of the indicator. The title should contain key words that may be used to identify the indicator in a search.

Description of Indicator

The description is a narrative statement that presents and explains the indicator with enough detail to be understood by a reviewer not familiar with the office/department/program being assessed.

Supporting Documents

Links to supporting documents provide additional information about the indicator (e.g., copies of surveys; rubrics, scoring instructions used by a judging panel; personnel evaluation forms; examples of student tests, papers, or video-taped performances that were scored "excellent", "satisfactory" and "unsatisfactory" (with student identities removed)).

Brief File Description

The brief file description is a short title/description of the supporting document.

Assessment Option: Criteria (Add New Or Edit Existing)

INSTRUCTIONS - TO ENTER A NEW CRITERIA SELECT "ADD NEW CRITERIA" AND COMPLETE APPROPRIATE FIELDS. TO EDIT AN EXISTING CRITERIA, CLICK ON "EDIT" (LOCATED TO THE RIGHT OF THE CRITERIA TO BE EDITED) AND COMPLETE/CHANGE THE APPROPRIATE FIELDS. CLICK "SUBMIT" TO SAVE.

Associated Indicator

The associated indicator is the indicator directly related to the criteria.

Title

A title is very short summary (100 characters or less) of the longer and more complete description of the criteria. The title should contain key words that may be used to identify the criteria in a search.

Description of Criteria

The description is a narrative statement that presents and explains the criteria with enough detail to be understood by a reviewer not familiar with the office/department/program being assessed.

Supporting Documents

Links to supporting documents provide additional information about the criteria (e.g., copies of standards published by a professional organization; benchmark scores from standardized tests; historical benchmark statistics for your college department or office, etc.).

Brief File Description

The brief file description is a short title/description of the supporting document.

Assessment Option: Finding (Add New Or Edit Existing)

INSTRUCTIONS - TO ENTER A NEW FINDING SELECT "ADD NEW FINDING" AND COMPLETE APPROPRIATE FIELDS. TO EDIT AN EXISTING FINDING, CLICK ON "EDIT" (LOCATED TO THE RIGHT OF THE FINDING TO BE EDITED) AND COMPLETE/CHANGE THE APPROPRIATE FIELDS. CLICK "SUBMIT" TO SAVE.

Associated Objective

The associated objective is the objective related to the finding.

Associated Indicator

The associated indicator is the indicator related to the finding.

Associated Criteria

The associated criteria is the criteria directly related to the finding.

Title

A title is very short summary (100 characters or less) of the longer and more complete description of the finding. The title should contain key words that may be used to identify the finding in a search.

Description of Findings

The description is a narrative statement that presents and explains the finding with enough detail to be understood by a reviewer not familiar with the office/department/program being assessed.

Summary Evaluation of Findings

The summary evaluation of findings is a categorization of the findings into one of several broad descriptive categories. This field is designed to help produce reports.

Target Criteria Revised

IMPORTANT: If you select "Target Criteria Revised" AN EXPLANATION IS REQUIRED. Please provide and discuss this explanation in the Description of Action and its Title under the ACTION assessment option.

Supporting Documents

Links to supporting documents provide additional information about the findings (e.g., copies of tables and charts of statistics from the analysis of tests, surveys and other assessments; or written reports discussing the results of the assessment, etc.).

Brief File Description

The brief file description is a short title/description of the supporting document.

Assessment Option: Action (Add New Or Edit Existing)

INSTRUCTIONS - TO ENTER A NEW ACTION SELECT "ADD NEW ACTION" AND COMPLETE APPROPRIATE FIELDS. TO EDIT AN EXISTING ACTION, CLICK ON "EDIT" (LOCATED TO THE RIGHT OF THE ACTION TO BE EDITED) AND COMPLETE/CHANGE THE APPROPRIATE FIELDS. CLICK "SUBMIT" TO SAVE.

Associated Objective

The associated objective is the objective related to the action.

Title

A title is very short summary (100 characters or less) of the longer and more complete description of the action. The title should contain key words that may be used to identify the action in a search.

Description of Action

The description is a narrative statement that presents and explains the action with enough detail to be understood by a reviewer not familiar with the office/department/program being assessed.

Action Type

The action type is a categorization of the actions into one of several broad descriptive categories. This field is designed to help produce reports.

Supporting Documents

Links to supporting documents provide additional information about the action (e.g., detailed plans of action; timelines; descriptions of revised operating procedures or curriculum changes; copies of consultant contracts, etc.,).

Brief File Description

The brief file description is a short title/description of the supporting document.