

UTILIZING A LONG-TERM APPROACH TO DATA MANAGEMENT

Dr. Lauren Lopez

Executive Director of Assessment and Institutional Effectiveness

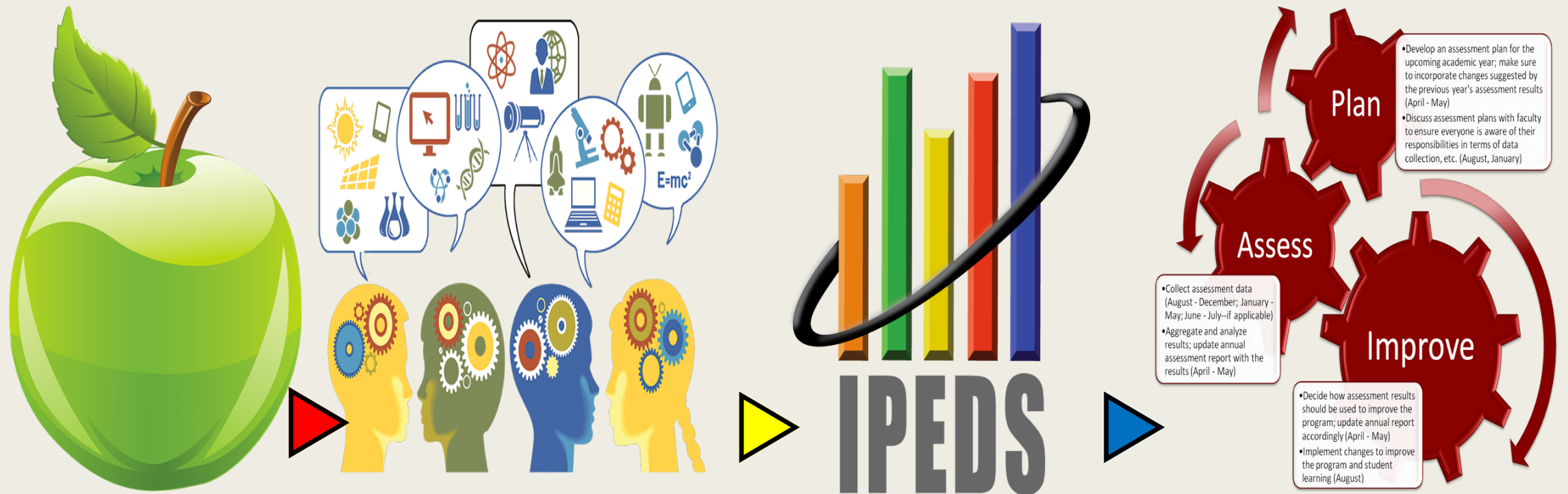
Clark Atlanta University

July 13, 2017

Agenda

- Speaker's Introduction ... **5 Minutes**
- Presentation Overview (**Total 30 minutes**)
 - *Purpose of presentation* ... **15 Minutes**
 - *Explanation of activity* ... **15 Minutes**
- Break-out Session ... **30 Minutes**
- Developing Reaffirmation Toolkit ... **20 minutes**
- Conclusion ... **5 Minutes**

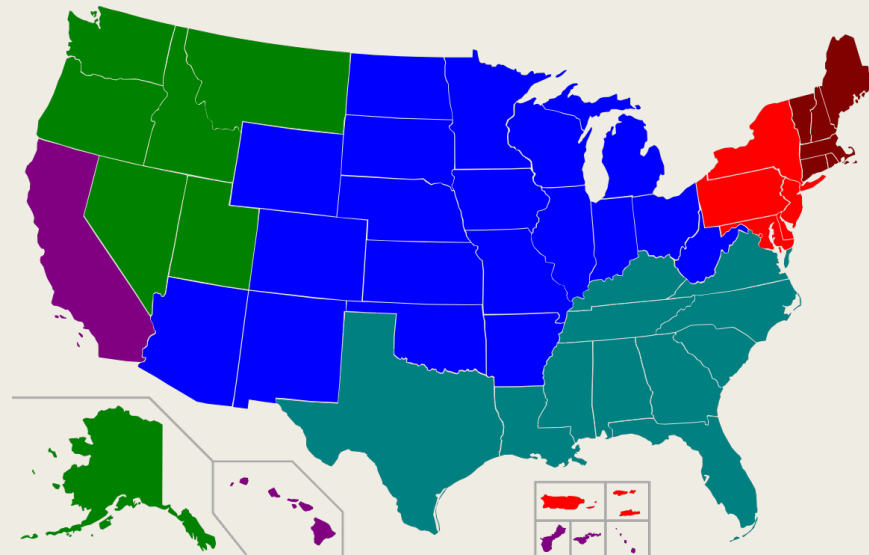
Speaker's Introduction



Presentation Overview

PURPOSE

- 5 or 10-year regional accrediting reaffirmation process
- Data Management Strategies
- Complying to Accreditation Standards



Regional Accrediting Reaffirmation Process

- Five documents are key elements of the reaffirmation process; Compliance Certification, Institutional Summary form, Quality Enhancement Plan, Focus Report, and Instructional Profiles.
- There are nine Steps in the reaffirmation process, which can be clustered around four phases; (1) Preparation, (2) off-site review, (3) the on-site review, and (4) action by the SACSCOC Board of Trustees.
- Timeline and reporting deadlines; Track A – Undergraduate Degrees only; and Track B – Undergraduate and Graduate Degrees or Graduate Degrees only

[Handbook for Institutions seeking reaffirmation](#)

Documentation...

■ Identify documentation by inventorying the following:

- *Campus handbooks, guidelines, and policy manuals*
- *Organizational Charts*
- *Standard administrative list and inventories of buildings*
- *Curriculum files – Rubrics, course syllabi...*
- *Database – Banner, Argos*
- *Planning Documents – Academic Calendars, Strategic Plans...*
- *Institutional Effectiveness policies, calendars, and handbooks*
- *Committee meeting minutes*
- *Board of Trustee meeting minutes*
- *Surveys and Reports – US World News, IPEDES, SAMS, Common Data Sets (CDS)...*
- *Financial Audits, Management Letters, and Financial Aid Audits for current fiscal years...*
- *Personnel Files containing credentials and evaluations*

Evaluating Evidence:

- Documented Evidence should demonstrate to be:
 - *Trustworthy*
 - *Current*
 - *Observable*
 - *Relevant*
 - *Accurate*
 - *Timely*
 - *Representative*

Narrative: Writing the Report

- Well-Structured Narratives should unfold the following:
 - *Documentation*
 - *Documented Evidence*
 - *Clear, concise, and supported justification of compliance by the institution*
 - *Analysis of findings and impacts*

Strategic Planning Cycle



CA CLARK ATLANTA UNIVERSITY
Office of Planning, Assessment and Research (OPAR)

Academic Programs and AES Units
Annual Operating Assessment Time-Table

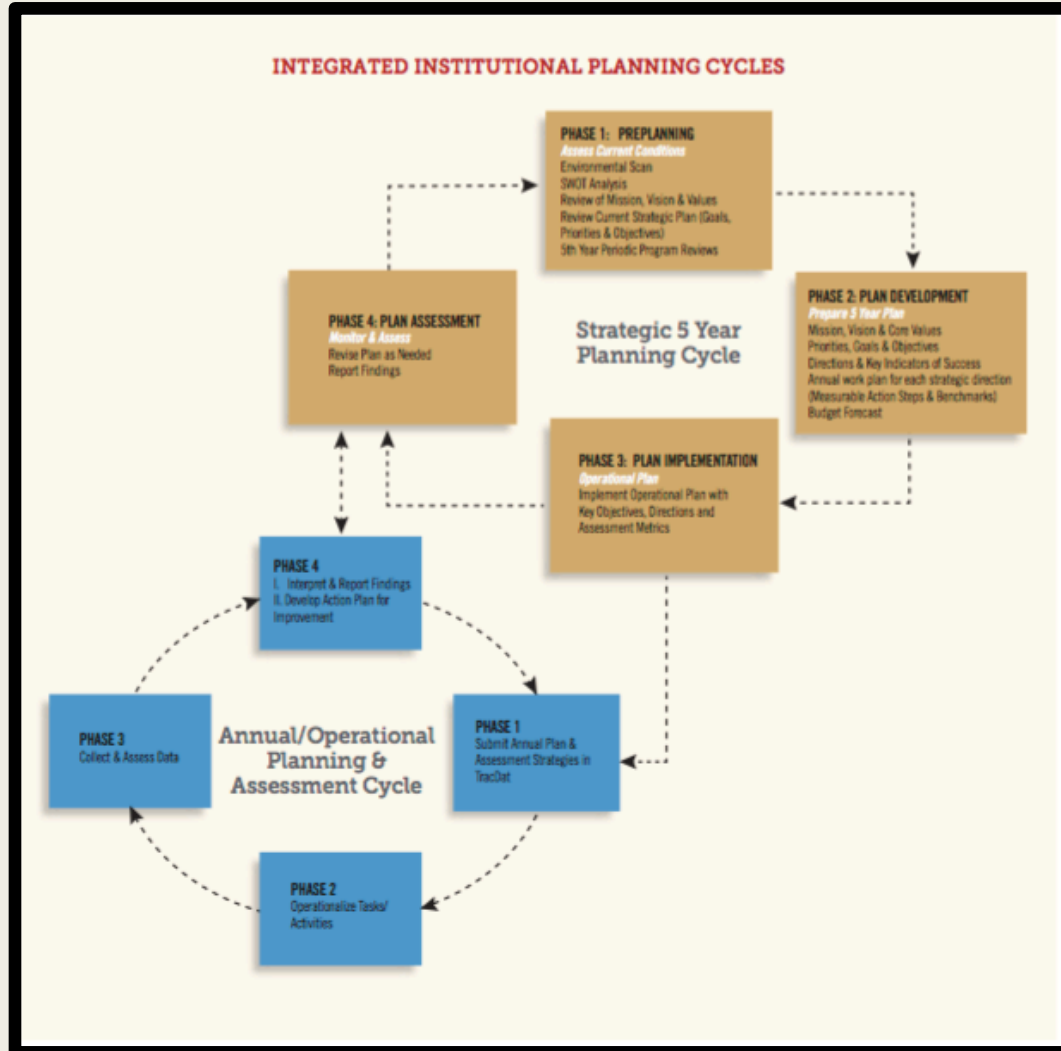
AY	Planning/Assessment Period	Phase Implemented	TracDat Submission Due Date
2013/2014	Fall 2012	Phase I - Plan	December 5, 2012
	Summer 2014	Phase II - Assess, Action Plan	July 1, 2014
2014/2015	Fall 2013	Phase I - Plan	December 5, 2013
	Summer 2015	Phase II - Assess, Action Plan	July 1, 2015
2015/2016	Fall 2014	Phase I - Plan	December 5, 2014
	Summer 2016	Phase II - Assess, Action Plan	July 1, 2016
2016/2017	Fall 2015	Phase I - Plan	December 5, 2015
	Summer 2017	Phase II - Assess, Action Plan	July 1, 2017
2017/2018	Fall 2016	Phase I - Plan	December 5, 2016
	Summer 2018	Phase II - Assess, Action Plan	July 2, 2018

<http://patimes.org/static-dynamic-choice/strategic-plan-cycle/>

[Annual Operating Assessment Time - Table](#)

Complying to Accreditation Standards

Data Management Strategies



- Analyze the value of any **prior** data
- Develop an Electronic Assessment System (EAS) to include:
 - *Mission/Vision*
 - *Objectives*
 - *Activities*
 - *Budget Request*
 - *Results*
 - *Action Plans for Improvements (Reports)*
 - *Identify Campus Data Stewards*

Activity

- Create groups of 5-8 participants
- Read the Comprehensive Standard(s) – Pre-Selected for each group
- Direction(s): As a IR/IE member of your institution, you are tasked to assist and facilitate program(s) and/or department with completing their **Annual Assessment Plans (Submitted in EAS)**
 - *Develop a EAS Structure, which will be used a central repository of documentation, data that will be monitor and assess the assigned standard for the next 5/ 10 year reaffirmation*
 - *Review current annual assessment plan and discuss recommendation(s) for the next year's annual assessment plan*
 - *Identify the appropriate Campus data Stewarts (Who should be tasked with monitoring/ Assessing this plan)*
 - *Describe how you would draft an outline for the written report*

[Handbook for Institutions seeking reaffirmation](#)

3.3 Institutional Effectiveness

- **3.3.1** The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in each of the following areas: **(Institutional Effectiveness)**

3.3.1.1
educational programs, to include student learning outcomes

3.3.1.2
administrative support services

3.3.1.3 academic and student support services

3.3.1.4 research within its mission, if appropriate

3.3.1.5
community/public service within its mission, if appropriate

Regional Reaffirmation Tool Kit

Participants will identify 5 data management strategies



Any Questions, Thoughts....



Contact Information



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Assessment: Administrative Support Services

Admin - Career and Professional Development

Mission Statement: The mission of Career and Professional Development is to enhance the academic training of undergraduate and graduate students by providing quality services and career development programming. Career and Professional Development is designed to prepare the Clark Atlanta University student for the global economy of work and graduate studies while in the pursuit of excellence. Career and Professional Development is an integral part of the professional development of students by encouraging integrity, social responsibility and respect while providing opportunities for undergraduate and graduate students to pursue meaningful careers in a variety of professional and occupational fields.

Vision Statement: Career and Professional Development is designed to engage students in their personal career development. The central purpose is to serve the needs of students for employment and career advancement by providing career-oriented programming and exposure that enhances their academic and professional training.

Objectives	Assessment Methods	Results	Actions
<p>Recruiter Engagement (2016-2017) - Increase the total number of student-employer related engagement activities provided by at least 30% by creating more mechanisms for students to learn about various careers, education and industry opportunities</p> <p>Baseline: Total Engagement Opportunities AY 2016/2017: 22 Objective Status: Active Objective Type: Administrative/Program Start Date: 09/08/2016 End Date: 04/17/2017 Budget Amount Request: 5500 Budget/Resource Explanation: These funds will be used for the workshops, Career Fair, food purchased for the events, and promotional materials</p>	<p>Internal Report - Assessment of the total number of engagement opportunities provided for students in AY 2016-2017 will be compared to those provided in AY 2015-2016 Criterion: At least 7 additional student-employer engagement opportunities will be provided this year Assessment Schedule: Annually.</p>	<p>Assessment Year: 2016-2017 Criterion Met: Yes Total Engagement Opportunities AY 2016/2017: 8</p> <p>10 Additional opportunities (including 4 new events) were provided this year for a total of 8 activities. The opportunities provided are listed below:</p> <ol style="list-style-type: none"> 1. MBA Resume Development Workshop August 7, 2016 2. Career Development Workshop September 9, 2016 3. Mock Interviews September 22, 2016 4. Mock Interviews September 23, 2016 5. Mock Interviews September 24, 2016 6. How to work a Career Fair September 24, 2016 7. AUC VIP Networking Reception September 25, 2016 8. AUC Annual Career Fair September 26, 2016 	

Assessment: Educational Programs

Program (A&S) - English BA

Mission Statement: The mission of the Department of English is to prepare students in English composition and creative writing, various genres of literature, critical analysis, and research to transform and enrich diverse learners intellectually, culturally, and professionally.

Vision Statement: The Department of English will be a collaborative center of innovative teaching, learning, and research that will enhance students' ability to engage globally in a variety of professions through enhanced programs and curricula.

<i>Outcomes</i>	<i>Assessment Methods</i>	<i>Results</i>	<i>Actions</i>
<p>Comprehensive Multiple Choice Exam - Students who graduate with a Bachelor of Arts in English will demonstrate their knowledge of literary genres, themes, characters, authors, periods, plots, and terms relating to American, British, and African American literatures as well as history of the English language and advanced grammar and composition.</p> <p>Outcome Status: Active</p> <p>Objective Type: Student Learning</p> <p>Start Date: 08/17/2016</p> <p>End Date: 05/11/2017</p>	<p>Test Results - 130 question multiple choice comprehensive exam that covers course work taken over the 4-year program relating to the following: literary genres, plot structure, themes, characters, authors, periods, and terms relating to American, British, African American and other cultural literatures as well as history of the English language and advanced grammar and composition.</p> <p>Criterion: Students must pass the exam with a 70% or higher.</p> <p>Assessment Schedule: Exam are administered in November for students graduating the fall semester, and April for students graduating the spring semester.</p>	<p>Assessment Year: 2016-2017</p> <p>Criterion Met: Yes</p> <p>Spring 2017: 25 graduating seniors took the comprehensive exam with a 12% pass rate on the first attempt, a 90% pass rate on the second attempt, and 100% on the third attempt. The 2012 exam rate surpasses the 2011 pass rate on the second attempt by 7%. (05/11/2017)</p> <p>Use of Results: 1) Results will be used to re-evaluate the exam as representative of courses taught. 2) Professors will either align their courses with the exam or the exam will be revised according to emphases in courses.</p>	<p>Action: 1) Professors who teach the courses represented on the exams developed exercises to review materials for the exam topics.</p> <p>2) Professors who teach the courses represented on the exams developed multiple choice exams to provide practice on an objective test.</p> <p>3) Two study sessions are led by the program coordinator to review materials on the exam.</p> <p>4) To better include materials taught in all English courses, the program coordinator revised the exam to include literature, history of English language, and grammar and composition questions. Coordinator will continue to revise exam each semester (06/19/2017)</p>

Utilizing a Long-Term Approach to Data Management – (3.3.1.1) Educational Programs

Directions: As a IR/IE member of your institution, you are tasked to assist and facilitate program(s) and/or department with completing their **Annual Assessment Plans (Submitted in EAS)** for 3.3.1.1

- *Develop a EAS Structure, which will be used a central repository of documentation, data that will be monitor and assess the assigned standard for the next 5/10-year reaffirmation*
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- *Describe how you would draft an outline for the written report*

Activity: This activity will focus on the “How” and “Why” of Utilizing a Long-Term Approach to Data Management

1. **Implementation Phase:** *Develop a EAS Structure, which will be used a central repository of documentation, data that will be monitor and assess the assigned standard for the next 5/10-year reaffirmation (Commercial, Hybrid, or In-house). Provide rational that supports your decision.*
2. **Maintenance Phase:** *Identify the appropriate Campus data Stewarts and a time-line of planning and assessing (Who should be tasked with monitoring/Assessing this plan)*
3. **Support Phase:** *Describe how you would draft an outline for the written report (What assessment data is needed? What documentation is needed? Describe an assessment cycle for this standard.*

Utilizing a Long-Term Approach to Data Management – (3.3.1.2) Administrative Support Services

Directions: As a IR/IE member of your institution, you are tasked to assist and facilitate program(s) and/or department with completing their **Annual Assessment Plans (Submitted in EAS)** for 3.3.1.2

- *Develop a EAS Structure, which will be used a central repository of documentation, data that will be monitor and assess the assigned standard for the next 5/10-year reaffirmation*
- *Review current annual assessment plan and discuss recommendation(s) for the next year's annual assessment plan*
- *Identify the appropriate Campus data Stewarts (Who should be tasked with monitoring/Assessing this plan)*
- *Describe how you would draft an outline for the written report*

Activity: This activity will focus on the “How” and “Why” of Utilizing a Long-Term Approach to Data Management

1. **Implementation Phase:** *Develop a EAS Structure, which will be used a central repository of documentation, data that will be monitor and assess the assigned standard for the next 5/10-year reaffirmation (Commercial, Hybrid, or In-house). Provide rational that supports your decision.*
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