

## **Assessment Language Glossary for Administrative Offices**

### Actions

This refers to the specific measures and strategies a program should consider and implement to enhance student learning, streamline program operations, and potentially improve the assessment process. Focus on one or two action items each year and decide when the action will be implemented and who will be responsible for follow-up. After implementing the action, reassess the outcome to determine the effectiveness of the action.

### Analysis of Results

Analyzing or interpreting results means looking closely at the information gathered during assessments. This step-by-step process helps find important insights, spot patterns, trends, and connections, and then come to clear conclusions.

### Assessment Cycle

The sequence in which assessment is performed (in an ongoing loop):

1. Plan and identify outcomes
2. Collect data
3. Analyze data
4. Share results
5. Identify & implement changes
6. Assess the impact of change
7. Repeat

### Assessment Method

They should reflect the efficiency or quality-based outcome identified in the previous intended outcomes section to assess the extent to which it is achieved. They are appropriate for the department and are often consistent over time in order to enable USA to evaluate the outcomes for potential trends. They should be methods that provide information that can be directly controlled by the department.

## Compliance

The assessment report is compliant if it is in line with the Principles of Accreditation put forth by SACSCOC (standard 7.3). The purpose of determining compliance is to ensure educational quality, improve the effectiveness of USA, and fulfill requirements for the Office of Institutional Effectiveness.

## Criterion

Criteria are established targets of success for each assessment method. These are standards that provide evidence of achievement of the intended outcome. The criterion must be appropriate for the intended outcome, assessment method, and department that it pertains to.

## Criterion Met/Not Met

This indication reports whether your department achieved the intended outcome as defined by your established criteria. It should inform your results and use of results statements.

## Direct Assessment

Evidence that demonstrates achievement of the intended outcome based on department performance (e.g., behavior observation, website hits).

## Indirect Assessment

Reflection about your department's performance or secondary evidence of its degree of performance (e.g., surveys of student perceptions of the fulfillment of your department's responsibilities).

## Intended Outcome

Intended outcomes specify efficiency or quality-based outcomes that are expected from your department. They are appropriate for, representative of, and relevant to the department and include active verbs (i.e. develop, implement, provide, etc.). They must also relate to some extent to the University's Mission/Strategic Plan. Equally important, intended outcomes must be measurable through an assessment method.

### Outcome Year(s)

The outcome year of an intended outcome is the academic (or fiscal) year(s) in which the intended outcome was assessed.

### Results

Your results should describe how your findings compare to the established criterion for each assessment method. If applicable, your results should also describe any trends over time that you have noticed with the data as well as any relevant subscale data. The date of your results should be in accordance with the date during which you analyzed and drew conclusions about your data.

### Supplemental Documentation

This can be included in the assessment methods or results sections of your report and provides a clearer picture of your methods and/or findings. Most commonly, documentation will include rubrics, deidentified data, a copy of a survey, visualizations of data, and more.