



## Instructions for Service Unit Assessment Plan Submission

1. Go to <http://www.utoledo.edu/offices/provost/assessment/tool/login.aspx>

Enter your UTAD and password to log in.

MENU  APPLY VISIT REQUEST INFO A-Z LIST 

### OFFICE OF ASSESSMENT

This website is for individuals submitting their department/program's assessment materials to the Office of Assessment, Accreditation, and Program Review. Reports and plans included in this database include the following:

- Academic: academic program reports, academic program plans
- Service: service unit reports, service unit plans
- General Education: general education course reports


If you are responsible for submitting your department/program's reports or plan, please type in your UTAD username and password to begin your submission.

Please type in your UTAD username and password to begin.

Username:

Password:

2. Select the Type of assessment plan you intend to create: **Academic, Service or General Education.**

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### OFFICE OF ASSESSMENT

## CREATE ASSESSMENT

Select the **type** of assessment report/plan you would like to create.

3. Select the **college/unit** of the program for the assessment.

# OFFICE OF ASSESSMENT

## CREATE ASSESSMENT

Select the **type** of assessment report/plan you would like to create.

Select the **college/department** of the service unit for the assessment:

4. Select the program for the assessment. Then click **Create Plan**.

# OFFICE OF ASSESSMENT

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## CREATE ASSESSMENT

Select the **type** of assessment report/plan you would like to create.

Select the **college/department** of the service unit for the assessment:

Select the **service unit** for the assessment:

[CREATE PLAN](#)[CREATE REPORT](#)[DECLINE REPORT](#)

5. Once you click the **Create Plan** button, you will be directed to the page for you to work on the plan. **Please complete all the sections as required.**

6. The first items requested in the template are the name of the Program or Unit Director(s), types of stakeholders, and the person(s) completing the plan.

- Type** in the name of the director in the textbox provided.
- Select stakeholders.

c. The person(s) completing plan field is linked to our Banner system. Begin typing the last name, followed by the first name in the text box. Pause-Banner should provide a name below the textbox. This may take a few seconds. Once the correct name appears, highlight the name. It should transfer to the textbox. *Once the correct name is in the textbox, click the **Add** button.*

You may add additional people to the person(s) completing the plan field by following the immediate past steps in section 6c. again. Persons listed in this field have both read and write access to the document in the system prior to submittal.

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## RESIDENCE LIFE - ASSESSMENT PLAN 2017

Assessment of Student Learning, Operational, and Program Outcomes

Service Unit Director(s): Valerie S. Walson

Stakeholder(s):

<input checked="" type="checkbox"/> Student	<input checked="" type="checkbox"/> Faculty
<input checked="" type="checkbox"/> Staff	<input checked="" type="checkbox"/> External Constituency

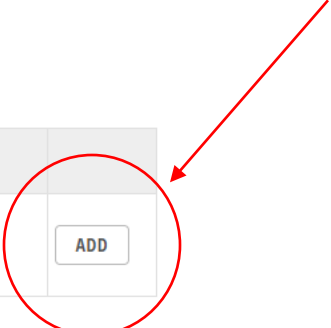
Person(s) completing plan:

Name	
<input type="text" value="Perry, matthew"/>	<input type="button" value="ADD"/>
<small>Perry, Matthew C (Assoc Director, Res Life) - mperry9</small>	

Don't forget to click the add button, once the name appears in the box!

Person(s) completing plan:

Name	
<input type="text" value="Perry, Matthew C (Assoc Director, Res Life) - mperry9"/>	<input type="button" value="ADD"/>



To remove a person, deleting their access to view and edit the document, click the **Delete** button next to his/her name.

**Person(s) completing plan:**

Name	
Gordon, Terribeth Rae	<input type="button" value="DELETE"/>
<input type="text" value="Last Name, First Name (Title) - username"/>	<input type="button" value="ADD"/>

**In Part One**, you will be asked to identify the applicable student learning, operational, and program outcomes for the unit, select their alignment with either the UT institutional student learning outcomes (student learning outcomes), or the UT Strategic Plan (operational outcomes and program outcomes). In addition, please document if each individual operational and program outcome aligns with either CAS (Council for the Advancement of Standards in Higher Education) or other professional association standard(s). Once you have complete each column in the row, click the **Add** button. Clicking on the phrase “institutional student learning outcome(s)” or “institutional strategic goals” in the heading of the table will open a new window with their definitions.

*Note: Not all service units will have all three types of outcomes. Please complete the appropriate table(s) for your unit.*

**PART ONE: IDENTIFY THE STUDENT LEARNING, OPERATIONAL, AND PROGRAM OUTCOMES**

Complete the following tables (if applicable):

**Student Learning Outcomes:**

**Definition:** Student learning outcomes describe the desired knowledge, skills, attitudes, and habits of mind that students take with them from a learning experience (Suskie, 2009, p. 117).

List the student learning outcomes (SLOs) for the academic or educational program.

Student learning outcome	Alignment with institutional student learning outcome(s)	
<p>Students will be able to explain the community living standards and how they apply to roommate relationships.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Broad integrative knowledge</li> <li><input type="checkbox"/> Specialized knowledge</li> <li><input type="checkbox"/> Intellectual skills</li> <li><input type="checkbox"/> Civic and global learning</li> <li><input checked="" type="checkbox"/> Applied and collaborative learning</li> </ul>	<p style="text-align: center;"><input type="button" value="ADD"/></p>

**Operational Outcomes:**

**Definition:** Operational outcomes document how well the operational aspects of a program or an activity are functioning; they do not document student learning, or the overall impact of a program or service (Henning & Roberts, 2016, p. 89).

List the operational outcomes for the academic or educational program.

Operational outcome	Alignment with institutional strategic goal(s)	Alignment with CAS or professional association standard guidelines	
<p></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Student Success and Academic Excellence</li> <li><input type="checkbox"/> Research, Scholarship and Creative Activities</li> <li><input type="checkbox"/> Faculty, Staff and Alumni</li> <li><input type="checkbox"/> Fiscal Positioning and Infrastructure</li> <li><input type="checkbox"/> Reputation and Engagement</li> </ul>	<p></p>	<p style="text-align: center;"><input type="button" value="ADD"/></p>

**Program Outcomes:**

**Definition:** Program outcomes describe the desired aggregate impact of a program or service unit, but are more specific than a goal (Henning & Roberts, 2016, p. 89).

*List the program outcomes for the academic or educational program.*

Program outcome	Alignment with institutional strategic goal(s)	Alignment with CAS or professional association standard guidelines	
<div style="border: 1px solid #ccc; height: 150px; width: 100%;"></div>	<ul style="list-style-type: none"><li><input type="checkbox"/> Student Success and Academic Excellence</li><li><input type="checkbox"/> Research, Scholarship and Creative Activities</li><li><input type="checkbox"/> Faculty, Staff and Alumni</li><li><input type="checkbox"/> Fiscal Positioning and Infrastructure</li><li><input type="checkbox"/> Reputation and Engagement</li></ul>	<div style="border: 1px solid #ccc; height: 150px; width: 100%;"></div>	<div style="border: 1px solid #ccc; padding: 2px; display: inline-block;">ADD</div>

Once you click the Add button, the completed row should appear in the table, with options to either edit the row, or delete the row. A new blank row is automatically generated for you to input the next outcome. For each table, once you have entered all of the unit's applicable outcomes, please ignore the last blank row.

**Student Learning Outcomes:**

**Definition:** Student learning outcomes describe the desired knowledge, skills, attitudes, and habits of mind that students take with them from a learning experience (Suskie, 2009, p. 117).

List the student learning outcomes (SLOs) for the academic or educational program.

Student learning outcome	Alignment with institutional student learning outcome(s)		
Students will be able to explain the community living standards and how they apply to roommate relationships.	<input type="checkbox"/> Broad integrative knowledge <input type="checkbox"/> Specialized knowledge <input type="checkbox"/> Intellectual skills <input type="checkbox"/> Civic and global learning <input checked="" type="checkbox"/> Applied and collaborative learning	EDIT	DELETE
<div style="border: 1px solid #ccc; height: 100%; width: 100%;"></div>	<input type="checkbox"/> Broad integrative knowledge <input type="checkbox"/> Specialized knowledge <input type="checkbox"/> Intellectual skills <input type="checkbox"/> Civic and global learning <input type="checkbox"/> Applied and collaborative learning		ADD



7. In **Part Two**, you will be asked to provide the assessment measures used in your service unit to assess the outcomes listed in each table of part one. Please remember to click **Add** after you insert the measure each time. If an outcome type is not applicable, (no outcomes were provided in a table above) ignore the corresponding table for the assessment measures.

**PART TWO: IDENTIFY THE TYPES OF MEASURES UTILIZED TO ASSESS THE OUTCOMES LISTED IN PART ONE.**

Assessment measures:

Complete the following tables (if applicable):

**Student Learning Outcomes Measures:** *Please provide a minimum of two measures with at least one direct measure.*

Data collection methods, metrics and sources	Applicable student learning outcomes	Direct or indirect measure of student learning	Frequency of data collection and review	Person(s) responsible for reviewing data	
<input type="text"/>	<input type="text"/>	<input type="radio"/> Direct <input type="radio"/> Indirect	<input type="text"/>	<input type="text"/>	<input type="button" value="ADD"/>

**Operational Outcomes Measures:** *Please provide a minimum of two measures.*

Data collection methods, metrics and sources	Applicable operational outcome(s)	Frequency of data collection and review	Person(s) responsible for reviewing data	
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="button" value="ADD"/>

**Program Outcomes Measures:** *Please provide a minimum of two measures.*

Data collection methods, metrics and sources	Applicable program outcome(s)	Frequency of data collection and review	Person(s) responsible for reviewing data	
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="button" value="ADD"/>

Once you click the Add button, the completed row should appear in the table, with options to either edit the row, or delete the row. A new blank row is automatically generated for you to input the next assessment measure. Once you have entered all of the program's assessment measures, please ignore the last blank row.

**PART TWO: IDENTIFY THE TYPES OF MEASURES UTILIZED TO ASSESS THE OUTCOMES LISTED IN PART ONE.**

**Assessment measures:**

Complete the following tables (if applicable):

**Student Learning Outcomes Measures:** *Please provide a minimum of two measures with at least one direct measure.*

Data collection methods, metrics and sources	Applicable student learning outcomes	Direct or indirect measure of student learning	Frequency of data collection and review	Person(s) responsible for reviewing data		
EBI Survey	SLO 2, 3, 4	Indirect	every other year	Associate Director, Director	EDIT	DELETE
<input type="text"/>	<input type="text"/>	<input type="radio"/> Direct <input type="radio"/> Indirect	<input type="text"/>	<input type="text"/>		ADD

**Operational Outcomes Measures:** *Please provide a minimum of two measures.*

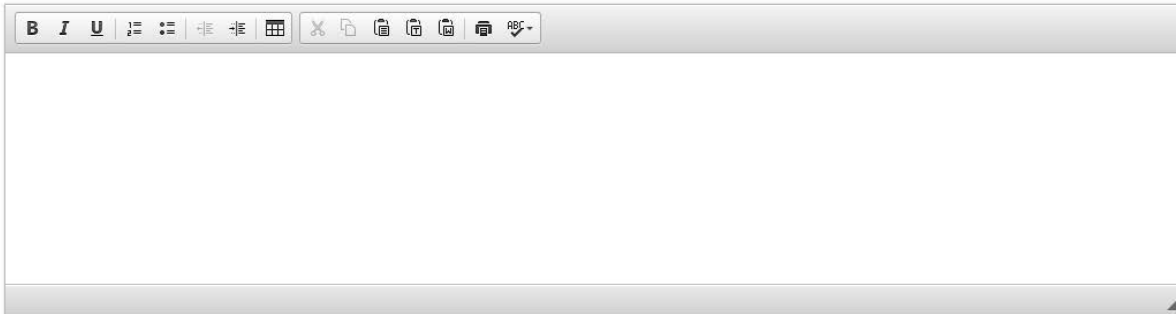
Data collection methods, metrics and sources	Applicable operational outcome(s)	Frequency of data collection and review	Person(s) responsible for reviewing data	
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	ADD

**Program Outcomes Measures:** *Please provide a minimum of two measures.*

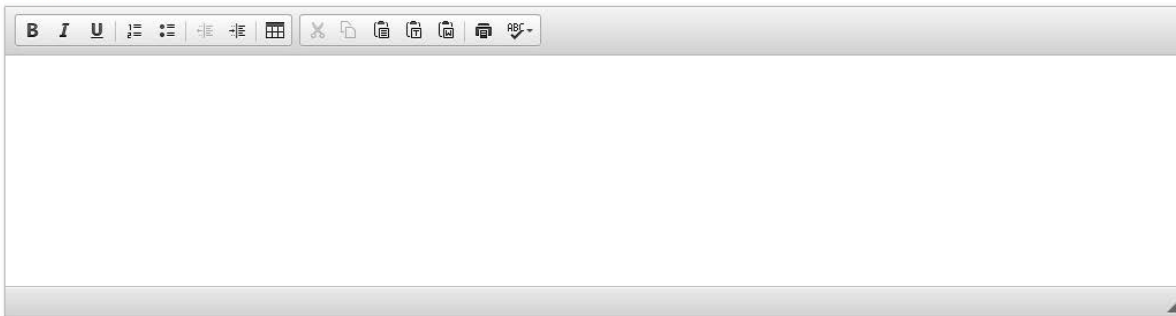
Data collection methods, metrics and sources	Applicable program outcome(s)	Frequency of data collection and review	Person(s) responsible for reviewing data	
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	ADD

8. In Part Three, you will be asked to provide examples of how your program uses the information listed in the table above for decisions made in your program. A section for additional comments is also provided.

PART THREE: REFERRING TO THE TABLE ABOVE, DESCRIBE HOW YOUR PROGRAM USES THIS INFORMATION PROVIDED BY THESE DATA TO INFORM DECISIONS MADE TO IMPROVE ACADEMIC SUPPORT OUTCOMES.



COMMENTS:



9. *Optional: If you have other supporting materials that you want to share with the University Assessment Committee, you may upload up to **two** additional files.*

*Optional:* If you have other supporting documentation that you would like to share with the University Assessment Committee, you may upload up to two additional files here.

Upload File:  No file chosen

Upload File:  No file chosen

10. If you would like to continue to work on your plan prior to submission, please click **Save**. This enables you to return to your draft plan and continue editing at a later time.

Click **Submit** once you complete all the sections listed above. When you click submit, your University Assessment Committee Liaison will be notified that the plan is ready for his/her review. Your liaison will notify you if further revisions are requested.

SUBMIT

SAVE

*Please note, the most current plan, whether in draft or completed form displays to the public on the University of Toledo website.*