Office of Academic Planning and Assessment

CampusLabs – Compliance Assist User Guide

Accessing the System, Adding, and Editing Elements
Accessing CampusLabs – Compliance Assist

From the Sam Houston State University homepage access the Office of Academic Planning and Assessment webpage under “Fast Links.”

From the OAPA webpage, you will find a link to the CampusLabs – Compliance Assist page under the “Assessment” tab.
Once on the CampusLabs – Compliance Assist Page click the “Click here to Access CampusLabs – Compliance Assist!” button. You may be prompted to Log in, do so using your SHSU username and password.

This will take you to the CampusLabs – Compliance Assist landing page, where you will then access the system by clicking the “Planning” Button.
The Home screen will display any recent messages or updates, and will allow you to navigate to your assigned assessment plans using the “My Dashboard” tab. You will be able to view, but not edit, the assessment plans of other units using the “Institution” tab.

The “Assessment Plans” tab will be where you access your existing assessment plan, edit existing elements, and add new elements. As a general rule, the “My Roles” tab is not used.
Once you have clicked the “Assessment Plans” tab, you will be able to navigate to the appropriate academic year by using the “Edit Filter” button. As a general rule, leave all boxes checked.

Only those entities to which you have specific access to edit will appear in your “My Dashboard.”
Finally, reports to which you have access can be found under the “Reports” tab. All users should have access to the “Assessment Plan Summary” report. By clicking “Generate,” this will create a report that will provide you with an outline of your entire assessment plan.

Once you have selected the report you wish to generate, you will be given the option of selecting which format you want the report (PDF, Excel, or Word) and the academic year. Once selected, click “Generate Report.”
You can then download the desired report once it has been generated.

The following is an example excerpt of the “Assessment Plan Summary” Report.

Sam Houston State University
Departmental Goals
Department: Academic Planning and Assessment

Sam Houston State University
President, Office of
Academic Affairs, Division of
Academic Planning and Assessment

Promote An Environment That Encourages Continuous Improvement Of Assessment Initiatives

Goal Description
The Office of Academic Planning and Assessment will encourage and promote an environment of continuous improvement for all departments, offices, and programs within the various Colleges and Divisions at Sam Houston State University.

Related Items
There are no related items.

Promote The Scholarship Of Assessment

Goal Description
The Office of Academic Planning and Assessment will promote the growing scholarship of assessment, within SHSU, Texas, and the nation, through research, presentations, and publications.

Related Items
There are no related items.
To add **ANY** new elements to your assessment plan in CampusLabs – Compliance Assist, you will use the “New Item” button to select the item you wish to add. The steps for adding any new elements are the same, regardless of the element.

Within each element users may hover over the Information icon for more information about that assessment plan element.
When adding **ANY** new element, you will want to provide both a title and a description. The “Start” and “End” dates are provided and should not be adjusted. The “Providing Department” and “Responsible Roles” sections can be similarly ignored. However, the “Progress” option can be used to indicate that status of the element (Draft, Ongoing, On Hold, Completed). Finally, it is strongly recommended that you click the “Save” button after doing any work within an assessment plan element.
Clicking the “Save” button for the first time will also reveal a number of important sub-tabs that you will use to view and edit that element, relate that element to others within your assessment plan, and track activity. Clicking save will reveal a “File Library” box for uploading supporting documents.

Clicking the “Edit” button in the description box, will give you a text editor in which to enter your description. You can type your information directly into this box or copy it from an outside document. If you copy in from an outside source, it is recommended that you use the “Paste Plain Text” option. Within this editor you can also format the text (Bolding, Italicizing, and Underlining), add bulleted or numbered lists, add tables, etc. Once done entering and editing your description, click the update button.
To edit existing assessment plan items, add supporting documents, or relate assessment plan items to other elements, click on the desired item to open the Edit Screen. The steps for editing ANY assessment plan element are the same, regardless of the element.

Once you have selected the item you wish to edit, select the “Edit” tab.
The Edit screen looks very similar to the Add screen, allowing you to modify information entered for that element, such as the Title and Description. Once an item is created you can also upload supporting documents to it through the “File Library.” Again, it is recommended that you click the “Save” button often. Once you are done editing the element, click the “Save & Close” button to close it.
Attaching supporting documents to any assessment plan element is very similar to the process of attaching a file to an email. 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 click the “Upload File” button. You can upload Word, Excel, Powerpoint, HTML, and PDF documents.

Documents can be edited or deleted by right-clicking the desired document and selecting the appropriate option.
Once an assessment plan element has been created, it can be related to other elements with your assessment plan, as appropriate, using the “Related” tab. Objectives of all types can be related to Goals; Indicators/Criterion/Findings can be related to Learning Objectives; KPIs/Results can be related to Performance Objectives; and Actions can be related to Objectives of all types Indicators/Criterion/Findings and KPIs/Results. These associations can be made or removed using the “Add” or “Remove Selected” buttons. Building these relationships will generate the structure that you see within your “Assessment Plan Summary” report.
To remove an association between assessment plan elements, simply click on the appropriate association within the menu in the “Related” tab and click “Remove Selected.”

Once you are in the “Related” tab, you can associate assessment plan elements by checking the appropriate box and clicking the “Add” button.
Assessment Plan Elements within CampusLabs – Compliance Assist

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.

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, Criterion, Findings
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 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.

Findings are the data resulting from the unit’s assessment measures and are used to determine whether an Objective was successfully met. Findings 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.
Key Performance Indicators (KPIs) and Results

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.

Results are the data resulting from the unit’s assessment measures and are used to determine whether an Objective was successfully met. 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.

Update to 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 CampusLabs – Compliance Assist Definitions
(Alphabetical Order)

Assessment Plans Tab
The Assessment Plans tab gives you access to only those assessment plans for which you have permission to modify or edit.

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.

File Library
The File Library allows you to attach supporting documents as evidence to support an assessment plan element. These documents can be in the form of sample rubrics, tests, collected assessment data, reports, etc. When attaching supporting documents to the File Library make sure that no student or faculty-identifying information is included within the document.

Information Icon
Hovering over the Information Icon will provide you a brief description of that element

Institution Tab
The Institution tab allows you to view the assessment plans of other units from across campus, but does not allow you to add or edit them.

My Dashboard Tab
My Dashboard serves as your primary navigation screen. From this screen you will be able to access the various unit-level assessment plans to which you have access using the “Assessment Plans” tab.

New Item
The New Item is used to create any new assessment plan items.

Progress
The Progress identifies whether a particular assessment element is complete. Assessment plan elements can be given one of three statuses: Draft, Ongoing, On Hold, and Completed. Draft indicates the assessment plan element is still being developed or is being revised. Ongoing indicates the assessment plan element is currently in use. On Hold is used to indicate if the assessment plan element is not being used for that cycle. Completed would be used when an assessment plan item was completed for the cycle.

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.

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