AMEE
ASSESSMENT MADE EASY EVERYDAY

USER GUIDE

The AMEE Solution will take you to new assessment horizons. Let me navigate you through our 6-step process. You will love it!

Powered by
MIDWEST SOCIAL SCIENCE RESEARCH ASSOCIATES, INC.
5700 LAMIRADO LANE
N. LITTLE ROCK, AR 72118

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INTRODUCTION

Welcome to AMEE!

Midwest Social Science Research Associates (MSSRA) presents AMEE (Assessment Made Easy Everyday), an online assessment system. AMEE allows users to manage their assessment and evaluation activities within a cloud. The use of this web-based system ensures user control and data security, in addition to providing access to multiple tools for conducting assessment and evaluation.

This guidebook provides clear instructions for each of six stages. The first four stages involve planning, while the final two involve collecting data and analyzing results.This guidebook is aimed at individuals conducting assessment or evaluation using the versatile AMEE system.

NEW FEATURES SUMMARY

AMEE Solutions with MSSRA, Inc is a complete assessment solution for working anywhere. All-new AMEE features have been reimagined with a simple user experience. The new dashboard offers quick assessment plans student data, and quick access to each step..

AMEE 2018 February Release

AMEEs redesign began in October 2017 and is now being released February 2018 with easier navigation. New and enhanced AMEE features enables consistent and coordinated assessment planning with data collection all in one environment.

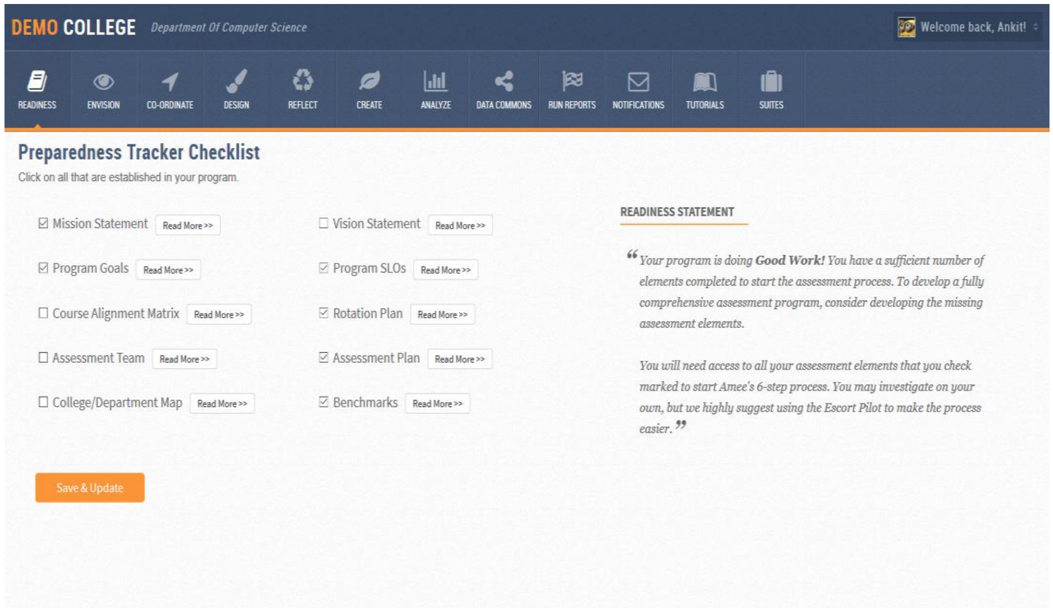
A. What’s New and Changed?!

1. New data commons to share results
2. More control over user names and passwords
3. Individual student outcome results data
4. New robust survey options
5. Assessment review link
6. New Survey Templates
7. Graphic results data enhancements
8. Upload course list and outcomes in CSV format
9. Multi-rater review enhancement

10. Rubric enhancement
11. New Assessment Suites to extend your assessment work in the areas of curriculum building, e-portfolios and strategic planning.

PREPAREDNESS TRACKER CHECKLIST

The Preparedness Tracker helps you identify your program's readiness level, so you can start using the AMEE system.



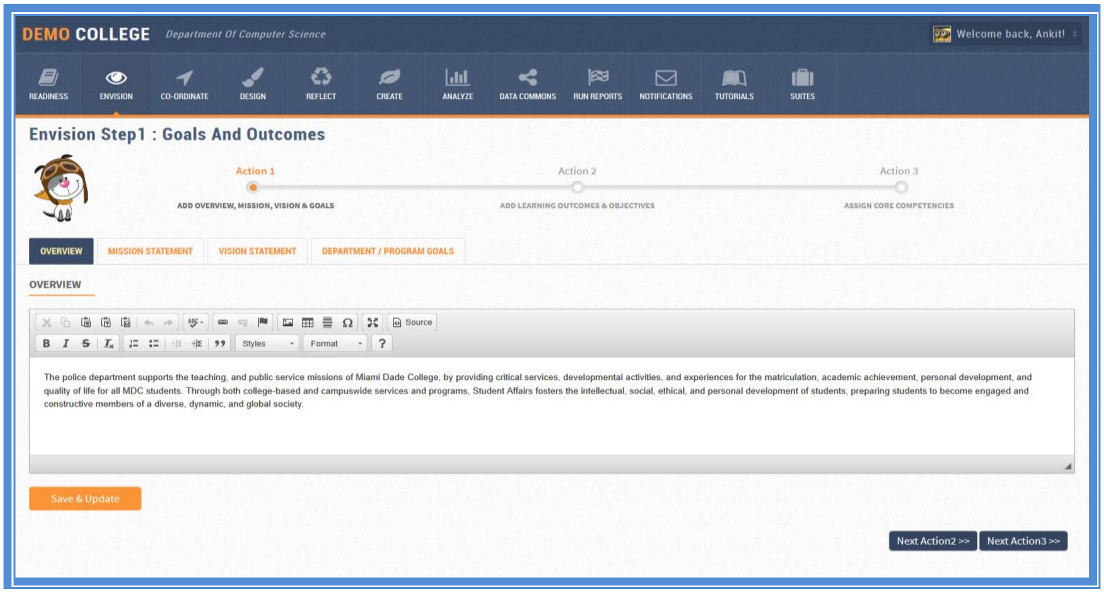
- If you are a non-academic program, get started by clicking Create at the top of the page and select Unit Review

- Click the box next to each assessment element that your program currently has available.
- When finished, click the **Save & Update button** to reveal your Preparedness Statement.

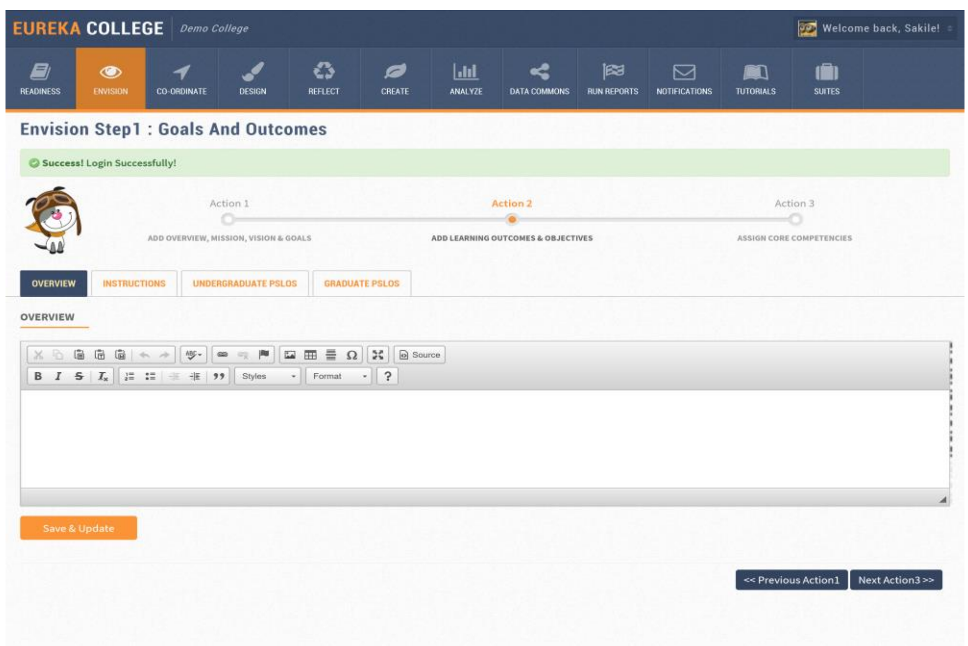
STEP 1: ENVISION – Goals and Outcomes

The Envision stage starts with an overview or summary of the stage. Just enter text in the text box.

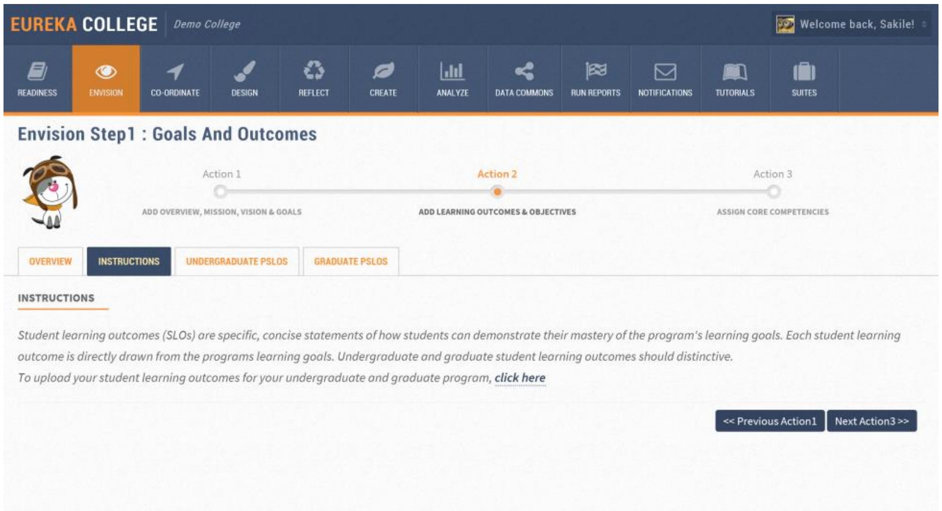
- Click **Save and Update**
- Then click each tab to enter the mission statement, vision statement, and department or program goals.



- When finished, click **Action 2** circle at the top of the page or the **Next Action** button at the bottom of the page to add your learning outcomes/objectives.
- Start with an overview or summary of the step

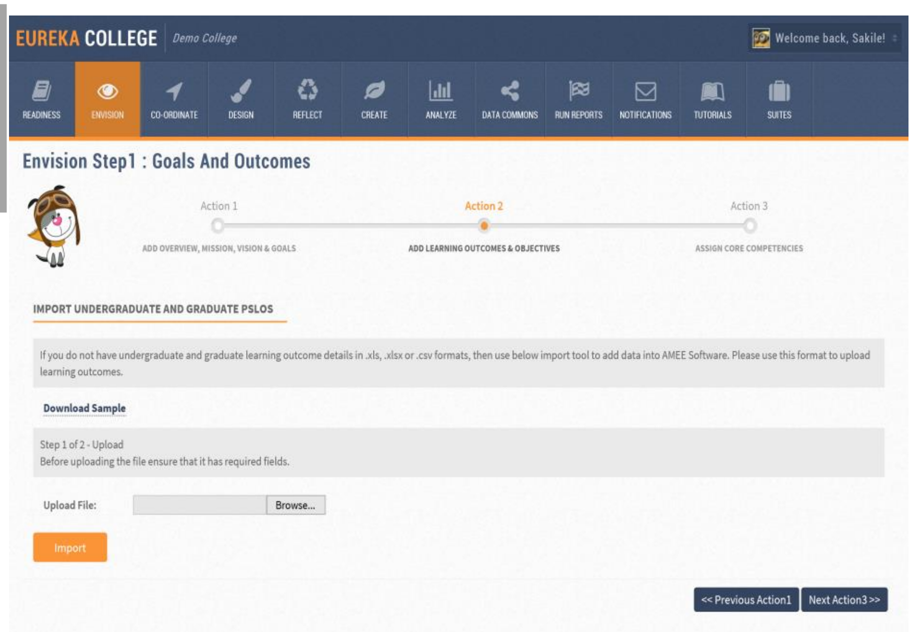


UPLOADING LEARNING OUTCOMES

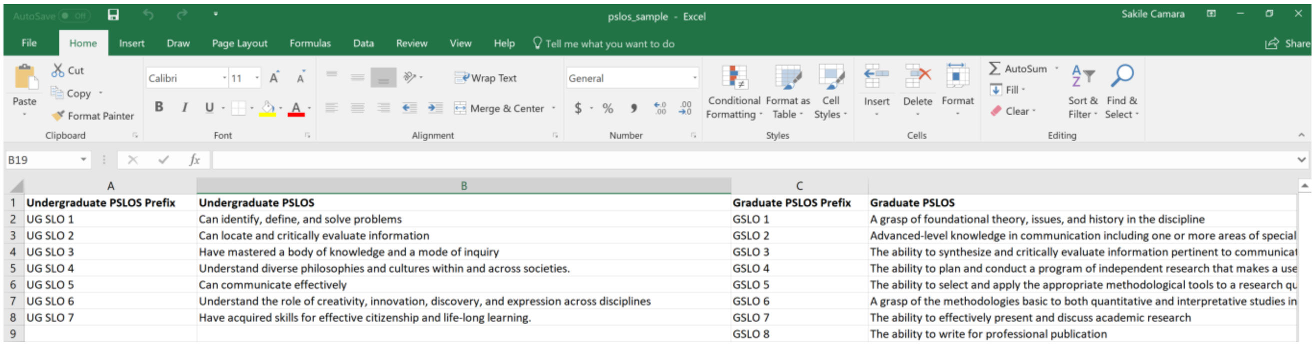


- When ready to upload learning outcomes, click the Instructions tab and following the prompt to click here.
- Click the download button to transfer the secure and coded CSV file to your computer.

- Add your learning outcomes to the CSV file using the predefined format. You're your new CSV file.

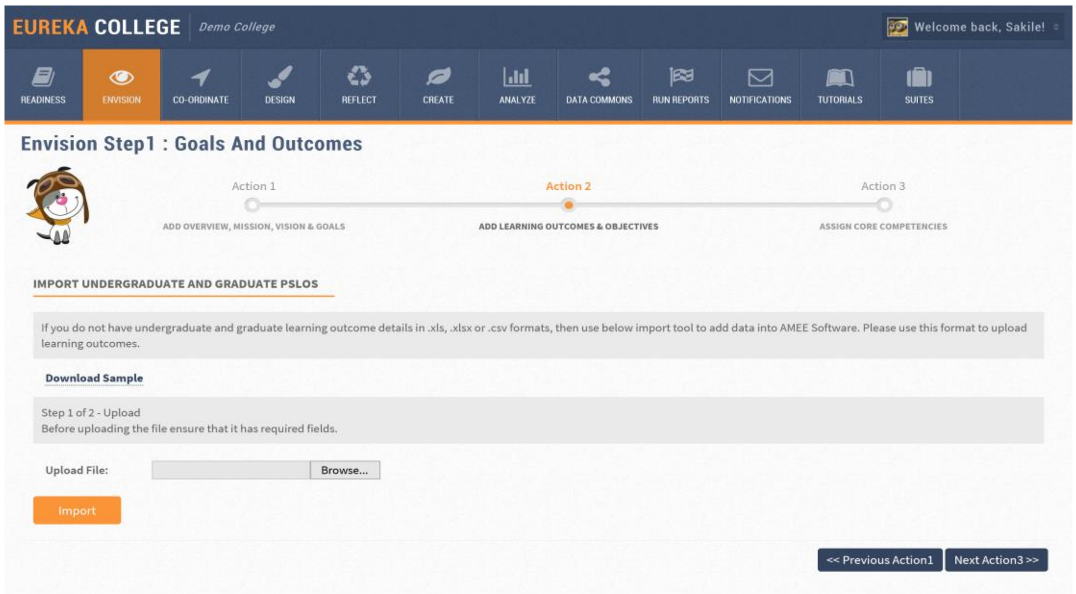


NOTE: If you only want to add SLOs for one type of program (i.e., grad or undergrad) just delete the appropriate colums.



Undergraduate PSLOS Prefix	Undergraduate PSLOS	Graduate PSLOS Prefix	Graduate PSLOS
UG SLO 1	Can identify, define, and solve problems	GSLO 1	A grasp of foundational theory, issues, and history in the discipline
UG SLO 2	Can locate and critically evaluate information	GSLO 2	Advanced-level knowledge in communication including one or more areas of special
UG SLO 3	Have mastered a body of knowledge and a mode of inquiry	GSLO 3	The ability to synthesize and critically evaluate information pertinent to communicat
UG SLO 4	Understand diverse philosophies and cultures within and across societies.	GSLO 4	The ability to plan and conduct a program of independent research that makes a use
UG SLO 5	Can communicate effectively	GSLO 5	The ability to select and apply the appropriate methodological tools to a research qu
UG SLO 6	Understand the role of creativity, innovation, discovery, and expression across disciplines	GSLO 6	A grasp of the methodologies basic to both quantitative and interpretative studies in
UG SLO 7	Have acquired skills for effective citizenship and life-long learning.	GSLO 7	The ability to effectively present and discuss academic research
		GSLO 8	The ability to write for professional publication

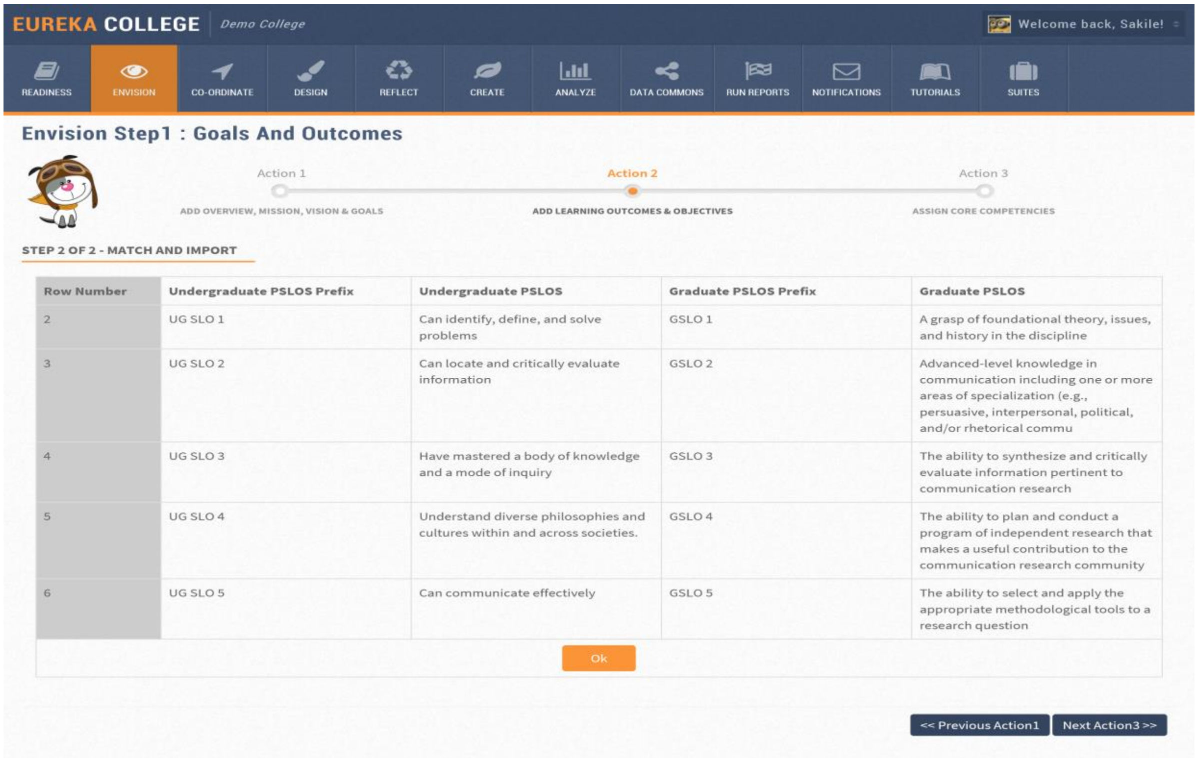
- Go back to AMEE
- Click the browse button to upload your PSLOs
- Click the import button.



REVIEW LEARNING OUTCOMES

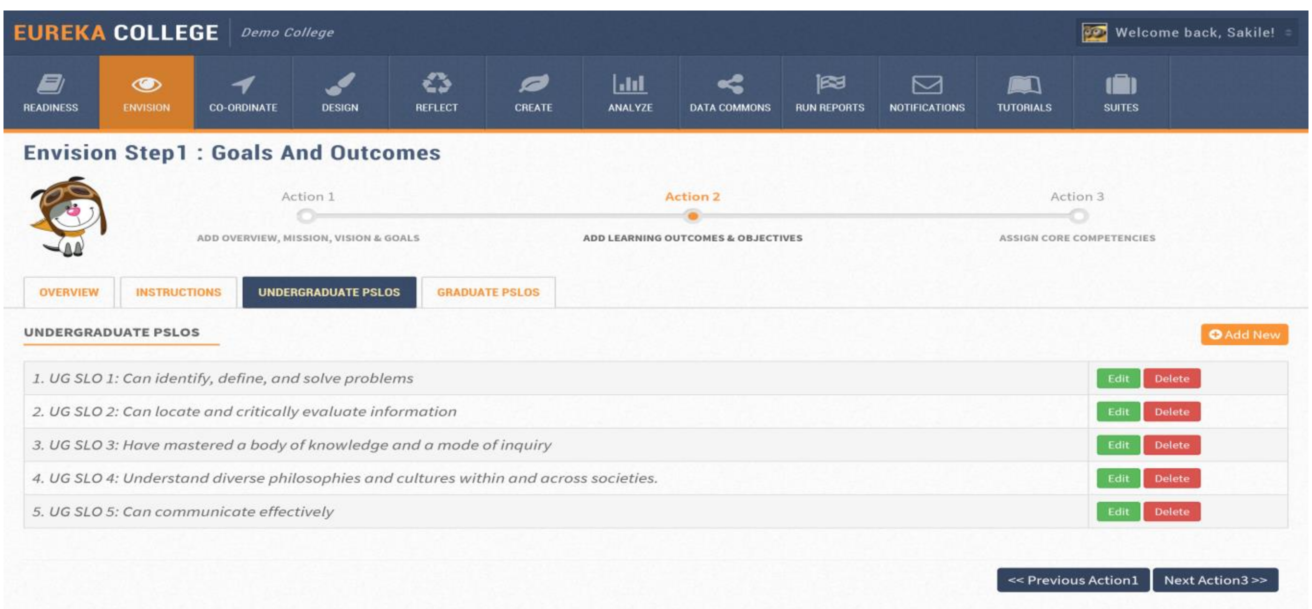
- Review your learning outcomes and click the OK button to edit, delete or add more learning outcomes.

NOTE: You must delete all learning outcomes before uploading another CSV file



EDITING LEARNING OUTCOMES

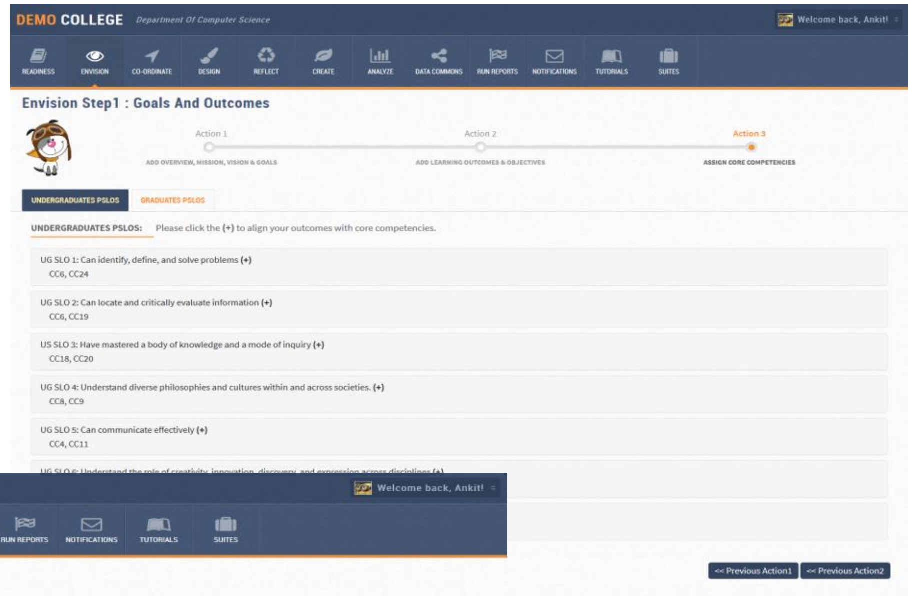
- To Edit, Delete or Add more learning outcomes click the appropriate buttons

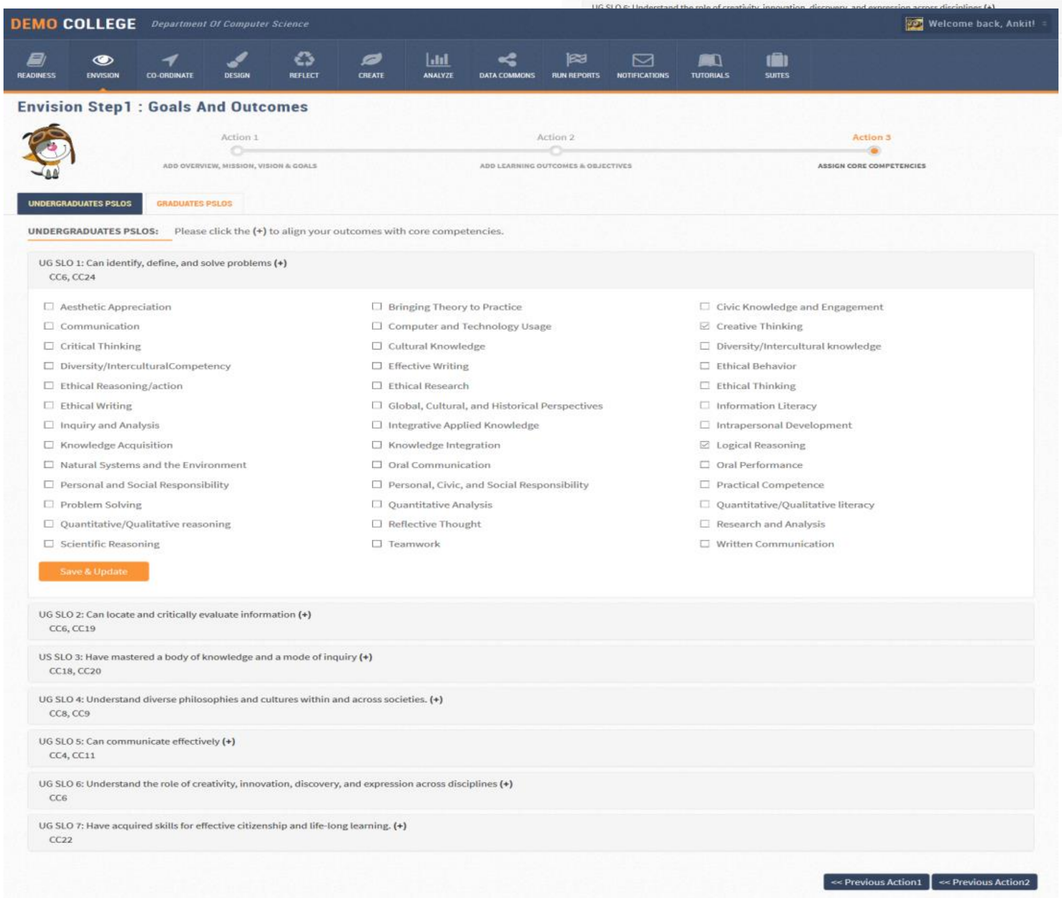


ALIGNING OUTCOMES WITH CORE COMPETENCIES

Click the Action 3 circle at the top of the page or the Action 4 button at the bottom of the page.

Click the + tab to start aligning your outcomes with universal core competencies



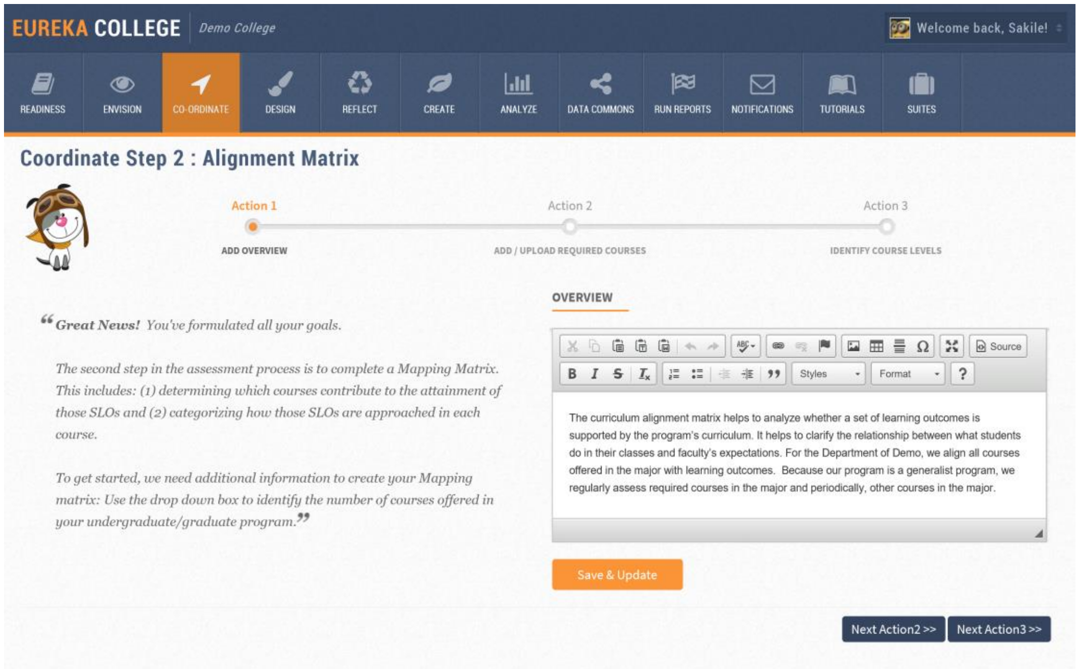


Check each core competency that you believe best matches your learning outcome.

STEP 2: COORDINATE – The Curriculum Alignment Matrix

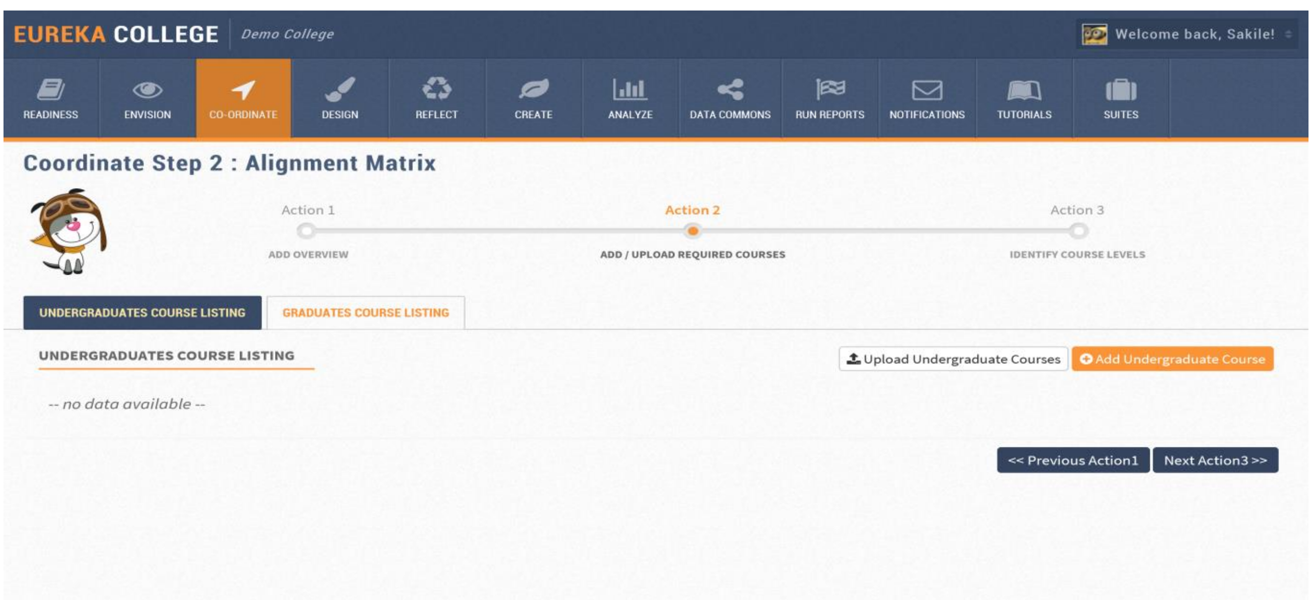
The first action is to complete the overview of your curriculum alignment process.

Next click the Save and Update button, then click Action 2 at the top of the page or the Action 2 button at the bottom of the page to list your courses.



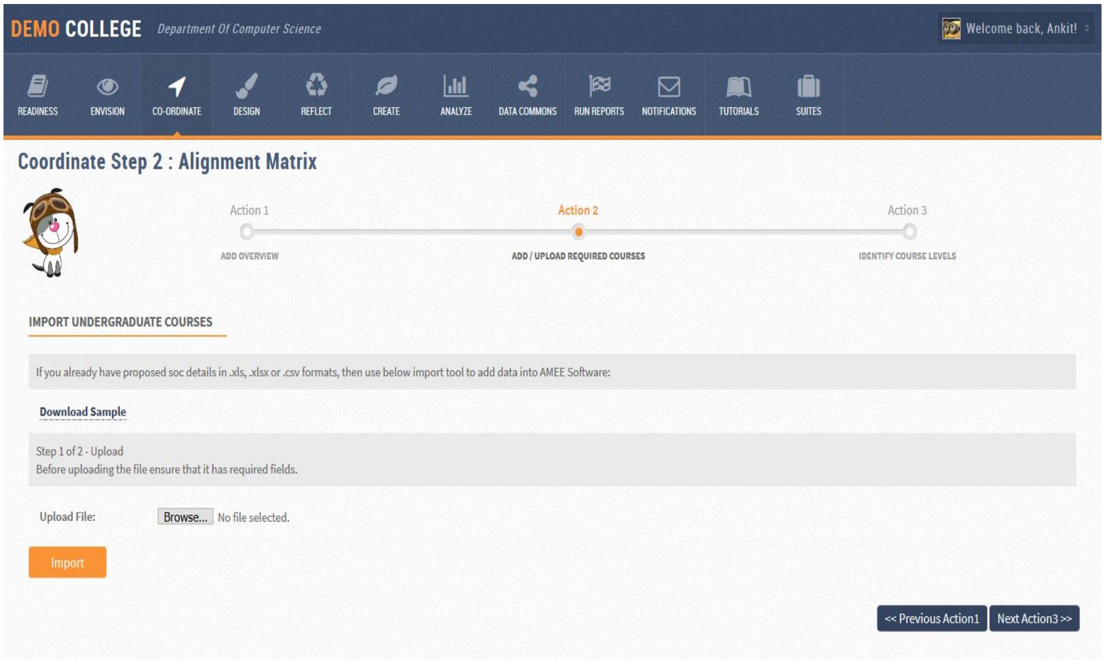
UPLOADING COURS LISTING

Click the upload button to list all courses in the curriculum

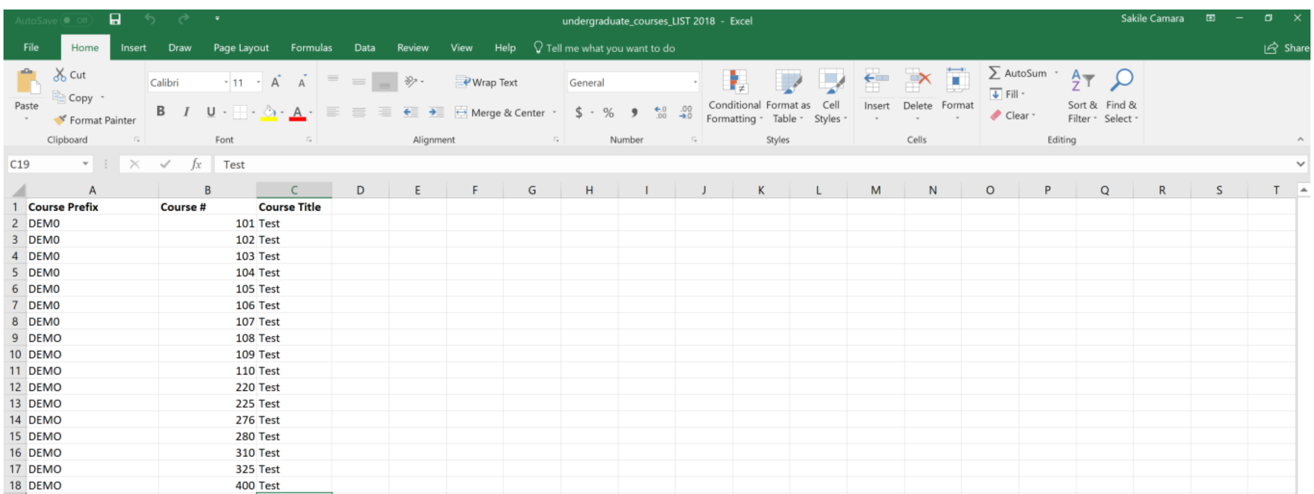


DOWNLOADING COURSE CSV FILE

- Click the download sample button.

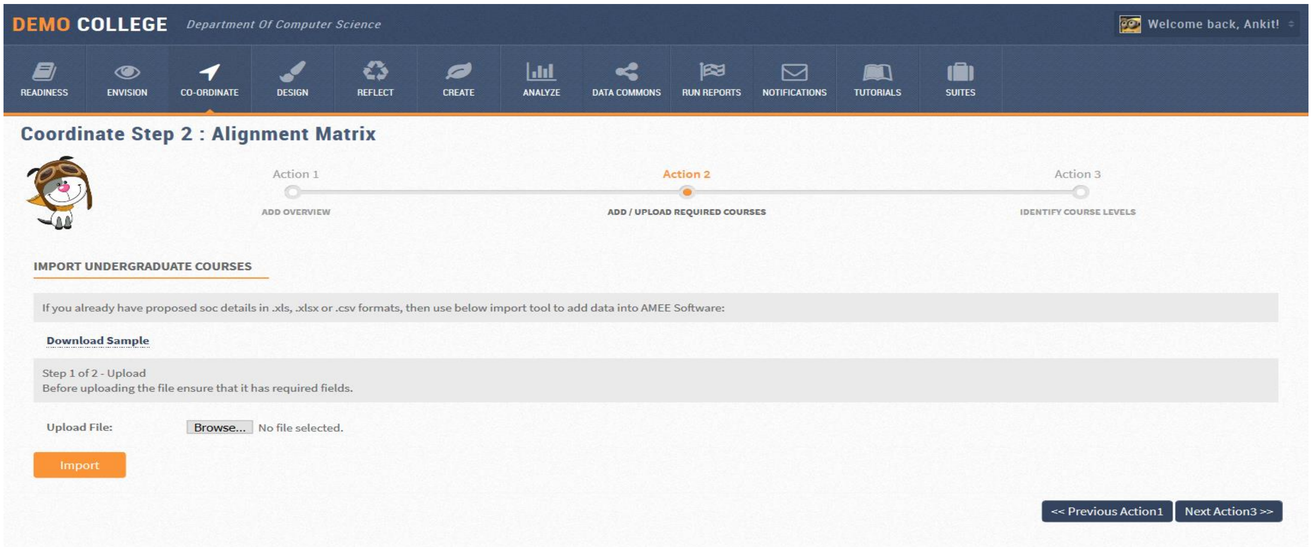


- Use the CSV file to upload all the courses in the curriculum associated with a program learning outcome or the courses you plan to measure.



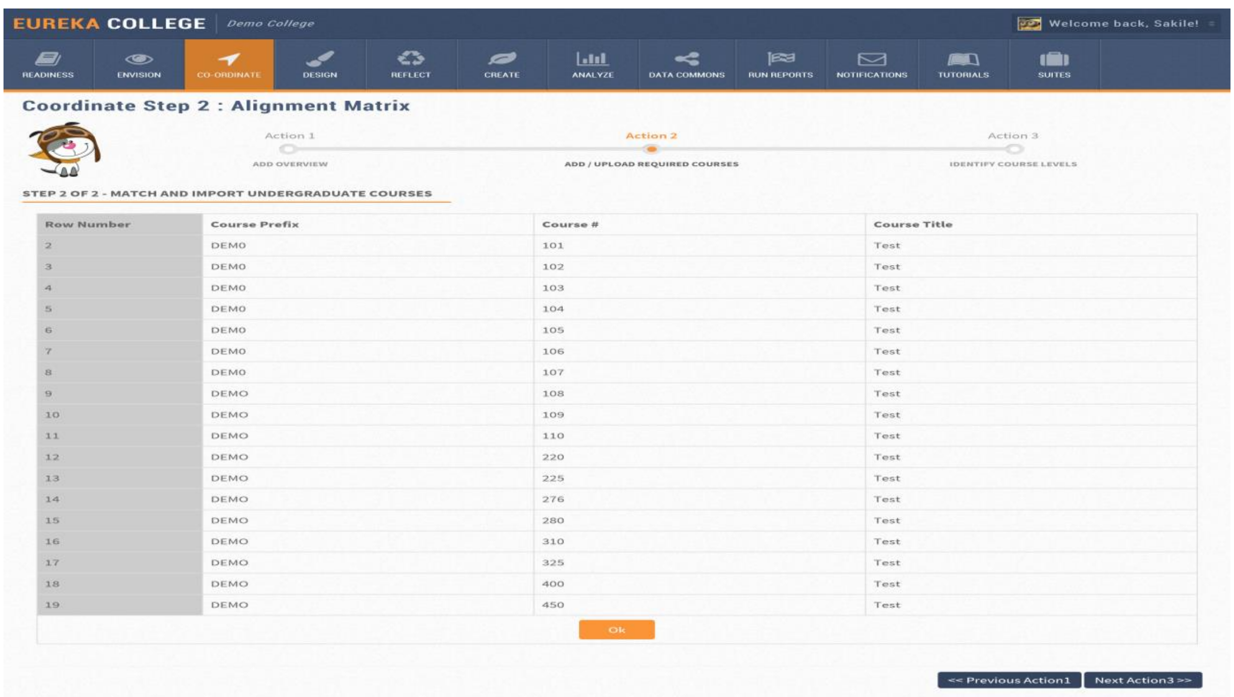
UPLOADING COURSE LISTING

- Go back to AMEE and upload your new CSV file and click import



REVIEW COURSE LISTING

- After reviewing course listing click OK for other options

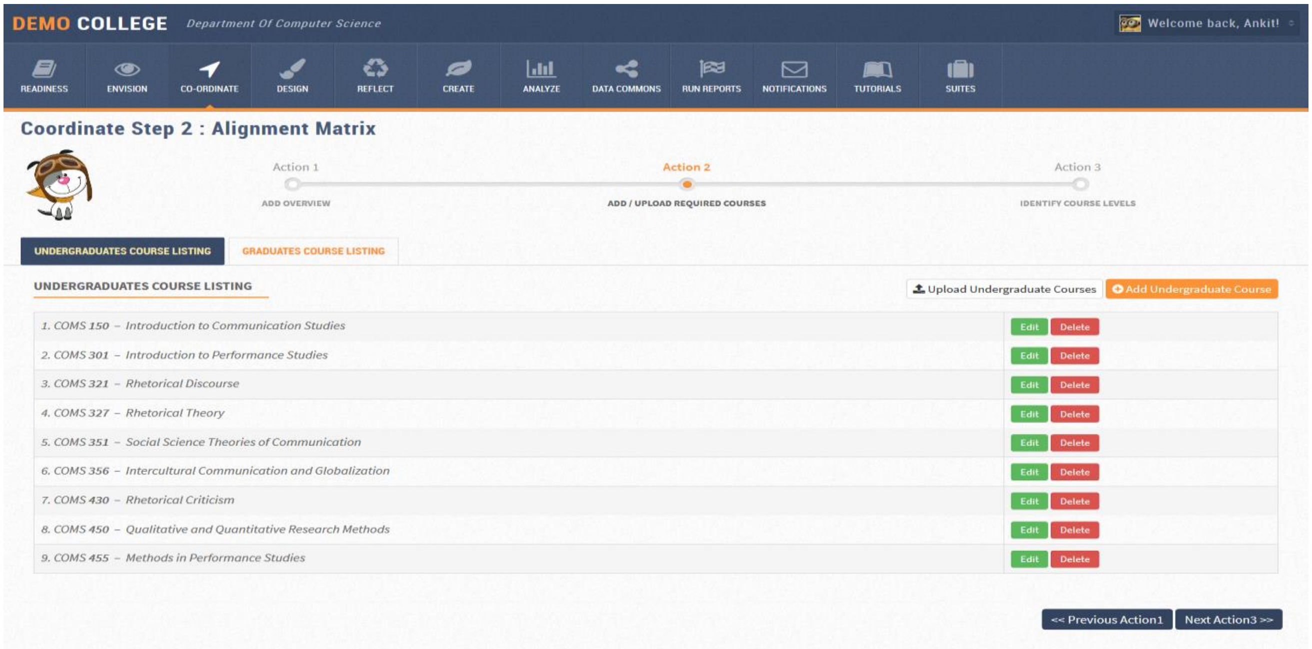


EDITING COURSE LIST

- To Edit courses in the undergraduate and graduate curriculum, click the appropriate buttons
- To Delete courses in the undergraduate and graduate curriculum, click the appropriate buttons

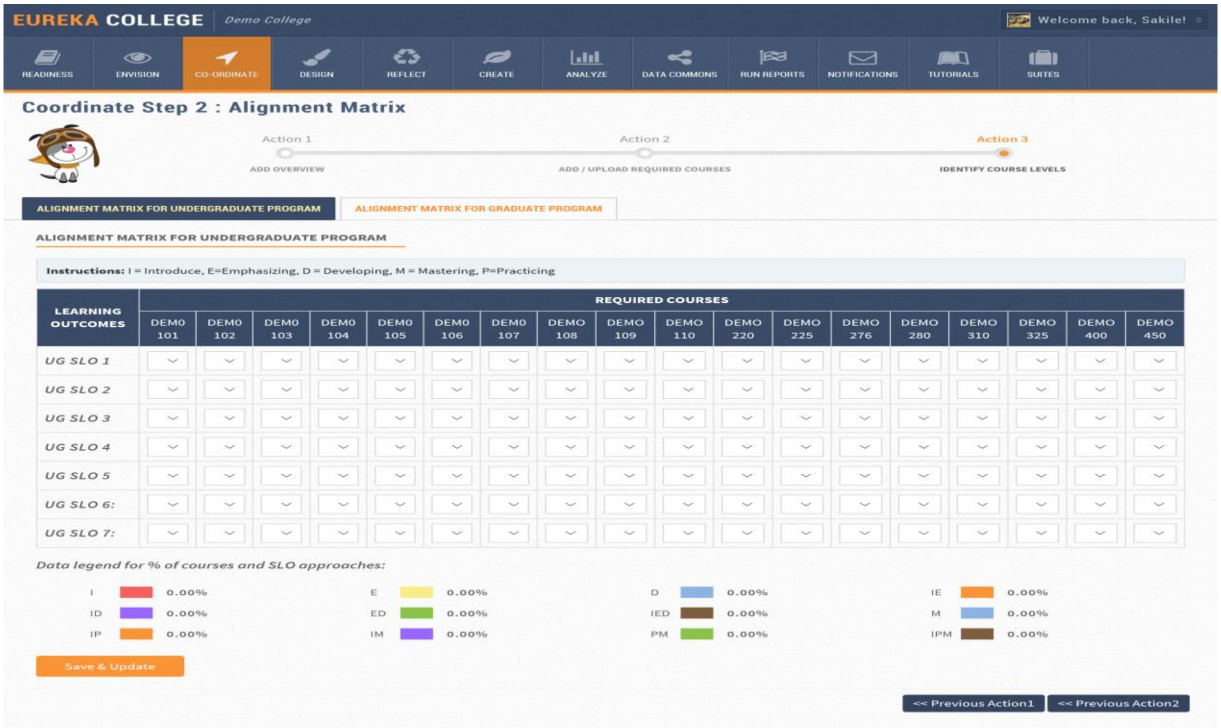
- To Add more courses in the undergraduate and graduate curriculum, click the appropriate buttons

NOTE: You must delete all learning outcomes before uploading another CSV file



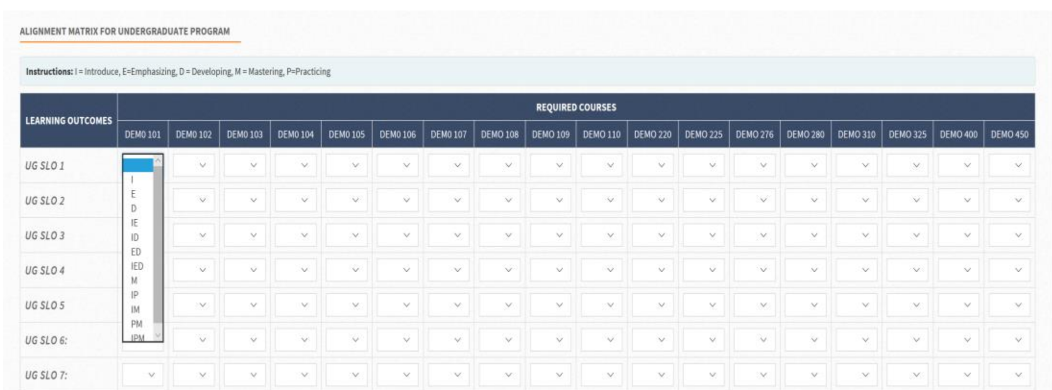
IDENTIFYING COURSE RELATIONSHIP TO PROGRAM LEARNING OUTCOMES

- To identify course levels, click the dropdown box under each course and select an option. There are two options for graduate and undergraduate courses.
- However, you can use either approach



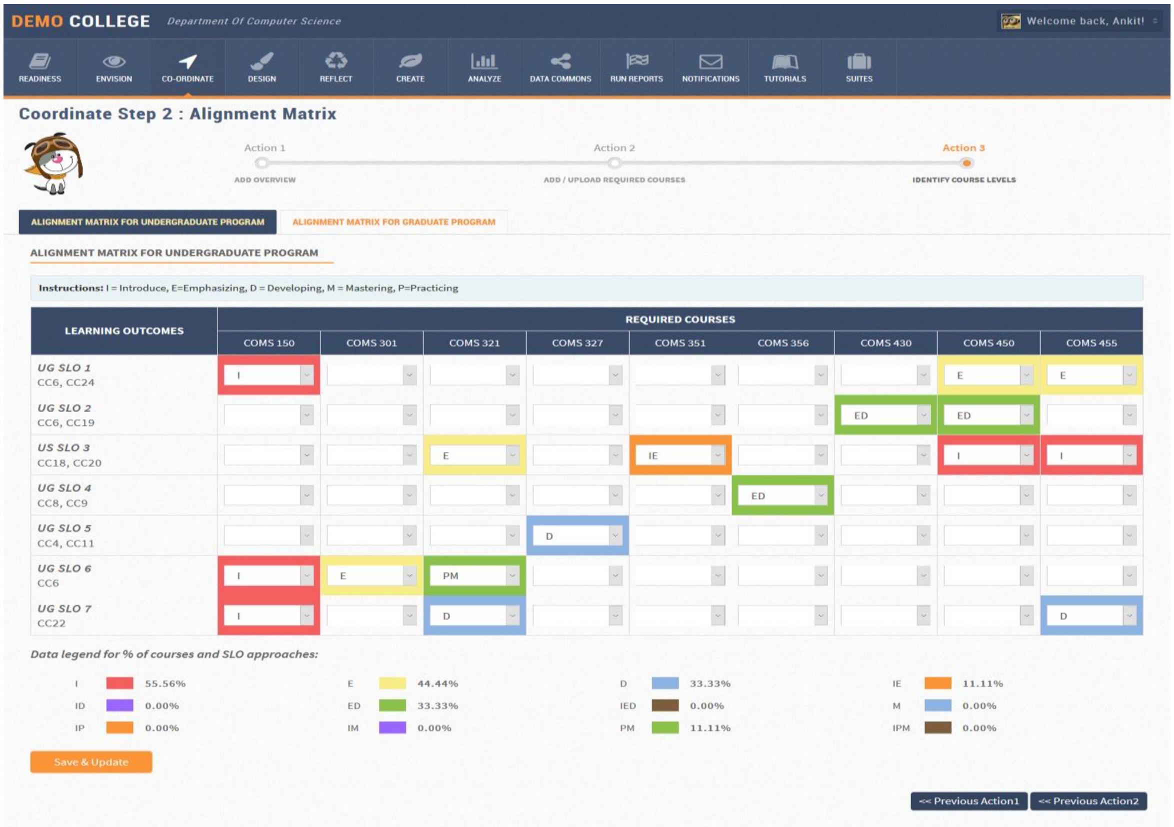
For undergraduate courses, use the options: Introduced (I), Emphasized (E), Demonstrated (D) or combinations (IE, ID, ED, IED).

For graduate programs, use the options: Introduced (I), Practiced (P), Mastered (M) or combinations (IP, IM, PM IPM).



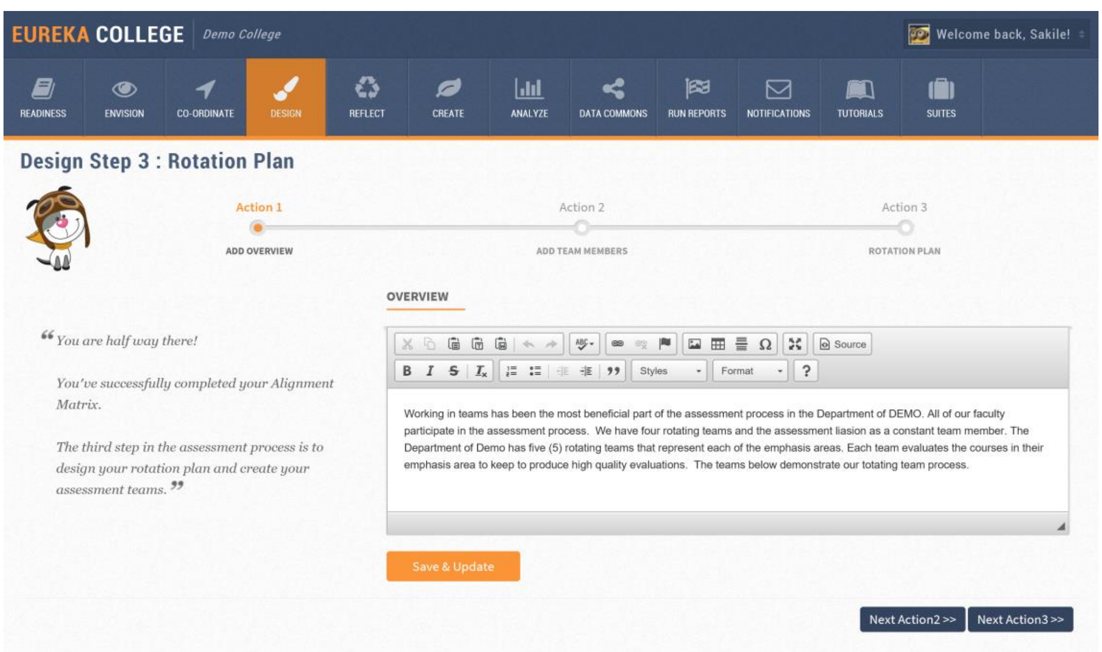
REVEAL MATRIX INTEGRATION

- Click the save and update button to reveal the color-coded fields and the activate the metrics in the legend.



STEP 3: DESIGN – Rotation Plan

The first action is to complete the overview of your rotation plan process.



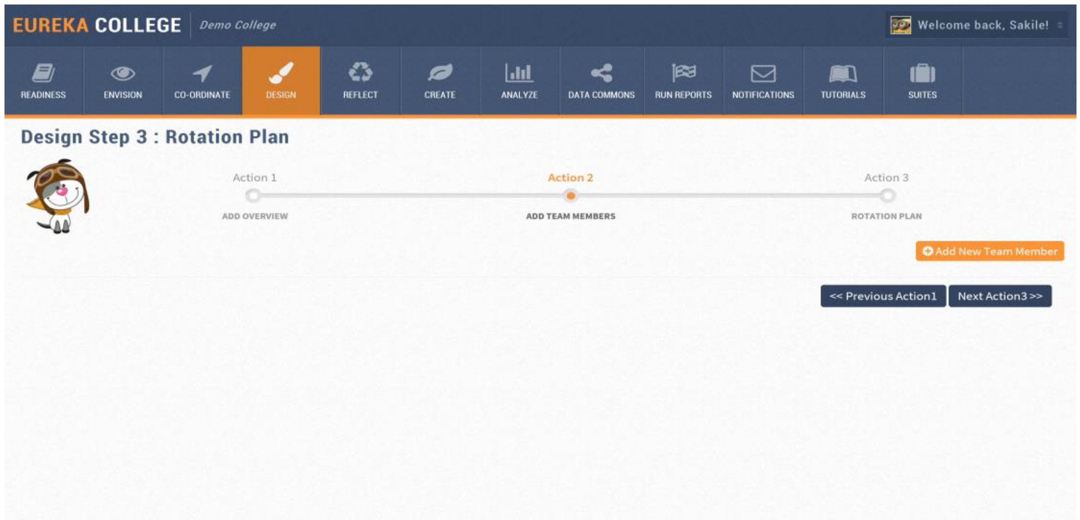
Next click the Save and Update button, then click Action 2 at the top of the page or the Action 2 button at the bottom of the page to list your courses

ADDING TEAM MEMBERS

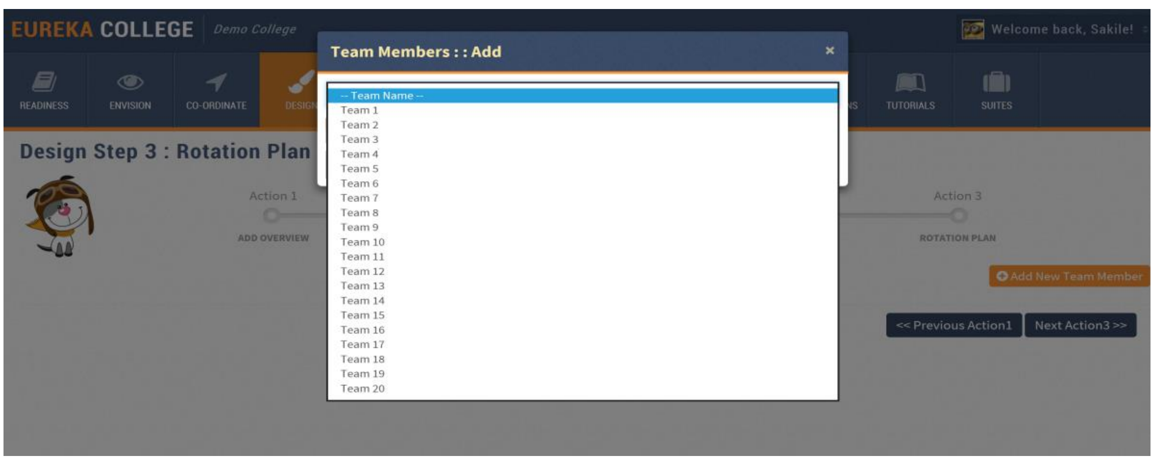
Click the tab that reads Add New Team Member.

Add Team number, then add team member name and click the submit button to see team group box.

You can edit or delete team member by click the appropriate icon located next to team member name.



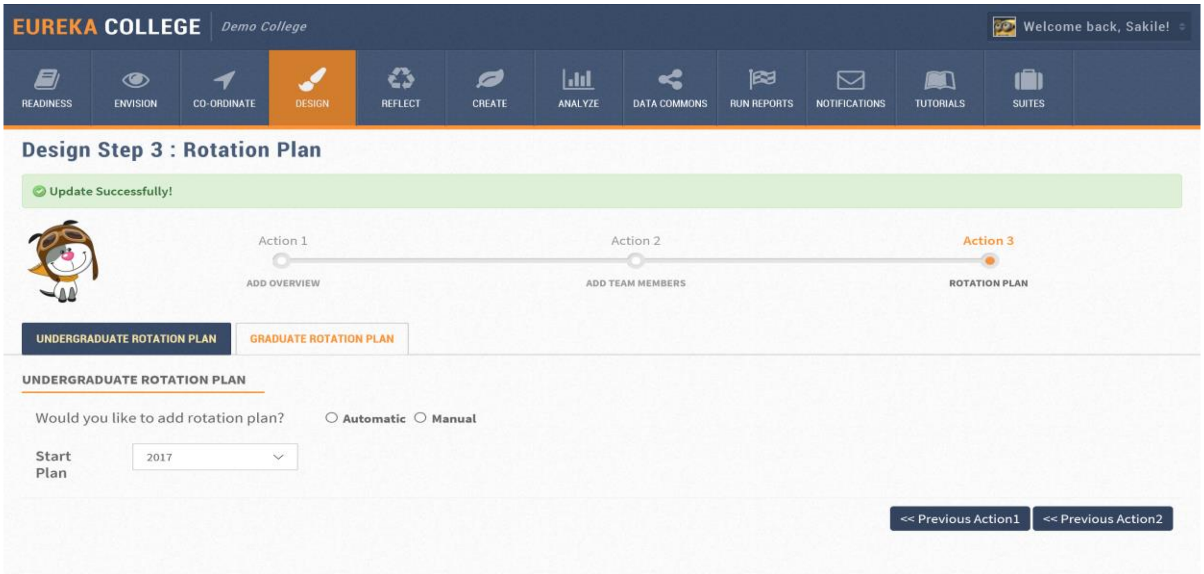
NOTE: You have up to 20 teams you can create



ROTATION PLAN

Click action 3 at the top of the page or the button at the bottom to activate your course and learning outcomes rotation plan.

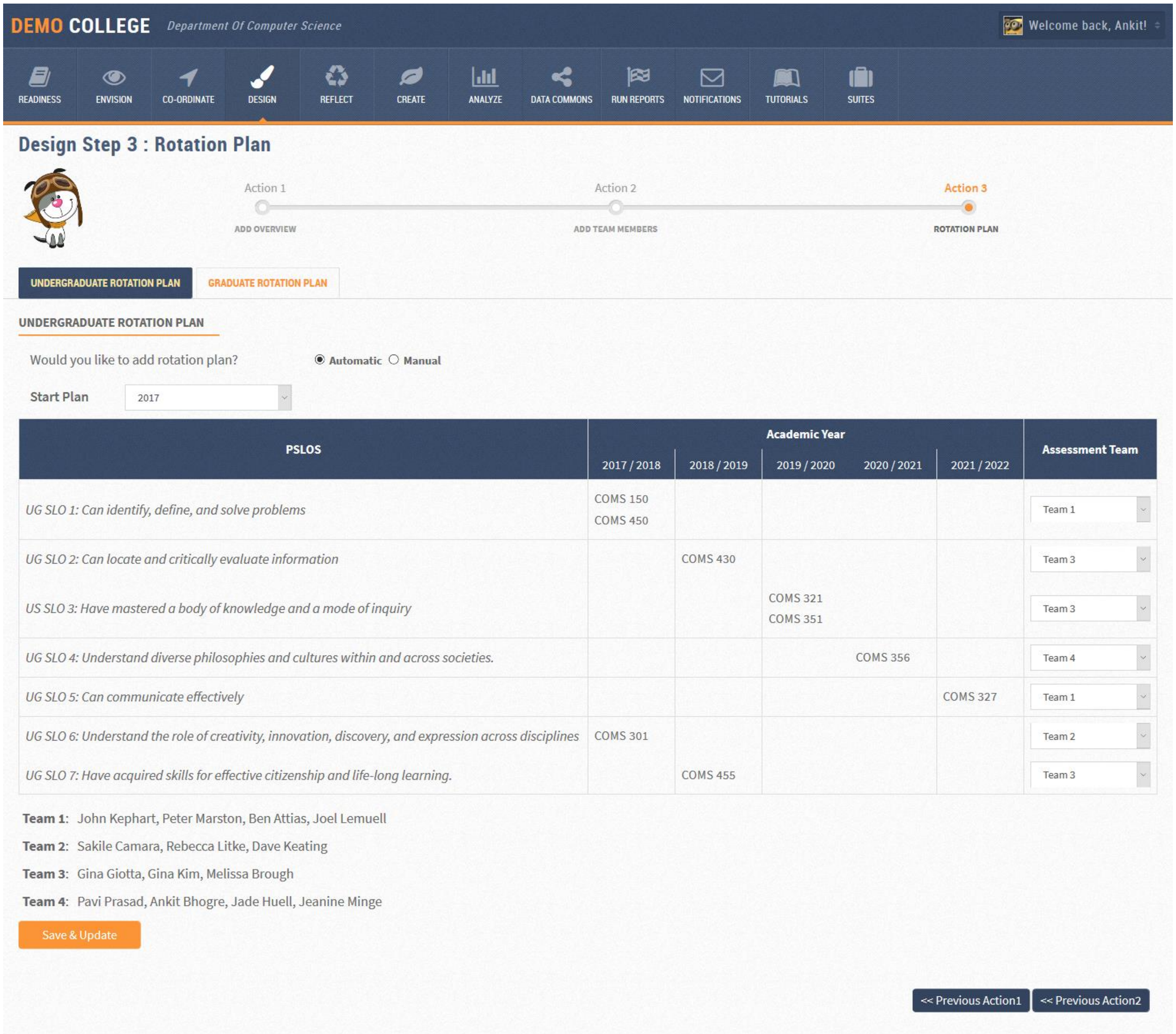
Select the start date and whether you want an automatic or manual rotation plan



AUTOMATIC ROTATION PLAN

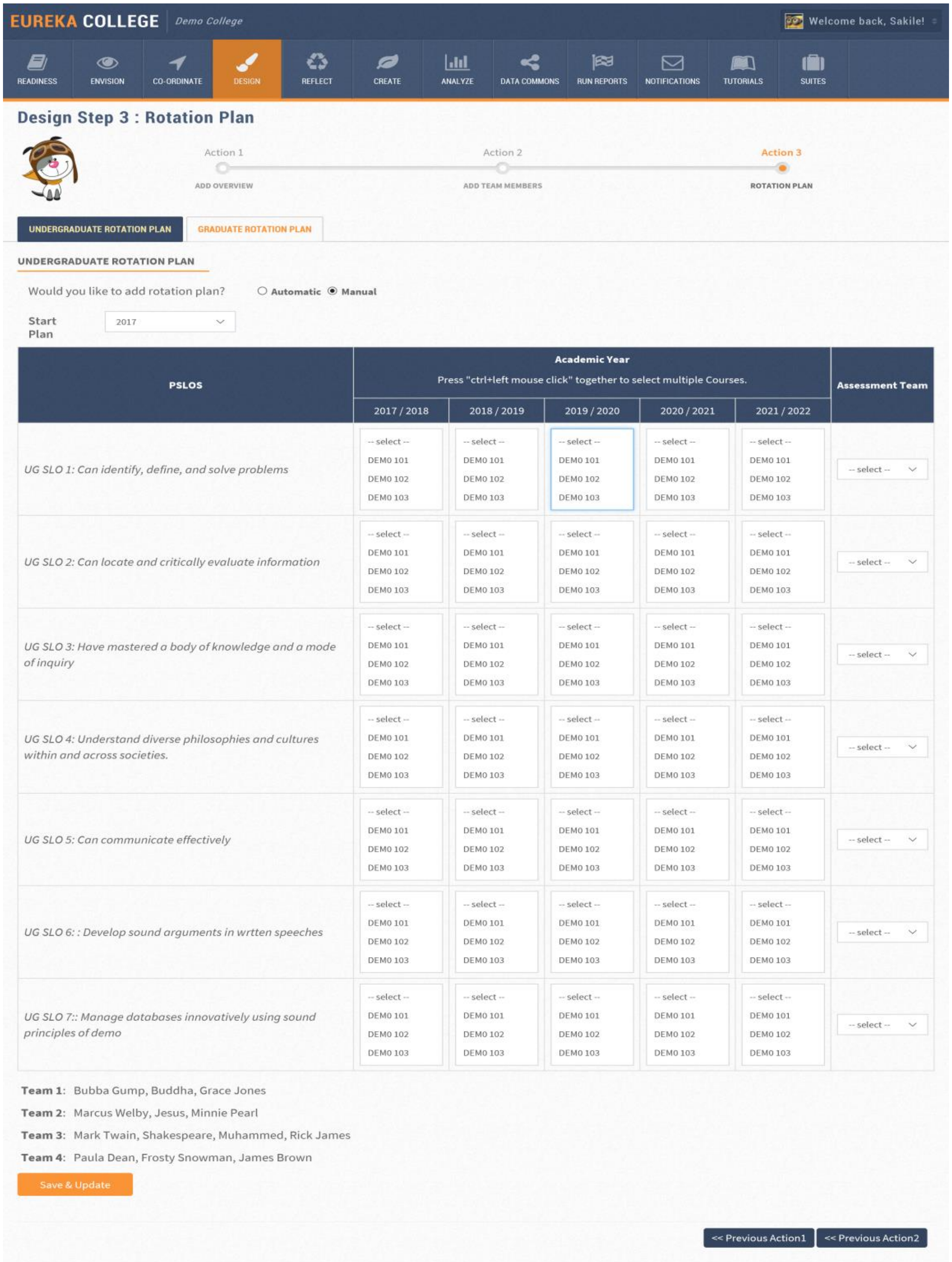
Select automatic rotation plan to reveal a complete annual rotation for a 5 -year assessment cycle.

NOTE: You could select which team, but not more than one at a time.



MANUAL ROTATION PLAN

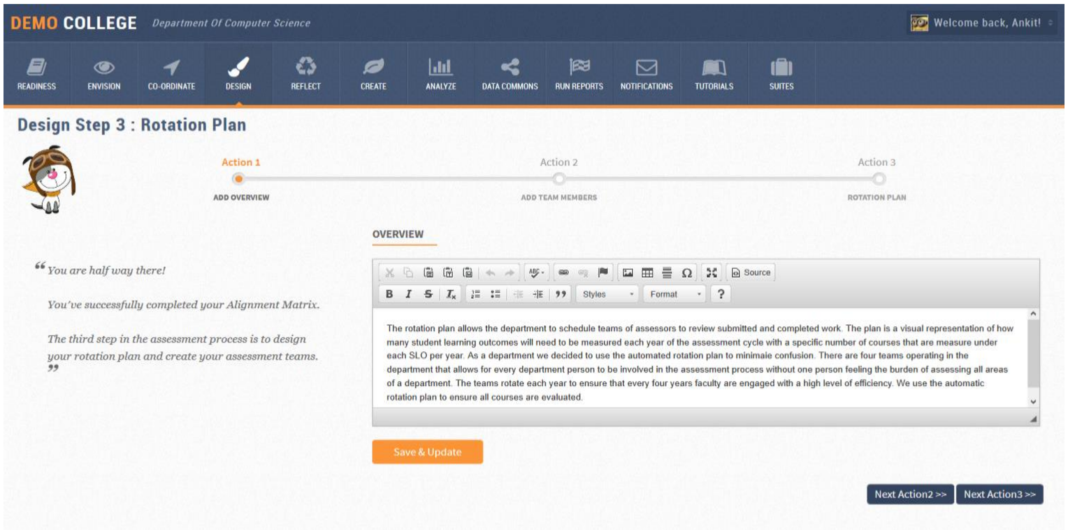
- Click edit to start the manual rotation plan
- Follow the design prompt


EUREKA COLLEGE
Demo College
Welcome back, Sakile!
READINESS
ENVISION
CO-ORDINATE
DESIGN
REFLECT
CREATE
ANALYZE
DATA COMMONS
RUN REPORTS
NOTIFICATIONS
TUTORIALS
SUITES
Design Step 3 : Rotation Plan
Action 1
ADD OVERVIEW
Action 2
ADD TEAM MEMBERS
Action 3
ROTATION PLAN
UNDERGRADUATE ROTATION PLAN
GRADUATE ROTATION PLAN
UNDERGRADUATE ROTATION PLAN
Would you like to add rotation plan?
Automatic
Manual
Start Plan
2017
PSLOS
Academic Year
Press "ctrl+left mouse click" together to select multiple Courses.
Assessment Team
2017 / 2018
2018 / 2019
2019 / 2020
2020 / 2021
2021 / 2022
-- select --
DEMO 101
DEMO 102
DEMO 103
UG SLO 1: Can identify, define, and solve problems
UG SLO 2: Can locate and critically evaluate information
UG SLO 3: Have mastered a body of knowledge and a mode of inquiry
UG SLO 4: Understand diverse philosophies and cultures within and across societies.
UG SLO 5: Can communicate effectively
UG SLO 6: : Develop sound arguments in wrtten speeches
UG SLO 7:: Manage databases innovatively using sound principles of demo
Team 1: Bubba Gump, Buddha, Grace Jones
Team 2: Marcus Welby, Jesus, Minnie Pearl
Team 3: Mark Twain, Shakespeare, Muhammed, Rick James
Team 4: Paula Dean, Frosty Snowman, James Brown
Save & Update
<< Previous Action1
<< Previous Action2

STEP 4: REFLECT

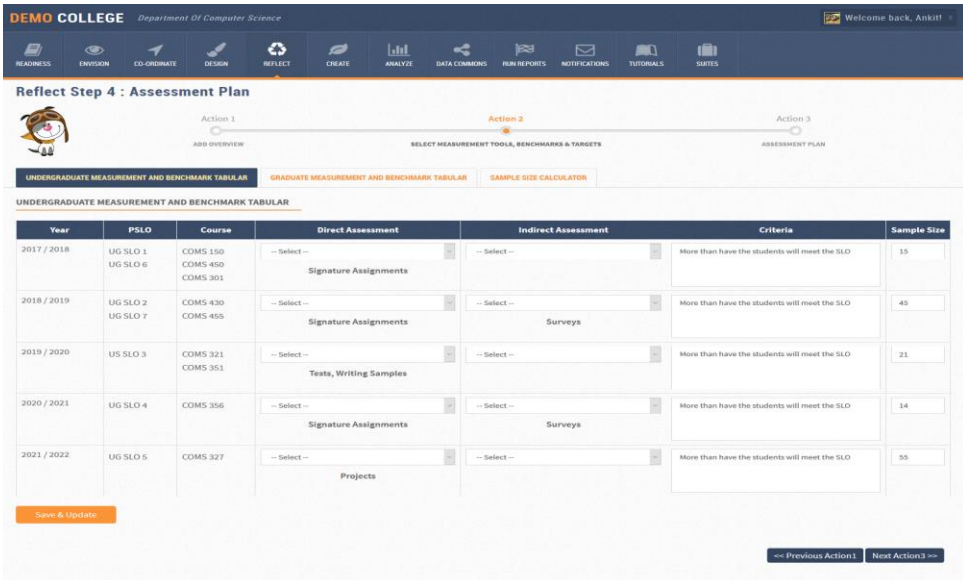
The first action is to complete the overview of your measurement selection and benchmark process.

Next click the Save and Update button, then click Action 2 at the top of the page or the Action 2 button at the bottom of the page.



SELECT MEASUREMENTS AND IDENTIFY BENCHMARKS

Select type of direct or indirect measurement



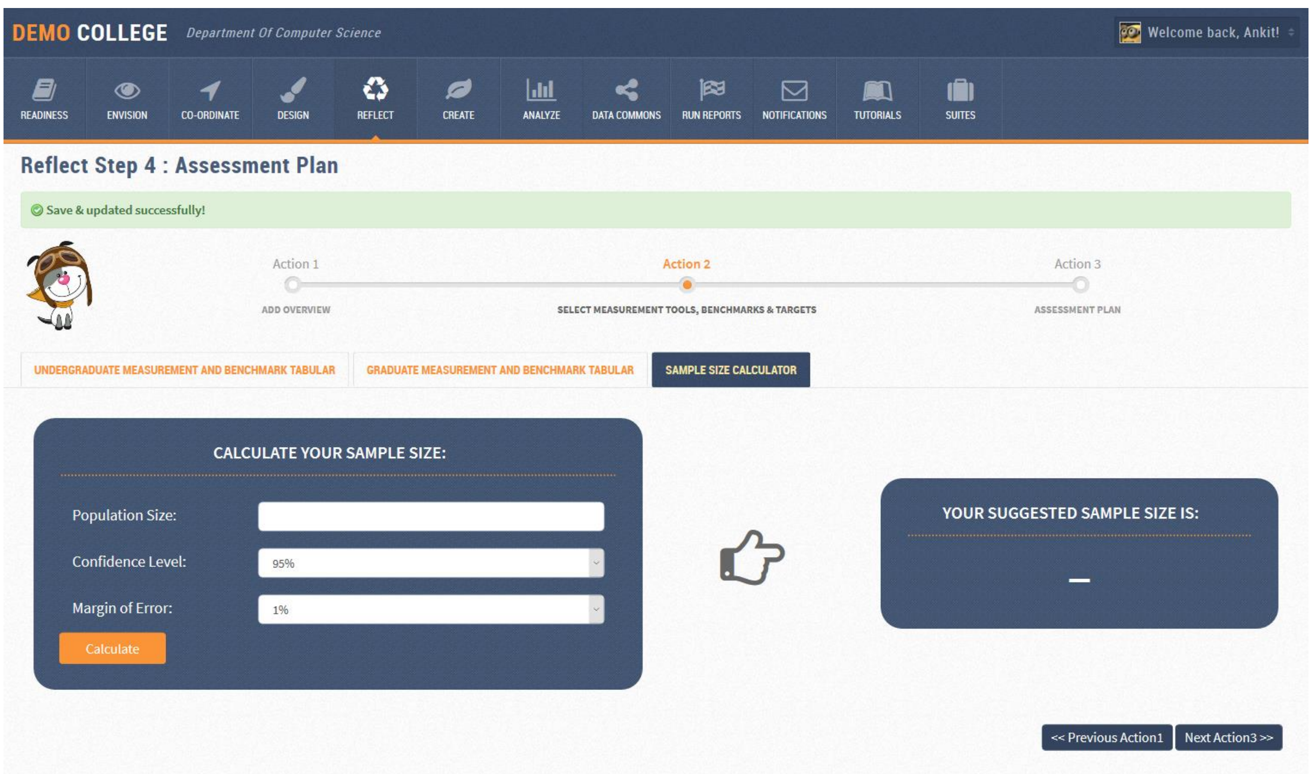
SAMPLE SIZE CALCULATOR

Determine number of observations or participants to include in a statistical **sample**. The **sample size** is an important feature of any empirical study in which the goal is to make inferences about a population from a **sample**.

The key to the validity of any assessment is randomness when sampling a population. It is critical that respondents be chosen randomly so that the results can be generalized to the whole population.

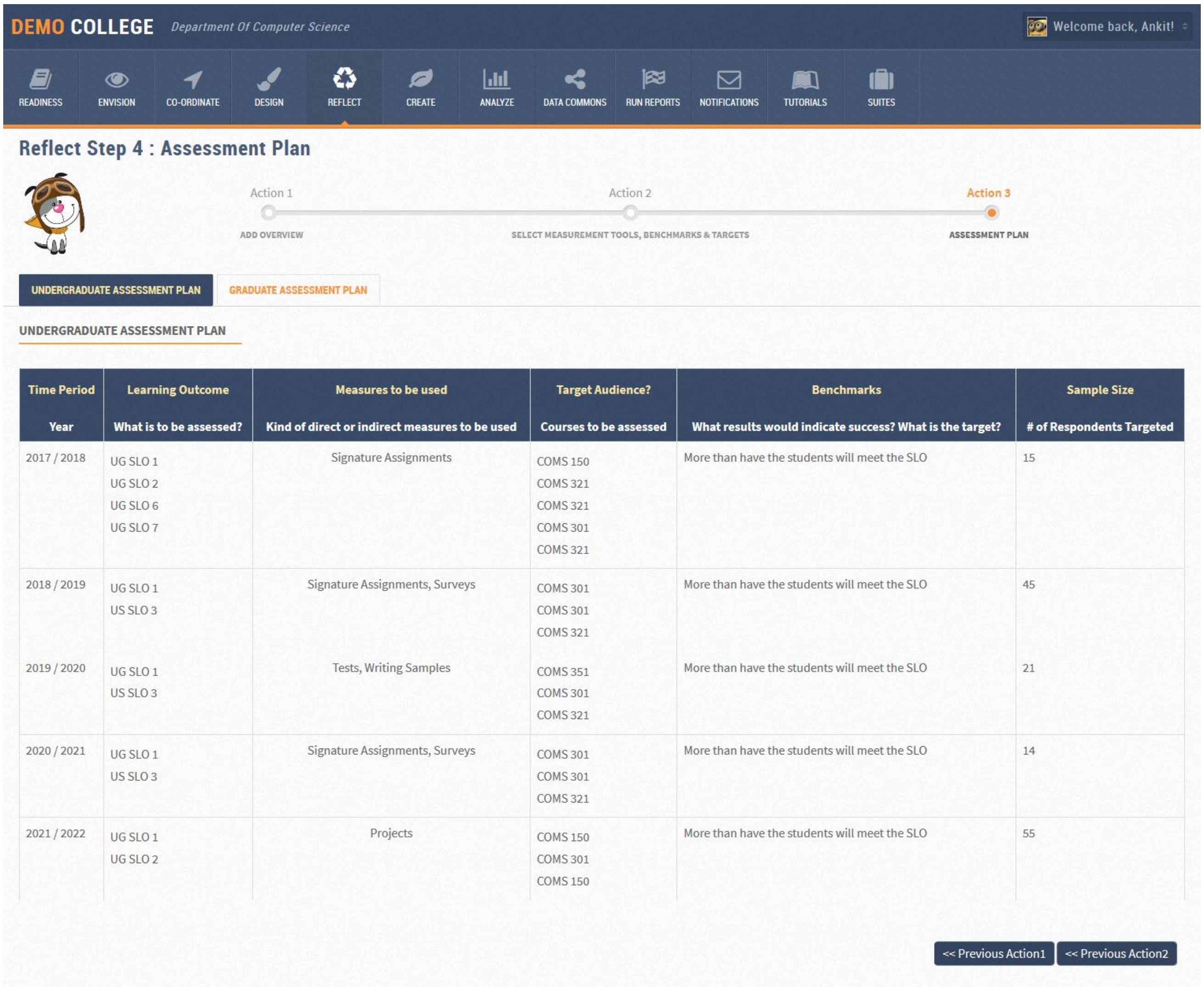
How well the sample represents the population is gauged by two important statistics – the **margin of error** and **confidence level**. For example, an assessment measurement may have a margin of error of plus or minus 3 percent at a 95 percent level of confidence. These terms simply mean that if the assessment measurement were conducted 100 times, the data would be within a certain number of percentage points above or below the percentage reported in 95 of the 100 surveys.

In other words, COMS Studies assesses students and finds that 50 percent of the students scored "very good" on a writing assignment. The confidence level is cited as 95 percent plus or minus 3 percent. This information means that if the assignment were given 100 times, the percentage who scored "very good" will range between 47 and 53 percent most (95 percent) of the time.



THE 5-YEAR PLAN

This table represents your five-year assessment plan. If you need to edit information, go back through the previous steps to make those changes.



Time Period Year	Learning Outcome What is to be assessed?	Measures to be used Kind of direct or indirect measures to be used	Target Audience? Courses to be assessed	Benchmarks What results would indicate success? What is the target?	Sample Size # of Respondents Targeted
2017 / 2018	UG SLO 1 UG SLO 2 UG SLO 6 UG SLO 7	Signature Assignments	COMS 150 COMS 321 COMS 321 COMS 301 COMS 321	More than have the students will meet the SLO	15
2018 / 2019	UG SLO 1 US SLO 3	Signature Assignments, Surveys	COMS 301 COMS 301 COMS 321	More than have the students will meet the SLO	45
2019 / 2020	UG SLO 1 US SLO 3	Tests, Writing Samples	COMS 351 COMS 301 COMS 321	More than have the students will meet the SLO	21
2020 / 2021	UG SLO 1 US SLO 3	Signature Assignments, Surveys	COMS 301 COMS 301 COMS 321	More than have the students will meet the SLO	14
2021 / 2022	UG SLO 1 UG SLO 2	Projects	COMS 150 COMS 301 COMS 150	More than have the students will meet the SLO	55

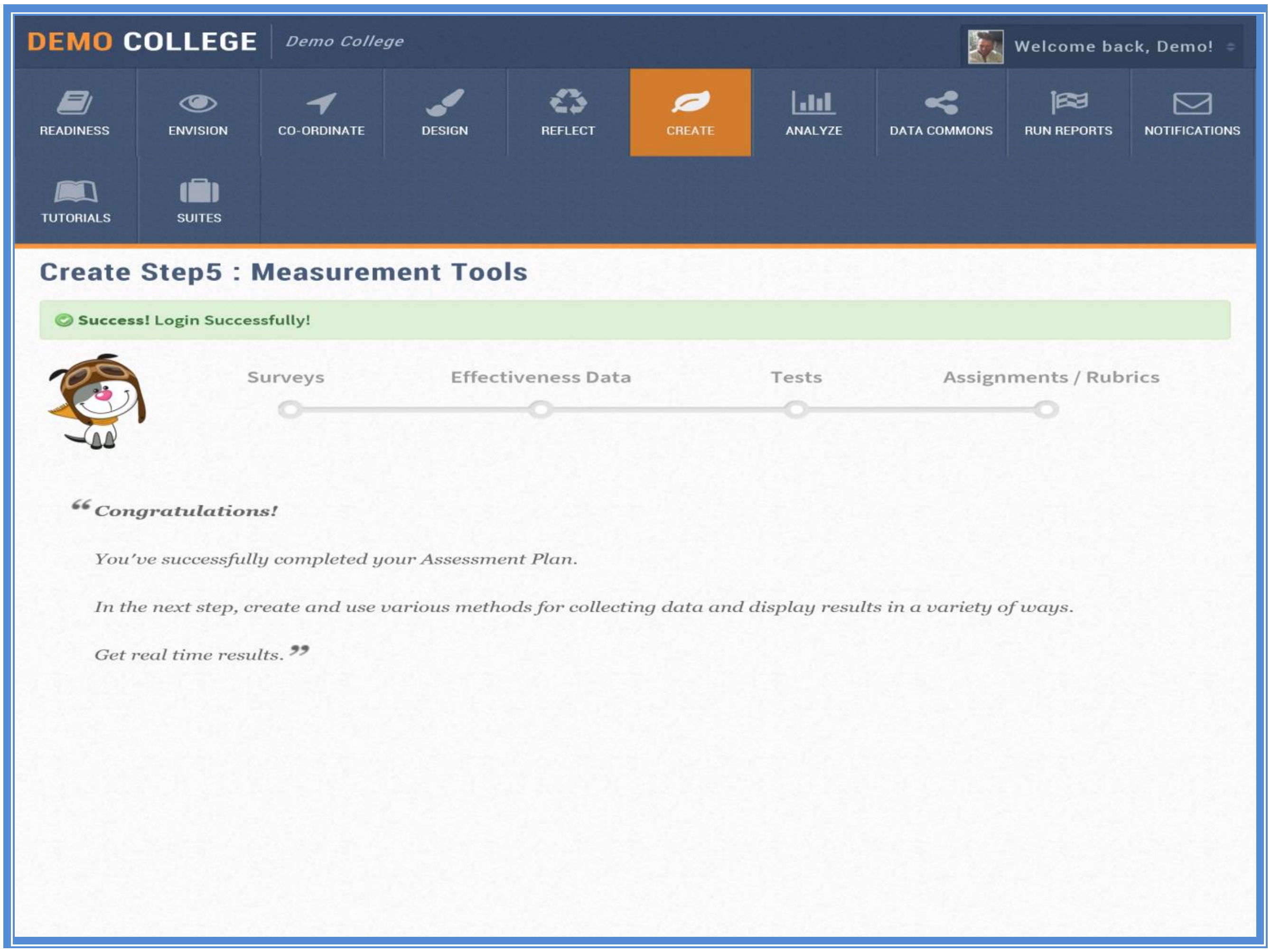
STEP 5: Create

There are four options available for building assessment tools:

1. Surveys,
2. Effectiveness Data,
3. Tests (pre- and post-test options are available)
4. Assignments/Rubrics.

To get started, review or download your 5-Year Plan, then click the measurement tool you would like to build. Surveys and Test are created following the same process with a few nuances.

If you are a non-academic program, get started by clicking Unit Review and follow the prompts.

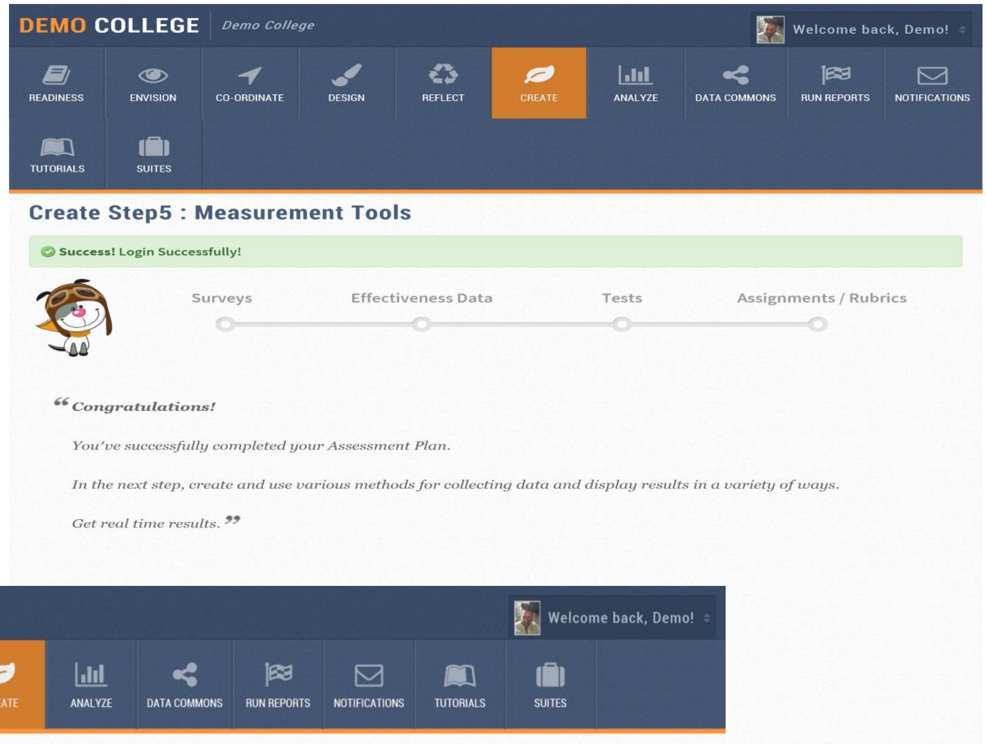


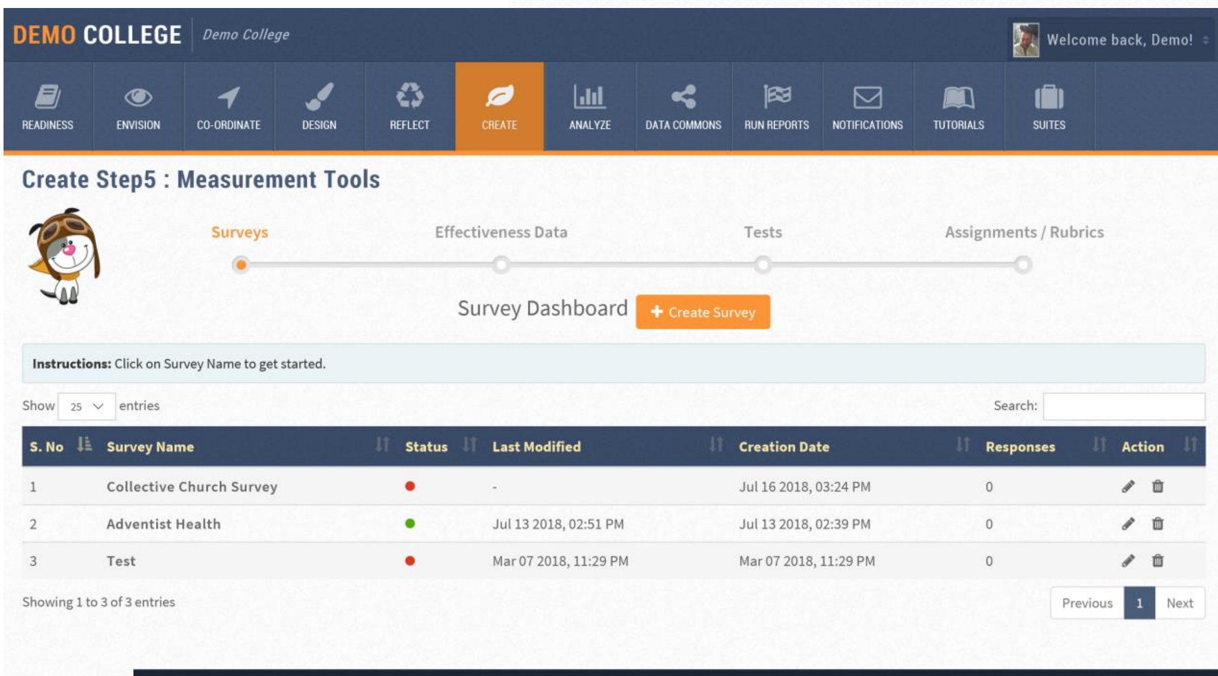
Create Survey

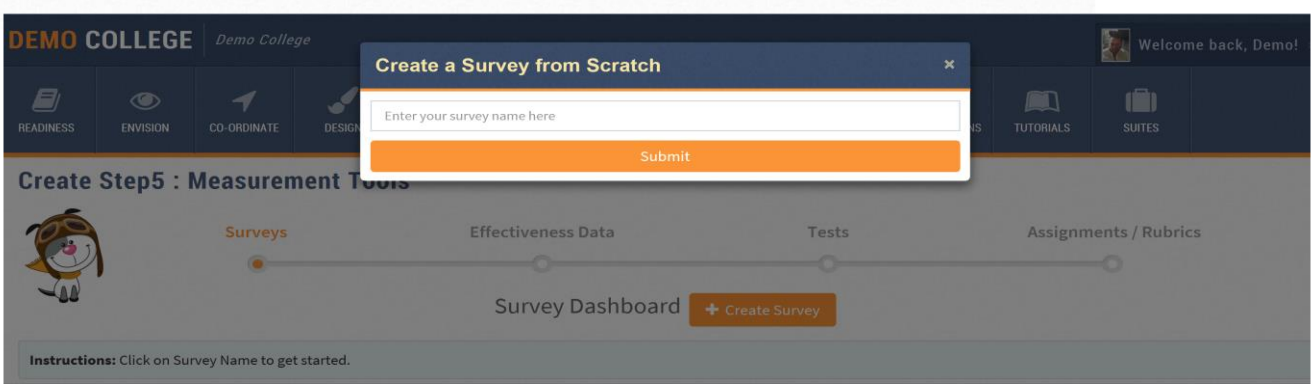
To create a new survey, click the circle under Survey.

Then click the +Create Survey button to activate.

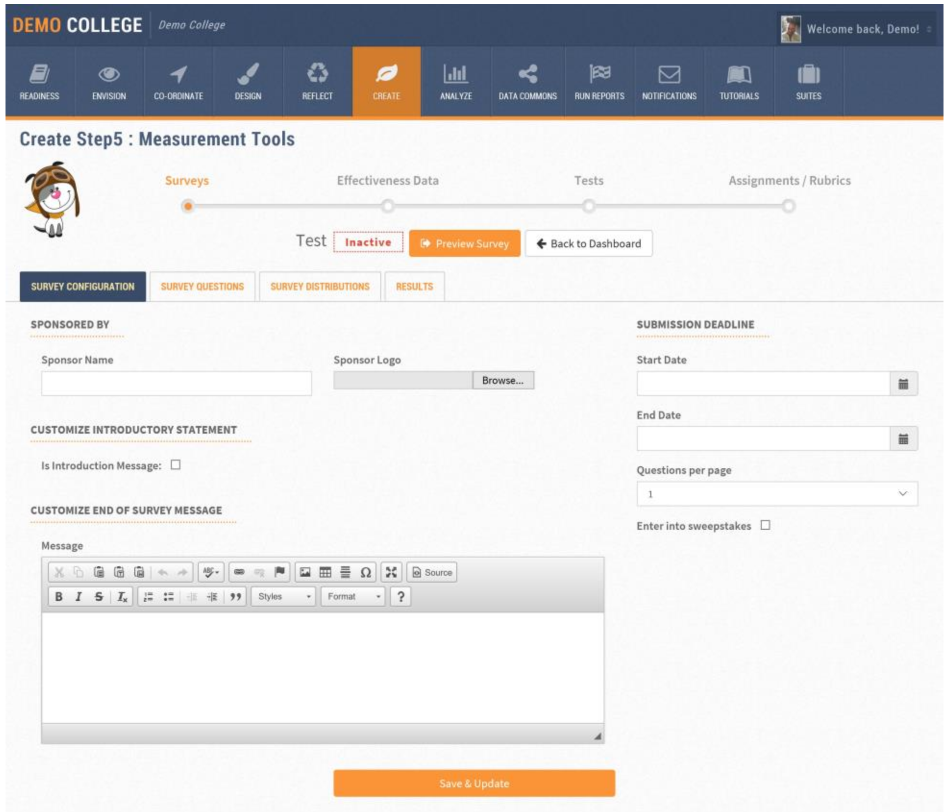
Give your survey an appropriate label.







Configure the Survey



Follow the prompts.

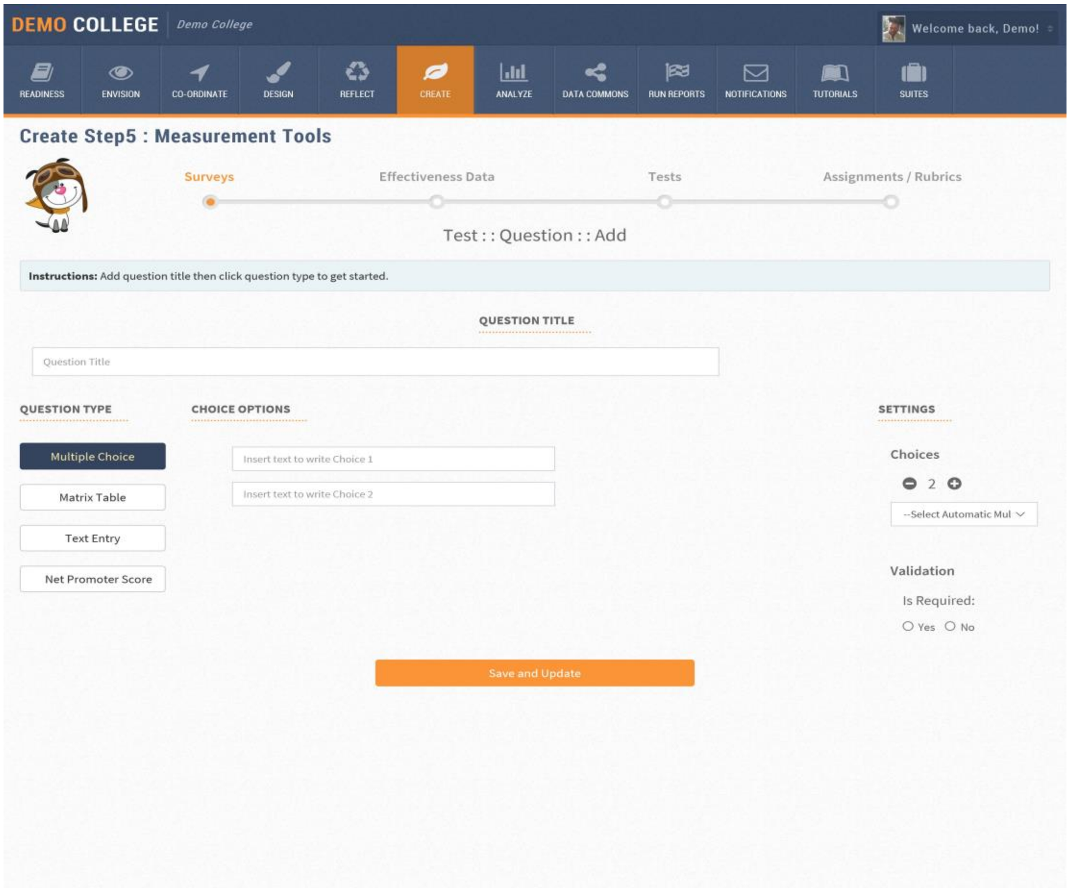
- ❖ Identify the sponsoring organization or department.
- ❖ Add a logo
- ❖ Customize an introductory and end of survey statement
- ❖ Identify the start and end date of the survey.
- ❖ Identify how many questions you want to show on each page.
- ❖ If you have a give-away or sweepstakes, click the box and identify how many winners you want populated.
- ❖ Click the inactive button at the top of the page to make the survey active.

ADDING QUESTIONS

To add questions, click the second tab, then the + Add Question tab to the right. You know have a option of creating different types of questions. On the left side you can select multiple choice, a matrix table, text entry or net promoter score.

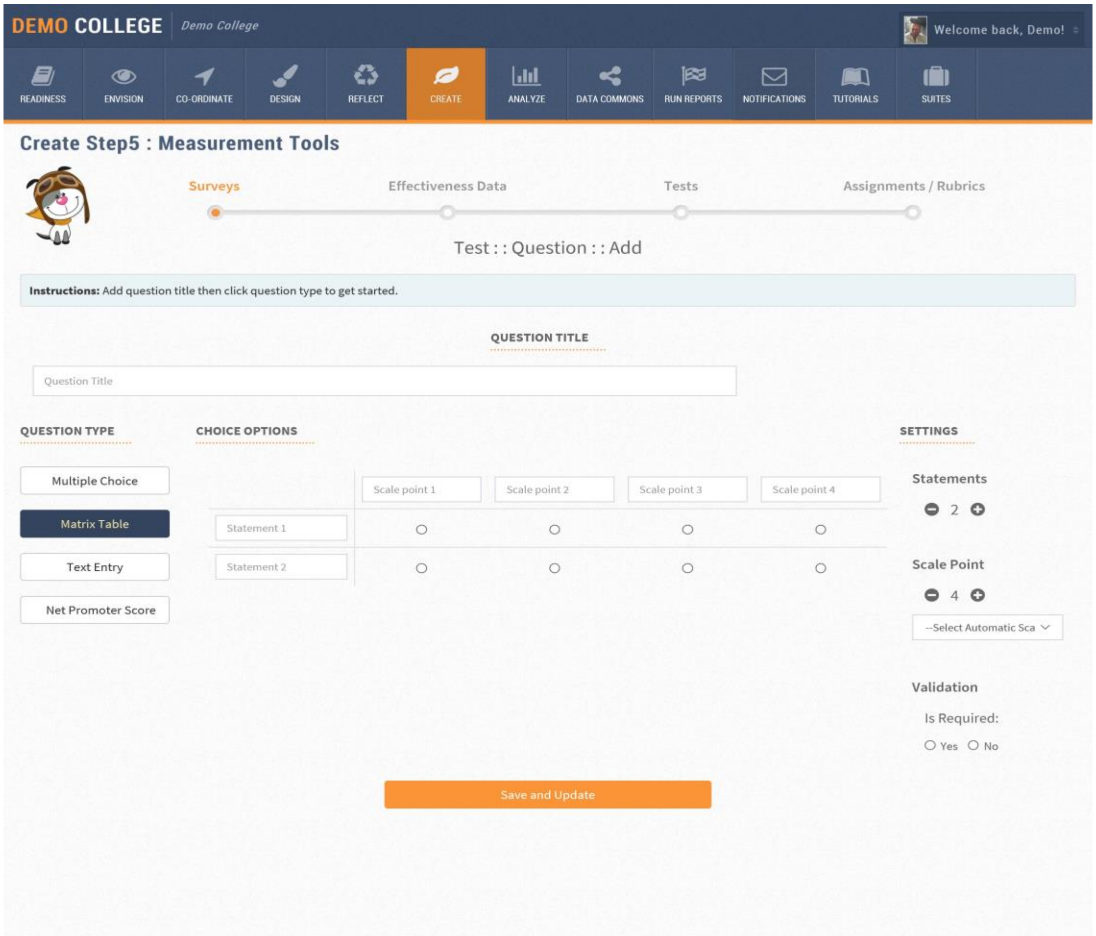
Multiple Choice Questions

- ❖ Create your question title
- ❖ Add questions. If you need more questions, click choices to the right
- ❖ If you are looking for a rating scale, select the automatic multiple-choice box to automatically populate your rating scale.
- ❖ If you require this question to be answered you must select yes or no. If yes, leave a message that the user will see.
- ❖ Click save and update to see question



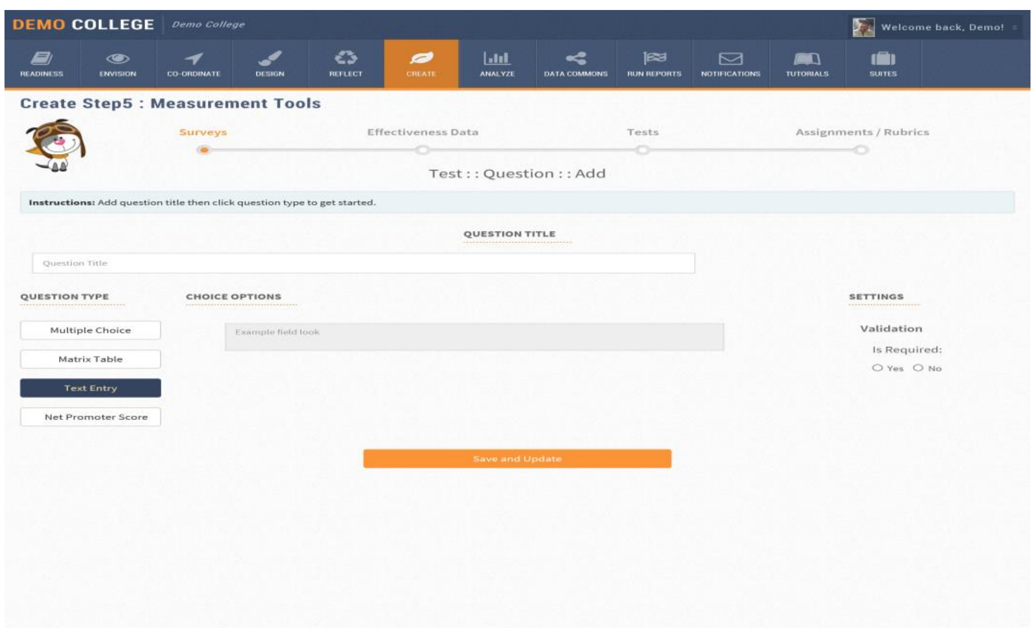
Matrix Table

- The matrix table operates in the same way as multiple-choice options. The only difference is that you add all of your options on the left side of the matrix and the scale at the top of the matrix.
- Start by clicking Statements to increase the number of options.
- Add your own rating scale by clicking Scale point or click the box to select a rating option already listed.
- Select validation and click save and update



Text Entry

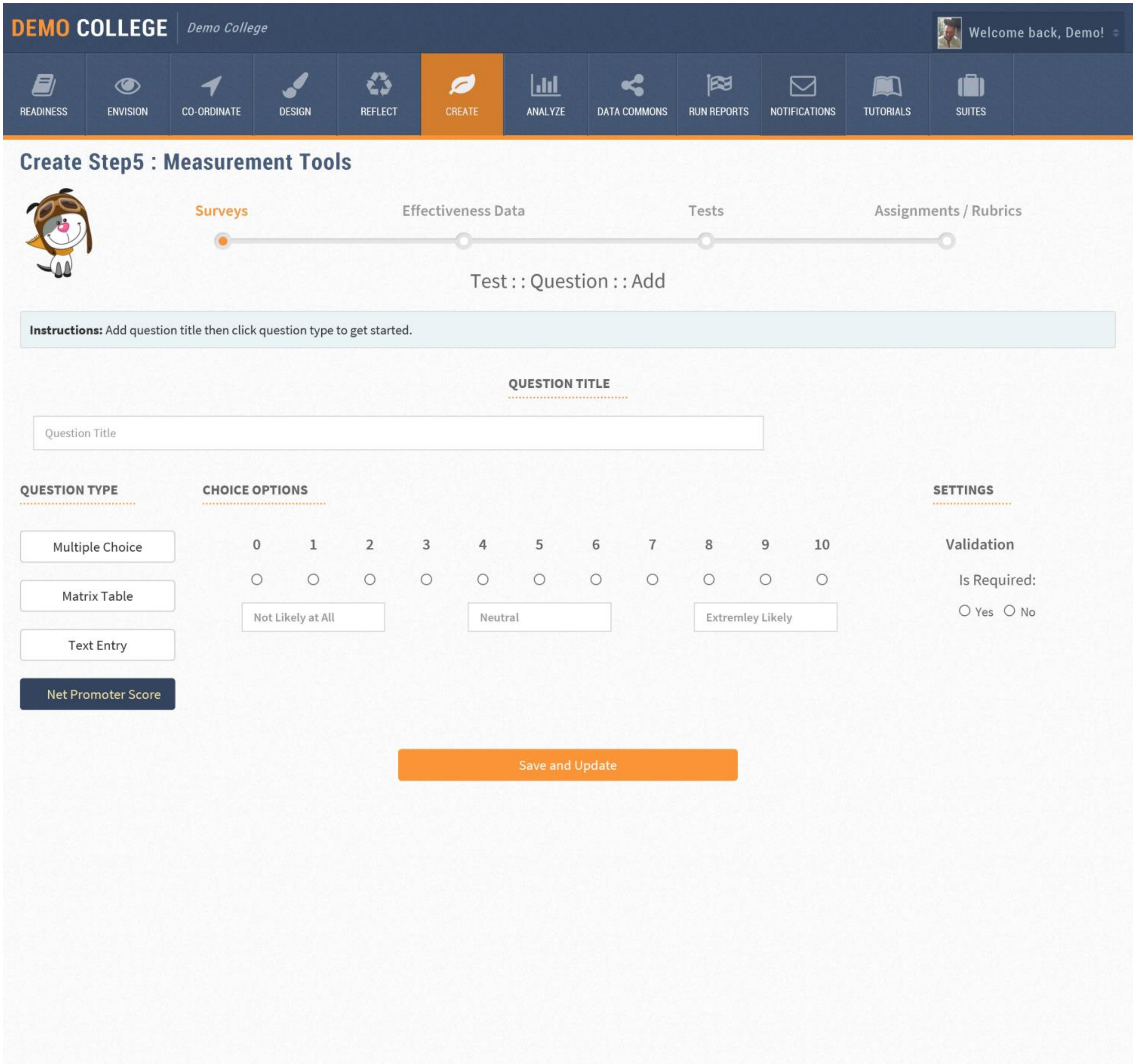
Click text if you are interested in qualitative responses. The text box automatically populates



Net Promoter

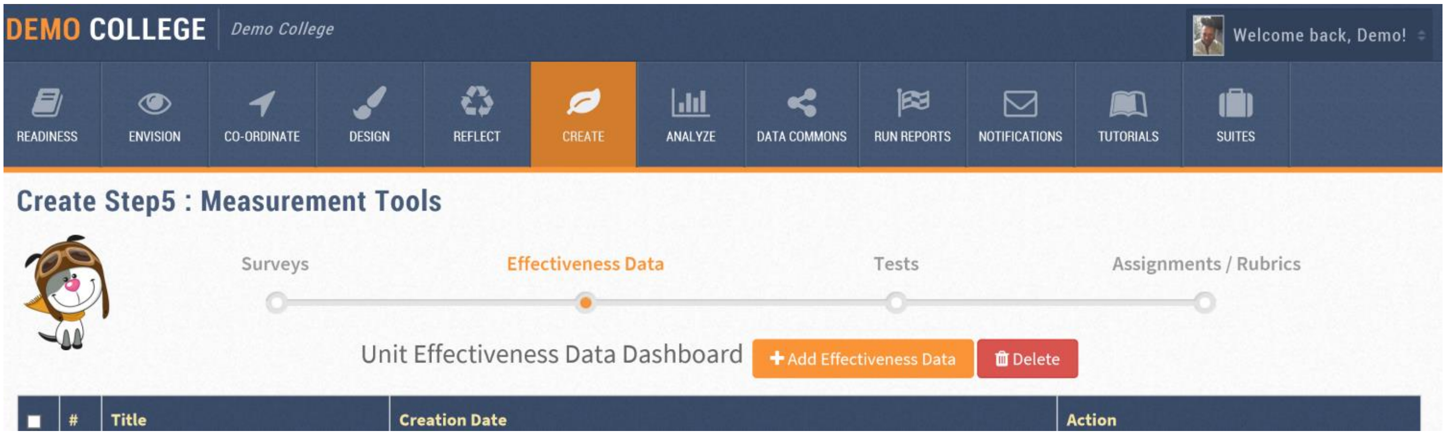
Net Promoter or Net Promoter Score (NPS) is a management tool that can be used to gauge the loyalty of a firm's customer relationships. It serves as an alternative to traditional customer satisfaction research and claims to be correlated with revenue growth.

The scale is automatic. Create the rating scale at the bottom and identify validation. Save and update.

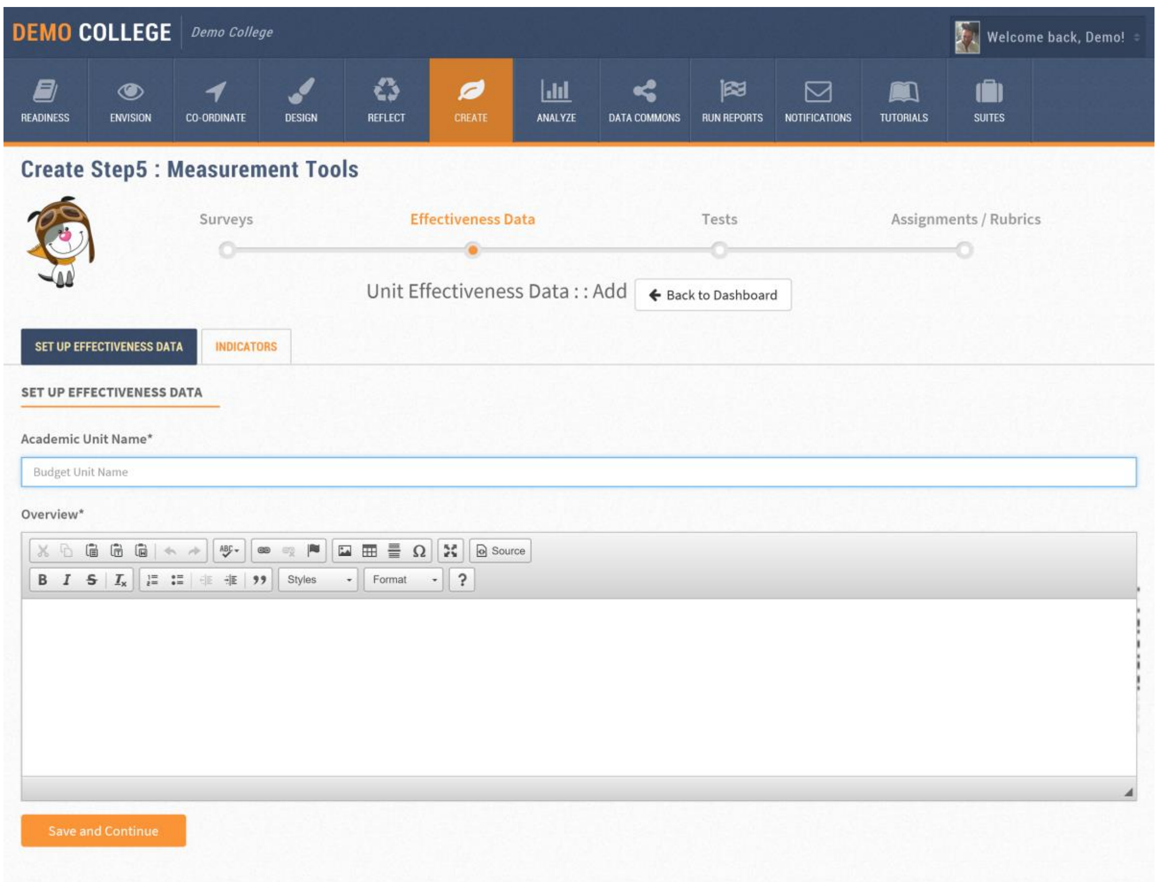


Unit Review

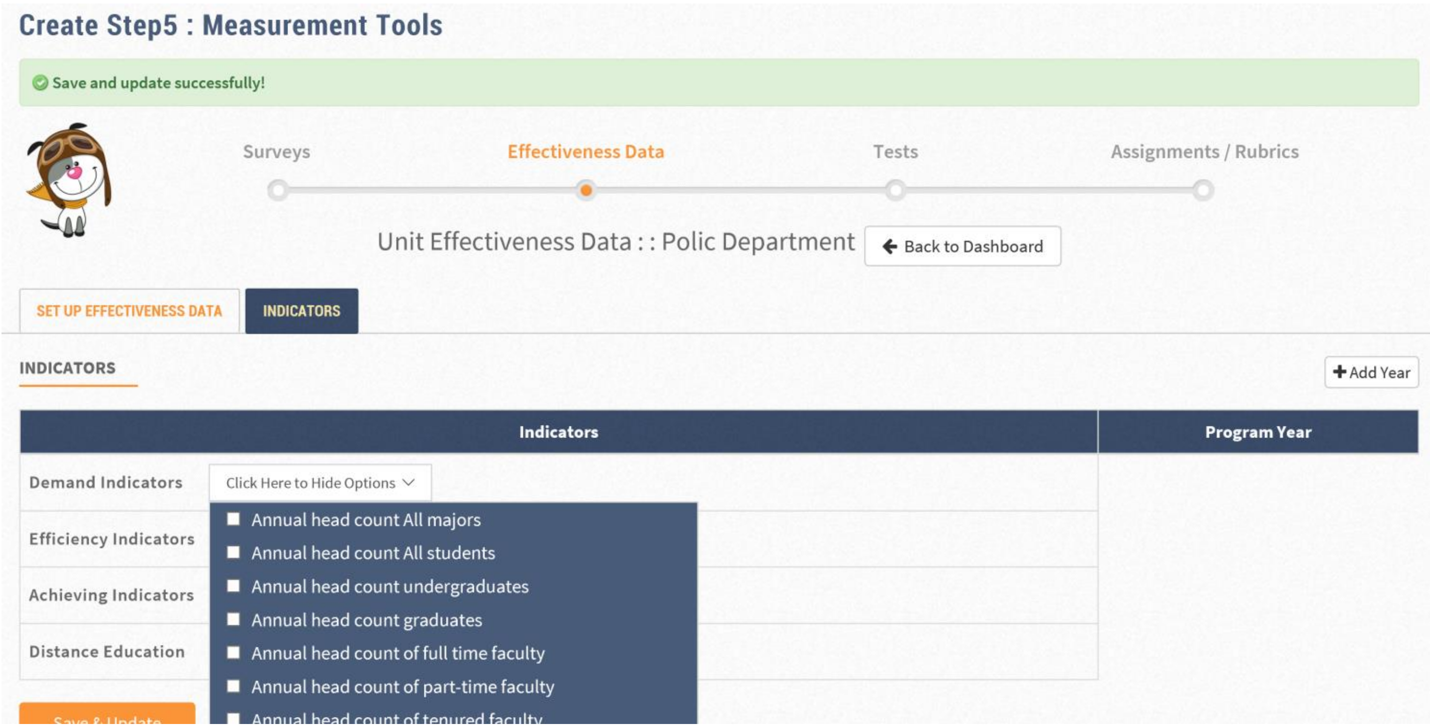
When you are ready to assess the effectiveness data in your program, click Unit Review to track longitudinal data. There are 7 action steps to completing your Unit Review:



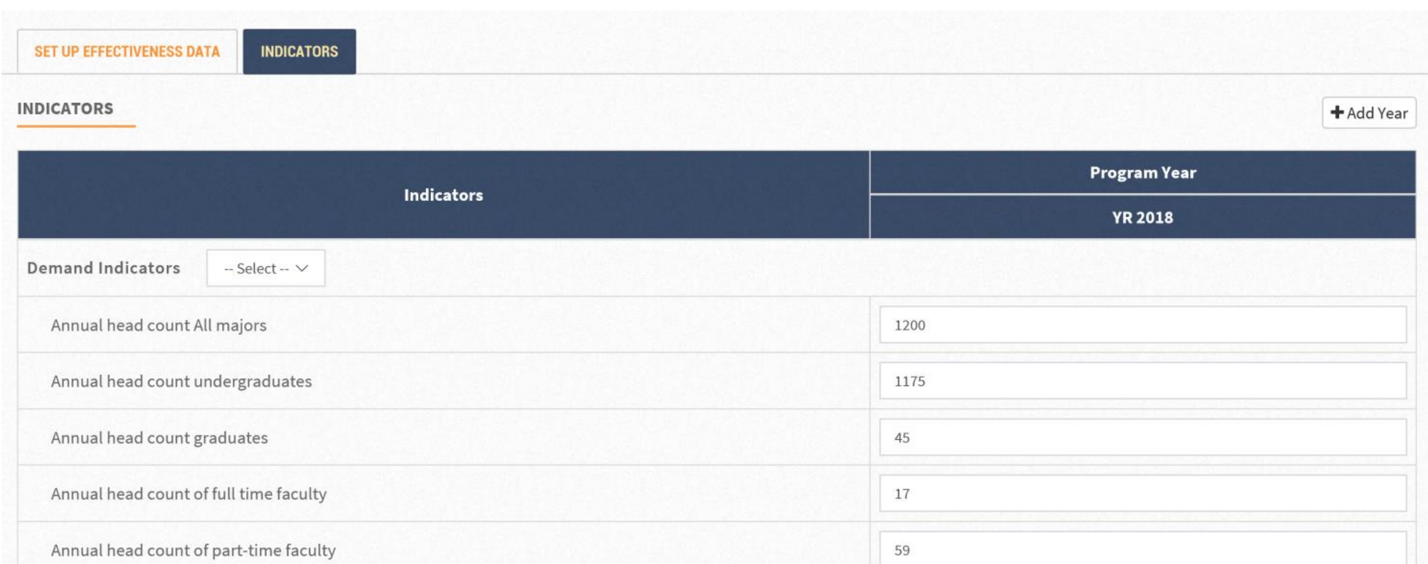
Click the add effectiveness data to start and add the effectiveness overview



Select the indicator tab and add the number of years you want to collect data for. The year must be selected first. Click the dropdown box to select items you want to track. To remove the dropdown box click in the top box that reads hide dropdown.

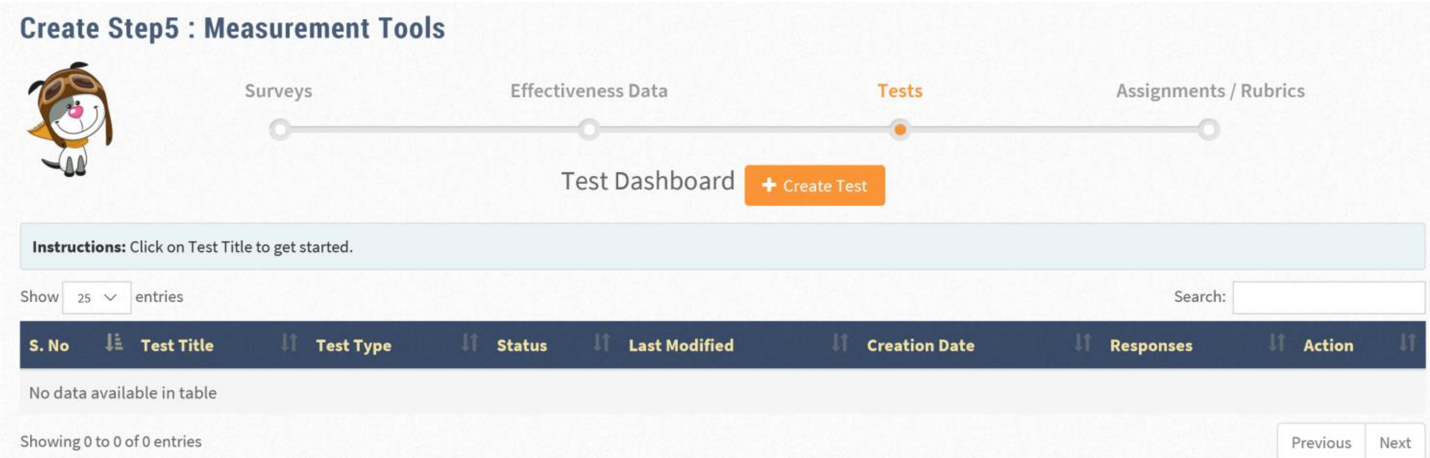


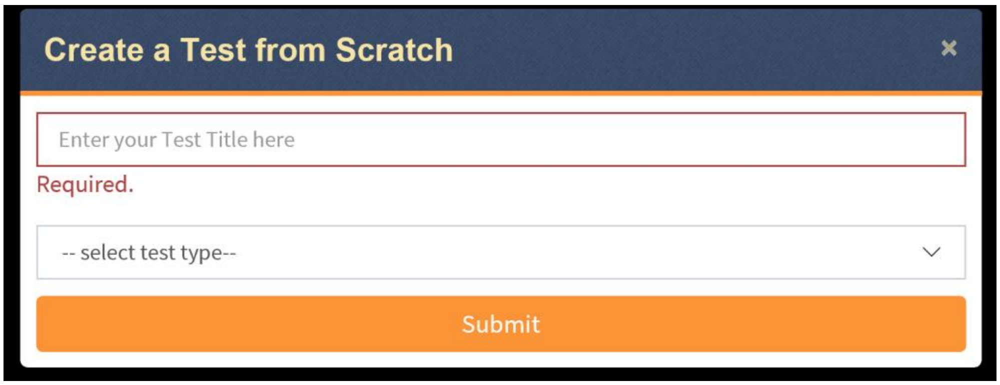
NOTE: You must enter data in the emty field box to save categories. Remember you can always edit. Click save and update when data has been added.



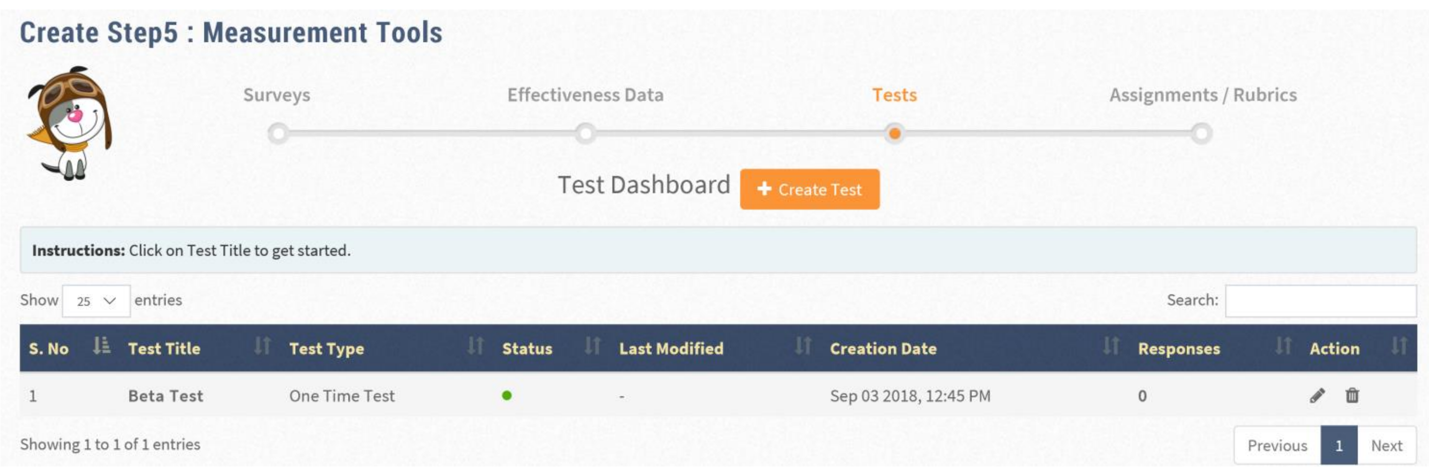
TESTS

Select the test tab and add a label for your test.

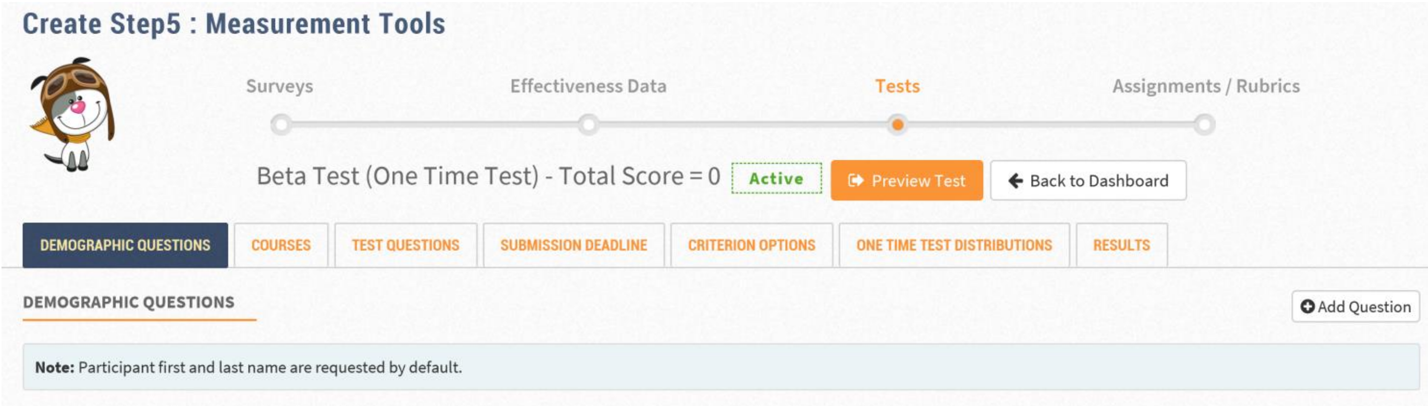




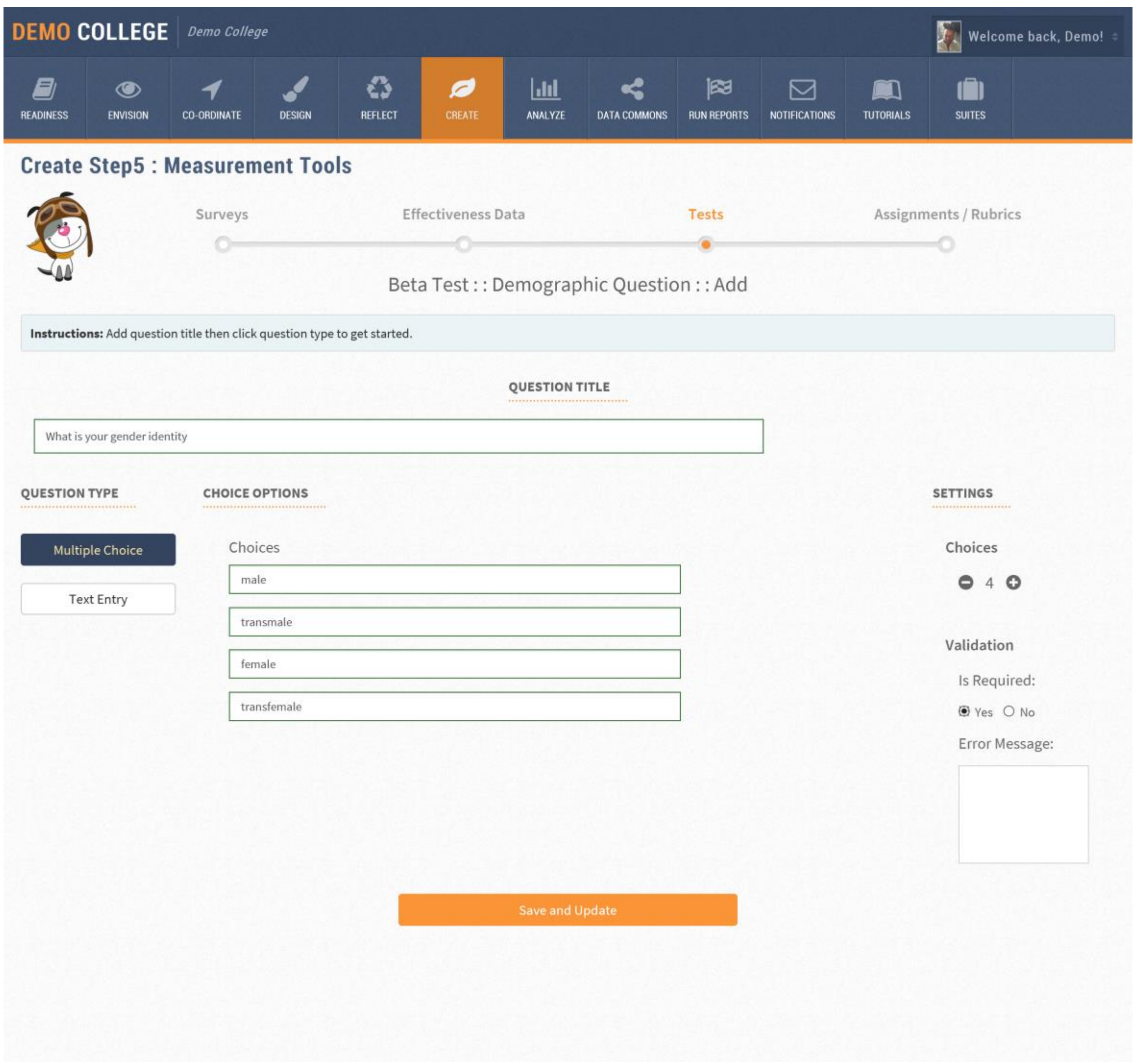
When label is added and submitted click on the title to start building the test



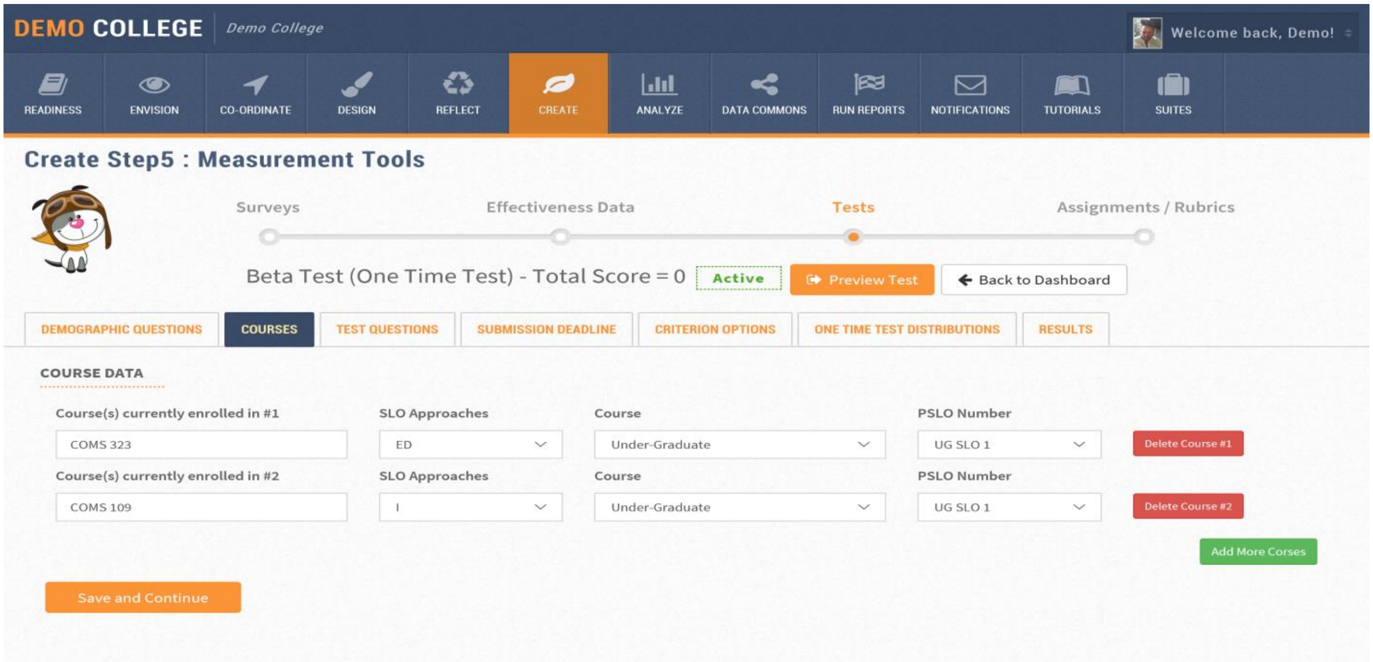
Start with Demographic data. Click the add questions button to get started.



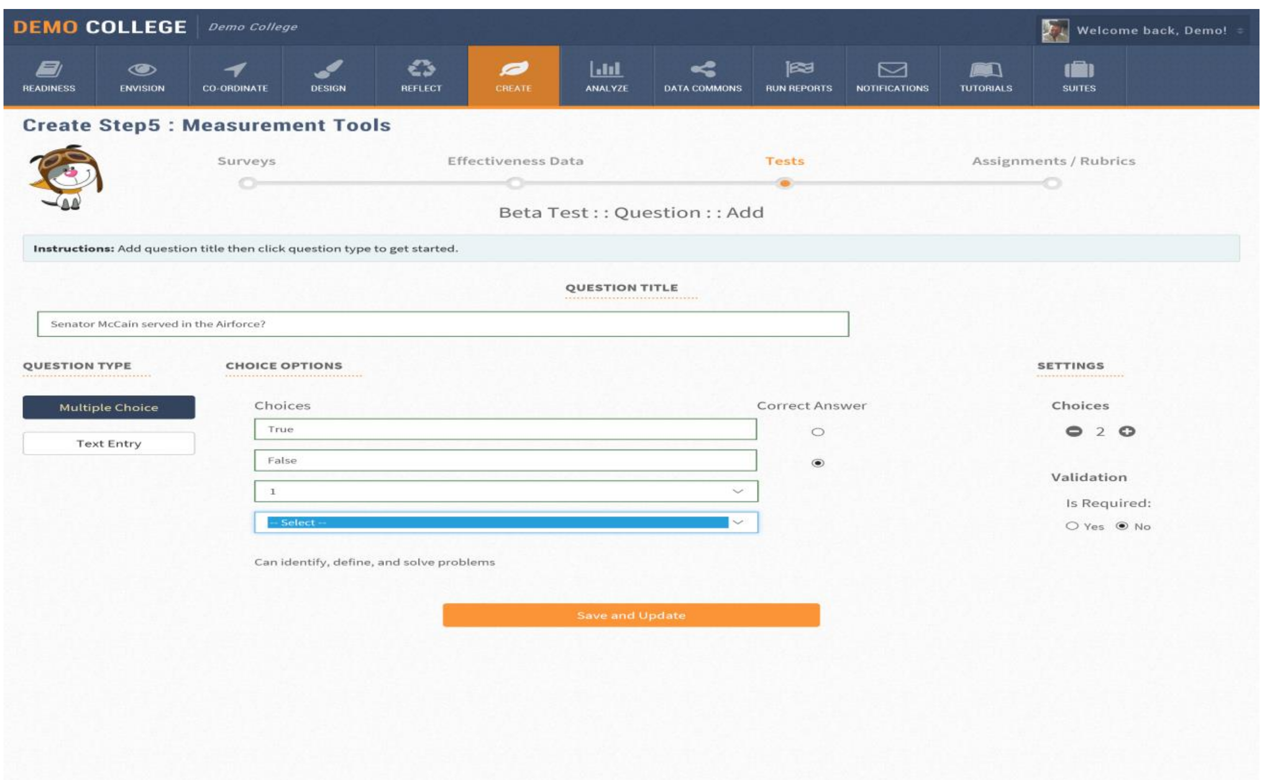
You can select between multiple choice and text questions. Please note the first and last name is already asked of the participant so no need to add. If the question is required click yes with note.



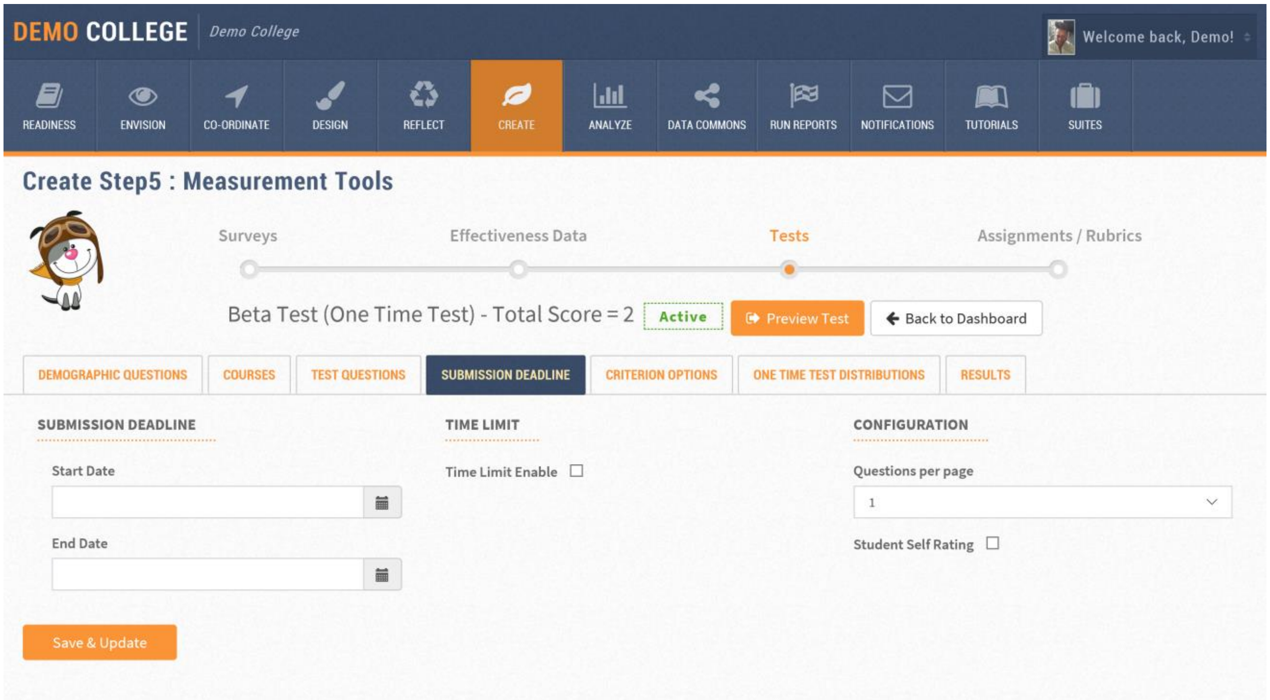
Identify all courses or sections of courses taking the same test. List how the SLO is approached, Course level (i.e, graduate or undergraduate and the PSLO being measured.



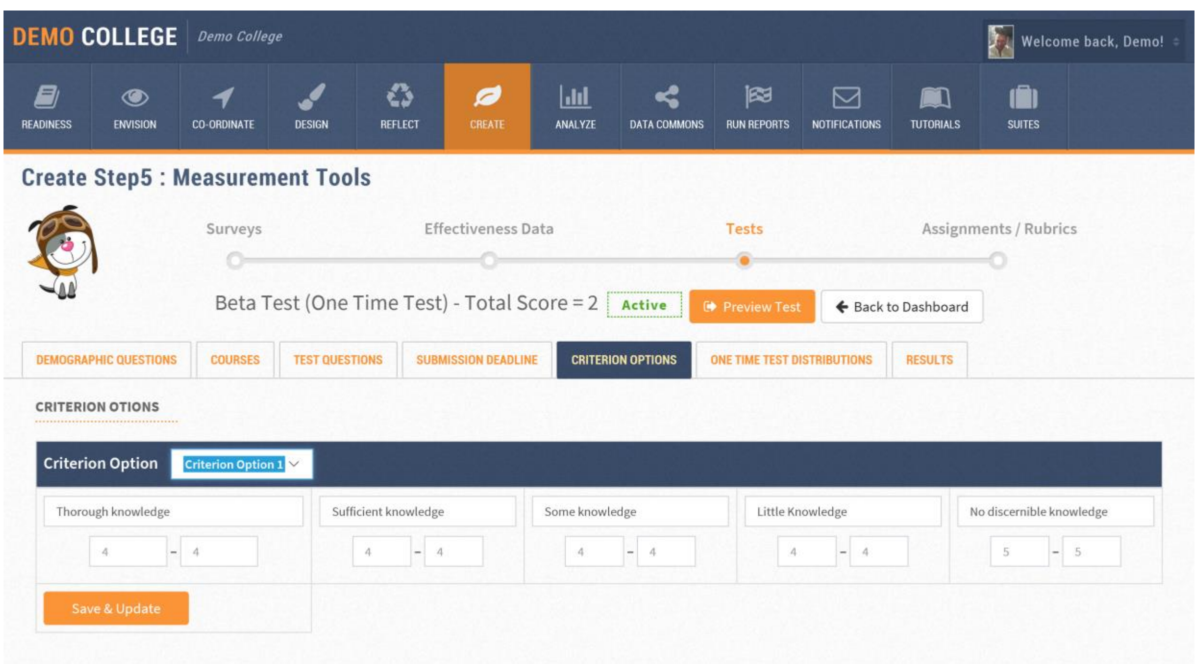
Click tab 3 to add test questions. Use multiple choice, which can also be a true/false and text. Identify the correct answer, the outcomes associated with each question and how much the question is worth.



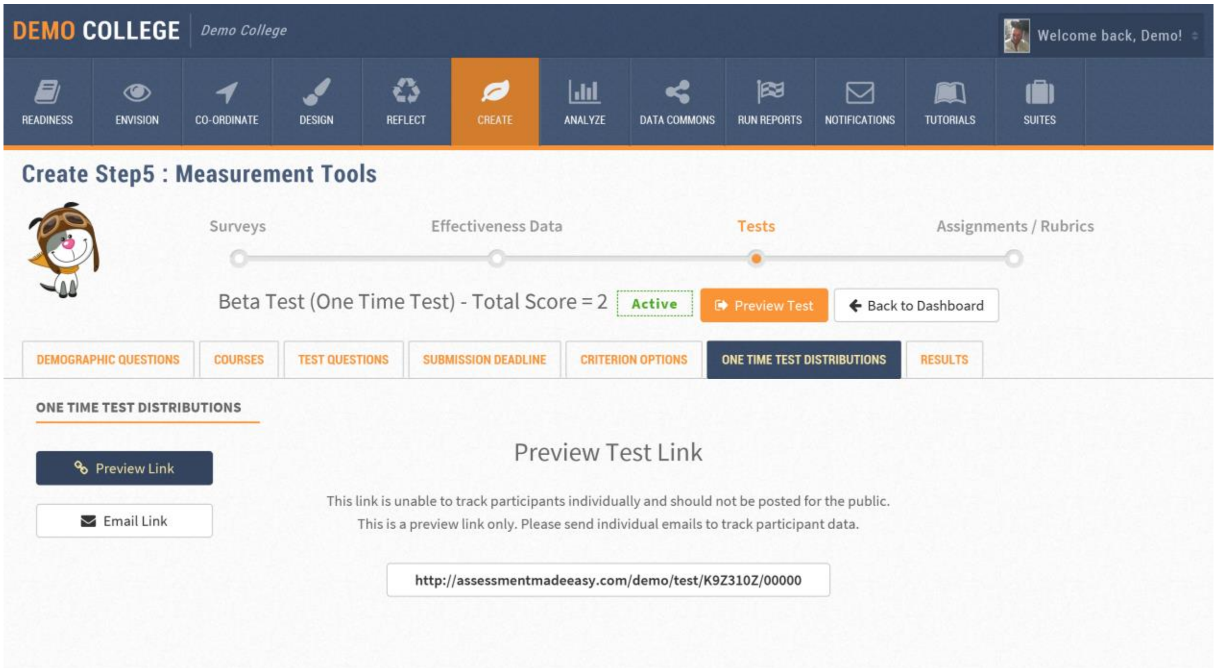
Click tab 4 to activate the test. Add your start and end date along with how many questions you want to appear on each page, time limit and whether you want students to self-rate. Self-rating provides feedback to the student on their performance. Save and update.



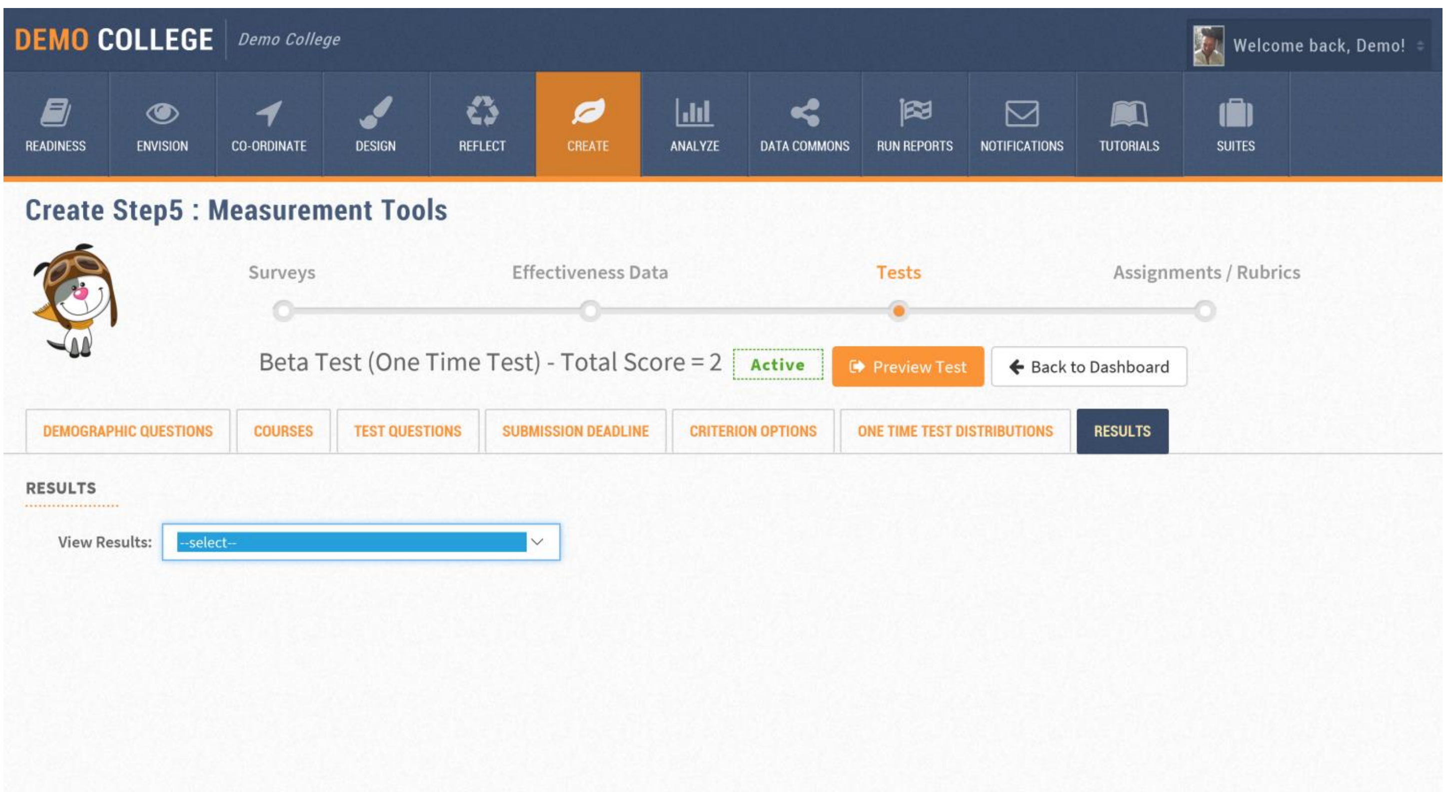
Tab 5 allows you to set up your criterion scale. You have 6 options in the dropdown box.



To distribute click tab 6. The preview tab is not an active link. Use this link to check the test you created. To disseminate to users, click send email link and add user emails. Leave the message in link intact.

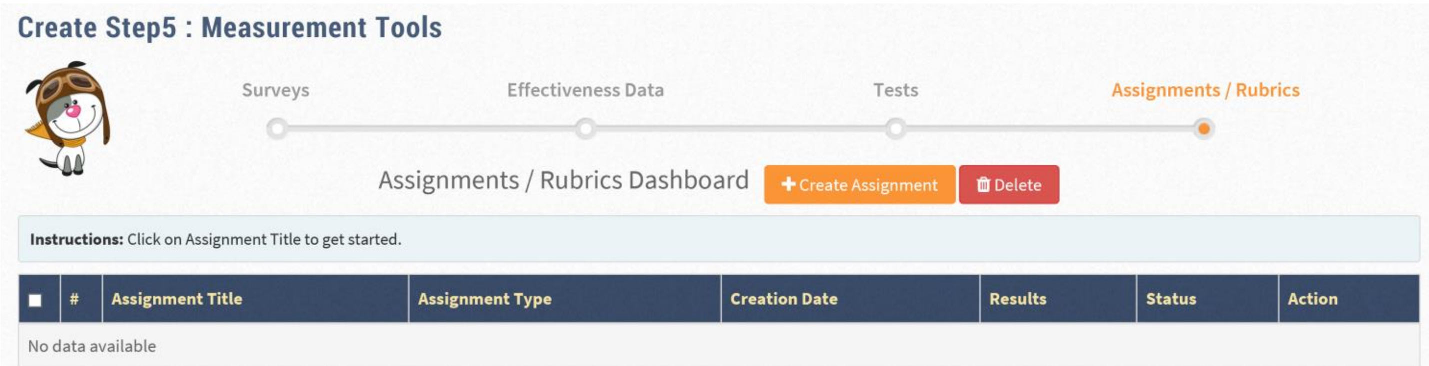


Click the final tab for results. Use the dropdown box for prepopulated options.



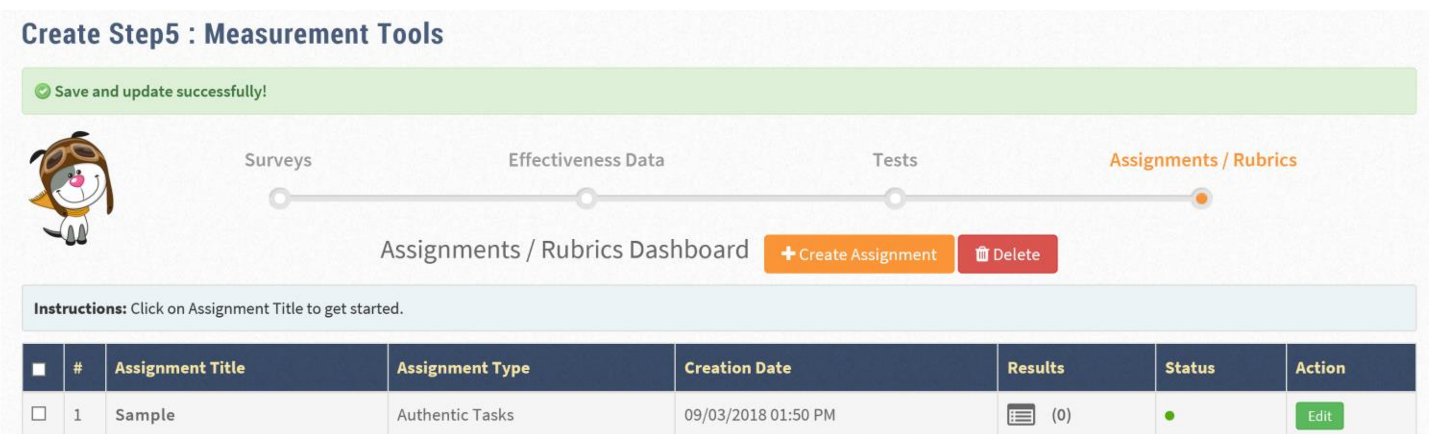
ASSIGNMENTS AND RUBRICS

To start assignments click create assignments and label the assignment



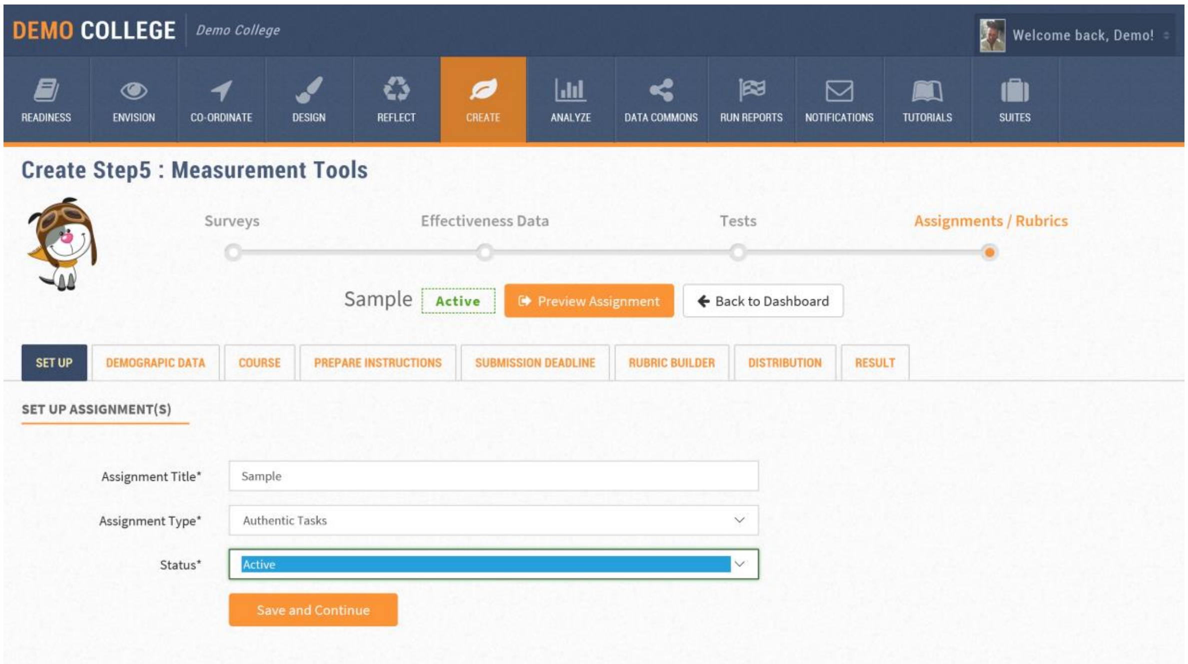
Give the assignment a title and identify the assignment type, then submit to start creating your assignment and rubric.

To start building your assignment click on the survey name.

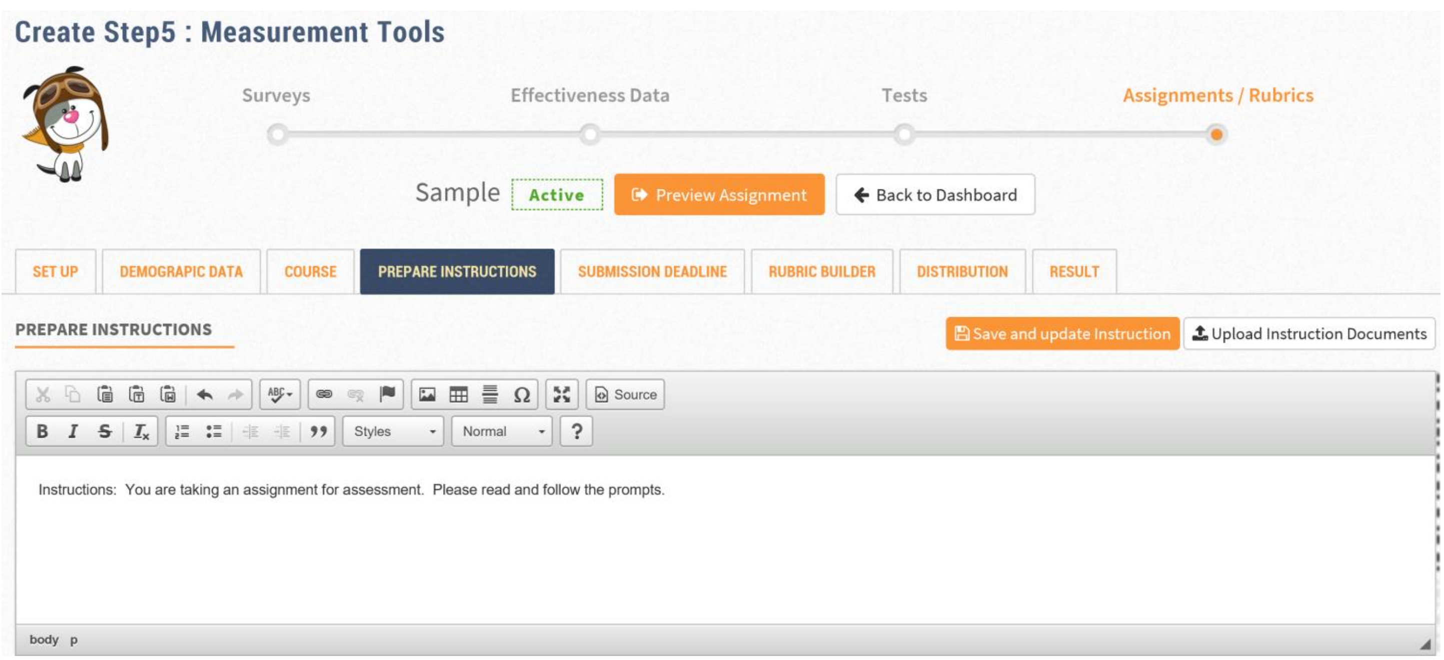


The set up is simple. Just check to see if the title is correct and the assignment type then click status to activate the test. Save and update.

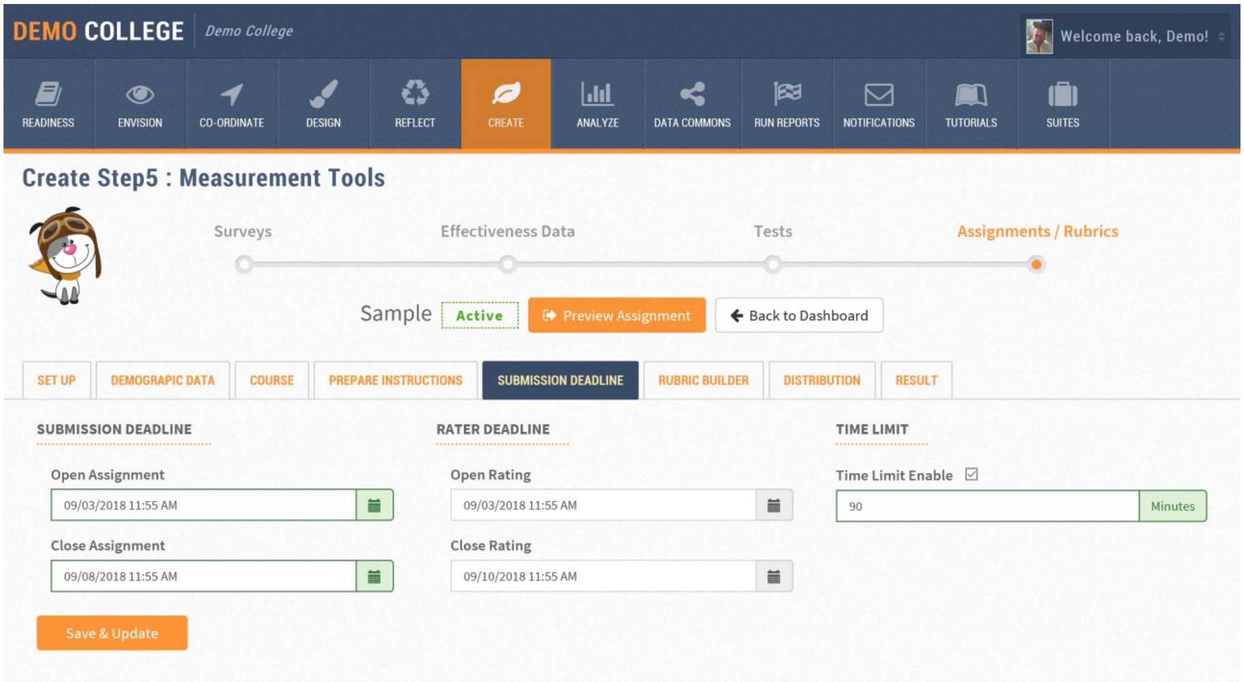
Click tab 2 and 3 to set up demographic data and to assign courses. Follow the same prompts offered in Tests. Identify each course, its learning outcomes etc.

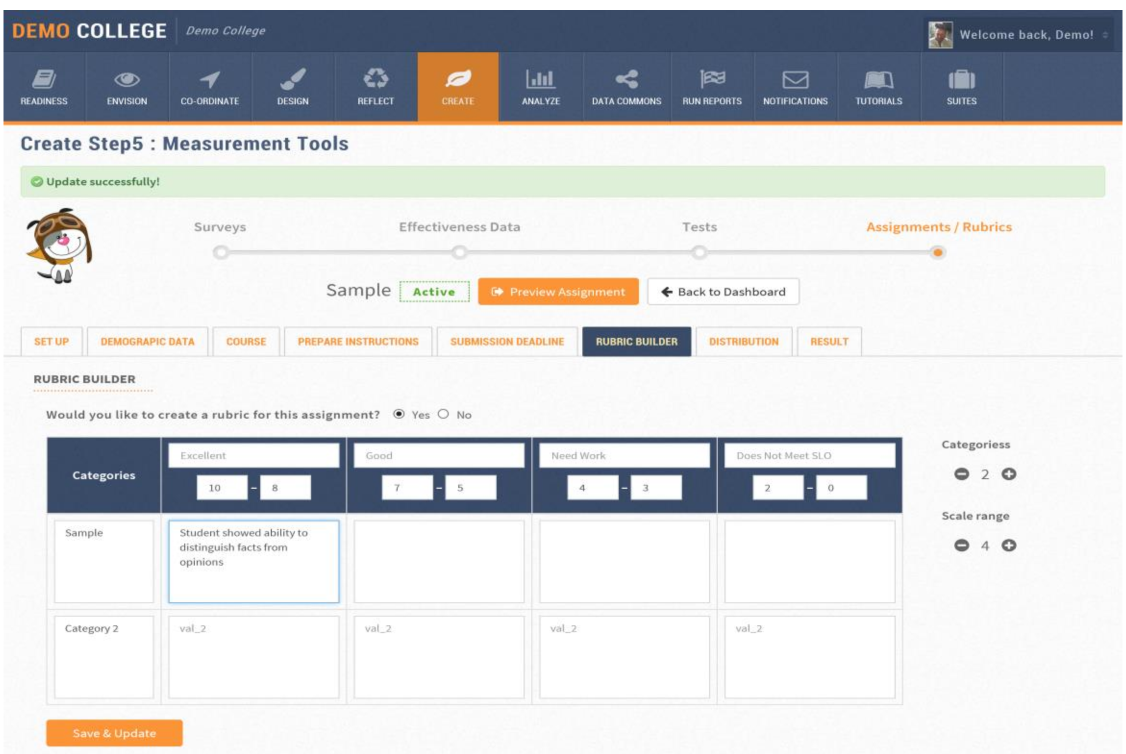


Click tabe 4 to prepare instructions. Write instructions in the field text or uplload instructions. If you upload insructions, indicate in the field text area that a document has been uploaded.



Click tab 5 and create the deadline for taking the assignment and for raters to complete ratings. If there is a time limit, add it in minutes. Save and update.



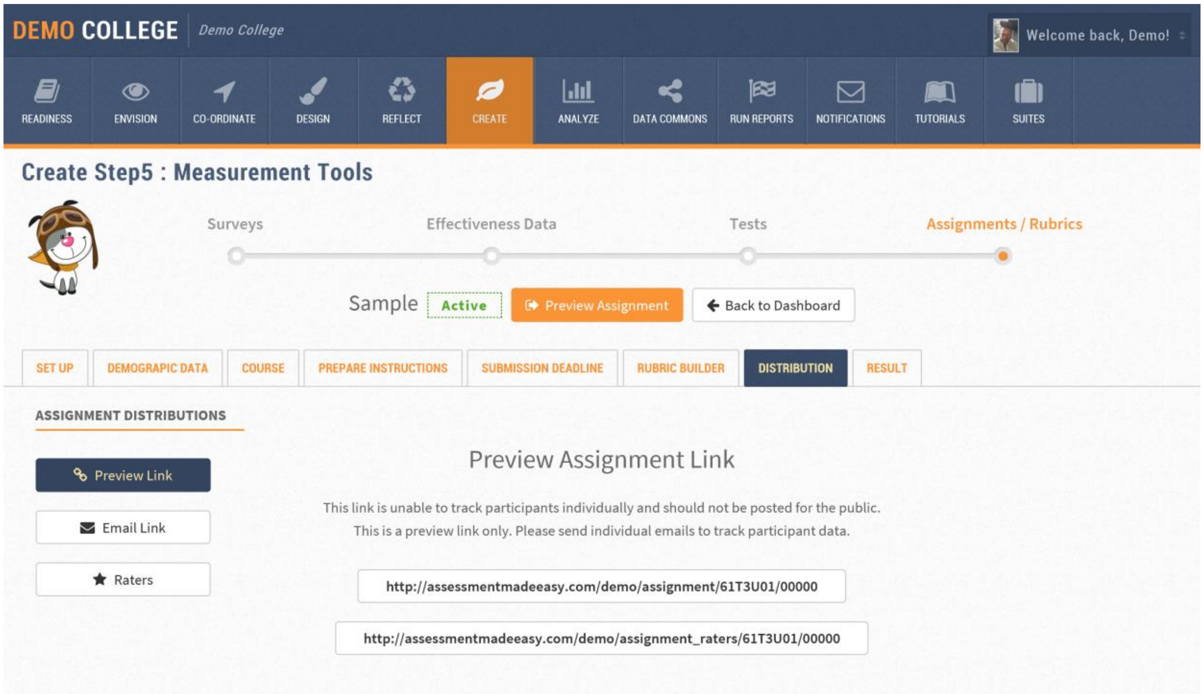


Click tab 6 to create your rubric. Click yes to populate the rubric and no if no rubric is needed. If rubric is not created, you will not have results in AMEE.

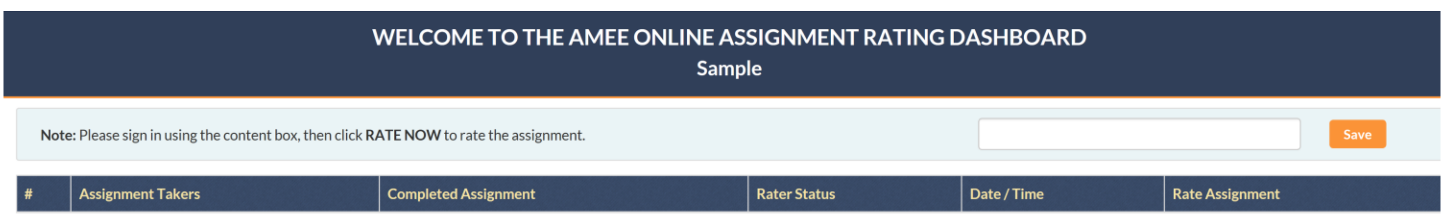
Add more categories as needed. Define the scale and the high and low points.

Save and update.

To distribute the assignment to students and rubrics and assignments to faculty or assessors, send the link. The preview link is just for you. To send the email to students click the appropriate tabs to the left to add emails.



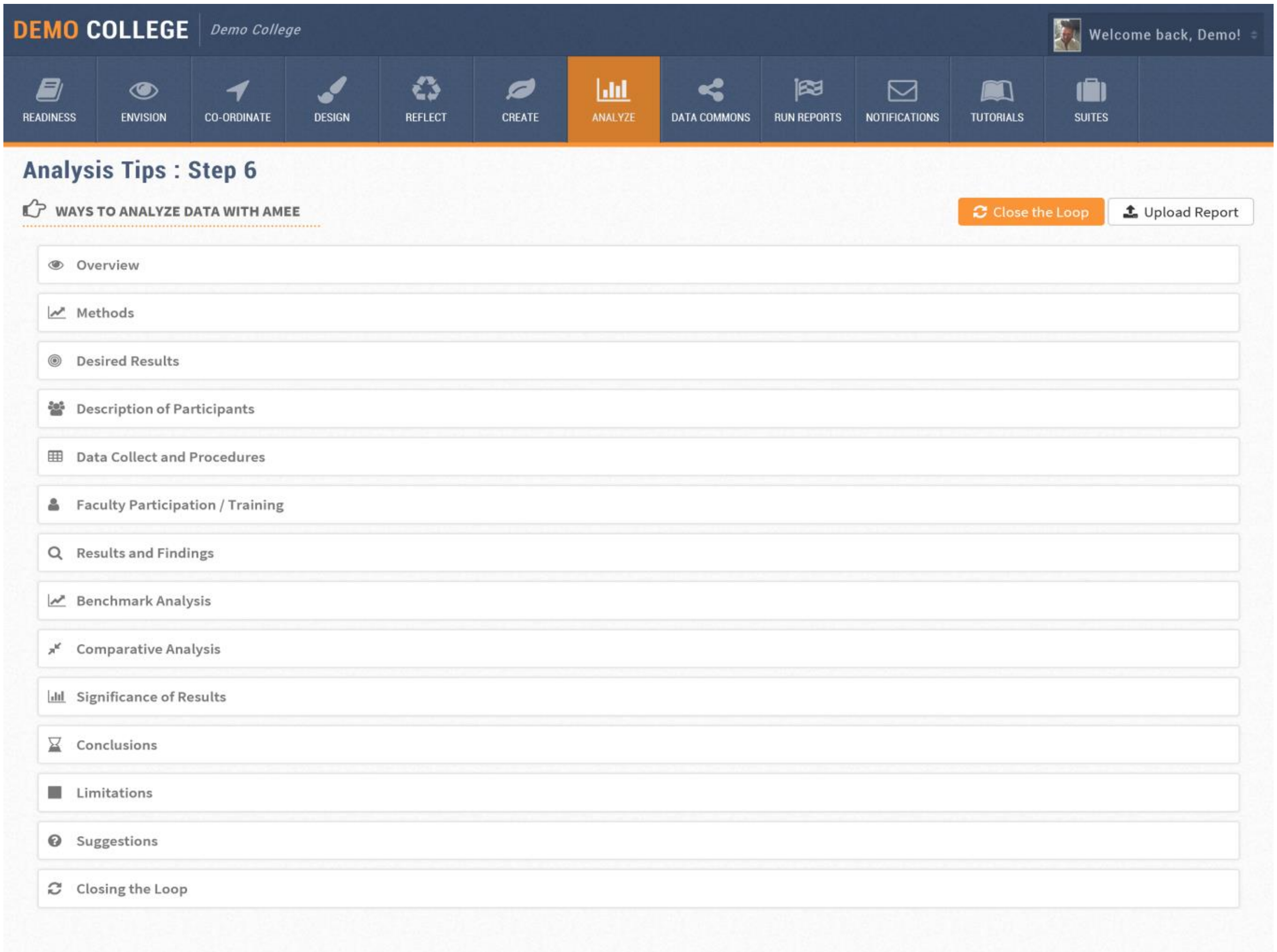
Check both URL links before disseminating to others. The rater link will not populate any details until students have completed a task(s) to be reviewed. Raters can leave direct feedback for students.



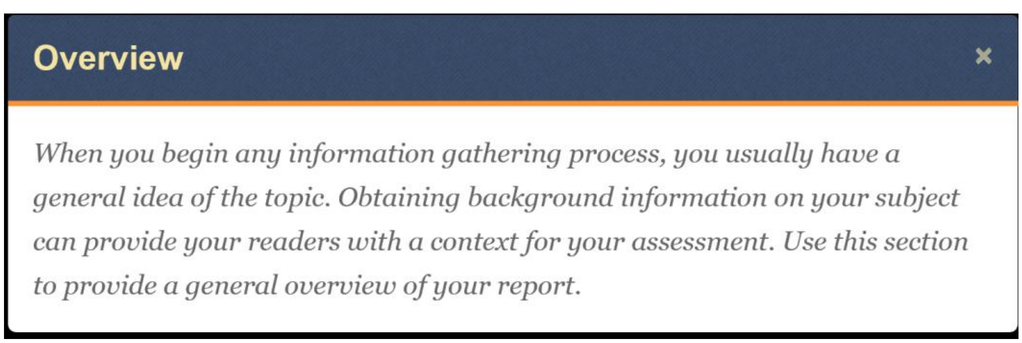
Assignment Results are displayed in real time.

ANALYZE

Click on any tip to get best practices and ways of analyzing your data collected through AMEE solutions. You can upload your report here to share with your administrator.

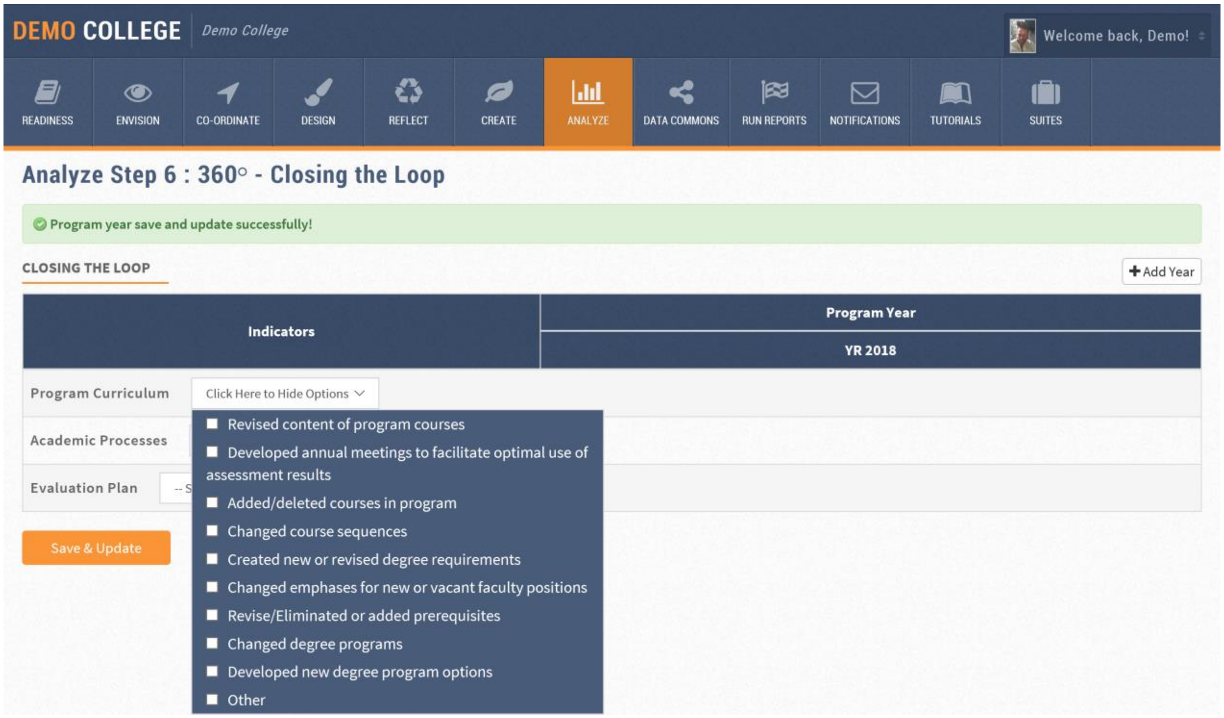


Click on a topic and read the tip to get started.



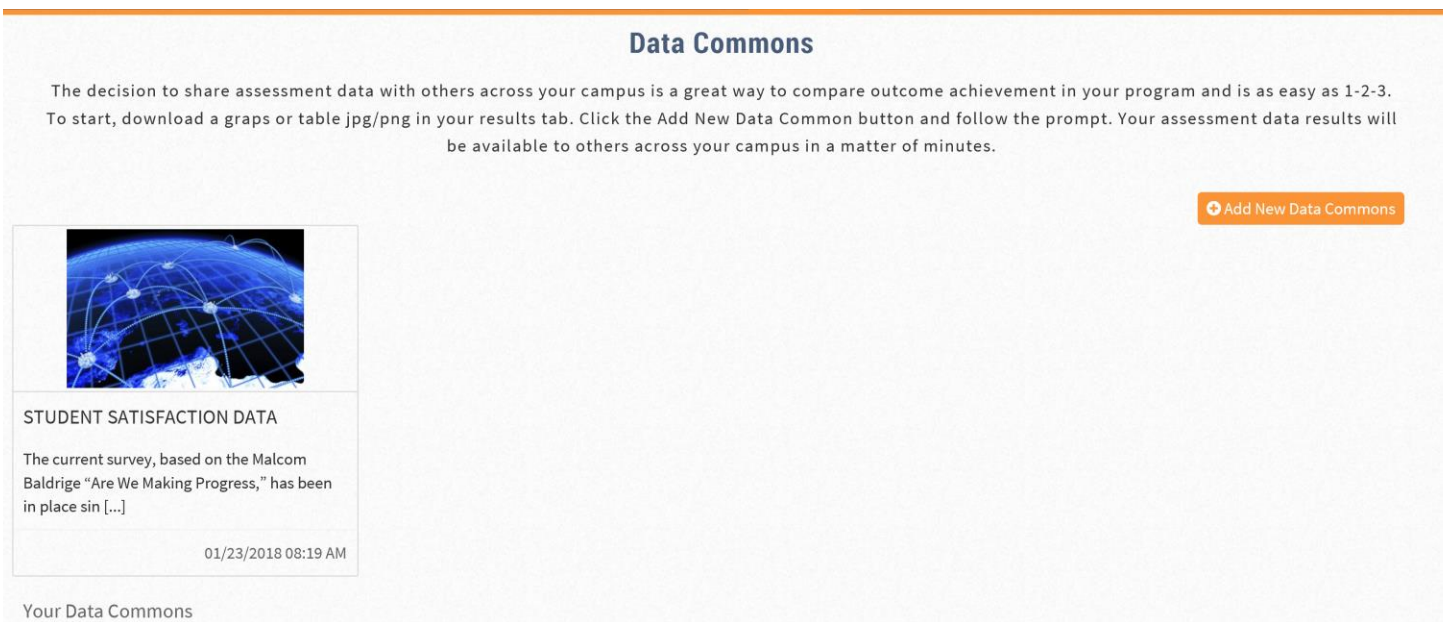
CLOSING THE LOOP

Add a year and select from the three options different categories related to how you closed the loop.

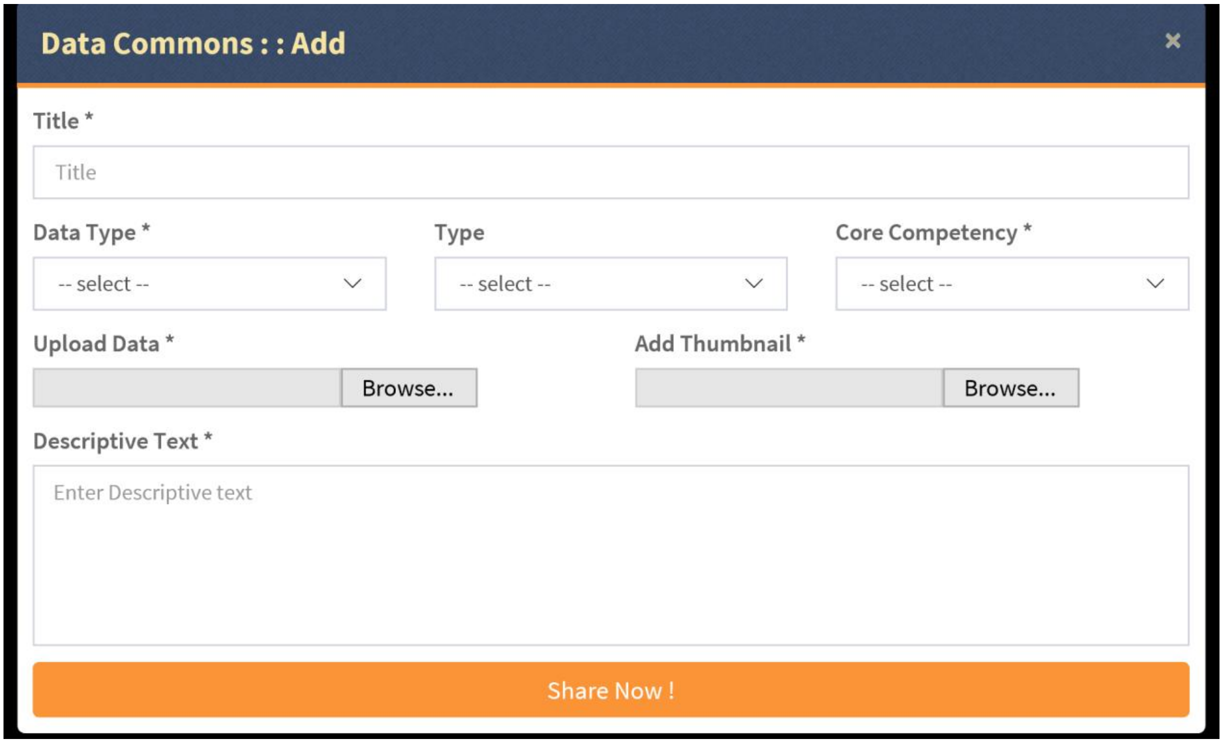


Data Commons

Share and review data results with other users. For every result you can download graphs and tables as jpeg. Upload the jpeg and share the data you collect with others with similar learning outcomes.

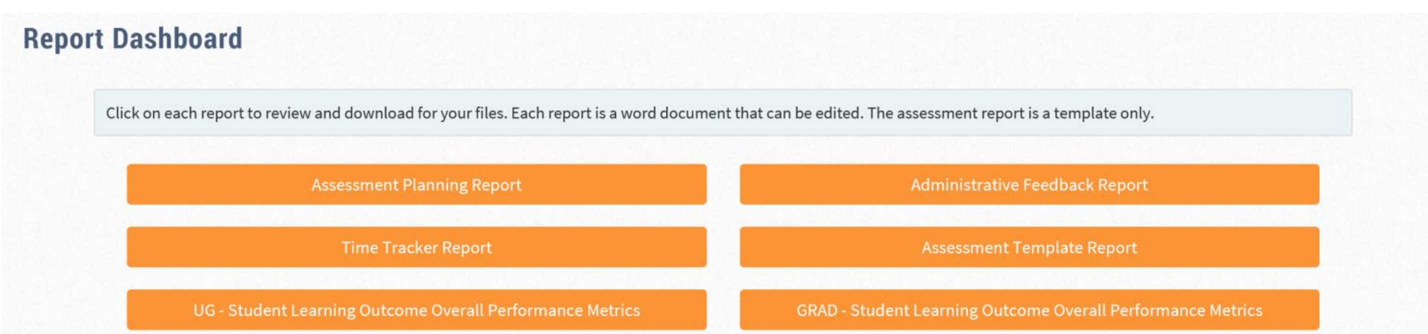


Create a data commons workspace by creating a title representing the type of data (i.e., survey, tests, assignemnt) being shared. Choose the core competency represented and upload your jpeg file and a thumbnail to represent your data. Provide a short description and share.



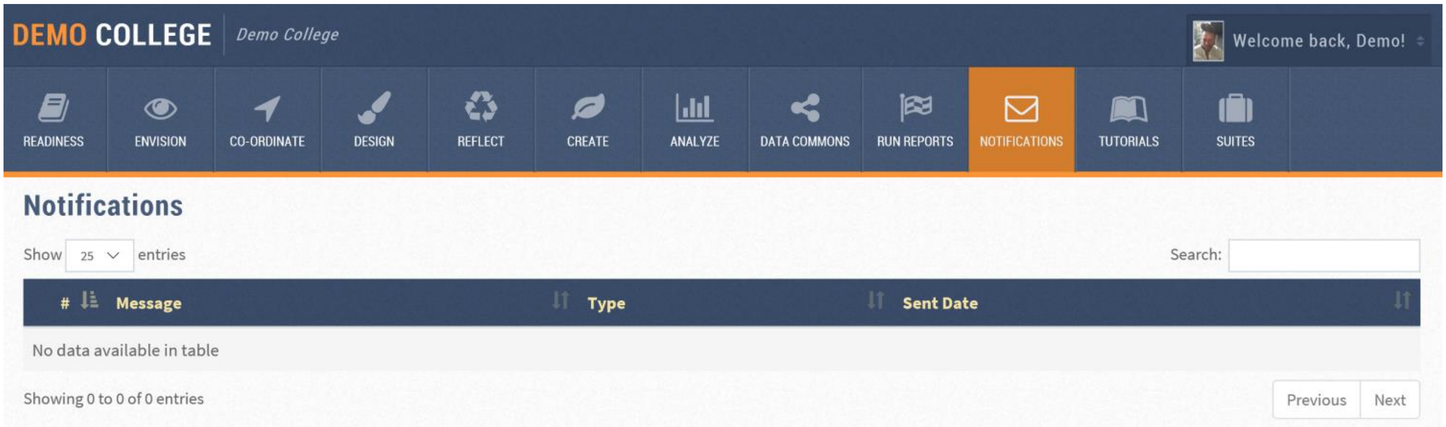
REPORTS

There are six diffeerent reports: Assessment planning, Time Tracker, Undergraduate Student Learning Outcomes overall performance, Advministrative feedback report, Assessment Template Report and Graduate Student Learning Outcome Overall Performance. Reports download in an editable word document.



NOTIFICATIONS

Receive notifications from your assessment administrator.



HELP DESK

Read the tutorials to help walk you through the program