



# Institutional Effectiveness

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Tennessee Tech University

Office of Institutional Assessment, Research and Effectiveness

## Table of Contents

<b>Institutional Effectiveness Assessment Committee</b>	4
<b>Overview of Institutional Effectiveness</b>	5
<i>Accreditation &amp; Accountability</i>	5
<i>Beyond Accreditation &amp; Accountability</i>	6
<i>Institutional Effectiveness Process</i>	6
<b>Elements of an IE report</b>	7
<b>Sign Off</b>	7
<b>Definition of Unit Template</b>	9
Mission	9
Academic Curriculum Map	10
<b>Outcome Template</b>	12
Define Outcome	12
<i>The 3 Ms</i>	12
<i>Selecting &amp; defining</i>	12
<i>Program Outcomes (All Units)</i>	13
<i>Student Learning Outcomes (Academic Units)</i>	13
Assessment Methods	13
<i>Direct Assessments &amp; Indirect Assessments</i>	13
Criteria for Success (Thresholds for Assessment Methods)	14
<b>Results/Analysis Template</b>	15
Results and Analysis	15
Use of Results to Improve Outcomes	15
<b>Summative Evaluation Template</b>	16
Summative Evaluation	16
Assessment Plan Changes	17
<b>Campus Labs Steps</b>	18
Accessing Campus Labs/Anthology	18
Accessing the Planning Page	18
Accessing Plans	19

Accessing Plan Items _____	19
Adding A Plan Item _____	20
Naming Plan Items _____	20
Adding Attachments _____	21
Signing Off _____	21
Plan Item Added/Future Changes _____	22
<b>Appendices</b> _____	23
IEAC Rubric _____	24
Tech Tomorrow Strategic Plan _____	26
The ABCD's of Writing Outcomes _____	28
Bloom's Taxonomy Verbs _____	29
Types of Assessment Methods _____	30
Training Examples _____	31

**Institutional Effectiveness Assessment Committee  
(2024-25)**

Katherine Aikens	Dean of Students
Ashley Akenson	Director, College of Education
Deborah Allen	Director, College of Arts & Sciences Student Success Center
Melinda Anderson	Director, Human Ecology
Angela Clark	Director, Student Success Center
Chester Goad	Director, Student Affairs-Accessible Education
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Stephen Robinson	Chair, Physics
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Lindsay Young	Analyst, Institutional Assessment, Research & Effectiveness

## Overview of Institutional Effectiveness

Institutional effectiveness (IE) is a systematic, ongoing process of collecting and analyzing information related to the performance of a unit and using the results for **continuous improvement**. Simply put, institutional effectiveness is the activity of collecting information to determine the quality of something to determine what might be done to improve its quality. There are many reasons to implement an institutional effectiveness process. Primary to these reasons is that IE is a requirement of our accrediting agency and provides accountability documentation for all units to use for additional accrediting or oversight agencies. Beyond accreditation and accountability, though, an IE process initiates a method of continuous improvement which seeks to improve the programs and services that the university offers to students, staff, faculty, and other stakeholders.

### *Accreditation & Accountability*

Tennessee Tech University is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). There are two SACSCOC principles that are associated with Institutional Effectiveness, 7.3 and 8.2 (see below).

**(7.3)** The institution identifies expected outcomes of its administrative support services and demonstrates the extent to which the outcomes are achieved.

**(8.2)** The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of seeking improvement based on analysis of the results in the areas below:

- a) Educational Programs
- b) General Education competencies
- c) Academic and student services

The SACSCOC principles identify three key areas that must be addressed in an IE process. These areas include: identifying expected outcomes of a unit, initiating assessments to evaluate progress towards these outcomes, and (most importantly) reporting on action or plans what were implemented to seek outcome improvement. This last element is generally referred to as 'closing the loop'. SACSCOC reviewers are specifically evaluating the extent to which units use assessment results to identify areas in need, the actions taken to improve those areas, and results that demonstrate is progress was made. It is important to note that reviewers are not looking to confirm that progress was made but rather actions were implemented, and progress reevaluated.

The Office of Institutional Assessment, Research, and Effectiveness (IARE) coordinates the institutional effectiveness process and supports units with training and resources to satisfy SACSCOC requirements. Annual IE reports are submitted to SACSCOC review committees during the Fifth-year Interim report and the Reaffirmation report as evidence of meeting the two principles listed above.

### *Beyond Accreditation & Accountability*

Institutional effectiveness reports provide a foundation on which programs and units can communicate and disseminate their efforts to improve the services and delivery they offer. IE reports should relate to the primary priorities of a unit and the work they do on a daily basis.

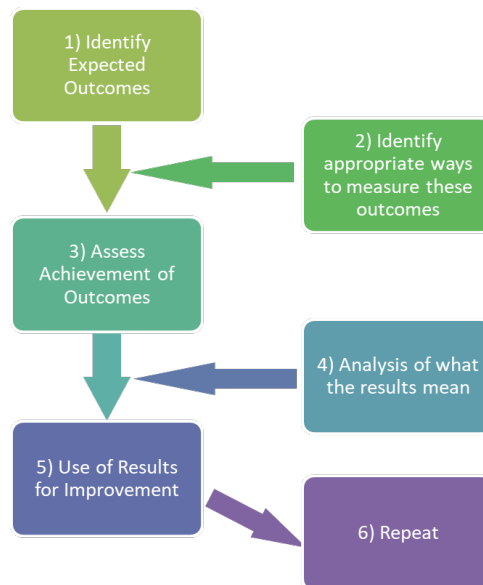
The institutional effectiveness process challenges departments to consider the following:

- What can we do to improve the delivery of our programs and services?
- How can we best apply our limited resources in the delivery of our programs and services?
- How can we measure and demonstrate progress?

The intent behind institutional effectiveness is **continuous improvement**, and the key to a successful institutional effectiveness process is **good documentation**.

### *Institutional Effectiveness Process*

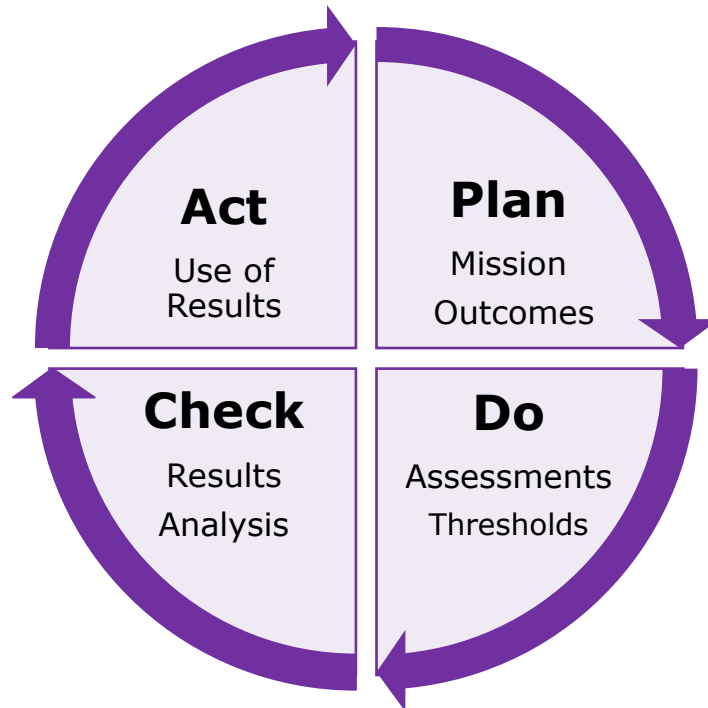
The Institutional Effectiveness Process directly relates to the process outline in the SACSCOC Resource Manual.



The process is designed to answer the following questions:

- What are we trying to do and why?
- How well are we doing it? How do we know?
- How do we use the information we have to seek improvement (or celebrate our successes)?
- Do the improvements we make contribute to our intended end results?

The Institutional Effectiveness process:



### Elements of an IE report

Institutional Effectiveness Reports consist of 4 primary templates each with key fields. Each template and field is discussed in detail in the sections that follow.

- Definition of Unit Template:
  - Mission
  - Curriculum Map (for Educational Units only)
- Outcomes Template
  - Define Outcome
  - Assessment Methods
  - Criteria for Success
- Results/Analysis
  - Results and Analysis
  - Use of Results to Improve Outcomes
- Summative Evaluation
  - Summative Evaluation
  - Assessment Plan Changes

### Sign Off

Each template ends with a field named Sign Off. Once a template is completed with all relevant information, the user completing the template should place their initials or name in that field. By

doing so, the template is marked as complete on the IE dashboard. This communicates to IARE staff that the template is ready for review and allows IARE staff to track where units are in the IE process.

### **Next Steps**

Once the final reports are submitted, the IARE Office will assign each report to a member of the IEAC for review. The IEAC is a peer-review committee made up of academic chairs and administrative directors who complete IE reports for their own units. Members are assigned plans from departments or units that are similar to their own department or unit. IEAC members will review their assigned reports based on an established rubric ([Appendix 1](#)) and return their findings to the IARE Office.

The IARE Office reviews the results, compiles the rubric scores for assessment purposes, and sends feedback and needed corrections to the appropriate department or unit. Rubric scores provided by the IEAC are used for assessment, and upcoming trainings are based on the findings.

## Definition of Unit Template

*The Definition of Unit template provides reviewers with an overview of the unit or department. This template includes the Mission Statement and Academic Curriculum Map. The Mission Statement is a broad statement of what the unit is, what it does, and who is does it for. It should also clearly describe the unit's core purpose and align with the College/Area and University's mission. The Curriculum Map shows alignment between courses and instructional experiences and the program's desired goals and student learning outcomes.*

### Mission

The department mission is a brief but concise statement of why a unit exists and what its purpose is.

The department mission may include the department's vision. A department's vision is a description of what the unit strives to be; it reflects the "perfect" or "ideal."

- Questions to ask
- What is the purpose of the department/program?
- What are its primary responsibilities?
- Who does it serve?

The template in Campus Labs for uploading your department mission is titled "Definition of a Unit."

- English BA: Mission: The English BA curriculum is designed to improve students' skills in writing, critical reading, and thinking, to enrich their cultural experience; and to prepare them for all professions requiring a high level of expression, imagination, and intellectual activity, including creative writing, editing, teaching, law, politics, and management.
- Counseling and Psychology MA: The Department of Counseling and Psychology's counseling graduate programs' mission is to provide rigorous academic programs with a specific emphasis on Clinical Mental Health Counseling and School Counseling. The Clinical Mental Health Counseling Concentration prepares graduates to provide mental health services to individuals and groups in public and private settings. The School Counseling Concentration prepares graduates to address all students' academic, career, and social and emotional development needs by designing, implementing, evaluating, and enhancing a comprehensive school counseling program that promotes and enhances student success. The faculty is dedicated to developing competent and compassionate mental health professionals who can effectively address the diverse needs of individuals and communities through rigorous instruction, personal growth, and professional readiness. The department also serves the broader university community, region, state, and nation through research and public service.
- Environmental Sciences PhD: Environmental Sciences Ph.D. Program Mission: The Environmental Sciences (EVS) doctoral program's mission is to advance the knowledge and

promote the leadership necessary to understanding natural environments by incorporating perspectives from social sciences, humanities, and environmental sciences in the program's teaching and research in the fields of natural resources and the environment.

Concentrations: There are five concentrations available within the EVS Ph.D. program: Agriculture; (2) Biology; (3) Chemistry; (4) Geosciences; and (5) Integrated Research

- Launchpad Student Success Center: The Launchpad Student Success Center is student-focused and welcomes all first-year, undecided transfer, and those interested in health sciences, engineering, and nursing. We foster positive professional relationships between students, advisors, faculty, and staff; encourage academic exploration; and empower students to take ownership of their educational experiences. We work collaboratively with all members of the campus community to ensure each student has a smooth transition and the direction needed to meet his/her goals.
- Strategic Initiatives/Dean of Students: The Dean of Students office is dedicated to fostering a healthy and safe campus community conducive to student learning and development by providing advocacy, support, and care, empowering Tech students to build resilience, self-awareness, and achieve success.

The Strategic Initiatives area of our office partners with all Student Affairs division departments to enhance their access and implementation of intentional and effective best practices in planning, assessment, and communication.

- Business and Fiscal Affairs (Business Office): The mission of Business & Fiscal Affairs (the Business Office) is to facilitate an environment that enables students to learn, faculty to teach, administrators to lead, and staff to support by properly recording, protecting, and reporting financial resources while providing high quality customer service to the campus community and embracing new technological efficiencies.

### Academic Curriculum Map

Within the Definition of a Unit template, academic departments will also be able to upload their curriculum maps. Curriculum mapping is a method to align instruction with desired goals and program student learning outcomes. **Special Note:** A curriculum map is not the program's degree map.

The map serves to do the following:

- Documents what is taught and when
- Reveals gaps in the curriculum
- Helps design an assessment plan

The benefits the curriculum map are as follows:

- Improves communication about curriculum among faculty

- Improves program coherence
- Increases the likelihood that students achieve program-level outcomes
- Encourages assessment and reflective practice

What should a curriculum map look like?

- It's a table with one column for each learning outcome and one row for each course or required event/experience (or vice versa: each row contains a course and each column lists a learning outcome). The following is an excerpt from hypothetical biology program curriculum map. Identify where each SLO-Student Learning Outcome takes place with the following categories: "I"=Introduced; "R"=reinforced and opportunity to practice; "M"=mastery at the senior or exit level; "A"=assessment evidence collected.

## Outcome Template

*The Outcome template houses the unit's outcomes, both programmatic and student learning, as well as the assessment methods chosen for each outcome and the criteria for success. Outcomes are simple, specific, and measurable statements that specify how progress towards a goal will be evaluated. Assessment Methods is a brief description of the tool or tools used to evaluate the outcome and how the results are collected. The Criteria for Success includes a performance threshold or benchmark for each assessment method.*

### Define Outcome

Outcomes are a **specific, measurable** statements that let a unit know when it has accomplished its goals

Goals are broad statements about what a unit wants to accomplish.

### *The 3 Ms*

Outcomes can be checked against the following criteria:

1. **Meaningful**– Does the outcome support the departmental mission or goal? If so, it is meaningful.
2. **Manageable**– Is the outcome realistic, and what is needed to foster the achievement of the outcome? If it is realistic and not difficult for the unit to foster, it is manageable.
3. **Measurable**– How will you know when the outcome has been achieved, and what is the assessment method? If the assessment method and achievement threshold are clear, the outcome is measurable.

### *Selecting & defining*

When selecting and defining current outcomes, programs can build on their outcomes from the previous institutional effectiveness report. Additionally, outcomes should be aligned with aspects of the Tennessee Tech University Strategic Plan ([Appendix 2](#)).

Outcomes should follow a specific structure, known as the ABCD structure ([Appendix 3](#)).

- **Audience (Who)** – This piece of the outcome should explicitly state who the outcome pertains to.
- **Behavior (What)** – This piece of the outcome explicitly states what the unit expects the audience to know/be able to do. (This needs to include a Bloom's Taxonomy action verb).
  - Bloom's Taxonomy action verbs can be found in [Appendix 4](#)
- **Condition (How)** – This piece of the outcome explicitly states under what conditions or circumstances the outcome is expected to occur.
- **Degree (How Much)** – This piece of the outcome explicitly states how much will be accomplished, how well the behavior needs to be performed, or to what level.

### *Program Outcomes (All Units)*

Program outcomes examine what a program or process is to do, achieve, or accomplish for its own improvement and/or in support of institutional or divisional goals; generally, numbers, needs, or satisfaction driven.

#### **Exemplary Program Outcomes**

- The Department of Business & Fiscal Affairs will increase attendance for training by 10% over the next 2 years by offering trainings more often and/or at more convenient times.
- The Office of Research and Economic Development will demonstrate an increase in the development and encouragement of extramural funding by tracking an attainment of at least \$130,000 in faculty research grants and travel funds during the 2022/23 year.
- The Engineering PhD program will illustrate increased student enrollment by attaining a 3-year rolling student enrollment average of at least 90 candidates.

### *Student Learning Outcomes (Academic Units)*

Student Learning Outcomes examine cognitive skills that students develop through department interactions; measurable, transferable skill development. They are statements indicating what a participant (usually students) will know, think, or be able to do as a result of an event, activity, program, etc.

#### **Exemplary Student Learning Outcomes**

- Agriculture major students will demonstrate agricultural industry knowledge by performing at or above the national average on the ACAT major field assessment.
- Secondary Education program candidates will employ content and pedagogical knowledge by meeting or exceeding passing scores on the respective Praxis state licensure exam(s) as set by the State Board of Education.
- Accounting major students will apply problem-solving skills by scoring within the 75<sup>th</sup> percentile on the California Critical Thinking Skills Test (CCTST).

### **Assessment Methods**

Assessments are the tools and methods used to gather data and determine whether or not the expected outcome was achieved. Assessments should be associated with clearly stated criteria for success.

#### *Direct Assessments & Indirect Assessments*

**Direct Assessments** are assessments which demonstrate actual, clearly displayed performance-based results for data review and comparison.

- Percentage of bandwidth used during peak periods
- Percentage of employees utilizing health benefits

**Indirect Assessments** are assessments which evaluate subjective perceptions or reflections of performance to enhance and support performance-based direct assessments.

- Student satisfaction with wireless internet
- Employee satisfaction with health benefits

A more expansive list of both indirect and direct assessments can be found in [Appendix 4](#).

Training examples that demonstrate outcomes that are directly aligned with assessments and clearly include criteria for success can be found in [Appendix 5](#).

Assessment results should be:

- Specific and usable
- Easy to collect or access
- Built on current data collection processes
- Easily interpreted/ unambiguous
- Use multiple assessment tools when able

### **Criteria for Success (Thresholds for Assessment Methods)**

Criteria for Success are performance targets, benchmarks, or thresholds used to determine the successful completion of an outcome.

Questions to ask when determining the assessment tools for an outcome:

- What information is needed to determine if the unit met its outcomes?
- How will that information be collected and how often?
- How will the unit know if a goal has been met?

Each assessment method/tool should include the following information:

- Name and description of assessment tool
- If a student work product is being evaluated, a description of that work product and how it will be evaluated should be included (e.g., senior research project evaluated by a faculty developed rubric)
- Which program goal(s) or student learning outcome(s) are being assessed with this assessment tool
- When and how often assessment data will be collected
- The threshold/target/benchmark used to determine if students have successfully acquired the required competencies

## Results/Analysis Template

*The Results/Analysis template includes the Results and Analysis as well as the Use of Results to Improve Outcomes. The Results and Analysis section is a summary of the results of each assessment tool and a direct reference to the data collected including an interpretation of all assessment results. Use of Results to Improve Outcomes describes actions taken, based on results, during the planning year designed to impact performance.*

### Results and Analysis

The results and analysis of an institutional effectiveness report should provide a summary of the data collected. Assessment results for each outcome should be discussed.

When reporting results and analysis, consider the following questions:

- What were the findings?
- How do the results compare to the last time this outcome was assessed?
- How do the results compare to the Criteria for Success?
- Were the results what was expected?
- Are there areas where improvement is needed? If threshold/target/benchmark was met, are there still some areas where action aimed at improvement would be beneficial?

Results and analysis summaries should include the following:

- Program Goal or Student Learning Outcome that was assessed
- Summary of results, preferably in a table
- Three to five years of trend data, if available.
- Brief narrative describing the results

Exemplary Results/Analysis Report

### Use of Results to Improve Outcomes

Modifications refer to each department's use of results. This section looks at the actual results, and determines what actions will be taken to improve programs and/or delivery of services?

When determining modifications for continuous improvement, consider the following:

- Where is the unit succeeding in accomplishing its goals?
- Are there some areas where improvements are needed? If so, what steps will be taken to improve outcomes?
- If improvements were made based a prior year's results, what was the impact of those changes?
- What plans are there to continue to move the unit forward?

## Summative Evaluation Template

*The Summative Evaluation template contains both the Summative Evaluation and Assessment Plan Changes sections. The Summative Evaluation covers any area of concern based on the results and analysis that will be addressed in the next assessment cycle. This section should include all action plans listed in the outcome templates. The Assessment Plan Changes section, if applicable, lists any changes to outcomes or assessment methods that will be made in the next assessment cycle.*

### Summative Evaluation

List any specific areas of concern based on outcome results/analysis to be addressed by the end of the next assessment cycle.

- Business Administration MBA: The percentage of students meeting the 75% benchmark is consistently lower across learning objectives than in previous years. COMP-XM test data is available at the individual student level. The data will be analyzed to look for patterns in scoring that correlate with student course load, student background, and student performance on the New Student Business Review (orientation module completed upon program entry).

Due to persistently low scores in the area of business communication, the communication components of COMP-XM will be thoroughly reviewed to identify specific areas of concern or weakness. A sample of student papers will also be carefully assessed and scored for communication elements such as tone, organization, flow, and effectiveness.

In the area of critical thinking, a systematic review of the MBA core will be conducted to ensure that critical-thinking assignments include decision-making opportunities.

- Chemistry BS: The students worked on worksheets in groups in the classroom setting as an active-learning exercise. Instructors walked around the room giving assistance to the students as needed. This did not result in appreciable changes in student success. In the spring we piloted general chemistry teaching assistants holding office hours in our Study Hall during the Spring Semester (12:00-5:00 Mon - Thur). We think this may help improve student success on general chemistry exams.
- Center for Advancing Faculty Excellence (CAFÉ): The CAFE is a new enterprise in Academic Affairs with limited historical data. We are beginning to see trends in data to demonstrate growth and engagement by faculty with the Center's activities. The emphasis for the Center shifted to tenure & promotion training needs in context of Watermark implementation for this past year. This has resulted in some areas of continuous improvement lacking some clarity on selected assessment measures with a corresponding focus on consistent tracking and analysis of those measures. Specifically, for the area of Career Support, the diversity of faculty roles relative to needs is very broad but data entry of faculty activities cross-sects all the roles, except for adjunct. How we define Faculty Engagement outside of attendance

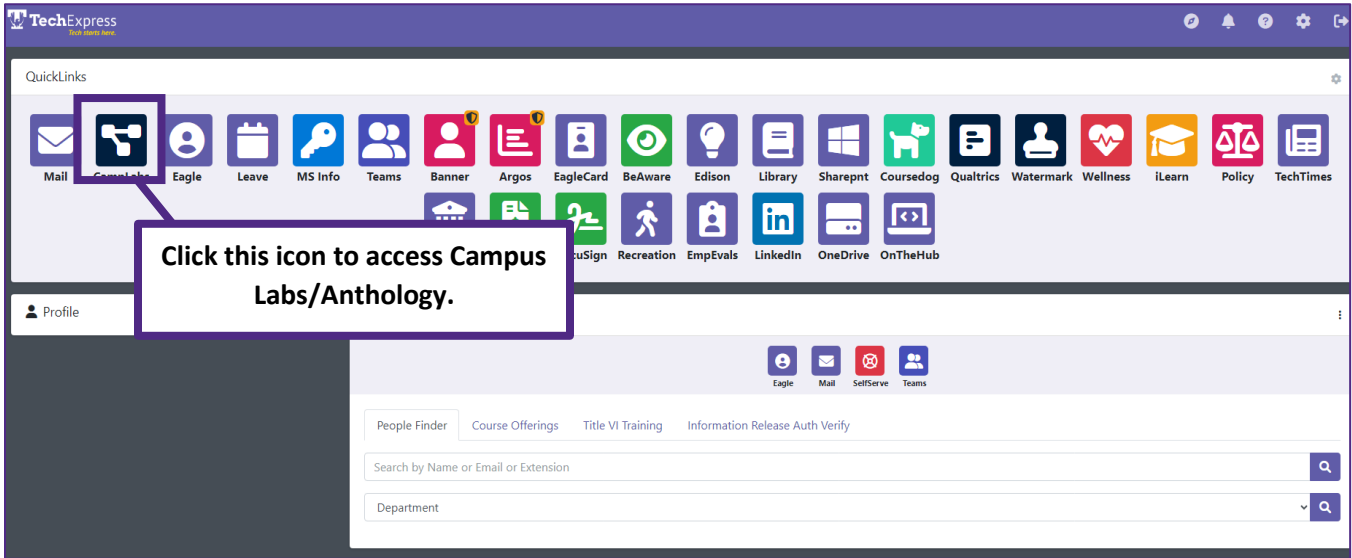
is a consideration that needs to be given. Fundamentally, we are seeing some areas, i.e., New Faculty Orientation and Faculty Recognition, that have stabilized and helping to shape the identity and direction of the Center and the level of support being provided for faculty at those career stages. But looking at ongoing Career Support and Faculty Engagement and determining better focused assessment measures is needed. We will work with IE/IARE to integrate suggested changes and revisions.

### **Assessment Plan Changes**

(If applicable) List any changes being made to outcomes or assessments for the next assessment cycle. These changes could include the replacement/revision of an assessment measure, the introduction of a new measure, or changes to criteria for success.

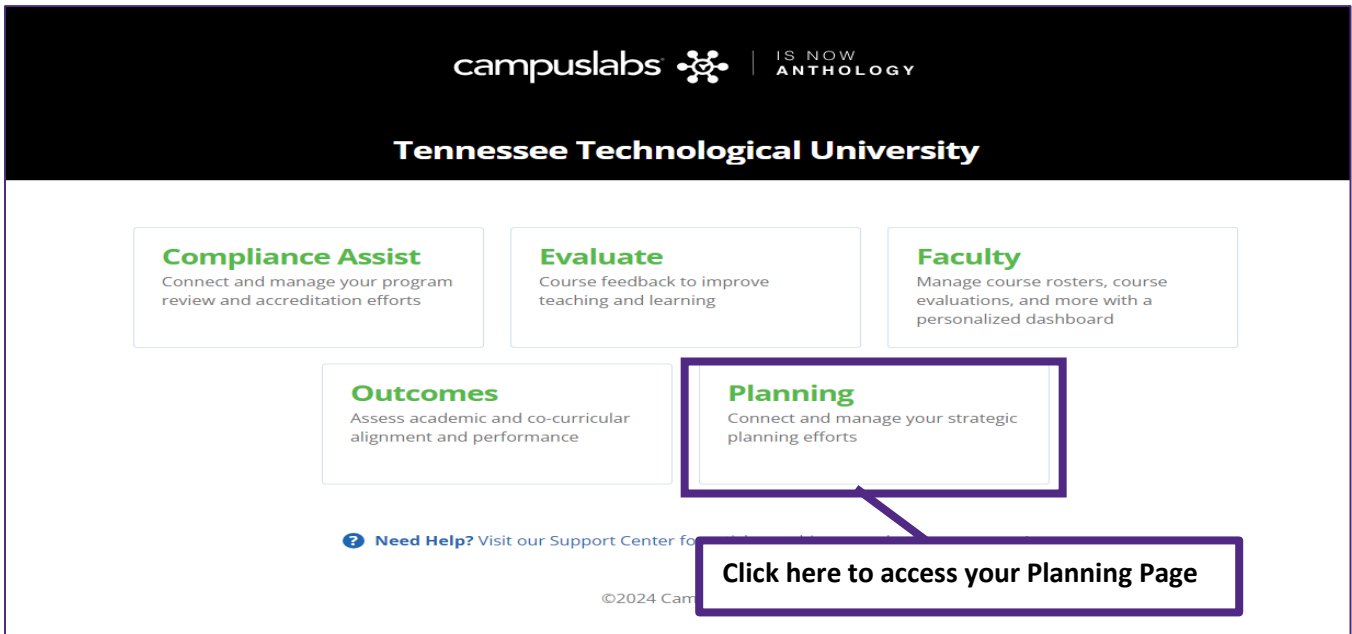
## Campus Labs Steps

### Accessing Campus Labs/Anthology



Once you are logged onto your TechExpress page, you should see several icons under “QuickLinks”. The order of the icons will likely be different for each person, but the Campus Labs icon will look like the one indicated above. Clicking this icon should automatically direct you to the Campus Labs landing page (see below).

### Accessing the Planning Page



From the Campus Labs landing page, simply select the “Planning” box to be directed to your Planning Page Dashboard.

## Campus Labs Steps continued

### Accessing Plans

**Click here to get to the Plans page**

Planning

FY 2024

# Dashboard

## My Plan Items

FILTER

Sort Default

My Items (717) Responsible Items (0) Contributor (0)

You are not indicated as responsible for any items in FY 2024.

Show 10 Viewing 0-0 of 0

When you open Campus Labs and select “Planning”, your screen should look similar to the screenshot above. To get to your plans, click on the icon noted above.

### Accessing Plan Items

**Click here to see past plans**

Planning

FY 2024

Institutional Effectiveness

My Units Institution

search...

IARE

**No plan items will appear until you click on your unit**

**Click here to see past plans**

FY 2024 / INSTITUTIONAL EFFECTIVENESS

# Tennessee Tech University

Plan Items

FILTER

There are no plan items associated with the current Time Period, Plan, and Organizational Unit.

Show 10 Viewing 0-0 of 0

Once you are on the Plans page, you likely will not see any items until you click on your unit’s name under “My Units”. You can also look at past years’ plans by selecting from the drop-down menu in the top left-hand corner (indicated above).

## Campus Labs Steps continued

### Adding A Plan Item

The screenshot shows the 'Planning' interface for the 'IARE' unit. The left sidebar contains navigation options like 'My Units' and 'Institution'. The main content area shows the 'IARE' unit details and a list of plan items. A callout box highlights the '+ Plan Item' button in the top right corner, and another callout box highlights the dropdown menu that appears when the button is clicked, showing options like 'Definition of Unit', 'Outcome', 'Results/Analysis', and 'Summative Evaluation'.

Once you have selected your unit, you should see plan items that have rolled over from previous years or have been added to the current year's plan. From here you can add new plan items by clicking on "+Plan Item" and selecting the template you wish to add. For this example, we'll add a Results/Analysis template. If this box does not appear, make sure you have selected your unit on the left-hand side of the screen (see previous screenshot).

### Naming Plan Items

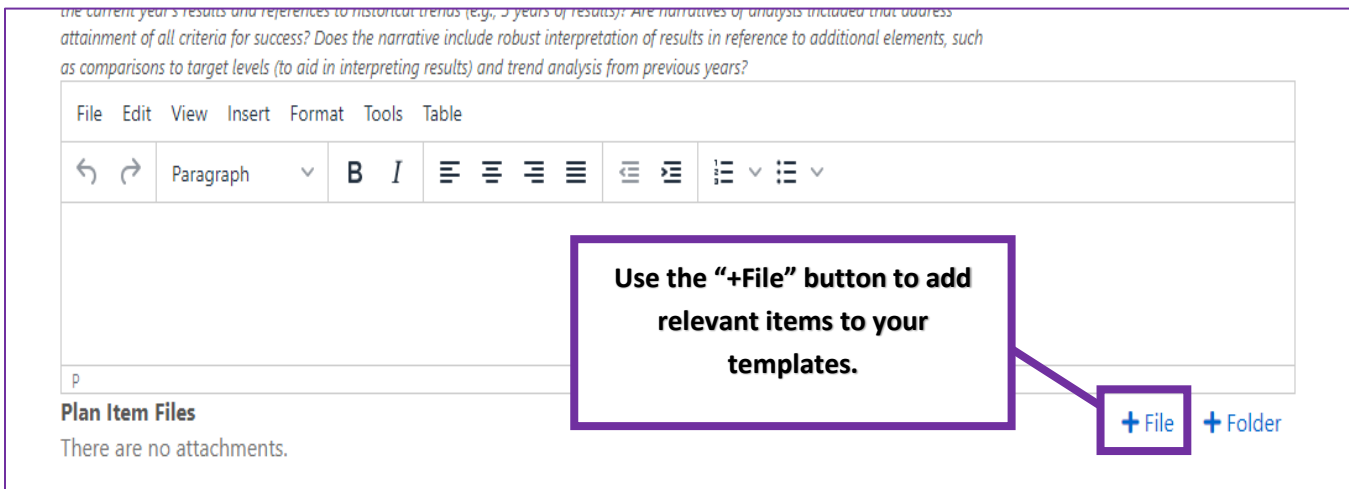
The screenshot shows the 'Edit Plan Item' form in the Planning system. The form displays the 'Name' field with the text 'Results/Analysis PO1: Course Evaluation Response Rates'. A callout box highlights the 'Name' field, and another callout box contains the text: "When naming your results items, use the name of the Outcome so they can be easily identified."

For easy identification and linking, it is best practice to give each related template the same name. In this example, we've added a results template for "PO1: Course Evaluation Response Rates", so we gave it the name "Results/Analysis PO1: Course Evaluation Response Rates".

## Campus Labs Steps continued

### Adding Attachments

*the current year's results and references to historical trends (e.g., 3 years of results): Are narratives of analysis included that address attainment of all criteria for success? Does the narrative include robust interpretation of results in reference to additional elements, such as comparisons to target levels (to aid in interpreting results) and trend analysis from previous years?*



The screenshot shows a document editor interface. At the top, there is a menu bar with options: File, Edit, View, Insert, Format, Tools, Table. Below the menu is a toolbar with icons for undo, redo, paragraph style, bold (B), italic (I), bulleted list, numbered list, decrease indent, increase indent, and list style. The main text area contains a large text box. Below the text area, there is a section titled "Plan Item Files" with the text "There are no attachments." and two buttons: "+ File" and "+ Folder". A callout box with a purple border points to the "+ File" button, containing the text: "Use the '+File' button to add relevant items to your templates."

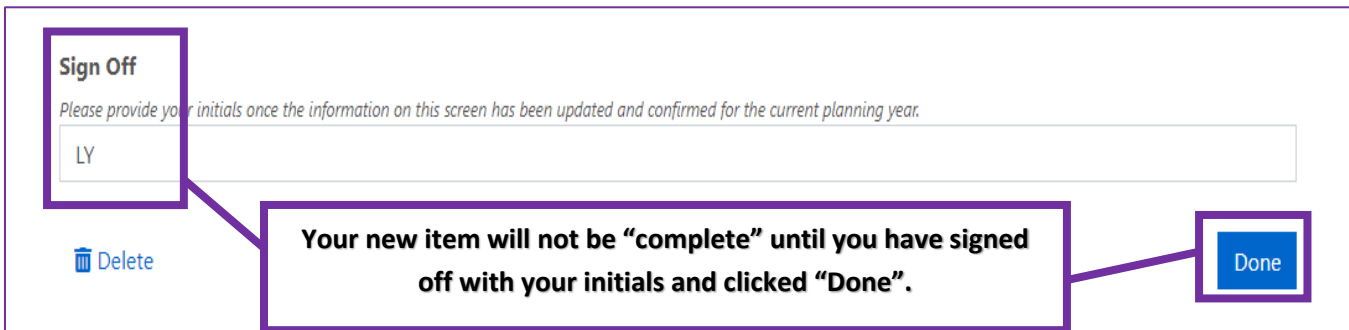
If you have relevant items that you would like to attach to your template, select the "+File" button located under the appropriate text box. From there you will be able to select your desired file and attach it.

### Signing Off

**Sign Off**

*Please provide your initials once the information on this screen has been updated and confirmed for the current planning year.*

LY



The screenshot shows a sign-off form. At the top left, there is a section titled "Sign Off" with a callout box pointing to it. Below the title is a text box containing the initials "LY". To the left of the text box is a "Delete" button with a trash icon. To the right of the text box is a "Done" button. A large callout box with a purple border points to the "Done" button, containing the text: "Your new item will not be 'complete' until you have signed off with your initials and clicked 'Done'."

Once you have entered all of the information you need into the template, your item will not be "completed" until you sign off at the bottom of the template page by entering your initials and clicking "Done".

## Campus Labs Steps continued

### Plan Item Added/Future Changes

The screenshot displays the 'Planning' interface. On the left, a navigation sidebar shows 'My Units' and 'Institution' tabs. Under 'Institution', a search bar and a list of units are visible, with 'IARE' selected. The main content area shows a list of plan items under the heading 'Institutional Assessment, Research, and Effectiveness'. The items are:

- Institutional Assessment, Research, and Effectiveness**  
IARE  
Definition of Unit  
Next Field Due: 02/02/2024  
10/16/23 - 8/30/24
- PO 1: Course Evaluation Response Rates**  
IARE  
Outcome: Supported By (1)  
Next Field Due: 02/02/2024  
10/16/23 - 8/30/24
- PO 2: Timely dissemination of information in support of institutional goals/planning**  
IARE  
Outcome  
Next Field Due: 02/02/2024  
10/16/23 - 8/30/24
- Results/Analysis PO1: Course Evaluation Response Rates** (highlighted)  
IARE  
Results/Analysis  
Next Field Due: 07/26/2024  
10/16/23 - 8/30/24

Once you click “Done”, you should return to your Plan page. Your new plan item should appear, and you can return to this page and click on the item if you need to make any future changes.

## Appendices

IEAC Rubric.....	24
Tech Tomorrow Strategic Plan.....	26
The ABCD's of Writing Outcomes.....	28
Bloom's Taxonomy Verbs.....	29
Types of Assessment Methods .....	30
Training Examples.....	31

## IEAC Rubric

### Institutional Effectiveness Report Review Rubric

	<b>Developing</b>	<b>Acceptable</b>	<b>Exemplary</b>
<b>Definition of Dept. or Unit</b>	<ol style="list-style-type: none"> <li>1. Statement is too general to distinguish the unit or too specific to encompass the entire mission.</li> <li>2. Scope and reach may be limited or missing.</li> <li>3. Does not identify stakeholders.</li> <li>4. Does not align with university mission.</li> <li>5. No Curriculum Mapping provided.</li> </ol>	<ol style="list-style-type: none"> <li>1. Identifies the program’s purpose and functions.</li> <li>2. Scope and reach may be limited.</li> <li>3. Partially identifies stakeholders.</li> <li>4. Partially aligned with university mission statements.</li> <li>5. Provides Curriculum Mapping or is in development.</li> </ol>	<ol style="list-style-type: none"> <li>1. Clear and concise statement that articulates the specific functions of the program and differentiates itself from other units.</li> <li>2. Addresses the larger impact of the program.</li> <li>3. Identifies stakeholders.</li> <li>4. Clearly aligned with university mission.</li> <li>5. Provides Curriculum Mapping.</li> </ol>
<b>Program Goals/ Student Learning Outcomes</b>	<ol style="list-style-type: none"> <li>1. Too few outcomes to adequately encompass the mission or too many outcomes to be manageable.</li> <li>2. Describes a process not an outcome (i.e. language focuses on what knowledge the program covers and not what the student learns).</li> <li>3. Incomplete: not addressing the breadth of knowledge, skills, or services associated with the program.</li> <li>4. Unclear how an evaluator could determine whether the outcome/objective has been met.</li> <li>5. Outcomes/objectives identified don’t seem important/aligned with the program mission.</li> </ol>	<ol style="list-style-type: none"> <li>1. Reasonable number of outcomes identified with enough outcomes to adequately encompass the mission while still being manageable to evaluate and assess.</li> <li>2. Observable and/or measurable, but language may be vague.</li> <li>3. Encompasses the mission of the program and/or the central principles of the discipline.</li> <li>4. Describes level of mastery expected.</li> <li>5. Aligned with college and university mission/ goals.</li> </ol>	<ol style="list-style-type: none"> <li>1. Reasonable number of outcomes identified with enough outcomes to adequately encompass the mission while still being manageable to evaluate and assess.</li> <li>2. Observable and/or measurable.</li> <li>3. Encompasses a discipline-specific body for academic units (may also include general competencies); focuses on the cumulative effect of the program.</li> <li>4. Describes the level of mastery expected, appropriate to degree type (BS/BA, MS, PhD) if applicable.</li> <li>5. Aligns with college and university mission/ goals and with professional organizations, where applicable.</li> </ol>
<b>Assessment Tools/ Measures</b>	<ol style="list-style-type: none"> <li>1. Not all outcomes/objectives have measures.</li> <li>2. Few or no direct measures used.</li> <li>3. Instruments are vaguely described, may not be developed yet, or course grades used as assessment method.</li> <li>4. No performance criteria/level discussed.</li> <li>5. Does not describe how results will be used for program improvement.</li> <li>6. Little to no supporting documentation and/ or documentation is not relevant.</li> </ol>	<ol style="list-style-type: none"> <li>1. At least 1 measure or measurement identified for each outcome/ objective.</li> <li>2. Direct &amp; indirect measures are utilized.</li> <li>3. Feasible: existing practices used where possible.</li> <li>4. Performance criteria/level may need more detail.</li> <li>5. Describes how results will be used for program improvement.</li> <li>6. Provides some supporting documentation, such as rubrics, surveys, etc.</li> </ol>	<ol style="list-style-type: none"> <li>1. Multiple measures for some or all associated outcomes/ objectives.</li> <li>2. Direct &amp; indirect measures used; emphasis on direct.</li> <li>3. Feasible: existing practices used where possible; some measures apply to multiple outcomes/objectives.</li> <li>4. Performance criteria/level described in detail.</li> <li>5. Purposeful: clear how results could be used for program improvement.</li> <li>6. Provides supporting documentation such as rubrics, surveys, etc.</li> </ol>

## Institutional Effectiveness Report Review Rubric

	<b>Developing</b>	<b>Acceptable</b>	<b>Exemplary</b>
<b>Assessment Rationale</b>	<ol style="list-style-type: none"> <li>1. Assessments lack alignment with outcomes/objectives. May focus on the assessment process rather than results.</li> <li>2. Language is vague or subjective (e.g. “Improve”, “Satisfactory”).</li> <li>3. Targets have not been identified for every measure or are not aligned with the measure.</li> <li>4. Does not describe how results will be used for program improvement.</li> </ol>	<ol style="list-style-type: none"> <li>1. Assessments aligned with outcomes/objectives.</li> <li>2. Specific &amp; measurable.</li> <li>3. Targets identified for each measure though some targets may seem arbitrary.</li> <li>4. Describes how results will be used for program improvement.</li> </ol>	<ol style="list-style-type: none"> <li>1. Assessments clearly aligned with outcomes/objectives.</li> <li>2. Specific &amp; measurable.</li> <li>3. Meaningful: based on benchmarks, results, existing standards.</li> <li>4. Purposeful: clear how results could be used for program improvement.</li> <li>5. Disseminated and discussed with program constituents.</li> </ol>
<b>Results/ Findings</b>	<ol style="list-style-type: none"> <li>1. Incomplete results or includes results not previously referenced.</li> <li>2. Questionable data collection/analysis; may “gloss over” data to arrive at conclusion.</li> <li>3. Not clearly aligned with achievement targets.</li> <li>4. Questionable conclusion about whether targets were met, partially met, or not met.</li> <li>5. No comparison to past trends or benchmarks.</li> <li>6. Little or no supporting documentation and/ or documentation not relevant.</li> </ol>	<ol style="list-style-type: none"> <li>1. Complete and organized results for some of the assessments.</li> <li>2. Followed appropriate data collection/analysis methods.</li> <li>3. Aligns with the language of the corresponding achievement target.</li> <li>4. Addresses whether targets were met.</li> <li>5. May contain too much detail or stray slightly from intended data set.</li> <li>6. Provides some supporting documentation.</li> </ol>	<ol style="list-style-type: none"> <li>1. Complete, concise, &amp; well-organized results for a majority of assessments.</li> <li>2. Followed appropriate data collection/ analysis methods.</li> <li>3. Aligns with the language of the corresponding achievement target.</li> <li>4. Provides solid evidence that targets were met, partially met, or not met.</li> <li>5. Compares new findings to past trends, as appropriate.</li> <li>6. Provides supporting documentation.</li> </ol>
<b>Analysis of Results &amp; Mods for Improvement</b>	<ol style="list-style-type: none"> <li>1. No action plans or too many action plans to manage.</li> <li>2. Action plan not clearly related to assessment results.</li> <li>3. Seems to offer excuses for results rather than thoughtful interpretation or “next steps” for seeking program improvement.</li> <li>4. Actions are too general, lacking details.</li> <li>5. Does not identify responsible person/ group.</li> <li>6. Makes no connection with Strategic Plan Priority Actions.</li> </ol>	<ol style="list-style-type: none"> <li>1. Number of action plans are manageable.</li> <li>2. Action plan reflects with sufficient depth what was learned during the assessment cycle and follows from assessment results.</li> <li>3. Identifies at least one action plan for seeking program improvement.</li> <li>4. Identifies actions for seeking improvement.</li> <li>5. May identify a responsible person/group.</li> <li>6. Makes some connection with Strategic Plan Priority Actions.</li> </ol>	<ol style="list-style-type: none"> <li>1. Number of action plans are manageable.</li> <li>2. Action plans clearly state use of assessment results &amp; directly identify which finding(s) was used to develop plan.</li> <li>3. Identifies an area of need to be monitored, remediated, or enhanced.</li> <li>4. Contains specific actions for seeking improvement.</li> <li>5. Identifies a responsible person/group.</li> <li>6. Makes clear connection with Strategic Plan Priority Actions.</li> </ol>
<b>Process of Institutional Effectiveness</b>	<ol style="list-style-type: none"> <li>1. Measurable student learning outcomes are identified.</li> <li>2. Additions or quality improvements needed for outcomes, assessments, and/or modifications for improvement.</li> </ol>	<ol style="list-style-type: none"> <li>1. Appropriate IE components, but report language may be vague or need revision.</li> <li>2. Adjustments to student learning outcomes, assessment tools, and/or modifications for improvement are recommended.</li> </ol>	<ol style="list-style-type: none"> <li>1. Measurable student learning outcomes, comprehensive assessment tools, and processes for analysis and discussion of data are identified.</li> <li>2. Assessment results are used to continually monitor progress and make changes.</li> </ol>

## Tech Tomorrow Strategic Plan

### Education for Life

*Tennessee Tech provides education that unleashes the potential and passion within our students and prepares them for successful careers and culturally enriched lives. Tech also provides educational opportunities, programs, credentials, and degrees to fuel the lifelong learning necessary for enduring achievement.*

- Incorporate multiple experiential learning opportunities in all undergraduate programs
- Create a Tech-unique general curriculum to provide the foundation for technologically adept, analytically capable, career-ready graduates.
- Increase student diversity.
- Develop and expand experiences that emphasize diversity and build global awareness, such as international travel, study abroad, and other high impact practices.
- Develop innovative, stackable credentials, and associated pathways responsive to stakeholder needs and entrepreneurial opportunities.

### Innovation in All We Do

*Tennessee Tech innovates in all we do, embracing and deploying our technological foundation in our education, research, service, and stewardship.*

- Every college will develop and implement technologically infused programs.
- Increase research, scholarly activities, and intellectual and creative contributions aligned with university, college, and departmental strategic priorities.
- Implement specific strategies, structures, and resources to serve adult learners and offer online/hybrid delivery systems to increase accessibility, expand our reach, and enhance our impact and reputation.
- Recruit, hire, retain, and reward a diverse faculty/staff with a demonstrated commitment to collaboration, external engagement, and lifelong learning.

### Exceptional Stewardship

*Tennessee Tech is committed to optimizing resources and continuously improving effectiveness, efficiency, and return on investment for students.*

- Improve efficiency and effectiveness of operational/administrative processes and procedures.
- Increase the size and effectiveness of scholarship endowments.
- Continue to develop, implement, and evaluate a dynamic long-term budget model that informs effective financial management and consistent strategic investment.

## **Engagement for Impact**

*Tennessee Tech fosters partnerships with government, business, and non-profit organizations to advance economic and workforce development, create and disseminate knowledge, serve the public good, and generate cultural impact.*

- Develop new strategically driven sustainable partnerships.
- Modernize, adapt, and create academic programs, continuing education certificates, and training activities responsive to impactful engagement.
- Create and support a network of scholars to evaluate community engagement topics and opportunities.
- Increase alumni and friend engagement and impact.
- Support economic development to transform and sustain a thriving hub for innovation, creativity, and employment opportunities.

## The ABCD's of Writing Outcomes

Outcomes are specific, measurable statements that convey the intended priorities of a department. Outcomes should meet these criteria:

- **Meaningful:** How does the outcome support the departmental mission or priorities?
- **Manageable:** What is needed to foster the achievement of the outcome? Is the outcome realistic?
- **Measurable:** How will you know if the outcome is achieved? What is the assessment method?

### Types of Outcomes

1. Program outcomes examine what a department intends to achieve or accomplish for its own improvement and/or in support of institutional or divisional priorities. They are statements indicating how a department will impact the needs or satisfaction of students, faculty, staff, and/or other institutional stakeholders.
2. Student learning outcomes examine knowledge or skills that students develop through department interaction. They are statements indicating what a participant (usually students) will know, think or do, as a result of a course, activity, program, etc.

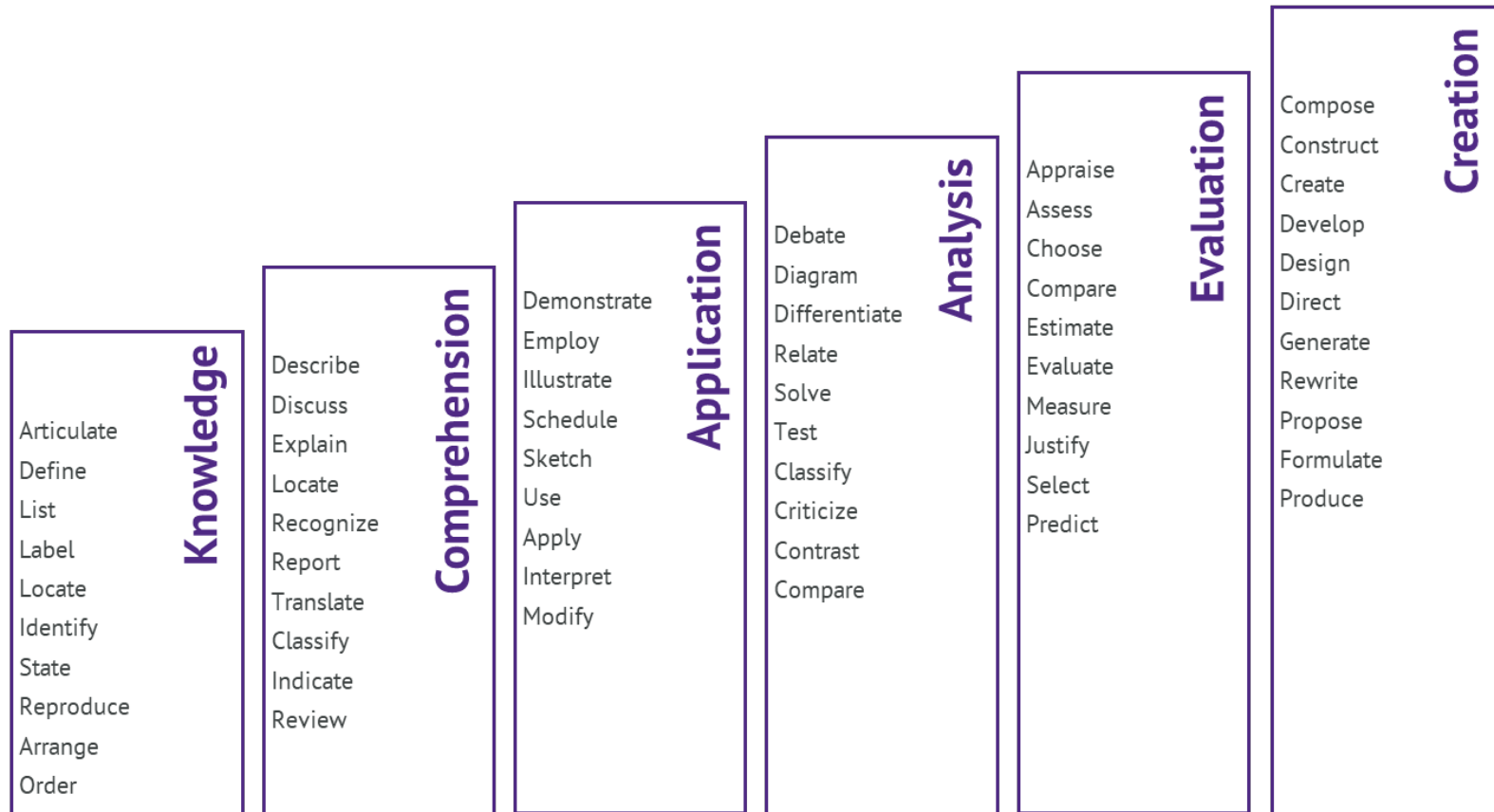
### ABCD Structure of an Outcome:

- **Audience:** Who does the outcome pertain to?
- **Behavior/What:** What action do you expect the audience to do or know? (Bloom's Taxonomy, on the back of this sheet, is a great resource for this piece)
- **Condition/How:** Under what conditions or circumstances will the behavior occur?
- **Degree/How much:** How much will be accomplished, how well will the behavior need to be performed, or to what level?

### Examples:

1. Program Outcome:  
The Department of Business & Fiscal Affairs will decrease financial statement audit findings to zero over the next year by preparing the annual statements in accordance with the appropriate standards and presenting said statements fairly.
2. Student Learning Outcome:  
Graduating seniors in the Business Management B.S.B.A. program will demonstrate awareness of ethical implications of business decisions by completing a standardized ethics scenario with 90% of students achieving a satisfactory (or higher) score.

## Bloom's Taxonomy Verbs



Using verbs from Bloom's Taxonomy in your outcomes clearly defines the type of learning and/or improvement your department would like to measure. Bloom's Taxonomy verbs make it easier to align outcomes, assessments, and criteria for success. Well-crafted outcomes are the foundation to continuous improvement that is meaningful, manageable, and measurable.

## Types of Assessment Methods

**Direct Assessments** – Assessments which demonstrate actual, clearly displayed performance-based results for data review and comparison.

Non-Academic Unit Examples	Academic Unit Examples
<ul style="list-style-type: none"> <li>Enrollment and Graduation rates</li> </ul>	<ul style="list-style-type: none"> <li>Standardized tests or major field assessments (CCTST, Praxis, ACAT, Etc.)</li> </ul>
<ul style="list-style-type: none"> <li>Amount of extramural funding (grants received, travel funded, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>Research or Problem-based project</li> </ul>
<ul style="list-style-type: none"> <li>Number of publications (press releases, research articles, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>Scores from faculty-developed tests or quizzes</li> </ul>
<ul style="list-style-type: none"> <li>Activity Logs (number of events held, number of applications processed, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>Portfolios or other collections of student work over time</li> </ul>
<ul style="list-style-type: none"> <li>Efficiency/Productivity (training attendees, number of students served, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>Observations (presentations, group work, performances, etc.)</li> </ul>
<ul style="list-style-type: none"> <li>Error Rates (incidence of incorrect status reporting, compliance reports)</li> </ul>	<ul style="list-style-type: none"> <li>Thesis, Capstone, or Dissertation projects</li> </ul>
<ul style="list-style-type: none"> <li>Time (response time, duration of service, wait time for appointments, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>Pre-test/post-test evaluations</li> </ul>
<ul style="list-style-type: none"> <li>Cost or financial reports (budgets reports, scholarship dollars, receipts, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>Internship/practicum evaluations</li> </ul>

**Indirect Assessments** – Assessments which evaluate subjective perceptions or reflections of performance to enhance and support performance-based direct assessments.

Non-Academic Unit Examples	Academic Unit Examples
<ul style="list-style-type: none"> <li>Survey results (Alumni, satisfaction, NSSE etc.)</li> </ul>	<ul style="list-style-type: none"> <li>Survey results (satisfaction, experience, NSSE, feedback, etc.)</li> </ul>
<ul style="list-style-type: none"> <li>Exit surveys/interviews (timeliness, quality of service, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>Exit surveys/interviews (program quality, reflections, etc.)</li> </ul>
<ul style="list-style-type: none"> <li>Focus Groups</li> </ul>	<ul style="list-style-type: none"> <li>Course evaluations (IDEA or other departmental evaluations)</li> </ul>
<ul style="list-style-type: none"> <li>Transcript analysis</li> </ul>	<ul style="list-style-type: none"> <li>Syllabi &amp; curriculum Analysis</li> </ul>
<ul style="list-style-type: none"> <li>External/Internal reviews (THEC, accreditation, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>External/Internal reviews (THEC, accreditation, etc.)</li> </ul>

## Training Examples

### ORIGINAL - Office of New Student and Family Programs

Program Outcome		Assessment Methods	Criteria for Success
Provide incoming students and parents with first-year orientation programs that provide sufficient information on Academic Requirements, Financial Aid, and Dining Services.		Students and parents complete the SOAR Student and Parent Evaluations at the conclusion of their respective orientation programs. The survey asks an array of questions covering the program and collects both qualitative and quantitative data for analysis and programmatic improvements.	<p>Students:</p> <ul style="list-style-type: none"> <li>90% of students will complete the evaluation</li> <li>At least 80% of participants will respond favorably (agree or strongly agree) with selected questions.</li> </ul> <p>Parents:</p> <ul style="list-style-type: none"> <li>60% of parents will complete the evaluation</li> <li>At least 80% of participants will respond favorably (agree or strongly agree) with selected questions.</li> </ul>
Alignment with Strategic Goals			
1c	'Education for Life'		
	'Innovation in all We Do'		
3c	'Exceptional Stewardship'		
	'Engagement for Impact'		

**IMPROVED – Office of New Student and Family Programs**

Program Outcome		Assessment Methods	Criteria for Success
<p>The Office of New Student and Family Programs will illustrate an increase and enhancement in providing incoming students and parents with first-year orientation programs containing sufficient information on Academic Requirements, Financial Aid, and Dining Services by 80% of participants responding favorably to the SOAR Student and Parent Evaluation.</p>		<p>SOAR Student and Parent Evaluation: Students and parents complete the SOAR Student and Parent Evaluations at the conclusion of their respective orientation programs. The survey asks an array of questions covering the program and collects both qualitative and quantitative data for analysis and programmatic improvements.</p> <p>Selected questions for evaluation:</p> <ul style="list-style-type: none"> <li>• The Academic College/ Dept Meetings allowed me to understand my major requirements, identify academic resources to support my success, and finalize my course schedule.</li> <li>• After attending the “University Finances 101” meeting, I have a better understanding of financial aid and fee payment processes and deadlines.</li> <li>• The Dining presentation helped me identify meal plans and dining options on campus.</li> </ul>	<p>SOAR Student and Parent Evaluation: Students:</p> <ul style="list-style-type: none"> <li>• 90% of students will complete the evaluation</li> <li>• At least 80% of participants will respond favorably (agree or strongly agree) with selected questions.</li> </ul> <p>Parents:</p> <ul style="list-style-type: none"> <li>• 60% of parents will complete the evaluation</li> <li>• At least 80% of participants will respond favorably (agree or strongly agree) with selected questions.</li> </ul>
Alignment with Strategic Goals			
1c	‘Education for Life’		
	‘Innovation in all We Do’		
3c	‘Exceptional Stewardship’		
	‘Engagement for Impact’		

**ORIGINAL - English BA Academic Unit**

<b>Student Learning Outcome</b>		<b>Assessment Methods</b>	<b>Criteria for Success</b>
Students will demonstrate the capacity to write and speak clearly, read perceptively, and think critically.		<ol style="list-style-type: none"> <li>1. A rubric was developed in 2012-13 to assess student oral presentations in our departmental capstone course, English 4995-Senior Colloquium. The rubric was used to assess presentations in the capstone in Spring 2013, Spring 2014, Spring 2016, Spring 2017, Spring 2018, and Spring 19.</li> <li>2. California Critical Thinking Skills Test (CCTST) The California Critical Thinking Skills Test is administered as a senior exit exam for all graduates. CCTST assesses students' critical thinking skills.</li> </ol>	<p>ENGL4995-Senior Colloquium Rubric:</p> <ul style="list-style-type: none"> <li>• 85% of students will score Excellent or Very Good in each category of evaluation</li> </ul> <p>CCTST:</p> <ul style="list-style-type: none"> <li>• 80% of students will perform at or above the national average on the CCTST.</li> </ul>
<b>Alignment with Strategic Goals</b>			
1	'Education for Life'		
2	'Innovation in all We Do'		

**IMPROVED – English BA Academic Unit**

Student Learning Outcome		Assessment Methods	Criteria for Success
Students graduating with a degree in English will employ their capacity to write and speak clearly with 85% of students scoring “Very Good” or above in each relevant rubric category of the ENGL 4995 senior Colloquium Oral Presentation.		<p>ENGL4995-Senior Colloquium Rubric: A rubric was developed in 2012-13 to assess student oral presentations in our departmental capstone course, English 4995-Senior Colloquium. This presentation is a culminating project focused on historical traditions in British Literature. The rubric was used to assess presentations in the capstone.</p> <p>Relevant Rubric Categories:</p> <ul style="list-style-type: none"> <li>• Student presented using correct diction, syntax, usage, grammar, and mechanics.</li> <li>• Student used few fillers and maintained an extemporaneous style.</li> <li>• Speaker dynamics, eye contact, and attire were appropriate for the purpose and context of the presentation.</li> <li>• Student created a welcoming environment for audience interaction, including dialogue and questions, where appropriate.</li> </ul>	<p>ENGL4995-Senior Colloquium Rubric:</p> <ul style="list-style-type: none"> <li>• 85% of students will score “Very Good” or above in each relevant rubric category</li> </ul>
Alignment with Strategic Goals			
1	‘Education for Life’		
2	‘Innovation in all We Do’		
Student Learning Outcome		Assessment Methods	Criteria for Success
Students graduating with a degree in English will apply their ability to think critically with 80% of students performing at or above the national average on the California Critical Thinking Skills Test (CCTST).		<p>California Critical Thinking Skills Test (CCTST) The California Critical Thinking Skills Test is administered as a senior exit exam for all Tennessee Tech graduates. The CCTST assesses critical thinking skills including analysis and interpretation sub-scores which relate to the English major student learning objective.</p>	<p>CCTST:</p> <ul style="list-style-type: none"> <li>• 80% of students will perform at or above the national average on the CCTST analysis and interpretation sub-score.</li> </ul>
Alignment with Strategic Goals			
1	‘Education for Life’		
2	‘Innovation in all We Do’		