3.3.1.2

Institutional Effectiveness: Administrative Support Services

The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in each of the following areas:

3.3.1.2 administrative support service.

Judgment

☑ Compliance   ☐ Partial Compliance   ☐ Non-Compliance   ☐ Not Applicable

Narrative

Tennessee Technological University (TTU) is engaged in the improvement of administrative support services with the formulation and monitoring of specific unit goals and objectives, assessments, and improvement of administrative services. Toward this end, TTU articulates its administrative service goals and objectives in relation to its mission through several different initiatives and services described further below.

Overview. TTU strives to use assessment and the institutional effectiveness process to improve its administrative support services and to meet the University's mission:

> *Tennessee Technological University's mission as the state's only technological university is to provide leadership and outstanding programs in engineering, the sciences, and related areas that benefit the people of Tennessee and the nation. The University also provides strong programs in the arts and sciences, business, education, agriculture and human ecology, nursing, music, art and interdisciplinary studies. Tennessee Tech serves students from throughout the state, nation, and many other countries, but it retains a special commitment to enrich the lives of people and communities in the Upper Cumberland region of Tennessee.*

> *The University is committed to the life-long success of students in its undergraduate, master's, specialist, and doctoral degree granting programs through high-quality instruction and learning experiences. The University is engaged in scholarly activity, especially basic and applied research, creative endeavors, and public service, with special emphasis on community and economic development. The University supports student participation in a broad array of extracurricular activities as an integral component of its commitment to student life and success.*

As referred to in the narrative for Core Requirement 2.5, the process for institutional effectiveness for University-wide administrative support services tracks relationships that relate directly to the strategic Flight Plan in the new Campus Labs Planning Module, and transitioned from a one-time annual review of Word and PDF documents to a more efficient process. In TTU administrative support services, 100% of units annually evaluate their services for improvement. A TTU Audit Matrix of all programs and services is attached with hyperlinks to all campus reporting for easy access by the reviewer [1].

TTU adopted a new process in 2011 for institutional effectiveness by establishing an Institutional Effectiveness (IE) Review Team, which includes both faculty and administrative staff members. This IE Team meets regularly to review IE reports in response to SACSCOC standards.

A thorough review of previous reports and current practice on program effectiveness was conducted after receiving the SACSCOC feedback from the 5th year report in 2010. Many programs/units at TTU were collecting assessment data and making improvements on their programs/units. However, the

reports were not consistent across campus concerning reporting format and in expectations and terminology. Many Administrative Support Service units had not used the process of institutional effectiveness consistently and needed specific training. Improvements were found to be needed in assessment plans and in the use of results for making support service changes.

An IE Template and Guide with exemplars was developed to assist specifically administrative support units in IE reporting and the IE team in reviewing reports. The University Assessment Director and the Associate VP for Academic Affairs utilized SACSCOC evaluators' materials and SACSCOC principles to develop a new template for reporting [2], and incorporated an audit form [3] (Palmer, 2011) to evaluate all academic and support service IE Reports consistently. Presentations on SACSCOC Requirements and Standards and the new formatting materials were made at scheduled meetings with staff leadership in the following areas: President's Office, University Advancement, Planning and Finance, Information Technology, and Provost/Academic Affairs. A set schedule, with deadlines for reporting, has been developed and instituted [4], and a spreadsheet [5] is used annually to track progress through phases of this comprehensive review.

The IE Team initially identified problems in administrative support units reporting and assessment plans, and developed training for unit heads in 2012. The units were requested to write the 2012-2013 IE reports using the new formatting materials. They were also asked to revise or develop assessment plans if necessary. Individual consultations between unit directors and the IE team members were implemented, and the units were given feedback on formulating measurable goals and objectives, designing/using assessment tools that have a mix of direct and indirect measures, and using relevant results for modifications.

Reports following the new formatting are submitted annually and reviewed by the IE Team. Feedback on the progress of institutional effectiveness in units was implemented in the following categories: Exemplary, Acceptable, or Developing (See Sampling Procedure for descriptions). The new format for reporting and the feedback provided allowed units to recognize improvements that could be made to Goals and Objectives, and assessment plans. Examples of these actions are highlighted below.

As a continuing effort to improve institutional effectiveness for administrative and support service units, this process was followed for the 2013-2014 [6] reporting year and was utilized annually in the following years. IE reports are collected regularly as a newly required part of our annual reporting from administrative support service units, and are continually monitored by the Office of Academic Affairs and the Office of University Assessment. Campus Labs, a reporting system, with tools for submitting reports efficiently and consistently, was purchased and implemented for collecting these reports in the 2014-2015 academic/fiscal year. Campus Labs has provided a platform for accreditation reaffirmation documents, faculty credentials, and a planning platform TTU uses for IE reporting. During the academic year 2014-2015, all administrative support services units have been trained to use a new reporting system (Campus Labs Planning module) to report and monitor processes on administrative support services, unit goals, and unit objectives. In addition, service units related programs goals and objectives to the strategic Flight Plan Initiatives (2013).

In addition to the resources and tools described above, administrator development is also available. Presentations on Effective Reporting for Institutional Effectiveness, Formulating Goals, Outcomes, and Objectives, Sampling, and Assessment Tools, as well as numerous resources for this important endeavor are easily accessible to department and unit leaders.

Through this extensive review process and the development of new reporting tools, all administrative and support service units have identified measureable goals and objectives. Many deficiencies were discovered in the use of assessment for program changes in the initial development phase of the new reporting process. The addition of Section VII "Improvements to Assessment Plan" in the reporting template allows support units to strategically improve plans for assessment and use of results for the units categorized as "Developing," in addition to those in the "Acceptable" stage. Off-site and distance services were found to have planning and assessment procedures that are consistent with on-campus services. They use the same format for reporting to be used annually.

Description of Institutional Effectiveness Template

TTU Institutional Effectiveness template with description of each required section. TTU has been using the following template for institutional effectiveness reporting since 2011, after receiving feedback from our 5th year interim report in 2010. The purpose of this template is to provide guidelines for developing assessment plans and a template for reporting to be used annually by TTU departments and units for institutional effectiveness. The document reflects guidelines for designing and tailoring assessment plans aligned with the needs and purposes of various departments and units for program improvement. Below is a specific template, used by all departments and units on the TTU campus, and a description of each section to assist in reviewing institutional effectiveness reports.

Academic Year:
Administrative/Student Support Unit:
Submission Date:
Contact (Person submitting this report):

Definition of support service unit. This section describes the mission, vision, and purpose of the department or unit. The mission is a broad statement that reflects the aim of the educational goals and learning outcomes, and the goals and objectives of support services. Mission statements should be concise, linked directly to TTU's and the department's mission statement, and include major functions of the unit. This section also includes a description of the department or unit and its place in the organization chart.

Goals, student learning outcomes, and objectives.

List each goal.
List each student learning outcome/objective related to the respective goal.

The goals of all departments and units are aligned to the goals of the institution. Goals are broader, general assertions that describe the overarching long-term intended objectives of the unit. Goals may or may not be measurable and usually are further developed as separate, distinct learning outcomes or objectives, that, when measured appropriately, provide evidence of how well the area is accomplishing goals. Administrative Support Service Outcomes and Service Related Objectives are measurable statements that describe the expected or intended quality relative to timeliness, responsiveness, accuracy, etc. These statements often describe how well a department or unit intends to function or improve its functioning or the services provided. Administrative Support Services Objectives are statements that target the intended knowledge, abilities, values and attitudes students are meant to be able to demonstrate after participating in a given activity and/or after using services within a support unit.

Assessments (Related to goals, outcomes, objectives above).

Name of the assessment tool (List the assessment time frame) –List the related goal or objective numbers.

All departments and units use an assortment of well-matched assessment types related to respective goals. Method of assessment refers to the "measures" each department and unit intends to use to reach the objectives (e.g., surveys, focus groups). For TTU it is important that the methods chosen enable the unit to evaluate its effectiveness in terms of services offered. A primary objective of assessment for this institution is to illuminate strengths and weaknesses in each department or unit that can lead to improvement. Each area also includes the time frame that the assessment tool was implemented and data was collected.

Rationale for goals, assessments, and the process of data analysis.

Describe each assessment tool (Use points 1-4 in the paragraph below).

The TTU template includes an area to describe each assessment tool and the process of periodic review of assessments used. TTU emphasizes that evaluators are looking for use of multiple assessment

methods. Description of each assessment tool includes (1) baseline data or information which focuses on the current state of the unit regarding a given objective and (2) a statement of the method of assessment and performance targets that briefly convey how each area defines success based on the defined goals and performance targets. It is the unit's responsibility to (3) make a compelling case as to why the sampling and assessment findings are an appropriate representation of the institution's services. In addition, each area describes the assessment instrument that was used and why it was selected. (4) Finally, each area shares how the data was disseminated and analyzed throughout the unit to make modifications.

Results (Use of current results compared to past/benchmark results if applicable).

Highlight the name of the assessment tool (List goal or objective numbers) and present results.

This section contains highlighted results that include evidence for improvement. Each department or unit inserts graphs, tables, and charts that provide mature data for decisions of revising goals and objectives, and for improvement. TTU emphasizes the department and units report the data results here and discussion of the results in the next section. This section requires actual data or information based on the previously stated objectives, methods of assessment and performance targets. The data gathered must be analyzed and formatted in a way that provides useful information for identifying strengths and weaknesses and improving processes and services.

Modifications and continuing improvement: Program changes due to assessments.

Describe changes made for goals or objectives #, #, & #

Link to assessment data: Describe the link between modifications to strategies and the assessment results you reported for each modification/action.

This section, the pinnacle of the report and also commonly referred to as "closing the loop," requires an action plan of the department or unit, based on the achieved results. All departments and units are required to review assessment results with a focus toward uncovering strategies or services that need to be improved. Since the express purpose of assessment is to use what is learned in the process to improve performance of units, it is important that annual assessment reports contain a description of the actions or "steps" that were taken in response to the assessment results to improve the unit's services. Each department and unit must discuss evidence of improvement, based on analysis of assessment results, as opposed to a plan for improvement for each goal/objective mentioned above.

Improvements to assessment plan. TTU emphasizes improvement of assessment plans as well. This section includes discussion on any changes made to the department's or unit's assessment plan, including any new tools or modifications to existing tools.

Review matrix of all TTU departments and units. The Office of University Assessment periodically reviews all departments and units using an IE review Rubric [7], along with an Institutional Effectiveness Committee led by the director, to ensure that each area is progressing in the institutional effectiveness process and is making meaningful changes due to actionable results from their individual and University-wide data collections. The attached matrix provides a summary for the reviewers of the assessment plans and goals for each area. By September 2015, academic departments have four years of reporting in the template format, and support and administrative areas have completed three years of this required TTU IE reporting [1]. In addition, each unit highlighted is hyper linked below to a compiled pdf of reports, for ease of access.

Administrative Support Services

Units in the following list are considered predominately Administrative support, however, some include academic and or student support services as well. Specific University services are detailed in the TTU services document [8].

ADMINISTRATIVE SUPPORT SERVICE UNITS		
Unit Name	Administrative Support Services	Academic and Student Support Services
Academic Affairs	√	X
Admissions	√	√
Advancement Services	√	X
Alumni Relations	√	X
Appalachian Center for Craft	√	X
Athletics	√	√
Bookstore	√	√
Business & Fiscal Affairs	√	√
Business Media Center/ iCUBE	√	√
Center for Energy Systems Research	√	√
Communications & Marketing	√	√
Dean of Students	√	√
Environmental Health and Safety Office	√	X
Extended Program and Regional Development	√	√
Facilities and Sub-offices	√	X
Human Resources	√	X
Information Technology Services	√	√
Innovation Technology Institute	√	X
Institutional Research	√	X
Internal Audit	√	√
Manufacturing Center	√	√
Post Office	√	√
Printing	√	X
Purchasing	√	√
Research and Economic Development Office	√	X
Scholarships	√	X
University Counsel	√	X
University Development	√	X
University Police	√	X
Water Center	√	√

Note: These units emphasize ADMINISTRATIVE services, though various units contain some academic student support services.

Sampling Procedure

This report highlights units for administrative support services from the areas under the President, University Advancement, Planning and Finance, Information Technology, and Provost/Academic Affairs, which can be accessed at the Campus Labs Compliance Assist website. All IE reporting for all units is available at www.tntech.edu/sacscoc/institutional-effectiveness and the attached TTU review matrix [1]. The highlighted sampling method for this report incorporates three categories and is organized by the organizational hierarchy of the University located at www.tntech.edu/assets/uploads/OrgChart-201407.pdf . Three to five examples from each Division, including on-site administrative support services and off-site services are included with at least one from each of the categories (if applicable): Exemplary, Acceptable, and Developing (See attached IE Evaluation Rubric).

Exemplary - Departments/units include specific measurable goals and objectives, comprehensive assessment tools (for both direct and indirect measures), and processes for analysis and discussion of data. The department/units use assessment results to continually monitor progress on outcomes and make changes accordingly.

Acceptable - Departments/units have the appropriate components. However, reporting language may be vague or need revision and adjustments to goals and objectives, assessment tools, and modifications are recommended.

Developing - Departments/units sometimes have the above components but need to add or improve the quality of the assessments and modifications. This is shown through the addition of Section VII in their IE reports by discussing improvements to assessment plans, modifications to assessment tools, additions of new assessment tools, and/or sampling and frequency of data collection.

This report highlights improvements from results for the 2012-2013 academic/fiscal year and compares the improvements made in the following 2013-2014 and 2014-2015 fiscal years. Table 1 shows the progression of categories and improvements of the IE processes in each unit as use of the new template and process, which started in 2012 for administrative and support service units, moved forward. All actual unit reports for these years are available at the following link in the attached matrix [1].

Table 1. Progress on the Institutional Effectiveness Planning and Reporting Processes by Unit.

Progress on the Institutional Effectiveness Planning and Reporting Processes by Unit			
Unit	**FY**	**FY**	**FY**
President	**2012-2013**	**2013-2014**	**2014-2015**
Athletics and Athletic Academic Advising	Exemplary	Exemplary	Exemplary
Internal Audit (President's Office)	Acceptable	Acceptable	Exemplary
University Counsel	Developing	Exemplary	Exemplary
Student Affairs	**2012-2013**	**2013-2014**	**2014-2015**
Counseling Center	Exemplary	Exemplary	Exemplary
Campus Recreation Fitness Center	Developing	Acceptable	Exemplary
Campus Recreation Health Promotions	Acceptable	Exemplary	Exemplary
Campus Recreation Intramural Sports	Acceptable	Acceptable	Exemplary
Dean Of Students	Acceptable	Acceptable	Acceptable
Disability Services	Exemplary	Exemplary	Exemplary
Health Services	Acceptable	Acceptable	Exemplary
Minority Affairs Office/Black Cultural Center	Acceptable	Acceptable	Exemplary
Orientation and Student Success	Acceptable	Exemplary	Exemplary
Residential Life	Exemplary	Exemplary	Exemplary
Service Learning Center	Acceptable	Exemplary	Exemplary
Student Activities /Greek Life	Acceptable	Exemplary	Exemplary
Student Affairs/ Eagle Card	Developing	Acceptable	Exemplary
Student Government Association Judicial Affairs	Developing	Acceptable	Exemplary
University Police	Developing	Acceptable	Exemplary
University Advancement	**2012-2013**	**2013-2014**	**2014-2015**
Advancement Services	Acceptable	Acceptable	Exemplary
Alumni Relations	Acceptable	Acceptable	Exemplary
Communications/ Marketing/ Photo Services/Creative Services/News & Communications/Web & Digital Media	Exemplary	Exemplary	Exemplary
Printing/Post Office	Developing	Acceptable	Acceptable
University Development	Acceptable	Exemplary	Exemplary
Planning and Finance	**2012-2013**	**2013-2014**	**2014-2015**
Bookstore	Acceptable	Acceptable	Acceptable
Business and Fiscal Affairs	Acceptable	Exemplary	Exemplary
Business Media Center	Developing	Acceptable	Acceptable
Environmental Health and Safety Office (EHS)	Acceptable	Acceptable	Acceptable
Dining Services	Acceptable	Acceptable	Acceptable
Facilities and sub offices	Developing	Developing	Acceptable
Human Resource Services	Exemplary	Exemplary	Exemplary
Purchasing	Exemplary	Exemplary	Exemplary
Research and Economic Development	**2012-2013**	**2013-2014**	**2014-2015**
Center for Energy Systems Research	Acceptable	Exemplary	Exemplary
Manufacturing Center	Exemplary	Exemplary	Exemplary
Oakley Stem Center	Developing	Acceptable	Exemplary
Office of Research and Economic Development	Acceptable	Acceptable	Exemplary
Water Center	Acceptable	Acceptable	Exemplary
Information Technology Services	**2012-2013**	**2013-2014**	**2014-2015**
Academic and Administrative Support	Exemplary	Exemplary	Exemplary
Innovation Technology Institute	Acceptable	Exemplary	Exemplary
Provost	**2012-2013**	**2013-2014**	**2014-2015**
Academic Affairs (Accreditation, Assessment, Performance Funding)	Exemplary	Exemplary	Exemplary

Academic Services (Enrollment Management)	Acceptable	Exemplary	Exemplary
Admissions (Enrollment Management)	Exemplary	Exemplary	Exemplary
Appalachian Center for Craft	Developing	Developing	Acceptable
Career Services	Exemplary	Exemplary	Exemplary
Distance Learning and RODP	Acceptable	Acceptable	Acceptable
Extended Programs and Regional Development	Acceptable	Exemplary	Exemplary
Faculty Development	Exemplary	Exemplary	Exemplary
Financial Aid (Enrollment Management)	Exemplary	Exemplary	Exemplary
Graduate Studies	Acceptable	Exemplary	Exemplary
Honors Program	Exemplary	Exemplary	Exemplary
Institutional Research	Acceptable	Acceptable	Acceptable
International Education	Acceptable	Acceptable	Exemplary
Learning Support Program	Acceptable	Acceptable	Acceptable
Library (Volpe Library)	Exemplary	Exemplary	Exemplary
Learning Resource Center	Exemplary	Exemplary	Exemplary
Military Science	Exemplary	Exemplary	Exemplary
Office of Scholarships (Enrollment Management)	Exemplary	Exemplary	Exemplary
Office of the Registrar (Enrollment Management)	Acceptable	Exemplary	Exemplary
Office of Teacher Education	Acceptable	Exemplary	Exemplary
University 1020 Freshmen Success Program	Acceptable	Exemplary	Exemplary
Women's Center	Developing	Acceptable	Acceptable
Student Succes Centers	**2012-2013**	**2013-2014**	**2014-2015**
College of Arts and Sciences Student Success Center	Acceptable	Acceptable	Acceptable
College of Business Student Success Center	Exemplary	Exemplary	Exemplary
College of Education Advising Center	Acceptable	Exemplary	Exemplary
College of Engineering Hixson Student Success Center	Developing	Acceptable	Exemplary
College of Interdisciplinary Studies Student Success Center	Developing	Acceptable	Exemplary

Note: Review Categories for units are defined as *Exemplary*, *Acceptable*, or *Developing* in the process of Institutional Effectiveness Planning and Reporting. Goal: All units at *Exemplary* level of IE processes.

Examples Highlighting Improvements Due to Assessment Results

President's Office.

The TTU **Intercollegiate Athletics** program is an NCAA Division I sports program consisting of 14 sports: football, men's and women's basketball, volleyball, soccer, baseball, softball, tennis, men's and women's golf , men's and women's cross country and women's indoor and outdoor track. This unit is an example of an exemplary process for use of assessment. In 2012-2013, the unit had very specific measurable goals and objectives, comprehensive assessment tools, processes for discussion of data, and uses results to continually monitor progress on objectives and make changes accordingly. This unit has a process in place that evaluates and implements programmatic improvements to increase athletic competitiveness. For example, each sport is evaluated at the end of its season. Competitive success and other factors leading to championships are evaluated. If the evaluation is satisfactory, no modifications are made to the program. If the sport is not competing satisfactorily after an appropriate number of seasons when compared to peers and targets, then modifications are suggested to be made to the program. Leadership changes were made to one sport in 2012-13 due to ongoing deficiencies in program outcomes.

The TTU Intercollegiate Athletics program followed through with their IE planning for 2013-2014, and is

still considered exemplary in its IE processes. As well as focusing on its sports teams and competitive data, this unit has a goal to "Maintain the high level of academic success of all student-athletes and promote progression to graduation" and is assessed by the NCAA Academic Progress Report and Graduation Success Rate. The NCAA releases data annually on the academic progress and graduation success rate of each Division I university. The NCAA mandatory academic progress rate for all sports is 930. Every sport is required to meet this standard or must implement an APR improvement plan. The Graduation Success Rate and Academic Progress Reports are typically released annually in the Fall and early Summer and allow for comparison to other institutions. The Athletics Director, Associate and Assistant Athletics Directors and Faculty Athletic Representative evaluate the data and compare the information to other OVC and peer institutions. Results show that Intercollegiate Athletics (2013-14) had 316 student-athletes in 43 different majors.

As of the most recent Academic Progress Report (2014-15) all TTU Teams well exceeded the mandatory 930 APR. The APR and GSR data continued to show a high level of performance. At this time, no modifications are needed. This is an ongoing effort and was continuously monitored per semester to track any changes. This unit continually uses data to monitor progress of athletes and modifies activities to their personal success.

In 2014-2015, this unit continued to implement institutional effectiveness planning at an exemplary level. The unit's Goal 3, "Continue to serve as a positive public relations outlet for the University through Athletics events and to bring recognition to TTU through a program built on concepts including community service, outreach and promotion," had several intended outcomes. (1) Positively promote outreach and service projects for the student-athletes, University and employees; highlighting the influence of student-athletes on the community and emphasizing the importance of becoming productive members of society to those student-athletes; (2) Allow the opportunity for the community to recognize and identify with student-athletes, coaches and staff; and (3) Garner more support from the community for the goals of the Department of Athletics. All of which are continuously monitored for improvement.

Program Changes and Actions due to Results included the development of new community service projects were added to enhance the student-athlete experience and development. All activities are monitored annually for needed improvements. The Department of Athletics hosted over 92,000 visitors to the sports facilities and campus this past year. The student-athletes donated over 3,000 hours in community service and TTUSports.com received almost 58,000,000 hits and 1,700,000 visitors to the site promoting Tennessee Tech Athletics, student-athletes, coaches, the University and the local community with creative and positive interaction and role models. Link to Flight Plan: Undergraduate Co-Curricular Program, Efficiency and Effectiveness.

The Office of **Internal Audit** provides independent, objective assurance and consulting activities to add value to the institution's operations, and is an example of an acceptable process for use of assessment in 2012-2013. For example, Client Satisfaction Surveys are sent out at the completion of all regular audits. These surveys show that past audits were performed acceptably and did not indicate any deficiencies in the information Internal Audit provided to management. Therefore, no changes are planned as a result of the information gleaned from the surveys, and this decision was based on a review of data.

The Office of Internal Audit continued to plan at an acceptable rate in the IE process for 2013-2014. Internal Audit monitored the Client Satisfaction Surveys as they are conducted; results continued to show that audits were performed acceptably, and no changes were made. This unit continues to monitor its services and look for improvements that can be addressed with the data.

This unit improved their reporting process tremendously in 2014-2015 since the restructure of the IE template in 2011, and is considered *exemplary*. Goal/Objective 1.2, "To maintain the quality of audit services and processes," is assessed by a Client Satisfaction Survey. A Client Satisfaction Survey was sent out at the conclusion of each planned, regular audit to let auditees tell Internal Audit if the information provided to them during the audit was useful and allow Internal Audit to use the results to improve our operations to better suit management's needs. Some audits have only one survey sent; others have more, depending on the scope of the audit. The survey has 13 questions related to auditor

independence, professional proficiency, scope of work, and performance of audit work: each of the 13 questions asks for a rating of excellent, good, fair, poor, or NA. There is also one additional open-ended question for comments or suggestions.

Five areas were sent satisfaction surveys, and ten satisfaction surveys were received, with at least one survey received for each of the five areas. There are 13 items on the survey, which yields 130 questions (for 10 completed surveys). Three NA responses were received, ten "good" responses were received, and 117 "excellent" responses were received. In relation to goal 1.2 at this time, we have determined that the quality of audit services and processes have beeen maintained for the 2014-15 fiscal year. The Client Satisfaction Survey received to date indicated that audits were performed acceptably and did not indicate any deficiencies in the information Internal Audit provided to management. No changes were planned as a result of the information gleaned from the surveys. Link to Flight Plan: Efficiency and Effectiveness.

The Office of **University Counsel** is a new administrative support office on campus **started in 2012**, and provides accurate, fast, and workable legal advice to TTU. Because this is a brand new office, it is labeled as developing in the IE process and assessments. For example, excellent measurable goals and objectives have been developed in 2012-2013, and assessments were indicated to be conducted during the 2013-2014 FY. Assessment and changes to the unit are reported below in the 2013-2014 reporting phase.

The Office of University Counsel has been rated as an exemplary process for IE planning in this unit for 2013-2014. Goal One "To assist TTU in drafting, revising and adopting updated policies," was assessed with meeting minutes (Administrative or Academic Council, University Assembly, as applicable), the policy Website www.tntech.edu/policies/home/ and *copies of emails or announcements related to policy changes*. As demonstrated by the minutes of the Administrative and Academic Councils, as well as the minutes of the University Assembly, and the created and maintained Policy Central website, the Office of the University Counsel drafted or assisted other functional units in drafting policies or revising 46 new or revised policies. In addition, policies were highlighted in Tech Times emails to the University community. The current process of tracking goals by gauging progress by the adoption of policies through the Councils and University Assembly is effective and no modification is anticipated at this time. The Office of University Counsel planned an assessment of awareness of the Policy Central resource by sending a survey to all employees in late fall, 2014, and these results were used for improvements to the process. Due to a superceding and intervening event, the Office of University Counsel was unable to implement the assessment tools mentioned. Instead the Office of University Counsel provided live mandatory training on Title IX reporting, ADA academic accommodations, and military leave accommodations to all academic departments in the 2014 spring semester. The University Counsel made 27 presentations in the course of 14 weeks to over 500 faculty members.

In 2014-2015, this unit continued to implement institutional effectiveness planning at an *exemplary* level. For Goal 2, "Training," assessment included training logs. Program Changes and Actions due to Results include setting a new goal: 2.2 Increase the number of individuals trained. The Office of University Counsel does not have the resources to provide training on a consistent basis. The delivery of training was moved to the responsibility of the new Compliance Officer and Human Resources. The Office of University Counsel assisted these offices in identifying appropriate training topics and providing and/or reviewing content for training. Link to Flight Plan: Efficiency and Effectiveness.

University Advancement.

The Office of **Communications and Marketing** is an example of an exemplary process for use of assessment in 2012-2013. This Unit is responsible for the University's news, images, visual identity, branding, marketing, and Web presence, and is housed under the Office of University Development. The unit has very specific measurable goals and objectives, comprehensive assessment tools, processes for discussion of data, and uses results to continually monitor progress on objectives and make changes accordingly. For example, an important goal for this area is to improve University name awareness and perception among Tennessee high school students, and is assessed by the Student Insights Report which provides a state market analysis for public and private universities. It provides

quantitative data and rankings concerning perception and awareness; it also provides <u>qualitative data through student comments</u>. Because the Student Insights Reports indicated TTU registered a solid improvement in awareness, perception, and market position in 2013, admissions materials remained unchanged. A new commercial was added that emphasizes University quality to promote general name recognition. More markets were added for advertising and new advertising channels, such as movie theaters, were used.

The Office of Communications and Marketing continues to monitor its unit with assessments, and is considered exemplary in its IE processes for 2013-2014 as well. A tool used in the assessment of their Goal Two "Improve navigation of website home page (www.tntech.edu) for all audiences," is the use of Google Analytics which generates detailed statistics about a website's traffic and traffic sources. It tracks visitors from all referrers, including search engines and social networks, direct visits and referring sites. Success is defined as an increase in the number of users seeing the content the University wants them to see on the home page, the number of users finding what they seek as content, an increase in the responses to calls to actions, and a decrease in links with low interaction (low number of clicks). The online data exist for real-time analysis but is reviewed a minimum of every six months. Google Analytics results for page views were only slightly down from the previous year, with page views down 5.28% to a total of 10,061,622 for the period of Nov. 1, 2013, to May 10, 2014. However, visitors to the site increased by 7.54% during that same period to a total of 944,406. Once on the TTU website, some of the most popular pages continue to be services for students, including links for Eagle Online, Student Email, Banner, Admissions and Scholarships. Working with MODX and the Tombras Group, the Web directors created a new content management system, along with a new sitemap and site design for www.tntech.edu. The new TTU website is in the final stages of testing and went live in Summer 2014. Analytics was a key factor in determining the effectiveness of the new site.

In 2014-2015, this unit continued to implement institutional effectiveness planning at an *exemplary* level. For Goal 2, "Improve navigation of website home page www.tntech.edu," assessment included <u>Google Analytics.</u> Again, Google Analytics generated detailed statistics about a website's traffic and traffic sources. It tracks visitors from all referrers, including search engines and social networks, direct visits and referring sites. Success is defined as an increase in the number of users seeing the content the university wants them to see on the home page, the number of users finding what they seek as content, an increase in the responses to calls to actions, and decrease in links with low interaction (low number of clicks). The online data exists for real-time analysis but is reviewed a minimum of every six months. The web director pulls reports and data in response to specific questions and prepares reports that are shared with the Marketing Director and Associate Vice President for Communications & Marketing. Program changes and actions for Goal 2 centered on the launch of the new website design, navigation, and content management systems. The unit purchased a service, "Site Improve" that continually searches the site for navigation issues, including broken links and misspelled words. Link to Flight Plan: Technology Service to Students, Efficiency and Effectiveness.

The Office of **Advancement Services** provides support and service to all areas within University Advancement, primarily to University Development and Alumni Relations, and is an example of an acceptable process for use of assessment in 2012-2013. For example, each area of University Advancement produces a <u>Quarterly Report</u>. Advancement Services' portion of the report primarily deals with summaries of transactional data within the Raiser's Edge, an information system that houses all alumni and donor records for the TTU Foundation and the University. These summaries, when compared year to year, show the amount and accuracy of records maintained by Advancement Services has increased. For 2012-2013 reporting year, there was a decrease in the growth of the total number of alumni (-1.22%). In reviewing the accuracy of Active and Alive alumni, decreases were noted in mailing addresses (-.015%), phone numbers (-3.01%), email addresses (-2.075%), and employment records (-0.94%). In reviewing the result, no modifications were suggested at this time. Although several metrics showed a decrease, none is of great concern as some of these figures fluctuated from time to time. A decrease of five or more percent would be a cause for modifications.

The Office of Advancement Services continues to have an acceptable process for IE planning in 2013-2014. Using <u>summaries of transactional data within the Raiser's Edge</u>, overall growth in alumni records

was 2.74% from last year. A review of accuracy rates shows that mailing addresses, phone numbers, email addresses and employment each had a decrease in accuracy from last year. The decrease in rates are -0.15% for mailing addresses, -3.98% for phone numbers, -4.06% for email addresses, and -1.90% for employment records. In reviewing the result, no modifications were suggested at this time. This unit continually uses this data to monitor is services.

In 2014-2015, this unit continued to implement institutional effectiveness planning at an *exemplary* level. For Goal 3, "Provide prospect management support for successful fund raising," assessment included Quarterly Reports. In reviewing the results, no modifications were necessary for Goal 3. Advancement Services increased its Trifecta rated prospects by 255% during fiscal year 2015. The office was fortunate to be able to use screening resources and apply the Trifecta criteria to all individual records within the system. It's unlikely such a dramatic increase will be achieved in the future and therefore, no adjustment is needed to the expected outcome of increasing rated constituents by five percent each year. No adjustment is needed in that the results are within the range of the expected outcome. Link to Flight Plan: Enrollment, Tuition, and Scholarships, Efficiency and Effectiveness, Expand Financial Resources and Modernize Infrastructure.

The Office of **Alumni Relations** engages and cultivates relationships with alumni of the University to lay the groundwork for development officers seeking to raise money for the University. This unit plans and hosts events for alumni across the country and on campus, helps alumni find classmates, offers various products and services that benefit TTU alumni, and serves as a starting point for alumni who have questions or requests related to TTU, and is an example of an acceptable process for use of assessment in 2012-2013. For example, quarterly reports and Raiser's Edge provide statistical information on events and the number of alumni invited, as well as other programs being pursued and/or implanted by the Office of Alumni Relations. The quarterly reports from 2012-2013 show that the University hosted 15 alumni events (excluding hosting the President's Box at all home football games). The attendance at these events ranged from 22 in Birmingham, Alabama, to 145 at the on-campus Alumni Awards dinner. Over 17,500 alumni were directly invited to these events, and all 38,000+ alumni for whom the Office has email addresses are invited to Homecoming every year. Using these results, no changes are planned, unless the proposed operating budget is increased. Each event costs an average of $3,000 each (+/-), plus staff travel. Event types and locations are changed based on the popularity of certain types of events in certain geographic areas (leading to increased attendance and positive feedback.)

The Office of Alumni Relations continues to have an acceptable process for IE planning in 2013-2014. Proactively and responsively communicating on a regular basis with 65,000+ existing alumni through email, the TTU website, social networking (Facebook, LinkedIn, Twitter, etc.), and by mail to establish and maintain their engagement with the alma mater, is assessed by GoogleAnalytics. Google Analytics results show roughly 73,000 page views to the TTU website for the year; with close to 53,000 of those being unique views. The TTU Alumni Association currently has 2,836 followers on Facebook, 3,507 on Linked In, and 669 on Twitter. That number increases (almost) daily. Average session duration on each is as follows: Facebook—3:29 (minutes: seconds), Twitter--.33, and LinkedIn—2:54. (And new this year is Flickr—14:44.). Google Analytics are continually monitored and changes made based on the areas that are engaging the most alumni (based on "hits," "read throughs," comments, etc.). The unit posted more information on Linked In than Facebook, for example, due to the larger number of followers. The unit added other types of social media as they develop and are deemed effective to reach alums.

This unit improved their reporting process tremendously in 2014-2015 since the restructure of the IE template in 2011, and is considered *exemplary*. For Goal 3, "Continue to find income to support the operating budget of the Alumni Association," assessment included Financial Analysis. Income from affinity partners is straight-forward from monthly financial reports. To make modifications for improvement in this area, the unit entered into an agreement with the NASA Federal Credit Union for a credit card program that is only being offered to alumni of seven engineering and STEM-focused universities. Alums who participate receive free membership into the credit union, which after receiving and responsibly using the credit card for a period of time, also gave them access to low interest loans, etc. The TTU Alumni Association receives $ 25 for every new account and then a % of balance carried on each card. Link to Flight Plan: Efficiency and Effectiveness.

The **Printing/Post Office** unit works hand in hand with all campus faculty, staff, and students to provide the best possible print and mail services and to serve the University in any way that will enhance students' TTU experience and future success. This unit is new to documenting the IE process and was considered developing for the 2012-2013 reporting year. This unit set measurable goals and assessed progress on these goals. For example, goal 2 was to "Maintain 70% above average or better on Administrative Satisfaction Survey of service units." Using this survey to assess the satisfaction of postal and printing services, results indicated that 75% and 79% rated the post office and the printing services as above average or excellent, respectively. Although the benchmark was attained, data were used to verify quality of services, and staff members are continually reminded how important customer service is to the continued success of this unit.

The Printing/Post Office unit has improved its IE processes and is considered acceptable for this year's reporting process in 2013-2014. For example, Goal Two was to "Maintain 70% above average or better on Administrative Satisfaction Survey of service units." Using this survey to assess the satisfaction of postal services, results indicated that 75% of respondents rated the Post Office and Printing as above average or excellent. Printing services have been moved out of the responsibilities of the post office supervisor and is reported separately in the future.

This unit improved their reporting process tremendously in 2014-2015 since the restructure of the IE template in 2011, and is considered *exemplary*. For Goal 2, "Maintain above 70% above average or better on Administrative Satisfaction Survey of service units," assessment included a satisfaction Survey. The unit continually monitors client satisfaction and progress of services. The intended outcome is to make sure all mail is delivered in a timely manner and to make sure all Faculty, Students and Staff are satisfied with our services. Past results show clients are very satisfied with post office services. Link to Flight Plan: Efficiency and Effectiveness

Planning and Finance.

The Office of **Human Resources** Goal Two focuses on the improvement of the hiring process to increase efficiency in attracting new employees. This unit is an example of an exemplary process for use of assessment in 2012-2013. The unit has very specific measurable goals and objectives, comprehensive assessment tools, processes for discussion of data, and uses results to continually monitor progress on objectives and make changes accordingly. Collaborating with a hiring process committee in conjunction with a collection of data using a survey to hiring managers, provided results that show improvements were needed in the recruiting, interviewing, and appointment processes. A change implemented due to these results included the establishment of a committee that revised the Hiring Policy. Human Resources implemented a new version of "PeopleAdmin," which is a technology program that houses and manages the hiring process for the Human Resources.

The Office of Human Resources continues to have an exemplary process for IE planning in 2013-2014. The Hiring Process Committee/Survey (Goal One) was distributed to 106 hiring managers and had a 49% response rate. The results revealed that the majority of hiring managers were unsatisfied with the current hiring procedures. Common complaints were the hiring process takes too long, is too cumbersome, and is unclear. The consensus of the committee was to upgrade PeopleAdmin 5.8 to 7.0 as soon as possible. An implementation committee was created in October 2013 consisting of the Affirmative Action Officer/Director, the Affirmative Action Office Assistant Director, an Academic Affairs representative, an ITS representative, and four HR representatives. The additional features in the upgrade facilitated a faster and less cumbersome process. The Hiring Committee was replaced with a PeopleAdmin Upgrade/Implementation committee comprised of HR representatives, an ITS representative, Affirmative Action representatives, and an Academic Affairs representative. The PeopleAdmin upgrade provided a more streamlined posting and hiring process. The goal is to reduce the time required to fill vacancies with improved and clearer procedures.

This unit improved their reporting process tremendously in 2014-2015 since the restructure of the IE template in 2011, and is considered *exemplary*. For Goal 2, "Hiring Process Committee/Survey," was assessed by analyzing time to completion. Modification included the PeopleAdmin Upgrade/Implementation committee was replaced with an HR only implementation committee. The

PeopleAdmin upgrade provided a more streamlined posting and hiring process. The goal is to reduce the time required to fill vacancies with improved and clearer procedures and processes. Link to Assessment: The time to fill a vacant position took an average of 128 days for positions vacated during Fall 2014.   After implementation of the PeopleAdmin upgrade, time to fill vacancies continued to be monitored. Also, after successful implementation and a sufficient testing period, a survey was scheduled to be conducted in Fall 2015 to assess satisfaction with the new system, processes, and procedures. Link to Flight Plan: Efficiency and Effectiveness.

The Office of **Purchasing** Goal One was to successfully implement an online purchasing/requisitioning system (SciQuest) with a go-live date of 7/1/13, and this unit is an example of an exemplary process for use of assessment to gauge efficiency and effectiveness of this new system in 2012-2013. Rigorous offline testing of purchasing and contract scenarios were performed both by the Purchasing Office and through a pilot group on campus. A test group of campus departments entered real transactions in the system before release of the system campus-wide. Hands-on training was conducted for all levels of system users to prepare them for system go-live. The testing and training activities prior to the release date of the system provided an opportunity for campus users participating in the pilot test group to offer input as needed regarding problems they may encounter during the test period as well as to suggest any system improvements or enhancements they may identify. This information was then used by Purchasing staff in the development of the workflow process and in the designing of forms to assure a successful system.

The Office of Purchasing continues to use an exemplary process for IE planning in 2013-2014. Goal Two is to "Establish a common vendor database with the TBR Central Office and other TBR institutions, to be implemented by 6/30/15" (Note: This item was included as a 2012-13 goal; however the implementation is being managed by TBR, and unforeseen difficulties with interfaces with existing software have created a delay in the implementation process). Coordination and management of the vendor database system by the TBR Central Office insured success of the overall project. Dividing the project into smaller implementation groups/segments should insure that each institution receives adequate support and direction during the implementation process. Regular meetings of the institutions provided opportunities to address issues as they arise. The establishment of a common vendor database throughout the TBR system allowed vendors to complete one online vendor registration was shared by all TBR system institutions, instead of vendors being required to register at each institution separately. The online vendor registration should allow certain vendor information, i.e., sales tax registration, W-9 information, insurance, etc. to be collected at one depository and be shared by all. This eliminated the duplication of efforts by institutions in registering and maintaining current vendor information. Conversion to a common vendor database also eliminated the University's need for its own vendor registration process, creating a more efficient TBR system-wide vendor registration process. The University will identify and make the TBR aware of any issues encountered during system testing.

This unit improved their reporting process tremendously in 2014-2015 since the restructure of the IE template in 2011, and is considered exemplary. For Goal 4, "Training available to departments via regularly scheduled sessions or upon request," was assessed by tracking of topics offered and attendance. Modifications included the development of training materials to be used for training in purchasing, contracts and procurement card processes. Link to Flight Plan: Efficiency and Effectiveness.

The Office of **Business and Fiscal Affairs** prepares the proposed, revised, and current estimate budgets in conformity with the directives of the President, Budget Committee, and Tennessee Board of Regents (TBR), and is an example of an acceptable process for use of assessment in 2012-2013. For example, the goal to continually improve training and customer service to the campus community is assessed by participant surveys. Results from department input and unit discussions (Goals Three and Four) indicated that a new cashiering system is needed. It was implemented in the next academic year. The new system allowed for a streamlined reporting of payments coming in via a single portal and also allow for departmental deposits to be reconciled and reported online. This system reduces time for departmental personnel to be at the Business Office reconciling cash reports. This is the result of a reduction in number of paper-based financial transaction documents as an identified item that affects paper flow across campus. This helped speed the process of departmental deposits. Results from training surveys identified this need.

The Office of Business and Fiscal Affairs continues to have an acceptable process for IE Planning in 2013-2014. For example, training sessions (Goal Four) have been offered by Business and Fiscal Affairs twice per month. These training sessions have covered new items being implemented such as e~procurement and BDMS. Older topics include Banner Finance Navigation, e~print, budget procedures, budget revision completion, Interdepartmental Transfers, travel claim forms, and general business policies. The unit in coordination with Purchasing holds EagleBuy and Procard training for new users as needed. An annual update seminar is also held each February. Each training session has noted the recommendations. These have been used to deliver the next session.   Since the implementation of the training survey in January 2014, there have been 42 surveys completed. The results show that 100% strongly agreed (81%) or agreed (19%) that the training sessions met their needs on the subject matter presented. No additional areas were suggested that needed covering. There were suggestions on current processes. These suggestions were evaluated to drive changes in adding or changing the training sessions.

This unit improved their reporting process tremendously in 2014-2015 since the restructure of the IE template in 2011, and is considered *exemplary*. For Goal 4, "Streamlined Financial Processes," was assessed by a unit staff discussions/meetings. Due to results from department input and unit discussions on streamline of financial processes, a new Cashiering system was implemented. The new system allowed for a streamlined reporting of payments coming in via a single portal and also allow for departmental deposits to be reconciled and reported online. Thus, reducing time for departmental personnel to be at the Business Office reconciling cash reports. Two additional planned implementations that are currently being worked on are SponsorPoint and Campus Receivables Collector (CRC). These help with internal efficiencies.

The EAC and Dean's Council has expressed the desire for online approvals at various times over the past couple years. With BDMS and e~procurement implemented, further items such as Request for Payment Forms and Travel are being looked at closely. Internal Business Office discussions have identified a need for a more streamlined approach for departmental deposits and student processing efficiencies. Current implementations progress/plans are occurring for TouchNet's SponsorPoint and a Campus Receivables Collection (CRC) system. These two systems automated current manual processes as it relates to administering the collection of receivables (student and third party), payment applications, and student access. The Business Office also implemented the use of a China Union Pay Credit Card program to help ease of access for international students. This came up as the result of suggestions from students and internal discussions with the Office of International Education. Link to Strategic Flight Plan: Efficiency and Effectiveness.

The Office of **Campus Safety and Environmental Services** supports the mission of TTU by keeping the campus population safe through programs of information and education, review and monitoring, technical consultation, promoting emergency preparedness, and coordinating emergency response. EHS is also responsible for developing programs to ensure compliance with applicable state and federal health, safety, and environmental regulations and campus policies on environmental health and safety. This unit has an acceptable process for institutional effectiveness planning in 2012-2013. For example, Goal Two was to "Complete an audit of the TTU Main Campus Emergency Operations Plan (EOP)", with two objectives: "2.1 Have an independent third party complete an audit of the campus EOP," and "2.2 Incorporate changes recommended by auditors and to rewrite the plan so that it is NIMS compliant." Data from this third-party audit of emergency planning were used to incorporate recommendations into the campus wide EOP. In addition, TTU partnered with a FEMA/Homeland Security contractor who wrote a disaster response plan for an off-campus location (Shipley Farm) and completed an audit of the campus EOP.

The Office of Campus Safety and Environmental Services continues to have an acceptable IE planning process in 2013-2014. As a result of the outside audit and in an effort to "Develop Standard Operating Procedures (SOP's) for maintaining compliance with EHS required programs," EHS wrote 14 SOP's to assist with compliance and enforcement. Thirty-two of 51 identified SOP's have now been written. Four student classroom training (general lab/shop safety), fourteen facilities personnel training (universal waste, respiratory protection, fall protection, asbestos awareness, storm water program,

hazard communication, and hearing conservation) and eight training for Police (storm water and BBP) were conducted. Fifteen lab inspections were completed.

This unit improved their reporting process tremendously in 2014-2015 since the restructure of the IE template in 2011, and is considered exemplary. For Goal 3-4, "Fire Drills," and "Lab Inspections," assessment included the tracking of satisfactory inspections. No changes to program at this time pertaining to Fire drills and inspections were planned as results show 82 Fire drills were completed in 82 Buildings, and 67 teaching and research lab inspections were completed. Fire drills and inspections were conducted and completed as scheduled, and followed all regulations and standards. Link to Strategic Flight Plan: Efficiency and Effectiveness.

The **Business Media Center** is a leader in accessing and implementing emerging business technologies for its diverse clients. By implementing emerging technology, this unit uses innovative marketing to support and develop environment sustainability and entrepreneurship, public policy campaigns, economic development and education initiatives, and University and community collaborations. This unit was rated as a developing unit in its IE process for the 2012-2013 reporting year, as they had not documented data for this in the past. For example, Goal Three, "Showcase student technology accomplishments with university and external stakeholders through over 100 Tennessee press releases featuring Center programs or personnel," was assessed by accessing a Press Release Database System (monthly). The results show that this unit exceeded its goal of 100 with over 150 press releases achieved. Although no changes were identified to improve this goal, the unit tracks the data and continues to sustain its activities concerning this goal. The unit has started to track longitudinal data and continued to monitor this goal.

The Business Media Center has moved from developing to an acceptable process for IE Planning in 2013-204. Goal One, "Enhance student learning by securing $10,000 in annual funding to offer 8 internships from external sources," was assessed by the Internship Website which provides comprehensive information on events and communication with students, www.cobstudentsuccess.com/. Success is defined as having strong communication with students and making multiple students aware of opportunities. Events and communication activities are tracked and sustained in this office. Results for this goal included Internships from Tennessee Road Builders Association (TBRA) $2,000; Carol Coleman $2,000; AB&T $2,000; Blake McMeans $2,000; SADD $2,000. Thus the goal was reached, and no modifications were made. However, this unit strives to provide these opportunities to the students and continually focuses on this goal.

In 2014-2015, this unit continued to implement institutional effectiveness planning at an *acceptable* level. The unit's Goal 3, "Showcase student technology accomplishments with university and external stakeholders through over 100 Tennessee press releases featuring Center programs or personnel," is assessed by student involvement and publications. Program changes and actions due to results included setting higher standards for the increase showcase objective by 10 additional press releases by bringing on board additional statewide programs such as: www.makerminded.com. The Annual Report, Internship website, Center Website, and press release database system help track this outcome. Link to Flight Plan: Technology in Teaching, Enrollment, Tuition, and Scholarships, Transform Technology.

The Office of **Facilities and Sub-Offices** provide an accessible, clean, comfortable, and safe on-campus environment for students, faculty, staff, and visitors. This unit was rated as developing in its IE process for the 2012-2013 reporting year, as it had not documented data for this in the past. For example, Goal Two, "Purchase and install an Web based Work Order System," had two objectives: "2.1 The objective of the Web based Work Order System is to provide direct access to maintenance requests by all faculty, students, and staff, and "2.2 Provide the time required to complete work requests, supplies and inventory cost to work orders." As this new assessment system is up and running for the first time this reporting year, data were not available to draw from, but are expected to be used for improvements in the 2013-2014 reporting year.

The Office of Facilities and Sub-Offices unit was rated as a developing unit in its IE process for the 2013-2014 reporting year as well, as it had not included data that it estimated would be available this reporting year. This unit was re-trained by IE staff and improved its planning process and document

data collected for improvements for reporting in the next planning cycle.

Successful IE training occurred in this unit after follow-up from the 2013-2014 report to include more results. In 2014-2015, this unit continued to implement institutional effectiveness planning at an *acceptable* level. The unit's Goal 2, "Utilize a Web based Work Order System ," was assessed by a <u>pilot of the system in 2014-2015</u>. TMA has been Purchased and Installed, is being implemented, and is meeting all unit expectations so no modifications are needed at this time. Reports are accessible and effective to monitor work orders. Link to Flight Plan: Technology Infrastructure and Innovation.

Information Technology.

The Office of **Information Technology** hired a new Chief Information Officer (CIO), who was established as a President's Cabinet member and asked to make substantial improvements to the quality of services provided in the Information Technology (IT) domain. Prior to the CIO's arrival, the University had been engaged in <u>several studies and assessments</u> to determine what the best actions might be for TTU to improve its overall standing in IT service areas. One of the recommendations was to hire an experienced CIO who could bring knowledge to bear on improving IT services both quantitatively and qualitatively. The CIO did a quick assessment of resources and potential areas where changes might produce short-tern improvements. Although this unit is under new leadership and has a new direction, the unit was rated as exemplary in its use of assessment in its IE process in 2012-2013. For example, Goal Two "Initiate as many Flight Plan initiatives in the "Improve Technology" goal as feasible," had numerous objectives and reported the following results for use in future planning: (1) By September, 2013, improvement to services to students by improving WiFi wireless networking in the residence halls and academic buildings was completed. (2) By September, 2013, improvement to services to students by using "push" technology to send timely messaging to students to simplify their University experience was completed but not yet utilized until the 2013-2014 year. (3) By September, 2014, improvements to services to students by implementing a Technology Service Desk (TSD) where students can call or message to get assistance in using technology systems at TTU as in progress this reporting year. (4) By September, 2014, improvements to services to students by establishing a student "Tech Spot," where students can have their mobile devices repaired, upgraded, or replaced was in progress and was reported again the follwoing yearyear. (5) By September, 2014, in conjunction with the "Academic Distinctiveness" Flight Plan goal, formulate a broad, multi-year, University-wide instructional improvement program that encouraged the faculty within their specific disciplines to improve their courses through the use of technology; this project was in progress. (6) By September, 2014, in conjunction with academic needs, continue to provide upgrades to the classrooms by fostering innovative uses of technology in the classrooms; this project was still in progress. (7) By September, 2014, in conjunction with the "improve Efficiency of Operations" goal, implementation of work flows that eliminated paper and unnecessary delays was completed with the use of SCIQUEST. These are just a few of the goals and objectives in the unit, and there use of data collection and assessment is evident throughout their planning actions.

The Office of Information Technology continues to have an exemplary IE planning process for 2013-2014. The effectiveness of the unit was based on a hybrid composite of the following:Completion of specific objectives in the form of service requests and major IT projects. Success was measured by completion of these items within the time frame under consideration. These activities were prioritized through an IT governance process called <u>IT Project Portfolio Management</u>. Completion of specifically identified quality improvement metrics based on industry standard best practices of peer institutions. This was based on ITIL standards for IT service organizations. A qualitative assessment of performance by those served by the unit via a survey tool.

This unit is an example of an *exemplary* ranking in 2014-2015 due to the extensive review of goals, objectives, and assessment measures for this unit. Program changes and actions due to results include: The new IT Strategic Plan is being finalized at the time of this writing. See IT report for a draft of this plan as presented to the campus in fall, 2014. More work is required in the definition of the new organization structure and title changes that are commensurate with the role changes that are to occur. There are still significant challenges in hiring well-qualified technology staff using the currently defined pay classifications in the University's pay plan. Work is still needed to establish performance metrics for the IT Services division and these should be used in a continuous quality improvement strategy.

Project management skills are needed to transform how the organization accomplishes major activities. A project portfolio management strategy was implemented which facilitated prioritization and scheduling of major projects for the University, consistent with the University's strategic directions. Significantly more time is required to change organization staffing and purchased goods and services at TTU than at corresponding other institutions. Time must be allotted in transformational changes to account for this longer time frame. Significant delays are encountered when funding or work effort must be accomplished outside of the IT Services unit or the CIO's office.

Results show that 10 of 20 identified objectives were completed; five were delayed by externally controlled factors; one was cancelled; and four remain in progress. Significant delays are encountered when funding or work effort must be accomplished outside of the IT Services unit or the CIO's office. Most significant this year were lack of usable square footage allocation for work areas or offices and delays in construction projects allowing IT Services to deploy new services. Link to Flight Plan: Technology Service to Students, Technology Infrastructure and Innovation, Technology in Teaching.

Provost/Academic Affairs.

The purpose of the Office of **Admissions** is to recruit, admit, and enroll potentially successful students to TTU by executing strategic admissions services and programs in accordance with University enrollment goals. The Office acquires and manages prospect information via inquiry sources and a customer relationship management tool; strategically communicates with prospects, applicants, and admits to encourage enrollment; and administers on- and off-campus events for recruitment purposes. The Office also accepts and processes applications for admission and executes a fair review of each applicant according to the University's established requirements, policies, and procedures. This unit is an example of an exemplary process of IE and its use of assessment in 2012-2013. For example, Goal One, "Meet or exceed University enrollment goals with respect to quantity and specific profile goals (diversity/achievement)," and Goal Two, "Acquire, qualify, and maintain prospect data" are assessed by an Admissions Funnel Report – A general report (end of term) of the admissions funnel for a given term.

The Admissions Funnel Report is a general overview of student funnel progression from prospect status to enrolled status. This enables a year-to-year evaluation of prospect and inquiry acquisition as well as progression initiatives and metrics. These metrics would provide the information necessary to make changes in recruitment initiatives. Results of the most recent Admissions Funnel Report (Fall 2013) show a total of 22,040 inquiries yielding 7,225 applications (32.8%) for a final enrollment of 2,613 students. A sizeable increase in yield (from 28.9% to 32.8%) was observed from Fall 2012 to Fall 2013 indicates the effectiveness of the recruitment initiatives for Fall 2013. For modification, it has become apparent that the current system-delivered application for admission is insufficient compared with other options on the market today. It would be wise to invest in these technologies to allow the better processing of applications therefore potentially increasing inquiry yield and application conversion. This modification is likely to be reflected in the enroll rate of the Admissions Funnel Report as well as in the conversion rate in the Admissions Application Comparison Report. Beginning August 15, 2014, the approximate number of prospective students at each on- and off-campus event was recorded for reporting purposes. This change allowed the Office to make well-informed decisions when considering travel to a specific event or area.

The Office of Admissions continued to use an exemplary process for IE planning in 2013-2014. The most recent Admissions Funnel Report (Fall 2014) shows a total of 21,715 inquiries yielding 8,255 new student applications (38.0%) for a current enrollment of 1,761 students. It is important to note that at the time of this report, only 5 out of 10 SOAR sessions have occurred, and many transfer students had not registered. These numbers changed up to late August 2014. Already, however, a sizable increase in yield (from 32.8% to 38.0%) has been observed from Fall 2013 to Fall 2014. This indicates the effectiveness of the recruitment initiatives implemented for Fall 2014.

In 2014-2015, this unit continued to implement institutional effectiveness planning at an *exemplary* level. The unit's Goal 1, "Additional Recruitment Staffing/Resources," was assessed by the Recruitment Initiatives Report. In response to the decrease in application and admit rates of freshmen students, the Office of Undergraduate Admissions requested three additional positions within Admissions, and

additional funding for effective search and recruitment, as well as additional marketing funding for increased brand awareness. The increase in transfer applicants, admits, and enrolls showed that increased resource allocation provides increased results. This requested modification directly affected goals 1, 2, 3, 4, 6, and 7. This modification would be cataloged in the Recruitment Initiatives Report along with relevant KPIs. This modification affected the Admissions Funnel Report in the sizeable increase of freshmen applicants and admits. This modification is also reflected in the enroll rate in the unit report as well as the conversion rate in the Admissions Application Comparison Report. Link to Flight Plan: Enrollment, Tuition, and Scholarships.

The Office of **Scholarships** manages, in a centralized location and manner, the processes of application and awarding for all TTU scholarships. The Office maintains the records of the criteria for all TTU scholarships as well as all scholarship applications received and offers made each year. It serves as a liaison between University Advancement fundraisers and the awarding departments and oversees these departments to ensure timely and accurate scholarship awarding. This unit is an example of an *exemplary* unit with its IE processes in 2012-2013. For example, the unit goals, "Award university scholarships by target date to increase recruiting and retention," and "Train departments on scholarship management system and oversee their awarding to ensure scholarships are awarded correctly," are assessed using ScholarWeb Completed Applications Reports. Results showed an increase in the percentage of awards given by the target date. While the percentage of awards made by the March 15th target date has increased significantly in the last two years, improvements were needed. In conjunction with the Development Officers assigned to each academic area, the Office of Scholarships provided more staff development and/or training for departments to educate them on the importance of timely scholarship awarding. The increase in the total dollar amount of scholarships offered from 2011-2012 to 2012-2013 reaffirms that departments are maximizing the scholarship dollars they have available to aid in recruiting and retention; however, they need to make their offers earlier. The Office of Scholarships met with other stakeholders to set specific goals that are attainable for the awarding departments and in line with TTU's Flight Plan.

The Office of Scholarships continues to plan at the exemplary level for IE in 2013-2014. The ScholarWeb Completed Application Report (Goal One) shows that for 2013-2014, 5,191 students applied for scholarships. This is a slight decrease from the number of scholarship applicants for 2012-2013, but represents more applicants than in the three previous years, therefore still showing an overall upward trend. The Office of Scholarships continuously looks for new and innovative ways to advertise the scholarship deadline and target incoming students; however, based on the large number of scholarship applications each year, the high percentage of students who apply for scholarships, and the fact that the number of applicants has steadily increased over the past 5 years, no real modifications are needed to the application process or advertising methods at this time.

In 2014-2015, this unit continued to implement institutional effectiveness planning at an exemplary level. The unit's Goals 2 and 3, "Award by target date," and "Train departments," were assessed by ScholarWeb Award Reports. The percentage of awards made by the March 15th target date has increased significantly since 2009-2010, and increased by 9% in one year alone, from 2013-2014 to 2014-2015.   The increase in the total dollar amount of scholarships offered from 2013-2014 to 2014-2015 reaffirms that departments are maximizing the scholarship dollars they have available to aid in recruiting and retention; however, need to make their offers earlier. (It is important to note that the 58% figure representing offers made by March 15 is slightly misleading, since there are awards given at the end of spring semester and scholarships awarded specifically for summer term, which cannot be made by the target deadline. Also, as scholarships are declined, they are re-awarded to other students and would likely have to be made after March 15.) In conjunction with the Development Officers assigned to each academic area, the Office of Scholarships continued to provide staff development and/or training for departments to educate them on the importance of timely scholarship awarding. Additional university funds were allotted for the University Academic Service Scholarship program to coincide with TTU's Flight Plan. As a result of these additional funds, $2 million more in scholarships were offered in 2014-2015 than in 2013-2014. Link to Assessment: The ScholarWeb Award Reports show that 58% of scholarship offers were made by the target date of March 15. The Report also indicates that the total dollar amount of scholarships offered increased 23% from 2013-2014 to 2014-2015. Link to Flight Plan: Enrollment, Tuition, and Scholarships.

The Office of **Institutional Research** (OIR) provides information and analyses in support of University planning, evaluation, and management. OIR also provides analytical support regarding a broad array of subjects and is involved in ongoing data collection, analysis, and dissemination of information. This unit is an example of a unit that uses an acceptable process for IE for 2012-2013. For example, Goal Three, "Improve timeliness of project completions by OIR," is assessed by an OIR Project Manager Software. The OIR Project Manager software is a more efficient and effective project management tool than the predecessor, the OIR Project Log. The OIR Project Manager provides a centralized data base of project management information that all OIR staff utilize. Beginning in Summer 2013, all OIR staff could add, edit, and complete the pertinent information associated with the management of a project, and all staff easily could access and review information about all projects and associated project staff members, priorities, and time lines. Regarding the substantial imbalance of work load and resources (and particularly the staffing portion of resources) found in the assessment results, the director met with the new President (who began employment on July 1, 2012). The President indicated that it would be useful for the director to focus on strengthening the Office of Institutional Research for its crucial role in providing information and analyses in support of the University. Consequently, in August 2012, the director completed his service in the role of SACSCOC Liaison and provided orientation and information to his liaison successor. The director then turned his complete focus to the strengthening and improvement of the operations and functionality of the Office of Institutional Research, including the training and guiding of the new Research Analyst in his first year as a member of the OIR team.

The Office of Institutional Research continues to have an acceptable rating for IE processes in this unit for 3-2014. Goal One, "Reduce the backlog of projects to be completed by OIR," is assessed by the OIR Project Manager software which provides a centralized database of project management information that all OIR staff utilize. The introduction of OIR Project Manager in Summer 2013 is proving to be an asset to the Office of Institutional Research. All OIR full-time staff members are using the software, and some suggestions for adjustments to the software already have been discussed and considered for implementation. As staff members gain experience and extend their expertise in using Project Manager, the advantages and benefits of using this software are expected to increase. Overall, the use of Project Manager is expected to result in improvements in project management, project completions, and overall operational functionality for the Office of Institutional Research. OIR staff user discussions already have resulted in recommendations for adjustment to the software, to improve the usefulness of Project Manager. Adjustments to the software are projected to be made before the end of February 2014.

In 2014-2015, this unit continued to implement institutional effectiveness planning at an *acceptable* level. The unit's Goal 1, "Engage with the use of Microsoft SharePoint for the development of a new way of managing Institutional Research web content, as a primary method for delivery of Institutional Research products and services to TTU users," was tracked and completed by the end of 2014-2015. The intended objectives included: Complete the development of the IR SharePoint site, which was branded as Tech Source, a new information source of information and analyses for TTU users. Activities included (a) effective search functionality within Tech Source, and (b) appropriate tiered-security management of this special intranet site. Additionally, complete the transition of developing content in Tech Source, through (a) moving certain existing content from the IR web site and other sources into Tech Source, and (b) developing new content to load into Tech Source. And finally, discontinue the IR Series of management reports, and replace this type of product with reports that were developed as Tech Source reports.

Other actions included to continue the TECH TRENDS longitudinal reports as a part of the content in Tech Source, develop and test the search functionality within Tech Source, and seek to maximize successful search functionality, facilitate user understanding of the Tech Source search function, in comparison to a web search engine, and execute the plans for developing and managing appropriate tiered security for this special intranet site. Top administrators have access to content that is restricted to executive access and use. Institutional Research continued to test search functionality and monitor folder structure and file names for consistency and usefulness. Especially during the first year of operation of Tech Source, this resource was monitored closely for consistency of delivery and usefulness/utility for University users. Link to Flight Plan: Efficiency and Effectiveness

The Office of **Extended Programs and Regional Development** provides innovative, high quality educational opportunities in response to the changing needs of a diverse population within TTU's service area and beyond. This mission is carried out by creating and maintaining partnerships with campus academic units and external entities to provide

- Interdisciplinary degrees
- Distance learning offerings
- Credit and non-credit campus and off-campus courses
- Campus evening and weekend courses
- Special courses and events
- Service activities

This unit has an acceptable process for IE planning in 2012-2013. For example, the first goal is "to improve the workforce environment." Progress in meeting the stated goal was assessed by tracking contact hours, graduation rates, and awarded professional licensure points. Further, satisfaction surveys were conducted to assess the degree to which the stated goal is being met. As a result of these assessments, more opportunities were developed to provide more activities (conferences, seminars, and workshops) to faculty, staff and credit/noncredit students. The anticipated objectives include (a) strengthening and developing strategic alliances and relationships with federal and state agencies, industry, and private sector companies to further enhance EPRD's actions, (b) strengthening existing and developing new conferences, seminars, and workshops in response to participant demand in which these conferences, seminars, and workshops reflected the changing business climate as directed by surveys and planning committee meetings thus providing current information to all participants.

The office of Extended Programs and Regional Development has moved to an exemplary rating the 2013-2014 reporting year. Goal One: "Develop and sustain a wide range of credit and non-credit campus classes for faculty, staff, students, and community members," is addressed below, including assessments, targets, and results.

2013/2014	Objective	Methods of Assessment	Frequency	Targets	Results
1.1	Provide non-credit and credit community interest courses.	Number of Contact Hours	Annually	22,000 Contact Hours/ Semester	33,492.50 Contact Hours
1.2	Deliver Emergency Medical Training and Paramedic certificates programs.	Graduation Rates by Cohorts	End of cohorts	50% EMT and 60% Paramedic	EMT= 68%

Paramedic= 100% |
| 1.3 | Distribute and administer professional licensure renewal points. | Number of CEUs, TASEL, COE, etc.. certificates awarded | Annually | 2200 Certificates | 2084 Certificates |
| *1.4*

Results start 2014/2015 | *Provide credit in the form of dual enrollment and dual credit possibilities.*

FTE hours | | *Annually* | *TBA* | *Baseline results 2014/2015* |

This unit uses matrices to guide the planning process, and this includes all off-site locations as well. The Office of Extended Programs and Regional Development has moved to Southwest Hall and can more effectively provide focus on outreach and community development. Consequently, more opportunities were developed to provide more activities (conferences, seminars, and workshops) to faculty, staff, and credit/noncredit students. New objectives were added or adjusted to address the increased focus on research, innovation, and economic development, based on input from the formation of a COIS Advisory Committee and Regional Planning Team Members.

In 2014-2015, this unit continued to implement institutional effectiveness planning at an *exemplary* level. The unit's Goal 3, "Improving Accessibility through Online Offerings" was assessed with graduation rates, and curriculum analysis. Program changes and actions due to results are listed by objective: Goal 2 Objective 1: Number of DMBA Certificates Awarded, College of Business requirements changed for the MBA program so this objective is transitioning to online ed2go. Goal 2 Objective 2: Partner with ed2go, Gatlin and ROCE to Deliver Online Workforce Training, no modifications were needed. Goal 2 Objective 3: Partner with Other Academic Units to Deliver Video Conference Education, the Tandberg system was reinstalled and up and running for the 2015/2016 academic year. All of these activities are continuously monitored with tracking spreadsheets and attendance rates. Link to Flight Plan: Efficiency and Effectiveness.

The **Appalachian Center for Craft** manages all aspects of the administrative functions of the Center including day-to-day operations of the facilities, as well as studios and labs, and conducts all business management functions. Additional oversight includes housing, retail gallery, exhibitions program, workshop programs, Artist–in-Residence program, supervision of a contracted vendor for food services, all marketing and promotion efforts of the Craft Center as a whole, fundraising for student scholarships

and the annual capital campaign, and the outreach program and Craft Celebration event conducted in coordination with Friends of the Appalachian Center for Craft. In addition, the Center provides administrative support to faculty and students, and works in conjunction with student government groups such as the Visual Artist Society and area craft organizations. This unit is in the developing phase of IE for its planning purposes in 2012-2013.

New directional planning was implemented as a new leader was hired and assessments put into place for this reporting year. Numerous measurable goals were identified and synced with assessments that took place this reporting year. Effective changes due to those results are reported below. However, this unit did develop goals and assessments/benchmarks, for example: Goal One, "Improve infrastructure, cosmetics and amenities in the housing units for student use during the semester – as well as summer workshop participants. Pursue TBR approval to increase housing fees to be in sync with main campus," was assessed by exit surveys of in-residence students on student expectations. End-point outcomes were administered at the end of each academic year for housing. Dedicated questionnaires were distributed to each workshop participant group at the end of either a weekend or weeklong workshop. (1) Outcomes are expected to match or exceed initial expectations. (2) The expectation is that 75 % of the students will be satisfied with their housing arrangements and amenities, and that 90% of workshop participants will be satisfied with the three components of their survey: housing, food services, and the workshop experience itself. Results were distributed to the appropriate managers of the areas and the independent contractor for review. IE processes were developed in 2012-2013 and were followed in the subsequent reporting.
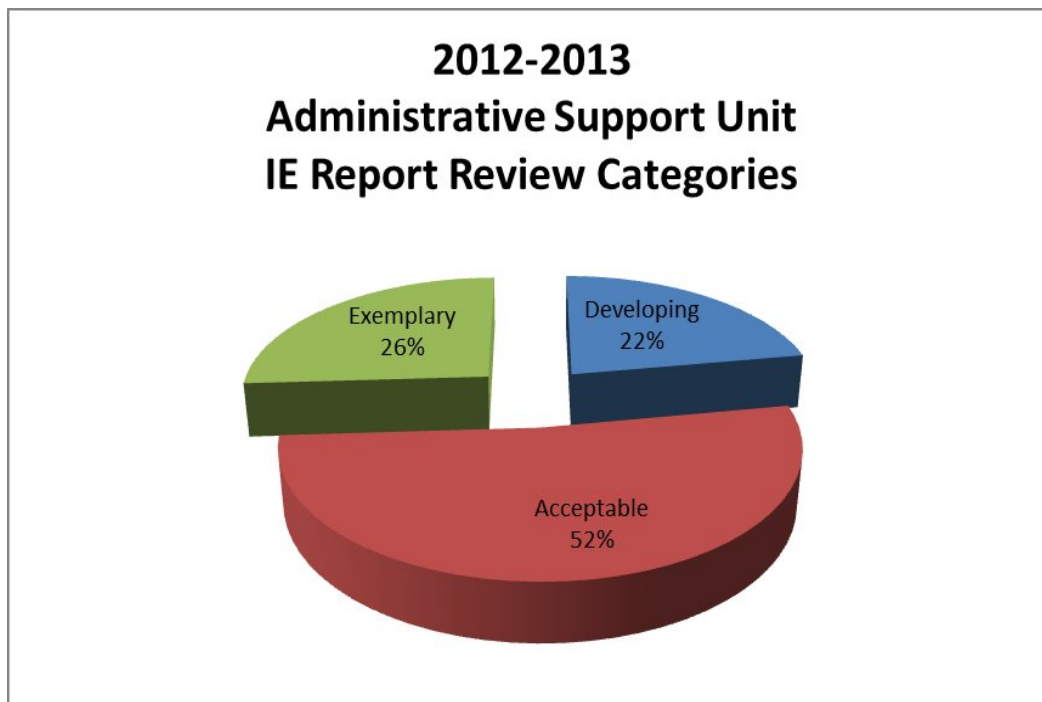
The Appalachian Center for Craft was rated as a developing unit in its IE process for the 2013-2014 reporting year as well, as it had not included data that it estimated would be available this reporting year. This unit was re-trained by IE staff and improved its planning process and document data collected for improvements for reporting in the next planning cycle.
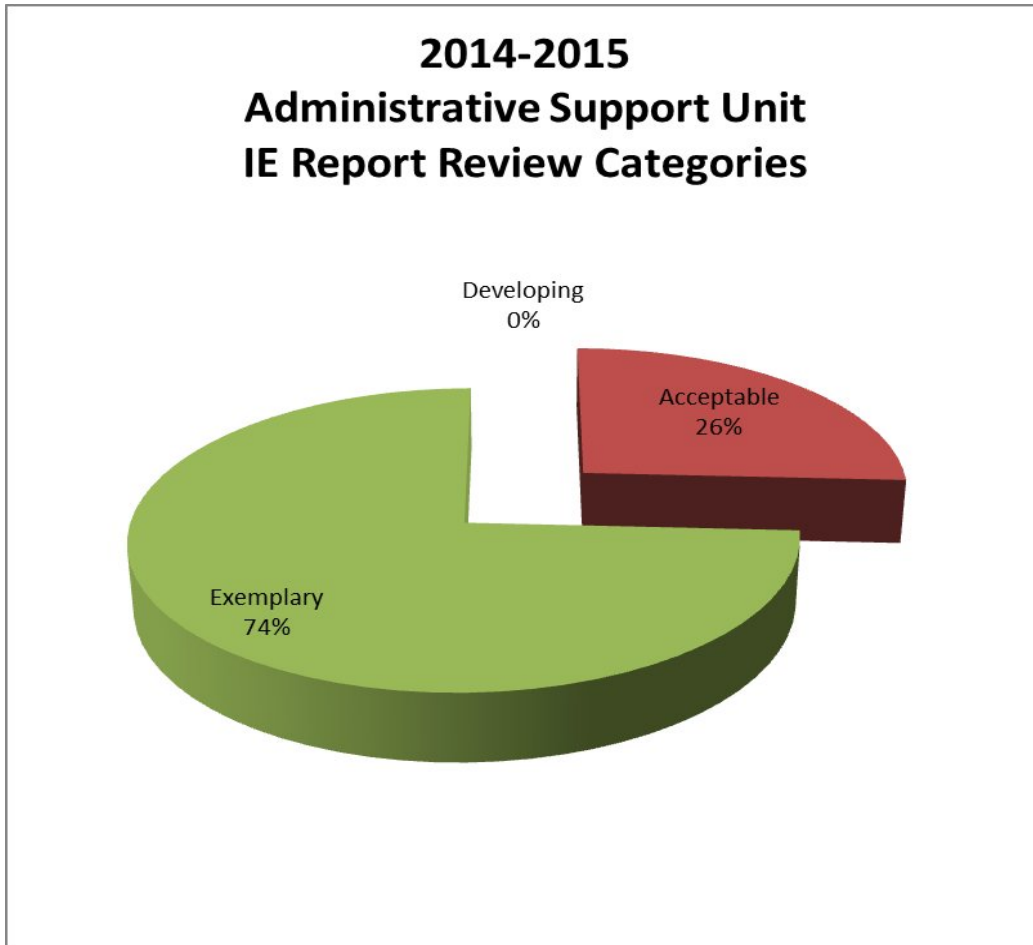
Successful IE training occurred in this unit after follow-up from the 2013-2014 report to include more results. In 2014-2015, this unit improved its implementation of institutional effectiveness planning to an *acceptable* level by providing more results and implementing discussions and actions related to these results. The unit's Goal 6, "Ensure that Craft Center faculty have the administrative and facility support that is necessary for the successful conduct of the BFA program." Include the following objectives: Improve staffing and conduct hires for the vacant Gallery Manager position, the Administrative Associate position, and Artist-in-Residence in Glass and Fibers. Subsequent to the reorganization of the reporting structure and responsibilities of the director of the Craft Center, and explicit communications plan relating University administrators, art faculty at the Craft Center and a Craft Center staff is being produced and implemented during the 2015 - 2016 year.

Recommended bi-monthly meetings between the art department faculty members located at the Craft Center and the Craft Center staff did not occur. Two meetings including the Provost, the Senior Associate Provost, the Interim Dean of the College of Education, the Chairperson of the Art Department, the Director of the Craft Center, all art faculty members, selected Craft Center managers and other management staff took place in Sept. 2015, were conducted primarily to discuss issues including Craft Center program direction and operations, faculty and staff working relationships at the Craft Center and artist in residence concerns and supervision. Subsequently the Provost changed the reporting structure to have the director of the Craft Center report to the Dean of the College of Education effective 07/01/15. During May and June of 2015, subsequent to the announcement of the Craft Center director's departure effective 07/01/15, the Senior Associate Provost, the Interim Dean of the College of Education, the Chairperson of Art, the management staff at the Craft Center and the art faculty members at the Craft Center met to discuss reorganization of key staff positions at the Craft Center. The administrators, staff and faculty have agreed upon a modification of planning and assessment that is progressively implemented through the course of fall semester 2015 and future semesters. Increased clarity of communication among responsible administrators, staff and faculty, and enhanced short-term and long term budget planning and risk management are two items for improvement. Link to Flight Plan: Improve undergraduate experience, Create Distinctive Programs and invigorate Faculty, and Physical Infrastructure Priorities.

Follow-up on Departments Categorized as "Developing" for the 2011-2012 Compared through 2014-2015 Reporting

Units categorized as developing in 2012-2013 were trained and monitored by the TTU IE Committee. Committee members provided very specific feedback to units in relation to the IE Committee Evaluation Rubric [7]. The percent of units found to be at the developing stage in the 2012-2013 reporting year (20%) reduced to 5% the following reporting year (2013-2014). For administrative services in the 2013-2014 reporting cycle, 54% of units were found to be using an exemplary process of IE, and 41% were found to use an acceptable process of IE. In 2014-2015, 74% of units were found to be using an exemplary process of IE, and 26% were found to use an Acceptable process of IE. This committee continued to evaluate and monitor IE processes of these units and encourage all units to be exemplary in their IE processes and reporting.

2012-2013
Administrative Support Unit
IE Report Review Categories

Exemplary 26%
Developing 22%
Acceptable 52%

2014-2015 Administrative Support Unit IE Report Review Categories

Developing 0%

Acceptable 26%

Exemplary 74%

Figures 1 and 2. Administrative Support Services change in Review Category.

Conclusion

Most notable through this extensive review process and the development of new reporting tools, is that all administrative support service units have identified measurable goals and objectives. They either have assessment tools in place, or added new assessment tools. Many deficiencies were discovered in the use of assessment for program improvement. The addition of Section VII Improvements to Assessment Plan in the reporting template allowed the units to strategically improve plans for assessment and use of results for modifications. Off-site services were found to have planning and assessment procedures that are consistent with on-campus services as reported above.

Reviewer comments from the 2012 SACSCOC Fifth-Year Interim Report led to the recognition of a need to improve the process for institutional effectiveness reporting. A new process, templates, and reporting deadlines have been established to monitor institutional effectiveness continually and consistently across campus. Annual reporting requirements include the submission of these reports at the end of each academic/fiscal year to the Office of Academic Affairs University Assessment. This new process allowed Institutional Effectiveness to be continually monitoring for the improvement of administrative support services provided. Tools for collecting and reporting in a consistent format and time frame were investigated. A bidding and review process was conducted, and after much deliberation, TTU purchased Campus Labs, a reporting system. Budget expenditures in relation to modifications and Strategic Flight Plan initiatives are requested and approved through Academic Deans and Divisions leaders.

All reporting for this planning period is available for each unit/department in final PDF format by academic/fiscal year at www.tntech.edu/provost/institutional-effectiveness/, in addition to live access on the Campus Labs TTU Planning site.

Campus labs planning module for institutional effectiveness. Future reporting includes the implementation of a planning platform for reporting Institutional Effectiveness information, and deadlines that are more flexible and synchronized with the IE process. IE reports for academic programs, administrative support services, academic and support services, and research and service areas are collected regularly and continually monitored by the Office of Academic Affairs and the Office of University Assessment. A program (Campus Labs) with planning tools for submitting reports efficiently and consistently was purchased, and was implemented for collecting IE reports in the 2014-2015 academic year. Modeled on the report guide and template training and reporting from 2011-2014, the Campus Labs Planning Module successfully allowed TTU to move forward starting in 2014-2015 in our process of annual reporting phases in institutional effectiveness processes.

IE reporting training took place in the fall semester of 2014. Units were asked to enter sections I-III of the IE reporting template, including the unit definition, goals/outcomes, and assessment information. During the 2014-2015 year, unit leaders updated the results as collected and discussed changes with unit constituents. Changes and modifications were reported during the summer to enable updates and revisions to IE planning . This process allowed for the institutional effectiveness planning to be consistently reported and reviewed for the entire campus. In the future, the units will use this system for budget requests as well, in relation to their modifications and planning. The process of institutional effectiveness demonstrates that TTU is in compliance with Comprehensive Standard 3.3.1.2 (Institutional Effectiveness: Administrative Support Services).

Links for Current Reporting

Rubric for Evaluating Assessment Plans and Reports [7]

Campus Labs IE Planning Platform Training Roll Out [9]

TTU Training Guide to Edit and Enter IE Reporting into Campus Labs [10]

References (in PDF form wherever possible)

Palmer, M. (2004; rev. 2011) Institutional Effectiveness Audit Form
_____. (2012). Through the Eyes of an Institutional Effectiveness Evaluator. SACSCOC Summer Institute Presentation.
        Atlanta, GA.
Principles of Accreditation: Foundations for Quality Enhancement (2011)
        http://www.sacscoc.org/pdf/PrinciplesOfAccreditation.PDF

Sources

[01] TTU Unit Audit Matrix

[02] Institutional Effectiveness Guide and Template Support Units

[03] IE Audit Form_Share

[04] Deadlines for Institutional Effectiveness Reporting 2012_2013

[05] 2012_2013 Support Unit Tracking List

[06] 2013_2014 Support Unit Tracking List

[07] Rubric for Evaluating IE Plans w Exemplary Acceptable Developing

[08] TTU Services

[09] Campus Labs IE Planning Platform Training Roll Out

[10] TTU Training Guide to enter and Edit IE Reporting

SACSCOC Institutional Effectiveness

TTU Assessment

TTU Unit Audit Matrix