

### 3.3.1.3

#### **Institutional Effectiveness: Academic and Student 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:

3.3.1.3 academic and student support services.

#### **Judgment**

Compliance    Partial Compliance    Non-Compliance    Not Applicable

#### **Narrative**

Tennessee Technological University (TTU) is engaged in the improvement of academic and support services with the formulation and monitoring of specific unit goals and objectives, assessments, and improvement of academic and student support services. Toward this end, TTU articulates its student support service goals, student learning outcomes, 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 educational programs 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 described in the narrative for Core Requirement 2.5, the University's process for institutional effectiveness for University-wide student support services tracks relationships that relate directly to our strategic Flight Plan in our 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 student support services, 100 percent of units annually evaluate their services for improvement. During the 2014-2015 academic year, all academic and student support service units have been trained and use a common template and reporting system (Campus Labs Planning module) to report and monitor processes on student support services, unit goals, and unit objectives. In addition, service units began relating their program goals and objectives to the strategic Flight Plan Initiatives in 2013.

TTU has an established sequential process for collecting and analyzing institutional effectiveness data which has been revised over the last two years. With the establishment and improvement of a cohesive, organized system of quality improvement, TTU has made improvements across all student and academic support services.

TTU adopted a new template [1] in 2011 for institutional effectiveness by establishing an Institutional Effectiveness (IE) Review Team, comprised of both faculty and administrative staff members, and use of a Review Rubric to evaluate reports consistently [2]. This IE Team meets regularly to review IE reports in response to Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) standards.

A thorough review of previous reports and current practice on program effectiveness was conducted after receiving the SACSCOC feedback from the Fifth-Year Report in 2010. Many programs/units at TTU were collecting assessment

data and making improvements to their programs/units. However, the reports were not consistent across campus concerning reporting format and in expectations and terminology. Many academic and student support service units had not used the process of institutional effectiveness consistently and needed specific training. Improvements were needed in assessment plans and use of results for making support service changes.

An IE Template and Guide with exemplars [1] was developed to assist specifically student 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 [1], and incorporated an audit form (Palmer, 2011) [2] 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 was developed and instituted [3], and spreadsheets [4] and [5] were used annually to track progress through phases of this comprehensive review.

The IE Team initially identified problems in student 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 section titled 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 student and academic support service units, this process continued for 2013-2014 reporting and was conducted annually from this point forward. IE reports are collected regularly as a newly required part of the annual reporting from academic and student 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 and faculty credentials, as well as a planning platform for IE reporting. During the academic year 2014-2015, all academic and support services units were trained to use a new reporting system (Campus Labs Planning module) to report and monitor processes on academic and support services, unit goals, and unit objectives. In addition, service units relate program goals and objectives to the strategic Flight Plan Initiatives (2013).

In addition to the resources and tools described above, administrator development is also available for the future. 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 academic and student support service units have identified measurable 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 called 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, and also used the same reporting format. A TTU Audit Matrix [6] is provided, tracking all University units and the process of IE over the last three years.

## **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 the fifth year interim report in 2010. The purpose of this template is to provide guidelines for developing assessment plans and a format 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 each 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. Student learning 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. Academic and student support 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 an educational student 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 instruments/strategies 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. The description of each assessment tool(s) includes (1) baseline data or information which focuses on the current state of the unit regarding a given objective whereas performance target refers to where the unit would like to be. The description of the assessment tool also states the method of assessment and the performance targets. (2) The report also briefly conveys 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 or benchmark results if applicable).**

Highlight the name of the assessment tool (List goal and/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 that the departments and units report the data results here and a 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 to provide useful information for identifying strengths and weaknesses and improving processes and services.

**Modifications and continuing improvement: Program changes due to assessments.**

Describe the changes made for goals/objectives #, #, & #

Link to assessment data: Describe the link between modifications to strategies and assessment results 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, along with an Institutional Effectiveness Committee led by the Director, periodically reviews all departments and units 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 had four years of reporting in the template format, and academic and student support and administrative areas had completed three years of this required TTU IE reporting, and are linked in the attached matrix [6]. In addition, each unit highlighted is hyper-linked below to a compiled pdf of reports, for ease of access.

### **Academic and Student Support Services**

Units in the following list are considered predominately academic and student support services; however, some include administrative support services as well. Specific University services are detailed in the TTU services document [7].

ACADEMIC STUDENT SUPPORT SERVICE UNITS		
Unit Name	Administrative Support Services	Academic and Student Support Services
Academic Services	√	√
Campus Recreation	√	√
Campus Recreation Health Promotions	√	√
Campus Recreation Intramural Sports	√	√
Career Services	√	√
College of Arts and Sciences Student Success Center	√	√
College of Business Student Success Center	√	√
College of Education Advising Center	X	√
College of Engineering Hixon Student Success Center	X	√
College of Interdisciplinary Studies Student Success Center	X	√
Counseling Center	√	√
Dining	X	√
Disability Services	√	√
Distance Learning and RODP Office	√	√
Financial Aid	√	√
Graduate Studies	√	√
Health Services	√	√
Honors Program	X	√
International Education	√	√
Learning Resource Center	X	√
Learning Support Program	√	√
Military Science ROTC	√	√
Multicultural Affairs	√	√
Oakley STEM Center	√	√
Orientation and Student Success	√	√
Registrar	√	√
Residential Life	√	√
Student Activities and Campus Life	√	√
Student Affairs Eagle Card Office	√	√
Student Government Association	X	√
Teacher Education	√	√
UNIV 1020	X	√
University Service Center	√	√
Volpe Library	√	√
Women's Center	√	√

Note: These units emphasize ACADEMIC STUDENT SUPPORT services, though various units contain some administrative services.

## Sampling Procedure

This report highlights units for academic and 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 [8]. The highlighted sampling method for this report incorporates three categories and is organized by the hierarchy of the University located at [9]. Three to five examples from each division are included with at least one from each of the categories (if applicable): Exemplary, Acceptable, and Developing [10].

*Exemplary:* Departments/units include specific measureable goals and objectives, comprehensive assessment tools (both direct and indirect), 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. 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 subsequent 2013-2014 and 2014-2015 fiscal years. Table 1 shows the progression of categories and improvements of the IE processes in each unit as the use of the new template moved forward and the process started in 2012 for student and support service units. All actual unit reports for these years are available at [11].

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 RÖDP	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 Success 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
<b>Note: Review Categories for units are defined as <i>Exemplary</i>, <i>Acceptable</i>, or <i>Developing</i> in the process of Institutional Effectiveness Planning and Reporting. Goal: All units at <i>Exemplary</i> level of IE processes.</b>			

## Examples Highlighting Improvements Due to Assessment Results

### President's Office.

**Athletic advising.** 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. For example, assessments include the NCAA Academic Progress Report, Graduation Success Rate, GPA tracking, and annual report. This unit has a process in place that evaluates and implements programmatic improvements to increase athletic competitiveness. For example, the Athletic Department is accountable to the NCAA for athletic academic progress, and TTU athletes exceeded the mandatory Academic Progress Report benchmark during the 2012-2013 year. Processes in place to ensure academic success and progress include the Work Intensely Now (WIN) program and the use of the GradesFirst student success software program. The GradesFirst program enhances communication with faculty, student-athletes, and tutors through targeted and mass email and texting communications. For example, faculty provide regular feedback on attendance and academic progress through the secure online system. The combined student-athlete GPA for Spring 2013 was 3.161, the third highest combined GPA in the history of the Athletic Department. The data collected through various reports is used consistently each semester to track student-athlete progress. For example, tracking GPA and student progress shows TTU exceeding NCAA guidelines, and no modifications were implemented other than to continue these processes. However, data revealed that a particular sport was not competing satisfactorily after a certain number of seasons, and leadership changes were made to correct this deficiency (specific sport not named in report). Designated staff members are responsible for assessing data and making appropriate modifications to program processes in order to ensure student-athlete success.

This unit continues to be an example of an exemplary process for use of assessment in 2013-2014. 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, assessments



include the NCAA Academic Progress Report, Graduation Success Rate, GPA tracking, and annual report. This unit has a process in place that evaluates and implements programmatic improvements to increase athletic competitiveness. For example, the Athletic Department is accountable to the NCAA for athletic academic progress, and TTU athletes exceeded the mandatory Academic Progress Report benchmark during the 2013-2014 year. Processes in place to ensure academic success and progress include the WIN program and the use of the GradesFirst student success software program. The GradesFirst program enhances communication with faculty, student-athletes, and tutors through targeted and mass email and texting communications. For example, in 2013-2014 Athletics continues to graduate student-athletes at a federal graduation rate that is significantly greater (15 percent) than the general undergraduate student body at TTU. The combined student-athlete GPA for Spring 2014 was 3.293, a record-breaking GPA. The data collected through various reports is used consistently each semester to track student-athlete progress. Modifications to the most recent IE Report include adding more hours to community service projects.

This unit continues to be an example of an exemplary process for use of assessment in 2014-2015 as well. 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, assessments include the NCAA Academic Progress Report, Graduation Success Rate, GPA tracking, and annual report. The Athletic Department is accountable to the NCAA for athletic academic progress, and TTU athletes continued to exceed the mandatory Academic Progress Report benchmark during the 2014-2015 year. Processes in place to ensure academic success and progress include the WIN (Work Intensely Now) program and the use of the GradesFirst student success software program. The GradesFirst program enhances communication with faculty, student-athletes and tutors through targeted and mass e-mail and texting communications.

The combined student-athlete GPA for Spring 2015 was 3.115. The TTU student-athlete combined GPA has been above 3.0 for 13 consecutive years. No Modifications were made to the Goals for Academic Success or Coaching Staff due to those processes working very well. The Goal of Community Service and Outreach was assessed with number of community service hours. While the goal was met, new community service opportunities continued to be added. The Goal to monitor Diversity was met and no Modifications are planned for this year. The Goal to improve Facilities and Infrastructure was met due to two renovation projects nearing completion, but Modifications to this goal include hiring a new development officer this year, and a continued plan for securing funds for new renovations. Trends over time for Athletic Advising are the comprehensive use of data to monitor student progress and success. Link to Flight Plan: Freshmen Flight Path, Academic Advising, Undergraduate Co-Curricular Program, New Graduate Programs, Enrollment, Tuition, and Scholarships, Efficiency and Effectiveness.

## **Student Affairs.**

**Counseling Center.** This unit receives an exemplary ranking in 2012-2013 for its specific goals, objectives, strategies, and performance indicators that are clearly organized and aligned with the unit's mission. The Counseling Center serves to enable healthy student development during the college experience as this contributes to the attainment of student educational objectives. The Counseling Center structures the goals of the unit based on the standards provided by the Council for Accreditation of Counseling and Related Education Programs (CACREP). The unit provided an extensive listing of activities that had been accomplished during the 2012-2013 year, which clearly documented progress toward accomplishment of goals. For example, Goal One is to "provide for the psychological and emotional welfare of students through suicide prevention/intervention workshops." This goal has one objective — to provide workshops; one strategy — to provide suicide prevention training to freshmen orientation classes; one performance indicator — to inform all freshmen orientation instructors of the availability of the workshops; and one expected outcome — a 10 percent increase in number of freshmen orientation instructors who use the workshops. Analyzing the number of requests for the suicide prevention workshops was the assessment for Goal One. Other activities were associated with Goal One such as participating in the national suicide prevention awareness week. Analysis of data revealed that there was strong support for the workshops, and these were offered each semester. The Counseling Center provides a clear example of using program feedback to guide current and future activities.

This unit continues to receive an exemplary ranking in 2013-2014 for its specific goals, objectives, strategies, and performance indicators that are clearly organized and aligned with the unit's mission. The Counseling Center serves to enable healthy student development during the college experience as this contributes to the attainment of student educational objectives. The Counseling Center structures the goals of the unit based on the standards provided by the Council for Accreditation of Counseling and Related Education Programs (CACREP). The unit provided an extensive listing of activities that had been accomplished during the 2013-2014 year, which clearly documented progress toward accomplishment of goals. For example, Goal One is to increase student awareness of Counseling Center services through targeted outreach programs. One specific objective under this goal is to assist students who are veterans in receiving needed services. Activities associated with Goal One included an Outreach Day for student veterans and development of information packets to give to incoming student veterans. Analysis of data revealed that there was strong support for the inclusion of an outreach coordinator at some future point. Modifications to the current IE report include adding a Goal 6 "beginning Fall 2014 — academic achievement with key priority on incoming Freshmen through academic counseling, coaching, consultation, presentations, and workshops." The Counseling Center provides

a clear example of using program feedback to guide current and future activities.

This unit continues to receive an exemplary ranking for its specific goals, objectives, strategies and performance indicators that are clearly organized and aligned with the unit's mission in 2014-2015 as well. The Counseling Center structures the goals of the unit based on the standards provided by the Council for Accreditation of Counseling and Related Education Programs (CACREP). Goal one is to provide for the psychological and emotional welfare of students and is assessed by tracking spreadsheets and pre/post surveys. Results supported success in meeting this goal and no modifications are planned. Goal two is to increase campus visibility and results from these assessments revealed that the goal was met, and no modifications are planned. Likewise, the remaining goals for this unit were met and supported by a comprehensive collection of results. No Modifications are planned for this unit for the upcoming academic year. The new goal six added last year, related to Academic Success of students was met by providing 47 academic success workshops throughout the school year. The Counseling Center Goals are related to the Flight Plan Initiatives "Freshmen Flight Path" and "Technology Service to Students". Trends for the Counseling Center over time include strategic use of assessment tools to document progress toward goals and objectives and adherence to accreditation standards from a professional organization. Link to Flight Plan: Freshmen Flight Path, Technology Service to Students.

**Office of Disability Services.** This unit is an example of an exemplary ranking in 2012-2013 due to its clearly defined goals, objectives, assessment measures, and links to program improvements. The Office of Disability Services (ODS) exists to ensure equal access for all qualifying individuals to TTU's academic and physical environments as well as to provide a variety of resources such as academic adjustments, assistive technology, and software and awareness training. The unit has created five goals to target improvements in the services provided. For example, Goal One is to improve problematic access issues and has three objectives: to acquire additional access equipment for students with visual impairments by April 2013, to reduce time and bureaucracy involved with providing accommodations, and to pursue use of temporary employee services especially during peak times. These goals and objectives were assessed using Technology Access Fees (TAF) applications, purchase requisitions, and annual reporting. In the spring of 2011, the Office of Disability Services (ODS) contracted with an external organization for assistance with a campus-wide self-study. The ODS chose to partner with the Association on Higher Education and Disability (AHEAD), the international professional organization for higher education disability providers of which the ODS and TTU hold membership. The purpose of the self-study was for program evaluation and to gain insight into perceptions of the office, services offered on campus, and issues of access. Results of data analysis revealed that the ODS was awarded \$8,885 in TAF funds to purchase the needed accommodation equipment. A smoother process for obtaining accommodations was implemented based on agreement between ODS and the Vice President of Business and Fiscal Affairs, and a new temporary employee was hired as well as a job analysis questionnaire to support hiring a full-time employee. ODS continues to modify services based on AHEAD professional standards.

This unit continues to be an example of an *exemplary* ranking in 2013-2014 due to its clearly defined goals, objectives, assessment measures, and links to program improvements. The Office of Disability Services exists to ensure equal access for all qualifying individuals to TTU's academic and physical environments as well as to provide a variety of resources such as academic adjustments, assistive technology, and software and awareness training. The unit continues to use five goals to target improvements in the services provided. For example, Goal Four is to expand Academic coaching to serve the most at-risk students. This goal was assessed with establishing the position, hiring a new graduate assistant in May 2014, and tracking student visits. The Office of Disability Services continues to follow standards established by the Association on AHEAD. These standards help to guide unit actions and provide accountability for quality of services provided. Modifications to the current IE report included more training sessions in 2014 for the campus community, improvement of the website, establishment of the Academic Coaching program, and attendance at professional development events by key staff members.

This unit continues to be an example of an *exemplary* ranking due to its clearly defined goals, objectives, assessment measures and links to program improvements in 2014-2015 as well. The Office of Disability Services continues to follow standards established by the Association on Higher Education and Disability (AHEAD). These standards help to guide unit actions and provide accountability for quality of services provided. Goal one focused on increasing number of handicapped parking spaces on campus- this goal was assessed with number of parking spaces added and relates to Flight Plan initiatives Efficiency and Effectiveness and Technology Service to Students. This goal was met and no new modifications are identified for this goal. All five goals were met as evidenced by analysis of results and no new Modifications are planned. However, continuous monitoring of student and staff feedback helped to identify any new areas for improvement. Trends for the Office of Disability Services include adherence to AHEAD standards and a comprehensive monitoring of access and awareness of needs on campus. Link to Flight Plan: Technology Service to Students, Technology Infrastructure and Innovation, Efficiency and Effectiveness.

**Office of Orientation and Student Success.** This unit is an example of an acceptable ranking in 2012-2013. The purpose of the Office of Orientation and Student Success is to help new students make a successful transition from high school/community college or other entry point to University life. The unit also seeks to create experiences for new students, which connect them to the TTU campus, fostering a lifelong affiliation as a TTU alumnus. The unit

provides goals, but objectives are not clearly identified. The assessment measures are appropriate for the unit, but Goal Three does not yet have an assessment identified for it. Some assessment data are collected by other units and provided to Orientation and Student Success, creating delays in access to data and resulting in less timely analysis of data. This item is identified as needing improvement and was part of the assessment improvement plan. Several types of data are collected on a regular basis and are used to improve program services.

This unit is an example of a unit that has improved from an acceptable ranking to an exemplary ranking in 2013-2014. The purpose of the Office of Orientation and Student Success is to help new students make a successful transition from high school/community college or other entry point to University life. All goals are now clearly tied to assessment measures. For example, there are five assessment tools: annual reports, SOAR student and parent evaluations, orientation assistant exit interviews, Constant Contact surveys, and UNIV 1020 IDEA surveys. Each assessment tool is clearly linked to a goal and has a target date for completion. Results show that participants are satisfied with the services being provided. A modification to the current IE report includes a restructuring of the SOAR itinerary – removing the mandatory campus tour after it was realized through assessing student feedback that most new freshmen had already completed a campus tour on their prospective visit. Eliminating the mandatory campus tour and making it an option provided more time for additional SOAR activities in the schedule.

This is an example of a unit which has maintained its exemplary ranking from the previous review in 2014-2015. The unit has seven goals which have clear assessment tools and system in place for analyzing results. Goal one relates to the Freshmen Orientation Program (SOAR), and based on analysis of results the unit monitored in fall freshmen enrollment trends over time, they were able to predict the number of SOAR sessions to host; ensuring that all students who want to attend a session were accommodated. Goal two relates to quality orientation programming and on-boarding of new students. The unit continuously monitors feedback from participants in order to determine the most useful means of disseminating information to new students. Modifications for this goal include improving content of SOAR publications and investigating new avenues for distribution of materials to students and parents. Modifications to Goal 3 (First Year Experience) include the establishment of an online portal for University Connections instructors to provide content, resources and best practices for these instructors.

A Modification to Goal five (Common Book) is the adoption of a Common Book for all University Connections classes, to increase student growth outside of discipline. Modifications to Goal six (Peer Mentoring) include provision of new online training modules for mentors to better prepare them to assist new freshmen. A modification to Goal seven (Professional Development) is to have Orientation administrators present at a national conference and host a regional conference at TTU in the coming year. The Office of Orientation and Student Success supports Flight Plan initiatives "Freshmen Flight Path", "Co-Curricular Undergraduate programs", "Enrollment and Scholarships", and "Efficiency and Effectiveness". Trends over time for this unit include a continuous monitoring of feedback from service users and a movement toward aligning unit activities with standards from professional organizations. Link to Flight Plan: Freshmen Flight Path, Improve Undergraduate Student Experience.

**Office of Residential Life.** This unit is an example of an exemplary ranking in 2012-2013 due to the comprehensiveness of the goals and assessment plan. Residential Life provides safe, comfortable, well-maintained, supportive, and reasonably priced housing options for on-campus living. The unit exists to provide opportunities for on-campus students to connect with the University and each other in positive and supportive ways. The Living and Learning Villages concept continues to provide unique housing options with specific academic focuses. Goals and objectives are clearly aligned with unit and university missions and provide structure for assessing program impact. Assessment measures are used on a consistent schedule and provide relevant data for program assessment. Extensive renovations and updates have been completed to several housing units, and more renovations are planned. The Learning Village plan began in 2010, and now has seven Villages with more planned for 2014 and 2015. Customer service was identified as a strong area on the Satisfaction Survey and validates the unit's focus on creating a positive student experience. The unit identified including focus groups in the assessment plan as a future improvement measure.

This unit continues as an example of an exemplary ranking in 2013-2014 due to the comprehensiveness of the goals and assessment plan. The Living and Learning Villages concept continues to provide unique housing options with specific academic focuses. Goals and objectives are clearly aligned with unit and University missions and provide structure for assessing program impact. Assessment measures are used on a consistent schedule and provide relevant data for program assessment. Extensive renovations and updates have been completed to several housing units, and more renovations are planned. The Learning Village plan began in 2010 and now has seven Villages with more planned for 2015. Customer service was identified as a strong area on the Satisfaction Survey and validates the unit's focus on creating a positive student experience. For example, the Educational Benchmark survey, given each spring, had an overall customer satisfaction score of 5.64 in 2014, the highest to date. Modifications for 2013-2014 include more programming in educational and interpersonal development for students and additional training opportunities for staff. The unit reported several internal and external training sessions that various staff had attended during the 2013-2014 academic year.

This unit continues as an example of an *exemplary* ranking due to the comprehensiveness of the goals and

assessment plan in 2014-2015 as well. Assessment measures are used on a consistent schedule and provide relevant data for program assessment. Goal one relates to Hall Ownership and Pride and the results revealed progress toward meeting this goal. Modifications identified for Goal one include: to assign specific staff members to track hall events and plan schedules prior to the start of fall semester. There was not a significant increase in participation of intramural events, and participation continued to be emphasized in the coming year. Seven of the nine learning villages have been completed, with a new completion date of August 2016. Results from Goal 2 (Improve Housing Facilities) reveal that progress has been made, but student feedback continues to indicate need for additional improvements. Modifications to this goal include prioritizing building and renovation needs according to the Master Plan. Modifications to Goal three (Quality Programming) include: hiring of external consultant to inform strengths and weaknesses of overall Residential Life Program, and increased funding to allow staff members to attend regional and national professional development conferences. Trends over time for Office of Residential Life include a strategic master building and renovation plan; and a comprehensive use of feedback from service users to facilitate improvements to services. Link to Flight Plan: Undergraduate Co-Curricular Program.

**Student Government and Judicial Affairs.** The report from this unit is identified as a developing report in 2012-2013. The mission of the Student Government Association is to ensure that all students' needs are met by acting as a student voice for the campus community, serving as a liaison between the students and faculty, promoting student participation in campus life, and investigating solutions to various issues that affect the campus as a whole. The Student Government Association supports teamwork, diversification, mutual respect, and a dedication to enhance the entire collegiate experience by supporting and/or drafting policy that promotes student interests, needs, and welfare. The unit has identified three goals and a set of objectives, but assessment measures have only recently been implemented. Assessment data are available for only one goal, and benchmarks for measuring goal attainment are not yet available. Modifications and improvements to the program are ongoing and not available for analysis in this 2012-2013 report.

This unit has improved to an acceptable ranking in 2013-2014. The unit has identified three goals and a set of objectives, but assessment measures have only recently been implemented. Assessment data are available for only one goal, and benchmarks for measuring goal attainment are not yet available. Modifications and improvements to the program are ongoing and still not available for the 2013-2014 report. The unit plans to benchmark its services with other student government associations within the Tennessee Board of Regents (TBR) system, to conduct a survey of the student government senate related to leadership values, and to administer an "Emotionally Intelligent Leadership Assessment" to members. No data have been collected to date, and therefore, no results are reported. The unit did pass 26 items of legislation during the academic year.

This unit is has continued to report at an acceptable ranking in 2014-2015. The unit has identified three goals and a set of objectives, but assessment measures have only recently been implemented in 2014-2015. Assessment data is available for only one goal, and benchmarks for measuring goal attainment are not yet available. No Modifications are identified in selection of goals; however, the unit recognized a need to improve the assessment plan. . Improvements are to add more questions to the SGA survey. The unit plans to benchmark its services with other student government associations within the TBR system, to conduct a survey of the student government senate related to leadership values, and to administer an "Emotionally Intelligent Leadership Assessment" to members. Specifically, a plan is implemented to add a question to the SGA survey regarding Goal 3 for the 2015-16 fiscal year. This better assessed leadership development. Link to Flight Plan: Undergraduate Co-Curricular Program, Improve Undergraduate Student Experience.

### **Business and Fiscal Affairs.**

**Bookstore.** This unit is an example of an acceptable ranking in 2012-2013. The purpose of the campus Bookstore is to "create a focal point for college life and learning, enhance the educational mission of the institution, enliven campus culture, and deliver a strong and consistent revenue stream." The Bookstore report documents goals and objectives that are appropriate for a student support unit. The goals are broadly written and could be more concisely written. The assessments are appropriate, and the rationale provides a clear link as to why the assessments are used. The results document progress in achieving goals this past year, especially the "Igniting the Student Connection Email Review," and the Profit/Loss Report. The Bookstore enlivens the campus culture by participating in sales at home football games and campus book signings.

This unit continues to have an acceptable ranking in its IE process for 2013-2014. Continuing to track Goal One "Igniting the Student Connection Email Review," the unit indicated in 2013-14 that it was successful in reaching students and engaging them with the Bookstore. The results show that 7,657 email addresses were collected, and the bookstore emails open rate was at 51.40 percent. This was an improvement over last year's results, so no changes were made for this goal at this time.

This unit is an example of an acceptable ranking in 2014-2015. The unit has four goals: Communication with campus, maintain compliance with Higher Education Opportunity Act, Enliven and engage in campus culture, and deliver a strong and steady resource stream to the university. Assessment of these goals revealed that all goals were met

according to benchmarks and no modifications are identified at this time. The unit continued with the same goals and assessments for the coming year. [Link to Flight Plan: Efficiency and Effectiveness.](#)

## **Information Technology.**

**IT academic student support** (This unit also includes administrative support services; however, this summary focuses on academic and support services). This unit is an example of an exemplary ranking in 2012-2013 due to the extensive review of goals, objectives, and assessment measures for this unit. The Information Technology (IT) Academic Student Support unit exists to provide IT services to campus students, faculty, and staff. The unit underwent a comprehensive restructuring during 2013 when a new Chief Information Officer (CIO) was hired. During the 2013 year, the CIO worked to prioritize unit activities based on the Flight Plan initiatives. No strategic plan existed for the unit, and plans are underway to create a strategic plan for implementation in 2014. A total of 21 objectives are listed, with timelines for completion. An organized assessment plan had not been in place, prior to 2012. However, the unit is creating quality improvement metrics based on Information Technology Infrastructure Library (ITIL) standards for IT service organizations. The report provides an extensive description of Modifications and Continuing Improvement for the unit. For example, a list of eight lessons learned provide an analysis of external factors, which influence the work of the unit. Factors such as pay structure, need for project management skills, need for a project portfolio management strategy, and need for a university-wide IT Strategic Plan all influenced the effectiveness of the unit during the 2012-2013 year. These factors are being addressed and incorporated into strategic planning initiatives for the campus. The report clearly links the work of the unit to the campus Flight Plan.

IT Academic Support (this unit also includes administrative support services; however, this summary focuses on academic and support services). This unit is an example of an exemplary ranking for 2013-2014 as well. The unit underwent an extensive leadership change in 2013-2014 when a new CIO was hired. Of the new tasks developed in 2012-13, 10 of 20 identified objectives were completed, five were delayed by externally controlled factors, one was cancelled, and four remain in progress. Lessons learned from these projects include the following. The new IT Strategic Plan was being finalized at the time the 2013-2014 report was submitted. 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 must be implemented, which facilitated prioritization and scheduling of major projects for the University, consistent with the University's strategic directions. Most important, through assessment, this unit learned that a significantly greater amount of time is required to change organization staffing and purchase goods and services at TTU than at other higher education institutions, and time must be allotted in transformational changes to account for this longer time frame.

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 Appendix A 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 must be 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. 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 Assessment Use of Data: 10 of 20 identified objectives were completed, 5 were delayed by externally controlled factors, one was cancelled and 4 remain in progress.](#) [Link to Flight Plan: Technology Service to Students, Technology Infrastructure and Innovation, Technology in Teaching.](#)

## **Provost.**

**Career Services.** This unit is an example of an exemplary ranking in 2012-2013. The mission of Career Services is to assist students and alumni in planning, organizing, and conducting a successful job search. The primary objective is to provide assistance to students so that they may secure full-time, part-time, or experiential employment. The unit connects employers with students and graduates through a state-of-the-art recruiting platform to assist in the transition from college to the world of work. Through a comprehensive experiential education program and a focus on

career outcomes (assisting students in securing their first destination after college), Career Services is aligned to contribute to the professional success of TTU graduates. In addition, the unit is aligned with University student retention initiatives that support the University Flight Plan. The report documents appropriate goals, assessment tools, and rationale for assessment. Metrics are listed for each assessment measure. For example, Career Services uses Experience eRecruiting software to survey employers and students to determine their satisfaction level with on-campus career fairs. This feedback is analyzed after each event and used to improve services. One item that continues to receive low levels of satisfaction is parking at on-campus career fairs. The unit implemented parking signage, directions, and a shuttle service to address this concern. Based on results from the number of students completing their first destination report for the May graduating class, the unit is implementing the National Association of Colleges and Employers (NACE) standard as the benchmark for response rate for this assessment measure. Additionally, a new career outcomes assessment tool was implemented in 2014 based on results from student graduation information. There are clear connections between assessment results and how the data have been used to improve unit activities.

This unit is an example of an exemplary ranking for 2013-2014. The report documents appropriate goals, assessment tools, and rationale for assessment. Metrics are listed for each assessment measure. For example, Career Services uses Experience eRecruiting software to survey employers and students to determine their satisfaction level with on-campus career fairs. This feedback is analyzed after each event and used to improve services. The unit reports a 79 percent increase in attendance at workshops and a 13 percent increase in attendance at the October Career Day. The unit also reports a 39 percent increase in number of students who registered with the Experience eRecruiting service. Under Modifications, the unit plans to continue to develop innovative career workshops and to host profession specific career fairs, adding a new Education Career Fair in March 2015. The unit continued to promote the Career Readiness Certification.

This unit is an example of an exemplary ranking in 2014-2015. The unit has six goals with a clear and comprehensive set of assessment tools for each goal. Results were analyzed in a systematic way to document progress toward goal completion. Modifications planned for Goals 2 and 4 reveal that the inaugural Education Fair held in March was such a success it became an annual event. A Modification to Goal 4 is to transition to the "Marketplace" system to process career fair credit card payments – this increased efficiency and profitability from the career fairs. Modifications to Goal 5 (communication with campus) include increasing use of TechWorks software for students, new employer survey, hiring of additional Peer Mentors, and continued emphasis on use of the Career Readiness Certification program. Improvements to Assessment plan are to implement use of the Engineering Experiential Education Performance Appraisal to all departments to provide feedback from employers on student performance. An additional improvement to assessment plan is to add additional times that post-graduation surveys are sent to graduates in order to increase response rate. Trends over time for Career Services include comprehensive use of assessment tools to improve services and obtain user feedback. Career Services supports Flight Plan initiatives "Improve Undergraduate Experience", "Freshmen Flight Path", "Expand Financial Resources", and "Transform Technology".

**Graduate Studies.** This unit is an example of an acceptable ranking in 2012-2013. The mission of the Office of Graduate Studies is to promote, coordinate, enhance the quality of, and serve as an advocate for graduate education programs at TTU. The vision of the Office of Graduate Studies is to improve human knowledge through teaching, learning, research, and outreach. The Graduate Studies Executive Committee (GSEC) serves the faculty and administration in the governance of the graduate program of the University. The Committee is an advisory body to the President of the University on matters relating to the interpretation of Graduate School regulations and on matters of general policy in the operation of the Graduate School. While appropriate goals and assessment tools are documented, the unit fails to clearly define how Goal Four, "recruit graduate students and support units in increasing graduate enrollment and retention," would actually be accomplished. A new staff position for Marketing and Recruitment was hired in 2012, but the activities of that position are not defined in the report. A marketing plan is still being developed for the 2013 year. A specific plan on how units will be supported in increasing graduate enrollment is missing from the report. Two changes to the graduate catalog were noted in the GSEC meeting minutes. The Graduate Student Application Tracking process was initiated in 2012, but benchmarks for its use have not been established yet. The modifications and improvements section of the report needs further clarification to be in compliance.

This unit has progressed from an acceptable ranking to an exemplary ranking in 2013-2014. The unit has eight well-defined goals with target dates of completion. There are specific assessments tied to each goal. Results of the assessments reveal appropriate data that provide feedback on the services provided by the unit. For example, a table is provided of the specific recruiting events accomplished during the past year and the types of marketing accomplished. A new dashboard for tracking graduate student applications was implemented and revealed an increase of 30 percent in graduate applications and a significant increase in the processing efficiency of applications. The unit completed its Continuity of Operations Plan (COOP) plan in compliance with University requirements. New objectives for the next reporting cycle include development of a policies and procedures manual and creation of a GSEC database for tracking curriculum changes.

This unit continues with an exemplary ranking in 2014-2015. The unit has eight well-defined goals with target dates of completion. Assessments and results were analyzed in a timely manner, providing documentation of goal attainment.

Modifications to Goal one (Marketing) include modifying career fair recruitment plan to add schools within a 4-hour driving distance; and to transition to more digital and social media forms of advertising. Modifications identified for Goal two are the establishment of new Key Performance Indicators: Yield Rate, Acceptance Rate, Decrease in Incompletes, and Time to Degree. For Program Growth, three new graduate degrees have been submitted to TBR and are in the process of review. Modification to goal 4 is the implementation of a cross-training program for graduate office staff to inform everyone on admissions procedures; this is meant to increase efficiency and effectiveness. The GSEC (Graduate Studies Executive Council) database tracking system was implemented over the last 12 months, and efficiency of this system was planned to be monitored in the coming year. Modifications to Retention and Time to Degree goals are in progress. The unit reports difficulty in easily accessing retention data for graduate students, and is working to create a more efficient tracking system for this data. Trends over time for Graduate Studies include increasing emphasis in efficiency of operating processes, and systematic monitoring of assessment data. Link to Flight Plan: Improve Undergraduate Student Experience, Efficiency and Effectiveness.

**Honors Program.** This unit is an example of an exemplary ranking in 2012-2013. The Honors Program serves intellectually motivated students by providing challenging academic and co-curricular experiences and developing student readiness and personal responsibility for substantial roles in research, leadership, and service. The Honors Program exists to foster a lifelong commitment to creative problem-solving, critical inquiry, greater understanding of diverse human endeavors, responsible leadership, and substantial service in a community of high-achieving scholars. The unit's report contained an extensive listing of goals and learning outcomes clearly linked to appropriate assessment measures. For example, one goal of the unit is to integrate service opportunities throughout the program; this is accomplished through collaboration with the University Service Center and Honors student organization for the purpose of fostering students' interest in service to society. This goal is measured by student Honors Program Enrichment Options (HPEO) assessments of community service. The results of this feedback revealed students were satisfied with their community service projects and wanted to do more; modifications for this goal include creating new community service options in freshman HPEO as an alternative to committee/organization participation. The assessments reveal a broad range of assessment measures including course syllabi, student tracking database, Honors Handbook, student portfolios, exit essays and interviews, study abroad reports, and community service data. The comprehensive amount of data collected provides a rich source of feedback about the unit's activities; this was used for modifications to improve efficiency of services.

This unit continues to be an exemplary ranking for 2013-2014. Goals are clearly defined and have specific assessment measures. For example, the first goal is to increase student-faculty research. This is assessed with how many faculty members are paired as research mentors with Honors students, the number of Honors contracts, and course syllabi. The data revealed an increase of one more student from the previous year connecting to a research mentor. The content of Honors syllabi shows an appropriate number of objectives related to critical thinking and research methods. The comprehensive amount of data collected provides a rich source of feedback about the unit's activities. Modifications included the development of guidelines for substantial service as part of the experiential learning option. A plan was proposed to establish a campus-wide committee to promote competitive fellowships. The unit continues to explore the development of a new Honors College as part of the work of an ad-hoc taskforce.

This unit continues with an exemplary ranking in 2014-2015. The unit has six goals that are clearly defined and have specific assessment measures in 2014-2015. Results are analyzed in a systematic way. Modifications to Goal one (research) include adding two sections of Honors 1010 that focus specifically on undergraduate research; the Quality Enhancement Program (QEP) has earmarked \$10,000 for honors creative inquiry, and curriculum planning for transition to Honors College focused on inclusion of research. Modifications identified for Goal 2 (honors course offerings) are to engage departments to provide additional honors sections of courses, develop and implement Honors paths within each department, and expand projects for Honors upper division experiential learning. Goal 4 (Civic Engagement) was met but modifications included adding more discussions and activities within Honors 1010 to allow students to see the connections between civic engagement and their chosen career paths. Results from assessment of Goal 5 (Grad school and fellowships) reveal that tracking of students entering graduate school was lacking, and this was added as a Modification for this goal. Likewise, results showed progress in more students applying for fellowships, but more awareness is needed to continue this increase. Increasing awareness of fellowship opportunities is another Modification for Goal 5. The unit is transitioning to a new Honors College. Link to Flight Plan: Freshmen Flight Path, Undergraduate Co-Curricular program, Academic Advising, Efficiency and Effectiveness, Enrollment Tuition and Scholarships, and Improve Undergraduate Student Experience.

**University 1020 Freshmen Success Program.** This unit is an example of an *acceptable* ranking in 2012-2013. University 1020 First-Year Connections is a course specially designed to help students build the academic, social, and professional connections they will need for a successful college career. In this one-credit hour course, students are introduced to an assortment of university services, academic skills, and friendships that will assist them in the successful transition to university life. The report documents four goals and four assessment measures. The rationale for goals, assessments, and process of data analysis does not fully explain how the assessment measures are tied directly to the effectiveness of the 1020 Freshman Success Program. It is not clear if the 1020 course is the only component of the "program" or if other components are available, but not discussed in this report. The assessment measures are indirect at best and influenced by several external factors. For example, Goal One is "to connect

students with other students, encouraging both academic and personal networks.” This goal is measured with the IDEA course evaluations, the NSSE scores, and mentor evaluations. Since the 1020 First-Year connections course is taught by a variety of instructors, it may be difficult to efficiently control content and course delivery style across instructors, making the data from this assessment tool unreliable for measuring how well students connect with other students. The NSSE data are collected every two years but do provide more specific questions about student involvement in community or volunteer work. The mentor evaluations are completed by the student mentor assigned to the class and are based on that student’s perceptions of the class, not the students enrolled in the class.

This unit improved from an acceptable ranking to an exemplary ranking in 2013-2014. The purpose of the University 1020 course is to connect students to the university and to each other to improve retention and success. The unit has four goals and measures completion of these goals through the IDEA, NSSE data, retention rates, mentor evaluations, and newly developed evaluation forms for international students. NSSE scores indicated TTU was slightly behind other THEC peers with a score of 34.2 on supportive campus environment by first-year students and the THEC average being 37.3. The unit is working to offer more discipline-specific first-year connection courses to improve this NSSE score. The creation of three new sections of freshman orientation for international students during Summer 2014 received positive feedback from the participants, and retention rates were monitored this year.

This unit continues as an exemplary ranking in 2014-2015. The unit has four goals and measures completion of these goals through the IDEA, NSSE data, retention rates, mentor evaluations and newly developed evaluation forms for international students. No new NSSE data was reported for Goal 1 (Student Interactions), but a Modification for this goal is to offer a 6-7 week short course aimed at a common area of interest that would attract students from all majors. Goal 2 (Mentors) was met, but results revealed that more mentor interactions need to occur in the spring semester. Transitioning funds from fall to spring semester is a Modification for this goal. The summer section of UNIV 1030 for international students was offered again in summer 2015 and received positive feedback and continued. Improvement to Assessment plan was to use IDEA course evaluations from the UNIV 1020 courses to evaluate course effectiveness. IDEA scores were collected from departments in order to analyze overall effectiveness of the UNIV 1020 course for meeting course objectives. Link to Flight Plan: Freshmen Flight Path, and Co-Curricular Undergraduate Program.

## **Student Success Centers.**

**College of Arts and Sciences Student Success Center.** This unit is an example of an acceptable ranking in 2012-2013. The Student Success Center, College of Arts and Sciences (SSC), provides undergraduate students with academic advisement that is up-to-date and accurate. The unit exists to aid General Curriculum students who are uncertain about career goals in making educated decisions in selecting majors and future career choices. Students have access to one-on-one career counseling with trained advisors. Three goals for this support unit were documented. The goals focus on students declaring a major by 60 hours completed, students meeting with an Academic Advisor at least twice per year, and completion of an Interest Inventory during SOAR for those students unsure of their major. The assessment measures are described as reports that are collected through online systems to track advisee visits and number of students declaring a major by 60 hours. The Interest Inventories are used to help students find a major. The results of the assessment measures reveal that target benchmarks were met but that the Interest Inventory may not be as useful as once thought and may be discontinued.

This unit is an example of an acceptable ranking in 2013-2014. The Student Success Center, College of Arts and Sciences (SSC), provides undergraduate students with academic advisement. The unit exists to aid General Curriculum students who are uncertain about career goals in making educated decisions in selecting majors and future career choices. The unit continues to have three goals, which focus on students declaring a major by 60 hours completed, students meeting with an Academic Advisor at least twice per year, and completion of Interest Inventory during SOAR for those students unsure of their major. The Interest Inventories are used to help students find a major and continue to be administered during the SOAR sessions. Results of the number of General Curriculum students declaring a major by 60 hours was 98 percent, revealing that only two percent had not declared a major, which is well below the target of five percent. Additionally, 88 percent of General Curriculum advisees returned for the Spring 2014 semester, which exceeds the benchmark of 75 percent. Modifications included asking the Information Technology department to create a new data report to track General Curriculum students who have not declared a major by 60 hours; this data was tracked manually, and the unit explored the creation of an electronic report.

This unit is an example of an acceptable ranking in 2014-2015. The unit continues to have three goals which focus on students declaring a major by 60 hours completed, students meeting with an Academic Advisor at least twice per year, and completion of Interest Inventory during SOAR for those students unsure of their major. Results for Goal 1 (meet with an advisor) show that this goal was met, but still need system of follow-up to contact those students who do not meet with an advisor. A Modification for this goal is to contact students by email or phone if they have not met with an advisor by finals week. Goal 2 (declaring major by 60 hours) was met, and no Modifications planned for this goal. The Modification for Goal 3 (freshmen survey) is to investigate discontinuation of the survey as the benefit was not fully realized. Link to Flight Plan: Freshmen Flight Path and Academic Advising.



**College of Business Student Success Center.** This unit is an example of an exemplary ranking in 2012-2013. The staff and programs of the College of Business Student Success Center (COBSSC) support, guide, and empower students for academic and social success in their college, professional, and life experiences. The purpose of the COBSSC is two-fold, providing academic support services and professional development/student engagement activities to business students. Academic support services include one-on-one academic advising, tutoring services, and the availability of resources, information, and guidance to all students in the Basic Business curriculum. These services are provided by a staff of professional advisors and Center support staff. Professional development and student engagement activities are provided by the Student to Career Program and include annual events such as Business Etiquette Dinner, Ticket to Ride/Nashville Career Fair, Professional Development Week, guest speakers, alumni visits, and topical sessions. The Student to Career Program Manager and program staff plan and produce the activities of this program in conjunction with campus and community partners. The COBSSC staff also support recruitment activities of the University and College of Business by meeting with prospective students and guests on campus for the TTU Campus Visit program and participating in visits and outreach activities to designated high schools and community colleges. The unit report reveals specific goals linked to appropriate assessment measures. For example, Goal One is to "provide highly acceptable academic support resources in advising, tutoring, and academic skills development for Basic Business students, with a target of 90 percent of survey responses being very satisfied or satisfied." This is measured with a Student Satisfaction Survey. The results of this survey indicated that 96 percent of 2012 student responses were either Very Satisfied or Satisfied. These response rate/results were consistent with the two previous evaluation cycles, and no modifications in programs or services were indicated. Improvements to the assessment plan include the addition of two student focus groups, survey of students utilizing the College of Business tutoring services, and using student survey responses as part of the College strategic plan cycle. This assessment and analysis cycle provided relevant data to gauge effectiveness of student services.

This unit continues as an example of an exemplary ranking for 2013-2014. The purpose of the COBSSC is two-fold, providing academic support services and professional development/student engagement activities to business students. Academic support services include one-on-one academic advising, tutoring services, and the availability of resources, information, and guidance to all students in the Basic Business curriculum. The unit report reveals specific goals linked to appropriate assessment measures. For example, one goal is to provide at least two community building events each semester with a target of 90 percent of participants responding that the event generated a positive impression of the College of Business. The unit held a Spring Block party, and 97 percent of participants reported a positive impression of this event for the College of Business. Improvements to the assessment plan include the redesign of the home page on the website to be more user-friendly; this data was collected from the student satisfaction survey. Another item of improvement noted from the student satisfaction survey was more information about joining student business organizations. The unit worked to provide this information in a variety of formats.

This unit continues as an example of an exemplary ranking in 2014-2015. The unit report reveals specific goals linked to appropriate assessment measures. This unit continues with four goals, and the first one (Student to Career) was met as documented by results. Modifications for this goal include continuing to inform Business students about the student organizations and updating the document annually. Goal two relates to satisfaction of students with the SOAR process, and results reveal 93% of students were satisfied with the experience. This goal was met, and no new modifications are planned. Modification to Goal three (Website) are to identify a new person to update the website as the previous person is no longer able to complete that task. For Goal four (identifying at-risk students), the College of Business Student Success Center uses the Eagles Excel platform to track students and collect data each semester. This goal was met, and a modification is to provide academic workshops utilizing existing faculty to help students make more student-faculty connections. Improvements to the assessment plan are to incorporate a student survey to track effectiveness of tutoring opportunities within the college. Link to Flight Plan: Improve Undergraduate Experience.

**College of Education Advising Center.** This unit is an example of an acceptable ranking in 2012-2013. The mission of TTU's College of Education Advising Center is to provide current and prospective undergraduate students with academic advisement that is accurate, consistent and timely through collaborative relationships with professional academic advisors. Students are encouraged and supported as they develop the skills necessary to develop meaningful educational plans; access University resources and opportunities; and take responsibility for their own development and success in a manner compatible with their life and career goals. The unit report describes appropriate goals and assessments for student advising. The unit uses a variety of assessment tools to measure progress such as advisee reports, student satisfaction surveys, signature page from handbook, online scheduling tool, and roster/minutes of student club. Each of these measures links to feedback data used to improve unit services. For example, in order to increase collaboration and communication between advisors and faculty in the College of Education, advisors attended departmental faculty meetings. Additionally, an Early Alert Form was introduced for use by faculty in order to alert advisors to struggling students. These students can be identified and contacted to receive assistance. The unit report includes all required components and provides appropriate documentation of analysis of assessment results.

This unit has changed from an acceptable ranking to an exemplary ranking in 2013-2014. The unit reports seven objectives under the primary goal of supporting student success. Each objective is clearly linked to an assessment measure, which include: tracking number of advisees each semester to make sure each student is enrolled in the next

semester, student success center survey, use of pre/post surveys during SOAR, and tracking that each student has received a student success handbook. Additionally this student success unit includes the core values of the National Academic Advising Association (NACADA) as part of the IE report. Results from the assessment measures reveal that 94 percent of students were registered in Spring 2014 from Fall 2013, which exceeds the benchmark of 90 percent. The unit met benchmarks for monitoring student satisfaction with advising services provided; for example 88 percent of respondents strongly agreed/agreed that their advisor was easy to contact. Improvements include having advisors to attend departmental faculty meetings to stay connected to faculty and share feedback from the center; and the implementation of an Early Alert Form to monitor students who are struggling.

This unit continues with an exemplary ranking in 2014-2015. The unit reports seven objectives under the primary goal of supporting student success. Each objective is clearly linked to an assessment measure, which include: tracking number of advisees each semester to make sure each student is enrolled in the next semester, student success center survey, use of pre/post surveys during SOAR, and tracking that each student has received a student success handbook. Additionally this student success unit includes the core values of the National Academic Advising Association (NACADA) as part of the IE report. Each objective under the primary goal was met. Modifications include: pre-enrolling 2+2 students before they arrive on campus to save time, advisors spent time at the new Higher Education Campus as part of advising duties, and a new policy for student leaders was developed. Improvements to assessment plan: Objective 3 was re-worded to reflect the need to pre-enroll the 2+2 students. A new objective nine was added: to track Licensure students and their progression to graduation. Link to Flight Plan: Academic Advising, Freshmen Flight Path, Enrollment and Tuition, High Demand Course Capacity, Improve Undergraduate Course Experience, and Efficiency and Effectiveness.

**College of Engineering Hixson Student Success Center.** This unit is an example of a developing ranking in 2012-2013. The Clay N. Hixson Student Success Center was established to provide support, encouragement and resources to promote student success for the students in the College of Engineering. The Hixson Student Success Center opened in Fall 2013 and is still in the process of hiring all Academic Advisors. The goals need clarification as they are worded as objectives. The assessment tools are surveys to collect feedback from student ambassadors, tutors, students who receive tutoring, and also assessment of student's academic performance after returning from suspension. These assessment tools may need further refinement once unit goals are clarified. Modifications focus on need for hiring of academic advisors, and do not include clarification of goals and assessment measures. There are no improvements to assessment plan listed, although there is room for improvement in this area.

This unit improved from a developing ranking to an acceptable ranking in 2013-2014. Six goals are identified which focus on student ambassadors, tutoring services, intrusive advising, and developing supplemental instruction (SSI) sessions. Assessment measures are listed for each goal. Results show that the ambassador program increased from nine to 15 students, but the ambassador satisfaction survey was not implemented. Tutoring hours increased from fall to spring semesters. Advising services were successful in helping 44 percent of students who were on probation return to good academic standing after Spring 2014. Modifications included updating the training manual for ambassadors. An online survey was implemented immediately after tutoring sessions to capture student satisfaction with this service.

This unit improved from an acceptable ranking to an exemplary ranking in 2014-2015. Six goals are identified which focus on student ambassadors, tutoring services, intrusive advising, and developing supplemental instruction (SSI) sessions. Assessment measures are listed for each goal. Modifications to the goal for identifying at-risk students include altering the summary contact sheet to clarify the type of contact made: email, phone call or in-person. A new assessment tool was created as a modification to the Professional Academic Advising goal; this was identified as a gap in the data provided related to student satisfaction. Modifications for the Recruitment Plan goal include: increasing number of high school visits, and targeting areas where successful engineering students are coming from. The Student Ambassador Goal was modified to increase professional development opportunities for the ambassadors and to collect more information from them regarding satisfaction with the ambassador experience. Results from the Supplemental Instruction goal revealed a need to increase enrollment in Supplemental instruction sections, and this modification was added. A formative assessment survey was added as a modification to the Tutoring goal based on feedback received from students. Link to Flight Plan: Academic Advising, Freshmen Flight Path, Enrollment and Tuition, and Improve Undergraduate Experience.

**College of Interdisciplinary Studies Student Success Center.** This unit is an example of a developing ranking in 2012-2013. This student success center began in July 2013, and assessment data are still in the process of being collected. Goals and objectives are clearly defined and appropriate. The assessment tools need to clearly link to goals, and include benchmarks and timelines. There are no modifications or improvements since no data is reported.

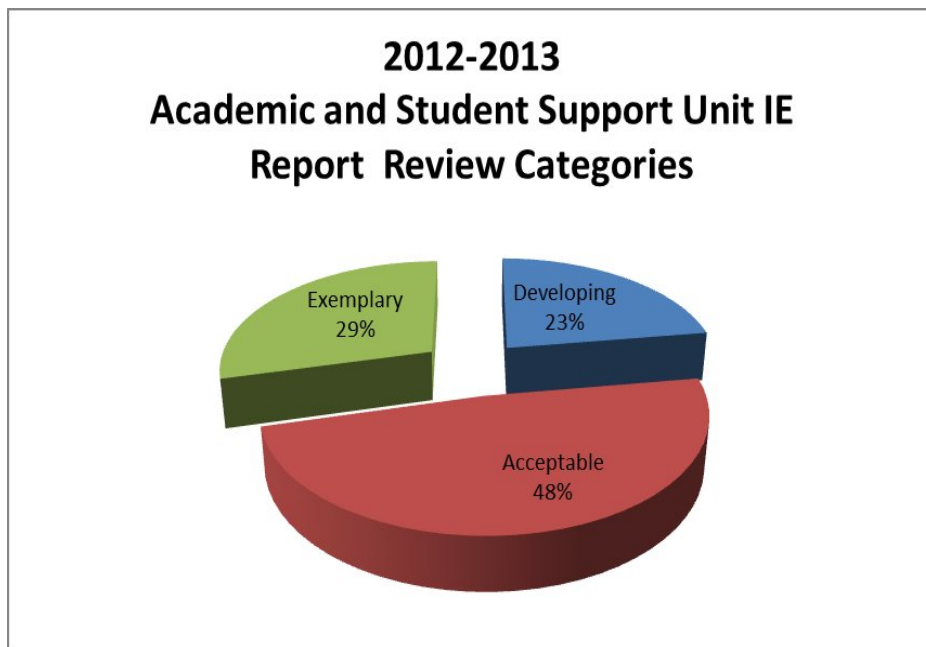
This unit has improved from a developing ranking to an acceptable ranking for 2013-2014. Two primary goals are listed: enhance student success and retention and communication and resources. Within these two goals are several objectives, which outline the work of the unit. Results were collected from the assessment measures and reveal that the Center advised over 600 students with 200 being new students. The number of students who graduated met or exceeded the previous year numbers. The evaluation form revealed that 97 percent of the students who responded

strongly agreed that the level of academic advising services provided was “excellent.” Modifications and continuing improvements include developing an online evaluation and questionnaire to be administered to off-campus students; increase number of majors through recruitment efforts; and follow-up with alumni through events such as Homecoming.

This unit has improved from an acceptable ranking to an *exemplary* ranking in 2014-2015. Two primary goals are listed: enhance student success and retention and communication and resources. Within these two goals are several objectives, which outline the work of the unit. This unit demonstrated a clear and comprehensive use of assessment tools to provide feedback about unit services. The results are clearly presented and appropriate for the unit. Modifications include: a new 2+2 cohort to be established at the Higher Education Campus in January 2016, utilize Learning Commons tutoring services to help low GPA students, and increase recruiting efforts by targeting area Chambers of Commerce with information about Interdisciplinary Studies. Link to Flight Path: Academic Advising.

### **Follow-Up on Departments Categorized as “Developing” for the 2011-2012 Compared to 2014-2015 Reporting**

Units categorized as developing in the 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 attached. The percentage of units found to be at the developing stage in the 2012-2013 reporting year (20 percent) reduced to five percent the following reporting year (2013-2014), (See Figure 1). For academic and support services in the 2014-2015 reporting cycle, 85 percent of units were found to be using an exemplary process of IE, and only 15 percent were found to use an Acceptable process of IE. All units have moved out of the developing stage at this point. This Committee continued to evaluate and monitor IE processes of these units in the future and strive to encourage all units to be exemplary in their IE processes and reporting.



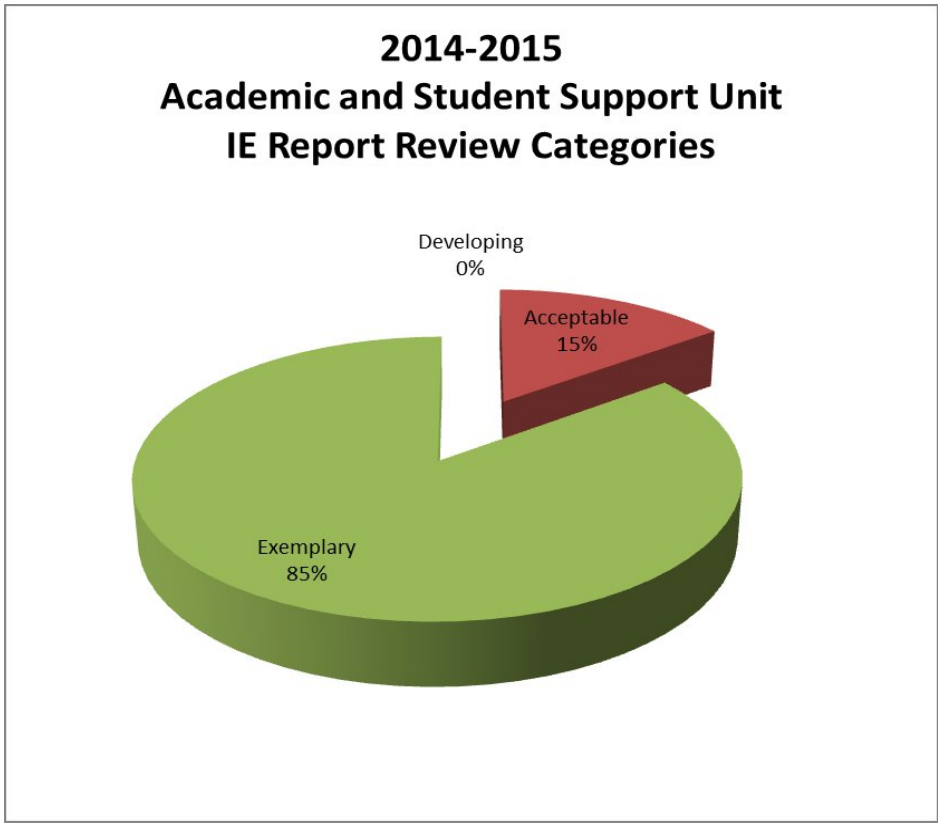


Figure 1. Academic and Student Support Units change in review category.

**Conclusion**

Most notable through this extensive review process and the development of new reporting tools, is that all academic and student support service units have identified measurable goals and objectives. They either have assessment tools in place or have added new assessment tools. Many deficiencies were discovered in the use of assessment for program changes. 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.

In 2012, SACSCOC feedback led us to recognize a need to improve our 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 student support services provided. Tools for collecting reporting in a consistent format and timeframe were investigated. A bidding and review process was conducted, and after much deliberation, TTU purchased Campus Labs, a reporting system.

All reporting for this planning period is available for each unit/department in final pdf format by academic/fiscal year at [12] 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 to align 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 allowed TTU to significantly improve its reporting and tracking of IE improvement processes in 2014-2015.

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 has allowed the institutional effectiveness planning to be consistently reported and reviewed for the entire campus. Student support service units may use this system for budget requests as well, in relation to their modification and planning. The process of institutional effectiveness demonstrates that TTU is in compliance with Comprehensive Standard 3.3.1.3 (Institutional Effectiveness: Academic and Student Support Services).

Links for current reporting:

Rubric for Evaluating Assessment Plans and Reports [10]

Campus Labs IE Planning Platform Training Roll Out [13]

TTU Training Guide to Edit and Enter IE Reporting into Campus Labs [14]

## Sources

-  [01] Institutional Effectiveness Guide and Template Support Units
-  [02] Institutional Effectiveness Audit Form
-  [03] Deadlines for Institutional Effectiveness Reporting 2012\_2013
-  [04] 2012\_2013 Support Unit Tracking List
-  [05] 2013\_2014 Support Unit Tracking List
-  [06] TTU Unit Audit Matrix
-  [07] TTU Services
-  [08] Institutional Effectiveness
-  [09] TTU Organization Chart\_1\_2015
-  [10] IE Committee Rubric for Assessment Plans and Reports
-  [11] Administrative and Student Support Services Goals and Assessment
-  [12] Academic Student Learning Outcomes and Assessment
-  [13] Campus Labs IE Planning Platform Training Roll Out
-  [14] TTU Training Guide to Enter and Edit IE Reporting
-  SACSCOC Institutional Effectiveness
-  TTU Assessment
-  TTU Unit Audit Matrix