Timeline for 2026-27AY Institutional Effectiveness (IE) Process

Note: Dates represent DEADLINES

Fall 2026

AUGUST

08/28/26: **Academic Programs and Administrative Units:** Submit 2025-26AY IE Reports.

08/31/26: **IE Director:** Identify primary contacts for all units and confirm those that will be required to submit an IE report for the 2026-27AY.

SEPTEMBER

09/18/26: **IE Assessment Committee:** Discuss 2025-26AY IE Report review procedures/criteria.

09/30/26: **IE Assessment Committee:** Complete the review of the 2025-26AY IE Reports for Administrative Units/Support Services. Provide Administrative Units/Support Services the opportunity to review and/or revise IE reports [as needed].

OCTOBER

10/09/26: **Academic Programs and Administrative Units:** Complete any revisions to the 2025-26AY IE Reports as required by the IEAC members.

10/14/26: **IE Director:** Rollover the 2026-27AY IE Report templates (Definition of Unit & Outcomes templates) and initiate training workshops that address Outcomes.

NOVEMBER-DECEMBER

11/13/26: **IE Director:** Conclude Campus Workshops on the 2026-27AY IE Report.

12/11/26: **IE Director:** Publish 2025-26AY IE Reports on IARE website.

Spring 2027

FEBRUARY

02/05/27: **Academic Programs and Administrative Units:** Review/Update and Sign Off on the **Definition of Unit & Outcomes** templates for 2026-27AY IE Reports.

02/19/27: **IE Director:** Complete review of **Definition of Unit & Outcomes** templates for all units. Launch training workshops that address Results/Analysis and provide individualized sessions based on content and/or trends identified in the committee review.

APRIL

04/02/27: **IE Director**: Conclude training workshops and/or individualized sessions on the content and/or trends identified during the review process.

04/16/27: **Academic Programs and Administrative Units:** Complete any revisions to the Definition of Unit & Outcomes content, as required.

JULY

07/30/27: **Academic Programs and Administrative Units:** Complete **Results/Analysis** templates for 2026-27AY IE Reports (i.e., "Sign Off' on Results/Analysis and Use of Results in CampusLabs).

08/02/27: **IARE Director**: Follow up with any programs that have not signed off their **Results/Analysis** templates.

AUGUST

08/31/27: **Academic Programs and Administrative Units:** Complete **Summative Evaluation** template for 2026-27AY IE Reports (i.e., 'Sign Off' on Summative Evaluation in CampusLabs).

09/01/27: **IARE Director**: Follow up with any programs that have not signed off their **Summative Evaluations**.

Note: Published by IARE on August 11, 2026.

Note: CampusLabs was rebranded as Anthology in 2021 fall, but TechExpress labels have not changed as of 08/11/2026.

FINAL

The ABCD's of Writing Outcomes

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

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

Types of Outcomes

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

ABCD Structure of an Outcome:

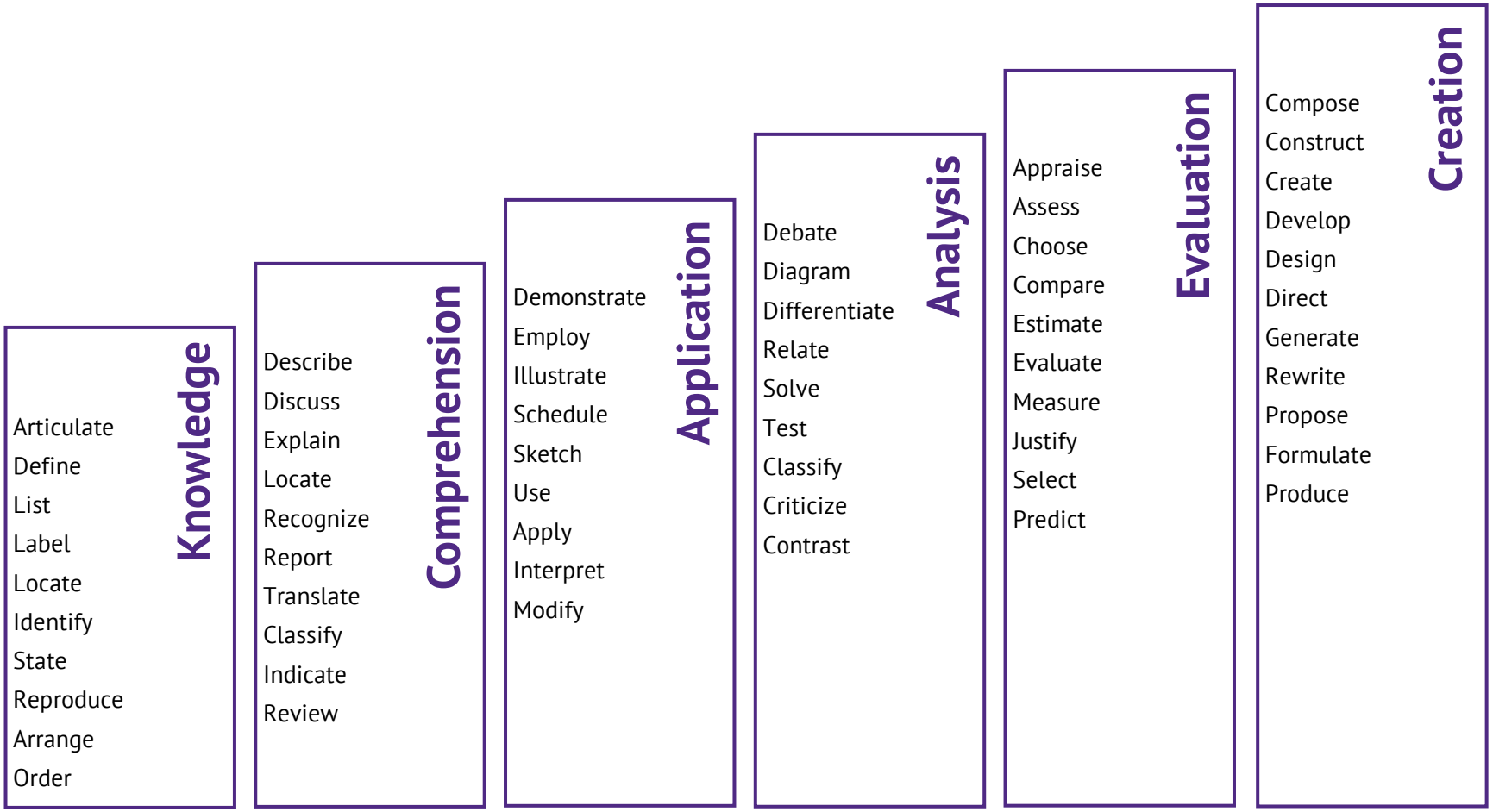
- **Audience:** Who does the outcome pertain to?
- **Behavior/What:** What action do you expect the audience to do or know? (Bloom's Taxonomy, on the back of this sheet, is a great resource for this piece)
- **Condition/How:** Under what conditions or circumstances will the behavior occur?
- **Degree/How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

Examples:

1. Program Outcome:
   The Crawford Alumni Center will demonstrate an increase in communication to constituents by tracking feature stories, social media posts, and emails with an expected increase of 10% as compared to last year.
2. Student Learning Outcome:
   Students in the Biology BS program will demonstrate an understanding of scientific reasoning by completing the Scientific Method Questionnaire with an average score of at least 90%.

Adapted from Campus Labs Writing Learning Outcomes Worksheet.
These materials are intended for IARE training purposes only. Outcomes, assessments, and rationale may have been modified to meet training needs.

Bloom's Taxonomy Verbs



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

Types of Assessment Methods

The assessment examples listed below provide a general distinction between direct and indirect assessments. When selecting an assessment tool, ensure it directly aligns with the outcome it is intended to measure and is specific. For example, if assessing student performance with a research project or program success with a survey, please specify the rubric categories or survey items intended to evaluate the identified outcome.

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

Non-Academic Unit Examples	Academic Unit Examples
• Amount of extramural funding (grants received, travel funded, etc.) • Enrollment and Graduation rates • Number of publications (press releases, research articles, etc.) • Activity Logs (number of events held, number of applications processed, etc.) • Efficiency/Productivity (training attendees, number of students served, etc.) • Error Rates (incidence of incorrect status reporting, compliance reports) • Time (response time, duration of service, wait time for appointments, etc.) • Cost or financial reports (budgets reports, scholarship dollars, receipts, etc.)	• Standardized tests or major field assessments (CCTST, Praxis, ACAT, etc.) • Research or Problem-based project • Scores from faculty-developed tests or quizzes • Portfolios or other collections of student work over time • Observations (presentations, group work, performances, etc.) • Thesis, Capstone, or Dissertation projects • Pre-test/post-test evaluations • Internship/practicum evaluations

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

Non-Academic Unit Examples	Academic Unit Examples
• Survey results (Alumni, satisfaction, NSSE etc.) • Exit surveys/interviews (timeliness, quality of service, etc.) • Focus Groups • Transcript analysis • External/Internal reviews (THEC, accreditation, etc.)	• Survey results (satisfaction, experience, NSSE, feedback, etc.) • Exit surveys/interviews (program quality, reflections, etc.) • Course evaluations (IDEA or other departmental evaluations) • Syllabi & Curriculum Analysis • External/Internal reviews (THEC, accreditation, etc.)

These materials are intended for IARE training purposes only. This is not an exhaustive list of all possible assessments for IE reports. Please reach out if you have questions regarding a specific assessment your department would like to utilize.

EXAMPLE: PROGRAM OUTCOME ASSESSMENT PLAN

Military Science

Program Outcome	Assessment Methods	Criteria for Success
PO1: Recruit students to the ROTC program. **1. Are all the ABCD components present?** **Audience/Who** **Behavior/What** **Condition/How** **Degree/How much**	TTU Recruiting/Welcome Events: The University conducts multiple recruiting and welcome events. The TTU Army ROTC program partners with organizations across campus to provide opportunities and access. **1. Is this assessment method <u>clearly</u> aligned with the outcome?** **a. What does the assessment measure?** **b. How does that information help to make formative decisions about the outcome?** Other considerations: 2. Is there at least one direct assessment method? 3. Are there other assessment methods that could be added?	Military Science will participate in at least 12 events throughout the year. **1. Does each Criteria for Success have an explanation for why it was chosen?** Other considerations: 2. Does each assessment method have an identified Criterion for Success? 3. Is the identified Criteria for Success aligned with the assessment method?

Alignment with Strategic Goals	
	'Education for Life'
	'Innovation in all We Do'
	'Exceptional Stewardship'
	'Engagement for Impact'

EXAMPLE: STUDENT LEARNING OUTCOME ASSESSMENT PLAN

Wildlife Fisheries Science BS

Program Outcome	Assessment Methods	Criteria for Success
Outcome 1: Students will demonstrate critical thinking skills. **1. Are all the ABCD components present?** **Audience/Who** **Behavior/What** **Condition/How** **Degree/How much**	Students will demonstrate critical thinking skills on the California Critical Thinking Skills Test (CCTST). **1. Is this assessment method <u>clearly</u> aligned with the outcome?** **a. What does the assessment measure?** **b. How does that information help to make formative decisions about the outcome?** Other considerations: **2.** Is there at least one direct assessment method? **3.** Are there other assessment methods that could be added?	Students will score satisfactorily on the CCTST. **1. Does each Criteria for Success have an explanation for why it was chosen?** Other considerations: 2. Does each assessment method have an identified Criterion for Success? 3. Is the identified Criteria for Success aligned with the assessment method?

Alignment with Strategic Goals	
	'Education for Life'
2B	**'Innovation in all We Do'**
	'Exceptional Stewardship'
	'Engagement for Impact'

Institutional Effectiveness Report Review Rubric

		1 – Developing	2 – Good	3 – Exemplary
Definition of Unit	**Mission**			
	Mission Statement	No Mission Statement or statement does not identify the program/unit's purpose and functions.	Identifies program/unit's purpose and functions.	Clear and concise statement that articulates the specific functions of the program and differentiates itself from other units.
Outcomes	**Define Outcomes**			
	Reasonable	Too few outcomes (<3 outcomes) or too many outcomes (>10) for the unit to successfully manage.	A collection of 3-5 outcomes have been identified.	A collection of 3-5 outcomes have been identified and directly relate to function of program.
	Measurable & Specific	Outcomes are unclear with no specific audience or clearly measurable behavior.	Outcomes are measurable stating <u>what</u> will be assessed (Behavior).	Outcomes are clear and measurable stating <u>what</u> will be assessed (Behavior) AND <u>who</u> should be assessed (Audience) Outcomes may also specify <u>when/how</u> outcome will be assessed (Context), and to <u>what degree</u> improvement is expected (Degree).
	Assessment Methods			
	Types of Measures	No direct measures identified. Outcomes are only assessed with indirect measures. (e.g. voluntary survey).	Most outcomes assessed with direct measures. Direct measures evaluate actual samples of work or performance of unit (e.g. exams, papers, portfolios, funding, students served, etc.).	All outcomes assessed using at least one direct measure and additional measures (direct or indirect) are discussed.
	Alignment Between Measure & Outcomes	No relationship between outcomes and measures.	Measures generally relate to outcomes but lack specificity in providing formative information on outcomes progress.	Measures directly address the outcome or components of outcome including specific assessment items that provide formative information on outcomes progress.
	Data Collection	Data collection is not discussed.	Some information is provided about data collection such as how data are collected.	Detailed information is provided about data collection such as how, when, and/or where the data are collected.
	Criteria for Success (Threshold for Performance)			
	Specification of Desired Results for Outcomes	No target level of performance is identified.	Desired target level of performance is identified. "Gathering baseline data" is acceptable for this rating.	Desired target level of performance is identified and justification is provided for the selected target.

		1 – Developing	2 – Good	3 – Exemplary
Results /Analysis	**Results & Analysis**			
	Presentation of Results	No results presented, or results only presented for some of the assessment methods.	Results for all assessment methods are included in meaningful ways (e.g., tables, graphs, descriptions).	Results for all assessment methods are included in meaningful ways (e.g., tables, graphs, descriptions) and include current year's results and references to historical trends (e.g. 5 years of results). Qualitative information is included to provide context where appropriate.
	Analysis of Results	Narratives are brief or missing. No reference to additional elements such as comparisons to target levels (to aid in interpreting results) and trend analyses from previous years.	Narratives of analysis are included and include references to additional elements such as comparisons to target levels (to aid in interpreting results) and trend analyses from previous years.	Narratives of analysis are included and address attainment of all criteria for success. Narrative includes robust interpretation of results in reference to additional elements such as comparisons to target levels (to aid in interpreting results) and trend analyses from previous years.
	Use of Results to Improve Outcomes			
	Program Improvement Based on Assessment Findings	Discussion of action plans to improve delivery of programs and services not aligned with results or missing entirely.	Discussion of action plans to improve delivery of programs and services are included and aligned with assessment results data. Limited justification that action plans will improve outcomes. (Some evidence for seeking improvement provided.)	Discussion of action plans to improve delivery of programs and services are included and directly aligned with assessment results data. Detailed justification that action plans will improve outcomes. (Strong evidence for seeking improvement provided.)
Summative Evaluation	**Summative Evaluation**			
	Summary	No summary of plans for the next academic year provided.	A brief summary of plans to be initiated in the next academic year is provided but some action plans discussed in the IE report are missing.	A brief summary of plans to be initiated in the next academic year that includes all action plans discussed in the IE report.
	Process of Institutional Effectiveness			
	Process of Institutional Effectiveness	Outcomes are not specific or measurable, assessments are not direct measures, assessments do not align with outcomes, and criteria for success is not defined.	Outcomes are specific and measurable, assessments are direct measures and align with outcomes, and criteria for success is defined, but some or all aspects lack clarity or specificity.	Outcomes are specific and measurable, assessments are direct measures and align with outcomes, and criteria for success is defined. All aspects are stated with clarity and specificity.

IMPROVED: PROGRAM OUTCOME ASSESSMENT PLAN

Military Science

<table>
<tr><th>Program Outcome</th><th>Assessment Methods</th><th>Criteria for Success</th></tr>
<tr><td>PO1: Military Science will implement a targeted Cadet acquisition strategy that captures students' interests and selects high-quality students for enrollment to the University and ROTC program.</td><td rowspan="5">1. TTU Recruiting/Welcome Events: The University conducts multiple recruiting and welcome events (SOAR, Career Fairs, College Fairs, Preview Days, Tech 2 You) throughout the school year to provide visibility and awareness of on-campus opportunities. The TTU Army ROTC program partners with organizations across campus to provide opportunities and access. From these events, interested students complete an "interest survey" which provides contact information and additional information about the potential candidate.

2. ROO Zone and REAP: The Army provides tools to assist with recruitment efforts at each of its Universities across the country and territories. The Recruiting Operations Officer (ROO) Zone and Recruiting Enrollment Action Plan (REAP) Review occurs quarterly and assists the program in "seeing itself" with respect to current recruitment and forecasted numbers based off historical trends. Recruiting Operations Officer (ROO) Zone and Recruiting Enrollment Action Plan (REAP) contains the plans and data collection from all recruiting events and efforts conducted by the Tennessee Tech Military Science department/ROTC.</td><td rowspan="5">1. TTU Recruiting/Welcome Events
a. Three (3) candidates identified during a recruiting/welcome event.
b. Conduct twelve (12) events throughout the year.

2. ROO Zone and REAP
a. Recruit a minimum of 1 Nursing student
b. Recruit a minimum of 7 STEM students
c. Commission mission goal of 14 recruits
d. Recruit and Retain:
• 35 MSI (Freshmen) students
• 24 MSII (Sophomore) students
• 19 MSIII (Junior) students
• 14 MSIV (Senior) students

Military Science has determined that these thresholds will ensure the department maintains a strong and diverse program.</td></tr>
<tr><th colspan="2">Alignment with Strategic Goals</th></tr>
<tr><td></td><td>‘Education for Life’</td></tr>
<tr><td></td><td>‘Innovation in all We Do’</td></tr>
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IMPROVED: STUDENT LEARNING OUTCOME ASSESSMENT PLAN

Wildlife Fisheries Science BS

<table>
<tr><th>Program Outcome</th><th>Assessment Methods</th><th>Criteria for Success</th></tr>
<tr><td>Outcome 1: Graduating seniors in the WFS Program within the Department of Biology will demonstrate critical thinking skills by meeting or exceeding the national average score on the California Critical Thinking Skills Test.</td><td rowspan="5">• California Critical Thinking Skills Test (CCTST): The CCTST evaluates skills associated with critical thinking including analysis, inference, evaluation, induction, deduction, interpretation, and explanation. The test is administered as a senior exit exam for all graduating TTU seniors, and the results are reported to the Department of Biology. The department will review the average score for WFS graduating seniors and compare it with the national average.

• National Survey of Student Engagement: The NSSE contains a series of questions related to the student experience. Graduating seniors are asked the evaluate the extent to which the institution contributed to their ability to “think critically and analytically”.</td><td rowspan="5">• CCTST: Graduating WFS seniors are expected to meet or exceed the national average on the CCTST.

• NSSE: Graduating WFS seniors are expected to rate their ability to think critically and analytically at or above national peer comparisons.</td></tr>
<tr><td colspan="2">Alignment with Strategic Goals</td></tr>
<tr><td></td><td>‘Education for Life’</td></tr>
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