

Institutional Effectiveness

Excellence in Assessment

Clear Alignment and Coherence



Strategic Use of Assessment Results

Meaningful Assessment Methods

Sustained Commitment to Continuous Improvement

Excellence in Assessment



- Wildlife and Fisheries Science BS
- Business Management MBA
- Engineering PhD
- Office of Communications & Marketing
- Cybersecurity Education, Research & Outreach Center

SACSCOC Standards

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

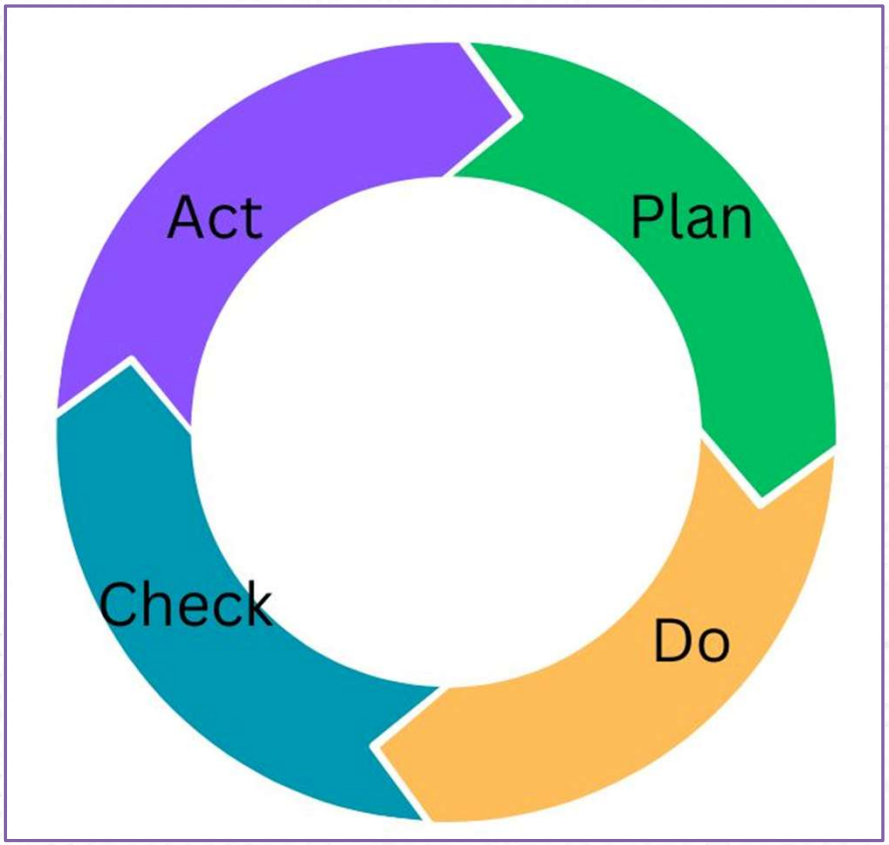
8.2 The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and **provides evidence of seeking improvement based on analysis of the results** in the areas below:

a. Educational Programs

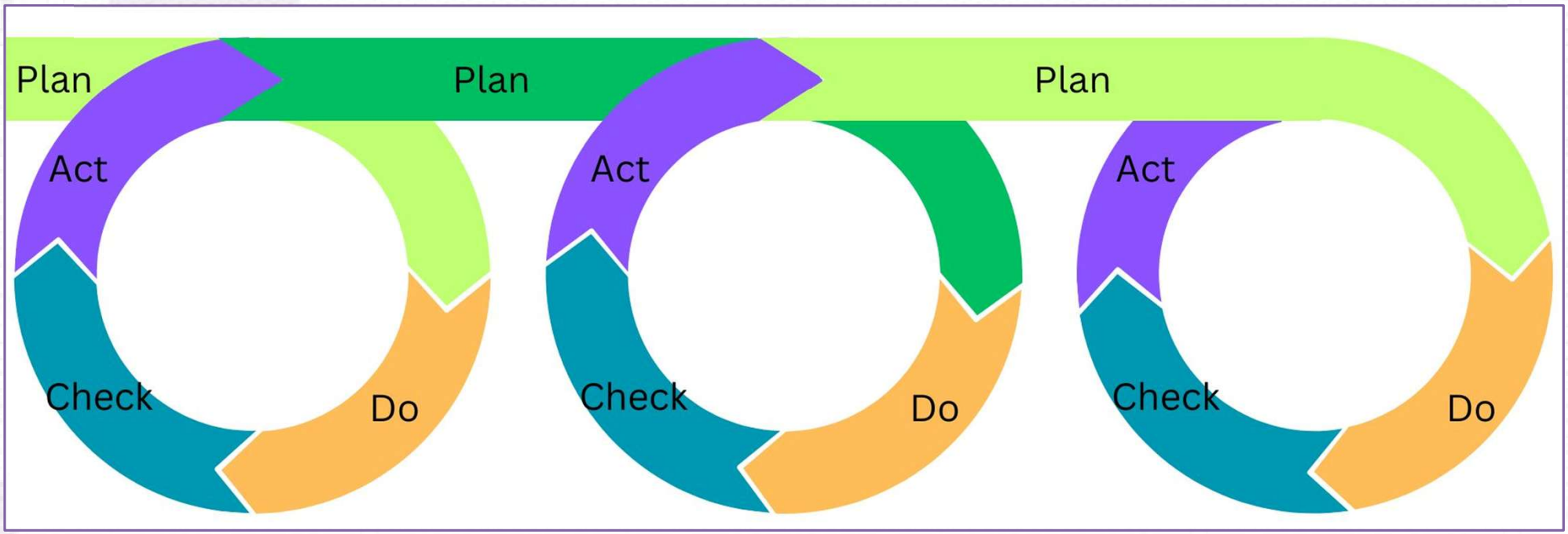
b. General Education competencies

c. Academic and student services

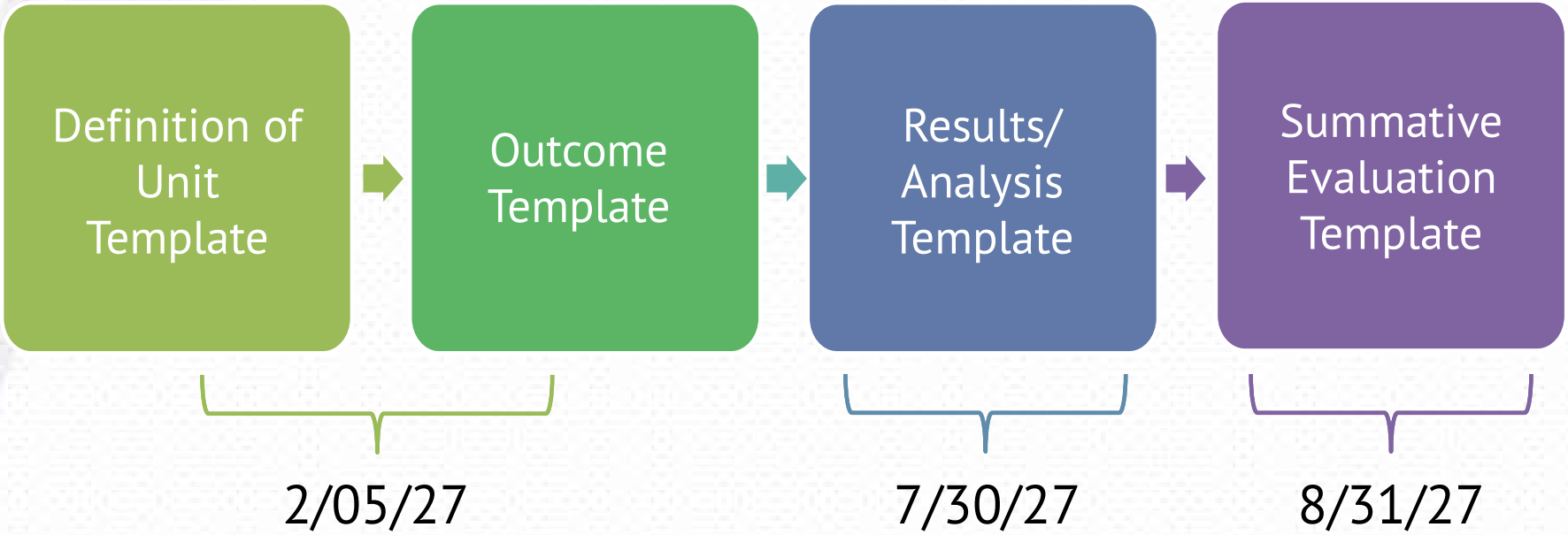
IE Process:



IE Process:

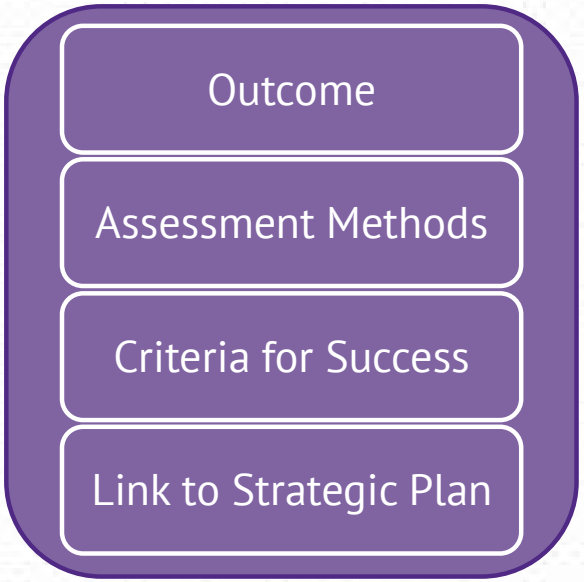


Timeline for the IE Process



Fall Workshop Priorities

OUTCOME TEMPLATE

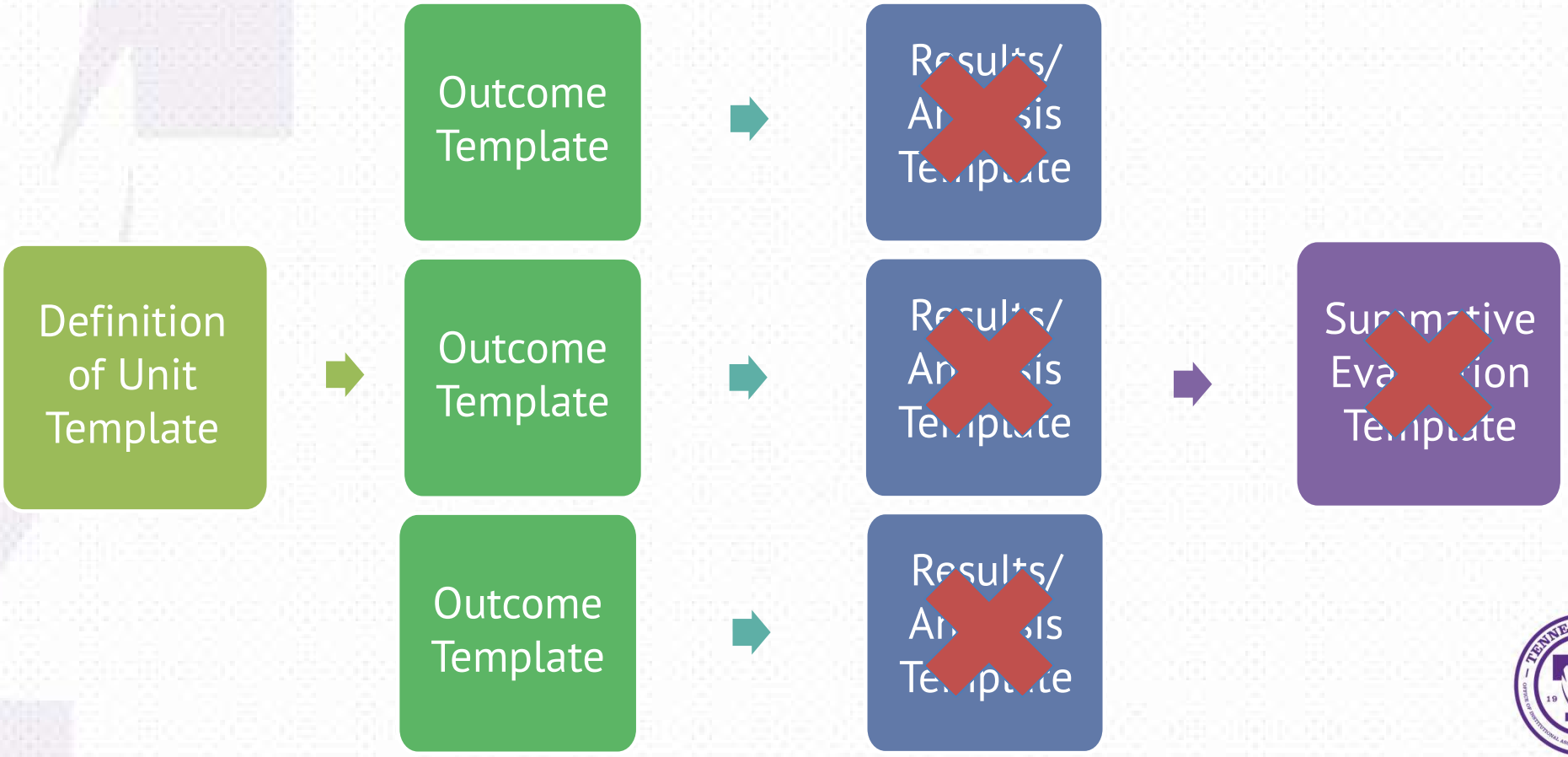


February 5th Deadline

Documented in Campus Labs

- 1 Definition of Unit template
  - Mission statement
  - Curriculum Map (Academic Programs)
- 3-5 Outcome templates
  - Specific, Measurable Outcome
  - Minimum of 1 Direct Assessment Method aligned for each Outcome
  - Defined Criteria for Success

Campus Labs Rollover for 2026-27



Outcomes

Definitions

- Mission – A brief but concise statement of why a unit exists, what its purpose is
- Goal – a broad statement about what a unit wants to accomplish
- Outcome – a specific, measurable statement that lets a unit know when it has accomplished its goals



Strategic Initiatives

1. **Retention Rate**: 82% freshmen-to-sophomore retention rate
2. **Graduation Rate**: 50% 4-year graduation rate; 60% 6-year graduation rate
3. **Career Development**: Strengthen career development
4. **Rural Tennessee Communities:** Be recognized as the champion and center of excellence regarding the future of rural Tennessee communities

Program vs Student Learning Outcomes

Program Outcomes

- Statements indicating how a department will impact the needs or satisfaction of students, faculty, staff, and/or other institutional stakeholders.

Administrative Support Services

Educational Programs

Academic and Student Services

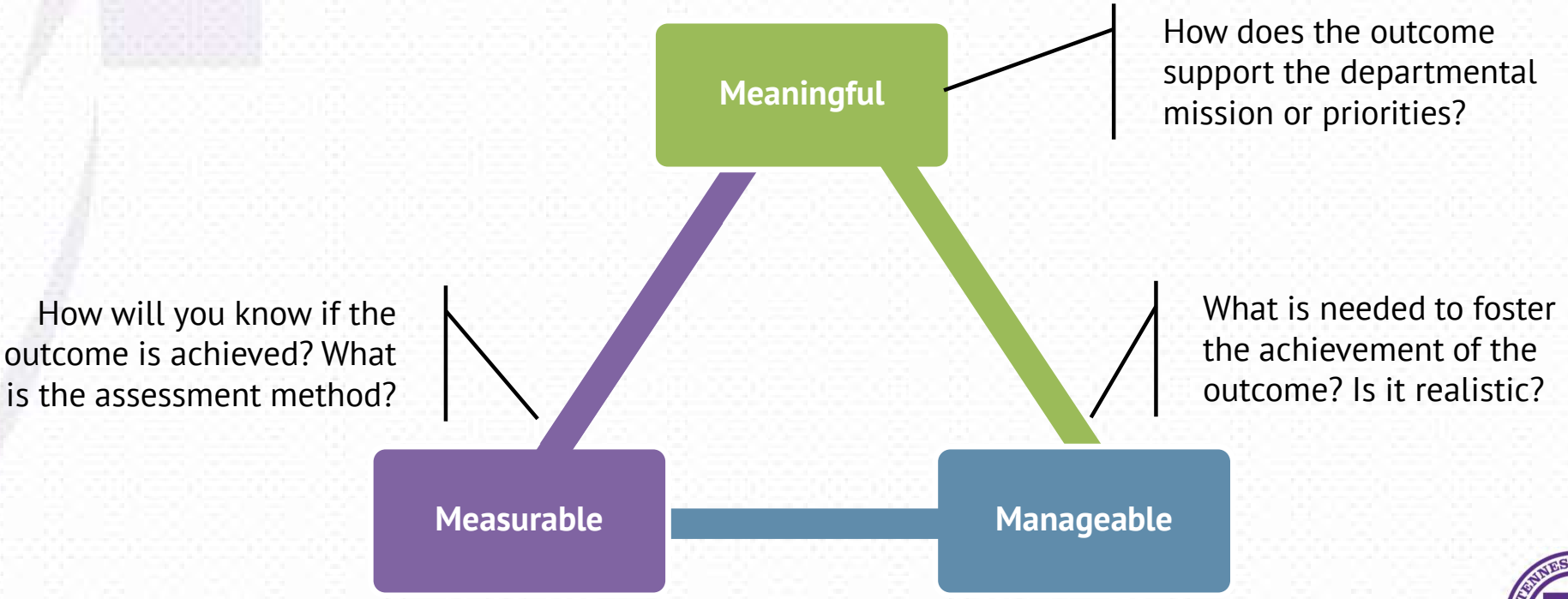
Student Learning Outcomes (SLOs)

- Statements indicating what a participant (usually students) will know, think or do, as a result of a course, activity, program, etc.

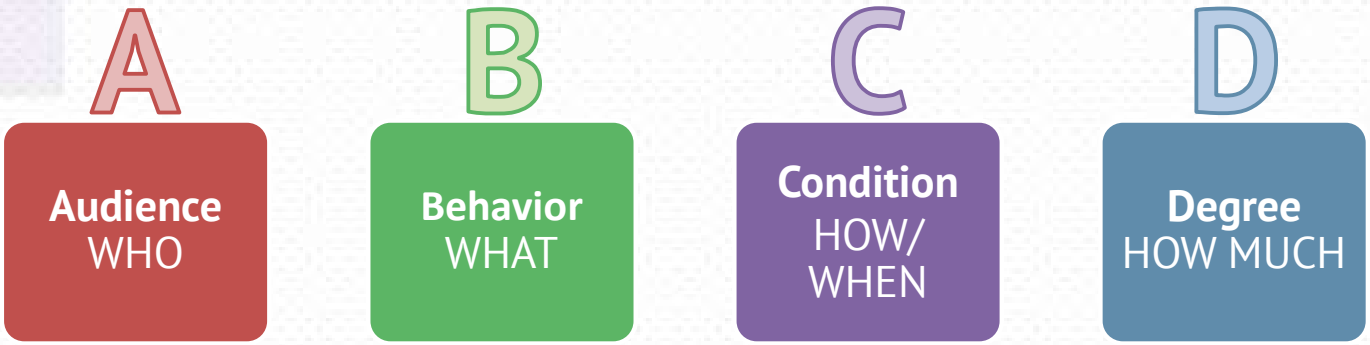
Educational Programs

Academic and Student Services

Outcomes: The 3 M's



Structure of Outcomes



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.

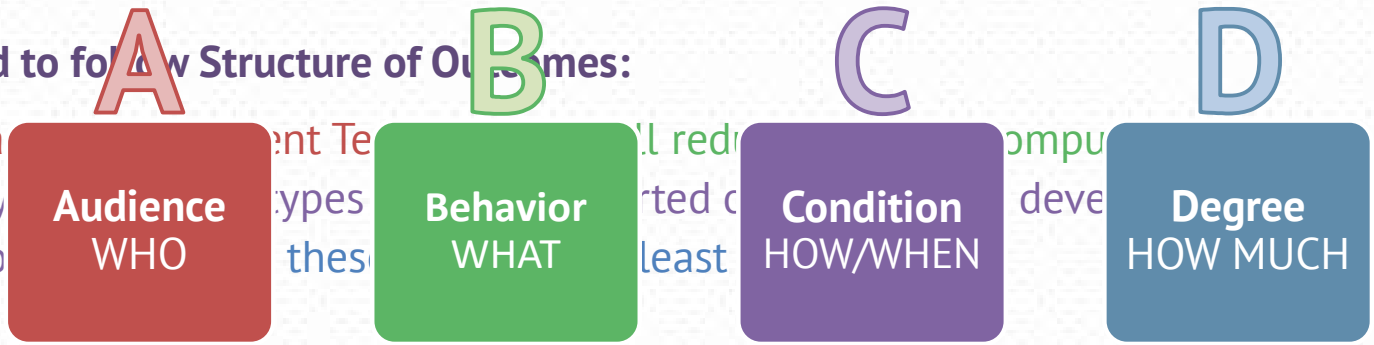
Example Program Outcome

Example Outcome Statement:

Assess and review ticket numbers for University computer systems and seek to reduce common issues on campus.

Revised to follow Structure of Outcomes:

ITS Aca…nt Te…l redu…ompu…
identify…types…rted c…deve…e
of actio…thes…least…



Scenario

The Office of First-Generation Student Success wants to engage first-generation students to connect them to vital resources, build community across campus, and help them navigate their college journey. They hope to offer at least 8 workshops/events.

Outcome Statement:

The Office of First-Generation Student Success will engage with first-generation students.

Revised Outcome Statement:

The Off… …nerati… …ccess… …irst-g… …ents by utili… …ampu… …d coll… …n rele… …nts to schedul… …ent at… …orksh… …he 20… …

A **Audience** WHO

B **Behavior** WHAT

C **Condition** HOW/WHEN

D **Degree** HOW MUCH

Assessments

Definition

- Assessment method – methodologies/data to determine whether the expected outcome was realized
- Criteria for Success– a target or threshold used to determine a successful outcome

Questions to ask

1. What information is needed to evaluate progress on the outcome?
2. How will that information be collected and how often?
3. How will the unit know if an outcome has been met?

Types of Assessment Methods

Direct Assessments

Evaluates *actual* performance

Enrollment, Retention, and Graduation Rates

Response Time

Efficiency/Productivity Rates

Major Field Assessments

Research, Thesis, or Capstone projects

Indirect Assessments

Evaluates *perceived* performance

Satisfaction Survey

Exit Interviews

Focus Group

Course Evaluations

Syllabi & Curriculum Analysis

All SLOs should include at least one direct assessment.

Most Program Outcomes should include at least one direct assessment.

Selecting Assessment Methods

- Assessment method should align with the intended outcome
- Results of the assessment method should be:
  - Specific and usable
  - Built on current data collection processes
  - Easily interpreted/ unambiguous
- Use multiple assessment tools when able

Critical Thinking Assessment

- Critical-thinking Assessment Test (CAT)
  - Essay based test
  - Not discipline specific
  - CAT Applications (discipline specific)

- AAC&U VALUE Rubrics
  - Student artifact
  - Discipline specific

Criteria for Success

Criteria for Success–used to determine the successful completion of an outcome for example:

- Students completing the critical thinking assessment will score at 100% of the national average.
- Student participation will increase by 5% over the next 3 years.
- More than 80% of faculty will complete the IDEA objective selection form.

Are they measurable?

Business Administration MBA

Program Outcome	Assessment Methods	Criteria for Success
Students will understand ethical issues in business. **1. Are all the ABCD components present?** **Audience/Who** **Behavior/What** **Condition/How** **Degree/How much**	Student performance will be evaluated through a course embedded ethical reasoning assessment and the graduate student exit survey. **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 pass the ethical reasoning assessment and report understanding ethical issues in business on the exit survey. **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	
1A 1B	**'Education for Life'**
	'Innovation in all We Do'
	'Exceptional Stewardship'
4B	**'Engagement for Impact'**

Business Administration MBA

<table>
<tr><th>Program Outcome</th><th>Assessment Methods</th><th>Criteria for Success</th></tr>
<tr><td>Student Learning Outcome 2: Students will demonstrate awareness of ethical implications of business decisions as evidenced by high scores on multiple assessments and reported satisfaction with understanding in this area.</td><td rowspan="5">• Embedded Ethics Assessment: Students are provided an ethical case in BMGT 6950 (the Business Strategy capstone course taken by all students) and asked to (1) Identify the stakeholders; (2) Identify the ethical dilemma; (3) Identify ethical foundations; (4) Specify ethical assessment; (5) Recommend an ethical decision. Evaluation is based on a rubric.

• Exit Survey - The exit survey provides an indirect measure of graduate student progress, using a 7-point scale (Strongly Disagree – Strongly Agree). To align with SLO 2, the survey includes the following prompts: Please rate your level of agreement to the following statements, upon completing the MBA program
○ I can handle complex ethical issues in business
○ I am sensitive to legal, social, and political environments in which business operates</td><td rowspan="5">• Embedded Ethics Assessment - At least 75% of students will score 70% on each of the assessment dimensions.
• Exit Survey - The average score on each item will be above 5.0.

These thresholds were set by the department based on past performance and aspirational goals determined by faculty.</td></tr>
<tr><th colspan="2">Alignment with Strategic Goals</th></tr>
<tr><td>1A
1B</td><td>‘Education for Life’</td></tr>
<tr><td></td><td>‘Innovation in all We Do’</td></tr>
<tr><td></td><td>‘Exceptional Stewardship’</td></tr>
<tr><td>4B</td><td>‘Engagement for Impact’</td></tr>
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University Housing and Residential Life

Program Outcome	Assessment Methods	Criteria for Success
Students will have opportunities to interact with each other. **1. Are all the ABCD components present?** **Audience/Who** **Behavior/What** **Condition/How** **Degree/How much**	RAs will organize activities to help students make friends. Satisfaction surveys will be administered. **1. Is this assessment method clearly 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 report satisfaction with their residential experience. **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'
4B	**'Engagement for Impact'**

University Housing and Residential Life

Program Outcome	Assessment Methods	Criteria for Success
PO2: University Housing and Residential Life seeks to assist students in getting to know other students living on their floor and in their building. The Department assesses this desired outcome by administering the Residential SkyFactor Benchworks evaluation instrument to ensure that students are satisfied with the support received.	Residential SkyFactor Benchworks : The Residential SkyFactor Benchworks evaluation is a nationally standardized evaluation tool developed to measure on-campus student housing experiences. To assess this desired outcome, University Housing and Residential Life will look specifically at the results for Question 076, which relates to Personal Interactions, specifically "to what extent has living in on-campus housing enhanced your ability to: Meet other people." The department will calculate the average response for all participating residents and examine results by residential area to identify potential differences in student experiences.	Student satisfaction scores on the SkyFactor Benchworks evaluation survey question 076 will be a 5.50 or higher on a 7-point Likert Scale. Anything over the 5.50 threshold is considered above average in the SkyFactor scoring rubric.

Alignment with Strategic Goals	
	'Education for Life'
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	'Exceptional Stewardship'
4B	**'Engagement for Impact'**

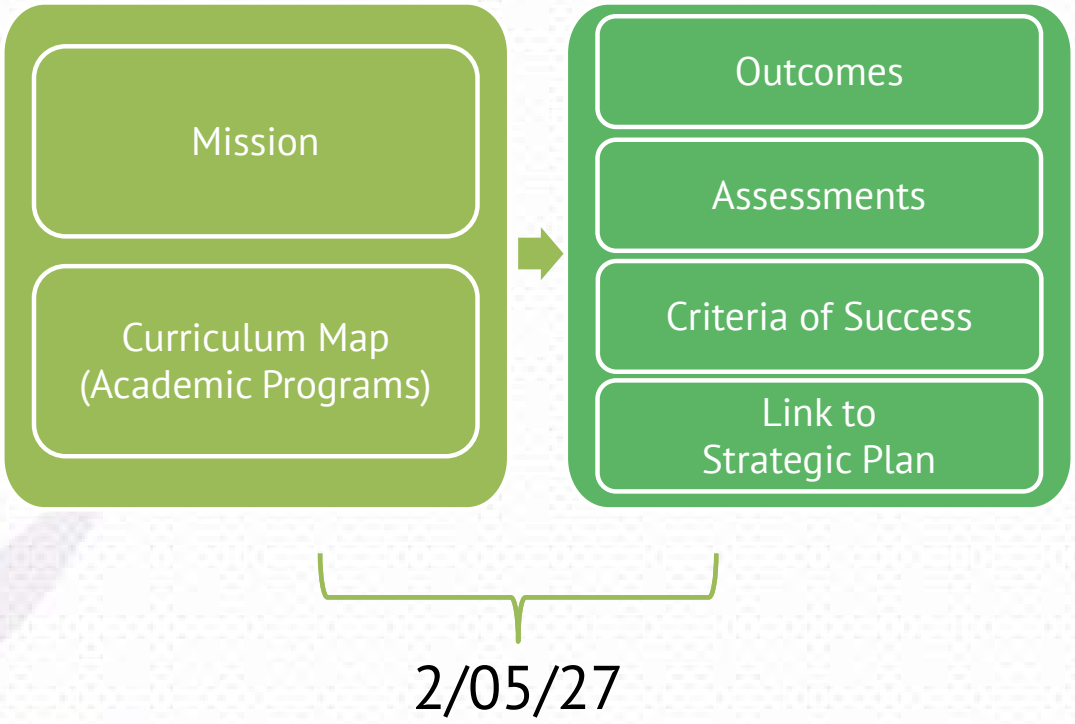
Revising Outcomes and Assessments

1. Are all ABCD components present?
   - **Audience/Who**
   - **Behavior/What**
   - **Condition/How**
   - **Degree/How much**
2. What additional information would be needed to better align the assessment with the outcome?
3. Is it clear how the department will know if the outcome is met?

Takeaways

1. **Outcomes –** Meaningful, Measurable, Manageable
2. **Outcomes Statements – Audience**, **Behavior**, **Condition**, **Degree**
3. **Assessments –** provide specific and usable information to evaluate progress of an outcome
4. **Criteria for Success –** denotes progress or success of an outcome

Timeline for Reporting



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Contact Information

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IE Process

