PREPARATION FOR SACSCOC 5TH YEAR INTERIM REPORT FOR INSTITUTIONAL EFFECTIVENESS

TECH ASSESSMENT AND INSTITUTIONAL EFFECTIVENESS

SACSCOC CORE REQUIREMENTS

Administrative Effectiveness

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

(SACSCOC, 2018)

SACSCOC CORE REQUIREMENTS

Academic Effectiveness: Departments and Student Support Offices

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. Student learning outcomes for each of its educational programs. (Student outcomes: educational programs)

b. Student learning outcomes for collegiate-level general education competencies of its undergraduate degree programs. (Student outcomes: general education)

c. Academic and student services that support student success. (Student outcomes: academic and student services)

(SACSCOC, 2018)

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SACSCOC 5TH YEAR INTERIM REPORT (2021)

Section 8 Student Achievement:

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. Student learning outcomes for each of its educational programs. (Student outcomes: educational programs)

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YEAR 1 OF IE PREPARATION (2018-2019)

August 16, 2018—September 15, 2018

Input/revise 2018-2019 goals/outcomes/objectives and assessments

November 1, 2018-July 15, 2019

Report results of assessments as they are collected

July 16, 2019-August 15, 2019

Report Program modifications and actions due to assessment results; AND plan to adjust goals/outcomes/objectives and assessment plan.

*Reviews of each section will be completed by the IE Assessment Committee.

Completed IE Report Due August 15, 2019

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YEAR 2 OF IE PREPARATION (2019-2020)

August 16, 2019—September 15, 2019

Input/revise 2019-2020 goals/outcomes/objectives and assessments

November 1, 2019-July 15, 2019

Report results of assessments as they are collected

July 16, 2020-August 15, 2020

Report Program modifications and actions due to assessment results; AND plan to adjust goals/outcomes/objectives and assessment plan.

*Reviews of each section will be completed by the IE Assessment Committee.

Completed IE Report Due August 15, 2020

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YEAR 3 OF PREPARATION (2020-2021)

August 16, 2020—September 15, 2021

Input/revise 2020-2021 goals/outcomes/objectives and assessments

November 1, 2020-July 15, 2020

Report results of assessments as they are collected

July 16, 2020-August 15, 2021

Report Program modifications and actions due to assessment results; AND plan to adjust goals/outcomes/objectives and assessment plan

*Reviews of each section will be completed by the IE Assessment Committee.

Completed IE Report Due August 15, 2021

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‘CORE COURSES’ CURRICULUM MAPPING

All educational programs must add a curriculum map to the report this current year 2018-2019.

A new section is required for this purpose. Add a table to the “Curriculum Mapping Form” that identifies the core classes and clearly maps out when and where they take place. Generally the courses are listed in the left most column (from low to high course levels) and Student learning outcomes across the top. Then, check where SLO’s occur. This allows the reviewers to see clearly the progression of courses in relation to the attainment of SLO’s.

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Table 16. Curriculum support for learning outcomes of the undergraduate programs in the Department of Biology.

		Learning Outcomes			
Course No.	Title	Critical Thinking	Extra-curricular Activities	Scientific Method	Demonstrated Knowledge
BIOL 1000	Intro. to Biol. Mthd.	X	X	X	
BIOL 1010	General Biology I	X		X	X
BIOL 1020	General Biology II	X		X	X
BIOL 1105	Founds. of Biology	X		X	X
BIOL 1114	General Zoology	X			X
BIOL 1310	Conc. of Biol. & Env. Sci.	X	X	X	X
BIOL 2010	Human Anat. & Phys. I	X		X	X
BIOL 2020	Human Anat. & Phys. II	X		X	X
BIOL 2110	General Botany	X	X		X
BIOL 2350	Intro. Anat. & Phys.	X			X
BIOL/WFS 2991-4	Topics				X
BIOL 3040	Comparative Vert. Anat.	X			X
BIOL 3120	General Ecology (no lab)	X		X	X
BIOL/WFS 3130	General Ecology	X		X	X
BIOL 3140	Cellular Biology	X	X	X	X
BIOL 3200	General Microbiology	X		X	X
BIOL 3230	Health Science Microbiol.	X		X	X
BIOL 3240	Field Botany	X		X	X
BIOL 3330	Entomology				X
WFS/CJ 3500	Wildlife Law Enforcement		X		X
BIOL 3530	Animal Physiology	X			X
BIOL 3700	Medical Humanism	X			X
BIOL 3810	General Genetics	X		X	X
BIOL 3920	Biol. Comm. Skills	X	X	X	X
BIOL 4000	General Parasitology	X			X
BIOL 4040	Immunology	X			X
BIOL 4060	Hormones/Chem. Comm.	X			X
BIOL 4100	Evolutionary Biology	X	X	X	X
BIOL 4130	Enviro. Microbiology	X		X	X
BIOL 4150	Molecular Genetics	X			X
BIOL 4160	Genetic Engineering Lab				X
BIOL/WFS 4220	Biostatistics	X		X	X
BIOL/WFS 4230	Animal Behavior	X			X
BIOL 4320	Plant Physiology	X	X	X	X
BIOL 4330	Plant Ecology	X		X	X
WFS 4500	National Wildlife Policy	X			X
BIOL 4610	Invertebrate Zoology	X		X	X
BIOL/WFS 4630	Ornithology	X			X
WFS 4640	Waterfowl Ecology & Mgt.	X			X

'X' marks the spot…

Table 1. Core course alignment with Student Learning Outcomes

Course No.	Title	Career Readiness	Critical Thinking & Problem Solving	Service Learning	Leadership	Graduate School Preparedness
AGRN 1100	Plant Sci	x	x			
AGRN 1110	Plant Sci Lab	x	x			
ANS 1200	Intro Animal Sci	x	x			
ANS 1210	Intro Animal Sci Lab	x	x			
AGBE 2100	Economics of Ag	x	x			
AGET 2110	Ag Engineering Tech	x	x			
AGET 2115	Ag Engineering Tech Lab	x	x			
AGHE 1020	Connections in AGHE	x	x	x	x	
AGHE 2022	Professionalism	x	x		x	x
AGHE 3000	Leadership & Service	x	x	x	x	x
AGHE 3200	Study Abroad	x	x	x	x	x
AGHE 3275	Research Processes	x	x			x
AGHE 4500	Senior Seminar	x	x	x	x	x

‘X’ marks the spot…

Completed Curriculum Map 2 – *A Hypothetical Psychology Program*

LEARNING OUTCOMES (I = Introduce; R = Reinforce; M = Mastery and A = Assessment Opportunity)	**REQUIRED COURSES**											
	101	102	201	220	250	301	302	303	401	402	435	490
Demonstrate communication skills appropriate to the field of psychology.	I				I	M			R		M	M, A
Demonstrate knowledge of the historical and global contexts of the field of psychology	I	I	R								R,A	
Demonstrate knowledge of the biological bases of behavior and development.		I			R	R	M, A					
Outline the major ideas behind the individual differences perspective.	I	I	R		R,A							
Distinguish between major statistical tests and be able to choose appropriate tests for specific data sets.	I	A								R		M
Develop an original research question that builds on an existing body of knowledge.	I	R		R			R					M, A
Select methodology appropriate to a particular research question.						I			R, A			M
Properly document references and citations in APA style.						I	I	I	R		M	M, A
Demonstrate an understanding of the ethical principles of psychology as established by the APA.	I			R, A					R			M
Evaluate real world examples in terms of course content and knowledge, applying critical thinking skills.	I	I	R	R	R	R	R	R	M	R, A		M

Introduce, Reinforce, and Mastery (extended map design)

REVIEW: STUDENT LEARNING OUTCOME STATEMENTS

Student learning outcomes statements clearly state the expected knowledge, skills, attitudes, competencies, and habits of mind that students are expected to acquire at an institution of higher education.

Should be:

- Specific to institutional level and/or program level
- Clearly expressed and understandable by multiple audiences
- Prominently posted at or linked to multiple places across the website
- Updated regularly to reflect current outcomes
- Measured Effectively

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STUDENT LEARNING OUTCOME STATEMENTS

SLO's should be phrased in a declarative statement that show the actual learning action or outcome

Upon Graduation, Students will…

Comparison of Bloom's Taxonomy for Learning Objectives and Student Learning Outcomes	
Learning Objective Nouns	Learning Outcome Active Verbs
Knowledge	Memorize Recite Name Identify
Understanding	Describe Explain Classify Discuss
Application	Apply Choose Employ Operate Practice
Analysis	Compare Contrast Calculate Test Analyze
Synthesis	Construct Compose Create Design Propose
Evaluation	Argue Assess Defend Judge Evaluate

STUDENT LEARNING OUTCOME STATEMENTS SAMPLES

Upon Graduation, Students will be able to:

Work together successfully in teamwork situations

Demonstrate proficient oral and written communication skills

Analyze Information

Exhibit Critical Thinking Skills

How do you assess these statements?

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PROGRAM ASSESSMENT PLANS

Campus plans for gathering evidence of student learning might include institution-wide or program specific approaches that convey how student learning will be assessed, the data collection tools and approaches that will be used, and the timeline for implementation.

Should be:

- Descriptive of institutional assessment processes, procedures and activities
- Inclusive of assessment measures including what they are, how they are applied, and frequency of gathering evidence
- Clearly expressed and understandable by multiple audiences
- Updated regularly to reflect current activities

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ASSESSMENT TOOLS AND RESOURCES

Direct Measures

- Certification Exams
- Major Field Tests
- Senior Exit Exams
- Standardized tests
- Essay test questions
- Multiple-choice test questions
- Term papers
- Oral presentations
- Performance pieces (e.g., musical recital)
- Case analysis
- Class projects (individual or group and assessed by common rubric)
- Poster presentations

Indirect Measures

- Classroom Assessment Techniques
- Surveys of current students
- Surveys of faculty members
- Surveys of internship supervisors
- Surveys of graduates
- Surveys of employers
- Surveys of transfer students

ASSESSMENT TOOLS AND RESOURCES

Institutional Assessment:

Course Evaluations

CCTST Critical Thinking Gen Ed Exit Exam

NSSE Survey of Student Engagement

- Information Literacy
- Development of Transferable Skills

FSSE Faculty Survey f Student Engagement

Alumni Survey

Employer Survey

Tech Assessment Data:
https://www.tntech.edu/assessment/

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ASSESSMENT TOOLS AND RESOURCES

Department Level Assessments:

Capstone Projects (Rubric)

Alumni / Employer Surveys

Research Projects (Rubric)

Major Field Tests

Licensure Exams

Accreditation Standards

Institutional Assessments

Support Unit Level Assessments:

Tracking spreadsheets

Financial Reports

Satisfaction of services

Audits

Standards

Institutional Assessments

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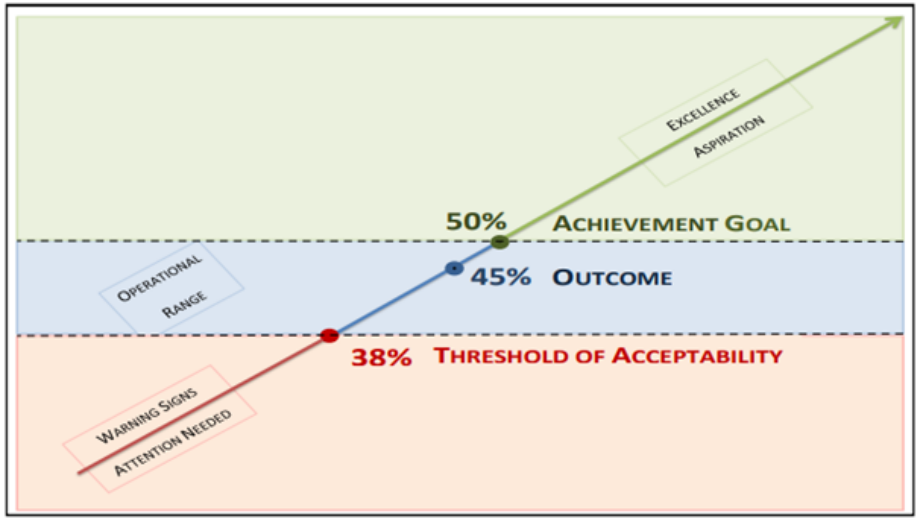
Sample: Research and Presentation Rubric

	Thesis/ Problem/ Question	Information Seeking/Selecting and Evaluating	Analysis	Synthesis	Documentation	Product/Process
4	Student(s) posed a thoughtful, creative question that engaged them in challenging or provocative research. The question breaks new ground or contributes to knowledge in a focused, specific area.	Student(s) gathered information from a variety of quality electronic and print sources, including appropriate licensed databases. Sources are relevant, balanced and include critical readings relating to the thesis or problem. Primary sources were included (if appropriate).	Student(s) carefully analyzed the information collected and drew appropriate and inventive conclusions supported by evidence.	Student(s) developed appropriate structure for communicating product, incorporating variety of quality sources. Information is logically and creatively organized with smooth transitions.	Student(s) documented all sources, including visuals, sounds, and animations. Sources are properly cited, both in-text/in-product and on Works-Cited/Works-Consulted pages/slides. Documentation is error-free.	Student(s) effectively and creatively used appropriate communication tools to convey their conclusions and demonstrated thorough, effective research techniques. Product displays creativity and originality.
3	Student(s) posed a focused question involving them in challenging research.	Student(s) gathered information from a variety of relevant sources--print and electronic	Student (s) product shows good effort was made in analyzing the evidence collected	Student(s) logically organized the product and made good connections among ideas	Student(s) documented sources with some care, Sources are cited, both in-text/in-product and on Works-Cited/Works-Consulted pages/slides. Few errors noted.	Student(s) effectively communicated the results of research to the audience.
2	Student(s) constructed a question that lends itself to readily available answers	Student(s) gathered information from a limited range of sources and displayed minimal effort in selecting quality resources	Student(s) conclusions could be supported by stronger evidence. Level of analysis could have been deeper.	Student(s) could have put greater effort into organizing the product	Student(s) need to use greater care in documenting sources. Documentation was poorly constructed or absent.	Student(s) need to work on communicating more effectively
1	Student(s) relied on teacher-generated questions or developed a question requiring little creative thought.	Student(s) gathered information that lacked relevance, quality, depth and balance.	Student(s) conclusions simply involved restating information. Conclusions were not supported by evidence.	Student(s) work is not logically or effectively structured.	Student(s) clearly plagiarized materials.	Student(s) showed little evidence of thoughtful research. Product does not effectively communicate research findings.
Comments						

THRESHOLDS OF ACCEPTABILITY

"Thresholds of acceptability" are minimum thresholds that are established at a level below which the university would not want to perform and which would require intervention if those levels were observed in more than just an isolated instance" (SACSCOC, 2018).

Each academic unit should be reporting three measures when describing your assessment rationale, and talking about results and continuous improvement. What is your aspirational target?



GREEN- Target Performance
BLUE- Current Performance
RED- Minimum Performance

RESULTS
EVIDENCE OF IMPROVED SUPPORT SERVICES

Evidence of improved services includes results of assessment activities. This may include evidence of indirect (e.g. satisfaction surveys) and direct (e.g. financial records) as well as institutional performance indicators (e.g. usage rate).

- Explained, analyzed, and interpreted in lay person's language
- Contextualized to clarify what the results mean to the institution and improve services
- Presented using both text and graphics when appropriate
- Disseminated and summarized for different groups, cohorts of students, and compared with peer institutions or disaggregated by programs if appropriate
- Prominently posted or linked to in multiple places across the website
- Updated regularly to reflect current results
- Receptive to feedback on the meaning and interpretation of the evidence

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RESULTS
EVIDENCE OF STUDENT LEARNING

Evidence of student learning includes results of assessment activities. This may include evidence of indirect (e.g. surveys) and direct (e.g. portfolio) student learning as well as institutional performance indicators (e.g. licensure pass rate).

- Explained, analyzed, and interpreted in lay person's language
- Contextualized to clarify what the results mean to the institution and to student learning
- Presented using both text and graphics when appropriate
- Disseminated and summarized for different groups, cohorts of students, and compared with peer institutions or disaggregated by programs if appropriate
- Prominently posted or linked to in multiple places across the website
- Updated regularly to reflect current results
- Receptive to feedback on the meaning and interpretation of the evidence

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PLANNING: MODIFICATIONS & CONTINUOUS IMPROVEMENT
USE OF RESULTS FOR PROGRAM ACTIONS

MOST IMPORTANT!!!

This component represents the extent to which results/evidence of student learning is used to identify areas where changes in policies and practices may lead to improvement, inform institutional decision-making, problem identification, planning, goal setting, faculty development, course revision, program review, and accountability or accreditation self-study.

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PLANNING: MODIFICATIONS & CONTINUOUS IMPROVEMENT
USE OF RESULTS FOR PROGRAM ACTIONS

- Targeted to a particular audience such as faculty, staff, administrators, students, families or governing board members
- Inclusive of examples of documented use of assessment results and information
- Focused on improvement of student performance or services and institutional processes through the use of evidence
- Inclusive of next steps (*Seeking Improvement*)
- Clearly stated in language that is understandable for specific and multiple audiences

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No Results/Evidence = No Plan for Improvement = No Compliance

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PLANNING: MODIFICATIONS & CONTINUOUS IMPROVEMENT
USE OF RESULTS FOR PROGRAM ACTIONS

Actions: Revisions in content of program courses and student support

- Addition / deletion of courses or changes in course sequences
- New or revised degree requirements
- Changed emphases for new or vacant faculty positions
- Enhancements in advising processes
- Offer more opportunities for impact
- Activate programs for student success

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PLANNING: MODIFICATIONS & CONTINUOUS IMPROVEMENT
USE OF RESULTS FOR PROGRAM ACTIONS

Actions: Academic Departments may use assessment results also to

- Facilitate curricular discussions at faculty meetings, curriculum committee meetings, and faculty retreats
- Guide changes in degree programs and the development of new degree program options
- Justify past curricular changes and show program improvement resulting from those changes
- Further refine assessment methods or implement new assessment methods
- Develop academic services or seminars for students
- Offer new career exploration and career services for students
- Enhance program recruiting literature and websites to provide students with academic and program information

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PLANNING: MODIFICATIONS & CONTINUOUS IMPROVEMENT
USE OF RESULTS FOR PROGRAM ACTIONS

What if no changes are needed?

If you are making progress on a student learning outcome or improved services, then we still need to analyze that progress. We can occasionally report "no changes needed at this time, but we will continue to monitor the strategy through the assessment," and cite the results.

HOWEVER ⟶

IF YOU CONTINUALLY REPORT NO CHANGES NEEDED…

THIS IS A PROBLEM FOR *CONTINUOUS IMPROVEMENT STRATEGY*. YOU MUST IMPROVE *SOMETHING* EACH YEAR.

★THINK ABOUT THE NEW STRATEGIC PLAN TO DEVELOP ACTIONS

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RELATE ITEMS TO THE STRATEGIC PLAN
TECH TOMORROW

CORE PRINCIPLES:

Academic Excellence

Community Engagement

Meaningful Innovation

Student Success

Supportive Environment

Value Creation

STRATEGIC GOALS:

1. Education for Life
2. Innovation in All We Do
3. Exceptional Stewardship
4. Engagement for Impact

TECH TOMORROW STRATEGIC PLAN

RELATE ITEMS TO THE STRATEGIC PLAN

TECH TOMORROW

PRIORITY ACTIONS

1. Education for Life
   - A. Experiential Learning
   - B. General Education Curriculum
   - C. Diversity
   - D. High Impact Practices
   - E. Stackable Credentials

2. Innovation in All We Do
   - A. Technology Infused Programs
   - B. Research, Scholar, Intellect, and Creativity
   - C. Adult Learners
   - D. Diverse Faculty and Staff

3. Exceptional Stewardship
   - A. Efficiency and Effectiveness
   - B. Endowment for Scholarships
   - C. Dynamic Long-term Budget

4. Engagement for Impact
   - A. Sustainable Partnerships
   - B. Programs, Certificates, Training
   - C. Network of Scholars
   - D. Alumni/Friend Engagement
   - E. Economic Development

TECH TOMORROW
STRATEGIC PLAN

THANK YOU FOR ATTENDING THE TRAINING!

Dr. Theresa Ennis, Director

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Data Tables: www.tntech.edu/assessment

IE Planning: www.tntech.edu/sacscoc/institutional-effectiveness/

Course Evaluations:

Faculty- "IDEA Course Evaluations" https://tntech.campuslabs.com/faculty

Admin/Chairpersons- "Department IDEA Results" https://tntech.campuslabs.com/ce

Students- "Survey Link" https://tntech.campuslabs.com/courseeval

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