Annual Assessment and Improvement Report

FY 2014-2015

University Assessment and Improvement Council

3/7/2016

The University Assessment and Improvement Council (UAIC), with rotating faculty and staff membership, performs peer reviews of assessment work from instructional and non-instructional units, recommends improvements, and provides annual reports to the President. Each year, UAIC reviews reports from campus units and prepares an Annual Assessment Report for the President.

Contents

Executive Summary

The following report is a compilation of the assessment and improvement activities at Tennessee State University during the 2014-2015 assessment cycle. Members of the University Assessment and Improvement Council (UAIC), a body representation from each of the campus's Colleges and Divisions, submitted reports from the member's respective area. The data tabulation for mission and KPI was conducted university-wide by the Office of Institutional Planning and Assessment and distributed to each member of the Council.

In 2014-2015, there were 779 outcomes assessed, and of those, 298 were student learning outcomes and 481 performance outcomes. The University met nearly 60% of its total outcomes. In AY 2014, the option was given to have an outcome "Not Scheduled" for measurement, as opposed to either "Met" or "Not Met" in previous years. In the second year of "Not Scheduled," there was an increase in the use of this option. Additionally, many of those outcomes that were unmet were due to incompletion. Over 60% of the 268 unmet outcomes were unmarked. The 2014-2015 and 2013-2014 reports show lower percentages of the University's outcomes as met, due to more complete and accurate reporting of data.

The major theme of recommendations for improving the assessment procedures and processes at the University was in regards to assessment training. The Council's reports indicated the desire for additional, more frequent, and regular training of all Compliance Assist users. The Council also recommends the involvement of more professionals in assessment operations, including those at the highest level of the University. There were also suggestions to be more collaborative with assessment efforts and to simplify the processes so that those with the responsibility will take part in on-going assessment activities.

Institutional Results

Beginning in 2010, Tennessee State University (TSU) has implemented a university-wide assessment and improvement process to assess its strategic planning goals and mission. This process utilizes an online platform that is accessible to every department, regardless of organizational status. The University uses a six-step, uniform plan and the *Compliance Assist* online management system to document assessment procedures in all instructional and non-instructional units. The system is divided into sections that allow units to report directly to their own divisions. All units report individually, and follow the six-step method, which includes: (1) the performance outcome or student learning outcome, (2) the criteria for success, (3) the means of assessment, (4) the reporting and analysis of results, (5) a plan for improvement based on results, and (6) a documentation of the changes that occurred as a result of the improvement plan. The focus is on overall quality improvement and adherence to the mission and strategic planning goals at the University from AY 2010 to AY 2015.

During AY 2015, three workshops were held for 150 total participants. Workshop materials were created or developed in conjunction with each of the workshops. There was a workshop in Spring 2015 to inform users regarding the closing of outcomes for the 2010-2015 cycle. Additionally, workshops were held for those users responsible for completion of the annual reports in the Program Review module of Compliance Assist. Overall, each workshop had a satisfaction rating of at least 79% or greater.

For the Annual Assessment Reports, the data tabulation was provided university-wide by the Office of Institutional Planning and Assessment. This allowed for consistency, as compared with past years, with reporting and tabulation. This was conducted in order for the UAIC members to focus on the quality of the assessment and the report itself. Data tabulation was conducted on the institutional level while the examples of successful assessment and improvement implementation were provided from the Division or College level. This was the second year that the tabulated data was provided to the UAIC. Analysis of both of these collections can be found in following paragraphs.

Each outcome is related to at least one component of the University Mission and at least one component of the University Strategic Plan Key Performance Indicators (KPI). When combined, the University overall met 59.3% of the outcomes related to a specific component of the Mission and 61.4% of those outcomes related to a component of the Strategic Plan. Cumulatively, the University met 983 (60.5%) of the 1626 components of the Mission or Strategic Plan during 2014-2015. A breakdown of the outcomes met, not met, and not scheduled by component can be found in Table 1. Copies of the reports submitted by each College or Division can be found in the Appendices of this document.

During 2014-2015, 779 outcomes were assessed in Compliance Assist. There were 298 Student Learning Outcomes and 481 Performance Outcomes. The University met 61.7% of Student Learning and 57.2% of Performance Outcomes. Overall, 459 of the 779 outcomes were marked as met by assessment professionals (58.9%). A breakdown of outcomes met and not met by outcome type can be found in Table 2.

Table 1: Outcomes Met and Not Met by Component

	Component	Outcomes Met		Outcomes Not Met		Outcomes Not Scheduled	
		#	%	#	%	#	%
Mission	Scholarly Inquiry	186	59.0%	99	31.4%	30	9.5%
	Research	45	57.0%	33	41.8%	1	1.3%
	Life-long Learning	95	56.2%	64	37.9%	10	5.9%
	Service	107	64.1%	54	32.3%	6	3.6%
Total outcomes/Mission		433	59.3%	250	34.2%	47	6.4%
KPIs	Access & Diversity	59	57.3%	33	32.0%	11	10.7%
	Academic Quality & Student Success	277	59.1%	157	33.5%	35	7.5%
	Business Friendly Practices	97	69.8%	36	25.9%	6	4.3%
	Revenue Generation/Research/ Resourcefulness	46	63.0%	23	31.5%	4	5.5%
	Engagement	71	63.4%	35	31.3%	6	5.4%
Total outcomes/KPI		550	61.4%	284	31.7%	62	6.9%
Cumulative Total/Mission and KPI		**983**	**60.5%**	**534**	**32.8%**	**109**	**6.7%**

Table 2: Outcomes Met or Not Met by Type

	Student Learning Outcomes		Performance Outcomes		Total	
	Count	*%*	*Count*	*%*	*Count*	*%*
Met	184	61.7%	275	57.2%	459	58.9%
Not Met	96	32.2%	172	35.8%	268	34.4%
Not Scheduled	18	6.0%	34	7.1%	52	6.7%

In AY 2015, more outcomes were marked at "Not Scheduled," as compared to AY 2014. "Not Scheduled" as an option was first introduced in 2014. As compared to 2014, there were over 55% more uses of "Not Scheduled" in 2015. Outcomes marked as met have been relatively steady since 2012. There were similar numbers of components "not met" in 2014 as in 2015. These counts are higher than the previous two years due in part to the data being calculated centrally on the institutional level. The tallying of those outcomes that are unmarked and left blank as "Not Met" could account for the increases in unmet outcomes. A breakdown of the unmet outcomes for 2014-2015 is detailed below.

Table 3: Breakdown of Unmet Outcomes

	Count	Percent of Outcomes "Not Met"
Marked as Not Met	101	37.7%
Unmarked Outcomes	167	62.3%
Counted as Not Met	268	100%

Mission Components Met and Not Met

When comparing mission components over the last three years, there are more outcomes related to Scholarly Inquiry. This mission component had fewer unmet outcomes in AY 2015 as compared to AY 2014. The mission components, with those outcomes marked as met, have been consistent over the last three years. Figures 1 and 2 contain complete tabulations of the comparisons between AY 2013, AY 2014, and AY 2015.

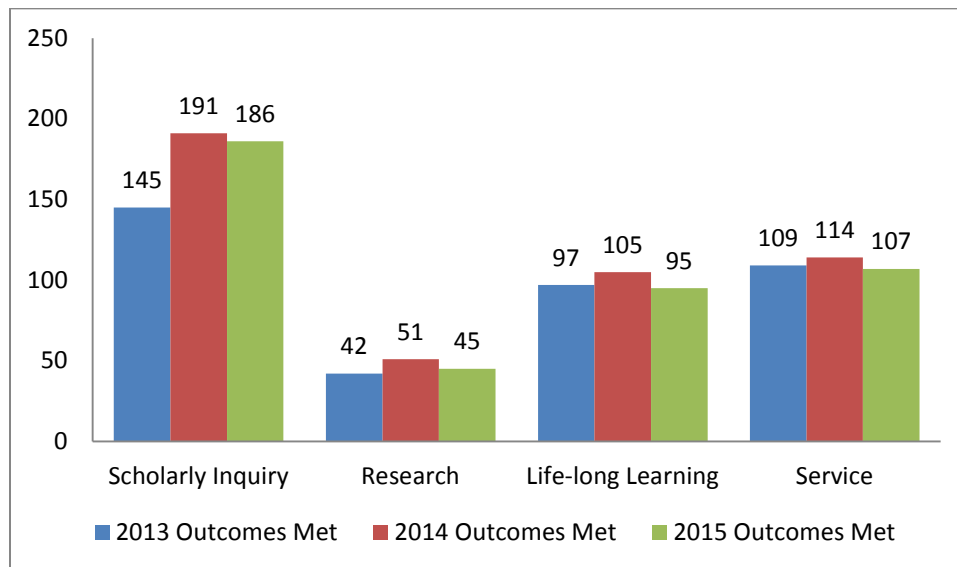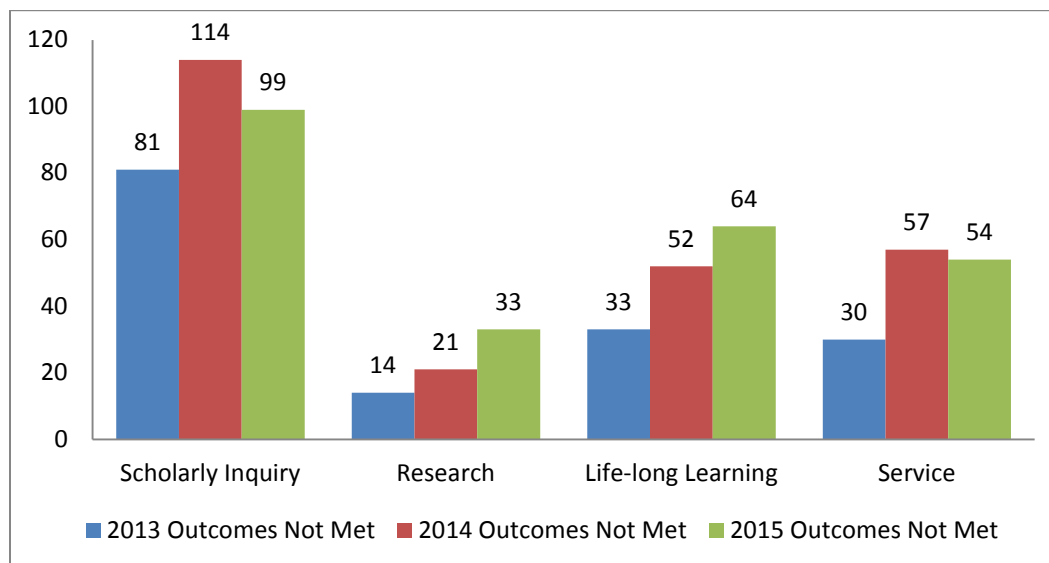**Figure 1: Comparison of Outcomes Met by Mission Component**

Figure 2: Comparison of Outcomes Not Met by Mission Component

Strategic Plan Components (KPI) Met and Not Met

In general, the met and unmet outcomes related to KPI have been consistent from AY 2013 to AY 2015. Aside from Business Friendly Practices, unmet outcomes rose in AY 2014 and AY 2015 when compared to AY 2013. These increases could be due to the process change of using institutional data as opposed to reported data from divisions and colleges. Figures 3 and 4 contain the complete comparison tabulations for AY 2013, AY 2014, and AY 2015.

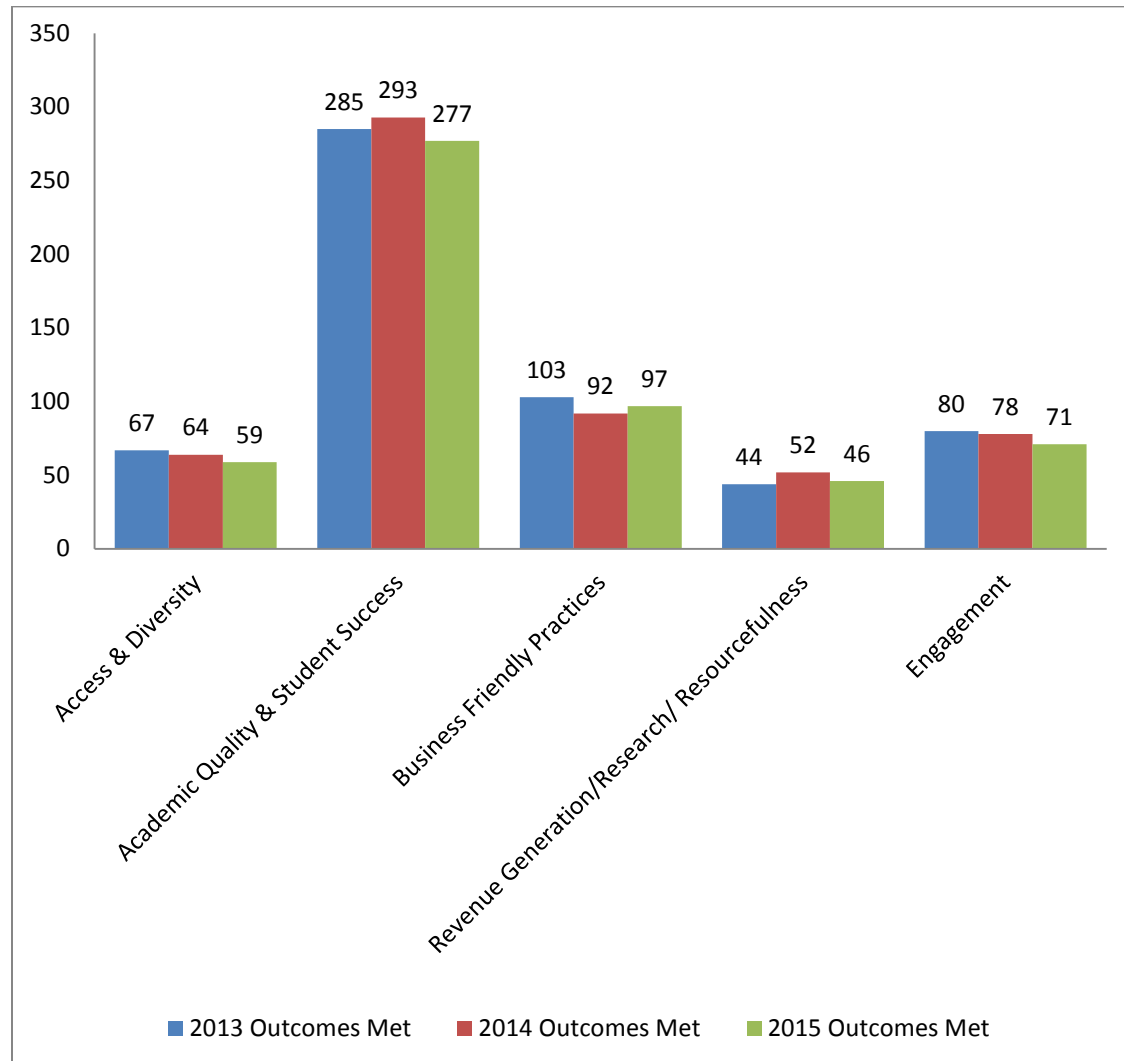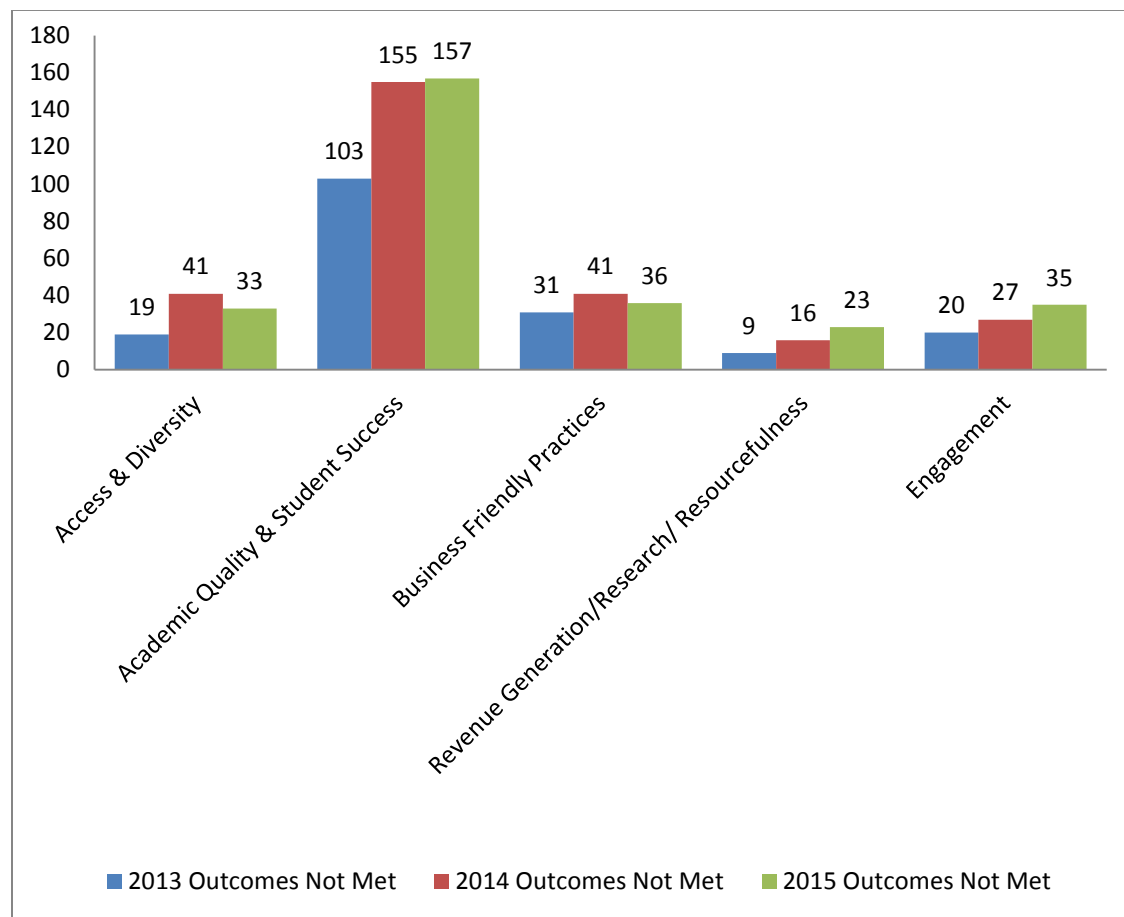Figure 3: Comparison of Outcomes Met by Strategic Plan Component

Not Scheduled Outcomes

In AY 2014, "Not Scheduled" was an item added to the Assessment Process in order to capture those outcomes that were measured biannually or whose progress might be irregular. For AY 2015, there can be a comparison of how this was used in the assessment process for the final two years of the 2010-2015 cycle. Overall, Not Scheduled was used more often in AY 2015. In particular, the scholarly inquiry mission component and the academic quality and student success KPI increased for AY 2015. All other KPI and mission components remained relatively similar for the number of outcomes marked in Compliance Assist as "Not Scheduled." Of all the outcomes in AY 2014, 4.3% were marked as "Not Scheduled," while in AY 2015, 6.7% of all outcomes were "Not Scheduled." This represents more than a 55% increase in "Not Scheduled" outcomes. Figures 5 and 6 contain the complete tabulations for Not Scheduled outcomes in AY 2014 and AY 2015.

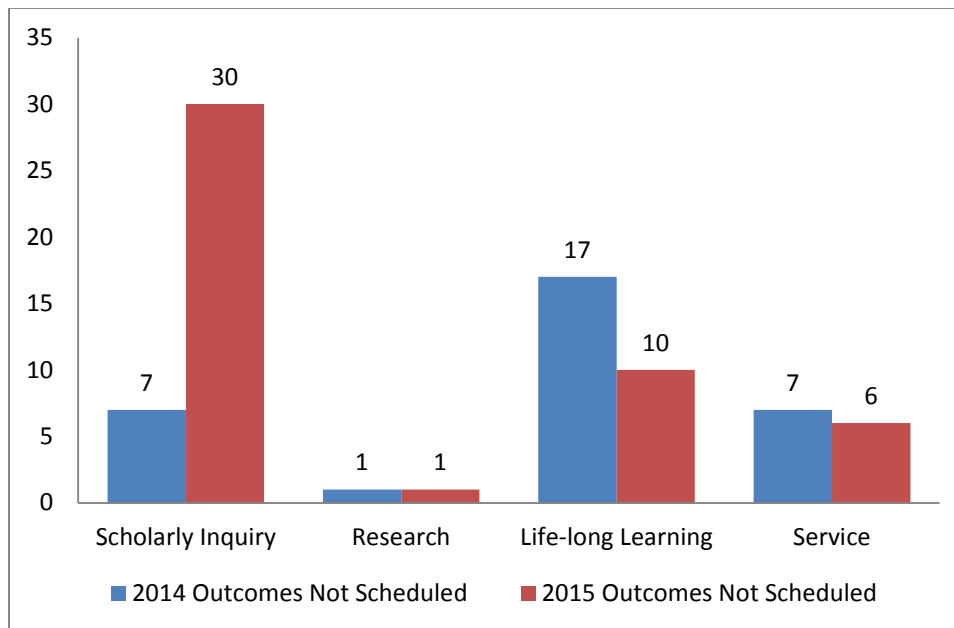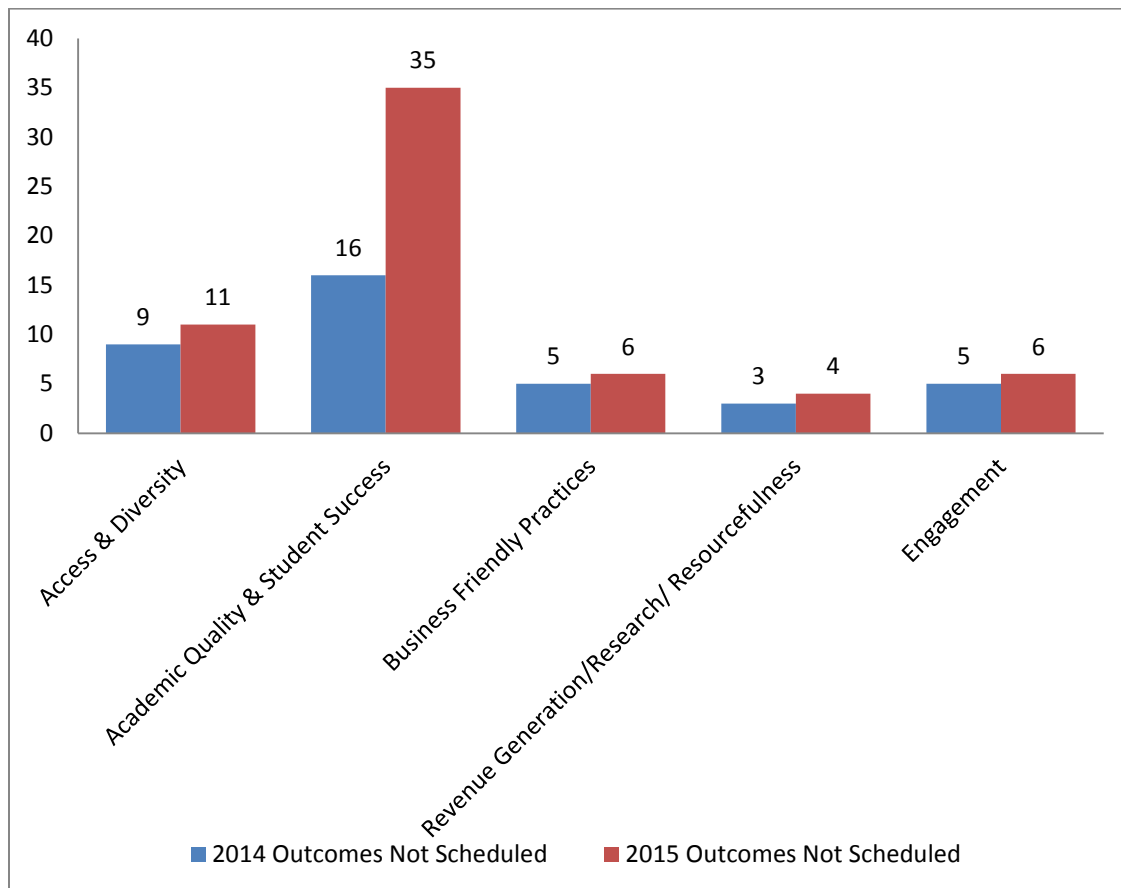**Figure 5: Not Scheduled Outcomes by Mission Component**

- 2014 Outcomes Not Scheduled
- 2015 Outcomes Not Scheduled

Figure 6: Not Scheduled Outcomes by KPI

- 2014 Outcomes Not Scheduled
- 2015 Outcomes Not Scheduled

Overall Comparisons

The AY 2015 is the fourth UAIC Assessment Report. Comparisons can be made across the years. As compared to AY 2014, the percentage of Met, Unmet, and Not Scheduled outcomes remained similar. As shown in Table 1, those outcomes marked as "Met" comprised 60.5% for AY 2015 and those marked as "Not Met" was 32.8%. Compared to AY 2014, 63.6% of outcomes met and 32.1% not met, there were minimal changes in percentages. There is a difference between these two years, AY 2014 and AY 2015, and the previous two years, AY 2013 and AY 2012, as the data collection method changed to be centrally done. The result was the inclusion of more outcomes in the totals. This method is a more accurate representation of the outcomes being assessed by various units at the University. When an outcome is ignored and not updated, the impacts are multiplied since an outcome has one mission component and not more than two KPI components. By accounting for more unmet outcomes this could lead to the near doubling of unmet outcomes as seen Figure 7, an aggregation of mission and KPI components. For the total number of outcomes, see Table 2, as figure 5 combines both mission and strategic plan components.

Figure 7: Met, Not Met, and Not Scheduled Combined Mission and KPI Components 2012, 2013, 2014 and 2015
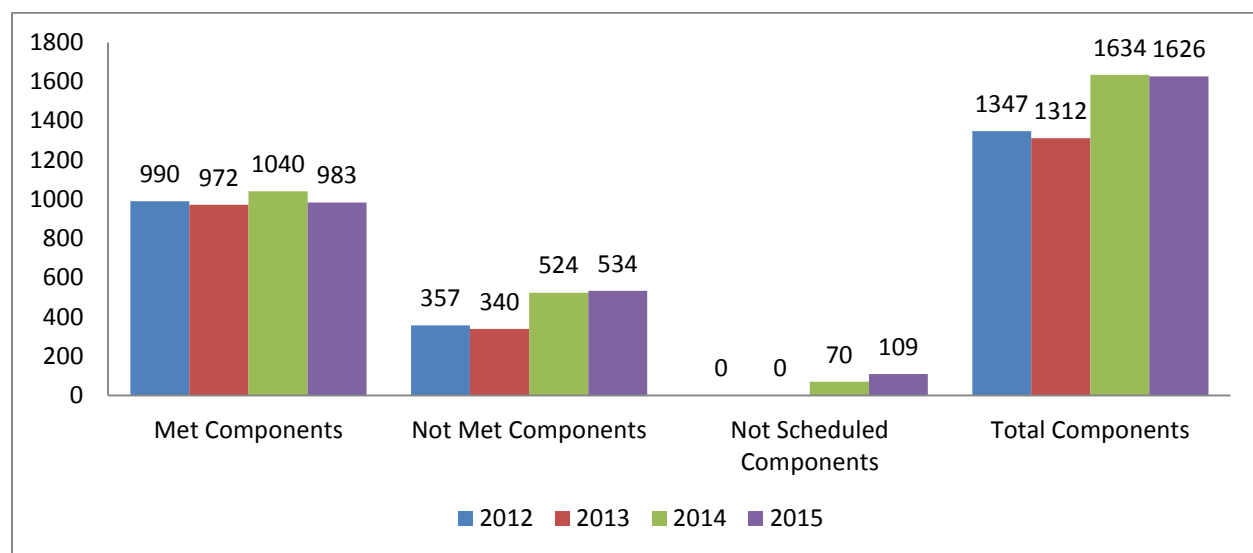
Examples of Quality Assessment and Use of Results

Each College and Division that submitted a report to the Council was asked to provide some examples of performance or student learning outcomes that represented the quality of the assessment conducted in the unit. Methods of assessment and use of results were then reported by Council members. In this report, each unit provided a 50-word summary of the assessment procedures and processes, and gave recommendations for improvement. Examples of the use of results to close the loop of each College and Division are included below and are separated by Academic and Administrative units.

Academic Units

In the College of Agriculture, Human, and Natural Sciences, the Family and Consumer Sciences program is considering utilizing an examination to test students' knowledge and ability, offer certification for graduations, and assess courses and curriculum. However, the test is costly, and the department is collaborating with the college to examine funding options.

The College of Business underwent a review from its accrediting board, AACSB. Many recommendations were entered into Compliance Assist and implemented during the year. This faculty-driven process has reexamined the frequency, method, and class level at which outcomes are being assessed. The College has developed new learning goals and traits, and assigned new assessment venues. For instance, the College has developed two new learning goals to assess in Critical Thinking and Communication and assigned new assessment class levels and venues. These goals existed previously as four goals but are now more focused and centralized within the College.

The College of Education reported that their assessments aligned the examinations with course content. The departments are considering enhancements to comprehensive exams and are offering study sessions for their students, based on feedback. Additionally, an accreditation self-study resulted in the updating of validity and reliability of assessment instruments.

The College of Health Sciences reports student learning through external sources. In Cardio-Respiratory Care Sciences, nearly all students are passing the licensure exam (19 of 20 or 95%). Health Information Management students are evaluated by their clinical supervisors. Overall, 92% of responses are above average to excellent including 93% in "Work Performed" and 97% in interpersonal relationships. Speech Pathology students must complete and present a post project in the research methods course. All 25 students in the course received an "A" for the presentations. Each student in the course earned an "A" or "B" for the final grade. Nursing is using data to inform the admission and progression criteria for the program. Assessments for 2015 have influenced the decision to integrate clinical decision making as a component across the curriculum. These results show that the College is developing plans and following through to achieve student successes.

The College of Liberal Arts reports assessments at the program, department, and college levels. In the Criminal Justice program, the major field assessment for graduates is being evaluated. Discussed updates include raising the passing standard and an alternative assessment or close look at the results. In the department of Languages, Literature, and Philosophy, the curriculum has been aligned so that the

senior seminar utilizes the knowledge and skills from the critical theory course and other upper-level courses. At the College level, student evaluations of instruction are used to assess student satisfaction with planning, communication, student-faculty interaction, and assessment of learning. The College reported exceeding the benchmark in each year since the introduction of this outcome. This could be due in part to the investment of resources for technology, faculty development, and attention on specific courses that fall below benchmarks.

The College of Public Service and Urban Affairs uses different assessment methods to drive improvement. For the MPA program, syllabi were updated to include core competencies. Additionally, external recommendations to enhance the success of internship placement were completed. In the Masters of Social Work Program, faculty revised rubrics to better evaluate cross-curricular competencies. The result was increased success in field placement. At the undergraduate level, the Urban Studies program used results from student exit surveys to diversify the course offerings by faculty.

Administrative and Support Services

The Division of Academic Affairs houses a multitude of units with varying responsibilities across the campus. The WRITE program has used assessment to improve its measurements to show substantive direct measurement of student learning. In the Graduate School, survey results are used to improve the satisfaction of graduate programs, if the programs fall below acceptable thresholds. Similarly, the Honors Program has found the need to incorporate additional research opportunities and to enhance recruitment through its ongoing assessment activities. To continue its mission to offer high quality instructional support to students, the library will continue to upgrade its electronic resources. In order to allow for easier access for students, the Library will redesign its website. The Center for Service Learning and Civic Engagement will revise the survey used to measure student learning from service experiences. Extended Education reported that more faculty and staff were trained on D2L, the e-course management platform, than expected. The Office of Institutional Planning and Assessment exceeded its goals for satisfaction from participants at its workshops on improving the institutional assessment practices. The Office of Institutional Research offered workshops on faculty development, which had satisfactory responses from faculty attendees.

The Division of Administration reported quality improvement in various areas. Events Management used an online system to reduce office visit requests, phone requests, and personal email requests. The office became more efficient, reduced unneeded office traffic, and enabled a method to track event requests. Using external data and department adjustments, the staffing has been adjusted in the Call Center. This has led to 20% decrease in abandoned calls and an increase in timely responses to those who phone the University.

The units making up the Division of Enrollment Management focused on improving efficiency of the services provided. The Admissions Office improved the service provided and its procedures, which led to increased satisfaction on visitor surveys. The Records Office collaborated with Information Technology in order to automate the printing of transcripts. Tiger Tutoring is building partnerships across the

campus to market its services to students, ensuring more students are aware of what the area can provide and ultimately the number of students impacted. The Financial Aid Office is improving its efficiency by providing professional develop for its staff, ensuring they are up to date on the latest financial aid regulations.

The Division of Institutional Advancement had many successes in the 2014-2015 Academic Year. The office of Major Gifts exceeded their goal to increase those donations to the University of greater than $25,000. There has been an increase in the number of attendees at Homecoming. The foundation has increased its email address database to over 45,000 names. The University's social media following has increased 66%. The Publications Department has improved its process to include more University-wide activities.

In the President's Office, the Department of Athletics was a highlight of assessment activities. Overall, Athletics has enhanced the services that lead to a student-centered and supportive environment. Data has been gathered showing that increasingly more students are meeting with advisors and are on track to graduate within four years or less. Students identified as "at-risk" have shown success due to the Hot Spot initiative. Athletics makes the University more visible in the community through community service efforts and the recognition of three staff members receiving honors during the year. Additionally, Athletics enhances campus prominence through their efforts of showcasing events and student-athletes through social media and the website.

The Division of Student Affairs used its resources wisely to improve quality of its offerings. In Student Activities, events were promoted earlier, students were utilized in planning, and other departments were tapped for collaborative efforts. Student leaders were brought in to enhance the visibility of events and activities. In the Career Development Center, assessment results led to the increased involvement and follow up of employer representatives following career fairs. The Office of Student Conduct built on previous years' successes and offered trainings to more groups including student organizations and athletics. The resulting sessions increased awareness of support and information regarding the Code of Conduct and office itself.

Lessons Learned

The Divisions and Colleges, all of which are represented on the UAIC, reported lessons learned regarding assessment and improvement for AY 2015. These are summarized further in themes and highlighted in the following section that is again divided between Academic Colleges and the Administrative and Support Services areas.

Academic Units

Many of the lessons learned in Academic Colleges mentioned the growth in assessment from the beginning of the cycle. Multiple colleges cited increased buy-in from faculty toward assessment and the foundations of adopting assessment as a core value of the college. Other colleges noted expanding assessment practices to beyond the classroom, assessing learning goals at the department and college level, and planning to align curriculum and practice. Other lessons learned including streamlining data collection and data entry. Compliance Assist, the University's online assessment and improvement system, was mentioned as one such data management tool. Additionally, the Colleges stated the importance of collaboration to achieve the maximum effectiveness in quality improvement.

Administrative and Support Services Units

The Administrative and Support Services areas are focused on serving the University's primary stakeholders – the students. These units' lessons learned focused on student success. Holding the KPI as a central part of operations led to the improvement of services. Collaborations are critical to the achievement of goals, and a commitment to improvement needs to be undertaken in all aspects of the division. The Administrative Divisions also noted learning to identify the central outcomes and a manageable number of outcomes to make the assessment process more meaningful. There also should be a balance between an outcome's attainability and aspiration. Further learning stemming from involving students in planning led to increased participation from students in activities and events. There was also learning from doing more with fewer resources. Additionally, the use of assessment has led units to examine the mission, focus, and goals of the unit. This leads to improvement of operations, and ultimately, the student experience at the University. As with the Colleges, these Divisions cited making assessment a regular part of operations during divisional meetings.

Recommendations for Improving the Assessment Process

The final piece of the Divisional and College Assessment and Improvement Report called for recommendations and suggestions for improving the process of assessment and improvement within the University. These results are aggregated across the Colleges and Divisions. Many of the suggestions are internal to the College or Division. Some suggestions for improvement are campus-wide.

The major theme that stood out from the recommendations for improvement was in the use of training. Many areas called for additional trainings, more frequent training, consistent or regular training, and expanding those involved in training. This theme was mentioned in part six times.

Three items were mentioned twice from College and Division reports. These included 1) need for collaboration; 2) increased participation and commitment to assessment from all areas of the University – top to bottom; and 3) simplification of the steps and forms need to complete assessment activities.

Additional items were mentioned once as ways to enhance the assessment and quality improvement process. All items mentioned in the College and Division reports are as follows:

- Compliance Assist as regularly schedule activity
- Increased staff
- Improved instruments for measurement and assessment
- Outcome selection
- Reports generated directly from database
- Shifting unit's outcomes during realignment or change in responsibility or focus
- Stipends for assessors
- Strategic linkage of outcomes to Mission and Strategic Plan (related items)
- Update annual reporting tools to be more user friendly

The main suggestion – a call for training – shows that there is a support for assessment operations and a desire to improve the quality of the University. Additionally, there is an overarching theme of assessment as the responsibility of the whole. Other suggestions included collaboration, support from upper administration, and increased staffing for assessment. Other items include areas of quality such as selecting outcomes, simplification, and alignment of outcomes to campus goals through the mission and strategic plan. These themes demonstrate the vision for quality improvement of the assessment system and procedures.

Conclusion

The AY 2015 UAIC report serves as a marker for the progress made towards the institutionalization of assessment in the culture of Tennessee State University during the past five-year cycle. The University through the work of the University Assessment and Improvement Council evaluates assessment procedures to improve not only the quality of assessment itself but the quality of the student learning and operations at the University. Centralized data gathering has simplified the process and exposed previously unrealized gaps in reporting. The use of "Not Scheduled" continues to be utilized, adding to more meaningful assessment results. The desire for additional and more frequent training shows that there are those who crave the use of assessment for improvement and who want to be part of advancing the University mission and strategic plan. The same can be said about the suggestion to include more into the fold of assessment personnel, whether from the top of campus administration to the need for additional dedicated assessment professionals. The work of the UAIC continues to improve assessment at Tennessee State University and enhance its mission embodied in the motto "Think. Work. Serve."

The Appendix following this report includes the individual unit reports for the 2014-2015 assessment and improvement cycle. Questions relating to this report should be directed to the Office of Institutional Planning and Assessment at 615-963-2551.

Appendix of Individual Unit Reports

Tennessee State University
Annual Assessment Report 2015

1. Name of Unit: College of Agriculture, Human and Natural Sciences

2. Summary of Mission and KPI Outcomes

2A. Mission	# related outcomes	# Outcomes met	# Outcomes not met	# Outcomes not scheduled	% outcomes met
A. Scholarly Inquiry	17	4	13		24%
B. Research	14	10	4	0	71%
C. Life-long Learning	4	2	2	0	50%
D. Service	2	0	2	0	0%

2B. KPI	# related outcomes	# Outcomes met	# Outcomes not met	# Outcomes not scheduled	% outcomes met
1. Access & Diversity	5	3	2	0	60%
2. Academic Quality and Student Success	23	9	14	0	39%
3. Business Friendly Practices	3	3	0	0	100%
4. Revenue Generation/ Research/ Resourcefulness	6	6	0	0	100%
5. Engagement	4	3	1	0	75%

3.   Expected Outcome(s) and Criteria for Success

Choose several outcomes from the college or division as examples to represent the quality of assessment conducted in the unit. (The number will depend on the size of the college or division.) State each outcome chosen and its criterion together in one sentence.

Academic colleges should concentrate on student learning outcomes but may choose up to two performance outcomes as examples.

Students in the B. S. Degree Program in Family and Consumer Sciences will use critical thinking skills, including utilizing diverse approaches for determining alternatives solutions for issues, to make decisions in the workplace.

4. Methods for Assessment and Analysis of Results

Use the data provided to discuss the types of assessment conducted throughout the college or division. For each of the assessments chosen as examples for part 3 above, state the results of assessment in one sentence and provide a statement about the analysis of the results in another sentence.

In 2015-2016 all syllabi in each concentration will be reviewed to determine if they are meeting the core standards that should be addressed. Tables will need to be made to make sure there are assignments, exams/quizzes and possible practicums that meet that point on the syllabus for that course. In the fall 2016 all syllabi should have the applicable 11 points that fit the course.

Many of our students have very limited practicum experience outside of the field experience/internship that is taken in the senior year. There are plans to also look at methods to integrate opportunities of more practicum or observation times at other classification (sophomore and junior year specifically). This may help with the learning style of students by them using their experiences along with lecture as a method to learn material and gain more critical thinking. Hopefully this will assist not only with scores in the classroom but also scores on the exit exam which is even more critical.

The American Association of Family and Consumer Sciences (AAFCS) have an exams that is provided in the following areas:

• Family and Consumer Science (FCS)- 8 standards associated with FCS content
• Human Development and Family Studies (HD&FS)- 3 standards associated with FCS content areas
• Hospitality, Nutrition and Food Science (HN&FS)- 3 standards associated with FCS content areas

These exams if students pass will make them eligible to apply for the certification in each area. Computer-based exams are $150 and paper-based exams are $115. Each price is for one attempt. Once the exam is passed each student can apply for credential but will have an additional fee of $105 that will need to be paid within a year after graduation. Each eligible student would also have to provide an official transcript to make sure competency courses were taken to be eligible for the credential.

5. Use of Results

Use the data provided to discuss the various ways in which results of assessment have been used to make improvement, giving percentages or raw numbers as appropriate. For each of the assessments chosen as examples for parts 3 and 4 above, in no more than 2 sentences each, discuss how your unit used the results of assessment to make improvement. It is very important that your unit's quality improvement plan show

how you intend to use the results to close the loop, or show that you have used the results of your assessment to close the loop.

This would be a better method to provide testing for students. This would also assist concentrations to ensure that updated theory, practicum experiences and overall information was integrated into classwork for students to be successful in passing the exam. This would also assist us as we review needed and obsolete coursework within each concentration as well as additional projects and use of many of our student's real-life experiences that is based on Kolb's Adult Learning Theory within the classroom.

The negative side of initiating this type of testing is the funding for the initial test for all students within the department. Next steps will be to determine if students will be charged a partial fee to take the exam and the college/department pay the remainder or if all cost will be given to the student if the exam is used.

6.   Assessment Summary

In no more than 50 words, summarize your assessment activity and briefly discuss lessons learned.

The documentation of assessment in CAHNS has been and continue to be a learning experiences for all involved. We have been carrying out assessmnet activities as individuals for our individual classes, but not as departments and the college. We are beginning to learn that by using the assessment tools in compliance assist, we are better able to track what we are doing and the effect it has on our students and stakeholders.

7.   Recommendations for Improving Assessment Processes in Your Division/College

In light of assessment activities for the year under review, use no more than 100 words to discuss suggestions you have for improving/strengthening the assessment processes of your division/college and those of the University. Suggestions may include assessment training (describe what kind/areas for which additional training is needed and for whom); technical training (related to use of Compliance Assist! for documentation); and system-wide issues (other issues that you see as relevant to improving campus-wide planning and assessment processes to ensure continuous improvement in institutional quality).

To improve CAHNS Assessment Processes it is recommended that more training is implemented on quality of outcomes and better follow-through during the semester rather than waiting until the end of the semester to look at Compliance Assist. This training is needed by all users of Compliance Assist in the CAHNS programs. Complinace Assist need to be a part of the regularly scheduled activity for the users.

Tennessee State University
Annual Assessment Report 2015

1. Name of Unit: College of Business

2. Summary of Mission and KPI Outcomes

2A. Mission	# related outcomes	# Outcomes met	# Outcomes not met	# Outcomes not scheduled	% outcomes met
A. Scholarly Inquiry	22	14	7	1	67%
B. Research	1	0	0	1	
C. Life-long Learning	4	4	0	0	100%
D. Service	3	2	0	1	100%

2B. KPI	# related outcomes	# Outcomes met	# Outcomes not met	# Outcomes not scheduled	% outcomes met
1. Access & Diversity	6	5	1	0	83%
2. Academic Quality and Student Success	21	13	7	1	65%
3. Business Friendly Practices	2	1	0	1	100%
4. Revenue Generation/ Research/ Resourcefulness	1	0	0	1	
5. Engagement	1	1	0	0	100%

3.   Expected Outcome(s) and Criteria for Success

Choose several outcomes from the college or division as examples to represent the quality of assessment conducted in the unit. (The number will depend on the size of the college or division.) State each outcome chosen and its criterion together in one sentence.

Academic colleges should concentrate on student learning outcomes but may choose up to two performance outcomes as examples.

The undergraduate program in the COB has 8 student learning objectives. Three of these learning objectives are as follows:
A. Students must be able to integrate knowledge across the functional areas of business when making business decisions
B. Students must be able to effectively communicate business information orally
C. Students must be able to effectively apply technology in solving business problems.
The criteria for success for these expected outcomes are that at least 70% of the students must meet or exceed the criteria set by the faculty for assessing student learning of the learning goal.

4.   Methods for Assessment and Analysis of Results

Use the data provided to discuss the types of assessment conducted throughout the college or division. For each of the assessments chosen as examples for part 3 above, state the results of assessment in one sentence and provide a statement about the analysis of the results in another sentence.

In the COB, the direct method is used to assess student learning for practically all of the College's learning goals, including the three learning outcomes identified in part 4 above. In the non-academic areas, however, various methods are used to measure success with regard to the unit's performance outcomes. The results from the assessment of student learning in the three learning goals listed in part 4 above are as follows:

A. For the learning outcome on the integration of knowledge across the functional areas of business when making business decisions 82% of the students being evaluated met or exceeded the expectations for this outcome. The sample size for this assessment result was 44 students. The criteria for success for this learning goal was met.
B. For the learning outcome on effective communication of information orally, 81% of the students being evaluated met or exceeded the expectations for this outcome. The sample size for this assessment result was 56 students. The criteria for success for this learning goal was met.
C. For the learning outcome on effective application of technology, 87 % of the students being evaluated, from a group of about 47 students, met or exceeded the expectations for this learning outcome. The criteria for success for this learning goal was met.

5.   Use of Results

Use the data provided to discuss the various ways in which results of assessment have been used to make improvement, giving percentages or raw numbers as appropriate. For each of the assessments chosen as examples for parts 3 and 4 above, in no more than 2 sentences each, discuss how your unit used the results of assessment to make improvement. It is very important that your unit's quality improvement plan show how you intend to use the results to close the loop, or show that you have used the results of your assessment to close the loop.

Revisions to all three outcomes were made in a faculty-driven process as part of continuous improvement and in response to recommendations from a visit by the AACSB accreditation team to modifying the frequency with which we assess each outcome as well as the course levels at which we do so. Faculty assessment teams were created around each goal to aid in closing the loop.

A. A new learning goal, Critical Thinking, was created combining two previous learning goals. The Assessment Venues/classes as well as the traits associated with the outcome have also been revised.

B. A new learning goal, Communications, was created combining two previous learning goals. The Assessment Venues/classes as well as the traits associated with the outcome have also been revised
C. The Assessment Venues/classes as well as the traits associated with the outcome have been revised.

6. Assessment Summary

In no more than 50 words, summarize your assessment activity and briefly discuss lessons learned.

The College of Business has deepened faculty involvement in the assessment process. Faculty led the review of the assessment of learning goals, traits and assessment venues. An online data-collection process and faculty assessment teams were created to more effectively help with data capture and closing the loop.

7. Recommendations for Improving Assessment Processes in Your Division/College

In light of assessment activities for the year under review, use no more than 100 words to discuss suggestions you have for improving/strengthening the assessment processes of your division/college and those of the University. Suggestions may include assessment training (describe what kind/areas for which additional training is needed and for whom); technical training (related to use of Compliance Assist! for documentation); and system-wide issues (other issues that you see as relevant to improving campus-wide planning and assessment processes to ensure continuous improvement in institutional quality).

One recommendation is that the council continue to provide training in the use of Compliance Assist and the new steps in the assessment process for all persons responsible for reporting into the system.

Tennessee State University
Annual Assessment Report 2015

1. Name of Unit:College of Education

2. Summary of Mission and KPI Outcomes

2A. Mission	# related outcomes	# Outcomes met	# Outcomes not met	# Outcomes not scheduled	% outcomes met
A. Scholarly Inquiry	20	17	3		85%
B. Research	8	6	2		75%
C. Life-long Learning	6	3	3		50%
D. Service	5	4	1		80%

2B. KPI	# related outcomes	# Outcomes met	# Outcomes not met	# Outcomes not scheduled	% outcomes met
1. Access & Diversity	3	1	2		33%
2. Academic Quality and Student Success	32	26	6		81%
3. Business Friendly Practices	3	2	1		67%
4. Revenue Generation/ Research/ Resourcefulness					
5. Engagement	1	1			100%

3.   Expected Outcome(s) and Criteria for Success

Choose several outcomes from the college or division as examples to represent the quality of assessment conducted in the unit. (The number will depend on the size of the college or division.) State each outcome chosen and its criterion together in one sentence.

Academic colleges should concentrate on student learning outcomes but may choose up to two performance outcomes as examples.

C.6 Accreditation/Program Review/Academic Audit--the programs within Instructional Leadership are accreditaed until January 2022. The Psychology programs have accreditation years of 2018 and 2020. The EPP has its accreditation review in March of 2017. All organization are on track for their accreditation review.

C.7 Major Field Examinations--in the majority of the areas, candidates are performing well on the qualifying examination and comprehensive examination. There are a few exceptions.

4. Methods for Assessment and Analysis of Results

Use the data provided to discuss the types of assessment conducted throughout the college or division. For each of the assessments chosen as examples for part 3 above, state the results of assessment in one sentence and provide a statement about the analysis of the results in another sentence.

C.6 examines accreditation of programs. Although this does not individually focus on student achievement, this is a critical area for the College of Education given that we will be seeking reaffirmation of accreditation in Spring 2017.

With C.7, the Major Field Examination, the College of Education has looked holistically at the pass rate for each of the assessments in years past. This year was the first year that we examined the Qualifying and Comprehensive Examination question by question and compared candidate performance to their performance in classes.

5. Use of Results

Use the data provided to discuss the various ways in which results of assessment have been used to make improvement, giving percentages or raw numbers as appropriate. For each of the assessments chosen as examples for parts 3 and 4 above, in no more than 2 sentences each, discuss how your unit used the results of assessment to make improvement. It is very important that your unit's quality improvement plan show how you intend to use the results to close the loop, or show that you have used the results of your assessment to close the loop.

C.6--the EPP submitted our self-study to CAEP for review by the off-site team. The institutional report was reviewed and the unit was evaluated by the expectations for full implmentation of the CAEP standards rather than as an early adopter. As a result we were given vital feedback about changes necessary for success by the unit. One of the major recommendations that we were provided with concerned the validity and reliability of our assessment instruments. Our focus during this next six month period prior to resubmitting our self-study will be on measures to ensure the reliability and validity of our instruments.

C.7--each of the departments is examining the qualifying examination and comprehensive examination. As a result of this examination, we are more tightly aligning the assessments with the course content that candidates are exposed to. We are looking at more scenario based comprehensive exams. Additionally, based upon feedback received from candidates, departments began offering study sessions and doctoral seminars.

6. Assessment Summary

In no more than 50 words, summarize your assessment activity and briefly discuss lessons learned.

> The assessment activity during this past year has been more in the planning phase. We have focused this year on aligning the curriculum at the introduced, developed, and practiced levels.

7. Recommendations for Improving Assessment Processes in Your Division/College

In light of assessment activities for the year under review, use no more than 100 words to discuss suggestions you have for improving/strengthening the assessment processes of your division/college and those of the University. Suggestions may include assessment training (describe what kind/areas for which additional training is needed and for whom); technical training (related to use of Compliance Assist! for documentation); and system-wide issues (other issues that you see as relevant to improving campus-wide planning and assessment processes to ensure continuous improvement in institutional quality).

> Now that the curriculum alignment has been completed, this year we desire to make sure that our instruments are both reliable and valid. We will be looking at triangulation and the establishment of the trustworthiness of our instruments. Faculty will be involved in this process. The unit is also securing an external consultant to assist in this effort. Our goal is to ensure that our candidates are prepared completely for practice and licensure assessments prior to completing their selected programs.

Tennessee State University
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1. Name of Unit:College of Health Sciences

2. Summary of Mission and KPI Outcomes

2A. Mission	# related outcomes	# Outcomes met	# Outcomes not met	# Outcomes not scheduled	% outcomes met
A. Scholarly Inquiry	31	28	3	0	90%
B. Research	7	6	1	0	86%
C. Life-long Learning	38	23	15	0	61%
D. Service	23	13	9	1	59%

2B. KPI	# related outcomes	# Outcomes met	# Outcomes not met	# Outcomes not scheduled	% outcomes met
1. Access & Diversity	7	7	0	0	100%
2. Academic Quality and Student Success	82	57	25	0	70%
3. Business Friendly Practices	26	21	4	1	84%
4. Revenue Generation/ Research/ Resourcefulness	1	1	0	0	100%
5. Engagement	13	9	4	0	69%

3.   Expected Outcome(s) and Criteria for Success

Choose several outcomes from the college or division as examples to represent the quality of assessment conducted in the unit. (The number will depend on the size of the college or division.) State each outcome chosen and its criterion together in one sentence.

Academic colleges should concentrate on student learning outcomes but may choose up to two performance outcomes as examples.

• Cardio-Respiratory Care Program, ACA 306-100_SLO1/Demonstrate solid professional knowledge in Respiratory Care; Direct Criteria: 80% of students who appear for the National Board for Respiratory Care Certified Respiratory Therapist Exam will pass the exam; Indirect Criteria: On the Graduate Surveys, 90% of the students will rate their knowledge at or above a 3 on a Likert scale.

• Health Information Management Program, ACA 306-108_SLO3: Ninety percent of HIM students will demonstrate entry-level competencies required for health information administor at their assigned professional practice experience (PPE) facilities.

• PT: Graduates of the program will meet the health care needs of patients/clients and society through ethical behavior, continued competence and advocacy for the profession – aggregate ratings of items e (ethical practice), i (advocacy), and k (continued competence) of the exit, graduate, and employer surveys should be at 3 or above on a 4- point scale.

• Dental Hygiene SLO: Students and graduates will demonstrate interpersonal and communication skills to effectively interact with diverse population groups.

• Health Sciences from the Department ot Public Health, Health Administration and Health Sciences (PHHAHS): ACA 306_102 HSLO3 indicated that 95% of students will demonstrate the proficient use of technology.

• The graduates in Speech Pathology and Audiology would apply evidence based practice to research by completing an evidence based research project which is consistent with the College of Health Sciences' college-wide research student learning outcome.

4. **Methods for Assessment and Analysis of Results**

Use the data provided to discuss the types of assessment conducted throughout the college or division. For each of the assessments chosen as examples for part 3 above, state the results of assessment in one sentence and provide a statement about the analysis of the results in another sentence.

• In the Cardio-Repiratory Care Program, the results of the NBRC CRT exam for the May 2014 graduates were: 19 of 20 (95%) graduates passed the NBRC CRT exam. This exceeds the 80% level set as the criterion for success. The analysis of Indirect Method of Assessment found the graduate surveys for the May 2014 graduates rated their knowledge base (cognitive domain) at a 3 or above. These results exceed the 90% level set as the criterion for success.

• A total of thirty-seven Health Information Management students completed their Professional Practive Evaluations at various medical centers. The student evaluations were completed by the clinical supervisors. The assessment results showed that the 93% of students received "above average to excellent" in quality of work performed; ability to understand and follow instructions = 92%; initiative and resourcefulness = 91%, judgment and analytical ability = 89%; self-confidence= 91%, leadership and supervisory qualities = 87%; interpersonal relationships = 97%. The overall average rating was 92% which exceeded the criteria for success in step two. There is a great improvement in student initiative as compared to last reporting period.

• Physical Therapy used both the results of the exit, graduate, and employer surveys for the Classes of 2009, 2010, 2011, 2012, 2013, 2014 and the exit survey for the Class of 2015 demonstrate the program meeting this outcome. The students received ratings over 3.0 on a 4.0 scale.

- Dental Hygiene student projects demonstrating the ability to communicate effectively with a variety of individuals and groups is indicated as the metric to be used in Compliance Assist.. Individual and community-based projects . Evaluation measures designed to monitor knowledge and performance.

- Health Sciences used the Mastery Certificate in Elearn to assess the outcome.

- A total of 25 students enrolled in SPTH 5110: Methods of Research in the Spring 2015 semester. Twenty-four students, 52% (13/25 students) received a final grade of "A" and 48% (12/25 students) received a final grade of "B" in the Methods of Research course. Additionally, all students successfully completed a research poster project receiving a grade of "A" on their poster presentations.

## 5.	Use of Results

Use the data provided to discuss the various ways in which results of assessment have been used to make improvement, giving percentages or raw numbers as appropriate. For each of the assessments chosen as examples for parts 3 and 4 above, in no more than 2 sentences each, discuss how your unit used the results of assessment to make improvement. It is very important that your unit's quality improvement plan show how you intend to use the results to close the loop, or show that you have used the results of your assessment to close the loop.

The results have been used to ensure plans are developed to increase student learning and achievement. The departments used the results demonstrating the programs' commitment to and increased efforts to meet the outcomes.

## 6.	Assessment Summary

In no more than 50 words, summarize your assessment activity and briefly discuss lessons learned.

Although two units did not complete AY 2014-2015 updates, the cycle closed. Program and student learning outcomes were completed. After the first cycle of using Compliance Assist, the attitude and participation in the assessment/improvement process increased college-wide. COHS is committed to continuous quality improvement and producing excellent students and alumni.

## 7.	Recommendations for Improving Assessment Processes in Your Division/College

In light of assessment activities for the year under review, use no more than 100 words to discuss suggestions you have for improving/strengthening the assessment processes of your division/college and those of the University. Suggestions may include assessment training (describe what kind/areas for which additional training is needed and for whom); technical training (related to use of Compliance Assist! for documentation); and system-wide issues (other issues that you see as relevant to improving campus-wide planning and assessment processes to ensure continuous improvement in institutional quality).

The College of Health Sciences has used the assessment process to expand its assessment and improvement activity. The University could continue to provide training and support for each unit, especially for new faculty and staff. The University Assessment and Improvement Council should continue to work toward improving the development of outcomes for the next reporting cycle. All University personnel, from upper level administration to staff should participate in the assessment process.

Tennessee State University
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1. Name of Unit:100.107.011

2. Summary of Mission and KPI Outcomes

2A. Mission	# related outcomes	# Outcomes met	# Outcomes not met	# Outcomes not scheduled	% outcomes met
A. Scholarly Inquiry					0%
B. Research					0%
C. Life-long Learning	5	2	3	0	40%
D. Service					0%

2B. KPI	# related outcomes	# Outcomes met	# Outcomes not met	# Outcomes not scheduled	% outcomes met
1. Access & Diversity					0%
2. Academic Quality and Student Success	5	2	3	0	40%
3. Business Friendly Practices					0%
4. Revenue Generation/ Research/ Resourcefulness					0%
5. Engagement					0%

3.   **Expected Outcome(s) and Criteria for Success**

Choose several outcomes from the college or division as examples to represent the quality of assessment conducted in the unit. (The number will depend on the size of the college or division.) State each outcome chosen and its criterion together in one sentence.

Academic colleges should concentrate on student learning outcomes but may choose up to two performance outcomes as examples.

Gemeric AASN Program:
At least 50% of generic students completing the first year of nursing course will graduate from the nursing program within three years.

LPN-AASN Program:
At least 68% of LPN-AASN students who complete the first year of nursing course will graduate from the nursing program within three (3) semesters.

4.   Methods for Assessment and Analysis of Results

Use the data provided to discuss the types of assessment conducted throughout the college or division. For each of the assessments chosen as examples for part 3 above, state the results of assessment in one sentence and provide a statement about the analysis of the results in another sentence.

Methods for Assessment:

Generic AASN Program:
Calculate the percentage of students who successfully complete their first clinical course and graduate within in three (3) years.

LPN-AASN Program:
Calculate percentage of students who successfully complete their first year nursing course and graduate within three (3) semesters.

Analysis of Results:

Generic Program Graduation Rate for 2014-2015 is 61%. While the LPN-AASN Graduation Rate is 78%.

 The analysis of current data reflect that the AASN program has met the goal of 68% for LPN-AASN and 50% for generic students.

5.   Use of Results

Use the data provided to discuss the various ways in which results of assessment have been used to make improvement, giving percentages or raw numbers as appropriate. For each of the assessments chosen as examples for parts 3 and 4 above, in no more than 2 sentences each, discuss how your unit used the results of assessment to make improvement. <u>It is very important that your unit's quality improvement plan show how you intend to use the results to close the loop, or show that you have used the results of your assessment to close the loop.</u>

This data is used by the AASN program to inform decision regarding admission and progression criteria, curriculum selection, faculty development and programmatic operations. Admission and progression criteria have been reviewed and updated to reflect a candiate that can meet minimal expectations for a rigourous curriculum, strengthened guidelines and criteria for program progression, curriculum revision to incorporate clinical decision making that is integrated across the AASN curriculum and reassignment of staff to support instruction across the AASN program.

## 6.	Assessment Summary

In no more than 50 words, summarize your assessment activity and briefly discuss lessons learned.

78% of LPN-AASN students were successful in completing the program within 3 semester and 61% of generic students were successful in completing the program within 3 years. By incorporating critical thinking questions and clinical decision making skills in the curriculum, the program success rate has exceeded 50% for the last 3 years.

## 7.	Recommendations for Improving Assessment Processes in Your Division/College

In light of assessment activities for the year under review, use no more than 100 words to discuss suggestions you have for improving/strengthening the assessment processes of your division/college and those of the University. Suggestions may include assessment training (describe what kind/areas for which additional training is needed and for whom); technical training (related to use of Compliance Assist! for documentation); and system-wide issues (other issues that you see as relevant to improving campus-wide planning and assessment processes to ensure continuous improvement in institutional quality).

Strategies for ongoing implementation to maintain and improve student successful completion of the program are as follows:

-Clinical Decision making resources implemented in N1010 and throughout the curriculum.
-NCLEX test plan implement in all courses.
-Continue faculty-led group and one-on-one coaching of at-risk students.
-Incorporation of the KAPLAN Clinical Decision making tutorial in all nursing courses.

Tennessee State University
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1. Name of Unit: College of Liberal Arts

2. Summary of Mission and KPI Outcomes

2A. Mission	# related outcomes	# Outcomes met	# Outcomes not met	# Outcomes not scheduled	% outcomes met
A. Scholarly Inquiry	44	24	20	0	55%
B. Research	8	5	3	0	63%
C. Life-long Learning	7	4	3	0	57%
D. Service	6	3	3	0	50%

2B. KPI	# related outcomes	# Outcomes met	# Outcomes not met	# Outcomes not scheduled	% outcomes met
1. Access & Diversity	7	2	5	0	29%
2. Academic Quality and Student Success	49	28	21	0	57%
3. Business Friendly Practices	5	3	2	0	60%
4. Revenue Generation/ Research/ Resourcefulness	5	3	2	0	60%
5. Engagement	16	9	7	0	56%

The information reported above is based on data provided by the Office of Institutional Planning and Accountability and significantly excludes 19 General Education outcomes, which comprise approximately 23% of the outcomes in the College.

3.   Expected Outcome(s) and Criteria for Success

Choose several outcomes from the college or division as examples to represent the quality of assessment conducted in the unit. (The number will depend on the size of the college or division.) State each outcome chosen and its criterion together in one sentence.

Academic colleges should concentrate on student learning outcomes but may choose up to two performance outcomes as examples.

(1) An SLO in the Department of Criminal Justice assessed "mastery of the core concepts of the police, courts, and correctional components of the criminal justice system" through an internally developed major field assessment with a benchmark of a passing score of 70 attained by at least 80% of tested seniors.

(2) An SLO in the Department of Languages, Literature, and Philosophy assessed the ability to "recognize and apply basic methodologies of most contemporary literary criticism" through a related ETS Major Field Test subscore with a benchmark of "improvement over previous year's score."

(3) An SLO in the Department of Music assessed the ability to "to demonstrate musical levels consistent with the goals and objectives of the specific curriculum program being followed" through assessment hearings conducted prior to recitals with a benchmark of a 95% first-attempt passing rate.

(4) A PO at the College level assessed "satisfaction with course planning, communication, student-faculty interaction, and learning assessment" through an analysis of related items on the University's student evaluations of instruction instrument with a benchmark of a rating of 4 attained by 85% of courses offered.

4.   Methods for Assessment and Analysis of Results

Use the data provided to discuss the types of assessment conducted throughout the college or division. For each of the assessments chosen as examples for part 3 above, state the results of assessment in one sentence and provide a statement about the analysis of the results in another sentence.

(1) All students (reported as 107 or 130 in Program Review and Planning, respectively) who completed the internally developed major field assessment in Criminal Justice passed with a score of 70 or higher with a mean score (reported in Planning) of 89.2. The department expressed satisfaction with this result and concluded that no program changes were needed with reference to this outcome.

(2) The average ETS Major Field Test subscore related to literary criticism for graduating seniors in English increased from 40 in 2014 to 44 in 2015. The department reported the outcome as met and suggested that this positive result may be attributable in part to improvements in the upper-level English curriculum.

(3) The Department of Music reported the outcome linked to pre-recital assessment hearings as met but did not provide supporting data or analysis.

(4) 87% of courses in the College of Liberal Arts met expectations with reference to course planning; 89% met expectations with reference to communication and faculty-student interaction; and 88% met expectations with reference to assessment. The related outcome was therefore met with results almost identical to those of previous years.

5.   Use of Results

Use the data provided to discuss the various ways in which results of assessment have been used to make improvement, giving percentages or raw numbers as appropriate. For each of the assessments chosen as examples for parts 3 and 4 above, in no more than 2 sentences each, discuss how your unit used the results of assessment to make improvement. <u>It is very important that your</u>

unit's quality improvement plan show how you intend to use the results to close the loop, or show that you have used the results of your assessment to close the loop.

(1) The very high passing rates of graduating seniors on the major field assessment in the Department of Criminal Justice since 2011-2012 may be attributable to improvements in student preparation and in the administration of the assessment following on lower scores in the previous period. The department has considered raising the passing score from 70 to 75 and, after four years of reporting that no related program changes are required, may also need to consider an alternative assessment or a closer analysis of test results.

(2) The Department of Languages, Literature, and Philosophy reports that it has coordinated its critical theory course with its senior seminar and has also emphasized critical theory in other upper-division courses, including the recommendation that instructors continue to use the critical theory text in these courses.

(3) No improvements or plans for improvement were reported for 2013-2014 or 2014-2015 with reference to student learning in the Department of Music, but prior reports reflect improvements both in the assessment and in student performance, particularly in sight reading.

(4) The College-level outcome reported above has been met consistently since its first assessment four years ago. Although these results do not technically demonstrate improvement, the College has invested significant resources in faculty development and technology for the improvement of instruction during this period and has also begun addressing specific courses that fall below the benchmark for this PO.

## 6.	Assessment Summary

In no more than 50 words, summarize your assessment activity and briefly discuss lessons learned.

Over the 2010-2015 planning period, almost all departments in the College of Liberal Arts have documented meaningful assessments of outcomes and the use of results in planning for program improvement. The quality of this work has varied during this period, and there were an unacceptably high number of non-reported outcomes in 2014-2015, but it is clear that a capacity for assessment exists throughout the College.

Assessment of the 14 (originally 15) performance outcomes developed in 2011 at the College level has also become a core activity of the College and provided an excellent foundation for future planning.

## 7.	Recommendations for Improving Assessment Processes in Your Division/College

In light of assessment activities for the year under review, use no more than 100 words to discuss suggestions you have for improving/strengthening the assessment processes of your division/college and those of the University. Suggestions may include assessment training (describe what kind/areas for which additional training is needed and for whom); technical training (related to use of Compliance Assist! for documentation); and system-wide issues (other issues that you see as relevant to improving campus-wide planning and assessment processes to ensure continuous improvement in institutional quality).

The beginning of a new planning and assessment period in 2015 provides an excellent opportunity for the University Assessment and Improvement Council to recommend a simplified assessment process that would allow for substantive goal setting and detailed planning (as described in the Assessment 102 workshop and resources) at the beginning of the 2015-2020 period followed by an annual cycle of assessment in May and June and planning refinements in August and September. This three-step process – (1) Outcome Definition, (2) Planning, and (3) Annual Assessment and Plan Refinement – could lead to significantly higher levels of participation in assessment in the College and throughout the University.

Tennessee State University
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1. Name of Unit: College of Public Service

2. Summary of Mission and KPI Outcomes

2A. Mission	# related outcomes	# Outcomes met	# Outcomes not met	# Outcomes not scheduled	% outcomes met
A. Scholarly Inquiry	40	34	2	4	94%
B. Research	7	7	0	0	100%
C. Life-long Learning	11	10	0	1	100%
D. Service	19	15	3	1	83%

2B. KPI	# related outcomes	# Outcomes met	# Outcomes not met	# Outcomes not scheduled	% outcomes met
1. Access & Diversity	13	11	1	1	92%
2. Academic Quality and Student Success	51	44	3	5	94%
3. Business Friendly Practices	12	11	1	0	92%
4. Revenue Generation/ Research/ Resourcefulness	11	10	0	1	100%
5. Engagement	14	11	1	2	92%

3.   Expected Outcome(s) and Criteria for Success

Choose several outcomes from the college or division as examples to represent the quality of assessment conducted in the unit. (The number will depend on the size of the college or division.) State each outcome chosen and its criterion together in one sentence.

Academic colleges should concentrate on student learning outcomes but may choose up to two performance outcomes as examples.

MPA (SLO #1) --> Each MPA graduate will be competent to lead and manage in public, nonprofit or healthcare governance through internship placements as well as alumni employment placement. The PA unit maintains an exhaustive database of alumni job placements to assess the program's capacity for diverse placement of graduates across sectors. This includes results from an alumni survey that is conducted every two years which seeks to assess promotions, job satisfaction, and job preparation based on knowledge learned via the MPA program. The results are utilized to assess course content and competencies.

MTC-MSW (SLO #4) --> Provide advanced generalist social work practice with increased awareness of the areas of diversity, social justice, and public services, especially with children and families thruogh field placements, field placement performance, and comprehensive exam performance. The MTC-MSW program requires the completion of a field placement and comprehensive exam to graduate. Each student must perform a self-evaluation and each placement supervisor must provide evaluations on student performance to assess readiness for job placement. Moreover, students must maintain the academic preparation to assess knowledge needed for post-graduation job placement via the completion and passage of a comprehensive exam. All of this information is maintained and assessed to ascertain the program's success in job placement, job preparation and competency completion.

BSUS (SLO #6) --> Percentage of students, internship supervisors and alumni completing test and evaluation instruments per year. At the beginning of the five year cycle the BSUS program did not have any surveys in place to assess student satisfaction or success within the BSUS program. To date all tools have been developed and all have been implemented (save the alumni survey which will be implemented in 2016). Information is compiled yearly and utilized to assess course offerings, teacher effectiveness, and student job placements.

4.   **Methods for Assessment and Analysis of Results**

Use the data provided to discuss the types of assessment conducted throughout the college or division. For each of the assessments chosen as examples for part 3 above, state the results of assessment in one sentence and provide a statement about the analysis of the results in another sentence.

MPA (SLO#1) --> 115 contacted alumni since 2011 have been placed in positions within the sector; moreover, 38% report having obtained supervisory responsibilities. [Fed gov't - 14%; State gov't - 29%; City gov't - 14%; Nonprofit agency - 14%; Healthcare agency - 14%; Educational institution - 14%] The results have been utilized to assess diversity of job placements and competency. All data is maintained in a database and analyzed for trends and gaps on a yearly basis.

MTC-MSW (SLO#4) --> Field Evaluations by the field instructors indicate students have integrated EBP at agency sites with a 4.694 competency rate and students achieved 100% pass rate in comprehensive exam for each cohort. This data is used in partnership with our academic partners at MTSU and APSU to ascertain the level of effectiveness in both the field survey and the comprehensive exam. Revisions are made as needed.

BSUS (SLO#6) --> 100% of interns during the Fall 2013 and Spring 2014 semester have completed the new internship evaluation. 100% of internship supervisors report successful internship placements. 100% of graduating students completed the senior exit survey. 95% of graduating students since 2012 report that they were highly satisfied or satisfied with their experience in the BSUS program. These results will be compiled in a five year trend database at the end of the 2015-2016 cycle and gaps in course delivery and competencies will be addressed including the results from the newly implemented alumni survey.

5.   Use of Results

Use the data provided to discuss the various ways in which results of assessment have been used to make improvement, giving percentages or raw numbers as appropriate. For each of the assessments chosen as examples for parts 3 and 4 above, in no more than 2 sentences each, discuss how your unit used the results of assessment to make improvement. It is very important that your unit's quality improvement plan show how you intend to use the results to close the loop, or show that you have used the results of your assessment to close the loop.

MPA (SLO#1) --> All the necessary core competencies for the MPA program were placed in the course syllabi which indicates this portion of the outcome measure has been met. In addition, NASPAA recommended that the internship supervisor should consult with each agency supervisor in order to establish what the criteria for "success" is on the evaluation scale. This process has been completed.

MTC-MSW (SLO#4)--> Faculty reevaluated the criteria for success in the field placement and changed the level to 4.0 - student have had a 4.695 competency score at field placements. Faculty also revised the learning rubrics to better ascertain the acheivement of comptencies across the core curriculum leading to field placement to increase success.

BSUS (SLO #6) --> The core curriculum of the BSUS has been revised to streamline required hours from 42 to 30. Moreover, the BSUS has diversified and increased the number of courses offered by BSUS faculty as students reported problems in their exit survey with core courses offered outside of the unit.

6.   Assessment Summary

In no more than 50 words, summarize your assessment activity and briefly discuss lessons learned.

The College of Public Service maintains a goal of continuous improvement. The College is improving its advising processes to improve retention, and graduation. We work collaboratively to share best practices to help each program achieve maximum effectiveness. The chairs are working to evaluate assessment for the five year cycle.

7.   Recommendations for Improving Assessment Processes in Your Division/College

In light of assessment activities for the year under review, use no more than 100 words to discuss suggestions you have for improving/strengthening the assessment processes of your division/college and those of the University. Suggestions may include assessment training (describe what kind/areas for which additional training is needed and for whom); technical training (related to use of Compliance Assist! for

documentation); and system-wide issues (other issues that you see as relevant to improving campus-wide planning and assessment processes to ensure continuous improvement in institutional quality).

The assessment process should be streamlined so that reporting procedures are taken directly from the database. Narratives and other descriptive measures and outcomes could be pulled from the system to ensure usage of the system is uniform, robust, and efficient.

The College of Public Service is undergoing a transition. This transition brings the opportunity, coupled with the new five year cycle, to assess the flow of assessment procedures and data collection across each unit. Database development and maintainence across each program is a priority for the academic year. This will create uniformity across units for the College.

Tennessee State University
Annual Assessment Report

1. Name of Unit:Academic Affairs

2. Summary of Mission and KPI Outcomes

2A. Mission	# related outcomes	# Outcomes Met	# Outcomes not met	% outcomes met
A. Scholarly Inquiry	13	12	1	92%
B. Research	0	0	0	0%
C. Life-long Learning	20	16	4	80%
D. Service	14	9	5	64%

2B. KPI	# related outcomes	# Outcomes Met	# Outcomes not met	% outcomes met
1. Access & Diversity	11	9	2	82%
2. Academic Quality and Student Success	23	17	6	74%
3. Business Friendly Practices	7	6	1	86%
4. Revenue Generation/ Research/ Resourcefulness	4	2	2	50%
5. Engagement	10	9	1	90%

Division of Academic Affairs Assessment Analysis and Summary

During the 2009-2015 assessment cycle, the Division of Academic Affairs selected its outcomes from the University's Academic Master Plan (2008 -2028). All outcomes in this cycle have been completed and vary as to whether the assessment will be ongoing in the next cycle. The Division recognizes the importance of Outcomes ACA1, ACA5 and ACA7 to student success and therefore, will continue to assess them in the upcoming cycle with some modification to the goal statements. Outcomes ACA1 (implementing a degree production requirement), ACA5 (improves student performance on national examinations), and ACA7 (increasing the six year graduation rate while showing measured improvement and growth), are expected to reach higher levels of performance. For instance, over the current cycle, the graduation rate has fluctuated as follows: 42.2% in 2009, 37.2% in 2010, 34%in 2011, 38.4% in 2012, and 39.3% in 2014; the 2015 data was not available at the time of this report. These outcomes, as stated above, are important to the Division in that they assist in tracking student success. Thus, they will be referred to the Academic Master Plan Committee for review and revision.

Outcome ACA2 (increasing the quality of learning in the general education curriculum) has shown promising results. Student performance on the common TBR learning outcomes is recorded as follows: Written Communications 86.3%, Oral Communication 89%, Mathematics80.2%, and Critical Thinking78.9%. The disposition of this goal will be transferred to the General Education Committee for continued monitoring and assessment.

Outcomes ACA3 (increasing the use of technology in teaching), and ACA4 (reducing the percentage of conditional admits in the Graduate School), are not anticipated to be carried forward into the next cycle in that they have run the assessment course. For example, in 2014, the University launched what is called the "Book Bundle," an initiative incorporating the cost of General Education textbooks into the students' tuition and fees. Students and faculty accessed the digital books through e-Learn, the University course management system and thus increased the use of technology in teaching. The number of course sections impacted was 933; the number of additional faculty trained was 112.

3.   Expected Outcome(s) and Criteria for Success

Choose several outcomes from the college or division as examples to represent the quality of assessment conducted in the unit. (The number will depend on the size of the college or division.) State each outcome chosen and its criterion together in one sentence.

Academic colleges should concentrate on student learning outcomes but may choose up to two performance outcomes as examples.

Samuel P. Massie Chair of Excellence Tennessee Louis Stokes Alliance for Minority Participation (TLSAMP)

ACA_308_PO01
Increased STEM undergraduate enrollment by 3%

ACA_308_PO02
Increase degree productivity of STEM undergraduate students by by 3%

WRITE Program:
ACA_400_SLO_1
Improve student learning in HIST 2010-2020-2030 which will be measured by reviewing grade distributions for the courses annually to ascertain if the WRITE Program's capping of class sizes and integration of ENGL 1020 as a prerequisite has impacted student success by raising pass rates.

ACA_400_PO6
Enhance academic quality, through ongoing assessment and continued improvement in student writing, online research databases, and collaborations across academic and student service units, to improve overall retention and graduation rates at the University as measured by at least 75% of first-time full-time freshmen ENGL 1020 completers will have created and utilized an electronic portfolio.

Institutional Planning and Assessment (IPA):

IPA_802_PO11
1) Increase student response rates on the student evaluation of instruction by 5% each semester.

IPA_805_PO01
2) Provide training and support for those using the assessment and improvement systems where a majority of participants will show satisfaction of workshop goals on the response to the evaluation of training.

IPA_802_PO_05
3) Administer Dean and Department Chair evaluations and provide results to VP AA and Deans (where appropriate) where at least 65% of faculty respond to the qualtrics survey.

School of Graduate Studies & Research:

ACA-314-PO1
Evaluate graduates' level of satisfaction with their educational experience at TSU.

ACA-328-P04

Increase enrollment of international/multicultural students by 30%.

Office of Diversity and International Affairs (ODIA):

ACA-328-101-P03: Provide three diverse opportunities for learning in order to promote and nurture students' growth and development.
Criteria for success of this outcome will be well attended faculty professional development workshops/diversity training and Service Learning Day and Career Development Center activities by the targeted sub-population of students.

Extended Education/Distance Education

ACA_309_1.1
Increase the number of faculty and staff trained in the Course Management System (CMS) by 15%.

2008-2009 Benchmark = An additional 64 faculty and staff will be trained in the CMS.

Year 1 (2009-2010) Projection: An additional 74 faculty / staff will be trained.
Year 2 (2010-2011) Projection: An additional 85 faculty / staff will be trained.
Year 3 (2011-2012) Projection: An additional 97 faculty / staff will be trained.
Year 4 (2012-2013) Projection: An additional 112 faculty / staff will be trained.
Year 5 (2013-2014) Projection: An additional 129 faculty / staff will be trained.
Year 6 (2014-2015) Projection: An additional 148 faculty / staff will be trained.

University Honors Program (UHP):

1. ACA-310-03
The University Honors Program (UHP) will increase the number of students who engage in and present scholarly research

3. ACA-310-05
The University Honors Program (UHP) will improve recruitment of new students.

Office of Institutional Effectivesness and Reesearch (OIER):

PRS _801_PO5
Design, Implement, Evaluate, and Improve University-wide faculty/ Staff Development Opportunities.
Two (2) Criteria for success were established for PO5:

Title III Administration:

The Administrative Office of Title III has a new reporting line in the University's organizational structure.

Libraries and Media Centers:

ACA-311 SLO1:
The gaol of our library orientation and bibliographic instruction/information literacy sessions was to increase students' learning skills by at least 5% by pre and post test.

ACA-311 PO2:
Library's goal was to have a 75% user satisfaction rate with electronic resources, and at least 375,000 access (hits) to electronic resources at off-campus sites annually. Satisfaction rates are to be measured by Library User Satisfaction Survey, and the level of access is to be measured by Library's
Web Access Management (WAM).

Research and Sponsored Programs:

Due to a unit reorganization, the staff is reviewing it's mission and aligning its outcome with it.

Center for Service Learning and Civic Engagement:

ACA_301_PO1.3
At least 600 students, faculty and staff will participate in volunter service programs resulting in at least 2,000 hours of services in and with the communtiy.

ACA_301_SL03
Students will demonstrate an understanding of service learning and the value of civic engagement.

4.   Methods for Assessment and Analysis of Results

Use the data provided to discuss the types of assessment conducted throughout the college or division. For each of the assessments chosen as examples for part 3 above, state the results of assessment in one sentence and provide a statement about the analysis of the results in another sentence.

Samuel P. Massie Chair of Excellence (TLSAMP):

ACA_308_PO_01 & ACA_308_PO_02
The Samuel P. Massie Chair of Excellence Tennessee Louis Stokes Alliance for Minority Participation (TLSAMP) recorded and analyzed two outcomes for assessement cycle 2008-2014; By 2014, the unit had collected six years of data related to both outcomes. The Unit made the decision mark these items complete. In addition, the staff determine that a close review of the unit's mission would result in an alteration of the outcomes for next assessment cycle.

WRITE Program:

ACA_400_SLO_1

The program measures its success based on the past rate in History 2010, 2020, and 2030. During the spring of 2015, History 2010 had a 69% pass rate; History 2020 and 2030 saw a pass rate of 77% and 83% respectively. The spohomore histroy sequence had a 75% pass rate (724 of 971 students). These numbers represent a 5% increase from the baseline data. It should be noted that the pass rate exceeded the pre-WRITE figures. Student population, faculty, and other variables may have impacted the results. This outcome has been completed. The Director has indicated that in the next assessement cycle, the language for this outcome will change to be more targeted and measurable.

ACA_400_PO6
During the spring of 2015, 82% (612 students) successfully completed English 1020 with the grade of "C" or better. Of these, 86% (522 students) submitted at least one artifact to their e-portfolios. Although the program has not reached its e-portfolio target number for graduates in participating disciplines, it continues to provide the support that faculty need to move students to create meaningful portfolios.

Institutional Planning and Assessment (IPA):

IPA_802_PO11
The precentage of students completing course evaluations fell short in 2014; however, it did increase to set a record high of 55% in spring 2015.

IPA_805_PO1
The unit met its goal of providing faculty workshops and training activities. They earned a 93.8% favorable rating from the participants.

IPA_802_PO_05
In the spring of 2015, the Deans and Chairs evaluation instrument garnered a 51.6% and a 61.9% response rate respectively.

School of Graduate Studies & Research:

ACA_314_PO1
Through exit surveys, the School of Graduate Studies gauges the students' level of satisfation with their experience at the University prior to graduation. In the assessment, the unit saw a 91% overall rate of student satisfaction with their experience at the Univesity. Where areas needed improvement, the Dean and staff discussed and implemented strategies for improvement.

Extended Education:

ACA_309_1.1
An enrollment increase of three percent (3%) or 3,815 students was projected for 2014-2015. The actual enrollment of nontraditional students for fall 2014 was 3,681.

ACA 309_4.1
The Distance Education unit exceeded its D2L team projection for the 2014-2015 assessement cycle. The number of faculty and staff trained was 221.

University Honors Program (UHP):

ACA_310_03
The unit reported that 41 students paticipated in scholarly presentations and 12 students were engaged in

at least 17 research events sponsored at the University. The Director indicated that this outcome would be retained for the next cycle, however, there would be a change in its wording.

ACA_310_05
During the 2014-2015 assessment cycle, the program increased the numbers of programs applicants by 39% (273 applicants). Those candidates not meeting the requirements have been listed as "Friends of Honors."

Office of Institutional Effectiveness and Research:

PRS_801_PO5
The Office of Institutional Effectiveness and Research during this assessment cycle conducted fifteen (15) workshops in conjuction with Research and Sponsored Programs. The average numbers of persons in attendance for each session was 23. Respondents to the evaluation surveys indicated their strong satisfaction with workshop content.

Title III Administration:

The Office of Title III has a new reporting line in the University's organizational structure. The unit no longer reports to Academic Affairs; it now reports to the Division of Admisnistration.

Libraries and Media Center:

ACA_311_SL01
Students (210) from eleven (11) sections of Freshman English were administered an online pre and post assessement to determine learning/knowledge of library resources and services. Scores for 156 students were successfully paired. The outcome exceeded the previous year's scores (102.69%) by 5%. The evaluation of the librarian's performance was rated effective by the students.

ACA_311_PO2
Using two survey methods, the Library assessed user satisfaction levels of undergraduate and graduate students. The insturments used are the Library User Satisfaction Survey and the Web Access Management (WAM) online data collection tool for FY 2014-2015. The surveys were administered to both undergraduate and graduate students at on and off-campus locations; a total of 541 students were surveyed. Ninty-three percent (93%) of the respondents rated access to Electronic Resources as excellent. The WAM statistical tool is used as a decision making tool to determine the continuation/cancellation of a database. The total number of users during this cycle was 3,462,699.

Research and Sponsored Programs:

Due to unit reoraganization, the staff is revising its mission and aligning its outcomes with it for the next cycle.

Center for Service Learning:

ACA_301_PO1.3
The Unit presented a listing of all service activities in which University citizens were involved through asssessment cycle 2014-2015. The data collected included the number of persons participating in each event and the number of service hours amassed via each activity. For example, during the "Big Blue Blitz," 845 students, facutly, staff, administrators and alumni participated in providing service to the Nashville

community. This represented 3,380 service hours. Over the course of this assessment cycle, the unit estimated that students spent 47,316 hours in both communtiy service and service learning. This number does no include service performance by the various student organizations on campus.

ACA_301_SLO3
Four questions specifically relating to service learning and its value were presented to students in UNIV 1000 (Freshmen Orientation Service to Leadership). Students responded for each category at a rate of 73% to 84% that service-learning helped them to understand the value of community service and civic engagement. They also indicatd that this experience assisted them in: (1) clarifying their major, (2) planning for careers, (3) developing clearer understanding of particular course topics, and (4) applying subject matter to every day life experiences.

5. Use of Results

Use the data provided to discuss the various ways in which results of assessment have been used to make improvement, giving percentages or raw numbers as appropriate. For each of the assessments chosen as examples for parts 3 and 4 above, in no more than 2 sentences each, discuss how your unit used the results of assessment to make improvement. <u>It is very important that your unit's quality improvement plan show how you intend to use the results to close the loop, or show that you have used the results of your assessment to close the loop.</u>

Samuel P. Massie Chair TLSAMP:

ACA_308_PO_01 & ACA_308_PO_02
The unit has completed the assessement of each of the outcomes listed. Through an examination of its mission, staff in the unit will identify new measures for the next assessment cycle.

WRITE Program:

ACA_400_SLO_1
During the next cycle, as indicated by the Director, this outcome will be replaced by a substancially revised one. The language of the outcome will be more targeted, pedagogically sound, and measurable. In addition, the outcome will incorporate review of results from the sophomore history common rubric in order to provide a more sustantive direct measure.

ACA_400_PO6
This outcome is ongoing due to its ties to a Title III grant. The Director will continue to: (1) work with the coordinators of Freshman English and General Education History to set deadlines and review submissions of artifacts for portfolio; (2) review summative assessments and revise how they are conducted; (3) offer workshops and training to faculty participating in the program; and (4) intensify meetings with faculty and students to ensure the creation of electronic protfolios.

Inititutional Planning and Assessment (IPA):

IPA_802_PO11
In addition to the usual measures taken to ensure communication to student and faculty regarding student evaluations of instruction, cards were handed out to the students in the student center on the first Wednesday of the evaluation period. This will be continued into the next semester and for all Wednesdays

in the evaluation period. The unit will continue this outcome into the next cycle with the ultimate goal of reaching 60% response rate by 2020 for both fall and spring semesters.

IPA_805_PO1
Workshop participants indicate hands-on activities, actual examples, and small groups for individualized attention are desired. This outcome will be modified in the next cycle and possibly combined with other outcomes. The measure for success definitely needs to be increased from majority (50%) to something greater.

IPA_802_PO_05
IPA will continue to work with the Information Technology (IT) unit and Colleges to ensure that faculty lists are accurate. This outcome will be continued in the 2015-2020 cycle with minor updates to percentage goals.

School of Graduate Studies & Research:

ACA__314_PO1
Graduate Studies administers to graduating students a survey which guages student statisfaction with the educational experience at the University. When areas do not receive an 85% satisfaction rate, staff in the unit work deliberately to achieve the target goal.

Center for Extended Education:

ACA_309_1.1
This outcome was completed and will not continue in the next cycle.

ACA_309_4.1
Because the Distance Education Unit met or exceeded it goals throughout the 2014-2015 assessment cycle, an improvement plan was not developed.

Center for Service Learning and Civic Engagement (CSLCE)

ACA_301_PO1.3
The unit has decided to continue this performance outcome through the next assessment cycle. CSLCE will also continue to involve entering students with their first university service learning experience.

ACA_301_SLO3
This student learning outcome will be continued. The assessment tool used will be revised.

University Honors Program (UHP):

ACA_310_03
The unit indicates that wording for this goal will be reconsidered for the next assessment cycle. Increasing the number of research opportunities available to students may be far more in line with what the unit would like to measure.

ACA_310_05
The intent of the Director is to retain this goal for the next assessment cycle because it is important to the valitity of the program. Organizing recruitment strategies should bring about improvements in the next cycle.

Office of Instituional Effectiveness and Research:

PRS_801_PO5
OIER will continue to offer the Faculty Development workshop series in an effort to enhance and encourage faculty research. To improve the series, future workshops will be geared toward specific areas of study.

Title III: Administration:

The Office of Title III has a new reporting line in the University's organizational structure. The unit no longer reports to Academic Affairs; it now reports to the Division of Administration.

Libraries and Media Centers:

ACA_311_SLO1
The Library will continue to provide high quality instructional support to students in the areas of accessing, locating and retrieving information. A redesign of the Library website will allow students easier access to the materials.

ACA_311_PO2
The Library staff will continue to upgrade its electronic services to provide students with more efficient ways to access information.

Research and Sponsored Programs:

Due to unit reorganization, the staff is reviewing its mission and aligning its outcomes with it for the next assessment cycle.

6.   Assessment Summary

In no more than 50 words, summarize your assessment activity and briefly discuss lessons learned.

Throughout this assessment cycle, units in Academic Affairs have been committed to examining their operational practices and utilizing what has been learned to improve those practices and procedures. The assessment measures placed in Compliance Assist demonstrate a robust and healthy academic life at Tennessee State University. A combination of both performance and student learning outcomes indicates that much is being done to promote and encourage student success and to efficiently support the academic enterprise. For example, data collected by TLSAMP staff during the cycle has spurred them to review their mission which resulted in a revision of outcomes for the upcoming cycle. Further, the Director of the WRITE Program is persistent in wanting to communicate with program participants more often and better. Improving students' learning through the revision of assessment tools can be seen in the measures of the Center for Service Learning and Civic Engagement. Finally, the Library constantly works to improve services to students and provide them with greater access to information. The academic community is wedded to a philosophy of consistently evaluating its performance with the aim of continuous improvement.

7.   Recommendations for Improving Assessment Processes in Your Division/College

In light of assessment activities for the year under review, use no more than 100 words to discuss suggestions you have for improving/strengthening the assessment processes of your division/college and those of the University. Suggestions may include assessment training (describe what kind/areas for which additional training is needed and for whom); technical training (related to use of Compliance Assist! for documentation); and system-wide issues (other issues that you see as relevant to improving campus-wide planning and assessment processes to ensure continuous improvement in institutional quality).

We would like to suggest an improvement in the form on which this report is recorded. Spell check and all computer features should be enabled.

1. Name of Unit:Division of Adminstration

2. Summary of Mission and KPI Outcomes

2A. Mission	# related outcomes	# Outcomes met	# Outcomes not met	# Outcomes not scheduled	% outcomes met
A. Scholarly Inquiry					
B. Research					
C. Life-long Learning					
D. Service	7	5	2		71%

2B. KPI	# related outcomes	# Outcomes met	# Outcomes not met	# Outcomes not scheduled	% outcomes met
1. Access & Diversity					
2. Academic Quality and Student Success	1	1			100%
3. Business Friendly Practices	5	3	2		60%
4. Revenue Generation/ Research/ Resourcefulness	2	1	1		50%
5. Engagement	1	1			100%

3.   Expected Outcome(s) and Criteria for Success

Choose several outcomes from the college or division as examples to represent the quality of assessment conducted in the unit. (The number will depend on the size of the college or division.) State each outcome chosen and its criterion together in one sentence.

Academic colleges should concentrate on student learning outcomes but may choose up to two performance outcomes as examples.

The Division of Administration consist of subunits Auxiliary Services, Cal center, Center for Service Learning, and Events Management. For the purpose of this report, this division selected the following outcomes.

1. The office of events management wanted to increase the use of campus facilities by community groups, organizations, individuals and the University. Their criterion for success was, facilities usage would increase by 2% of the baseline for successive years annually through 2015. The facilities usage in 2011-2012 provided the baseline number (110). (URD 705 PO 02).

2. The office of events management also wanted to increase the annual revenue income of events by 5% each year through 2015. The criterion for success was to increase income based on a 50,000 baseline annually.(URD 705 PO 01)

3. The Call Center had a goal of reducing the number of missed calls during the Fall registration period in order to provide timely telephone response for students and other callers. The criterion for success was to reduce the number of missed calls by 20% during fall registration for the admissions office, graduate admissions office, office of records, financial aid office, the bursar's office and residence life. (ACA-327-P01)

4.   Methods for Assessment and Analysis of Results

Use the data provided to discuss the types of assessment conducted throughout the college or division. For each of the assessments chosen as examples for part 3 above, state the results of assessment in one sentence and provide a statement about the analysis of the results in another sentence.

1. Events management depended on the number of "online event request forms" inquiries to measure this assessment. The request form was provided online. (URD 705 PO 02)

2.Events management measured its revenue increase by monitoring the amount of money being earned for event planning.(URD 705 PO 01)

3.The call center utilized the intelli-center, an agent call handling report, to track missed calls.(ACA-327-P01)

5.   Use of Results

Use the data provided to discuss the various ways in which results of assessment have been used to make improvement, giving percentages or raw numbers as appropriate. For each of the assessments chosen as examples for parts 3 and 4 above, in no more than 2 sentences each, discuss how your unit used the results of assessment to make improvement. It is very important that your unit's quality improvement plan show how you intend to use the results to close the loop, or show that you have used the results of your assessment to close the loop.

1. The Events Management request form was provided online so that customers could have easy and convenient access to request rental of space on campus. The change to the online event request form cut down the amount of visitors coming to the office to fill out event request forms. It also allowed the office to function more efficiently in responding to requests, by cutting down on phone calls and requests to personal emails. It also allowed the office to track the number of requests submitted.
(URD 705 PO 02)

2. The increased amount of generated revenue enabled the office of Events Management to reach its 5% goal and purchase equipment and materials to further enhance event planning experience for the university and outside visitors who use the facilities. (URD 705 PO 01)

3. Based on the 3 year reporting period, from Fall 2012-Fall 2014, the call center had the following results: Financial Aid determined the need to outsource the calls to their department based on the data from the Avaya ACD telephone reporting system. Several departments have adjusted staffing which contributed to achieving the goal of 20% decrease of abandoned calls (busy out) over the 3 years reporting period ensuring timely telephone response times for callers to the University which supports the University business friendly practices and services.
(ACA-327-P01)

6.   Assessment Summary

In no more than 50 words, summarize your assessment activity and briefly discuss lessons learned.

Majority of the outcomes assessed in our unit this year were related to services and being business friendly. Based on these assessments and their results the unit continues to understand the importance of making certain services more accessible to students and visitors and will continue to identify methods in which better quality service can be provided.

7.   Recommendations for Improving Assessment Processes in Your Division/College

In light of assessment activities for the year under review, use no more than 100 words to discuss suggestions you have for improving/strengthening the assessment processes of your division/college and those of the University. Suggestions may include assessment training (describe what kind/areas for which additional training is needed and for whom); technical training (related to use of Compliance Assist! for documentation); and system-wide issues (other issues that you see as relevant to improving campus-wide planning and assessment processes to ensure continuous improvement in institutional quality).

The call center will continue to work towards reducing the amount of missed calls during registration. The office of events management will continue to provide quality service for off campus visitors who want use on campus facilities.

Tennessee State University
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1. Name of Unit:Division of Enrollment Management and Student Support Services

2. Summary of Mission and KPI Outcomes

2A. Mission	# related outcomes	# Outcomes met	# Outcomes not met	# Outcomes not scheduled	% outcomes met
A. Scholarly Inquiry	6	4	2		67%
B. Research					
C. Life-long Learning	5	2	3		40%
D. Service	22	16	6		73%

2B. KPI	# related outcomes	# Outcomes met	# Outcomes not met	# Outcomes not scheduled	% outcomes met
1. Access & Diversity	6	5	1		83%
2. Academic Quality and Student Success	14	5	9		36%
3. Business Friendly Practices	13	11	2		85%
4. Revenue Generation/ Research/ Resourcefulness	7	5	2		71%
5. Engagement	2	1	1		50%

3.   Expected Outcome(s) and Criteria for Success

Choose several outcomes from the college or division as examples to represent the quality of assessment conducted in the unit. (The number will depend on the size of the college or division.) State each outcome chosen and its criterion together in one sentence.

Academic colleges should concentrate on student learning outcomes but may choose up to two performance outcomes as examples.

ACA-326-PO2 (Admissions/Recruitment): Achieve a score of 90% or higher for students who agree with each category of the Admissions Intent to Enroll survey.

ACA-312-PO2: The Records Office will provide transcripts in a timely manner, that is, within 48 hours of receiving an accurate, complete and legible request and 72 hours during peak periods (e.g., beginning of term, end of term, graduation).

ACA-300-102-SLO2 (Mathematics Center): The passing rate of those who receive 3 or more tutoring sessions will be higher than for those who do not receive tutoring.

ACA-300-100-SLO4: (Writing Center): At least 60% of students enrolled in and attending Learning Support workshops for writing will perceive that they can use specific skills taught in the workshop to accomplish their college writing assignments.

ACA-328-PO2(High School Relations): [To] strategically involve Tennessee State University Alumni Chapters in Admissions Recruitment Activities by identifying seven (7) Tennessee State University Alumni Association (TSUAA) chapters to serve as pilot chapters to increase participation.

ACA-316-PO-03 (Testing Center): Optimize revenue by exceeding $85,000, while limiting expenditures.

ACA-300-105-PO1(TSU in Review/Tiger Tutoring): After tutoring, 75% of the students who participate in TSU in Review (Tiger Tutoring) will demonstrate improved understanding of their course matter by earning a grade of C or better in the course in which they received tutoring.

BUS-106-002 (Financial Aid): Increase percentage of staff members who participate in state, regional, national and federal training for financial aid annually, ensuring that at least 50% of all staff receive the opportunity to attend formalized training for compliance and efficiency each year.

BUS-007-001(Financial Aid): Increase by 10% annually the number of TN Education Lottery Students served by identifying Non-traditional students who qualify for this assistance.

4.   Methods for Assessment and Analysis of Results

Use the data provided to discuss the types of assessment conducted throughout the college or division. For each of the assessments chosen as examples for part 3 above, state the results of assessment in one sentence and provide a statement about the analysis of the results in another sentence.

ACA-326-PO1(Admissions/Recruitment): For 2014-2015, results of the Student Intent to Enroll survey revealed that the area exceeded its goal of achieving a 90% or higher in terms of student attitude toward the admissions process, as 98% of the respondents agreed with the categories measured by the survey . These results provided the basis for continuing the strategies used to meet and exceed this goal as well as to continue tracking this outcome into the next cycle, thus further enhancing the admissions process and its role in maintaining business friendly practices and service to the University's stakeholders.

ACA-312-PO2: (Records Office):The Records Office used the transcript log file in Banner to verify date transcripts were sent; it was determined that transripts were processed within one business day, thus enabling the area to meet its goal of enhancing the business friendly practices of the University.

ACA-300-102-SLO2 (Mathematics Center): Based on an examination of class grades and lab sign-in sheets, it was shown that 79% of the students who received 3 or more tutorial sessions passed their math courses; this represented a 25% increase above the passing rate for those who did not receive tutoring, thereby

contributing to the success of the students utilizing the tutorial services of the Mathematics Center (Mathematics report, 2014-2015).

ACA-300-100-SLO4 (Writing Center): Based on the results of the previous assessment period (2013-2014), the criterion for this outcome was increased from 50% to 60% for 2014-2015. However, the survey results for 2014-2015 revealed that, approximately 55.5% of the students perceived they could use the skills taught in the workshop to accomplish their college writing assignments (Fall-2014: 52%; Spring-2015: 59%). The failure to achieve the 10% increase in the number of students who perceived they could master their skills and use them in their classes indicated that the increased measure may not have been realistic and did not account for the different variables involved in student perceptions about their ability to master course materials.

ACA-328-PO2 (High School Relations): The alumni chapters that were targeted as ones with active participation (Dallas/Fort Worth Texas Chapter and Midwest Region TSUNAA Alumni Chapters) yielded positive admissions recruitment results in terms of exposing the University and the admissions process to a broader audience, thus providing them with access to programs of the institution. Certifications of appreciation for participation gave public acknowledgement of participation; these certifications encouraged increased chapter participation in recruitment efforts as well.

ACA-316-PO-03 (Testing Center): Based on the revenue generated by the Testing Center through the adminstration of various tests, the Testing Center was able to exceed its criterion and thus its goal for this outcome. Specifically, the CBT Lab generated $54,970; CLEP & DSST-$1507; MAT-$9,506; HISET-$13,940; and A2-$10,980, thus enhancing the revenue sources for the University (Testing Center Assessment Report 2014-2015).

ACA-300-105-PO1 (TSU in Review/Tiger Tutoring): The area used both direct and indirect measures to assess this outcome related to academic quality and student success. In terms of a direct measure based on grades, 71% of the students received a grade of C or better in the courses for which they received tutoring; thus, the 75% criterion was not met in terms of grades received. On the other hand, based on the satisfaction survey (an indirect measure), an average of 87% of the students who participated in Tiger Tutoring expressed their satisfaction with the tutoring services provided through this program.

BUS-106-002 (Financial Aid): In 2014-2015, this area exceeded the numbers of staff members participating in state, regional, national and federal training for financial aid, thereby enhancing service to the University's stakeholders. Specifically, three staff members attended the regional SASFAA conference; one member attended the Federal Student Aid Conference; four members attended the state TASFAA conference; and there were numerous web-based training and local TSAC training workshops viewed by the staff. Sixty-four percent (64%) of the staff participated in staff development activities, exceeding the original criterion set for this outcome (Financial Aid Assessment Report 2014-2015).

BUS-007-001 (Financial Aid); There was an increase in the number of non-traditional students awarded aid for this assessment period over the initial period (2009-2010); twenty-three (23) students received a total of $76,000. This was an increase in comparison to the initial period, although it was a reduction from 2013-2014 when there were 31 recipients. While the area did not meet its goal of a 10% annual increase, it feels that Financial Aid is better positioned at this point to identify and award aid to this target group and to assist in the enhancement of the University's access and diversity goals. (Financial Aid Assessment Report 2014-2015).

5.   Use of Results

Use the data provided to discuss the various ways in which results of assessment have been used to make improvement, giving percentages or raw numbers as appropriate. For each of the assessments chosen as examples for parts 3 and 4 above, in no more than 2 sentences each, discuss how your unit used the results of assessment to make improvement. It is very important that your unit's quality improvement plan show how you intend to use the results to close the loop, or show that you have used the results of your assessment to close the loop.

ACA-326-PO1 (Admissions/Recruitment)The improvement plan for this outcome involved enhancing those strategies that allowed the area to meet this goal in the past, for instance, making sure that admissions policies and procedures were clear and student friendly, as well as giving notices in a timely manner, among other practices. Continuing to enhance these strategies resulted in the area exceeding its goal as indicated by the satisfaction survey, thus showing the importance of maintaining those strategies that have led to positive results into the next assessment cyle as well.

ACA-312-PO2 (Records Office): The improvement plan period indicated that Records would work with IT to automatically kick off the chain to print transcripts to automatically print them every 10 minutes. As recorded in Step 6 of the assessment process, implementing the new print transcripts has streamlined the process of providing transcripts enabling the Records Office to be on track for meeting this goal of maintaining efficient business practices.

ACA-300-102-SLO2 (Mathematics Center): According to its improvement plan, the Mathematics Center would increase the number of tutorial sessions attended from 3 or more to 5 or more. However, since the area determined during the current assessment period that it could not control the number of sessions attended by the students, it decided to increase the number of tutors available and the length of tutorial sessions; this change generated positive results in terms of pass rates in math for students who took advantage of the tutoring, thus suggesting the feasibility of the adjustment and the possible impact of math tutorial services on student success.

ACA-300-100-SLO4 (Writing Center): In accordance with its improvement plan, the Writing Center increased the criterion for this outcome from 50% to 60% for 2014-2015 as a threshold for measuring student perception. While the students who completed the survey identified similar areas in which they felt their skills were mastered and could be used to accomplish their writing assignments as those of the previous assessment period, the percentage of students with this perception did not increase by 10%, These results suggest that any increase in the criterion needs to be carefully considered, along with the variables that may impact student perception about their learning as this outcome is continued into the next cycle.

ACA-328-PO2 (High School Relations): Based on the results of 2013-2014, the improvement plan was to monitor more closely (i.e., monthly) the recruitment activities of chapters and to improve submission results. To illustrate this monitoring, it was revealed that TSUNAA--Dallas/Fort Worth Texas Chapter was the most heavily recruited area; it absorbs nearly 1/3 of the admissions publications and promotional materials, attends numerous high school college fairs with high volume; it was reported that a record number of students from the state of Texas [had] intentions of enrolling in TSU Fall 2015. The emphasis for improvement remains on submission results generated from chapter participation and monitoring of the yield in terms of student enrollment as a result of these activities which are geared towards enhancing access.

ACA-316-PO-03 (Testing Center): The improvement plan for this area involved continuing to monitor

revenue generated by the Testing Center from the previous assessment period and to continue administering the GRE, MCAT, PPST, TOEFL, HESI, MAT, CLEP, DSST, HISET, both paper and computer. These measures allowed the Testing Center to continue meeting the goal measured in this outcome as related to revenue generation.

ACA-300-105-PO1 (TSU in Review/Tiger Tutoring): Based on the past performance of students in courses in which they were tutored, the program placed more emphasis on marketing the tutoring program in the residence hall interactions, printing of tutoring materials, and distributing them in various campus offices for the 2014-2015 assessment period. Going forward, the plan is to create a greater marketing campaign, continue to build partnerships and academic relationships with other programs, and collaborate with student organizations to gain greater visibility in order to have the desired impact on students' grade performance in courses in which they are tutored as a measure of student success.

BUS-106-002(Financial Aid): Given the importance of the participation of the Financial Aid staff in professional development in order to remain compliant with federal regulations, this area will continue to evaluate training opportunities annually, plan for funding as well as continue to identify all on-line training so that staff can access these during regular business hours. These are the components of its improvement and enhancement plans, which build on the positive results for this outcome related to business friendly, professional services for the 2014-2015 assessment period.

BUS-007-001 (Financial Aid): In order to stay on target in terms of identifying non-traditional students who qualify for TN Education Lottery Scholarship and to achieve the 10% annual increase in that number, the Financial Aid area will continue to collaborate with other areas to assist in that identification; these areas include the Office of Technology Services (OTS) which can assist with Banner issues and the Downtown Campus staff who can assist in improving communication with this target group.

6.   **Assessment Summary**

In no more than 50 words, summarize your assessment activity and briefly discuss lessons learned.

As one director within Enrollment Management and Student Support Services stated it, one lesson learned was the difficulty of "measur[ing] what might have been" (Wood, 2015). This speaks directly to the challenge that several areas have encountered in attempting to meet an outcome or outcomes in the face of changing realities. Specifically, the lesson that has grown out of this recognition is the necessity for identifying a limited number of appropriate outcomes; establishing effective, specific measures for these outcomes; monitoring outcomes with consistency and regularity; and adjusting the outcomes or the measures when needed, if possible, to meet the reality of the area and its services. Further, while assessment has been a regular part of the agenda for the biweekly division meetings, and will remain so, the area has determined that even more discussions and collaborations are needed within the unit to ensure that all areas are on target to meet their outcomes as identified and/or to make adjustments when warranted; discussions and collaborations are key.

7.   **Recommendations for Improving Assessment Processes in Your Division/College**

In light of assessment activities for the year under review, use no more than 100 words to discuss suggestions you have for improving/strengthening the assessment processes of your division/college and those of the University. Suggestions may include assessment training (describe what kind/areas for which additional training is needed and for whom); technical training (related to use of Compliance Assist! for documentation); and system-wide issues (other issues that you see as relevant to improving campus-wide planning and assessment processes to ensure continuous improvement in institutional quality).

To improve the assessment processes in Enrollment Management and Student Support Services and throughout the University as a whole, there must be continued emphasis on the following:

1. Selecting only one or two key outcomes related to the mission and function of the specific unit/area

2. Collaborating and discussing area outcomes on a consistent basis within the unit to ensure that areas are in a position to meet stated goals or determine when a change in direction may be warranted

3. Being more strategic in linking outcomes to key preformance indicators/components of the mission over which the unit/area has some measure of control in terms of its role in the University

4.Continued training for unit heads in developing appropriate outcomes that can be measured; these unit heads will then engage in providing training for their staff on a more consistent basis

5.Defining a process for making adjustments to an outcome or an assessment approach when warranted and defining how the transition can be accomplished as seamlessly as possible when shifts in function, staffing, or organizational alignment occur

 6. Appointing someone at the Division level to monitor deadlines

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1. Name of Unit: Institutional Advancement/Communications and Public Relations

2. Summary of Mission and KPI Outcomes

2A. Mission	# related outcomes	# Outcomes met	# Outcomes not met	# Outcomes not scheduled	% outcomes met
A. Scholarly Inquiry	1		1		0%
B. Research					0%
C. Life-long Learning					0%
D. Service	13	13			100%

2B. KPI	# related outcomes	# Outcomes met	# Outcomes not met	# Outcomes not scheduled	% outcomes met
1. Access & Diversity					0%
2. Academic Quality and Student Success					0%
3. Business Friendly Practices	6	6			100%
4. Revenue Generation/ Research/ Resourcefulness	5	4	1		80%
5. Engagement	7	4	3		57%

3.   Expected Outcome(s) and Criteria for Success

Choose several outcomes from the college or division as examples to represent the quality of assessment conducted in the unit. (The number will depend on the size of the college or division.) State each outcome chosen and its criterion together in one sentence.

Academic colleges should concentrate on student learning outcomes but may choose up to two performance outcomes as examples.

Institutional Advancement/Major Gifts and Planned Giving
Goal: Complete 15 planned and/or legacy giving instruments per year for a total of 75 by 2015.

Alumni Relations and Annual Giving
Goal: Develop and enhance programs and events that will promote increased alumni participation.

TSU Foundation
From base year 2009 with 32,100 contactable alumni, increase the five-year moving average of contactable alumnni by 5 percent by FY 15.

Strategic Communications
Increase use of social media

Publications
Produce a diverse portfolio of quality, professional and timely publications, event and fundraising materials

## 4.	Methods for Assessment and Analysis of Results

Use the data provided to discuss the types of assessment conducted throughout the college or division. For each of the assessments chosen as examples for part 3 above, state the results of assessment in one sentence and provide a statement about the analysis of the results in another sentence.

Institutional Advancement/Major Gifts and Planned Giving
Hiring a new development officer to identify, qualify and solicit more prospects.

Alumni Relations and Annual Giving
2nd Annual Alumni Homecoming Weekend was a success with more than 8,000 alumni and supporters attending events throughout the weekend. This year, a 5K Run, and other events, was incorporated to attract a younger demographic.

TSU Foundation
Use AlumniFinders and other resources to identify and locate alumni.

Strategic Communications
A benchmark is set for 1,327 followers on June 30, 2014 and hope to increase by 5% next year. We had an increase of 13% in our postings from the previous year.

Publications
Sharpen process with vendors, including designers, printers and mail house and new production schedules.

## 5.	Use of Results

Use the data provided to discuss the various ways in which results of assessment have been used to make improvement, giving percentages or raw numbers as appropriate. For each of the assessments chosen as examples for parts 3 and 4 above, in no more than 2 sentences each, discuss how your unit used the results of assessment to make improvement. <u>It is very important that your unit's quality improvement plan show how you intend to use the results to close the loop, or show that you have used the results of your assessment to close the loop.</u>

Institutional Advancement/Major Gifts & Planned Giving
Major gifts were up a total of 17 in FY 13-14 of $25,000 or more and exceeded the 1%.

Alumni Relations and Annual Giving
2nd Annual Homecoming Home Weekend saw 50% increase.

TSU Foundation
Number of contactable alumni by mail as of 6/11/2014 was 45,451.

Strategic Communication
Increased fans/followers by 66%

Publications
A number of new priorities were added to the workload of publications, including revamp of e-newsletter, TSU Select. Publications for other events were produced including TSU Day at the Capitol, Town Hall meetings, Community Holiday project, Scholarship Gala, etc.

6. Assessment Summary

In no more than 50 words, summarize your assessment activity and briefly discuss lessons learned.

Institutional Advancement
Outcome was at 73% of goal (55 gifts). The goal will be refined until a major gifts/planned officer is hired.

Alumni Relations and Annual Giving
The Alumni Coming Home Weekend continues to grow and attract alumni to campus in record numbers outside the annual Homecoming celebration. The following will be implemented/improved for FY15: Expand 5K Run; encourage university's colleges to participate in the alumni/student networking series and increase alumni speakers from 15 to 20; incorporate a Tigers-on-the-Prowl mixer.

TSU Foundation
Will continue utilizing research tools to maintain current addresses; plan to implement Banner Self-Service so that alumni can update information online.

Strategic Communication
Continue more personal engagement on social media platforms

Publications
Moving forward, the plan is to continue producing publications inclusive of relevant content to engage students, alumni, faculty/staff and donors; continue creating a more streamlined process for production and dissemination of publications; collaboration with other departments

7. Recommendations for Improving Assessment Processes in Your Division/College

In light of assessment activities for the year under review, use no more than 100 words to discuss suggestions you have for improving/strengthening the assessment processes of your division/college and

those of the University. Suggestions may include assessment training (describe what kind/areas for which additional training is needed and for whom); technical training (related to use of Compliance Assist! for documentation); and system-wide issues (other issues that you see as relevant to improving campus-wide planning and assessment processes to ensure continuous improvement in institutional quality).

There are no recommendations at this time.

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1. Name of Unit:Athletics

2. Summary of Mission and KPI Outcomes

2A. Mission	# related outcomes	# Outcomes met	# Outcomes not met	# Outcomes not scheduled	% outcomes met
A. Scholarly Inquiry	9	6	3	0	67%
B. Research	0	2	0	0	100%
C. Life-long Learning	3	2	1	0	67%
D. Service	5	5	0	0	100%

2B. KPI	# related outcomes	# Outcomes met	# Outcomes not met	# Outcomes not scheduled	% outcomes met
1. Access & Diversity	7	6	1	0	86%
2. Academic Quality and Student Success	7	5	2	0	71%
3. Business Friendly Practices	6	5	1	0	83%
4. Revenue Generation/ Research/ Resourcefulness	5	3	2	0	60%
5. Engagement	6	5	1	0	83%

3.   Expected Outcome(s) and Criteria for Success

Choose several outcomes from the college or division as examples to represent the quality of assessment conducted in the unit. (The number will depend on the size of the college or division.) State each outcome chosen and its criterion together in one sentence.

Academic colleges should concentrate on student learning outcomes but may choose up to two performance outcomes as examples.

ADO 1.1: Increase the student-athlete's participation in academic advising meetings

ADO 3.1: Increase participation of community service

ADO 4.4: Utilize Publications, Video and Social Media Outlets

The academic advising meetings, community service and social media are essential to the mission and viability of Athletics each academic year; each of these outcomes are directly related to the successful mission of the institution.

4. Methods for Assessment and Analysis of Results

Use the data provided to discuss the types of assessment conducted throughout the college or division. For each of the assessments chosen as examples for part 3 above, state the results of assessment in one sentence and provide a statement about the analysis of the results in another sentence.

ADO 1.1, 3.1 and 4.1 are direct. The direct method of each performance goals revealed that student-athletes are utilizing services offered to excel in the classroom, campus society, and their community.

5. Use of Results

Use the data provided to discuss the various ways in which results of assessment have been used to make improvement, giving percentages or raw numbers as appropriate. For each of the assessments chosen as examples for parts 3 and 4 above, in no more than 2 sentences each, discuss how your unit used the results of assessment to make improvement. It is very important that your unit's quality improvement plan show how you intend to use the results to close the loop, or show that you have used the results of your assessment to close the loop.

The results have enhanced the services offered to promote and encourage student-centered successful practices in a supportive environment.
ADO 1.1: The academic advising results showed that student-athletes are meetiing with their athletic personnel to select appropriate courses to remain on track and graduate within four years. In addition, the Hot Spot initiative focused on a subgroup of at-risk and international student-athletes that yielded success at the end of the academic year.
ADO 3.2: The community service component increase both semesters and student-athletes made a tremendous impact with service projects. Also, three professional staff members received honors in their areas of expertise.
ADO 4.1: The social media outlets results have enhanced the image of the division, not only through the website and athletics networks, but with Facebook, Twitter, Youtube and Storify to gain optimal attention of sharing news with fans, alumni and prospectve student-athletes. These results have helped Athletics close the loop by improving the quality of service.

6. Assessment Summary

In no more than 50 words, summarize your assessment activity and briefly discuss lessons learned.

The Division of Athletics is on course working to meet the University, TBR, OVC and NCAA mandates with limited resources. Student-athletes are achieving academic honors and graduating within four years; life skills are preparing them for workforce and internship opportunities; reporting to appropriate external agenices are done within a timely manner; administrators are gaining recognition through national organizations and all areas are making improvements to close the loop. The lesson learned is that Athletics is committed to making improvements to meet the standards of the institution, whether its recruitment, life skills, media relations, ticket sales or academic success.

7. Recommendations for Improving Assessment Processes in Your Division/College

In light of assessment activities for the year under review, use no more than 100 words to discuss suggestions you have for improving/strengthening the assessment processes of your division/college and those of the University. Suggestions may include assessment training (describe what kind/areas for which additional training is needed and for whom); technical training (related to use of Compliance Assist! for documentation); and system-wide issues (other issues that you see as relevant to improving campus-wide planning and assessment processes to ensure continuous improvement in institutional quality).

The overall assessment experience has been challenging; however, as the process continues to move, the task is becoming less challenging. The following receommendation aid in improving the process: (1) Continue utilizing simple and less time-consuming forms to input data results (2) University leadership stress the importance and vitality aspects of University Assessment (3) Encourage quarterly training for all employees (4) Recommend that coordinators automatically receive monthly or quarterly stipend compensation or recognition for serving.

Tennessee State University
Annual Assessment Report 2015

1. Name of Unit:Student Affairs

2. Summary of Mission and KPI Outcomes

2A. Mission	# related outcomes	# Outcomes met	# Outcomes not met	# Outcomes not scheduled	% outcomes met
A. Scholarly Inquiry	3	3	0		100%
B. Research	0	0	0	0	0%
C. Life-long Learning	9	4	4	1	50%
D. Service	14	9	5		64%

2B. KPI	# related outcomes	# Outcomes met	# Outcomes not met	# Outcomes not scheduled	% outcomes met
1. Access & Diversity	4	3	1	0	75%
2. Academic Quality and Student Success	13	10	3	0	77%
3. Business Friendly Practices	6	3	3	0	50%
4. Revenue Generation/ Research/ Resourcefulness	0	0	0	0	0%
5. Engagement	12	7	4	1	64%

3.   Expected Outcome(s) and Criteria for Success

Choose several outcomes from the college or division as examples to represent the quality of assessment conducted in the unit. (The number will depend on the size of the college or division.) State each outcome chosen and its criterion together in one sentence.

Academic colleges should concentrate on student learning outcomes but may choose up to two performance outcomes as examples.

Office of Student Activities will provide Nationally recognized educational programs to the students of Tennessee State University in an effort of exposing them to new topics and engaging the student body

Career Development Center-To increase the number of students who secure internships, co-op opportunities, full-time employment and acceptance into graduate/professional degree programs by 20% each academic year.

Student Conduct- Residents will have a decrease in student conduct as a result of participating in the Freshman Conduct and Mediation Training.

4. Methods for Assessment and Analysis of Results

Use the data provided to discuss the types of assessment conducted throughout the college or division. For each of the assessments chosen as examples for part 3 above, state the results of assessment in one sentence and provide a statement about the analysis of the results in another sentence.

The Office of Student Activities used document analysis (photos), mini focus groups with students as well as tracking the number of aformentioned programs offered to the student body. After increasing the number of nationally recognized programs by 50% during the previous cycle, the staff decided to keep the same number of programs in providing services to students.

The Career Development Center used both Direct and Indirect assessment to obtain data.
The goals discussed at Step 2 were met for portions of CDC services during 2014-2015. The internship attainment rate reported to this department was 120 placements as of Jun 15, 2015., which equates to a 11.1% increase from last year for this period.

The Office of Student Conduct used comparative analysis once again in comparing the conduct from the previous year. There was a 26%decrease in student conduct for the said first year students.

5. Use of Results

Use the data provided to discuss the various ways in which results of assessment have been used to make improvement, giving percentages or raw numbers as appropriate. For each of the assessments chosen as examples for parts 3 and 4 above, in no more than 2 sentences each, discuss how your unit used the results of assessment to make improvement. It is very important that your unit's quality improvement plan show how you intend to use the results to close the loop, or show that you have used the results of your assessment to close the loop.

As a result of the increase in student participation and appreciation of the programs, the Office of Student Activities promoted the events earlier and involved students in the planning as well as collaborated with other departents. For Denim Day, the staff utilized football players and student organization leaders as the voice of education for domestic violence.

Career Development Center- Conduct more aggressive follow-up these employers after career fairs and other on-campus recruiting events to determine where students are in the recruiting pipeline and if offers have been given to them. Regarding graduate school issue, more focus is needed on how to gain acceptance to graduate and professional schools and how to finance these opportunities.
The Office of Student Conduct increased training efforts in expanding from the first year residentst to

meeting with the various organizations and athletic teams to introduce Freshman and others to the Code of Student Conduct and how to utilize the office for information and support. The Staff of the Office of Student Conduct will continue to meet with Destination New Student Orientation, Freshman Orientation UNLV-1000 classes, freshman living in the resident halls athletic teams and organizations to inform them of the Office of Student Conduct, the Code of Student Conduct and how to access it.

6.   Assessment Summary

In no more than 50 words, summarize your assessment activity and briefly discuss lessons learned.

The Office of Student Activities learned the importance of not only exposing students to new concepts and global issues by way of capitalizing on already existing "student gatherings", they involved students in the planning stages of the events to provide students with ownership of said programs. This resulted in increased student participation and engagement.

The Career Development Center lost a siginificant amount of staff members, yet continued to provide the same quality of work. The Center staff learend that following up with employers is key with regard to the assessment of the quality of students and how they faired in the interview and job hiring process. At least, two additional staff members are needed to assist with collecting data and coordinating the Career Development Center's internship, cooperative education, and graduate and professional schools programs. The Career Development Center will continue this outcome.

7.   Recommendations for Improving Assessment Processes in Your Division/College

In light of assessment activities for the year under review, use no more than 100 words to discuss suggestions you have for improving/strengthening the assessment processes of your division/college and those of the University. Suggestions may include assessment training (describe what kind/areas for which additional training is needed and for whom); technical training (related to use of Compliance Assist! for documentation); and system-wide issues (other issues that you see as relevant to improving campus-wide planning and assessment processes to ensure continuous improvement in institutional quality).

As a whole, the Division of Student Affairs in collaboration with the University will need to look into cost effective opportunities to purchase software that interfaces collaboratively amongst the various departments within the division in collecting useful data as we continue to make strides in not only making data driven decisions, but quality assurance as well. Org sync is on example of a highly effective software that collects student data such as GPA, attendance at events, tracking post graduation job placement, and other demographic informaiton needed in running reports. In addtion to purchasing the software, a considerable amount of time will need to be invested in assuring that necessary staff members are well trained to operate the said system. Staffing has been an challenge for the Division of Student Affairs as well.