Tennessee State University

Annual Assessment and Improvement Report

FY 2013-2014

University Assessment and Improvement Council
2/2/2015

Contents

Executive Summary

The following report is a comprehensive summary of all the assessment and improvement activities at Tennessee State University for the 2013-2014 assessment cycle. Each Division and College represented on the University Assessment and Improvement Council submitted a report from the member's respective area. Due to some inconsistencies with reporting, the data tabulation was provided university-wide by the Office of Intuitional Planning and Assessment.

In 2013-2014, along with "Met" and "Not Met," outcomes could be marked as "Not Scheduled," which was an update from previous years. Of the 810 total outcomes, 511 were Performance Outcomes and 299 were Student Learning Outcomes of which 57% and 65% were met, respectively. Overall, 490 of the 811 outcomes were met Institution-wide (60.5%). In the previous two years, 73% and 74% of combined Mission and Strategic Plan components were met, respectively. However, in AY 2014, 63% of combined components were met. This could be due to a more complete and accurate system of reporting.

Recommendations for improving the process of assessment at the University are as follows: additional training and support for the assessment process and *Compliance Assist;* internal changes including: improving or updating methods of collecting data, internal processes, and use of results for improvement; inclusion of more of the assessment and improvement process at all levels of the University; emphasis that assessment activities should be on-going and systematic, and not rushed at the last moment; and the recognition and reward of exemplary efforts in assessment.

Institutional Results

Since 2010, Tennessee State University (TSU) has implemented a university-wide assessment and improvement process that utilizes an online platform that is assessable 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 of the University.

In 2014, there were some updates to the University Assessment and Improvement system. Along with "Met" and "Not Met," outcomes could be marked as "Not Scheduled." This allows for outcomes to have a more accurate designation when measurements are not scheduled for annual assessment. Another improvement came from development of an online training module for new users. Upon completion and launch, new users will not need to wait for a training session in order to become familiar with *Compliance Assist*. The modules, housed in the University's online learning management system eLearn, will also serve as refreshers and reminders for returning users. The Office of Intuitional Planning and Assessment developed an online platform for service requests. This platform will allow for users to submit requests via a Qualtrics form. The form will allow the requests to be tracked and ensure that the user gets an appropriate and timely response.

In 2013-2014, three workshops were held with 241 total participants. Three manuals were created or developed in conjunction with the workshops. The Fall Assessment workshop in 2013 focused on improving quality. There was a workshop in early 2014 in the Spring semester for new users. Also during the Spring of 2014, an Assessment 102 workshop was held which focused on improvement the quality of steps 5 and 6 and closing the loop of assessment and improvement. Each workshop had an overall satisfaction rating of over 80%.

Each Division and College represented on the University Assessment and Improvement Council submitted a report from the member's respective area. Due to some inconsistencies with reporting, the data tabulation was provided university-wide by the Office of Intuitional Planning and Assessment. This allowed for better and more consistent reporting, as compared with past years. 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. Analysis of both of these collections can be found in following paragraphs.

In total, there were 810 total outcomes in the *Compliance Assist* for the 2013-2014 (AY 2014) assessment cycle. Of the 810 total outcomes, 511 were Performance Outcomes and 299 were Student Learning Outcomes of which 57% and 65% were met, respectively. Overall, 490 of the 811 outcomes were met Institution-wide (60.5%). A breakdown of outcomes met and not met by outcome type can be found in Table 2. When aggregated by relation to Mission and Strategic Plan, the University overall met

62% of the outcomes related to a specific component of the Mission and 64% of those outcomes related to a component of the Strategic Plan. Cumulatively, the University met 1040 (63.6%) of the 1634 components of the Mission or Strategic Plan in the 20113-2014 Assessment year. A breakdown of the outcomes met and not met 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.

Table 1: Outcomes Met and Not Met by Component

	Component	Outcomes Met		Outcomes Not Met		Outcomes Not Scheduled	
		#	%	#	%	#	%
Mission	Scholarly Inquiry	191	61.2%	114	36.5%	7	2.2%
	Research	51	69.9%	21	28.8%	1	1.4%
	Life-long Learning	105	60.3%	52	29.9%	17	9.8%
	Service	114	64.0%	57	32.0%	7	3.9%
	Total outcomes/Mission	**461**	**62.6%**	**244**	**33.1%**	**32**	**4..3%**
KPIs	Access & Diversity	64	56.1%	41	36.0%	9	7.9%
	Academic Quality & Student Success	293	63.1%	155	33.%	16	3.4%
	Business Friendly Practices	92	66.7%	41	29.7%	5	3.6%
	Revenue Generation/Research/ Resourcefulness	52	73.2%	16	22.5%	3	4.2%
	Engagement	78	70.9%	27	24.5%	5	4.5%
	Total outcomes/KPI	**579**	**64.5%**	**280**	**31.2%**	**38**	**4.2%**
	Cumulative Total/Mission and KPI	**1040**	**63.6%**	**524**	**32.1%**	**70**	**4.3%**

Table 2: Outcomes Met or Not Met by Type

	Student Learning Outcomes		Performance Outcomes		Total	
	Count	%	Count	%	Count	%
Met	196	65.6%	294	57.5%	490	60.5%
Not Met	90	30.1%	196	38.4%	286	35.3%
Not Scheduled	13	4.3%	21	4.1%	34	4.2%

As a compared to previous years, there were more outcomes met and not met for the components of the Mission. The largest increases came from those outcomes related to the Scholarly Inquiry component of the Mission. From AY 2013 to AY 2014, there were 46 additional outcomes met and 33 additional outcomes not met related to Scholarly Inquiry. This component was the most substantial. Figures 1 and 2 contain complete tabulations of the comparisons between AY 2013 and AY 2014.

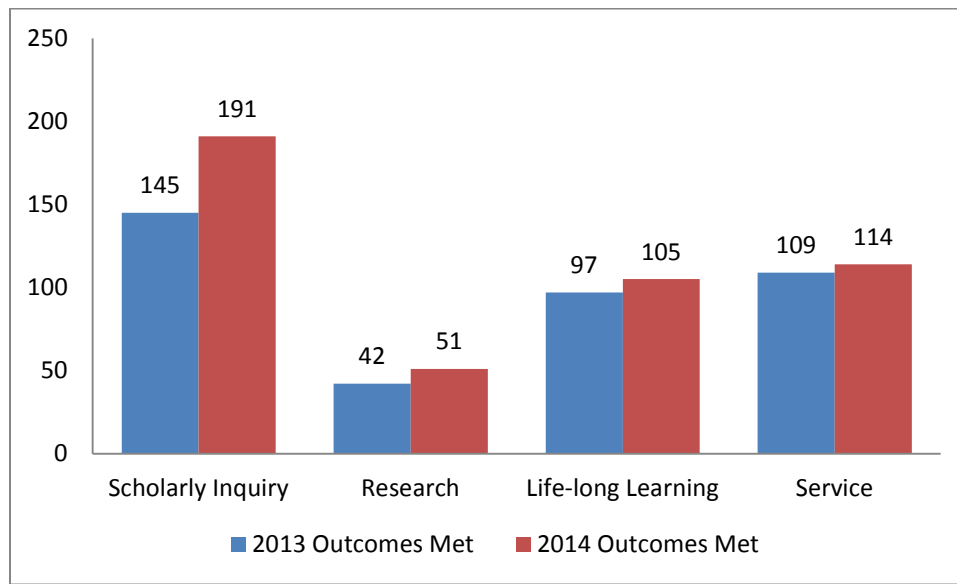**Figure 1: Comparison of Outcomes Met by Mission Component**

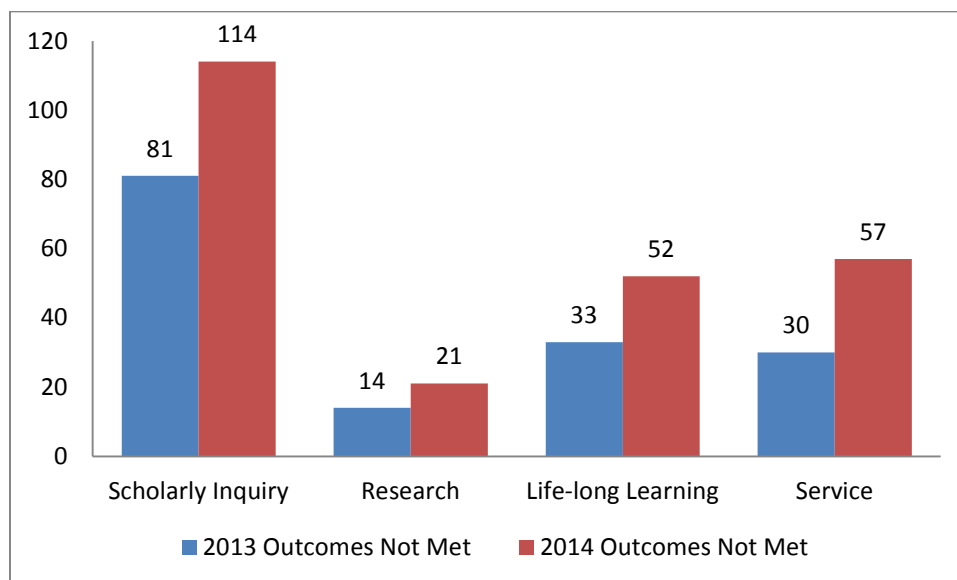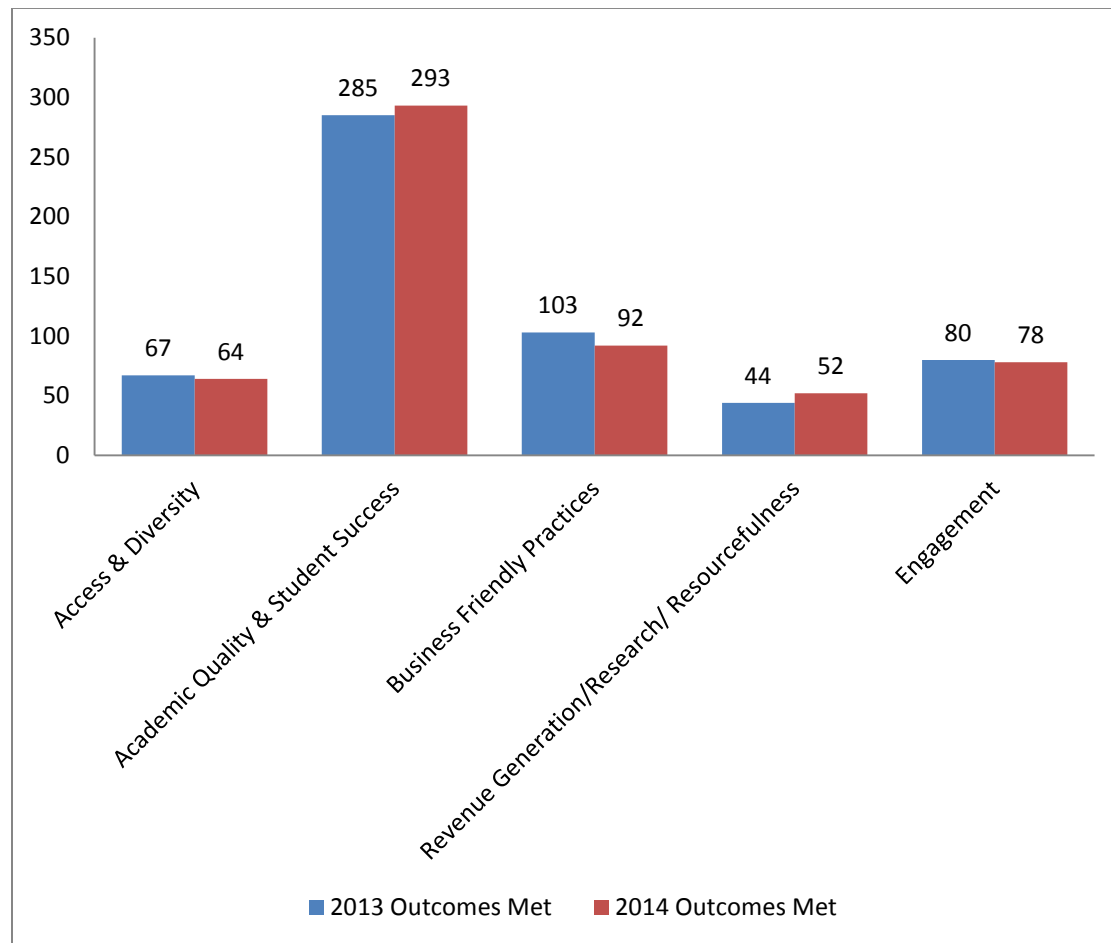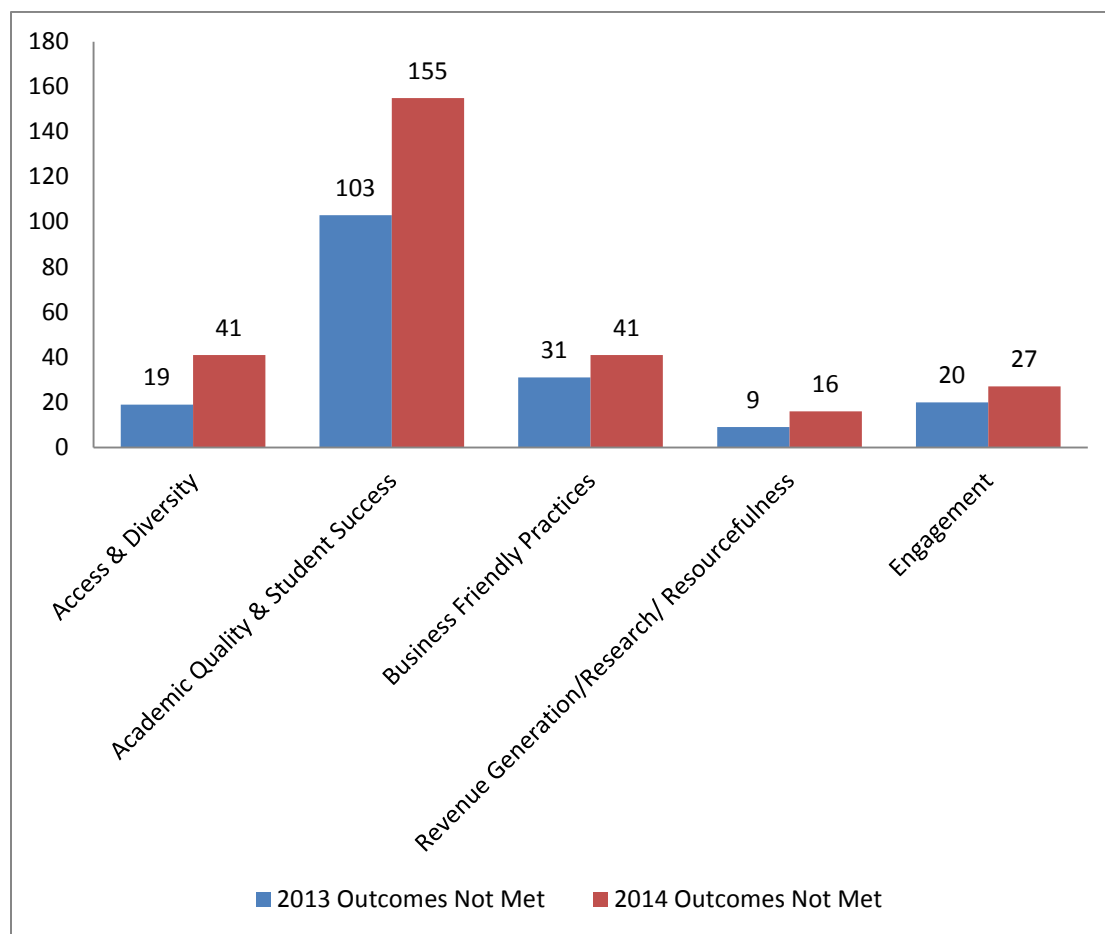**Figure 2: Comparison of Outcomes Not Met by Mission Component**

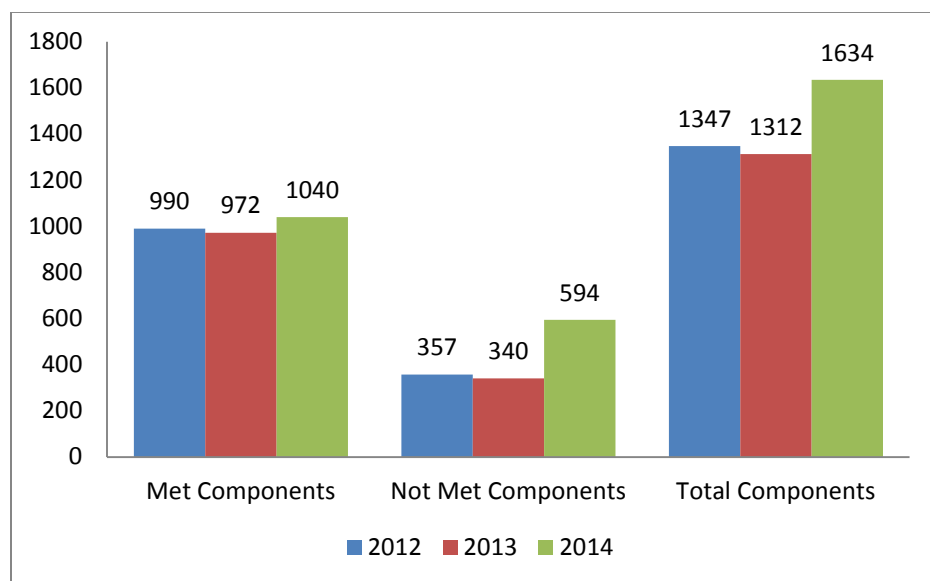Figure 3: Comparison of Outcomes Met by Strategic Plan Component

When comparing AY 2013 to AY 2014 for components of the Strategic Plan, the outcome met related to the Strategic Planning aspects remained fairly consistent. However, when examining those components that were not met, there is an increase in AY 2014. In particular, these components were Access & Diversity and Academic Quality & Student Success. Access & Diversity increased 22 "Not Met" Outcomes and Academic Quality and Student Success increased 52 outcomes. Figures 3 and 4 contain the complete comparison tabulations for AY 2013 and AY 2014. Because some outcomes may have had been related to multiple Strategic Plan KPI components or mission components, Figures 1-4 might differ from the total outcomes in Table 2.

Additionally, with three years of data, a comparison could be made across the years of 2012, 2013, and 2014. In the previous two years, 73% and 74% of combined Mission and Strategic Plan components were met, respectively. However, in AY 2014, 63% of combined components were met. This could be due to a more complete and accurate reporting system as all units and outcomes were accounted for when tabulating the data at the institutional level. 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 seem Figure 5, an aggregation of mission and KPI components. The largest differences between the three years when comparing components of the Mission and Strategic Plan come when comparing the unmet outcomes. The results makes sense in that outcomes that were not marked or did not have results reported (Step 4) were tabulated as "Not Met." Logically, it could be surmised that those areas or units that did not submit a report in previous years would naturally not complete the proper steps in their outcomes at all or, at least, in a timely manner. This could account for some of the discrepancies from previous years. Figure 5 shows the information from previous years' combined outcome components. For the total number of outcomes, see Table 2, as figure 5 combines both mission and strategic plan components.

Examples of Quality Assessment and Use of Results

Each College and Division submitted a report to the Council. Colleges and Divisions were required to provide some examples of performance or student learning outcomes that represented the quality of the assessment conducted in the unit, then proceed to share methods of assessment and use of results. For further reporting purposes, each unit was asked to provide a 50-word summary of the assessment procedures and processes, and give 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

The College of Agriculture, Human, and Natural Sciences is developing a new method for testing students in Family and Consumer Sciences which more accurately matches the standards of their accrediting body, AAFCS. The new test and standards will be reviewed regularly in order to improve student performance. Additionally, the department is on-going conducting a satisfaction study of the health of the program. Items on the survey included were students' level intellectual challenge, opinion on advisement, and likelihood of recommending the program to another.

The College of Business is assessing its undergraduate students' ability to deliver a speech and integrate theories, models, and practices across functional areas to analyze and solve problems. The College reports that 77% and 83% of students meet these outcomes, respectively. Graduate students in Business programs are being assessed on their demonstration of applying quantitative and qualitative business decision making techniques and understanding global business strategies and tactics. Results for these outcomes are 92% and 81% respectively. All results are being shared with College of Business faculty for improvements in the learning process.

The College of Education reported that most of the students performed satisfactorily enough for outcomes to be met. The College uses grades and qualifying and comprehensive exams to evaluate student learning. The results of these methods of assessment were consistent, and such exams are administered on a systematic basis.

In the College of Engineering, many outcomes were "met" with 80% to 90% of students meeting such criteria. The college will look at results in three ways. Those outcomes exceeding 90% meeting stated criteria will be reexamined to possibly increase expectations. Those outcomes that were met in the 80% to 90% range will be examined to improved style of teaching, course materials such as the texts, the criteria themselves, or other improvement methods. Those outcomes that were not met will be examined for improvement on changing faculty or curriculum, pedagogy, or offering tutorials.

The College of Health Sciences reports outcomes meeting or exceeding expectations. In Cardio-Respiratory Care, students are passing licensure exams (96%) and that 100% of employed graduates responding rated their knowledge base above criteria for success. Physical Therapy has been evaluating graduating students, graduates, and employers. In Speech Pathology, all students received an "A" or "B" for a final grade on the Research Methods course, where each student received an "A" for their research poster project. The College is using the results to develop plans for student achievement. The results also show the departmental commitment and effort to meet and exceed stated outcomes.

The College of Liberal Arts reports four methods of closing the loop. The College will aim to increase the results of its graduates on the Senior Exit Exam by adopting common baccalaureate outcomes, as recommended by the General Education Assessment Committee. Although nearly 90% of courses met the students' satisfaction criteria for planning, communication, and student-faculty interaction, the department chairs will focus on those courses that did not meet students' satisfaction benchmarks. In the Criminal Justice program, the introduction of a pre-test incorporated into the capstone course improved scores on the program's major field test. The disaggregation of "integration of sources" as an outcome from "mastery of MLA citation format" led to an improvement in this area for measuring and assessing student learning in this area.

In the College of Public Service and Urban Affairs, many outcomes had results that led to improvements. In the MPA program, recruitment data allowed for a policy of applicants with 10 or more years of executive experience to be exempt from taking the GRE when applying. All departments will have better and more aggregated reporting of graduates to include adult students (25 year or older), African-Americans, and other University and state initiatives. For student learning, the College employs reviews of syllabi for ensure each includes a competency domain. An evaluation of the results of an alumni survey led to the inclusion of job titles and places of employment as collected data.

Administrative and Support Services

The Division of Academic Affairs encompasses many units that vary in their responsibilities. Although units were able to perform quality assessment and improvement, some units stood out in their efforts to close the loop. The Office of Diversity and International Affairs (ODIA) is aiming to collaborate with other campus units on its programming. ODIA is looking to increase its contact with faculty to increase

study abroad participation. Another goal is to improve recruitment efforts through MOU's. In another area, the Office of Extended Education was able to increase training by providing an online platform, resulting in 368 additional persons trained due to the go-at-your-own pace style of the training. In the Honors Program, the application for the Honors program was updated to include how students heard of the program, which will allow the program to concentrate its efforts. The Title III Office will continue to work with activity directors and offer regular meetings and orientation sessions after research showed improvement to operations. In the Office of Service Learning and Civic Engagement, improvements were made to the communication of its Fall Service Day, increasing participation. Additionally, the Office is collaborating with Extended Education to increase student learning in the TSU History portion of the UNIV 1000 course.

In the Division of Business and Finance, efforts have been made to increase the efficiency of processing documents. The Office of Finance and Accounting has linked all work stations to Banner, allowing all workers to scan and upload documents. The Human Resources Department is sponsoring a centralized budget for employee recruitment in order to better meet the efforts supporting the affirmative action policy. In Facilities Management, efforts were made to reduce waste and increase recycling based on previous years' worth of collected data.

The Division of Enrollment Management used data to increase the workshops and increase the reporting periods for faculty using Tiger Alert, the University's early alert system for academics. In Tiger Tutoring, the University's tutor service, improvements were made of students who utilized the service, and therefore, the office will improve its marketing of the service, create partnerships with academic areas, and develop training documents and modules to improve instruction. The threshold of perception of student in Learning Support Freshmen English will be increased from 50% to 60% as the department has met this goal.

In Institutional Advancement, the Office of Alumni Relations and Annual Giving has seen homecoming weekend grow and will expand current events and add new events to make 2015 homecoming a bigger success. The TSU Foundation plans on implementing a self-service platform in order for alumni to update their own information. The Publications Office is planning to increase engagement to all the University's stakeholders and develop an approved, streamline process for publications.

In the President's Office, the Department of Athletics stood out. The efforts in Athletics have seen the leadership experiences for student increase with the pinnacle of sending fourteen student-athletes to Germany. Additionally, the new software utilized by Athletics led to an increase in efficiency of recruitment forms submitted to the NCAA. An increased social media presence has led to increased satisfaction for current and prospective student-athletes as well as Big Blue fans. An NCAA grant has also led to increased honors, eligibility, and graduation of student-athletes.

In the Division of Student Affairs, the Office of Student Conduct used its results to determine that freshmen student who participated in their workshops had lower numbers of disciplinary offenses. Student Conduct also used their data to determine which residence halls are considered "at-risk" and require more services. The Office of Residence Life used its results to improve the promotion of its

events in order to increase participation. The Office of Student Activities used its results to tailor its programming to events that students are drawn to and more likely in which to participate.

Lessons Learned

During 2013-2014, all Divisions and Colleges reported lessons learned regarding assessment and improvement. In the following paragraphs, some of the themes of these lessons will be highlighted. Again, this section will be divided between Academic Colleges and the Administrative and Support Services areas.

Academic Units

While noting the importance of the process, many of the Academic Areas are struggling with commitment and engagement to assessment and the University's deadlines. However, other areas are reporting an increase importance and reliability on Compliance Assist for accreditations, program reviews, and academic audits. Nevertheless, cooperation, continual communication, and collaboration to adhere to and meet deadlines can overcome missing information and gaps, according to the Academic units' lessons learned. Other examples of lessons learned in 2013-2014 include the use of sources for data outside of those contained in the classroom and the implementation of common standards across a course. In the College of Education, commitment to assessment and improvement has led to the establishment of an Associate Dean for Assessment and Accreditation within the college.

Administrative and Support Services Units

In these Divisions, lessons learned were concentrated on the results and its use for improvement. Some areas mentioned either improving the criteria for assessment or the assessment results moving forward. Improving the criteria would allow for more meaningful results that could be used for planning. Improving the results would allow for better outcomes in the 2015-2020 cycle and for some areas to collect better data and adherence to assessment and improvement deadlines. Other lessons learned in the Administrative areas included collaboration across Divisions of the University and moving toward electronic data collection for increased reliability.

Recommendations for Improving the Assessment Process

The final piece of the Divisional and College Assessment and Improvement Report called for recommendations and suggestions to improving the process of assessment and improvement within the University. These results are aggregated across the Colleges and Divisions.

There were two major themes for improving the assessment process. The major themes were mentioned in response in multiple units' reports, regardless of their classification as Academic or Administrative. The first of these themes was additional training and support for the assessment process and *Compliance Assist*. Many areas are requesting trainings at the unit level in order to use the results

for improvement, have better knowledge of the process, and for management of the impact the process can have on student learning and performance.

Major Themes for Improvement	
Increased Training	College/Divisional changes in Assessment

The second major theme was one of internal changes. These changes included improving or updating methods of collecting data, internal processes, and use of results for improvement.

Additionally there were three minor themes. Minor themes were mentioned at least twice among multiple Divisions' or Colleges' reports but not to the degree of the major themes. The first of these themes was to include more the assessment and improvement process at all levels of the University. In particular, this theme addressed the inclusion of senior leadership in the decisions and processes of assessment and improvement which much of the campus participates. The second minor theme was in regards to timing of completing the assessment activities. According to some areas, assessment activities should be on-going and systematic, and not rushed at the last moment. A third theme in this category was the suggestion of recognition of exemplary efforts in assessment. Included in this theme is rewarding people and units for their efforts in improving the University, which could come in the form of extra pay or release time.

Minor Themes for Improvement		
Emphasis on Systematic, On-Going Nature of Assessment	Encompass senior levels into the assessment process and decision making	Recognition and Reward for people and units

There were other items which were mentioned but only by one area. While not mentioned in multiple reports, these suggestions are still legitimate concerns of the assessment and improvement community at the University. Such suggestions are as follows:

- The University should collect macro level data that it needs
- Introduce common university measures and standards
- Increase collaboration and cohesion across divisions to meet outcomes
- Simplify the reporting process
- Obtain software needed for data collection
- Examine staffing changes' effects on continuation of assessment
- Align KPI and Mission statements in Compliance Assist to avoid redundant and inconsistent relationships
- Training for UAIC members

The suggested improvements to the assessment process ranged from technical, to needs-based, to process updates. The recommended enhancements include those that are introductory to those that imply a strong assessment and improvement culture. In last years' report, one suggestion included an

option for an outcome to be "not scheduled" as opposed to either "met" or "not met," which was adopted and the results can be seen in this report. Each theme and suggestion, if instituted would improve the assessment and improvement process at the University.

Conclusion

This report, which serves as a summary of the assessment and improvement activity taking place at Tennessee State University, indicates that assessment and improvement is not only utilized but is infiltrating the culture. Improvements in the process in the last few years include the wide-spread use of assessment; streamline report gathering; and thorough data collection. The attitudes toward assessment have improved as well. This is evident in the recommendations for improvement. Those who completed the report for their unit or area recommended that assessment activities extend to decision makers on campus. Some also suggested having those exceptional assessments and assessors be recognized for the work of improvement student learning and institutional performance. Others suggested additional emphasis on the on-going nature of assessment. The call for additional training also indicates that a need and want for improvement exists at the University. However, such attitudes have not permeated the entire institution. The increase in unmet outcomes suggests that report in past failed to include certain outcomes due to uncollected data. Outcomes that were unaccounted for in the past had been ignored and left out of reporting. Without reports such as this one, these outcomes could continue to be ignored. With this report as its tool, the University and Assessment Committee desires to spread on-going assessment and improvement to all corners of Tennessee State University.

The Appendix following this report the individual unit reports for the 2013-2014 assessment and improvement cycle. Any 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

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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	12	10	1	1	91%
B. Research	12	12			100%
C. Life-long Learning	6	6			100%
D. Service	4	4			100%

2B. KPI	# related outcomes	# Outcomes met	# Outcomes not met	# Outcomes not scheduled	% outcomes met
1. Access & Diversity	5	4		1	100%
2. Academic Quality and Student Success	21	16	5		76%
3. Business Friendly Practices	4	4			100%
4. Revenue Generation/ Research/ Resourcefulness	5	5			100%
5. Engagement	3	3			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.

SLO - 01: 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.

SLO-02: Students in the B.S. Degree Program in Early Childhood Education Program will plan programs to meet the specific needs of all children, including those with disabilities, developmental delays, or special abilities

SLO-03:Students will demonstrate proficiency in the core principles of genetics and molecular biology. Criteria from Step 2 met for this SLO.

PO-01: Develop and implement a comprehensive and continuous assessment plan with data used for program improvement

PO-02: Contribute to Marketing TSU to Potential Students. YouTube healthy eating rap video written and performed by Pearl Cohn high school students and filmed and edited by TSU undergraduates and put online and as of June 24, 2013 - 4,485 views - link: http://youtu.be/BfIucNRFuYk. Will not always have funding to reach high school students directly but will continue to distribute the "Nutrition Mission: Teens Empowered" YouTube video to community organizations and at other community service opportunities - at least 30 CDs in 2013-2014 year

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.

There are a total of 16 hours in the FCS core. Those courses are:
•   FACS 1010- FCS as a Profession (1 hour)
•   FASH 1120 Cultural Interpretation of Dress or DIGN 2010 Environmental Design (3 hours)
•   FERM 3210 Family Resource Management or FERM 4330 Consumer Economics (3 hours)
•   NUFS 3330 Maternal and Child Nutrition or NUFS 2110 Basic Nutrition(3 hours)
•   ECFS 4630 Family Relations (3 hours)
•   FACS 4500 Senior Project (3 hours)
There is a total of 40 to 45 hours in each of the concentration areas. These concentration areas are: Textiles and Fashion Merchandising; Design; Child Development and Family Relations; Foods and Nutrition; Food Service Systems; Early Childhood Education and Family and Consumer Sciences Education.

In spring of 2014, a total of 24 of graduating seniors were given the exam (discussed in goal 1). Students were given 2 parts: 1) FCS core area and 2) student's concentration area (major).

Faculty discussed the use of a comprehensive exam that covered two parts: 1) the FCS core courses and 2)each concentration that is specific to each student's major. A mock exam was given to students using questions from a previous draft exam that was designed by faculty in 2011. Preliminary scores from the exam indicated that students are stronger in their concentration (major) areas but tend to be weaker in the FCS core. However scores in the concentration did not meet the 80% passing rate.
The College of Agriculture, Human and Natural Sciences collected the names of all alumni from each department and will implement a mailing list to provide information on the events that are occurring within the college.

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>

The following plan will be implemented:

1. The two-part exam will be revised to be more accurate with the 11 points needed for AAFCS
     accreditation standards for undergraduate students in FCS.
2. Each exam will cover two parts as previously: a) the FCS core areas and b) the student's concentration
     (major).
3. A review session will be held for the exam each semester to assist students with improving scores on the
     exam to meet the 80% passing rate.
4. The FCS core courses will have objectives that meet the AAFCS 11 points. Key assignments will be used
     that will contain the skills needed to improve critical thinking skills, that will use approaches for
     determining solutions for issues related to overall discipline
5. Using a scale based on the 11 points, current FCS core courses will be reviewed to determine if material
     is appropriate for all students in the department to increase knowledge in areas outside of student's
     major that may have a low working knowledge of that particular area of study.
6. A review will be conducted of other FCS units to determine if the number of courses should be reduced
     to increase number of courses in specific concentrations.

- 66% of students believed that the department provided them with good academic advisement
   during the course of the program
- 78.5% believed that their program of study challenged them intellectually
- 78.5% believed that they received a good education in the department
- 54% would recommend the department of FCS to someone else interested in one of the programs in the
   department

The majority of the students (80%) plan to work or attend graduate school in Tennessee

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6.   **Assessment Summary**

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

The departments in the college is still struggling with assessment as units. It is a major task to get some of the units to update CA in a timely fashion. The units that have gone through Academic Audits and Program Reviews better understand the usefulness of Compliance Assist.

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).

More training and emphasis is needed on the importance of Compliance Assist and how it can be used for reporting my unit. It should be stressed that CA is an ongoing process and data/information should be entered throughout the semester rather than as a last minute, at the deadline rushed entry of data/information.

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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					
B. Research					
C. Life-long Learning					
D. Service					

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

The undergraduate and graduate programs in the COB have a total of 14 student learning objectives. From these objectives, a total of four outcomes – two from each program- is chosen to highlight the quality of assessment in the College. The four selected learning outcomes are listed below.

A – The BBA Program:
1. Students must be able to prepare and deliver a professional speech on a business topic;
2. Students must be able to integrate theories, models, and practices from the various functional areas of business to analyze and solve business problems.
B – The MBA Program:
3. Students must be able to demonstrate the ability to apply qualitative and quantitative techniques in business decision making;
4. Students must be able to demonstrate understanding of business strategies and tatics in companies operating in global business environments.
For the BBA program, the criteria for success for the expected outcomes listed above are that at least 70% of the students being evaluated must meet or exceed the standards set by the faculty. For the MBA program, however, the criteria for success for the outcomes are that at least 75% of the students being evaluated have scores that are at the level of 80% or better.

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.

For the learning outcomes identified in part 3 above, the direct method was used to assess student learning. The assessment results for the identified learning outcomes are listed below.

A – The BBA Program:
1. For the learning outcome on speech about 77% of the students being evaluated met or exceeded the expectations for this outcome;
2. For the learning outcome `on the integration of knowledge across the functional areas of business about 83% of the students being evaluated met or exceeded the expectations for this outcome.
B – The MBA Program:
3. For the learning outcome on quantitative and qualitative techniques in the graduate program about 92% of the students being evaluated met or exceeded the expectation for this outcome;
4. For the learning outcome on global dimensions about 81% of the students being evaluated met or exceeded the standards set for this learning objective by the faculty.
These results have been presented to the faculty and changes have been made to the assurance of learning process in the College.

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 data from the assessment process in the College of Business have been shared with the faculty in the College. Based on these results continuous improvement changes have been made to the assurance of learning process in the College.

6. Assessment Summary

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

In the COB, the assessment of activities is of major importance. The College will therefore continue to work diligently to have all its units engaged in assessment activities.

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 Council should always strive to improve the assessment process across campus. In addition, the Council should provide regular training to members of the committee particularly when changes have been made to Compliance Assist.

Tennessee State University
Annual Assessment Report 2014

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	11	4	6	1	40%
B. Research	8	6	1	1	86%
C. Life-long Learning	8	4	2	2	67%
D. Service	1	1			100%

2B. KPI	# related outcomes	# Outcomes met	# Outcomes not met	# Outcomes not scheduled	% outcomes met
1. Access & Diversity	4	2		2	100%
2. Academic Quality and Student Success	24	13	8	3	62%
3. Business Friendly Practices	0				
4. Revenue Generation/ Research/ Resourcefulness	0				
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.

Teaching and Learning: The outcome chosen was Number: ACA 304 103 SLO 01: advanced students will demonstrate in depth understanding and pedagogical maturity in foundational areas of philosophy, research, and learning theory. This was measured by student performance on the qualifying exam.

Education Administration: The outcome chosen was Number: ACA 304-102.SLO 02: Students who have been admitted to the doctoral program will have a pass rate for the doctoral qualifying exam that meets or exceeds 90% of examinees for the academic year. This was measured by student performance on the qualifying exam.

Psychology: The outcome chosen was Number: ACA 304 101 SL02: all Students will be knowledgeable to use measurement, statistics, research and program evaluation methods in the delivery of psychological services, including knowledge of how such methods may differ based on elements of cultural diversity. This was measured by student performance in several of the courses where key assignments were identified to assess the mastery of the standard.

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 College of Education is currently relying heavily upon the qualifying examination, comprehensive examination, and grades earned in classes to determine if student key performance indicators are being met. Based upon the current scheme of data collection, the COE has examined the data to determine if based upon the criteria set, candidaates have mastered the desired knowledge, skill, or ability. Although there are a number of "not met", departmental faculty accurately analyzed the data to determine success.

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>

As mentioned previously, the COE utilized course grades, qualifying exams, and comprehensive exams during the 2009--current cycle. Whereas these end of course assessments may not have been the most robust means of determining candidate success on the criteria, the results were consistent, and they were systematic in how they examined student performance. Clearly, the departments examined student performance and accurately determined based upon the selected criterion for success, if students had performed satisfactorily to say that the unit's overall established critiera for success was met.

6.   **Assessment Summary**

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

During the 2013-2014 year, the COE clearly examined the measures that were being used to assess student performance and outcome criteria for success. The unit collectively agrees that some changes are necessary to strengthen the assessment system. In an effort to respond to the increased need for more robust assessments, Dr. Jupiter moved forward with the hiring of an Assistant Dean for Assessment and Accreditation and requested the establishment of the Office of Assessment and Accreditation. This change will be critical to the success of the unit in moving more toward performance based assessments that provide more meaningful data about candidate performance and unit 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).

As indicated above, the COE is relying heavilty upon qualifying exams, comprehensive exams, and course grades. Although these indicators have been analyzed appropriately, the COE will be examinig the existing assessment structure this year to determine where it may be appropriate to examine some different performance based assessments. Currently, the COE is examining the curriculum maps for programs to determine the effectiveness and appropriateness of the currnet programs. Changes will be suggested as needed to ensure that candidates are exposed to information most relevant to the disicipline. Rubrics will be created to assess students appropriately based upon assignments. During the next 5 year cycle, several of the key assessments for the unit will change and the outcomes listed will be reflective of these changes.
Overall, given that the assessment systen for data driven decision making needs strengthening, the COE has been successful at using the exisitng measures to determine if students are making satisifactory progress. The next cycle will enhance the efforts previously undertaken to support continuous programmatic improvement.
1. The PEU will begin revising curriculum maps to include more performance based assessments that are centered around the introduction, development, and practice of key knowledge, skills and abilities.
2. Beginning this term, the COE will be introducing LiveText data management system in a tiered manner. This system will allow the COE to be more systemic and seamless in its approach to data collection.
3. The COE will provide rubric development and utilization training to its PEU members.
4. Inter-rater reliability trainings and workshops will be conducted throughout the year.
5. Suvery instruments will be administered to students and key stakeholders to truly understand where changes need to be made in the program to be more responsive to our constintuents.

Tennessee State University
Annual Assessment Report 2014

1. Name of Unit:Eng

2. Summary of Mission and KPI Outcomes

2A. Mission	# related outcomes	# Outcomes met	# Outcomes not met	# Outcomes not scheduled	% outcomes met
A. Scholarly Inquiry	63	31	32	0	49%
B. Research	4	3	1	0	75%
C. Life-long Learning	16	12	3	1	80%
D. Service	7	3	4	0	43%

2B. KPI	# related outcomes	# Outcomes met	# Outcomes not met	# Outcomes not scheduled	% outcomes met
1. Access & Diversity	10	6	4	0	60%
2. Academic Quality and Student Success	65	37	28	0	57%
3. Business Friendly Practices	9	5	4	0	56%
4. Revenue Generation/ Research/ Resourcefulness	4	3	1	0	75%
5. Engagement	14	7	6	1	54%

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.

75% of passing rate for an ability to analyze a problem, and identify and define the computing requirements to its solutions
Passing an ability to identify, formulate and solve engineering problems
An understanding of professional, ethical and social responsibilities

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.

HW assignments, tests and projects gradings.
80% is the average grades from structural analysis and design
75% from case study, course works and course evaluations

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.

Most of the learning outcomes are met with avarage 80-to 90% in the college.
Those of the learning outcome are higher than 90%, deparment will think to increase the expectation of the classes.
Those of the courses which met (80-90%), department is thiking to put little more time to improve the outcome either changing the criteria, text book, teaching styles and the others.
Those are not met, departments within the college are developing strategies to modify the contents and/or curriculum, changing the teaching pedagogy, offering tutorials and in some cases putting a new faculty.

6. Assessment Summary

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

More frequent evaluations of outcomes other than directly from courses,
Modify the criteir for outcomes continuously so that improvement can be made

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).

Departmental heads needs more trainings to understand better compliance and how it benefits the students learning outcomes
College needs to have a committee related to compliance
Macro data should be collected by the compliance department rather than by the academic department

Tennessee State University
Annual Assessment Report 2014

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	32	30	2	0	94%
B. Research	7	5	2	0	71%
C. Life-long Learning	40	26	14	1	65%
D. Service	22	15	7	1	68%

2B. KPI	# related outcomes	# Outcomes met	# Outcomes not met	# Outcomes not scheduled	% outcomes met
1. Access & Diversity	6	6	0	0	100%
2. Academic Quality and Student Success	65	50	16	0	76%
3. Business Friendly Practices	17	16	0	1	100%
4. Revenue Generation/ Research/ Resourcefulness	1	1	0	0	100%
5. Engagement	9	9	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.

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 2013 graduates were: 26 of 27 (96%) 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 2013 graduates showed 15 of 15 (100%) of the responding, employed 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-three students completed their PPE at various medical centers. The student evaluations were completed by the clinical supervisors. The assessment results showed that the 98% of students received "above average to excellent" in quality of work performed; ability to understand and follow instructions = 93%; initiative and resourcefulness = 94%, judgment and analytical ability = 86%; self-confidence= 90%, 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 and the exit survey for the Class of 2014 demonstrate the program meeting this outcome.

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 24 students enrolled in SPTH 5110: Methods of Research in the Spring 2014 semester. Of the 24 students, 66% (16/24 students) received a final grade of "A" and 34% (8/24 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 three units had not completed the updates, for AY 2013-2014 in Compliance Assist, the percentages of met outcomes increased. Therefore, lessons learned in the assessment process include the continued encouragement to relate the outcomes to the mission and strategic plan of the University. The College of Health Sciences is committed to continuous quality improvement of the programs and to 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
Annual Assessment Report 2014

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	56	33	18	5	65%
B. Research	9	6	3	0	67%
C. Life-long Learning	11	7	2	2	78%
D. Service	7	5	2	0	71%

2B. KPI	# related outcomes	# Outcomes met	# Outcomes not met	# Outcomes not scheduled	% outcomes met
1. Access & Diversity	8	5	2	1	71%
2. Academic Quality and Student Success	65	39	20	6	66%
3. Business Friendly Practices	5	4	1	0	80%
4. Revenue Generation/ Research/ Resourcefulness	5	1	3	1	25%
5. Engagement	17	13	3	1	81%

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) At the College level, one performance outcome (PO 4) was the improvement of the average score of Liberal Arts majors on the University's senior exit examination measured against a 2011-2012 baseline.
(2) A second College-level performance outcome (PO 8) was the achievement by the College's courses of average ratings of at least 4 ("agree" on the Likert scale) on student evaluations of instruction with reference to course planning, communication, student-faculty interaction, and learning assessment.
(3) At the department level, one outcome was the mastery of core concepts in Criminal Justice among the program's graduates as demonstrated by the achievement of scores of 70 or higher by 80% of the cohort on an internally developed major field assessment.
(4) In General Education, one outcome was the improvement of students' ability to manage sources in written communication as measured by a common rubric including this outcome as a criterion.

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) The goal of improving the average senior exit examination score in the College was met, with an increase from 433.9 in 2011-2012 to 434.6 in 2013-2014.
(2) The goal of student satisfaction with course planning, communication, student-faculty interaction, and learning assessment was met with between 87% and 89% of all courses in the College achieving the related benchmarks on student evaluations of instruction.
(3) 98% of tested graduating seniors in Criminal Justice passed their major field assessment with a score of 70 or better, thereby significantly exceeding the criterion for the associated outcome.
(4) The average score achieved by 767 students on the rubric criterion for the associated outcome (effective management of sources) increased significantly from 1.12 in 2012-2013 to 1.42 in 2013-2014, thereby meeting the outcome.

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) Although the average senior exit examination score among graduates in the College improved as measured against the 2011-2012 baseline, only 17% scored above 448.5 benchmark, which is also the percentage for the University as a whole. The College plans to improve these scores in part by adopting common baccalaureate learning outcomes for its degree programs based on outcomes recommended by the University's General Education Assessment Committee.
(2) Student evaluations of instruction reflect widespread student satisfaction with course planning, communication, student-faculty interaction, and learning assessment, but department chairs will be asked to address courses (11%-13% of the total) that fall below the benchmark and to report on plans for improvement.
(3) The current passing rate on the major field assessment for the undergraduate Criminal Justice program reflects a remarkable improvement over the rate in the first reporting year(s), which failed to meet the outcome criterion. This improvement may be attributable in part to the incorporation of the assessment into the program's capstone class and the introduction of a pre-test review.

(4) Management and integration of sources in student writing has been a focus area for improvement in the past, and this outcome was disaggregated from the mastery of MLA citation format in 2013-2014 to bring clearer attention to each learning goal. Improvements from 2012-2013 to 2013-2014 may be at least partly attributable to initiatives of this kind.

6. Assessment Summary

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

Building on improvements in the previous year, the College's assessment process in 2013-2014 continued to work more smoothly at both the departmental and College levels. The use of the College's survey of graduating seniors, the analysis of student evaluations of instruction, and other procedures implemented in 2012-2013 functioned more or less seamlessly in 2013-2014. Although a number of unreported outcomes at the departmental level required follow-up, these were also addressed easily. The most significant gap in the assessment of College-level outcomes was the planned review of reports on the use of released time for research, many of which were not available. The College plans to correct this problem in 2014-2015. Perhaps the most remarkable advancement of assessment in the College in 2013-2014 was the use of a common D2L rubric by almost all ENGL 1020 instructors for the course-embedded assessment of student learning outcomes. This assessment, referenced above, included 767 students.

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).

Within the College, the most significant area for improvement is probably the assessment of program learning outcomes. This assessment is currently most advanced in the History program, which administers an essay-based major field assessment evaluated with a common rubric. Other programs use internally and externally developed multiple-choice tests and, in the case of the arts, senior exhibitions and recitals. All of these assessments need to be enhanced or redeveloped to provide a more comprehensive assessment of all program learning outcomes and to integrate the work of students throughout the curriculum. Portfolios likely represent the most promising approach to this goal.

At the University level, a number of changes to Compliance Assist in the last two years (including the introduction of new fields) have significantly improved the assessment process. Steps that could further improve assessment include: (1) the alignment of KPIs (or an alternative term) with components of the University's mission statement to avoid the redundant and/or sometimes inconsistent association of outcomes with these elements (e. g., the association of an outcome with the research KPI but not the research mission component); (2) the more common use of the term KPI to refer to actual measures (e. g., exam scores, survey ratings, grant revenue, etc.) and the establishment of benchmarks for the University as a whole; (3)

the review for accuracy of institutional data provided for departmental and College annual reports; and (4) workshops or other forums discussing the University's use of departmental and College annual (year-end) reports and annual assessment report.

Tennessee State University
Annual Assessment Report 2014

1. Name of Unit:Public Administration

2. Summary of Mission and KPI Outcomes

2A. Mission	# related outcomes	# Outcomes met	# Outcomes not met	# Outcomes not scheduled	% outcomes met
A. Scholarly Inquiry	41	37	4	0	90%
B. Research	11	10	1	0	90%
C. Life-long Learning	20	17	3	0	85%
D. Service	20	19	1	0	95%

2B. KPI	# related outcomes	# Outcomes met	# Outcomes not met	# Outcomes not scheduled	% outcomes met
1. Access & Diversity	9	6	3	3	67%
2. Academic Quality and Student Success	54	44	6	4	88%
3. Business Friendly Practices	11	9	2	0	82%
4. Revenue Generation/ Research/ Resourcefulness	6	6	0	0	100%
5. Engagement	3	2	1	0	67%

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-307 PO2

Step 1: Formulate Assessable Expected Outcome:
Admissions: Develop and maintain admission processes that are clear and orderly within each department in the College.

Each year the Dean of the College will conduct a random audit of all data collected within the College and departments. Success will be measured as an 85% accuracy rate in student records such as program admissions, enrollments, and graduates. Trend data suggests that an 85% success rate is considered successful by academic institutional standards for performance outcomes and student learning outcomes.

ACA-307 PO4

Step 1: Formulate Assessable Expected Outcome:
Graduation: Increase the numbers and percentages of degrees and certificates conferred by each academic program each year.

ACA-307-101 SLO01

Step 1: Formulate Assessable Expected Outcome:
Each MPA graduate will be competent to lead and manage in public, nonprofit or healthcare governance.

ACA 307 109 SLO1

Step 1: Formulate Assessable Expected Outcome:
1. Utilizing a multiple theoretical orientation, apply the knowledge and skills of advanced generalist practice to diverse systems of all sizes within the scope of professional values and ethics.

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-307 PO2

Each year the Dean will conduct a random analysis of all three logging systems to determine if 85% of all correspondence was completed in two business days. Success will be measured as an 85% two business day response rate with all forms of communication. Trend data suggests that an 85% success rate is considered successful by academic institutional standards for performance outcomes and student learning outcomes .

1.Direct Measures:

 a. PHONE LOGGING SYSTEM: Because this is a new system, success will be achieved if the system is developed and implemented.

b. EMAIL LOGGING SYSTEM: Because this is a new system, success will be achieved if the system is developed and implemented.

c. DROP-IN LOGGING SYSTEM: This system began in AY 2008-2009, success is continued implementation.

 Indirect Measures:

 Graduate Alumni survey: Number of instances reported in the open-ended administrative problems item of issues that relate to response to inquiry by the PA Department or College.

 Graduate Exit survey: Number of instances reported in the open-ended administrative problems item of issues that relate to response to inquiry by the PA Department or College.

2.All data collection and tracking systems that allows the departments to streamline all student data records, report writing and general degree productivity will correspond with the University's Institutional Effectiveness data.

ACA-307 PO4
Success for this measure will be defined as a graduation rate of 1% across all College programs. A 1% graduation rate was chosen because this is the standard percentage rate chosen by the Strategic Planning Committee for Tennessee State University's increase in graduation rates from year to year.

ACA-307-101 SLO01
 Direct:

 IMPLEMENTATION - SYLLABI: Success will be attained on this measure if competencies related to this major competency domain (NASPAA) are present in core courses of the MPA curriculum as documented in syllabi in accordance with the planned competency/course matrix adopted in December 2010.

 Direct:

 DEMONSTRATION - STUDENT: INTERNSHIPS and INTERNSHIP EXEMPTIONS:

 Success will be attained if 95 percent or more of MPA interns will receive an average score on the Likert-scale evaluation instrument completed by internship supervisors of 3 or better (3 - Adequate).

 Success will be attained if all MPA students seeking exemptions this year document appropriate professional-level experience and connect it to competencies achieved through the MPA core courses.

 Direct:

 ALUMNI EMPLOYMENT:

 Success will be attained if we can document new information on alumni job titles and organizations since the last measurement period which illustrates that our alumni are achieving upper-level leadership and management positions in the appropriate kinds of organizations.

 Success will be attained if alumni survey respondents record supervisory-level employment at a greater

than 50% rate, and if alumni survey respondents report employment in public, nonprofit and healthcare organizations at a greater than 80% rate. (We conduct the alumni survey every two years.)

 Indirect:

 GRADUATE EVALUATION: Success will be attained if alumni survey response to the item on the inclusion of the competence to lead and manage in public organizations in the program is on average 4 or greater on a Likert Scale of 5. (We conduct the alumni survey every two years.)

ACA 307 109 SLO1

The advanced generalist concentration requires that students have greater theoretical and methodological sophistication which includes the ability to synthesize theories and practice models for multi-problematic situations. The purpose of theory is to increase our understanding of the world by a systematic process of inquiry and validation of knowledge. Patton (1990) speculated that science advances best when sub-disciplines have a shared set of theories and methodological assumptions, which he termed paradigms.

 We hold that social systems theory is an application of the general systems paradigm to social phenomena. In the social systems approach, we assume the existence of general patterns of behavior exhibited by all social systems at all levels, from the individual to the community. The advanced generalist must understand these distinctive patterns at each system level – individual, group, family, organization, and community in order to practice competently.

Indirect Measure: Self-Efficacy Course Evaluations for SO WK 6200 Advanced Practice with Individuals, SO WK 6210 Advanced Practice with Families, and SO WK 6220 Advanced Practice with Groups on a 5 point scales, mean scores will be > 4.0.

Direct Measures:
1.Annual Comprehensive Exam 95% of students will pass the exam with a score of 70 or higher.
2.SO WK 6310/6320 Field Competency Outcome 1 on Practice; Evaluation Range 5 (highest) to 1 (lowest); 95% of students will score 3.5 or higher.

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-307 PO2
Public Administration
As an example, based on recruitment data and inquiries about the MPA program from executive service personnel, the faculty have approved starting a new admissions track for the MPA program strictly for executive service employees. The faculty have approved starting a new admissions track for the MPA program strictly for executive service employees. The admissions track will have one component that is different from the current admissions track for the MPA program. If a student has 10 years of executive service or its equivalent, the student will be exempt from the GRE requirement. Everything else in the admissions track will be the same as the current admissions track in the Graduate School catalog.

ACA-307 PO4
Direct measure:
 A 1% increase in the number of graduates for the AY across all College programs.

Increase the numbers and percentages of degrees and certificates conferred to identifiable groups (low income, Adult students 25 years or older, African-American students & Health students).

At the end of each AY the Department of Public Administration and the Department of Sociology, Social Work, and Urban Professions will report the number of graduates from each degree program.

ACA-307-101 SLO01
Direct:

 IMPLEMENTATION - SYLLABI: Syllabi are reviewed to ensure that competencies connected to this major competency domain (NASPAA) are included in core MPA courses.

Dr. Stanley reviewed all course syllabi to ensure that each core course syllabus included each designated competency domain. We will continue to do this because new faculty are coming and they may want to adjust competencies in their syllabi.

Direct:
 DEMONSTRATION - STUDENT: INTERNSHIPS and INTERNSHIP EXEMPTIONS: MPA students apply for documentation for exemption from the internship requirement provide portfolios which document their professional workplace experience in public, nonprofit or healthcare organizations, and relate that information to their core coursework. MPA students who complete internships document their professional experience in the public, nonprofit and healthcare organization and receive an evaluation from their supervisor.

 Out of the 20 graduates for AY 2013-14 5 served and satisfied the internship requirement. They are listed below. The remaining nine satisfied the internship exemption requirements and were cleared for graduation.

 Note: Yes/Yes means they completed the internship/and received a passing evaluation. In this case they all received very high evaluations.

 Summer 2013 Diana Onyejiaka Yes/Yes Lafayette Consolidated Government Planning Div. Louisiana
Spring 2014 Oluwatomilola Assan Yes/Yes TN Legislative Internship
Spring 2014 Duckett, Susan Yes/Yes TN Legislative Internship
Spring 2014 Love, Keeyona Yes/Yes TN Legislative Internship

Direct:

ALUMNI EMPLOYMENT:

Success will be attained if we can document new information on alumni job titles and organizations since the last measurement period which illustrates that our alumni are achieving upper-level leadership and management positions in the appropriate kinds of organizations.

Success will be attained if alumni survey respondents record supervisory-level employment at a greater than 50% rate, and if alumni survey respondents report employment in public, nonprofit and healthcare organizations at a greater than 80% rate. (We conduct the alumni survey every two years.)

Our Alumni survey is currently in the field but based on the results so far approximately 38% of our responding alumni from the Spring 2013 through Fall 2014 report supervisory responsibilities.

Since the number of respondents is small when we conduct the alumni survey for just recent semesters, we are also reporting our current known alumni job titles/organizations to show the status of our graduates as a whole right now.

Alumni Job Titles

Current known positions for MPA Alumni (115 alumni have known positions out of 214 alumni in our current records (includes all alumni back to 2005 plus some of the older alumni)
Emergency Management Planner Supervisor, TEMA
Program Coordinator of Stewardship, Goizueta Business School Emory University
Junior League of Nashville
Program Administrator, Maternal & Child Health Tennessee State Dept. of Health
Benefit Specialist, Department of Treasury State of Tennessee
Transportation Planner I, Tennessee Department of Transportation State of Tennessee
Regional Director, Building Futures Program, USYDL - Building Futures Mentoring Program YMCA of Middle Tennessee

ACA 307 109 SLO1

Overall Outcome Results: 100 % Met

Students demonstrated competency in advanced generalist practice. All 4 TSU students completed the comprehensive examination successfully on their first attempt.

6.   Assessment Summary

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

The overall assessment process for the College of Public Service is working very well. The College Assessment coordinator has regular meetings with unit coordinators about updates, changes and deadlines each unit needs to be aware of for the given year. It is quit obvious that what we are doing is working since Dean Harris reported to us that we were the only College this year to finish the report on time without any corrections or additional components that needed to be added.

One lesson learned is the improtance of communicating the deadlines so the unit coordinators will know when to have all the information in the system. Without everyones cooperation in the College it would be impossible to meet these deadlines. By making sure the unit coordinators have the exact dates and information necessary to complete their part is the most important aspect for getting cooperation.

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).

Recommendations:

The assessment raining seminars conducted by Dr. Dickens and Dr. Burch-Simms has been valiable in providing the necessary information unit directors and coordinators need to be successful in the assessment process. This leadership team has done a tremendous job listing to suggestions on how to improve the process university wide, espeically within the Compliance Assist database itself. Several new updates to the system have made it easier to input data and use the Compliance Assist system. The leadership team that is in place is very knowledgable of the system and should continue to administrator the assessment processes for the University. They are doing a great job.

Recommendations for the College:

It is hard to suggest that one way should guide all the units in a College because departments and degree programs are so different. However, using more quantitative data from surveys maybe a good way for units to gain a perspective about their programs. Furthermore, maintaining reliable data in house is another way to provide reliable consistent measurements so department chairs can read these reports and understand how to use it as a management tool. For instance, when students continue to report that a program is not offering career advising then a department chair needs to use this information to make changes in the advising process. In house survey data helps to uncover such information about a particular program and will serve the best interests in everyone involved. Therefore, the recommendation is that all units should be using some sort of survey or data management process to gain incite into their degree programs.

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	15	14	1	93%
B. Research	0	0	0	
C. Life-long Learning	20	16	4	80%
D. Service	30	25	5	83%

2B. KPI	# related outcomes	# Outcomes Met	# Outcomes not met	% outcomes met
1. Access & Diversity	12	10	2	83%
2. Academic Quality and Student Success	32	25	7	78%
3. Business Friendly Practices	9	8	1	89%
4. Revenue Generation/ Research/ Resourcefulness	5	3	2	60%
5. Engagement	16	14	2	88%

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 (TLSAMP): Outcome #1: For Increased STEM undergraduate enrollment by 3% Fall 2008: 1133 (baseline) Fall 2009: 1205 Fall 2010: 1285 Fall 2011: 1313 Fall 2012: 1272 Fall 2013: 1354

The Fall 2013 enrollment was 1354 which indicates a 20% increase in enrollment from the baseline year 0f 2008.

Outcome #2: Increase degree productivity of STEM undergraduate students by by 3%
Spring 2008: 122 (baseline)
Spring 2009: 108
Spring 2010: 129
Spring 2011: 109
Spring 2012: 120
Spring 2013: 107

The Spring 2013 awarded 107 dregrees which indicates a 12% decrease in degree productivity from the baseline year of 2008

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):

1) Increase overall response rates on the student evaluation of instruction by 5% each semester. (802 PO11)
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. (805 PO 1)
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. (802 PO 5)

School of Graduate Studies & Research:

1. The Graduate School adheres strictly to Federal regulations regarding the receipt and processing of personal student data and the archival of students records. It also complies with all established quality assurance issues by the Tennessee Board of Regents. It regularly monitors and evaluates it processes and is cognizant of the results of its student surveys. These results are used to make adjustments in areas where there are quality issues.
2. Updating our website and publications has been met.
3. The Professional Science Master's program has received approval by the Tennessee Board of Regents. Additionally, there are other programs that are in the proposal stage in the various colleges.

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.

ACA-328-102-P02: Increase the # of International Programs & Events and the student's participation/attendance for AY 2013-2014 ODIA Programs
At least 70% of the student participants will indicate a better understanding of the issues discussed
# of programs per semester (Fall and Spring)
# of program participants (Fall and Spring)
# of study abroad participants (Summer)

ACA-328-103-P03: Improve cultural awareness and understanding among the University community of individuals who attend a cultural program.
Have at least 75% of attendees indicate on a post activity survey that their cultural awareness and appreciation
increased as a result of attending the activity or have at least 75% of attendees actively participate in the activity.

Extended Education:

On an annual basis, review the number of faculty and staff trained in the CMS to determine if there was an increase over the previous year.

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.

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
2. ACA-310-04
The University Honors Program (UHP) will increase the number of students participating in domestic student exchange or international study abroad programs
3. ACA-310-05
The University Honors Program (UHP) will improve recruitment of new students.
4. ACA-310-06
The University Honors Program (UHP) will sustain effective program retention rates.

Office of Institutional Effectivesness and Reesearch (OIER):

PRS 801 PO5 would like to Design, Implement, Evaluate, and Improve University-wide faculty/ Staff Development Opportunities.
Two (2) Criteria for success were established for PO5:

Write at lease two(2) grant proposals to fund faculty and/or staff professional development projects.
Receive at least one (1) funded grant to implement at least two (2) multi-year Faculty Development Projects

Title III Administration:

ACA-802-HBCU-#1-PO1 states that the Title III Program Administration Office will strengthen the university's infrastructural support by increasing the level of effectiveness in administering the HBCU grant, improving the academic teaching and learning environment via the upgrade of instructional facilities and equipment and supporting endowment building capacity annually.
FOUR (4) Criteria for Success were established for this Performance Outcome:
90% of Title III funded activities will submit Quarterly Project Status Reports and Annual Performance Reports (APRs) on or before the respective due date.Title III Office will submit required reports as evidence of federal compliance. A Title III Activity Directors' Meeting will be held again during the 2014 Fall semester. The orientation not only includes sessions on Title III policies and procedures but also sessions on meeting grant objectives, Time and Efforts, responsibilities of award recipients and Title III funded personnel, etc. Instructional facilities will be enhanced via construction, renovation, and the installation of contemporary teaching and research equipment for student learning and development.

Libraries and Media Centers:

ACA-311 SLO1

The goal of our library orientation/information literacy instruction was to increase students' learning outcomes by at least 5% which would be revealed by the pre- and posttests results.

ACA-311 PO2

The library's goal was to have a 75% satisfaction rate in user access attitudes to electronic resources and at least 375,000 access hits on our electronic resources (databases) at off-campus sites annually. Satisfaction rates were measured by the Library User Satisfaction Survey and the level of access was measured by the Web Access Management (WAM) tool.

ACA-311-PO4

The library expected 75% of student to rate assistance they received as excellent and good. Satisfactions were measured by the Library User Satisfaction Survey distributed in Fall/Spring 2013-14.

Research and Sponsored Programs:

Scholarly mission outcome met 100% of the goal by mentoring undergraduate and graduate students.

Center for Service Learning and Civic Engagement:

1. At least 600 students, faculty, and staff will participate in volunteer service programs resulting in at least 2,000 hours of service in and with the community.
2. Students will demonstrate an understanding of service-learning and the value of civic engagement. Service to Leadership Freshman Orientation students will achieve a score of 75% or above on the final assessment for the course

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):

Outcome #1:
Measures of success is determined from the statisical anlysis of the given data. The 2014 enrollment data will not be available until December. However, TLSAMP is on target with the goal to increase enrollment by 3%. The Fall 2013 enrollment was 1354 which indicates a 20% increase in enrollment from the baseline year of 2008 and an increase of 6% from Fall 2012 to Fall 2013. (See attachment "Enrollment TSU 2013")

Outcome #2:
Measures of success is determined from the statisical anlysis of the given data. The 2014 degree data will not be available until September. Data for awarded degrees are based upon the Summer, Fall and Spring semesters. In the Spring 2013, 107 degrees were awarded which indicates a 12% decrease in degree productivity with respect to the baseline year of 2008 and a decrease of 11% from Spring 2012 to Spring 2013 (See attached "Degree TSU 2013").

WRITE Program:

ACA_400_SLO_1
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. Percentages for 2013-2014 are better than for the pre-WRITE period but have not shown steady growth.

ACA_400_PO6
Spring 2014 saw 645 students of 762 (85%) successfully completed ENGL 1020 (earning a grade of C or better) for spring 2014. This was a substantial improvement over 120 of 756 (16%) for spring 2013.

Institutional Planning and Assessment (IPA):

1) The percentage of students completing course evaluations increased in the fall but remained steady in the spring semester at over 54% each semester
2) Of the three workshops provided in the 2013-14 year, the majority of the respondents of the workshops' evaluation indicated satisfactory understanding of workshop goals.
3) The Dean and Chair evaluations each exceeded the 65% response rate goal.

School of Graduate Studies & Research:

We have identified our performance objectives and they are consistent with the performance goals set by the university. We measure our effectiveness through the exit surveys that we administer to our students and we are guided by the results of that assessment. Secondly, we have regular staff meetings where we meet to discuss processes and performance issues and develop strategies for effectively accomplishing our goals and objectives.

Office of Diversity and International Affairs (ODIA):

Direct Measure(s): Attendance data will be obtained on each activity.
Indirect Measure(s): Participant Surveys, and/or Preand post-surveys of student participants' understanding of learning outcomes presented at each training/developmental session.

Met #1 Operation Outreach goal of ensuring 60% of students gain a global perspective and have experiences that enhance global awareness through participation in a curricular and/or co-curricular global experience abroad or domestically.

Over the reporting period, ODIA executed 20 cultural learning & diversity opportunities for over 5260 student participants. This represents 60% of the 8775 TSU student population with exposure to global perspectives. The returned surveys (post-event) from ODIA programming revealed that 91% of the students rated awareness, understanding of interdependency, and consequences of international events & issues improvements from "some" to "very much".

Cultural programming created a support environment that was a catalyst for Word of Mouth (WOM) referrals that produced a 156% increase in new IM student enrollment from Spring 2013 (171) to Spring 2014 (438). International student's higher GPA and progression rates disproportionately contribute to the university improvement in GPA and progression rates.

Data snapshot – May 2014
Realized a 94% increase in students studying abroad from AY 2012 to AY2013
Realized a 83% increase in faculty participation in study abroad from AY 2013 to AY 2014
Graduation rate of International students over the last three years (AY 2011-2013) has averaged 90%
GPA of International Students over the last three years (AY 2011-2013) averaged 3.0
Total International students (F-1 Visa) increased 56% from 171 to 438 students.
New students (Spring 2013 to Spring 2014) increased 72.5% from 91 to 157 students.
New undergraduate students (Spring 2013 to Spring 2014) increased 109% from 53 to 111 students.

Established 2 new student organizations, The African Student Association (ASA) and The Saudi Student Club (SSC), at TSU. The TSU Student Government Association recognized SSC as "Best New Student Organization" for 2013-2014.

Successfully petitioned for H1-B visas for nine (9) faculty members during the evaluation period.

Extended Education:

Year 5 Results = 368 additional faculty and staff trained.

During this reporting cycle, there was a significant version upgrade to the University's Course Management System, eLearn (D2L), resulting in the need to provide training on the new features of the system The unit developed two online training courses (eLearn V10.3 Basic and eLearn V10.3 Advanced) in which faculty / staff could complete the course at times convenient to them. The unit also offered face-to-face eLearn help sessions throughout the reporting cycle.

The participants responded to a series of statements using a likert scale of 1 (Strongly Disagree) to 5 (Strongly Agree). Sample statements include:

**I learned a great deal in this workshop.

**I will apply what I learned to my work at TSU.
**The material covered was presented clearly.

The mean score for the responses was between 3.92 to 4.33

Several faculty reported that the Basic training took too long to complete.

University Honors Program (UHP):

1. ACA-310-03
Out of 379 enrolled students, 39 gave scholarly presentations and 12 were selected for summer research programs. Additionally, 52 graduating seniors successfully completed senior research projects.
The analysis showed an increase in scholarly presentations due to the intentional emphasis placed on Honors courses requirements for undergraduate scholarly research and the resinstatement of the HONR 4102 (Honors Senior Thesis) course.

2. ACA-310-04.
During this academic year, 19 Honors students were scheduled to participate in either a National Student Exchange program, or a study abroad experience. The analysis showed a 17% increase, from 12 students in AY 2012-13 to 19 students in AY 2103-14, due to collaborations with the Office of International Student Services and other University departments, and communicated efforts to promote domestic and study abroad programs.

3. ACA-310-05 Based on the assessment results for 2013-2014 AY, the number of students who applied for membership in the University Honors Program totaled 196; of which, 157 (80.1%) were accepted and 39 (19.9%) were denied admission to the program.
Methods used for promotional purposes included The Hobson Report, Destination TSU, Honors Convocation, and various recruitment meetings and College Fairs. The results showed that we are increasing in the number of students desiring to be apart of the prestigiuos Honors Program at Tennessee State University.

4. ACA-310-06 For the academic year 2013-2014, the total number of student members enrolled in the University Honors Program at the end of spring semester was 379. This percentage rate yielded a 99% increase from the previous 2011-2012 AY, which was used as the baseline measurement for this aspect of the plan. Additionally, this was a 38% increase from the previous 2012-2013 AY. For the academic year (AY) 2013-2014, the total number of student members enrolled in the University Honors Program ending the year in Good Standing was 265. Since this is the first year the Honors attribute has been added to Banner, it is now possible for us to begin to track retention, and AY 2013-14 data will serve as baseline for this particular performance outcome.

Office of Institutional Effectiveness and Research:

 PO5 was assessed by Faculty Cultural Roadmap success, utilizing faculty engagement to enhance the overall effectiveness of the university.
Criteria 2. The 2012-2013 Faculty Cultural Roadmap project was comprised of 16 diverse faculty members from an as equally diverse number of disciplines, and academic ranks. The participants were divided into three (3) groups designed to improve the pedagogy of cultural awareness related to one or more of the identified content areas:
1. Communication Barriers
2. Examination and Construction

3. Mentoring and Advising

Monthly meetings were conducted to discuss ideas, address concerns, and insure proper implementation of the operational competency strategies. Group 1 assessed teaching styles, and reported that articulation and poise were highly correlated to the student's perception of the instructor's knowledge to take a class. Group 2 noticed a spike in instructors exhibiting cultural empathy from 14% to 98% after Mentoring and Advising initiatives had been set in place. Group 3 reported a high 99% of students say they experienced inclusion of culturally diverse scenarios in class and exclusion of culturally bias test questions.

Title III Administration:

The Title III Office utilized direct methods of assessment. The direct measure of this performance outcome included the quantitative evidence of progress via the submission of quarterly Project Status Reports and Annual Performance Reports; the reports submitted to the U.S. Department of Education before the respective due date; the amount of university funds available to match Title III Endowment allocation; satisfaction rating on Activity Directors; Meeting; and the number of classrooms being enhanced via renovation and installation of contemporary teaching and research equipment for student learning.

Criteria #1:

Results indicated that 90% of the Title III Activity Directors submitted their Annual Performance Reports and quarterly Project Status Reports on or before the due date.

Criteria #2:

The Title III Office has submitted three (3) Annual Performance Reports (HBCU, HBGI, and SAFRA Programs), one (1) Annual Phase I Report (HBCU Program), and one (1) Interim Performance Report (HBCU Program) to the U.S. Department of Education as evidence of compliance.

Criteria #3:

During FY 2013-2014, Title III contributed $725,780 to the University Endowment Fund as per legislative requirement. As of June 30, 2013, Tennessee State University Foundation received funds totaling $415,755.84 from private funding.

Criteria #4: 87% of Title III personnel in attendance selected Satisfied or Very Satisified to their overall learning at the 2013 Activity Directors' Meeting.

Criteria #5:

In collaboration with Title III HBCU Activity #3 (Academic Collaborative: Enhancing Undergraduate Education through Innovative Technologies), TSU Facilities Management is currently upgrading classrooms across campus with smart boards and other technological equipment to support collaborative teaching strategies in the Colleges of Liberal Arts, Business, Education, Engineering, and School of Nursing.

Libraries and Media Center:

ACA-311 SLO1

Nine (9) English classes were administered a 16-item pre- and posttest to determine learning/knowledge outcomes of library resources and services which included two-hundred ten (210) students. Scores were successfully paired and analyzed and the results revealed that student learning/knowledge outcomes increase by +8.4 % which exceeded the expected 5% predicted.

ACA-311 PO2

 The library assessed user satisfaction levels of undergraduate and graduate students using two (2) methods. These assessment measures included the Library User Satisfaction Survey and the Web Access Management (WAM) online data collection tool for FY 2013-14, respectively. The User Satisfaction Survey

in 2013-14 recorded satisfaction levels of students accessing research databases, at on- and off-campus sites for the following groups: 182 Freshmen, 98 Sophomores, 56 Juniors, 35 Seniors, and 62 Graduate students for a total of 433 students. Results showed that an average of 81% of respondents rated the Access to Electronic Resources as Excellent. Individual groups were then analyzed to show that 89% of Freshmen (Excellent); 82% of Sophomores (Excellent); 81% of Juniors (Excellent); 85% of Seniors (Excellent); and 79% of Graduate students (Excellent). The Web Access Management statistical tool was used to measure the use of research databases of all groups for on- and off-campus utilization. WAM is used also as a decision-making tool to determine the continuation/cancellation of a database. Off-site hits on our electronic resources totaled 1,410,127; on-site hits totaled 1,961,731; all hits totaled 3,371,858.

ACA-311 PO4

The Library User Satisfaction Survey measures the quality of library assistance to patrons at on- and off-campus locations and RODP students. The survey was offered in print and online during the Fall 2013 and Spring 2014 semesters. Survey results showed that 80% of respondents rated the quality of library assistance as Excellent. Ratings among the different student classification revealed that 90 percent of Freshmen, 82.8 percent of Sophomores, 75 percent of Juniors, and 95 percent of Seniors rated library assistance as Excellent. Eight-nine (89%) percent of graduate students rated library assistance as Very Good or Excellent. Overall, 86.3 percent of all student classifications indicated that library assistance was very important. The library exceeded its goal of 75%.

Research and Sponsored Programs:

The unit analyzed outcomes and budgets for each funded project for student participation data, and staff met with students on a regular basis to assess, evaluate, and encourage their progress.

Center for Service Learning and Student Engagement:

1. We exceeded the number of this Performance Outcome in the Fall 2013 Community Service Day alone. with 711 Freshmen participating plus an additional 100 upperclassmen, faculty, staff, and administrators with a total number of hours of 3,244 on that one day alone. Data on the number of hours by student is collected in two ways: 1) through the Hands on Nashville website, 2) through oversight by faculty teaching service and service learning courses, and 3) combined reports in the Center for Service Learning. We have had increased communication with Student Activities and many organizations are reporting their hours to us. It is estimated that 1954 students participated in service-learning coursework, and hundreds of other students are volunteering via student organization activities and Service Days. For the AY2013-14, it is further estimated that students spent 17,586 hours of service. The number is estimated by the same average as last AY, in that more student activity is being shared by student organizations and media reports.

2. Students in UNIV1000 (Freshman Orientation Service to Leadership) scored 86% in the final assessment for the student learning outcome Service Learning and Leadership, an increase of 9% over Fall 2012 and 13% over Spring 2013. Further, 81% of student respondents stated the Freshman Orientation course helped them learn the value of service-learning and civic engagement. Seventy-two percent (72%) stated the service-learning helped them have a clear understanding of the course topic, and 74% stated they could see how the subject matter applied to everyday life because of the service learning experience. Additionally, 61% of students stated the main technique that helped them learn was service-learning

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:

Outcome #1:
Fall 2014: TLSAMP will continue its efforts to increase undergraduate STEM enrollment.

Outcome #2:
2012-2013, we decreased by 12%, which is below the expected outcome. The following activities and/or actions will be implemented, based on analysis of the successful activities for the previous year. We have improved our peer mentoring program and given direct guidelines as to what is to be accomplished during each mentoring session. We continue to encourage faculty mentoring through research. We continue to offer seminars that encourage students to persist and provide resourceful information.

WRITE Program:

ACA_400_SLO_1
After a dramatic dip that resulted from issues with enforcing prerequisite filters for HIST 2010, 2020, and 2030, the focus needs to return to work in the classroom now that those filters are in place and working.

ACA_400_PO6
Extensive training options provided along with actively collaborating with Distance Education, the Chair of the General Education Committee (who is also the Dean of the College of Liberal Arts), and the Coordinator of Freshman Composition allowed a team approach to working with ENGL 1020 faculty to ensure success.

Inistitutional Planning and Assessment (IPA):

1) For the response rate for student evaluations of instruction did not increase in the Spring 2014 semester. This is the first semester the rates did not increase. This rate also coinsided with the changes in the Office. In future semesters, we will work on gathering faculty and administrative buy-in as well as look for ways to incrase response rates.
2) We use all workshop data to improve the quality and delivery of the workshops. These improvement include logistical measures such as time, place, session offering, and size and also include content items.
3) In Spring 2014, we met the goal of 65%. For the 2015 year, we will increase the goal to 75% and 70% response rates on the Chair and Deans surveys respectively

School of Graduate Studies & Research:

The Graduate School administers exits surveys to graduate students each semester. The survey gauges graduate students' level of satisfaction with their educational experience at the University. Overall, in academic year (AY) 2012-2013 the survey results indicate a positive educational experience. In some areas the 85% satisfaction rate has been achieved and in other areas improvement is still needed.

Office of Diversity and International Affairs (ODIA):

ODIA should collaborate with academic sub-units (departments), the Honors Program, Women's & Men's Programs, A&D Scholars, Athletics, Post-Traditional, Service To Leadership, and CDC on the selection and execution Fall 2013-Spring 2014 programming.

Improve faculty training to increase study abroad participation for faculty and staff.

Develop and execute more phases (IV-VII) of the vanguard cultural exchange program-TSU Without Borders and CI2 – Music Without Borders.

Plan for future annual passport fairs for TSU and local Music City NAFSA partners

Manage MOUs to drive strategic recruiting.

Extended Education:

Outcome Accomplished - The Unit was able to meet the measures for this outcome by providing the training in an online format; this allowed faculty / staff to access the training at times convenient for them and to move through the materials at their own pace.

University Honors Program (UHP):

1 ACA-310-03. The UHP was able to successfully establish a baseline of the number of Honors students engaging in and presenting scholarly research as 39 students in AY 2013-2014. The criterion was to increase the percentage of students engaging in and presenting scholarly research by 50% over a five year period (ten percent each year for five years). We met the goal in 2013-2014 by increasing thenumber of students who presented or engaged and therefore exceeding the 10% or 37 baseline measurement. We will discuss in the next staff meeting whether to maintain or increase this number.

2. ACA-310-04. Compared to the baseline data of 2012-2013 AY, the data for 2013-2014 reveal an increase of 16.67% in the number of students participating in an international study abroad experience or national student exchange program from the previous year. Since our goal was achieved, we are utilizing the same promotional efforts and collaborations to increase the number of students offered these opportunities.

3. ACA-310-05. Compared to the baseline data of 2012-2013 AY, where only 111 applications were received, AY 2013-2014 reported an significant increase of 85 (76.58%) applications received, thus increasing the number of new students enrolled. After reviewing the data, it was determined that the new process for improving recruitment of new students seemed to be working and should be continued. For future tracking, the Honors application form will include a question related to how the student heard about the University's Honors program. This should help us determine where best to concentrate future efforts.

 4. ACA-310-06. According to Institutional Research (IR), retention rates are assessed from fall to fall data rather than fall to spring. Due to the fact that the attribute was added this year in Banner, and this is the first opportunity to correctly assess student retention, we are establishing our baseline for retention using Fall 2013-Fall 2014 data. Graduation rates are assessed every 6 years and therefore, we were only able to report head count for the past four years. Due to the significant increases in enrollment and graduation head count, the Honors program will set a goal to maintain current trends in enrollment, while increasing

the percentage goal for graduation

Office of Instituional Effectiveness and Research:

Using the initiatives and research from the two cohorts of Faculty Cultural Roadmap participants, we will continue develop a program expounding on the previously used content areas (1) Language Barriers, (2) Examination Construction, and/or (3) Mentoring and Advising by increasing student participants for a larger sample size. The overall goal of the Faculty Cultural Roadmap project is to sustain, maintain, and retain faculty who value diversity. This goal will be met through continuous research and evaluation.

Title III: Administration:

Upon observation of the results, the Title III Office will contact the Activity Directors who did not submit their reports and identify the reason(s) or issues. The Title III Office will provide specific assistance to individual Activity Director if needed. A Title III Activity Directors' Meeting will be held again during the 2014 Fall semester. The orientation will include additional sessions on Title III policies and procedures as well as sessions on meeting grant objectives, Time and Efforts, responsibilities of award recipients and Title III funded personnel, etc.
The Title III Office will continue its support to Facilities Management to upgrade classrooms across campus with smart boards and other technological equipment to support collaborative teaching strategies in the Colleges of Liberal Arts, Business, Education, Engineering, and School of Nursing.

Libraries and Media Centers:

Although the goal of improving student learning outcome scores by 5%, we realized that students had posted higher scores than expected - 8.4%. Our information specialist will continue to seek ways to improve students ability to become independent researchers and lifelong learners. Also, our information specialist will continue to employ ways to make our users technologicall savvy

Research and Spomsored Programs:

Assessment of data collected is used to track numbers of student internships, assistantships, and publications. The Mentorship Initiative can be tailored or personalized based on student's needs. Based on these outcomes, we can make adjustments can be made as needed for further improvement.

Center for Serivce LEarning and Civic Engagment:

1. Last summer, we worked with The Office of First Year Students to provide information on the service requirement for UNIV1000. The actual information for signing up for the Service Day was not provided until the week of Freshmen move-in. This year, we have developed a flyer which each freshman will be given when on campus during summer registration and orientation which will hopefully increase the participation in Fall Service Day.

2. Due to the significant improvement of student scores over the AY 2012-2013 in UNIV1000 (Freshman Orientation Service to Leadership) for both Fall 2013 and Spring 2014 semesters, our plan is to continue expaning our current plan. To increase interest in TSU history, together with the Office of Extended Education, we are attempting a project to capture oral histories from several of our university's important figures which are to be posted on eLearn.

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6.   Assessment Summary

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

> The division of Academic Affairs will continue efforts in strengthening itself by aligning activities and mission wih the Universitty's strategic plan. The division will also continue to collaborate with other divisions and departments to ensure the above goals are being met while continually striving for 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).

> To improve/strengthen the assessment process it is the recommendation of the Academic Affairs division to increase regular assessment and deparment specific training. Recognize and reward staff and faculty for their efforts towards completion of the annual assessment report. Establish more attributes within the Banner system to fit department objectives. Lastly, to increase collaboration between the deaprtments within the division to enusre cohesion towards meeting the goals set out in the University's strategic plan.

Tennessee State University
Annual Assessment Report 2014

1. Name of Unit: Business and Finance

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	0	1	0	0%
B. Research	0	0	0	0	0%
C. Life-long Learning	4	2	2	0	50%
D. Service	13	10	3	0	77%

2B. KPI	# related outcomes	# Outcomes met	# Outcomes not met	# Outcomes not scheduled	% outcomes met
1. Access & Diversity	1	0	1	0	0%
2. Academic Quality and Student Success	2	1	1	0	50%
3. Business Friendly Practices	15	11	4	0	73%
4. Revenue Generation/ Research/ Resourcefulness	0	0	0	0	0%
5. Engagement	0	0	0	0	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.

Facilities Management BUS 2.60 Evaluate recycling and solid waste 25% reduction goal in accordance with the Tennessee Solid Waste Management Act of 1991. The criteria for success will be meeting the 25% reduction goal.

Human Resources BUS 1.7 The unit will develop alternate recruitment strategies, particularly faculty, to reflect students in the targeted disciplines. The intent will be to have at least a 30% change in faculty diversity.

Finance and Accounting BUS 3.1   Implement document imaging for Grants Accounting, Accounts Payable and General Accounting.   Reduce the number of paper files maintained in Grants Accounting, Accounts Payable and General Accounting.

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.

A variety of assessment measures were used throughout the division. These include the use of surveys, sign in sheets, databases and spreadsheets.

Facilities Management BUS 2.60 Tracking documents were used to compare how much waste was recycled versus what was sent to the landfill. The assessment showed we recycled tons of clothing, metals, computer equipment, paper and cardboard.

Human Resources   BUS 1.7   The number of sources for recruitment was increased, particularly in the recruitment of faculty. The goal was not met and it was decided that the Human Resources Office work with the Affirmative Action Office and the Office of Academic Affairs to utilize another recruitment source to attract a more diverse work force.

Finance and Accounting BUS 3.1   General Accounting scanned all journal vouchers for FY13 and FY14, eliminating the need for two lateral file cabinets. A comparison of the number of paper files and electronic files revealed fewer paper file than the previous year.

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 division has used assessment results to make improvements in a number of areas. Several of these changes come in the form of processing times. Since we are primarily a service unit, processing times are very important in delivering quality service.

Facilities Management has increased waste reduction based on the assessment from the previous year's analysis.

Human Resources is seeking to have the university fund a central budget managed by Human Resources. This will ensure that ample recruitment efforts are made to support the university's affirmative action goals.

Finance and Accounting began linking all new work stations to Banner and setting the employees up to be able to scan documents. This has expanded the capacity of the department to scan more documents.

6. Assessment Summary

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

The units within the Division of Business and Finance are primarily service units. The performance outcomes for much of the division are based on how quickly or efficiently the services are delivered. Some of the performance outcomes or the criteria for success may need to be modified so that the data from the assessment is more meaningful and reliable, which will in turn allow the units to make better plans for 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).

Although the performance outcomes may be very desirable for the division as a whole, the criteria for success are not well documented in a number of instances. Also, it appears that the division could benefit from a refresher course on the timing of when steps four, five and six of the assessment process should be completed. Additionally, many of the outcomes and the criteria for success could be a little better defined.

Tennessee State University
Annual Assessment Report 2014

1. Name of Unit: Enrollment Mangement and Student Success

2. Summary of Mission and KPI Outcomes

2A. Mission	# related outcomes	# Outcomes met	# Outcomes not met	# Outcomes not scheduled	% outcomes met
A. Scholarly Inquiry	7	6	1		86%
B. Research	0				
C. Life-long Learning	5	4	1		80%
D. Service	25	14	11		56%

2B. KPI	# related outcomes	# Outcomes met	# Outcomes not met	# Outcomes not scheduled	% outcomes met
1. Access & Diversity	8	2	6		25%
2. Academic Quality and Student Success	15	11	4		73%
3. Business Friendly Practices	13	10	3		77%
4. Revenue Generation/ Research/ Resourcefulness	7	6	1		86%
5. Engagement	2	0	2		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.

ACA-316-P0-04: The Testing Center will monitor and increase test taker satisfaction with services in Holland Hall through the collection of at least 25% of test takers; 85% of the ratings will be "satisfied" or "very satisfied."

ACA-325-300-P01:[The Advisement Center] will implement and monitor a pilot for the campus-wide use of Tiger Alert system to establish a baseline referral and usage rate among users and participants in the program with at least 5% of the targeted faculty utilizing the early alert system and at least 5% of the monitored and referred students responding to the early alert referral.

ACA-300-105-P01: After tutoring, students who participate in TSU in Review (now called Tiger Tutoring) will demonstrate improved understanding of their course subject matter by earning a grade of C or better in the course in which they received tutoring.

ACA-300-100-SLO4: At least 50% of the students enrolled in and attending Learning Support workshops for writing will perceive that they can use specific skills taught in the workshops to accomplish their college writing assignments.

BUS-106-008: The Office of Financial Aid will operate as a paperless environment with regard to file processing starting with the baseline of 75% of all documents received in the Financial Aid Office for the purpose of verifying student files to determine eligibility for financial aid before the files are reviewed by the staff.

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-316-PO-04: For the Testing Center, a survey of users revealed that the expected outcome for this performance outcome was exceeded in terms of numbers of survey results returned and the numbers of users indicating satisfaction with services in the Holland Hall testing center.

ACA-325-300-PO1: Using information from Banner, the Advisement Center used the ARGOS system to track the reporting of targeted faculty for UNIV1000 identifying students for academic alerts. The results show an increase (42% vs 36%) in the number of faculty reporting for the targeted group of students; this was the goal with the implementation of the Tiger Alert system.

ACA-300-105-PO1: A grade distribution chart showing data from the 2013-2014 academic year indicates that the program[TSU in Review/Tiger Tutoring] is meeting the outcome in terms of students making the cutoff for grades in courses for which they receive tutoring. An indirect measure--a student survey-further demontrated that students who received tutoring felt better prepared for those classes in which they received tutoring.

ACA-300-100-SLO4: Using a student a survey administered at the end of the semester for ENGL 1011-The Learning Support for Freshman English, the unit determined that a majority of the students who enrolled in the workshop and remained for the semester perceived that they would be able to use the skills taught and reviewed in the workshop in their writing assignments. When students were asked to provide comments, they were very specific about the skills they believed they could use as a result of their involvement in the workshop. This continues the view of students from the first full year of implementation (2013)

BUS-106-008: The Financial Aid Office is meeting its goal of transitioning its processes to a paperless environment; now 80% of the processes are paperless. Therefore, the office is making progress toward its goal of operating in a totally paperless environment.

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>

ACA-316-PO-04: For the last assessment period, the Testing Center indicated that it would continue to gather survey data as well as monitor and continue to increase or maintain the level of satisfaction with the services in Holland Hall. Clearly the data gathering has continued via the distribution of the survey to gather feedback from users. The current results indicate that the Testing Center met its criteria in terms of its original criteria. However, there was a decrease in the percentage of users indicating satisfaction in comparison with the last assessment period.
ACA-325-300-PO1: For the Advisement Center, the specificity of the data for this assessment period indicates data from the past period were used to make several improvements, including Tiger Alert Workshops and more targeted reporting periods for faculty to report.
ACA-300-105-PO1: While Tiger Tutoring met its goal in terms of the numbers of students earning the grades of C in the courses in which they received tutoring, the area realizes that improvements can be made. It intends to use the current data to make several improvements designed to result in more students utilizing tutoring services including creating an improved marketing campaign, creating partnerships with academic areas, developing a comprehensive training manual, and developing modules to improve delivery of instruction
ACA-300-100-SLO4: Even though the program continues to meet its criteria in terms of the number of students who perceive that they can use the skills they gain in ENGL 1011 to accomplish their assignments in their classes, the program will increase the criteria for this outcome for the next assessment period from 50% to at 60% and measure the results to see if there is a gain in the numbers of students who perceive that they will be able to use the skills taught or reviewed in this learning support component.
BUS-106-008: In order to make progress in its goal to become paperless, the Financial Aid Office expanded its reports to enable it to identify files that were ready to review. To continue toward its goal of becoming totally paperless, the Financial Aid Office plans to begin scanning old, archived paper files.

6. Assessment Summary

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

For this assessment period, several areas that were not in a position to report outcomes in the prior period due to programmatic and structural changes were able to report results for assessment of outcomes for 2013-2014. This is a positive feature for the Division of Enrollment Management. However, the results of outcomes in three areas need to be analyzed to determine if changes are needed in what is being assessed and/or how outcomes are being assessed: service, access and diversity, and engagement in preparation for the next assessment cycle to see if criteria, methods or outcomes need to be adjusted. Last, the schedule for the availability of data in terms of yield for some performance outcomes and the deadline for the assessment report remain a challenge for some areas.

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 the University moves into the next assessment cycle, some of the observations about the improvement of assessment across the board apply to the Division of Enrollment Management as well. For instance, there are areas where the number of outcomes need to be more limited and strategic in terms of what can be effectively assessed. Further, changes in the role of areas and coordinators can have an impact on outcomes as originally identified. Therefore, the area needs some way of looking at how these changes can affect the assessment process and have some procedure in place for addressing these changes in relation to what is being assessed. Continued training in terms of the assessment process and the formulation of outcomes is a necessity for the area and for the University as a whole.

Tennessee State University
Annual Assessment Report 2014

1. Name of Unit: Institutional Advancement and 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	0	1	0	0%
B. Research	0	0	0	0	
C. Life-long Learning	0	0	0	0	
D. Service	13	13	0	0	100%

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

Tennessee State University
Annual Assessment Report

1. Name of Unit: Athletics (2013-2014)

2. Summary of Mission and KPI Outcomes

2A. Mission	# related outcomes	# Outcomes Met	# Outcomes not met	% outcomes met
A. Scholarly Inquiry	4	2	3	50%
B. Research	1	1	0	100%
C. Life-long Learning	3	3	1	100%
D. Service	8	7	1	88%

2B. KPI	# related outcomes	# Outcomes Met	# Outcomes not met	% outcomes met
1. Access & Diversity	2	2	1	100%
2. Academic Quality and Student Success	11	8	3	73%
3. Business Friendly Practices	5	4	1	80%
4. Revenue Generation/ Research/ Resourcefulness	3	1	2	33%
5. Engagement	6	5	2	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 2.1: Improve the Collection of Recruitment Forms

ADO 3.2: Increase Use of Development Resources

ADO 4.1: Increase Athletic Media for Student-Athletes

The above performance outcomes demonstrate a commitment to supporting the goals and vision of the institution, as well as student-athletes. Each of these performance outcomes resulted in improvement this academic year.

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.

> Performance measures in all three goals were direct assessments; each goal showed some type of improvement in serving and developing student-athletes.
>
> Direct assessments in all of the three selected outcomes showed that Athletics is providing opportunities for student-athletes to showcase their athletic skill, leadership development and academic performance in the classroom. All of these elements connect to success with continued eligibility, retention and graduation.

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.

> ADO 2.1: By utilizing newly installed software through NCAA Frontquest, all required NCAA recruitment coaching forms have been completed in an efficient and timely manner.
>
> ADO 3.2: Results from leadership and development are outstanding and align with the standards of the institution. In addition, a large number of student-athletes have participated in leadership programs and fourteen (14) student-athletes went on a Study Abroad trip to Germany this academic year.
>
> ADO 4.1. Social media presence showcasing TSU student-athlete experiences in popular articles, videos, www.tsutigers.com site, Facebook,, etc. have been plentiful and beneficial to prospective students, alumni members and fans this academic year.

6. Assessment Summary

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

> The Athletics Department continues to use assessment to promote and enhance the student-athlete experience at the institution. Student-athletes had an opportunity to be apart of the 2014 MayMester Study Abroad trip to Germany, which allowed fourteen (14) student-athletes a chance to explore a different culture and to be featured on the University website. We have seen academic honors increased, eligibility improved and graduation rates increased through assessment and support of the NCAA AASP grant. Moreover,
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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).

Based on results, I would recommend the following for consideration: (1) continue exploring methods to simplify assessment reports into one computerized master report; (2) continue talking about assessment with University senior leadership and express the importance of University Assessment at every level; (3) continue seeking ways to offer incentives and/or stipends to coordinators, and (4) create a platform to celebrate and recognize units that meet 80% or more of their goals/outcomes each academic year,

Tennessee State University
Annual Assessment Report 2014

1. Name of Unit:Division of 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	4	4	0	0	100%
B. Research	0	0	0	0	
C. Life-long Learning	16	12	4	0	75%
D. Service	8	4	4	0	50%

2B. KPI	# related outcomes	# Outcomes met	# Outcomes not met	# Outcomes not scheduled	% outcomes met
1. Access & Diversity	4	2	2	0	50%
2. Academic Quality and Student Success	15	13	2	0	87%
3. Business Friendly Practices	6	3	3	0	50%
4. Revenue Generation/ Research/ Resourcefulness	0	0	0	0	
5. Engagement	10	8	2	0	80%

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.

Student Conduct- Residents will have a decrease in student conduct as a result of participating in the Freshman Conduct and Mediation training. 556 Residential students that participated in the Conduct and Mediation training during Residential Hall meetings and 1000 Freshman that participated in the Orientation classes to inform them about the service for the Office of Student Conduct and Mediation Services had a lower number of conduct incidents and referrals in the Office of Student Conduct.

During the 2012-2013 year, there was a 33% case decrease, 556 residential students that participated in the Conduct and Mediation Training during Residential Hall meetings and 1000 of the freshman that participated in the orientation classes had a lower number of conduct incidents and referrals in the OFfice of Student Conduct.

Residence Life-Participation in hall activities and social and academic based functions will increase by 5% annually.

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

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.

Student Conduct- Comparative analysis is the method used with regard to the prior years data. There was a 33%decrease of cases by freshman.
Residence Life-Comparison of educational programs and events to the prior year. Less than 10% of the overall activities were academic/educationally based.
Office of Student Activities-tracking the number of nationally recoginezed programs. We increased the number of programs by nearly 50%.

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.

Student Conduct- Assists in determining which residence halls are considered high risk and require a heightened awareness to provide services and support. It also shows us that Freshman who participated in the workshops offered had lower numbers of disciplinary offenses.

Residence Life-Due to the increase in participation in services, we will replicate our efforts from this year and work toward maintaining an increase for next year. Programs and events will be promoted earlier and more frequently.

Office of Student Activities- The more we provided a diverse array of nationally recognized programs, the higher the student attendance. Students also responded to qualtrics evaluations on their appreciation in being exposed to new ideals and global concerns. As a result, we will work to have at least one educational nationally recognized program per month. Examples include Denim Day, Domestic Violence Awareness, Black History Month, Alcohol Awareness.

6.   Assessment Summary

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

Student Conduct was able to determine the frequency of conduct issues disaggregated by gender, classification and high school prior to attending TSU.

Residence Life learned to move toward an electronic process to obtain feedback as the hand written forms were illegible.

Student Activities learned the importance of exposing students to new concepts and global issues by way of capitalizing on already existing "student gatherings" such as Wednesday's at noon, outdoor, using DJ's, giving away t-shirts and offering food!

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 along with the University will need to look into cost effective opportunities to purchase software that interfaces collaboratively amongst various departments in collecting useful data as we move toward data driven decision making. OrgSync is an example of a highly effective software that collects student data such as GPA, attendance at events, and other demographic information needed in running reports.

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