



**Annual Assessment
and
Improvement Report
FY 2012-2013**

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2012-2013 Annual Assessment and Improvement Report

Executive Summary

Tennessee State University (TSU) has successfully implemented a university-wide assessment and improvement process that utilizes online tools and is assessable to every department, regardless of organizational status. The University uses a six-step, uniformed plan and the *Compliance Assist* online managing 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 assessment results, (4) the use of those results, (5) a plan for improvement, and (6) a documentation of the changes that occurred as a result of the assessment process. The focus is on overall quality improvement and adherence to the mission and strategic goals of the University.

As a result of the three previous years' assessment, several improvements have been made in the online management tool and in assessment training. Within the system, one can now access templates, instructional worksheets and manuals, and various reports useful for sharing with committees and stakeholders. This year, a "Program Review" component was added, allowing units to input their annual reports directly into *Compliance Assist*. As training was assessed, the Office of Institutional Planning and Assessment (IPA) and the University's Assessment and Improvement Council (UAIC) developed five instructional manuals and conducted 17 workshop sessions for additional training purposes. Two hundred seventy nine participants have attended the training and development sessions.

The divisions completed reports using a template developed by the UAIC. The Council received annual assessment reports from 27 units. The reports included a *Summary of Mission and KPI Outcomes* related to the mission and key performance indicators (KPI) of the *University's 2010-2015 Strategic Plan* and *The President's Vision Statements*. This summary consisted of numeric counts of related outcomes and their alignment to each segment of the University's mission and KPIs. Each division was required to complete short narratives of the assessment work carried out during the assessment cycle based on expected outcomes/criteria for success, methods and analysis, use of results, the summary of the assessment processes, and finally, recommendations for improvement. Divisions submitted examples of performance and/or student learning outcomes, along with a description of the assessment conducted, and how results were utilized for improvement in student learning or in the administrative and educational services that support student learning.

Divisions submitted a total of 1312 expected outcomes that were related to the mission and KPIs of the University. Of those 1312 outcomes, 972 (74%) were achieved according to the units' criteria for success, results, and analyses.

Consistent with our institutional effectiveness focus, outcomes are intentionally linked to each part of the University mission and all five KPIs of the University Strategic Plan. For the overall distribution, please see Figures 1 and 2 below.

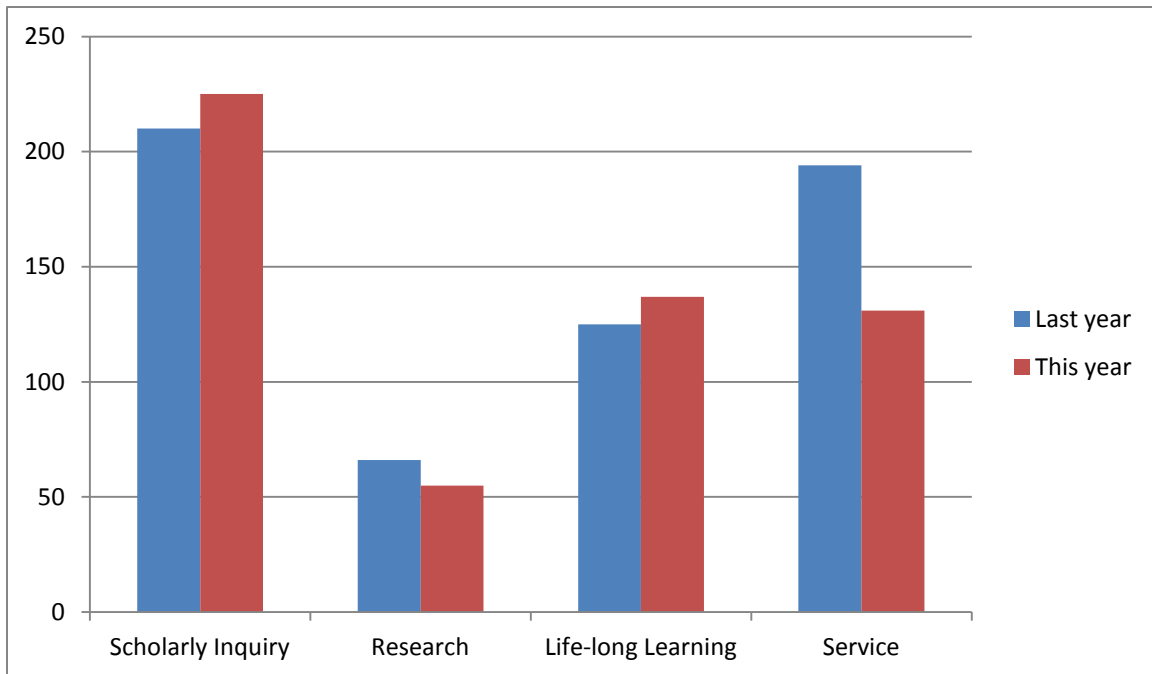


Figure 1: Outcomes Related to University's Mission

As one can see, there were two areas of increased outcomes related to the mission in the areas of scholarly inquiry and life-long learning, and two areas of decreased outcomes in research and service. There may be several explanations for this, but one can assume that as training and processes have improved, outcomes have been refined to reflect more accurately with the mission and KPIs, and units have cancelled outcomes that do not align or are difficult to measure, or added outcomes that better align to their purposes. Through the assessment processes, academic units report the ability to see strengths and weaknesses in learning programs, and are becoming better focused on student learning and student success, as one can see in the chart below an increase in KPI #2: Academic Learning and Student Success.

This year's percentages of outcomes met/not met were the exact same as the year before, although the actual numbers varied slightly. Last year, 990 out of 1347 total outcomes were met, while this year shows that 972 out of 1312 were met. This again, may support our assumption that units are refining the outcomes and processes to better align their units to the mission and KPIs, as they continue learning to specify criteria and conduct methods of evaluating their programs.

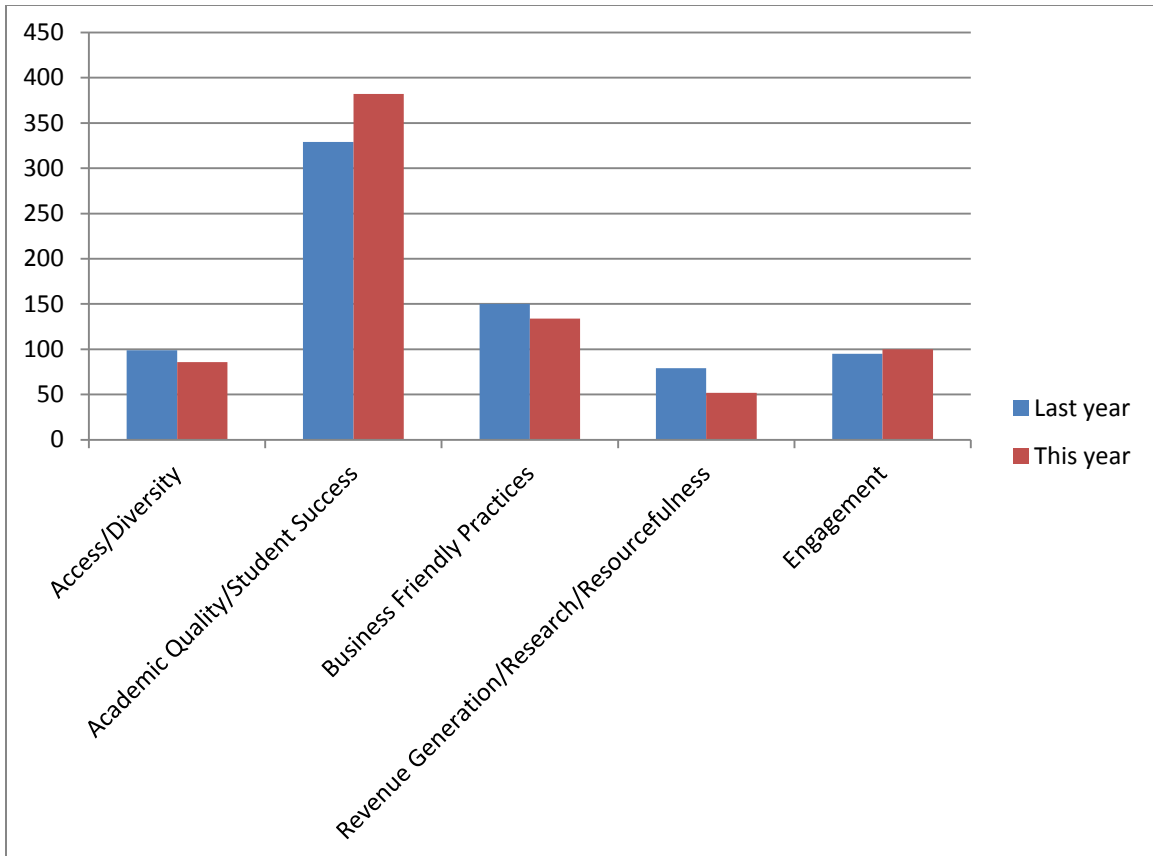


Figure 2: Outcomes related to the University's Key Performance Indicators (KPIs)

It is important to note here that the numbers to which we refer are the numbers from the submitted reports, and do not accurately reflect the entire set of outcomes listed by units and their divisions in *Compliance Assist*. The UAIC plans to address this issue for the 2013-2014 report. In the future, units will submit reports to their divisions and the divisions will summarize the assessment processes, then submit those reports to the Council. As a result, the Council will receive fewer reports, but each unit will be represented and the numbers should accurately reflect the database system.

The chart below breaks down the total number of outcomes per mission and KPI component, and shows whether met or not met. To see the reporting for specific units, see Section 2 of the individual unit's report located in the Appendix.

Component		Outcomes Met		Outcomes Not Met	
		#	%	#	%
Mission	Scholarly Inquiry	145	64	81	36
	Research	42	75	14	25
	Life-long Learning	97	75	33	25
	Service	109	78	30	22
	Total outcomes/Mission	393	71	158	29
KPIs	Access & Diversity	67	78	19	22
	Academic Quality & Student Success	285	74	103	27
	Business Friendly Practices	103	77	31	23
	Revenue Generation/Research/ Resourcefulness	44	83	9	17
	Engagement	80	80	20	20
	Total outcomes/KPI	579	76	182	24
	Cumulative Total/Mission and KPI	972	74	340	26

Table 1: Outcomes met and not met by component

Examples of Quality of Assessment and Use of Results

Academic Units

Twenty seven reports were submitted with narratives for the five remaining sections of the *Annual Assessment and Improvement Report*. In the first sections, 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 then asked to provide a 50-word summary of the assessment procedures and processes, and give recommendations for improvement.

The College of Agriculture, Human and Natural Sciences developed a student learning outcome (SLO-01) that stated graduating seniors would have in-depth knowledge and experience in the Sciences. This year, 67% of students taking the Area Concentration Achievement Test (ACAT) scored above the national average, compared to 50% in 2011-2012. However, even though there was an increase, the College will continue to develop new courses and curriculum to enhance student learning in their programs.

The College of Business reported eight student learning outcomes for their unit with the criteria of 70% of students meeting or exceeding the goals. Three examples are:

Goal #1: Students must be able to integrate theories, models, and practices from the various functional areas of business to analyze and solve business problems.

Goal #2: Students must be able to prepare and deliver a professional speech on a business topic.

Goal #3: Students must be able to effectively apply technology.

As you can see by the graph below, the unit exceeded the criteria and met the outcomes this year.

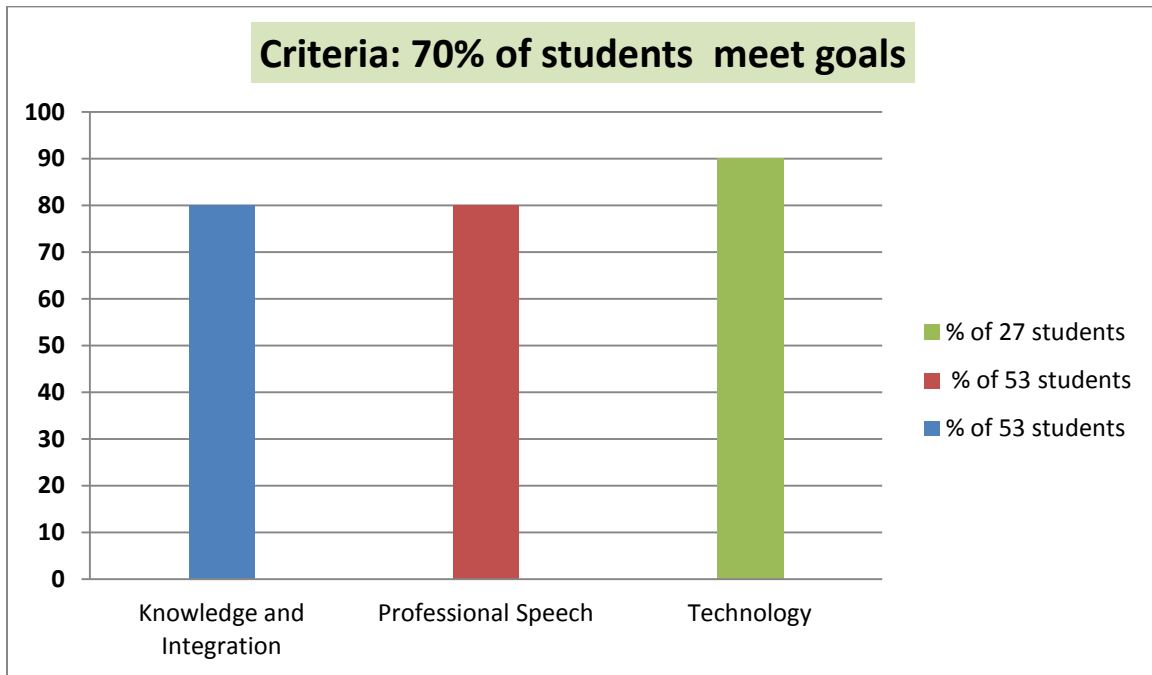


Figure 3: College of Business Outcome Data

PRAXIS scores and comprehensive exams were used to measure outcomes for students in the College of Education. The results of the Master of Education comprehensive exam showed that 92% of students passed for the academic year, but only 80% of first-time takers passed. The College is providing study guides and monitoring student learning in order to improve these results. Through assessment practices, the College is able to customize strategies that will benefit the program participants.

Students who complete the degree program in the College of Engineering will have demonstrated "a professional attitude and ethical character while obtaining a thorough understanding of the individual's role in society from both a national and global perspective." (ACA_305_100_SLO05) The College used assessment of capstone projects to evaluate the results. They continued by stating that grades in that course exceeded expectations for the year, though they provided no data supporting that claim, nor did they state what the expectations were. Admittedly, they concluded that additional work was necessary to specify the requirements of the Capstone projects, and to convey those requirements to students in a concise manner. Improvements in the outcome were credited to on-site project- and presentation-based learning conducted at the Nashville airports, airlines, and aircraft maintenance facilities, which interested the students and enhanced performance.

Both direct and indirect methods were used in the College of Health Sciences to assess their programs and outcomes. ACA 306-100_SLO1 for the Cardio-Respiratory Care Program states, "Demonstrate solid professional knowledge in Respiratory Care." The direct measurement was the administration of the *National Board for Respiratory Care Certified Respiratory Therapist Exam*. According to the unit report, those scores are not yet available. Additionally, no data was available on the *Graduate Survey*, the indirect means of measurement for that unit. However, there were positive results for the Health Information Management Program in that College, that stated "evaluation forms completed by clinical supervisors showed that over 90% of students received *above average to excellent* in the quality of work performed, resourcefulness, analytic ability, and interpersonal relationships."

The College of Liberal Arts assessed the satisfaction of students with course planning, communications, student-faculty interaction, and learning using the new online instrument for *Student Evaluation of Faculty Instruction Survey*. The desired outcome indicates "an average rating of 4 ("agree" on the Likert Scale) in 85% of the College's courses with reference to selected items as the criterion for success." Subsequently, the results exceeded expectations with 87% or higher in all areas. The Department of Languages, Literature, and Philosophy used the nationally normed *ETS Major Field Test in English* to assess general, major knowledge. The results of this year's test revealed a decline (average of three points) in scores from 2012 to 2013. The department subsequently revised its curriculum and indicates that it plans to identify a new assessment instrument that more closely aligns to the improved program.

A goal of the College of Public Service and Urban Affairs (CPSUA) focused on recruitment and marketing. The unit proposed that each program have a marketing strategy and implement it with College support, as needed. Additionally, a new series of CPSUA bulletins would be distributed (via e-mail to active students) to publicize opportunities and advising announcements. Also, *The Public Servant*, a decade-old newsletter, will be revised and reformatted to reflect the College's branding. See graph below for additional outcome results.

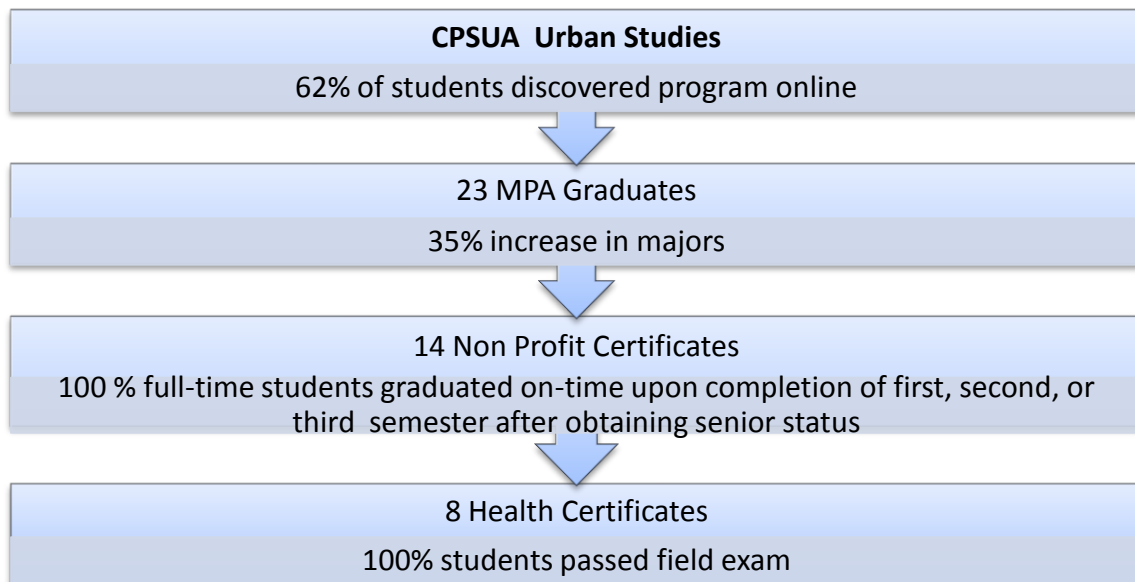


Figure 4: Outcomes from the College of Public Service and Urban Affairs/Urban Studies

Administrative and Support Units

The division of Academic Affairs continued to promote the improvement of student performance and teaching quality. The division made significant progress in the assessment of its General Education courses and continued to track student performance in written communication, oral communication, mathematics, and critical thinking, through course embedded assessment. Other changes that were implemented include the reorganization of the General Education Assessment Committee, which included adjacent committees for course-embedded assessment in the Natural Sciences, and a review committee for *the Lumina Foundation's Degree Qualifications Profile* (DQP). A full report from the DQP review was presented at the December SACS-COC meeting.

Administrative and support units also reported on assessment outcomes and criteria. The Athletics Department aimed to increase grade point averages. Business and Finance set out to reduce the number of students who require assistance during the two-week period related to fall registration. Extended Education intended to increase the number of faculty and staff trained in the Course Management System. Each of these units met or exceeded these goals and outcomes for this year.

The Center for Service Learning and Civic Engagement was responsible for assessing the learning outcomes in the UNIV 1000 Freshman Orientation Course. The outcome, ACA-301-SLO-3, stated that "students would demonstrate an understanding of service-learning and the value of civic engagement by a score of 75% or above on the final assessment". Fall and spring semester results showed students scoring 78% and 75% respectively. The Center utilized direct and indirect methods of evaluating its programs including pre-, mid-, and post-testing, surveys, focus groups, and the University's *Student Evaluation of Course Instruction*.

The Honors Program stated it is fulfilling its primary goal of creating and maintaining a community of students who serve as leaders and role models. The program set a goal to increase retention rates by 15%. Their data illustrated high retention rates among students.

Student Members Enrolled in the University Honors Program			
Classification	Fall 2012	Spring 2013	Retention Rate
Freshman	74	72	97.3%
Sophomore	69	67	97.1%
Junior	77	78	101.3%
Senior	47	41	87.3%
Overall Total	267	258	96.7%

Table 2: University Honors Program enrollment

The number of students that met the cumulative GPA requirement of 3.25 that remained in good standing status with the program had an overall retention rate of 87% (see Table 3 below). The report declined to say whether this met the 15% increase, but did comment on graduation rates, which increased over the baseline measurement standard by 21%.

Student Members in Good Standing Enrolled in the University Honors Program			
Classification	Fall 2012	Spring 2013	Retention Rate
Freshman	48	42	87.5%
Sophomore	51	42	82.4%
Junior	49	47	96%
Senior	44	36	81.9%
Overall Total	192	167	87%

Table 3: University Honors Program members in good standing

Non-academic support programs are seeing the benefits of assessment as well. Information Technology indicated that the assessment processes have led them to understand that proper planning and organization is key to customer satisfaction, improves funding opportunities, and increases management support. Enrollment Services and Student Success stated that the specificity of the criteria attributed to many of their units meeting the outcomes, and that they understood the value of measurements of success. They, along with a few other units, stated that there were areas in their unit whose targeted activities do not end with the fiscal year, and there is difficulty with the assessing of their goals in the current cycle.

Institutional Advancement (formerly University Relations and Development) is one area that has experienced changes in institutional leadership this year. The division remains in a "re-building" mode, but they continued to successfully meet and exceed goals. The use of social media, media relations, campus visibility, and increased collaboration contributed to continued success in event attendance, fundraising, and marketing goals. They also claimed continued success in preparing reports, and building donor relations by reporting and acknowledging gifts in a timely manner.

The unit of Institutional Effectiveness and Research sought to increase performance by increasing turnaround time for data requests and improve SQL script. Overall, 84% of 211 requests were properly assigned and completed, and 140 SQL scripts were written and stored to improve efficiency. They concluded the assessment was successful and the outcomes for their unit were met.

Institutional Planning and Assessment (IPA) indicated their assessment required constant attention, collaboration, outreach, flexibility, and patience. They stated they recognized its value and are working with each unit to stay focused on goals, timelines, and quality improvement. IPA will also review this report, analyze the assessment practices, and utilize recommendations necessary to improve processes.

The use of assessment results allowed the department of Internal Audit to review audit plans and annual status reports, reschedule non-mandatory audits, and set specific timetables for overlapping required audits for better efficiency and time management. As a result, the department was able to exceed their expected outcome of completing 40% of the unplanned reviews by completing 75% of them.

Libraries and Media Centers indicated that they would continue to seek ways to improve student learning outcomes through best practices as outlined by the American Library Association, and through

programs like the Information Literacy Leadership Institute. Their information specialists will continue to seek ways to educate the TSU community in independent research and technology skills.

In an effort to monitor the success of their students, the Office of Diversity and International Affairs collaborated with the Office of Advisement and Student Success to set up early warning alerts for targeted sub-populations, specifically international students. They are also tracking degree completion and student progression and are finding an increase over the years. This improved record-keeping and collaboration is allowing them to strategically plan, execute, and refine their programs as necessary, thus allowing them to pinpoint weaknesses and/or gaps in the unit. For an example of their data, see below.

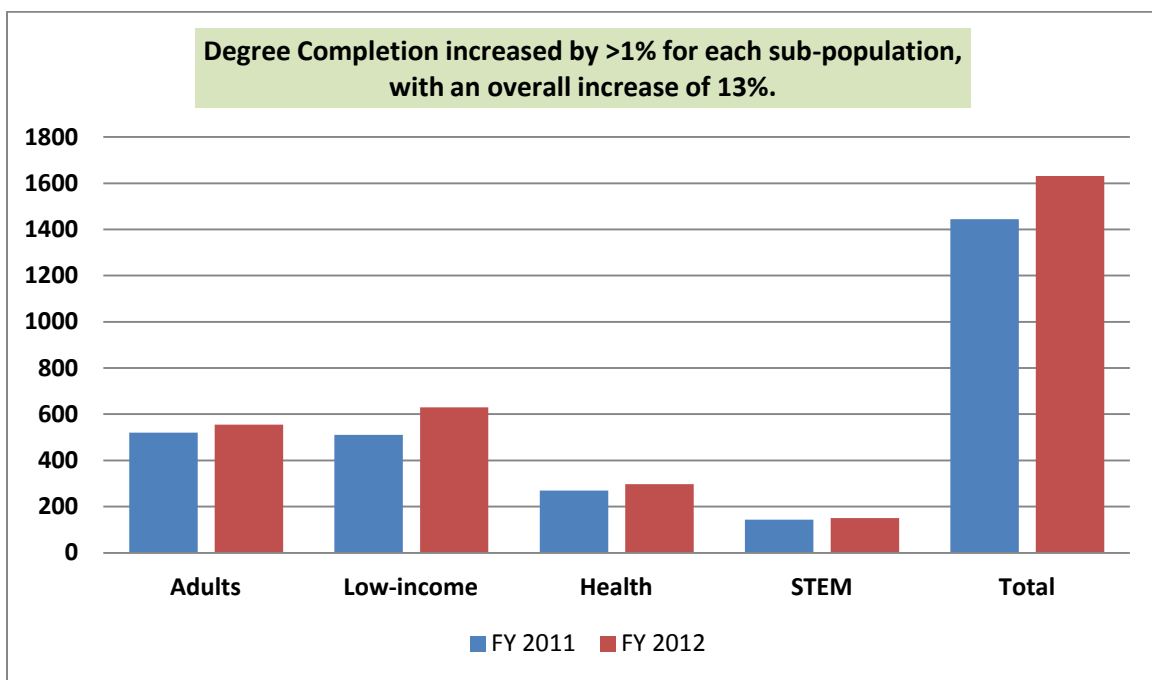


Figure 5: Office of Diversity and International Affairs Degree Completion

Additionally, total student progression increased by >1%, with students completing 24 hours by 12%; students completing 48 hours by 16%; and students completing 72 hours by 46%.

Research and Sponsored Programs mentored 11 students and met 110% of their goal by facilitating proposals to train and compensate 1756 students. Their assessment data were used to track the number of students' internships, assistantships, and unit publications. From the process, they learned that preliminary meetings were necessary in order to properly assess the needs and goals of the students, and that a budget review might be appropriate to find resources that will encourage additional student participation.

The Samuel P. Massie Chair of Excellence set out to increase the number of STEM-enrolled students. They indicated they met their goal of 3% and will continue assessment by utilizing student dialog and surveys to evaluate their efforts.

In the School of Graduate Studies and Research, there are many determining factors that guide assessment processes; however, they have identified performance objectives that are consistent with the University. The School works as a collective agency for each college and each college has its own specific admission deadlines and reviewing processes. Currently, the Graduate School prioritizes applications by deadline dates which may cause delay in admittance. Duties are assigned to specific staff and reports are regularly reviewed by deans to ensure established goals are met and guidelines followed.

Student Affairs follows a Plan-Do-Check-Act (PDCA) model of continuous improvement. Programs and activities are linked to strategic goals to ensure relevance to student life. The unit stated goals for individual sub-units such as, the Campus Center, Career Development Center, Counseling Center, and Disability Services, along with several more. They used direct and indirect methods to assess the goals of each sub-unit, and demonstrated the use of results by establishing guidelines for improvement in every area.

Title III Program Administration believed they were successful in meeting expected outcomes. Their program requires consistent measurement and evaluation, as they manage the expenditure of Title III funds, and comply with federal policies and guidelines. Assessment procedures have led them to understand the need for university administration, college/department leadership, and faculty support.

Lastly, the WRITE Program has begun to offer group trainings, online resources, and class presentations as a result of the assessment efforts. They will continue to move forward to meet their objectives, but state that technology and shortcomings have slowed the process.

Recommendations for Improving Assessment Processes

The final section of the *Annual Assessment and Improvement Report* called for recommendations for improving the assessment processes within the units or the University. All units that submitted complete reports gave suggestions for improvement regarding these procedures.

There were a number of meaningful recommendations from each unit. The list includes:

- Allow unit assessment not fitting into to fiscal cycle to report the previous year, or by an established deadline
- Better communication between unit UAIC member and department coordinators
- Comprise "related items" in downloadable Excel format
- Conduct a campus-wide assessment summit and unit leadership retreats to discuss assessment practices

- Construct a third option on the "met/not" tab to allow for those outcomes not completing in the current cycle
- Create a list of List of " Dos and Don'ts" for *Compliance Assist* entries
- Create an attribute in Banner to identify and track students for retention, persistence, GPA, community service, etc.
- Create more forms in Word format, so items can be copied and pasted
- Develop unit assessment calendars
- Devise assessment processes according to KPIs
- Establish measurable goals as soon as possible for units undergoing transitions in leadership, program changes, etc.
- Hire unit assessment coordinators to eliminate constantly training new people
- Incorporate KPIs into annual evaluations so that faculty can align their growth to that of the department and College
- Increase attendance in training sessions and workshops
- Make visible only those fields which require data input in *Compliance Assist*
- Offer stipends for assessment coordinators
- Provide periodic, consistent, and department-specific training in *Compliance Assist*
- Provide step-by-step PowerPoint presentations for assessment training
- Share information with faculty
- Simplified web-based tutorial to include what final draft of the *Annual Assessment Report* should mirror
- Unit meetings should include mini-assessment exercises

The College of Liberal Arts suggested some specific recommendations that included the articulation of University-wide definitions of categories for terms such as "Lifelong Learning" as a mission component, and "Research" and "Engagement" as KPIs. They also suggested integrating Step 3 and 4 in *Compliance Assist* because the steps often seem redundant.

Conclusion

This *Annual Assessment and Improvement Report* indicates that most units and divisions are complying with University assessment and improvement processes. Attitudes towards assessment are vastly improving, as administrators, staff, and faculty observe how the assessment of performance and student learning outcomes are informing the improvement of programs that lead to student learning, retention, graduation, and overall institutional quality. It is becoming apparent that unit and division representatives are utilizing both direct and indirect methods to measure and evaluate their programs, while aligning their goals to student learning and success, as well as the University's mission and strategic plans.

The next section contains individual unit reports for the 2012-2013 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/Individual Unit Reports

Tennessee State University

College of Agriculture, Human and Natural Sciences

Annual Assessment Report

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 met
A. Scholarly Inquiry	34	24	10	71%
B. Research	4	3	1	75%
C. Life-long Learning	4	4	0	100%
D. Service	5	5	0	100%
2B. KPI	# related outcomes	# Outcomes Met	# Outcomes not met	% outcomes met
1. Access & Diversity	12	8	4	67%
2. Academic Quality and Student Success	19	14	5	74%
3. Business Friendly Practices	2	2	0	100%
4. Revenue Generation/ Research/ Resourcefulness	2	2	0	100%
5. Engagement	2	2	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.

SLO-01: Graduating seniors in the BS program in Agricultural and Environmental Sciences will have in-depth knowledge and experience in general Agricultural and Environmental Sciences: In 2012-2013 academic year, 67% of the students taking the ACAT scored above the national average compared to 50% in 2011-2012. We will continue to implement the improvement plan to improve the scores.

SLO-02: Agricultural Sciences graduates at the Master's level will be able to design and conduct experiments to solve current and future problems in agricultural and environmental sciences. All graduate students on the thesis option completed and satisfactorily presented their theses.

All graduate students on the non-thesis option completed and presented a research project solving a problem in agriculture. Students will be encouraged to attend professional meetings and present scientific papers. Students will be provided assistance in writing scientific papers. A scientific writing course is being developed to be offered as elective.

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

PO-01: Increase in stakeholder satisfaction relating to research performed at the TSU Nursery Research Center. Email-based communication working very well. Growers indicate continued satisfaction with system. Social media (Facebook) has also been initiated to increase level of communication with growers. Feedback is very positive. Will continue with current initiatives to involve producers in NRC operations. Industry representatives have served on two NRC employee search committees this year. Perspective provided by industry representatives was very helpful; representatives stated they appreciate the invitation to be engaged in the selection process.

To better serve industry, we have initiated efforts to obtain funding to expand the NRC. Nursery Advisory Committee members have been active participants in lobbying efforts to obtain funding for the expansion - an indication of their support for the activities of the NRC.

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/BflucNRFuYk>. 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.

Even though there was a slight improvement in the ACAT test results, the administration and faculty continue to discuss the outcome of the ACAT test. New courses are being developed, new concentrations have been submitted for approval that will enhance the curriculum in the department.

Even though all graduate students did not publish their thesis in a scientific journal, the percentage did improve from the previous cycle. The college has hired a writer that is available to assist faculty and students in writing papers for submission to journals.

Test results show that biology students are proficient in the core principles of genetics and molecular biology, the faculty will continue to monitor and improve the performance by tracking assessment results.

According to recent surveys, the research units in the college are meeting the goals of stakeholder satisfaction. This will continue to be monitored to ensure that satisfaction is improved in any areas that may have a shortfall.

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.

In 2012-2013 academic year 67% of the students taking the ACAT scored above the national average compared to 50% in 2011-2012. A faculty committee has been appointed to evaluate and identify weaknesses of our students and curriculum and the department will implement programs that will address these weaknesses. For example, tutorial programs and curriculum changes.

The college has a proposal to install a computer lab in 107-Lawson Hall (room previously occupied by NASA), so that student will have accessibility of computers in close proximity to their classrooms.

6. Assessment Summary

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

Assessment in a unified manner, as opposed to individual faculty assessment, has been a learning experience for the units in the college. Some units in the college seem to have a better grasp of the procedures than others. It is a major task to get all of the units on the same page, not competing against each other, but working together for the good of the whole.

Assessment is an ongoing process and not a one-time activity. In order to close the loop, there has to be continuous assessment and follow-through from one cycle to the next.

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 is a need for more training in all aspects of the assessment process. Some units' needs for training are greater than others. As new modules are added, this training becomes more important.

As we evaluate and assess our pre-college (high school students) summer programs, the assessment indicates that there is a need to increase knowledge of up-to-date agriculture programs to high school and other potential students, indicating that agriculture is a science (STEM) field, and not farming and farm related activities.

The university administration must stress the importance of assessment throughout the assessment period so that it does not become a last minute task.

Tennessee State University

College of Business

Annual Assessment Report

1. Name of Unit: College of Business

2. Summary of Mission and KPI Outcomes

2A. Mission	# related outcomes	# Outcomes Met	# Outcomes not met	% outcomes met
A. Scholarly Inquiry	7	5	2	71%
B. Research	1	1	0	75%
C. Service	0	0	0	100%
D. Life-long Learning	2	1	1	100%
2B. KPI	# related outcomes	# Outcomes Met	# Outcomes not met	% outcomes met
1. Access & Diversity	1	1	0	67%
2. Academic Quality and Student Success	6	4	2	74%
3. Business Friendly Practices	0	0	0	100%
4. Revenue Generation/ Research/ Resourcefulness	1	1	0	100%
5. Engagement	1	1	0	100%

3. Expected Outcome(s) and Criteria for Success

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

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

The undergraduate program in the COB has 8 student learning objectives. Three of these learning objectives are as follows:

- A. Students must be able to integrate theories, models, and practices from the various functional areas of business to analyze and solve business problems.
- B. Students must be able to prepare and deliver a professional speech on a business topic.
- C. Students must be able to effectively apply technology in solving business problems.

The criteria for success for these expected outcomes are that at least 70% of the students must meet or exceed the criteria set by the faculty for assessing student learning of the learning goal.

4. Methods for Assessment and Analysis of Results

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

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

- For the learning outcome on speech more than 80% of the students being evaluated met or exceeded the expectations for this outcome. The sample size for this assessment result was 53 students.
- For the learning outcome on the integration of knowledge across the functional areas of business when making business decisions more than 80% of the students being evaluated met or exceeded the expectations for this outcome. The sample size for this assessment result was 53 students.
- For the learning outcome on technology more than 90 % of the students being evaluated, from a group of about 27 students, met or exceeded the expectations for this learning outcome.

The general faculty and the faculty responsible for delivering the material that focuses on the different learning objectives are currently reviewing the assessment results for the period under review.

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 faculty members in the College of Business are currently reviewing the assessment results for the period under review. In the past, these reviews have resulted in some changes to the assessment process as well as to changes in the business curriculum.

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 of its units engaged in the six step assessment process.

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).

Two recommendations for improving the assessment process process are made. The first is that the council continue to provide training in the use of Compliance Assist for all persons who are expected to use that software. The second recommendation is that the council ensure that all members who are tasked with the responsibility of preparing the assessment report have access to the information for completing section 2 of the assessment report.

Tennessee State University

College of Education

Annual Assessment Report

1. Name of Unit: College of Education

2. Summary of Mission and KPI Outcomes

2A. Mission	# related outcomes	# Outcomes Met	# Outcomes not met	% outcomes met
A. Scholarly Inquiry	16	12	4	75%
B. Research	8	4	4	50%
C. Life-long Learning	8	4	4	50%
D. Service	5	4	1	80%
2B. KPI	# related outcomes	# Outcomes Met	# Outcomes not met	% outcomes met
1. Access & Diversity	7	4	3	57%
2. Academic Quality and Student Success	28	19	9	68%
3. Business Friendly Practices	3	2	1	67%
4. Revenue Generation/ Research/ Resourcefulness	0			
5. Engagement	1	1	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.

ACA 304 103 SLO 03 (EDTL - M.Ed): Advanced students will demonstrate in-depth understanding and pedagogical maturity in foundational areas of philosophy, research and learning theory with a 90% pass rate for first-time takers on the Departmental (a.m.) Comprehensive Examination.

ACA 304 101 SL01 (PSYC - Certification Program only): All students will demonstrate their knowledge of the content, history, current status, and organizational perspective of the field of Professional School Counseling indicated by the direct measure of PRAXIS score results.

ACA 304 102 SLO 03M (EDAD): Students who have been admitted to the master's program demonstrate an in-depth knowledge of the tenets of Human Resources and Personnel in the public sector by passing the Comprehensive Exam question(s) on the Personnel and Human Resources portions of the exam at a rate of 90% or better as measured by the rubric, which is based upon the required state standards.

ACA 304 103 PO 03 (EDTL): Develop electronic survey to monitor and improve services in the department using data generated from Qualtrics (eSurvey).

ACA 304 104 PO 02 (TESS): 85% of Candidates will report "satisfied" or "very satisfied" with teacher education support services.

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 304 103 SLO 03 (EDTL - M.Ed): The AM-session of the M.Ed. comprehensive exam focuses on the core courses offered in the department. Although the pass rate was 91.86% for the academic year, only 80% of the first time examinees passed in Spring 2013.

ACA 304 101 SL01 (PSYC - Certification Program only): All student will demonstrate their knowledge of the content, history, current status, and organizational perspective of the field of Professional School Counseling indicated by the direct measure of PRAXIS score results.

ACA 304 102 SLO 03M (EDAD): The rubric of the EDAD-M.Ed. comprehensive exam will determine the the level of proficiency required by state standards. 100% of the students scored level 3 on the key social justice assignment and examination.

ACA 304 103 PO 03 (EDTL): eSurveys are sent to department guests during the day (or week) of their visit. As of June 20, 2013, 71 surveys were completed with a 100% response rate to "I was greeted in a professional manner."

ACA 304 104 PO 02 (TESS): Students complete the satisfaction survey during their exit interview on the teacher education services received. The satisfaction rate for the academic year was 100% (Fall 2012) and 93.7% (Spring 2013).

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 304 103 SLO 03 (EDTL - M.Ed): Based on the results, study guides are available to assist students in focusing core concepts to the assignments/assessments that they actually completed in their courses.

ACA 304 101 SL01 (PSYC - Certification Program only): Faculty will continue to monitor student learning and discuss at core faculty meetings.

ACA 304 102 SLO 03M (EDAD): It is difficult to judge changes and improvements since this is a new course to the curriculum and this is the first data the department has on this subject from the comprehensive exam.

ACA 304 103 PO 03 (EDTL): Although the results were positive, the survey needs to be expanded to include questions about the services they received. Currently, it is standardized for the entire College so it difficult to decipher where additional service are needed to continue improvement.

ACA 304 104 PO 02 (TESS): A year-long calendar of teacher education deadlines and transition dates was created, posted, and distributed to all parties (student teachers, advisors, program coordinators, faculty, and supervisors). Also, a comprehensive teacher education handbook was produced, and approved by PEC, Ready2Teach coordinator, and Ready2Teach steering committee.

6. Assessment Summary

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

The CoE consistently used program evaluations and PRAXIS as an assessment measure for candidates. Departments set benchmarks of at least 85% as a criteria for success; in addition to conducting semester or ongoing timeframe. Performance outcomes were established using surveying to determine satisfaction of services. These assessment efforts (and subsequent data) allow the faculty, administrators, and staff to customized strategies that will benefit their programs and their candidates.

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).

A leadership retreat is recommended for the administrators within the CoE to discuss assessment practices. Within the dialogue, administrators should reflect on their strengths and areas of improvements with regards to completing their annual report. An assessment calendar for the CoE would prove as useful guide to make sure that data is being generated, processed, and reported in a timely manner. In addition, this would ensure that the CoE goals (within the strategic plan) are at the forefront of all programs throughout the academic year.

Informal (midterm) reports should be shared with faculty prior to the end of the semester and year, so their roles (in the assessment process) are not overlooked. College/department meetings could include mini-assessment exercises to help understand the importance of the use of data. Finally, incorporate KPI categories into the annual evaluations so faculty can align their growth to that of their department and the College.

Tennessee State University

College of Engineering

Annual Assessment Report

1. Name of Unit: College of Engineering

2. Summary of Mission and KPI Outcomes

2A. Mission	# related outcomes	# Outcomes Met	# Outcomes not met	% outcomes met
A. Scholarly Inquiry	52	25	27	48%
B. Research	3	2	1	67%
C. Life-long Learning	8	7	1	88%
D. Service	4	3	1	75%
2B. KPI	# related outcomes	# Outcomes Met	# Outcomes not met	% outcomes met
1. Access & Diversity	5	3	2	60%
2. Academic Quality and Student Success	50	37	13	74%
3. Business Friendly Practices	5	5	0	100%
4. Revenue Generation/ Research/ Resourcefulness	2	2	0	100%
5. Engagement	8	7	1	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.

ACA_305_100_SL005: Students who complete the degree program will have demonstrated a professional attitude and ethical character while obtaining a thorough understanding of the individual's role in society from both a national and global perspective.

ACA_305_107_SLGEA05: Demonstrate basic knowledge of large scale relationships between stars, stellar systems and cosmology.

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_305_100_SL005: Grades in Capstone Design course exceeded the expectations this year.

ACA_305_107_SLGEA05: Data analysis of specific problems on final showed that 75% of the students met the goal.

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_305_100_SL005: Improved results in the Capstone Design Projects will be supported by the core management coursework. Projects and presentations based on site visits to the Nashville airports, airlines and aircraft maintenance facilities will provide a higher level of interest for our students resulting in enhanced student performance.

ACA_305_107_SLGEA05: Work in increasing the validity and importance of selected questions continues.

6. Assessment Summary

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

Additional work is necessary in completely specifying the requirements of the Capstone Projects and conveying these requirements to the students in a clear and concise manner. The in-class project presentations were much better this year than last year but can still be improved. Rewriting questions is still an objective.

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).

A recommendation for improving assessment processes in the College of Engineering would be to increase attendance at the CA workshops and training sessions; this will be encouraged. Also better communication between the unit council member and the department coordinators will be implemented.

Tennessee State University

College of Health Sciences

Annual Assessment Report

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 met
A. Scholarly Inquiry	31	17	14	55%
B. Research	7	6	1	86%
C. Life-long Learning	39	25	14	64%
D. Service	22	14	8	64%
2B. KPI	# related outcomes	# Outcomes Met	# Outcomes not met	% outcomes met
1. Access & Diversity	7	5	2	71%
2. Academic Quality and Student Success	83	49	34	59%
3. Business Friendly Practices	24	11	13	46%
4. Revenue Generation/ Research/ Resourcefulness	1	1	0	100%
5. Engagement	13	6	7	46%

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 administrator at their assigned professional practice experience (PPE) facilities.

PT: To measure the following student learning outcome – 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: 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.

The Division of Nursing's Bachelor of Science Program's student learning outcome indicated it would foster an environment which will increase student performance and graduation rates.

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 students who graduated in May 2013, the students were reported to have taken the NBRC after May 2013 and results will be reviewed by July 2013. The Graduate Surveys; the Graduate Survey data are not yet available.

The HIM students' PPE evaluation forms completed by the clinical supervisors showed that over 90% of students received above average to excellent in quality of work performed, resourcefulness, analytical ability and interpersonal relationships. The analysis of the results showed positive outcome.

Physical Therapy used both the results of the exit, graduate, and employer surveys for the Classes of 2009, 2010, 2011, 2012, and the exit survey for the Class of 2013 demonstrates the program meeting this outcome.

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

In 2012-2013, a total of 28 Speech Pathology students enrolled in SPTH 5110: Methods of Research, and 100% completed all class requirements with a grade of "B" or better (including the poster presentation).

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.

For Cardiorespiratory Care, since our national board exam results are better than our set criteria, we will continue to tutor students before and after graduation to help them prepare for the exam. We will continue to monitor this through the graduate surveys in March 2014.

Since the results of HIM-PPE evaluations have met and exceeded the projected /expected outcome, the faculty will continue to use the results for improvement in their course contents, teaching methodology, and updating clinical manual.

Physical Therapy used the survey results, and exit interview data are discussed during faculty retreats held during the summer. Even though survey results show that the program is meeting this student learning outcome, the program continues to monitor this outcome so that emerging negative trends may be addressed.

In Health Sciences, the section 98 online courses were assessed and monitored to ensure students completed the mastery certificate once the classes began.

The Division of Nursing assessed student performance on the nursing exit exam and 64.4% of the students taking the exam passed (ACA315-101).

6. Assessment Summary

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

The College of Health Sciences' unit coordinators have actively participated in the Division of Institutional Planning's training workshops. The information learned has been integrated into the program improvement processes. Faculty and staff have been more active to identify student learning issues as related to competencies and to plan and implement academic interventions/remediations as needed. Assessments show that the College of Health Sciences' graduates have solid professional knowledge in their respective areas of study. The College of Health Sciences will continue to strive for

all graduates to pass their respective licensure exams, maintain accreditations/certification(s) for College units, and retain students and faculty.

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.

Tennessee State University

College of Liberal Arts

Annual Assessment Report

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 met
A. Scholarly Inquiry	47	28	18	61%
B. Research	9	7	2	78%
C. Life-long Learning	9	8	1	89%
D. Service	7	6	1	86%
2B. KPI	# related outcomes	# Outcomes Met	# Outcomes not met	% outcomes met
1. Access & Diversity	7	5	2	71%
2. Academic Quality and Student Success	56	37	18	67%
3. Business Friendly Practices	6	5	1	83%
4. Revenue Generation/ Research/ Resourcefulness	6	3	3	50%
5. Engagement	17	16	1	94%

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) The College of Liberal Arts assessed the satisfaction of students with course planning, communication, student-faculty interaction, and learning assessment using the new online instrument for student evaluation of instruction and establishing an average rating of 4 ("agree" on the Likert scale)

in 85% of the College's courses with reference to selected items as the criterion for success.

(2) The Department of Communications used an internally developed test to assess the general major field knowledge of its graduating seniors and established a 60% passing rate as the criterion for success.

(3) The Department of Languages, Literature, and Philosophy used the nationally normed ETS Major Field Test in English for the same purpose and established improvement over the previous year's performance as the criterion for success.

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) Results of the student evaluation of instruction in 2012-2013 indicated satisfaction with course planning, communication, student-faculty interaction, and learning assessment in 87%, 88%, 88%, and 88% of the College's courses respectively. The criterion of 85% was therefore exceeded (although by a fairly modest difference) in all cases. These results were consistent with those of the first online student evaluation of instruction in Spring 2012.

(2) On the internally developed major field test in the Mass Communication program, 12 of 17 (70%) of students passed. The criterion of a passing rate of 60% was therefore exceeded. These results were remarkably almost identical to those of the previous year.

(3) The mean score of graduating seniors in English on the ETS Major Field test in the discipline declined from 138 in 2012 to 135 in 2013, and no students scored above the national mean. The criterion of improvement over the performance of the previous year was therefore not met. The mean score for 2012 also represented a decline from 139 in 2011.

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) Results of the student evaluation of instruction demonstrate a high level of satisfaction with teaching in the College. These results, however, have also been analyzed by survey item and by instructor with the goal of addressing areas of relatively low performance. Significantly, the survey item with the lowest rating addressed the contribution of the textbook to students' understanding, and this will be an area of review during the 2013-2014 academic year.

(2) Although test performance of graduating seniors in the Mass Communication program exceeded the outcomes criterion, the program is engaging in significant curriculum development and has made its research methods course mandatory in an effort to address relative weaknesses in this area.

(3) The Department of Languages, Literature, and Philosophy has also recently completed a substantial revision of its curriculum. This has not resulted in an improvement of the performance of its graduates on the ETS Major Field Test, but the department has indicated that it plans to identify a new assessment instrument more closely aligned to the new direction of its program.

6. Assessment Summary

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

Assessment in the College of Liberal Arts improved very significantly in 2012-2013. During its first year of its strategic plan in 2011-2012, only 3 of the College's 15 College-level performance outcomes were scheduled for assessment. By contrast, the College assessed 9 College-level outcomes in 2012-2013, of which 5 were met and 2 of which were unmet largely because of insufficiently considered assessment criteria. The College only fell meaningfully short of 2 of its goals and plans to address these in 2013-2014.

Assessment at the department level also improved markedly, with the number of "unrelated" outcomes reduced from 42 (no associated Mission component) and 45 (no associated KPI) in 2011-2012 to 1 (no associated Mission component) in 2012-2013. The Department of Communications and the Department of Languages, Literature, and Philosophy continue to lead the College in assessment, with 38 of the College's 73 outcomes between them, but other programs are also becoming more familiar with assessment. In a marked contrast with the previous year, the number of unreported outcomes in the College has now been reduced to zero.

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).

University-level support for assessment has improved significantly over the last year. Important advances have included the clear separation of Step 1 and Step 2 in the assessment process, the revision of the assessment cycle schedule to locate Step 5 and Step 6 in the fall term, the creation of a "met/not met" field in Compliance Assist, and workshops focusing on models of quality in addition to technical matters.

Recommendations for further improvement include:

- (1) The articulation of a University-wide definition of categories that are currently understood differently among programs -- e.g., "Lifelong Learning" as a Mission component and "Research" and "Engagement" as KPIs.
- (2) The integration of Step 3 (which often seems redundant) and Step 4 into a single step.
- (3) The addition of a third option to the "met/not met" field for Student Learning Outcomes that are not scheduled for assessment on an annual basis.
- (4) The improvement of the responsiveness of Compliance Assist as a platform. At present, the server often requires lengthy waiting periods simply to move from one field to the next.
- (5) The addition of "Related Items" to Excel-format reports, which may require some effort on the part of Campus Labs but is clearly a reasonable expectation of an institution using the company's services.

Tennessee State University

College of Public Service & Urban Affairs

Annual Assessment Report

1. Name of Unit: College of Public Service & Urban Affairs

2. Summary of Mission and KPI Outcomes

2A. Mission	# related outcomes	# Outcomes Met	# Outcomes not met	% outcomes met
A. Scholarly Inquiry	3	3	0	100%
B. Research	3	3	0	100%
C. Life-long Learning	2	2	0	100%
D. Service	1	1	0	100%
2B. KPI	# related outcomes	# Outcomes Met	# Outcomes not met	% outcomes met
1. Access & Diversity	6	5	1	83%
2. Academic Quality and Student Success	50	46	4	92%
3. Business Friendly Practices	18	16	2	89%
4. Revenue Generation/ Research/ Resourcefulness	9	8	1	89%
5. Engagement	9	8	1	89%

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 PO1

Recruitment: Develop and maintain an advertising strategy that attracts well qualified students to the various degree programs offered within the College.

Each program will have a marketing strategy and implement with College support as needed.

b. A new series of CPSUA Bulletins will be initiated, distributed 1-2 times per months by Emma email system (professional nonprofit communications software) to all active students whose emails are known, to publicize opportunities and advising announcements and build engagement with the College

c. The newsletter (initiated many years ago under the Institute of Government) The Public Servant will be revised and renewed in format and content to reflect the College's brand identity and the achievements of its students, faculty and alumni. TPS will be distributed electronically instead of by paper to save money, and will be publicized on the website, via University Communications over Exchange, and via emails to alumni, Board, outside stakeholders, and current and prospective students.

d. The College website and Facebook page will be maintained and updated regularly with current information in an attractive fashion.

e. Appropriate advertising purchases will be made and information on where students find out about the College examined to ensure effectiveness.

ACA-307 PO4

Graduation: Increase the numbers and percentages of degrees and certificates conferred by each academic program each year.

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.

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 PO6

Maintain a high quality alternative course delivery system that utilizes online technology in all degree and certificate programs.

Graduate and undergraduate degree programs success (MPA, Urban Studies) will be measured by offering an average of 4 online courses per semester for the year and an average of 5 hybrid courses per semester.

High quality success will be defined as a 4.0 on students surveys of on-line classes. (e.g. Student Survey and SIR II Reports maintained in Qualtrics).

Direct measure a: Success will be measured by offering an average of 4 online courses per semester for the year and an average of 5 hybrid courses per semester.

Direct measure b: This is an exploratory measure; we have not examined it before and success will be measured by gaining insight into attrition rates by delivery method which may guide action to increase, decrease particular methods or further investigate why attrition rates differ. If attrition rates are similar across delivery modes, then that will be evidence that non-traditional methods are not worse for retention at the course level than traditional delivery.

Indirect measure a: An average on satisfaction items of 4.0 or above will indicate the typical student had a positive experience with online delivery in our programs. Survey data do not align to a specific year because our students take more than one year to complete the program.

ACA-307 PO9

Maintain and develop competent faculty members that can fulfill the vision and mission of the College of Public Service & Urban Affairs through revenue generation, research and resourcefulness.

Success will be defined as faculty members meeting the stated tenure and/or promotion guidelines found in the CPSUA Tenure & Promotion Guidelines.

1. Research:

Direct measures:

a. Three-year moving average of annual number of peer-reviewed publications total for the department the department: success = 3 peer-reviewed publications (if the size of the department grows in the future, this threshold should be evaluated).

b. Number and dollar amount of external grants attributed to faculty in the AY across all PA tenured or tenure-track faculty: success = at least one external grant attributed to department in the AY.

c. Number and dollar amount of internal grants awarded to faculty in the AY across all PA tenured or tenure-track faculty: success = at least one internal grant attributed to department in the AY.

d. Three-year moving average of annual number of outreach (non peer-reviewed) presentations or publications across the department: success = three-year moving average of 2 outreach presentations or publications for the department (if the size of the department grows in the future, this threshold should be evaluated).

e. Number of international, national, regional scholarly conference presentations in the AY across all PA tenured or tenure-track faculty (broken out by type): success = three-year moving average of annual number of scholarly conference presentations across the department of 3 (if the size of the department grows in the future or if travel budget is restored, this threshold should be evaluated).

f. Number of external grant applications completed and not awarded in the AY across all PA tenured or tenure-track faculty. success = at least one external grant applied for every academic year.

g. Number of internal grant applications completed and not awarded in the AY across all PA tenured or tenure-track faculty. success = at least two internal grants applied for every academic year.

Service:

Direct measure success will be judged as follows:

Departmental service; College service; University-level service = average number of University-wide committee appointments per faculty member fulfilled by our public administration faculty during the AY (all faculty serve on multiple departmental committees every year so this is not as important to measure). Success = average of 1 university-wide committees per faculty member.

Collaboration outside the College within the University = qualitative descriptions of collaboration instances during the AY. Success = average of one specific, concrete collaboration instance across disciplinary boundaries in the University per faculty member.

Consulting outside the University = total number of agencies or organizations to which faculty members provided consultation in their area of professional/academic expertise during the AY (paid or unpaid). Success = average of one agency or organization per faculty member

Professional service activities = qualitative descriptions of instances of peer-review activities; professional association positions held; professional association activities carried out. Success = average of one instance per faculty member.

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 PO1

The MPA Student Exit Survey asks the question, "How did you find out about the MPA program at TSU?" The response for 2012-2013 data suggested that 62% of the students first heard about the program online. 35% indicated they heard about the program through word of mouth. Various other categories received the remaining responses.

In addition to this data, the Dean of CPSUA in conjunction with the University, constructed videos about all the programs locate in the College and Department of PA. Also, students in the MPA program were asked to provide testimonials for each of the videos. These videos were then placed on the CPSUA webpage for recruitment purposes.

Dr. Stanley made two recruiting visits in AY 2012-2013, one to the Metro Water Department (with Dr. Streams) and one to the TN General Assembly with Dean Bailey. Dr. Stanley also visited a career fair held at a local high school in the area. Several inquiries were generated by the visits. Email about the PA programs also went out to all state employees through an initiative of Dr. Stanley's. Dr. Stanley also was invited to meet with TBI about our programs. Dr. Stanley held two informational meetings for state employees following up on the emails - one in April and one in May.

We placed an advertisement in SECoPA regional meeting program (Fall 2012). The University created a TV ad for the College and that aired this year, and we have it available on the website.

At the Spring Advisory Board meeting with Dean Bailey, Dr. Stanley presented regarding the department's recruiting activities, and the Board was pleased with the proactive nature of his meeting with different agencies.

Based on the data provided for this outcome measure, it is considered to be successfully met but with conditions. Dr. Stanley would like to establish more face-to-face recruitment events where he gets to speak about all the department's programs. The formulation and implementation of the web videos was a major component of the recruitment plan that was met this year. Next Dr. Stanley would like to visit a total of 5 agencies (state, local, nonprofit) to advertise and recruit for the Department of PA.

Dr. Streams is maintaining the Department's webpage with all the necessary material describing our degree programs. Dr. Stanley has witnessed a tremendous decrease in the number of phone calls asking admission questions that he attributes to the webpage. The webpage has everything a student needs to know about the admissions process for the five programs offered in the department. It is current and easy to navigate.

URBAN STUDIES:

- Approximate 35% increase in Urban Studies majors May 2012 to May 2013
- 14 New Urban Studies Majors declared during 2012-2013 Academic Year
- Faculty attended the following recruitment events during the 2012-2013 academic year -
- Metro Public Schools Recruitment Fair
- TSU Internal Academic Fair for Undecided Majors
- Jump Start Day
- One member of URBS Faculty (KT) is a member of the departmental recruitment committee and has been involved in a number of tasks related to recruitment including the production of recruitment videos and other materials.
- URBS has started an accelerated program to begin in Fall 2013 and with that new recruitment materials. Outreach has been made to local and state government officials as well as community colleges including Columbia State CC.

Recruitment efforts for Department of Sociology, Social Work, and Urban Professions produced the following results in the number of AY 2012-2013 and 2011-2012 majors:

AY 2012-2013: 49	AY 2011-2012: 66	-26% (-17) BSS
AY 2012-2013: 145	AY 2011-2012: 147	-1% (-2) BSSW
AY 2012-2013: 26	AY 2011-2012: 28	-7% (-2) BSS
AY 2012-2013: 31	AY 2011-2012: 38	-18% (-7) MSW

ACA-307 PO4

URBAN STUDIES: [5 GRADUATES]

- 100% of full-time urban studies students who graduated upon completion of their first, second or third semester after attaining senior status.
- N/A of part-time urban studies students who graduated upon completion of their first-sixth semester after attaining senior status.
- 100% senior field exam pass rate
- Each urban studies faculty member made e-mail, phone and/or in-person contact with each advisee during the 2012-2013 academic year.

Direct measures

a. Number of Health Certificate graduates for the academic year. AY 2012-2013: 8

b. Number of Nonprofit Certificate graduates for the academic year. AY 2012-2013: 14

- c. Number of MPA graduates for the academic year. AY 2012-2013: 23
- d. Number of PhD graduates for the academic year. AY 2012-2013: 0

The percentage and number differences between 2011-2012 & 2012-2013.

AY 2012-2013: 8	AY 2011-2012: 11;	-3 decrease in Health Certificate
AY 2012-2013: 14	AY 2011-2012: 13;	+1 Increase in Nonprofit Certificate
AY 2012-2013: 23	AY 2011-2012: 21;	+2 Increase in MPA

Percentage +/-

HC = 27% decrease

Nonprofit = 7% Increase

MPA = 9% Increase

TBR requires an average of 3 or more grads per year over a five-year period for a PhD program to stay off the low-producing list. As shown below we are not yet achieving that goal, but we anticipate 2 graduates this summer (AY 2013-2014) and at least one more during Fall/Spring 2013-2014.

AY	PhD Graduates
12-13	0
11-12	2
10-11	1
09-10	4
08-09	3
07-08	3 (excluded from Average)
	2.0 5-year average
	as of May 2013

- e. Number of BSS graduates for academic year. AY 2012-2013: 14
- f. Number of BSSW graduates for academic year. AY 2012-2013: 16
- g. Number of BSUS graduates for academic year. AY 2012-2013: 5
- h. Number of MSW graduates for academic year. AY 2012-2013: 25

The percentage and number differences between 2011-2012 and 2012-2013.

AY 2012-2013: 14	AY 2011-2012: 16	-12% (-2) BSS
AY 2012-2013: 16	AY 2011-2012: 20	-20% (-4) BSSW
AY 2012-2013: 5	AY 2011-2012: 2	+60% (+3) BSS
AY 2012-2013: 25	AY 2011-2012: 5	+80% (+20) MSW

ACA-307 PO6

Direct Measure:

a. Number of traditional (on-ground) graduate courses offered in each semester vs. Number of hybrid courses offered in each semester vs. Number of online courses offered in each semester.

Summer 2012 On-ground, 1

Fall 2012 On-ground, 3

Spring 2013 On-Ground, 3

Summer 2012 On-line, 2

Fall 2012 On-line, 7

Spring 2013 On-line, 4

Summer 2012 Hybrid, 4

Fall 2012 Hybrid, 6

Spring 2013 Hybrid, 9

b. Compare roster printouts collected at beginning of semester to grade printouts turned in at end of semester; measure attrition by delivery method (traditional vs. online vs. hybrid) combined across MPA and certificate courses. (7000 levels are all traditional so not relevant). This measure was not calculated in AY 2012-13.

Indirect Measure:

b. Accumulated Student exit survey items on online classes taken and rating of experience with that delivery mode.

AY 2012-2013:

PADM 6110 N=17, Min. 3.0 Max. 5.0 Mean 4.35 STD. 0.785

PADM 6130 N=21, Min. 1.0 Max. 5.0 Mean 3.61 STD. 1.16

PADM 6150 N=15, Min. 2.0 Max. 5.0 Mean 3.80 STD. 1.32

PADM 6210 N=15, Min. 3.0 Max. 5.0 Mean 4.40 STD. 0.828

PADM 6230 N=27, Min. 1.0 Max. 5.0 Mean 4.25 STD. 0.984

PADM 6240 N=23, Min. 2.0 Max. 5.0 Mean 3.73 STD. 1.05

PADM 6310 N=34, Min. 1.0 Max. 5.0 Mean 4.02 STD. 0.999

PADM 6410 N=22, Min. 3.0 Max. 5.0 Mean 4.31 STD. 1.05

PADM 6490 N=10, Min. 2.0 Max. 5.0 Mean 4.00 STD. 1.05

Question 7, Student Exit Survey "How would you rate your overall experience with the delivery of on-line MPA courses?"

N=20, Min. 1.00 Max. 5.00 Mean 4.04 STD. 0.824

Comparing 2011-2012 exit survey data, vs. the accumulated exit survey data in 2012-2013 (which includes the older survey responses as well), it is clear that the means have moved up for several classes and the overall trend is for means to increase.

URBAN STUDIES:

Fall 2012 -

Hybrid: 3

Online: 3

Spring 2013 -

On-Ground: 1

Hybrid: 3

Online: 6

ACA-307 PO9

The following summary is not an exhaustive list of the faculty's research efforts this year, but it is sufficient to demonstrate that all faculty are engaging actively in research activities appropriate to their research agendas.

Dr. Rodney Stanley was one of three participants in a debate on Presidential Economic Policy co-sponsored by the College of Business and the College of Public Service and Urban Affairs. The debate took place at the Avon Williams Campus on October 25, 2012; participants also included David King, Tom Landstreet, and moderator Dr. Soumen Ghosh of the College of Business.

Dr. Streams is co-Principal Investigator with colleague Dr. Soumen Ghosh of the College of Business on a new grant from the Tennessee Advisory Commission on Intergovernmental Affairs. The 18-month

project is entitled, "Analyzing the factors underlying sustainable competitiveness for the state of Tennessee and its counties" (grant total approx. \$48,000). On November 29, 2012, Drs. Streams and Ghosh presented an overview of the new project at the quarterly meeting of the TACIR Commission in Legislative Plaza. In the spring Dr. Streams conducted two focus groups at the TN Development District Association state meeting as part of this research project, and Drs. Streams and Ghosh published a piece about the project in Tennessee County News.

Dr. Gittner has had a manuscript accepted for publication in Clinical Pediatrics in October (Ludington-Hoe, SM, Gittner, LS, Haller, H. In press. Clinical Pediatrics. "A pilot study: Does obesity begin in the first year of life?").

Dr. Gittner also presented research at the Tennessee Board of Regents Qualitative Research Conference this fall (Gittner, LS, and Adams Tufts, KA. "Instant Messaging Chat about Secrets: A School-based HIV Prevention Program." 2012 TBR Qualitative Research Conference. Clarksville, TN, October 15.) Her work with colleagues on HIV prevention was also presented at the AIDS 2012 Conference in Washington, DC (Adams Tufts, KA, Gittner, LS, and Tulenson, A. 2012. "Secrets: A school-based peer-to-peer educational theatre program aimed at increasing STI/HIV prevention and transmission knowledge and reducing HIV risk behaviors in adolescents." AIDS Conference (AIDS 2012) Washington D.C., July 22-27.)

Dr. Halachmi and Dr. Amy Woron ('10, Ph.D.) have had an article accepted for publication in The International Journal of Organization Theory and Behavior, entitled "Spontaneous Inter-Organizational Learning."

Dr. Rizzo's paper "India's Accession to TRIPS and its Engagement with the Pharmaceutical Industry" was accepted for the International Academy of Business and Public Administration Disciplines Conference in Istanbul in July. Co-authored with Dr. Sharon Thach of the College of Business, the paper reviews the interaction of internal policies in India regarding pharmaceuticals, the adoption of the TRIPS treaty, and the impact of both on the industry. Drs. Rizzo and Thach of the College of Business presented a paper to the twelfth International Business and Economy Conference (IBEC) held in Caen, France in January. "Accession to TRIPS and Engagement with the Pharmaceutical Industry: Brazil and India" was accepted for inclusion in the IBEC Proceedings.

This fall, Drs. Stanley and Streams, with colleagues Drs. Cara Robinson and Kimberly Triplett of the Department of Sociology, Social Work and Urban Professions and Dr. Yildiz Binkley, Dean of Libraries and Media Centers, prepared a white paper on the future of library services. With colleagues from the Department of Criminal Justice, Dean Bailey prepared a white paper on the future of public safety in Nashville. These papers were invited as part of the initial phase of the Nashville 2040 planning process by Metropolitan Government of Nashville and Davidson County.

Dr. Gittner worked on several large grant applications which though not funded, in some cases reached the second round of consideration.

Fowles, J, Butler, J S, Cowen, J, Streams, M, & Toma, E. 2013. "Public employee quality in a geographic context: a study of rural teachers." American Review of Public Administration. In press; online publication January 27, 2013

Streams, ME (presenting), Kukla-Acevedo, S, Robinson, C, Toma, EF. Association for Education Finance and Policy, New Orleans,

LA. March 2013. Paper. "Teaching as a career in rural areas: role of occupational opportunity."

Gavilo-Lane, LB [TSU PhD student], Streams, ME (co-presenting). Southeastern Conference for Public Administration, Fort Lauderdale, FL. October 2012. Paper. "Intergovernmental institutional isomorphism: examination of state Earned Income Tax Credit legislation."

Maringa, C [TSU PhD student], Streams, ME (co-presenting). Southeastern Conference for Public Administration, Fort Lauderdale, FL. October 2012. Paper. "Investigation of intra-district relationships in school capital infrastructure investment needs in Tennessee"

During the 2012-2013 academic year, the urban studies faculty have engaged in the following research activities -

- 4 conference presentations
- 2 conference moderated panels
- 3 peer-reviewed publications
- 8 pending peer-reviewed publications (journals and book sections)
- 1 University Workshop
- 1 Pending Textbook Publication
- 4 Community-Based Publications
- 1 Grant Awarded (\$25,000 internal travel grant)
- 6 Pending Grant Applications
- New and ongoing community partnerships with Tennessee Department of Transportation, Metro Transit Authority, Nashville Metropolitan Planning Organization, Tennessee Fair Housing Council, Tennessee Human Rights Coalition, Metropolitan Development and Housing Authority, Tennessee Housing Development Authority, Tennessee HMIS Coalition, Urban Housing Solutions, Mercury Courts Clinic, Metro Poverty Council, Metro Homelessness Commission
- 30 total service activities - department, college, university and community

5. Use of Results

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

ACA-307 PO1

Public Administration:

Based on the information provided by the Department of Public Administration, this unit is satisfying the advertising strategies established by CPSUA. This department maintains continuous contact with the students through various emails and newsletters sent each semester, as well as visits to a majority of classes at the beginning of the semester by the Department Chair. This unit also maintains an updated webpage with newly established recruitment videos outlined in CPSUA's recruitment plan.

URBAN STUDIES:

- The urban studies program experienced a successful declaration rate for the 2012-2013 year and will target an additional 10 new majors in 2013-2014 academic year.

- Faculty attended recruitment events and to continue recruitment outreach during the 2013-2014 academic year, such as fostering additional local high school relationships, attending more recruitment fairs at other regional community colleges and finding community recruitment partners in other TN cities.
- Urban Studies also has begun participating as an administrator on the CPSUA Facebook page which affords faculty access to potential recruits.
- Urban Studies faculty will also contributing new content for the CPSUA website to enhance web presence.
- Urban Studies will recruit a cohort for its first accelerated program academic year. The cohort will consist of, at least, six students.

The Department of Sociology, Social Work, and Urban Professions experienced an overall decrease in numbers of majors between 2011-2012 and 2012-2013. The Department has established department level Recruitment and retention committees to address student recruitment and retention. Recruitment Committee members attended several on- and off-campus recruitment events, initiated a web-based video ad campaign, and is in the process of enhancing our web content to better highlight our programs. We also plan to implement a direct mail campaign to send the links to our web content to high school guidance counselors, community colleges, and other relevant stakeholders. The expected implementation date for both initiatives is August 2013.

ACA-307 PO4

Public Administration:

Based on the information provided by the Department of Public Administration, this unit failed to meet this outcome measure across all degree programs. The degree program showing a substantial increase in graduates in the Dept. PA is the nonprofit certificate program. Despite failing to meet its projected graduation measure, the PA Dept. has initiated various changes in admission and retention requirements for the MPA and Ph.D. program. Overtime, the department will monitor graduation rates to see if these changes have resulted in more graduates.

URBAN STUDIES:

- The urban studies program will improve reporting partnership with the Office of Institutional Effectiveness to receive yearly reports on the graduation status and # of full-time and part-time senior urban studies majors. Continued improvements to internal recordkeeping and reporting partnerships will enhance our capacity to adequately address student progression in a systematic, intentional fashion.
- The urban studies program completed an updated version of the senior exit exam. The exam will be undergoing an additional revision during the 2013-2014 academic year. 100% of graduates successfully passed the updated exam.
- The urban studies program will update the shared advising database to improve recordkeeping among URBS faculty.
- The urban studies program designed new senior graduation course options to better meet the needs of a diverse student base including the Senior Project option which allow students who aspire to conduct research at the graduate level and/or those with demanding work schedules/vast work experience to enhance their knowledge base. The internship option remains for students who need or want to experience on-the-job training in urban studies fields.

The Department of Sociology, Social Work, and Urban Professions experienced mixed results in numbers of degrees granted between 2011-2012 and 2012-2013. We expect that the initiatives described under ACA-307 PO1 will help improve these numbers. We also enhanced our development of community

partners and community based research projects to provide more internships and hands-on research opportunities for our students, and better brand the community services our department provides. In addition, the classrooms where most of the our courses are taught are currently being upgraded to technology equipped "Smart" classrooms. We believe these efforts will improve student retention in our programs and improve our graduation rates.

ACA-307 PO6

Urban Studies:

The urban studies program has been successful in maintaining a diverse course delivery system by offering courses through traditional, hybrid and online methods each semester. The program is currently undergoing the process of designing each course for online delivery. All required courses are ready for online delivery. Further the program is beginning an accelerated program in fall 2013.

Public Administration:

Based on the data provided by the Department of Public Administration this outcome measure is being met. The PA Dept. has demonstrated that students view the multiple course delivery options (hybrid, online and on-ground) as beneficial for degree completion. According to the survey data, they also believe the online and hybrid courses are being delivered effectively with only minor suggestions for improvement.

ACA-307 PO9

Public Administration:

Based on the data provided by all faculty for this outcome measure the Dept. faculty are exceeding their requirements for research. All of our faculty either published at least one referred journal article or submitted an external research grant for funding. Three faculty members were responsible for most of the research based activities in the department. They were Drs. Gittner, Halachmi and Streams.

URBAN STUDIES:

Based on the data provided by all faculty for this outcome measure, program faculty are exceeding their requirements for research. Each faculty member (Gibran, Robinson, Triplett) during the 2012-2013 academic year published a peer-reviewed article and each has, at least, one manuscript submission currently being reviewed by peer-reviewed journals or book editors. One faculty member (Gibran) received an internal travel grant for \$25,000 and each faculty member has at least one pending grant application. Further, each of the three faculty members is involved in significant amounts of program service including search committee, mobilization, strategic planning, assessment, academic audit, advising procedure/document revision, performance measurement document design, recruitment etc... Finally, the urban studies faculty are involved significantly in community work. Triplett (Southeastern Health Equity Council; Council Member - TN-ASPA) and Robinson (Data Committee Chair - Metro Homelessness Commission; Housing Committee - Metro Poverty Council; HMIS Steering Committee - Metropolitan Development Housing Authority; Treasurer - TN-ASPA) are currently involved in leadership positions.

6. Assessment Summary

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

ACA-307 PO1

Based on the data provided by each unit this outcome measure was successfully completed in AY 2012-2013 but CPSUA will continue to monitor this outcome measure for success.

ACA-307 PO4

Some of the units in the College met this outcome measure in AY 2012-13 but others such as public administration did not met this goal. Those units that fail to met this goal will use more recruitment and retention methods discussed in ACA-307 PO1 to improve the number of graduates.

ACA-307 PO6

Based on the data provided by each unit this outcome measure was successfully completed in AY 2012-2013 but CPSUA will continue to monitor this outcome measure for success.

ACA-307 PO9

Based on the data provided by each unit this outcome measure was successfully completed in AY 2011-2012 but CPSUA will continue to monitor this outcome measure for success

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

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

The College of Public Service and Urban Affairs believes that the assessment process being used by TSU at this time is a fantastic process that should have been incorporated years ago. We find the process is working in our units across the College. Assessment of academic and non-academic programs are becoming more important in times of budget uncertainty across the country. We recommend that the University or individual colleges hire individuals to be the assessment coordinators across each unit/college. For instance, the University of Georgia and Mississippi State University have hired individuals to serve as assessment coordinators for NASPAA's accreditation of MPA programs. Colleges across the University would benefit from hiring such individuals to lead the assessment process for each college because it would lower the need to continue training new people to take on this important task each AY.

Tennessee State University

Academic Affairs

Annual Assessment Report

1. Name of Unit: Division of Academic Affairs

2. Summary of Mission and KPI Outcomes

2A. Mission	# related outcomes	# Outcomes Met	# Outcomes not met	% outcomes met
A. Scholarly Inquiry	0			0%
B. Research	1	1		100%
C. Life-long Learning	1	1		100%
D. Service				0%
2B. KPI	# related outcomes	# Outcomes Met	# Outcomes not met	% outcomes met
1. Access & Diversity				0%
2. Academic Quality and Student Success	5	3	2	60%
3. Business Friendly Practices				0%
4. Revenue Generation/ Research/ Resourcefulness	1	1		100%
5. Engagement				0%

3. Expected Outcome(s) and Criteria for Success

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

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

The Division of Academic Affairs continues to promote the improvement of student performance and teaching quality. For this annual report, the Division has selected to report on the assesment of: General Education, Research, and Educational Technology.

The Division has made significant progress in the assessment of its General Education cluster of courses. Beginning in 2008, the division began tracking student performance in written communication, oral communication, Mathematics and critical thinking through course embedded assessment. The charts and graphs indicating student improvement can be found in Compliance Assist under ACA 2. Other changes that have been implemented includes the reorganization of the General Education Assessment Committee to include (1) an adjacent committee for course-embedded General Education assessment in the Natural Sciences and (2) an adjacent committee for the review of the Lumina Foundation's Degree Qualifications Profile (DQP) as a model for the development of baccalaureate learning outcomes. The committee for the DQP reviewed and prepared a full report, which was presented at the SACS-COC meeting in December 2012. Since the beginning of course-embedded General Education assessment reports from the English, Communications, and Mathematics faculties have repeatedly documented the use assessment results for intended program improvements. This use of assessment results is indicative of the primary emphasis placed on the role of the faculty and the importance of the improvement of teaching. The most common use of assessment results is to focus faculty development, course design, and pedagogy on relatively weak areas. The Mathematics faculty, for example, has consistently grouped the five Mathematics learning outcomes into "abstract or critical thinking skills" and "more concrete or applied skills," indicating plans to focus future improvements on the area that is weaker in a given reporting cycle.

Engaging University students in research activities is one of the primary goals of the Academic Master Plan. Over the last three years the area of Research and Sponsored Programs (RSP) has provided and supported research opportunities for faculty and students to work with faculty. Through the tracking of information associated with the University research enterprise, RSP has deans in Compliance Assist: (1) research experiences and funding (tuition, fee, stipends, etc) for undergraduate and graduate students, (2) funding for new laboratories and laboratory upgrades and expansion, and (3) incentives that move faculty to engage in research activities and build a culture of research at the university. According to the charts, by 2012 the unit had increased the number of students involved in research by 12 percent. It had also increased its investment in laboratory equipment by 7 percent. The implementation of faculty incentives, served to increase faculty participation by 44 percent.

Establish a baseline for technology-use at the University; the TSU Educational Technology Council (ETC) developed and administered the Educational Technology Faculty Survey for this purpose. Re-administer the survey and compare with baseline to determine if there is an increase in technology-use; (b) Monitor and report on the results of strategies outlined in Educational Technology Strategic Plan; and (c) Analyze and review faculty portfolios, tenure / promotion documents to incorporate standards relevant to technology usage in the classroom.

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 assessment methods utilized are as follows:

The General Education assessment processes in place at the University since Fall 2008 in Written Communication, Oral Communication, and Mathematics have become established and valuable

practices. The assessments are based on carefully constructed measures of learning outcomes in ENGL 1020, COMM 2200, and MATH 1110. Five consecutive years of annual reporting indicate a generally positive disposition toward this assessment approach among the General Education faculty, which is using the results for the improvement of teaching and learning.

Research and Sponsored programs established the baseline for the following areas :

1. Funding via external funding for Undergraduate and Graduate students:
2. Laboratory investment via external funding:
3. Distribution of monetary incentives via external funding.

One of the activities outlined in TSU ETC Strategic Plan 2010-2015 was to conduct a symposium / trade fair and to invite various vendors of educational technology to show their latest innovations. On April 5, 2013, the Center for Teaching, Learning, and Technology (CTLT) sponsored the Technology Showcase 2013. Twenty-three (23) Exhibitors representing 15 external and internal “vendors” were in attendance and seventy (70) faculty and staff attended the Showcase. See attached flyer and event program. The evaluation response averages ranged from 4.42 to 4.58 on a scale of 1 to 5 (Technology Showcase-Overall) and 4.00 to 4.33 on a scale of 1 to 5 (Technology Showcase – Mini Presentations). See attached evaluation summary.

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.

Since 2011, the University has taken a number of steps to build on this TBR framework to expand and improve the assessment of General Education, including the establishment of a University-wide General Education Assessment Committee (GEAC) and the creation of a subcommittee for course-embedded assessment. Following on the 2011-2012 report, this document represents the second comprehensive, integrated General Education Assessment report informed by the work of this subcommittee.

The goal is to continue to work collaboratively "with Academic Affairs and the Faculty Senate to develop a policy that incorporates technology-use measures in the tenure and promotion process" and to provide faculty support services including assistance with the development of e-portfolios for promotion / tenure process or other professional development activities.

6. Assessment Summary

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

Since the beginning of course-embedded General Education assessment in fall 2008, reports from the English, Communications, and Mathematics faculties have repeatedly documented the use assessment

results for intended program improvements. This use of assessment results is indicative of the primary emphasis placed on the role of the faculty and the importance of the improvement of teaching. The most common use of assessment results is to focus faculty development, course design, and pedagogy on relatively weak areas. The Mathematics faculty, for example, has consistently grouped the five Mathematics learning outcomes into "abstract or critical thinking skills" and "more concrete or applied skills," indicating plans to focus future improvements on the area that is weaker in a given reporting cycle.

Efforts to move forward with the plans for inclusion of technology-use measures in the tenure and promotion process and the utilization of e-portfolios will be continued in the next reporting cycle.

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

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

It is recommended that training the quality of constructin outcomes and technical training in the use of compliaince assist should be mentioned and expanded. The University has done much to create a culture of assessment; reporting activites throughout the academic fiscal year should reinforce data driven decision making that uses results to effect change.

Tennessee State University

Academic Affairs Compilation

Annual Assessment Report

1. Name of Unit: Academic Affairs compilation of unit reports

2. Summary of Mission and KPI Outcomes

2A. Mission	# related outcomes	# Outcomes Met	# Outcomes not met	% outcomes met
A. Scholarly Inquiry	17	16	1	94%
B. Research	19	14	5	74%
C. Life-long Learning	31	26	5	84%
D. Service	22	22	0	100%
2B. KPI	# related outcomes	# Outcomes Met	# Outcomes not met	% outcomes met
1. Access & Diversity	22	21	2	95%
2. Academic Quality and Student Success	49	42	7	86%
3. Business Friendly Practices	16	14	2	88%
4. Revenue Generation/ Research/ Resourcefulness	8	7	1	88%
5. Engagement	17	14	3	82%

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.

Center for Extended Education:

- ACA 309 4.1: Increase the number of faculty and staff trained in the course management system (CMS) by 15%.

- 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.

University Honor's Program (UHP):

- ACA 310 01 Graduating Honors seniors will demonstrate effective writing skills as evaluated by UHP faculty. 75% of Honors students will successfully complete the Honors Senior Thesis or Senior Project.
- ACA 310 02 Graduating Honors students will demonstrate effective critical thinking skills. 75% of students enrolled in Honors Foundations of Leadership will demonstrate improvement in critical thinking skills through: 1. journal entries, 2. team projects, 3. vision boards..
- ACA 310 06 UHP will increase in retention rates by 15%
- ACA 310 04. At least 10 UHP students will apply for study abroad.

Institutional Effectiveness and Research (OIER):

- PRS 801 PO 1 states that OIER would like to develop a database for requests that will allow the unit to analyze service level and to analyze content.
- Two(2) criteria for success were established for PO1:
 - Increase customer service performance by effectively reducing turnaround time from receipt of request to completion.
 - Based upon analysis the unit will improve SQL script to more effectively utilize ARGOS in collection and dissemination of official aggregate data.
- 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 least 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

Institutional Planning and Assessment (IPA):

- Increase the student response rate on student evaluation of faculty to an aggregate performance of 45% from a baseline percentage of 41.1 attained in AY 2011-2012.
- Enhance academic quality through ongoing strategic planning by conducting regular monthly meetings, strategic planning and assessment activities through the University Strategic Planning Council (USPC), the Academic Master Plan Steering Committee (AMP), and the University Assessment and Improvement Council (UAIC).
- Have a majority of participants report satisfaction in workshops and trainings for faculty and staff utilization of the assessment and improvement system.
- Administer the Dean and Department head evaluations demonstrating an increase in faculty response rate from the prior year.

Libraries and Media Centers:

- ACA-311 SLO1: The aim of our library orientation and bibliographic instruction/information literacy sessions was to increase students' learning skills by at least 5% by pre and post test.
- ACA-311 PO2: Library's goal was to have a 75% satisfaction rate in user access to electronic

resources, and at least 375,000 access (hits) to electronic resources at off-campus sites annually. Satisfaction rates were measured by Library User Satisfaction Survey, and the level of access was measured by Library's

- Web Access Management (WAM).
- ACA-311 PO3: The library aim was to provide access to a minimum of 50% of the print book titles held by the library's selected peer institutions as well as HBCU peer collections in the areas of Nursing, Engineering and Business.
- ACA-311 PO4: Library's expected 75% of the students to rate the assistance they received as Excellent and Good. Satisfaction rates were measured by Library User Satisfaction Survey distributed in the Fall 2012.

Office of Diversity and International Affairs:

- Increase the progression and degree completion (by subpopulation groups) using previous year's baseline numbers with a target range of 3-5% growth over the base of the previous year.
- The criterion for success will be an increase in retention (measure annually-first time freshmen fall to fall returning rate) by increasing the persistence rate (number/percentage of students accumulating 24, 48, 72 credit hours) of TSU's underrepresented student population.
- Increase the number of students that complete a study abroad experience by 10%. Measure the # of students that complete a study abroad experience each AY for 2010, 2011, 2012, 2013, 2014.
- 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.

Research and Sponsored Programs:

- Scholarly mission outcome met 100% of the goal by mentoring 11 undergraduate and graduate students.
- Research mission met 110% of our goal by facilitating proposals to train and compensate 1,756 undergraduate and graduate students.

Samuel P. Massie Chair of Excellence – TLSAMP

- For Increased STEM undergraduate enrollment by 3%
 - Fall 2008- 1133
 - Fall 2009- 1205
 - Fall 2010- 1285
 - Fall 2011- 1313
 - Fall 2012- 1272
- The Fall 2012 enrollment was 1272, which indicates a 12.3% increase in enrollment from the baseline year of 2008 and an increase of 3.1% from Fall 2011 to Fall 2012.

Title III Program 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.
- Five (5) Criteria for Success were established for this Performance Outcome:
 1. All Title III Purchase Requisitions (PRs) and Travel Requisitions (TRs) will be processed and forwarded to the appropriate office/department within 2-3 days.
 2. 90% of Title III funded activities will submit Quarterly Project Status Reports and Annual Performance Reports (APRs) on or before the respective due date.
 3. Title III Office will submit required reports as evidence of federal compliance.

4. The University will demonstrate evidence of an increase in the matching dollar request for Title III Endowment funds.

5. Instructional facilities will be enhanced via construction, renovation, and the installation of contemporary teaching and research equipment for student learning and development.

WRITE Program (QEP):

- By the end of the project period, 80% of faculty teaching in the general education composition and history classes and upper-level WRITE programs will have participated in two or more faculty development sessions sponsored by the WRITE program.
- By the end of the project period, 80% of the students completing an undergraduate degree in a WRITE program will have portfolios, which contain at least one major writing project for each of the four years of the undergraduate degree.
- Improve student learning in HIST 2010-2020-2030 measured by increasing pass rate of students taking the HIST 2010-2020-2030 sequence by 1%.

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.

Center for Extended Education:

- Year 4 Results = 116 additional faculty and staff trained.
- 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 4.26 to 4.51.
- In addition to the standard CMS training offerings, the Unit also facilitated the following special professional development opportunities for faculty and staff:
- 2013 CTLT Technology Showcase - 46 participants. The mean score for the responses for the CTLT Technology Showcase was between 4.42 to 4.50
- 2013 Summer Faculty Development Institute - 51 participants. The participants responded to a series of statements using a likert scale of 1 (Strongly Disagree) to 5 (Strongly Agree). The mean score for the responses for the Faculty Development Institute was between 4.56 to 4.82.

University Honor's Program:

- ACA 310 01. Effective writing skills: Step 4 The criterion was met for AY 2012-2013 with 100% (N=10) of the honors graduating seniors scoring an A or B on their senior project/thesis. In addition, the 10 students who completed senior project/thesis during AY 2012-2013, 8 of the 10 or 80% scored an "A" and 2 of the 10 or 20% scored B.
- ACA 310 01 Critical thinking Skills: 80% of students increased critical thinking skills as evidenced in journal entries, team projects and vision boards. Comparison of journal entries after week 4 and critical thinking skills session showed marked improvement. Student interviews show that students understood and appreciated critical thinking skills improvement session.

- ACA 310 06: Step 4. For the academic year 2012-2013, the total number of student members enrolled in the University Honors Program had an overall retention rate of 96.7%. The numbers and percentages were distributed as follows:
 - Student Members Total Enrollment in the University Honors Program 2012-2013

Classification	F' 12	Sp' 13	Retention Rate
Freshmen	74	72	97.30 % retained
Sophomores	69	67	97.10 % retained
Juniors	77	78	101.30 % retained
Seniors	47	41	87.30% retained
Overall Total	267	258	96.7% retained
 - 2. Percent of students in Good Standing (i.e., met the cumulative 3.4 GPA requirement)
For the academic year 2012-2013, the number of student members of the University Honors Program who met the actual cumulative GPA requirement of 3.25 to remain a member in good standing in the program had an overall retention rate of 87%.
 - The numbers and percentages were distributed as follows:

Student Members in Good Standing in the University Honors Program 2012-2013			
Classification	F'12	Sp'13	Retention Rate
Freshmen	48	42	87.5 % retained
Sophomores	51	42	82.4% retained
Juniors	49	47	96 % retained
Seniors	44	36	81.9% retained
Overall Total	192	167	87% retained
 - For the academic year 2010-2011, the number of student members of the University Honors Program who graduated was 11. This was used as a baseline by which the two subsequent years' graduation rates were measured. For the academic year 2011-2012, the number of student members of the University Honors Program who graduated was 16. This was a 31.2% increase from the previous year. For the immediate past academic year 2012-2013, the number of student members of the University Honors Program who graduated was 14. While this was a 12.5% decrease from the previous year, it was still a 21.4% increase from the initial baseline measurement. The numbers and percentages were distributed as follows:
 - Student Members of the University Honors Program Who Graduated 2010-2013

Academic Year	Total Number of Graduates	Percentage of Change
2010-2011	11	Baseline Measurement
2011-2012	16	31.2 % increase from previous year/baseline measurement
2012-2013	14	12.5 % decrease from previous year, 21.4 increase from baseline measurement
Overall Total	41	21.4% increase from baseline measurement
 - ACA 310 04: Step 4 The number of students that traveled abroad from the Honors Program = * ten (10) for 2012 and twelve (12) students in 2013. The number of students who applied for funding and were granted funds for travel abroad = *2 students for 2012 (Spear & Hudson to China) and 5 students for 2013.
- Institutional Effectiveness and Research (OIER):**
- OIER used direct methods of assessment for PO1 by tracking the number of completed requests from July 1, 2012-June 30,2013.
 - Criteria 1. 84% of the overall 211 requests were properly assigned and completed within the established timeframe.

- Criteria 2. Time-to-completion was reduced by approximately 40% due to around 140 scripts being written and stored in ARGOS, which improved the efficiency and reliability of data collection and dissemination.
- PO5 was assessed by "Take 6" Professional Development Initiative satisfaction and Faculty Cultural Roadmap success, utilizing faculty engagement to enhance the overall effectiveness of the university.
 - Criteria 1. Take 6 initiative for the 2012-2013 year reported that 1126 seminars were attended and properly qualified for the "Take 6" credit. Over 430 faculty and staff members registered with 257(60%) completing the evaluation survey. 96% of the attendees reported overall satisfaction with the quality of given seminars.
 - Criteria 2. The 2012-2013 Faculty Cultural Roadmap project was comprised of 14 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. Language 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.

Institutional Planning and Assessment (IPA):

- 1. The response rate for student evaluation of faculty Spring 2013 was 50.04%, exceeding the goal. This was due in part to extending the evaluation period and by escalated messages that were short and periodic to students and faculty, and department heads being notified periodically of their departments' student response rates.
- 2. Apart from the facilitation of monthly meetings of the AMP, UAIC, and USPC, materials were developed that included: a presentation on CCTA Funding, revised Strategic Plan brochure that included the President's Vision, Academic Master Plan Implementation Report, updated credentials targets and projections for TBR, an Early Warning Dashboard for Accreditation, leadership and guidance for the University's Customer Service Improvement Plan, submission of conference proposals, including one for SACS in December. These accomplishments were done in conjunction with these University-wide committees.
- 3. An evaluation of training workshops involving development of five training manuals and 17 workshop sessions with 279 participants. Of those, 244 completed a survey with a majority of the participants reporting satisfaction with "Understanding and Ability" and "Logistics and Effectiveness" of the workshops.
- 4. In Spring 2013, participation in faculty evaluations of Dean and Department Heads increased - 73% for Department Heads and 63.5% for Deans. This shows an increased value in the evaluation process.

Libraries and Media Centers:

- ACA-311 SLO1: Students enrolled in selected English courses were administered a 11-item pretest/posttest for assessment, evaluation and data analysis. The data was analyzed in SPSS and the results revealed a 10.5 percent increase in tests/knowledge skills.

- ACA-311 PO2: Library User Satisfaction Survey (in print and online) was conducted during Fall 2012 semester to gauge the satisfaction levels of students in accessing electronic resources at on and off-campus sites. Print surveys were distributed to the students at both campus libraries, and an announcement appeared on University Communications concerning the availability of the survey instrument online via the Library's web page. Respondents included 74 Freshmen, 42 Sophomores, 46 Juniors, 61 Seniors, and 28 Graduate Students, a total of 251 students.
 - The results indicated that 83% of the respondents rated the Access to Electronic resources as EXCELLENT, Freshman were the most satisfied group with a rating of 92% followed by Senior 80.3%, Graduate Students 78.6%, Juniors, 71.7% and Sophomores 71.4%. 85% of the respondents rated Access from Off-Sites EXCELLENT. Freshmen were the most satisfied group with a rating of 94.4% followed by Seniors 90%, Sophomores 81%, Juniors 80.4%, and Graduate Students 78.6% .
 - Web Access Management statistics were used to gauge the number user access to electronic resources at on and off-campus sites. The total user access to electronic resources was 2,489,481. Total off-campus access was 1,358,670, and on-campus was 1,130,811. The breakdown of the numbers indicate that the number of Undergraduate Student access at off-campus sites was 318,973, Graduate Students access 925,276, Faculty access 102,002, and Staff access 12,419.
- ACA-311 PO3: The comparison showed that TSU holdings in engineering, nursing and business and economics compares favorable on all levels with its peer group, other Tennessee universities and historically black colleges and universities that support the same majors. Our goal was a 50% overlap, and we averaged a 70% overlap with the other institutions in the comparison groups. Cycle of measurement for this outcome is every two years, which began in 2011.
- ACA-311 PO4: To gauge the students' satisfaction with the type of assistance they receive at on and off-campus sites, library used a User Satisfaction Survey administered in print within the library and online. Respondents included 74 Freshmen, 42 Sophomores, 46 Juniors, 61 Seniors, and 28 Graduate Students.
 - The results indicated that 86% of our users rated the quality of assistance they received as “excellent”. The breakdown of the ratings indicate that 93% of Freshman deem the assistance they received as “excellent” followed by 85.7% of Graduate Students, 85% of Seniors, 83.3% of Sophomores, and 83% of Juniors. In addition, overall 85.4% of the students indicated that library assistance is very important. Breakdown of the ratings indicate that 89.3% Graduate students thought that library assistance is Very Important followed by 89.1% of the Juniors, 89% of the Freshmen, 85.5% fo the Seniors, and 74% of the Sophomores.

Office of Diversity and International Affairs:

- Through the annual university report card, the unit was able to evaluate student progression benchmarks by credit hours, year over year enrollment of sub-populations, and degree completion by sub-populations.
- Degree completion increased by >1% in the following sub-populations

	FY 2011	FY 2012
Adults	521	555
Low-Income	510	630
Health	270	297
STEM	143	150
Total	1444	1632 (13% increase)

Total student progression increased by >1%

	FY 2011	FY 2012	
24 hr	1053	1181	(12%)*
48 hr	910	1059	(16%)*
72 hr	2469	3606	(46%)*

***Increase in # of students progressing**

- Through effective recordkeeping, ie. TnCIS spreadsheets/reports and student files, we concluded that there was a 105% increase in domestic student participation in study abroad programs. This analysis of data revealed certain trends in the types of students that are choosing to study abroad. ie, high achieving students, student leaders, specific majors, etc.
- 81% of the students rated an understanding improvement from "some" to "very much" . This increase suggests that the type of programming we are providing to the campus has had a positive impact on the students overall cultural experience.

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. Under our Research mission outcome, we met 91% of our goal by publishing 29 out of 32 scholarly works, such as the Journal of Astronomy and Astrophysics.

Samuel Massie Chair of Excellence – TLSAMP:

- TLSAMP is on target with the goal to increase enrollment by 3%

Title III Program Administration:

- The Title III Office utilized direct methods of assessment. The direct measure of this performance outcome included the number of documents that were processed and forwarded to the appropriate office/department within 2-3 days; 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; and the number of classrooms being enhanced via renovation and installation of contemporary teaching and research equipment for student learning.
- ACA-802-HBCU-#1-PO1 results indicated that the criteria for this expected outcome were met.
 - Criteria #1:
Results showed that 96% of Purchase and Travel Requisitions were processed and forwarded to the appropriate office/department within 1.7 days.
 - Criteria #2:
Results indicated that 96% of the Title III Activity Directors submitted their Annual Performance Reports and quarterly Project Status Reports on or before the due date.
 - Criteria #3:
As of June 30, 2013, the Title III Office 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 #4:
During FY 2012-2013, 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. At this time, the University has \$310,024.16 to match.
 - 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. As of June 30, 2013, two (2) Nursing labs, six (6) classrooms and two (2) labs in the Student Success Center, and 32 classrooms in Crouch Hall and Elliott Hall were renovated, which included flooring, wall painting, replacement of broken blinds, classroom furniture and equipment (20 Smart boards, etc.) installation. In addition, the Media Center was upgraded to include the capability to broadcast instructional media directly to classrooms.

WRITE Program (QEP)

- The original target for this point was 38 of 47 or 80% for the general education faculty would have attended one or more trainings/workshops provided by the WRITE Program, and the actual numbers are 36 of 47 or 77%.
- Currently there have been 2630 students creating electronic portfolios (original target was 1100) though this number is not yet broken down by major, etc.
- In fall 2010, 69% of the students enrolled in HIST 2010-2020-2030 earned a C or better. In spring 2011, as part of the WRITE Program implementation, successful completion of both ENGL 1010 and 1020 with a C or better became a prerequisite for enrolling in HIST 2010, 2020, or 2030. For fall 2012, 666 of 847 or 79% of students completed HIST 2010, 2020, and/or 2030 with a C or better. For spring 2013, 646 of 903 or 72% of students completed HIST 2010, 2020, and/or 2030 with a C or better

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.

Center for Extended Education:

- Year 4 (2012-2013): Outcome Accomplished - The Unit will continue to monitor for improvement.

University Honor's Program (UHP):

- ACA 310 01. Although students demonstrated effective writing skills, an increase in writing and research opportunities will be required for UHP classes. The Honors Senior Thesis will be reinstated.
- ACA 310 02. Critical thinking skills need to be taught at the beginning of the semester. There is an established syllabus in this course, so whoever is teaching it will address the critical thinking outcome. Since this outcome was entered in the wrong category it is being cancelled at the end of 2012-2013 and replaced with an appropriate student learning outcome beginning 2013-2015.
- ACA 310 06: Step 5. Although AY 2012 -2013 was an unstable period for the University Honors Program, due to the resignation of the Associate Director in Fall 2012, and the retirement of the Director in Jan 2013, the UHP students continued to excel in their academics. The retention rate from Fall 2012 and Spring 2013 showed strong persistence.
 - The graduation rate for AY 2012-2013 showed an increase from the baseline that was set, but

decreased when compared to AY 2011-2013. Students who fell below the 3.4 GPA requirements were placed on probation. The new UHP staff has contacted those students and has encouraged them to meet for mentoring and advising. A new improvement plan will be implemented to help those students to persist in the Honors program.

- Improvement Plan
 - Engagement: To encourage and increase participation of all honors program students in educational and motivational seminars, workshops, colloquia, experiential learning, special topics and conferences. This will be accomplished through: monthly meeting of each class, one on one counseling/personal sessions, monthly movie night, discussion session, brown bag luncheon once a month, and dinner with the director bi monthly
 - Advisement: Establish semester meetings between UHP advisors and Honor students where GPA strengths and weaknesses adherence to the Honors curriculum to increase retention , persistence and solidification of relationships between advisors and students.
 - Mentoring: Peer to peer mentoring of upper classmen and lower classmen by major as much as possible or closely related fields.
 - Instituting an Honors Advisory Board.
- ACA 310 04. The improvement plan is to encourage more UHP students to apply for Study Abroad. The UHP program will collaborate with the Office of International Student Services and other departments to plan study abroad trips and to engage in student exchange programs. Also, to help students raise funds when they are not funded through International Study Grant.

Institutional Effectiveness and Research (OIER):

- PO1: The test results indicated a significant improvement in assigned requests, which allowed better tracking of time completion. This also resulted in a 95% completion rate within the allotted time frame. Implementation of the customer satisfaction survey will take place within the remaining time of this cycle.
- PO5: Data collection will be improved by active correspondence between the seminar providers and the office of Title III's administration in regards to participation and logs. Title III administration will also provide seminar specific sign-in sheets. Permission to use the "Take 6" logo must be obtained, and any updates to the initiative will be available on the website.

Institutional Planning and Assessment (IPA):

- The office constantly monitored the progress of students completing the evaluation. The office adjusted the communication plan based on response rates in the beginning, and we have already begun to modify the protocols for next year to help increase response rates and minimize data discrepancies.
- 2. The planning and assessment committees serve as ways to disseminate information and close the loops across the campus. Committees provide input on what is going on across campus and help IPA adjust its goals and daily activities.
- 3. The results from each workshop are processed as quickly as possible. This ensures that workshops can be adjusted not only for the next cycle, but also for the next session or the next series of workshops. For example, in one workshop, participants noted that they needed time to log in and/or reset passwords. IPA utilized this information to appropriately allot workshop time to accommodate log-in time to Compliance Assist.
- 4. The effort to get more faculty involved in Deans and Department Head evaluation will not only give more validity to the evaluation but will give a clearer picture of what is going on within colleges and departments. This process helps to close the gap of leadership.

Libraries and Media Centers:

- Although the goal was to improve student learning outcome scores by 5%, we realized that students had posted higher scores than expected - 10.5%. Our information specialists will continue to seek ways to improve student's ability to become independent researchers and lifelong learners. Also, our information specialist will continue to employ ways to make our users technologically savvy.

Office of Diversity and International Affairs:

- In an effort to continue monitoring the success of students and improve progression rates, the unit collaborated with the Office of Advisement and Student Success to set up an early alert warning for the targeted sub-populations.
- In order to increase participation in TSU study abroad programs, the unit conducted more study abroad workshops earlier (Aug-Sep) in the Fall semester, and plan to target freshmen through the Service to Leadership classes.
- The Office of Diversity and International Affairs collaborated with academic sub-units to elucidate inclusive excellence, improve student learning, and enhance cultural engagement through various events and activities.

Research and Sponsored 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.

Samuel Massie Chair of Excellence – TLSAMP:

- TLSAP will continue its efforts to increase undergraduate STEM enrollment.

Title III Program Administration:

- The assessment results indicated that the Title III Office was successful in ensuring that paperwork were processed and forwarded to the appropriate office/department within two (2) days. The Title III Office also demonstrated evidence of compliance via submission of federal reports by the established deadlines. The Title III Office will continue to monitor the funded activities daily to ensure expected outcome is reached.
- 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 on October 7, 2013. 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.
- 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.

WRITE Program (QEP):

- WRITE Director continues to work with the Coordinator of Composition, the Chair of the LLP Department, and the Chair of History, Geography, Political Science, and Africana Studies to offer trainings convenient to the faculty.
- The WRITE Director, recognizing the turnover and transience in adjunct faculty, began offering group trainings on different days of the week and offering one-on-one sessions and trainings coinciding with other departmental functions.
- The WRITE Program began providing resources online (handouts and videos) for students to learn

how to add artifacts to their portfolios. WRITE representatives go into classrooms to assist faculty and their students with uploading artifacts.

- When pass-rates dipped, the WRITE Director working with other general education faculty identified problems with the prerequisite filters that needed to be adjusted.

6. Assessment Summary

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

Center for Extended Education:

- As the results indicate, the faculty and staff were more than satisfied with the services provided. The Unit will continue to review results and determine ways to improve this service via additional workshops offerings, etc.

University Honor's Program:

- The University Honors program is fulfilling its primary goal of creating and maintaining a community of academically bright and talented students who serve as leaders and role models, impacting positively on the university and enhancing the mission of Tennessee State University. The assessment showed that the criteria for the SLO's and PO's were met. Honors students are being retained at a 97% rate, and 87% remain in good standing with GPA requirement of maintaining a 3.25.
 - These students are critical thinkers, effective writers and researchers. Honors students are conducting more discipline based advance study and research and needs to be given the opportunity to present their research at national and regional conferences. Thus an increase in the budget is critical. An increase in internationally funded study abroad opportunities is needed to engage them in diverse cultures of the world to enrich their experiences. There is also a need to administer a satisfaction survey among Honors students to help us assess the UHP business friendly practices.

Institutional Effectiveness and Research (OIER):

- Overall, assessment of this unit's outcomes was successful in that the expected outcomes met the criteria for success.
- OIER will continue to monitor its effectiveness on a yearly basis as we continue to assist students, staff, and faculty.

Institutional Planning and Assessment (IPA):

- Managing campus assessment requires constant attention, collaboration, outreach, flexibility, and patience. We recognize the value of this at TSU, and consequently work with each unit and its personnel differentially while still staying focused on goals, timelines, and quality improvement.

Libraries and Media Centers:

- Our information professionals will continue to seek ways to improve student learning outcomes through such programs as the Information Literacy Leadership Institute and best practices outlined via the American Library Association and the Association of College and Research Libraries/ Information Literacy Competency Standards. Library administrators should not be lulled into thinking that higher scores on posttests make students more information literate.

Office of Diversity and International Affairs (ODIA):

- The Unit strategically plans, execute, and refine as necessary. We must be able to consistently assess relevant student learning outcomes in support of the University's mission, identify weaknesses or gaps and collaborate with faculty, staff, and community partners to enhance the overall learning experience.

Research and Sponsored Programs (RSP):

- Our assessment activity included regular meetings with students and assessing their endeavors and goals. The lesson learned is that a preliminary meeting with students is necessary to properly assess their needs, wants, and goals. Also, a lesson learned is that a proposal budget must be reviewed to encourage additional student participation by the principal investigator or project director.

Samuel Massie Chair of Excellence – TLSAMP:

- TLSAMP has and will continue its efforts to increase the number of STEM enrolled undergraduate students. The Unit will continue to review results and determine ways to improve this service via student dialogue and surveys.

Title III Program Administration:

- Overall, assessment of this unit's outcomes was successful in that the expected outcomes met the criteria for success. Assessment of Title III Program Administration's performance requires consistent measurement and evaluation. As we continue to serve as the administrative unit for management of the expenditure of Title III funds and compliance with federal policies and guidelines, the need for support of university administration, colleges/departments, and faculty is becoming more and more apparent.

WRITE Program (QEP):

- The WRITE Program continues to move forward with its ambitious agenda. Technology issues and shortcomings have slowed the ability to delve easily into the data to check for compliance. However, progress is being 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).

Center for Extended Education:

- Providing the end users with the ability to run standard reports within Compliance Assist was an extremely helpful tool when preparing the Annual Assessment Report this year. It was good to be able to see the gaps in reporting and to have a reference document available for completing the Report. Additionally, the shared set of procedures for using Excel to calculate the data needed for Part 2 (Summary of Mission and KPI Outcomes) made the task of summarizing the data that much easier as compared to having to do a manual count.

University Honor's Program:

- The suggestions for improving the assessment of the Honors program will include the following:
 - O 1. Create an attribute in Banner to identify who the Honor Students are so that we can tracked to collect accurate query reports about retention, persistence, GPA, etc.

- o 2. Arrange for additional Compliance Assist training in that area would be beneficial.
- o 3. Devise assessment processes according to the KPI in order to have a better linkage to the academic Master Plan and Strategic Plan.
- o 4. Create student survey in Qualtrics to assess student's satisfaction and business friendly practices.
- o 5. Conduct exit interviews with Honor students to determine strengths and weaknesses of the program.
- o 6. Obtain more funding for research presentations at national and regional conferences

Institutional Effectiveness and Research (OIER):

- As recommendation for improving the assessment process periodic training should be offered to administration and staff.

Institutional Planning and Assessment (IPA):

The unit will:

- Provide unit-based training workshops on assessment. IPA is working on a schedule for fall 2013. The workshop series will draw on existing data in CA and provide hands-on experience on assessment relevant to each unit.
- Develop plan for campus-wide assessment summit.
- Analyze recommendations for quality improvement from this year's assessment report and utilize recommendations for closing the loop on assessment.

Libraries and Media Centers:

- ACA-311 S: Freshmen and well as upper level and graduate students should be mandated to participate in orientation/information literacy sessions. Upper classmen and graduate level students are oftentimes nontraditional students that require instruction in the use of research databases, discovery tools and other web resources. An assessment pre- and posttest should be devised to collect data on upper level and nontraditional students so that learning outcomes can be collected and analyzed. Additionally, our embedded librarian program helps to mitigate issues involving library research techniques that tend to cause road blocks for students unfamiliar with this process.

Office of Diversity and International Affairs (ODIA):

- ODIA will incorporate the use of Compliance Assist as part of regular management practices. Additionally, the unit will continue to find opportunities to collaborate with other units campus-wide as well as strengthen relationships with local public schools and business partners. The unit is confident that these partnerships will assist in accomplishing recruitment, retention, and progression goals. Lastly, it will be critically important to develop assessment tools for each of the initiatives and share the results of the assessments with the stakeholders, which will include plans for improvement where necessary.

Research and Sponsored Programs:

- A suggestion for assessment improvement could be (1) additional training sessions or instructions that involve step-by-step Power Points on Compliance Assist! functions, before each submission deadline, and (2) a list of Do's and Don't's for successful Compliance Assist! entries.

Samuel Massie Chair of Excellence – TLSAMP:

- When new personnel are hired and have some responsibility for the assessment process, training for these individuals should be conducted immediately.

Title III Program Administration:

- In order to improve assessment processes, it is important for all assessment personnel to be continually informed and trained. It is recommended that assessment and technical trainings be provided periodically.

WRITE Program (QEP):

- Overall, though the climate and culture concerning assessment at the university are changing. One of the biggest obstacles remains the siloing of individuals who believe that University-wide assessment is not pertinent to either their courses or their areas.

Tennessee State University

Athletics

Annual Assessment Report

1. Name of Unit: Athletics

2. Summary of Mission and KPI Outcomes

2A. Mission	# related outcomes	# Outcomes Met	# Outcomes not met	% outcomes met
A. Scholarly Inquiry	4	3	1	75%
B. Research	1	1		100%
C. Life-long Learning	3	2	1	67%
D. Service	8	6	2	75%
2B. KPI	# related outcomes	# Outcomes Met	# Outcomes not met	% outcomes met
1. Access & Diversity	7	6	1	86%
2. Academic Quality and Student Success	5	4	1	80%
3. Business Friendly Practices	6	4	2	67%
4. Revenue Generation/ Research/ Resourcefulness	5	3	2	60%
5. Engagement	6	5	1	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 3.2: Increase the Use of Development Resources
ADO 4.4: Utilize Publications, Video and Social Media Outlets
ADO 5.2: Increase Team GPA

These performance outcomes demonstrate a commitment to publicize and to celebrate successes of TSU Student-Athletes, further enhancing the TSU Student-Athlete experience, university vision and performance indicators.

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 goals were direct assessments showing improvement and interest in student-athlete development and TSU Athletics.

Direct assessments in all three selected outcomes show that athletics is providing the service for student-athletes to showcase skill and excellence in the classroom, in competition and in the community.

5. Use of Results

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

ADO 3.2: The results from attendance at development show that the department is committed to allocating more resources to promote student development opportunities that enrich the student-athlete experience.

ADO 4.4. Social media presence showcasing TSU student-athlete experiences were popular articles and videos on the www.tsutigers.com site, demonstrating the access and diversity of the Athletics program.

ADO 5.2 Rising team GPA's continue to predict our trends in academic success, eligibility, retention and graduation from TSU and win conference academic awards.

6. Assessment Summary

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

We continue to use our assessment activities to promote and enhance the student-athlete experience. We have seen all of the honors our student-athletes have garnered and will continue to focus on those areas with support from the NCAA's AASP grant.

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).

(1) Offer more forms in Word Format so items can be simply cut and pasted into the system. (2) University leadership continue stressing importance of University Assessment at every level and (3) Continue seeking ways to offer stipends to coordinators.

Tennessee State University

Business and Finance

Annual Assessment Report

1. Name of Unit: **Business and Finance**

2. Summary of Mission and KPI Outcomes

2A. Mission	# related outcomes	# Outcomes Met	# Outcomes not met	% outcomes met
A. Scholarly Inquiry	1	0	1	0%
B. Research	0	0	0	
C. Life-long Learning	4	3	1	75%
D. Service	19	12	7	63%
2B. KPI	# related outcomes	# Outcomes Met	# Outcomes not met	% outcomes met
1. Access & Diversity	2	0	2	0%
2. Academic Quality and Student Success	1	1	0	100%
3. Business Friendly Practices	23	15	8	65%
4. Revenue Generation/ Research/ Resourcefulness	5	4	1	80%
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.

Financial Aid BUS 106 002 Increase percentage of staff members who participate in state, regional, national and federal training for financial aid annually. Success will be based on the number of employees who attend training and conferences during the academic year.

Financial Aid BUS-006: Reduce the number of students who require assistance during the two week period related to FALL REGISTRATION. The criteria for success will be a 20% reduction in students who require assistance.

Budget, Fiscal Planning and Travel BUS-405-PO 2: Process complete and fully signed travel related paperwork within four business days of receipt. Success in this endeavor will be defined as completing 95% of the travel related paperwork in the four day window.

Procurement BUS404-PO 4.1: Reduce by one day the time it takes to process requisitions ranging from \$5k to \$24,999.00 that require bids. Success will be based on the number of days it takes to process requisitions

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 methods were used throughout the division including surveys, sign in sheets and databases. However, every unit uses a spreadsheet or database to track and assess at least one of its outcomes.

Financial Aid (BUS 106 002) - Several staff members attended the regional SASFAA conference, two members attended the Federal Student Aid Conference, one member attended the NCAA conference and four members attended the state TASFAA conference. The unit will continue to monitor staff development to ensure compliance with applicable policies and guidelines.

Financial Aid (BUS-006) - Financial Aid staff assisted 2,723 students in the Fall of 2012 and well over 3,500 in the Fall of 2011, a decrease of 777 or 22%.

Budget, Fiscal Planning and Travel (BUS 405 - PO 2) - An analysis of the data revealed that travel related paperwork is still not being fully processed in the four days as stated in the performance outcome. The outcome will be re-stated to clarify what the outcome is and the log that is being used will be modified to capture the pertinent data.

Procurement (BUS404-PO 4.1) - Based on the fiscal year end review of the requisitions processed, there has been a 57% reduction in the number of days needed to process requisitions ranging from \$5k to \$24,999.00, going from seven days to three days. Procurement will continue to refine the bid module to decrease the amount of time to complete transactions.

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 Financial Aid Office used the results of the assessment to modify the forms that were being used to capture more accurate data about why students were coming to the office within fourteen days of Fall registration. This data will allow the staff to work on identifying ways to deliver the same service without the student needing to come by the office in the days prior to registration.

The Financial Aid Office was also able to use the assessment results to pinpoint which staff members needed to attend training in order to remain in compliance with all applicable policies and guidelines.

The assessment for the Travel Office led to a discussion of what is really being assessed. It has been determined that the outcome needs to be more clearly identified and the log from which the data is taken modified to capture the correct data.

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).

Based on the information obtained through the assessment activities for this year, it appears that the Division of Business and Finance needs to undergo additional training in the use of Compliance Assist!. Although the performance outcomes may be very desirable, the criteria for success is 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.

Tennessee State University

The Center for Service Learning and Civic Engagement

Annual Assessment Report

1. Name of Unit: The Center for Service Learning and Civic Engagement

2. Summary of Mission and KPI Outcomes

2A. Mission	# related outcomes	# Outcomes Met	# Outcomes not met	% outcomes met
A. Scholarly Inquiry	2	1	1	50%
B. Research	1	1		100%
C. Life-long Learning	1		1	0%
D. Service	5	5		100%
2B. KPI	# related outcomes	# Outcomes Met	# Outcomes not met	% outcomes met
1. Access & Diversity				
2. Academic Quality and Student Success	6	4	2	67%
3. Business Friendly Practices	1	1		100%
4. Revenue Generation/ Research/ Resourcefulness	1	1		100%
5. Engagement	7	5	2	71%

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-301-SLO-3 states that students will demonstrate an understanding of service-learning and the value of civic engagement and is determined by a score of 75 or above on the final assessment test for the UNIV1000 Service to Leadership course. ACA-301-PO 3.3 states that evaluations of the service-learning experience will be collected and used to improve processes and programs. Criteria is determined by the number and means of evaluative measures, along with the noted improvements made to processes and programming. ACA-301-PO 5.3 states that the Center will maintain at least \$100,000 in external funding per year to support community engagement activities, and is determined with receipt of grant award and budget reports.

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 Center utilizes many forms of direct and indirect measures to assess its programming, processes, and learning outcomes related to community-engaged learning. Satisfaction surveys are administered after service day activities, and at the end of the course. Pre-, mid-, and post-testing is conducted by faculty in each section of UNIV1000 on designated days in the semester. These tests measure the students' knowledge of the seven learning outcomes of the course. Occasionally, focus groups and community discussions are conducted to get feedback that cannot or should not be conducted through formal testing or surveys. The results of UNIV1000 assessment testing showed an increased score of about 18% from pre-to post-tests in fall and spring semesters. The results of ACA-301-PO 3.3 indicate students were satisfied with service learning components of coursework. Eighty-seven percent (87%) believed the course helped them to understand the value of service learning and civic engagement, and 78% believed service learning showed them how to apply the subject matter to every day life and real world settings. The results of ACA-301-PO 5.3 were also positive with the announcement of the TBR Grant Award in April. The award was for \$103,750, and will fund College Access Now (CAN), in partnership with Pearl Cohn High School.

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 and analyses for ACA-301-SLO-3 were used to improve the syllabus and content of the freshman orientation course. The revised Service to Leadership course, UNIV1000, emerged in fall 2012, from intense strategic planning dedicated to student success in the course. Analyses in fall caused us to condense the syllabus into a student-friendly format, and require that at least four hours of service be conducted via a Hands On Nashville coordinated project. After end-of-year analyses, we are revising the assessment test and customizing the textbook. Data results from ACA-301-PO 3.3, though positive in many areas, reflected a shortage of community partner feedback. With a newly appointed, full-time director for the Center, we will begin to focus some initiatives on working with community partners to create more impactful, reciprocal partnerships. While the criteria for ACA-301-PO 5.3 was met earlier this year, several efforts were made to secure external funding that did not gain acceptance. Center staff will increase efforts to seek and apply for external grant funding for the next fiscal year.

6. Assessment Summary

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

With increasing demands to provide documentation of student service hours, student and staff engagement activity, and community impact for grants, awards, special designations, etc., it is exceedingly important to be able to acquire a University-wide reporting database for assessment purposes. To date, the Center has done an excellent job tracking such information among its own events and service learning activities, but finds it difficult to track service activities among individuals or campus organizations that perform service and civic activities without the supervision or support of the Center.

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).

Our "Community Engaged Campus" Carnegie Designation is due for re-classification in 2018. The application is published and should serve as a guideline for future assessment activities of the Center. The classification will be based on activities, policies, and procedures that have been implemented and, not only is documentation requested, but resource links and published evidence is required for submission. A campus-wide database will provide considerable assistance to help us identify all service learning faculty and courses, student affairs and other departmental activities, as well as individual community service hours, and special event participation. We have been testing Noble Hour, an online portal, for this purpose and hope to begin initiating it campus-wide in the fall.

Tennessee State University

Enrollment Services and Student Success

Annual Assessment Report

1. Name of Unit: Enrollment Services and Student Success

2. Summary of Mission and KPI Outcomes

2A. Mission	# related outcomes	# Outcomes Met	# Outcomes not met	% outcomes met
A. Scholarly Inquiry	6	5	1	83%
B. Research	0	0		
C. Life-long Learning	2	0		0%
D. Service	17	12	5	71%
2B. KPI	# related outcomes	# Outcomes Met	# Outcomes not met	% outcomes met
1. Access & Diversity	4	4	0	100%
2. Academic Quality and Student Success	11	8	3	73%
3. Business Friendly Practices	5	5	0	100%
4. Revenue Generation/ Research/ Resourcefulness	6	5	1	83%
5. Engagement	3	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.

ACA-326-PO1: To increase the number of first year students (Freshmen and transfer) that enroll by at least 2% annually with a baseline data of fall 2009.

ACA-326-PO2: To achieve a score of 90% or higher for students who agree with each category of the Admissions Intent to Enroll Form Survey

ACA-328-PO1: To strengthen and enhance involvement from academic deans and departments through a Created Centralized Admissions Recruitment Hub by coordinating at least one activity with academic departments

ACA-300-102-SLO2: The passing rate of those who receive 3 or more tutoring sessions in math will be higher than those who do not receive tutoring.

4. Methods for Assessment and Analysis of Results

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

ACA-326-PO1: For fall 2012, there were a total of 4,463 students admitted as first time students. 1,948 of these students (1189 freshmen/759 transfer) actually enrolled based on production data. This reflected a 2.0% increase compared to fall 2011 (1,948 vs 1,909).

ACA-326-PO2:Based on the responses to a series of questions on a survey designed to measure the friendliness, timeliness, and helpfulness of Admissions staff, Admissions/Recruitment received a greater than 90% score in each category.

ACA-328-PO1: After overcoming scheduling complexities, a meeting was held with each dean who agreed to be the contact person for coordinating recruiting activities with High School relations. As a result of this collaboration, the University will again host the Metropolitan Nashville Public Schools Counselors In-service day on campus.

ACA-300-102-SLO2: Based on tutor records, there were a total of 1, 190 math tutorials (both one-to-one and group tutorials) provided in 2012-2013 for students enrolled in College Algebra and Contemporary Math with learning support. The passing rate for these students receiving tutoring 3 times or more was 60% which was 10% above those not receiving tutoring.

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.

Based on the assessment results for ACA-326-PO1 and ACA-326-PO2, the Admissions/Recruitment will use the results for 2012-2013 to enhance the strategies that enabled the area to meet the criteria. For ACA 328-PO1, High School Relations will encourage academic areas to host on-campus MNPS counselor receptions throughout the year, provide and inform academic deans of "must attend" admissions recruitment college fairs and special programs, and poll academic areas for best method (what works best for them) of College Fair invitations and develop best practice(s) to yield greater participation and highest yield return. The Mathematics Center will computerize the scheduling of tutorial sessions and will add a new mathematics lab instructor to allow for more one-to-one tutorial sessions.

6. Assessment Summary

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

While only three areas were highlighted for this report, several areas in Enrollment Services continued their positive record of meeting criteria as was the case last year. These include the Call Center in reducing the number of missed calls during the registration period; and the Records Office, in improving to a greater degree the response time for transcript requests, among other goals. In fact, the results for the number of criteria met was stronger in FY 2012-2013 for OESS. The measures of success realized by the units that met their goals can be attributed to the specificity of their criteria, thus, enabling them to assess more precisely. So the point about precise criteria and measures has been made.

There is still the matter of areas whose targeted activities do not necessarily end with the fiscal year and the difficulty of their assessing their goals according to this timeframe. There were also areas that were in the midst of changes in leadership which complicated to some degree assessment progress. These challenges remain.

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 following are recommendations for strengthening the assessment process in OESS:

1. Where possible, some areas may need to identify ways of assessing parts of their activities at mid-year or identifying measurable goals that can be assessed according the FY timeframe.; there are some areas that have started this process; however, still some results were not available for the June 30th deadline. This, of course, had an impact on the reporting of assessment results.
2. For areas that are undergoing transition, measurable goals need to be established as soon the transition has been completed so that they can begin to establish or re-establish measurable goals so that they can begin making measurable progress for the next reporting period.
3. The ongoing training in establishing outcomes, criteria, and timelines needs to continue throughout the University so that all personnel continue to think in an assessment mode as well as to accommodate changes in leadership and personnel.

Tennessee State University

Extended Education

Annual Assessment Report

1. Name of Unit: Extended Education

2. Summary of Mission and KPI Outcomes

2A. Mission	# related outcomes	# Outcomes Met	# Outcomes not met	% outcomes met
A. Scholarly Inquiry	1	1	0	100%
B. Research	0	0	0	
C. Life-long Learning	16	14	2	88%
D. Service	6	6	0	100%
2B. KPI	# related outcomes	# Outcomes Met	# Outcomes not met	% outcomes met
1. Access & Diversity	10	9	1	90%
2. Academic Quality and Student Success	9	8	1	89%
3. Business Friendly Practices	3	3	0	100%
4. Revenue Generation/ Research/ Resourcefulness	3	3	0	100%
5. Engagement	2	2	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.

ACA 309 4.1

Increase the number of faculty and staff trained in the course management system (CMS) by 15%.

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.

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.

Year 4 Results = 116 additional faculty and staff trained.

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 4.26 to 4.51.

In addition to the standard CMS training offerings, the Unit also facilitated the following special professional development opportunities for faculty and staff:

2013 CTLT Technology Showcase - 46 participants. The mean score for the responses for the CTLT Technology Showcase was between 4.42 to 4.50

2013 Summer Faculty Development Institute - 51 participants. The participants responded to a series of statements using a Likert scale of 1 (Strongly Disagree) to 5 (Strongly Agree). The mean score for the responses for the Faculty Development Institute was between 4.56 to 4.82.

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.

Year 4 (2012-2013): Outcome Accomplished - The Unit will continue to monitor for improvement.

6. Assessment Summary

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

As the results indicate, the faculty and staff were more than satisfied with the services provided. The Unit will continue to review results and determine ways to improve this service via additional workshops offerings, etc.

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).

Providing the end users the ability to run standard reports within Compliance Assist was an extremely helpful tool when preparing the Annual Assessment Report this year. It was good to be able to see the gaps in reporting and to have a reference document available for completing the Report. Additionally, the shared set of procedures for using Excel to calculate the data needed for Part 2 (Summary of Mission and KPI Outcomes) made the task of summarizing the data that much easier as compared to having to do a manual count.

Tennessee State University

Institutional Advancement (formerly UR&D)

Annual Assessment Report

1. Name of Unit: Institutional Advancement (formerly UR&D)

2. Summary of Mission and KPI Outcomes

2A. Mission	# related outcomes	# Outcomes Met	# Outcomes not met	% outcomes met
A. Scholarly Inquiry	1	1	0	100%
B. Research				0%
C. Service	11	11	0	100%
D. Life-long Learning				0%
2B. KPI	# related outcomes	# Outcomes Met	# Outcomes not met	% outcomes met
1. Access & Diversity				0%
2. Academic Quality and Student Success				0%
3. Business Friendly Practices	6	6	0	100%
4. Revenue Generation/ Research/ Resourcefulness	2	2	0	100%
5. Engagement	7	7	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.

TSU Foundation-Goal: Host at least one (1) donor stewardship event annually.

Publications-Goal: Engage student interns by establishing a student intern program

Alumni Relations & Annual Giving-Goal 1: Develop and enhance programs and events that will promote increased alumni participation. Goal 2: Increase Annual Fund sustainable flow of unrestricted and designated support by increasing giving rate from 3 percent to 6 percent by 2015.

Media Relations-Goal: Media engagement - Increase the number of positive news release/stories sent weekly to media by a minimum of three (3) stories sent to local and regional media, posting to TSU Website and social media highlighting some aspect of the university, i.e. faculty, research, student accomplishments, etc.

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.

TSU Foundation - President's and Legacy Societies Luncheon was held September 27, 2012 and the Scholarship Appreciation Program and Reception was held April 5, 2013. More than 134 attended the luncheon and more than 158 attended the scholarship program.

Publications - A job description was completed and a working relationship established with the TSU Department of Communication to secure student interns. There were no new interns selected for FY 12-13 academic year; however, one intern remained involved as a volunteer contributing stories for the 2013 Alumni Life magazine.

Alumni Relations & Annual Giving

1) An electronic survey was developed to learn the interests of alumni and their expectations of the Office of Alumni Relations & Annual Giving; 2) A summer direct mail appeal, as well as fall and spring e-solicitation appeals were added to increase annual fund giving. Additionally, co-chairs and co-captains were identified to spearhead mini-giving campaigns from alumni, faculty and staff.

Media Relations - During the 2011-2012 academic year, 205 releases were sent out to local, regional and national media. We exceeded our goal and sent an average of four (4) per week/16 per month. We do not know the reach of news releases due to budget cuts which impacted our ability to retain our media clipping service.

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.

TSU Foundation - The Scholarship Appreciation Program and Reception's attendance was up almost 80 percent from the previous year and was a way to bring scholarship donors and recipients together. Additionally, the President's Society donors (\$1,000+) and members of the newly-established Legacy Society - which includes donors who have designated TSU in their wills or made an endowment gift of \$10,000 or more - were acknowledged. These events are highly important in improving stewardship and donor relations.

Publications - Improvements have come with more engagement of student interns in the writing and editing process. They have learned more about journalistic writing, research and interviewing. Many interns have completed a minimum of two (2) stories that have been published in university publications, which they can include in their personal portfolios.

Alumni Relations & Annual Giving - 1) In an effort to enhance programs to promote increased alumni participation, a collaboration between Alumni Relations, the TSU National Alumni Association, Athletics and the Vanderbilt University Football alumni was developed to create the Big Blue Coming Home Weekend. The event attracted more than 4,000 alumni and friends to the university; 2) Based on the action plan from 2011-2012, the Office of Alumni Relations and Annual Giving increased giving by more than 1 percent.

Media Relations - We have retained the service of clipping service with hopes of providing more concrete data as far as where our releases are being published. Since we exceeded our goal of three (3) releases per week, we will increase this amount by 5 percent.

6. Assessment Summary

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

Due to changes in institutional leadership, the division remains in a rebuilding mode; however, we have been successful in re-engaging local and national media and exceeding goals such as increasing releases to media from 5 percent to 44 percent.

The use of social networking sites, such as Facebook, I-Contact, and Twitter have made a big impact on event attendance, visibility and engagement among students, alumni, campus, media and the community, as well as increased collaboration with various organizations.

There's continued success in preparing reports and building donor relations as gifts are acknowledged in a timely manner.

Further, the division continues to produce quality key university publications, fundraising and marketing materials, and engages students, alumni, faculty, staff, the media and community.

As we move forward, we see the importance of measuring our work and obtaining feedback from the diverse constituency we serve to improve our service, engagement, business practices and revenue generation.

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 division will need to engage in further assessment training and will also offer additional training opportunities to the campus community about the new structure and processes developing under new leadership. These new systems are designed to improve our customer service and engagement practices as well as continue efforts in meeting access and diversity, business friendly practices, revenue generation/research/resourcefulness and engagement measures.

Tennessee State University

Internal Audit

Annual Assessment Report

1. Name of Unit: Internal Audit

2. Summary of Mission and KPI Outcomes

2A. Mission	# related outcomes	# Outcomes Met	# Outcomes not met	% outcomes met
A. Scholarly Inquiry				
B. Research				
C. Life-long Learning	1	1	0	100%
D. Service	3	3	0	100%
2B. KPI	# related outcomes	# Outcomes Met	# Outcomes not met	% outcomes met
1. Access & Diversity				
2. Academic Quality and Student Success				
3. Business Friendly Practices	4	4	0	100%
4. Revenue Generation/ Research/ Resourcefulness				
5. Engagement				

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.

All required audits have been completed as required in the criterion that 100% of required audit reports are to be submitted to the respective agency by the established deadlines.

We completed 75% of unplanned reviews and investigations, exceeding the criteria that we complete 40% of unplanned reviews and investigations.

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 assessment of required audits determined that all required audits were completed in compliance with externally determined deadlines. The completion of required audits was assessed through the submission of the required reports, reviews of the annual audit plan, and the year-end audit status summary.

Internal Audit completed 75% of the unplanned reviews and investigations. This information was assessed through reviews of the annual audit plan, the year-end audit status report, and internal monthly status reports of unplanned reviews.

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.

For required audits, we reviewed audit plans and annual status reports for several years, in conjunction with the audit schedules. We used this information to reschedule non-mandatory audits and set specific timetables for overlapping required audits to complete at least one audit at an earlier point to free resources for the next required audit.

For unplanned reviews and investigations, we analyzed the audit plan to coordinate with upcoming mandatory audits, and to prioritize the unplanned reviews so that non-urgent matters could be rescheduled to allow completion of urgent reviews that may conflict with mandatory audits. On a monthly basis we began reviewing the status schedule of unplanned reviews in conjunction with the audit plan. This allowed us to more effectively allocate time and resources and has resulted in an increase in the completion rate for unplanned reviews, from 40% in 2009, to 75 % in 2013.

6. Assessment Summary

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

Through our assessment process, we have more effectively used our audit plan, status report, and schedule of unplanned reviews in order to increase our efficiency. We have also used information from our Quality Assessment Reviews to enhance our effectiveness and to increase our collaborations with customers and external constituencies.

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).

Internal Audit will review our performance outcomes and criteria in the future to ensure that the focus of those measurements is the most effective criterion to measure success for this office.

Tennessee State University

Institutional Effectiveness and Research (OIER)

Annual Assessment Report

1. Name of Unit: Institutional Effectiveness and Research (OIER)

2. Summary of Mission and KPI Outcomes

2A. Mission	# related outcomes	# Outcomes Met	# Outcomes not met	% outcomes met
A. Scholarly Inquiry				
B. Research				
C. Life-long Learning	1	1	0	100%
D. Service	1	1	0	100%
2B. KPI	# related outcomes	# Outcomes Met	# Outcomes not met	% outcomes met
1. Access & Diversity	1	1	0	100%
2. Academic Quality and Student Success				
3. Business Friendly Practices	1	1	0	100%
4. Revenue Generation/ Research/ Resourcefulness				
5. Engagement				

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 Office of Institutional Effectiveness and Research identified two Performance Outcomes (PO) for the 2012-2013 academic year.

PRS 801 PO 1 states that OIER would like to develop a database for requests that will allow the unit to analyze service level and to analyze content.

Two(2) criteria for success were established for PO1:

1. Increase customer service performance by effectively reducing turnaround time from receipt of request to completion.
2. Based upon analysis the unit will improve SQL script to more effectively utilize ARGOS in collection and dissemination of official aggregate data.

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:

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

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.

OIER used direct methods of assessment for PO1 by tracking the number of completed requests from July 1, 2012-June 30, 2013.

Criteria 1. 84% of the overall 211 requests were properly assigned and completed within the established timeframe.

Criteria 2. Time-to-completion was reduced by approximately 40% due to around 140 scripts being written and stored in ARGOS, which improved the efficiency and reliability of data collection and dissemination.

PO5 was assessed by "Take 6" Professional Development Initiative satisfaction and Faculty Cultural Roadmap success, utilizing faculty engagement to enhance the overall effectiveness of the university.

Criteria 1. Take 6 initiative for the 2012-2013 year reported that 1126 seminars were attended and properly qualified for the "Take 6" credit. Over 430 faculty and staff members registered with 257(60%) completing the evaluation survey. 96% of the attendees reported overall satisfaction with the quality of given seminars.

Criteria 2. The 2012-2013 Faculty Cultural Roadmap project was comprised of 14 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. Language Barriers
2. Examination and Construction
3. Mentoring and Advising

Monthly meetings were conducted to discuss ideas, address concerns, and ensure 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 saying they experienced inclusion of culturally diverse scenarios in class and exclusion of culturally biased test questions.

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.

PO1: The test results indicated a significant improvement in assigned requests, which allowed better tracking of time completion. This also resulted in a 95% completion rate within the allotted time frame. Implementation of the customer satisfaction survey will take place within the remaining time of this cycle.

PO5: Data collection will be improved by active correspondence between the seminar providers and the office of Title III's administration in regards to participation and logs. Title III administration will also provide seminar specific sign-in sheets. Permission to use the "Take 6" logo must be obtained, and any updates to the initiative will be available on the website.

6. Assessment Summary

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

Overall, assessment of this unit's outcomes was successful in that the expected outcomes met the criteria for success. OIER will continue to monitor its effectiveness on a yearly basis as we continue to assist students, staff, and faculty.

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 recommendation for improving the assessment process, periodic training should be offered to administration and staff.

Tennessee State University

Institutional Planning and Assessment

Annual Assessment Report

1. Name of Unit: Institutional Planning and Assessment

2. Summary of Mission and KPI Outcomes

2A. Mission	# related outcomes	# Outcomes Met	# Outcomes not met	% outcomes met
A. Scholarly Inquiry	0	0	0	0%
B. Research	0	0	0	0%
C. Life-long Learning	0	0	0	0%
D. Service	7	7	0	100%
2B. KPI	# related outcomes	# Outcomes Met	# Outcomes not met	% outcomes met
1. Access & Diversity	0	0	0	0%
2. Academic Quality and Student Success	9	9	0	100%
3. Business Friendly Practices	3	3	0	100%
4. Revenue Generation/ Research/ Resourcefulness	0	0	0	0%
5. Engagement	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.

1. Increase the student response rate on student evaluation of faculty to an aggregate performance of 45% from a baseline percentage of 41.1 attained in AY 2011-2012.
2. Enhance academic quality through ongoing strategic planning by conducting regular monthly meetings, strategic planning, and assessment activities through the University Strategic Planning Council

(USPC), the Academic Master Plan Steering Committee (AMP), and the University Assessment and Improvement Council (UAIC).

3. Have a majority of participants report satisfaction in workshops and trainings for faculty and staff utilization of the assessment and improvement system.

4. Administer the Dean and Department head evaluations demonstrating an increase in faculty response rate from the prior 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.

1. Response rate for Spring 2013 was 50.04%, exceeding the goal. This was due in part to extending the evaluation period and by sending messages that were short and periodic to students and faculty, and department heads being notified periodically of their departments' student response rates.

2. Apart from the facilitation of monthly meetings of the AMP, UAIC, and USPC, materials were developed that included: a presentation on CCTA Funding, revised Strategic Plan brochure that included the President's Vision, Academic Master Plan Implementation Report, updated credentials targets and projections for TBR, an Early Warning Dashboard for Accreditation, leadership and guidance for the University's Customer Service Improvement Plan, submission of conference proposals, including one for SACS in December. These accomplishments were done in conjunction with these University-wide committees.

3. An evaluation of training workshops involving development of five training manuals and 17 workshop sessions with 279 participants. Of those, 244 completed a survey with a majority of the participants reporting satisfaction with "Understanding and Ability" and "Logistics and Effectiveness" of the workshops.

4. In Spring 2013, participation in faculty evaluations of Dean and Department Heads increased 73% for Department Heads and 63.5% for Deans. This shows an increased value in the evaluation process.

5. Use of Results

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

1. The office constantly monitored the progress of students completing the evaluation. The office adjusted the communication plan based on response rates in the beginning, and we have already begun to modify the protocols for next year to help increase response rates and minimize data discrepancies.

2. The planning and assessment committees serve as ways to disseminate information and close the loops across the campus. Committees provide input on what is going on across campus and help IPA adjust its goals and daily activities.

3. The results from each workshop are processed as quickly as possible. This ensures that workshops can be adjusted not only for the next cycle, but also for the next session or the next series of workshops. For example, in one workshop, participants noted that they needed time to log in and/or reset passwords. IPA utilized this information to appropriately allot workshop time to accommodate log-in time to Compliance Assist.

4. The effort to get more faculty involved in Deans and Department Head evaluation will not only give more validity to the evaluation but will give a clearer picture of what is going on within colleges and departments. This process helps to close the gap of leadership.

6. Assessment Summary

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

Managing campus assessment requires constant attention, collaboration, outreach, flexibility, and patience. We recognize the value of this at TSU, and consequently work with each unit and its personnel differentially while still staying focused on goals, timelines, and quality 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).

1. Provide unit-based training workshops on assessment. IPA is working on a schedule for fall 2013. The workshop series will draw on existing data in CA and provide hands-on experience on assessment relevant to each unit.

2. Develop plan for campus-wide assessment summit.

3. Analyze recommendations for quality improvement from this year's assessment report and utilize recommendations for closing the loop on assessment.

Tennessee State University

IT (Information Technology)

Annual Assessment Report

1. Name of Unit: IT (Information Technology)

2. Summary of Mission and KPI Outcomes

2A. Mission	# related outcomes	# Outcomes Met	# Outcomes not met	% outcomes met
A. Scholarly Inquiry				0%
B. Research				0%
C. Life-long Learning				0%
D. Service				0%
2B. KPI	# related outcomes	# Outcomes Met	# Outcomes not met	% outcomes met
1. Access & Diversity	0	0	0	0%
2. Academic Quality and Student Success	10	10	0	100%
3. Business Friendly Practices	10	10	0	100%
4. Revenue Generation/ Research/ Resourcefulness	3	3	0	100%
5. Engagement	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.

KPI-2: IT/Systems have upgraded the existing server room by improving its backup and cooling system and virtualizing computer servers that support student learning. These servers include, but not limited to, a state of the art Dental Hygiene teaching application, work order database, and document storage system. Due to these improvements, the IT /Systems have positioned the university to offer services on demand-24/7/365.

KPI-3: IT/Academic Computing have undertaken the research and necessary first steps for the implementation of new desktop computing deployment and software access infrastructures including Cloud Computing and Virtual Desktop Infrastructure.

IT/MIS has implemented BDMS in some functional areas with more to follow, improved security by requiring the use of the Banner Access Forms, improved reporting by moving reports to Argos, and remained current with Banner releases/patches from TBR.

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.

Key Performance Indicators are defined along with the Service Level Agreements for the IT department. IT uses a variety of data sources to measure how well the department is performing by measuring performance against the defined objectives. One set of data comes from the IT department work order system Track-It. Another data source includes the logging of major system downtimes in order to report overall availability of mission critical systems. The students input is obtained through conducting a Students Satisfaction Survey.

IT/Systems use three real time monitoring devices to track key server performance indicators. Server up-time has improved from 99.82% to 99.91%.

IT/Academic Computing has developed a survey tool called "IT Customer Services Satisfaction Survey" as part of the assessment efforts. This survey is conducted at the end of each semester. The rate of satisfaction with our services has consistently been between 90% to 95%.

IT/MIS uses Track-It and a Qualtrics survey to track key performance indicators and receive feedback from functional users. 90% of respondents have expressed their satisfaction with the services provided by MIS.

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.

IT/Systems are in the process of negotiating a second offsite datacenter. Maintaining replicas of critical systems will improve server uptime and enhance the student's learning experience.

IT/Academic Computing is implementing the new Virtual Desktop Infrastructure that will enable TSU to improve the functionality and quality of all of our existing Academic Labs.

IT/MIS is using the results of assessment to identify what areas are in need of improvement. By doing so, MIS will improve customer services and Banner security.

6. Assessment Summary

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

Providing students, faculty, and staff with reliable and secure systems is critical to the university. IT/Systems have learned that planning is key in meeting it's objectives. Proper planning improves funding opportunities and increased management support.

IT/Academic Computing has learned that Customer Satisfaction must be the key in all services they provide campus-wide

IT/MIS has learned that organization and planning is the key to maintain customer satisfaction. This is vital in all areas of MIS including Banner security, installation of releases/patches from TBR and all functional users requests.

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).

--Continue using BI (Business Intelligence) techniques including gathering of data, analysis of data and using the results in optimizing and improving our operations

--Continue using Track-It, the work order system to gather data on work load and response time

--Continue using Qualtrics to conduct frequent surveys for measuring effectiveness of our operations

--Continue using our detailed "Users Satisfaction Survey" at the end of each semester

--Continue compiling "Weekly Help Desk Stats" to monitor our workload and to improve our services

--Continue using real time monitoring devices to track down key servers performance indicators

--Continue attending training sessions on Compliance Assist to keep abreast of any enhancements and new features

Tennessee State University

Office of Diversity and International Affairs

Annual Assessment Report

1. Name of Unit: Office of Diversity and International Affairs

2. Summary of Mission and KPI Outcomes

2A. Mission	# related outcomes	# Outcomes Met	# Outcomes not met	% outcomes met
A. Scholarly Inquiry	4	4	0	100%
B. Research				
C. Life-long Learning	5	5	0	100%
D. Service				
2B. KPI	# related outcomes	# Outcomes Met	# Outcomes not met	% outcomes met
1. Access & Diversity	3	3	0	100%
2. Academic Quality and Student Success	1	1	0	100%
3. Business Friendly Practices				
4. Revenue Generation/ Research/ Resourcefulness				
5. Engagement	5	5	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.

--Increase the progression and degree completion (by subpopulation groups) using previous year's baseline numbers with a target range of 3-5% growth over the base of the previous year. The criterion for success will be an increase in retention (measure annually-first time freshmen fall to fall returning rate) by increasing the persistence rate (number/percentage of students accumulating 24, 48,

72 credit hours) of TSU's underrepresented student population.

--Increase the number of students that complete a study abroad experience by 10%. Measure the # of students that complete a study abroad experience each AY for 2010, 2011, 2012, 2013, 2014.

--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.

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.

--Through the annual university report card, we were able to evaluate student progression benchmarks by credit hours, year over year enrollment of sub-populations, and degree completion by sub-populations.

Degree completion increased by >1% in the following sub-populations

	FY 2011	FY 2012
Adults	521	555
Low-Income	510	630
Health	270	297
STEM	143	150
Total	1444	1632 (13% increase)

Total student progression increased by >1%

	FY 2011	FY 2012
24 hr	1053	1181 (12%)*
48 hr	910	1059 (16%)*
72 hr	2469	3606 (46%)*

*Increase in # of students progressing

--Through effective recordkeeping, ie. TnCIS spreadsheets/reports and student files, we concluded that there was a 105% increase in domestic student participation in study abroad programs. This analysis of data revealed certain trends in the types of students that are choosing to study abroad. ie, high achieving students, student leaders, specific majors, etc.

--81% of the students rated an understanding improvement from "some" to "very much" . This increase suggests that the type of programming we are providing to the campus has had a positive impact on the students overall cultural experience.

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.

In an effort to continue monitoring the success of our students and improve progression rates, we collaborated with the Office of Advisement and Student Success to set up an early alert warning for the targeted sub-populations.

In order to increase participation in TSU study abroad programs, we conducted more study abroad workshops earlier (Aug-Sep) in the Fall semester and plan to target freshmen through the Service to Leadership classes.

The Office of Diversity and International Affairs collaborated with academic sub-units to elucidate inclusive excellence, improve student learning, and enhance cultural engagement through various events and activities.

6. Assessment Summary

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

We strategically plan, execute, and refine as necessary. We must be able to consistently assess relevant student learning outcomes in support of the University's mission, identify weaknesses or gaps and collaborate with faculty, staff, and community partners to enhance the overall learning experience.

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

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

We will incorporate the use of compliance assist as part of our regular management practices. Additionally we will continue to find opportunities to collaborate with various units campus wide as well as strengthen relationships with local public schools and business partners. We are confident that these partnerships will assist us in accomplishing recruitment, retention, and progression goals. Lastly, it will be critically important to develop assessment tools for each of the initiatives and share the results of the assessments with the stakeholders, which will include plans for improvement where necessary.

Tennessee State University

Libraries and Media Centers

Annual Assessment Report

1. Name of Unit: Libraries and Media Centers

2. Summary of Mission and KPI Outcomes

2A. Mission	# related outcomes	# Outcomes Met	# Outcomes not met	% outcomes met
A. Scholarly Inquiry	2	2		100%
B. Research	1	1		100%
C. Service				
D. Life-long Learning	1	1	0	100%
2B. KPI	# related outcomes	# Outcomes Met	# Outcomes not met	% outcomes met
1. Access & Diversity	1	1	0	100%
2. Academic Quality and Student Success	2	2	0	100%
3. Business Friendly Practices	1	1	0	100%
4. Revenue Generation/ Research/ Resourcefulness				
5. Engagement				

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-311 SLO1

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

ACA-311 PO2

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

ACA-311 PO3

The library aim was to provide access to a minimum of 50% of the print book titles held by the library's selected peer institutions as well as HBCU peer collections in the areas of Nursing, Engineering, and Business.

ACA-311 PO4

Library's expected 75% of the students to rate the assistance they received as Excellent and Good. Satisfaction rates were measured by Library User Satisfaction Survey distributed in the Fall 2012.

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-311 SLO1

Students enrolled in selected English courses were administered a 11-item pretest/posttest for assessment, evaluation and data analysis. The data was analyzed in SPSS and the results revealed a 10.5 percent increase in tests/knowledge skills.

ACA-311 PO2

Library User Satisfaction Survey (in print and online) was conducted during Fall 2012 semester to gauge the satisfaction levels of students in accessing electronic resources at on and off-campus sites. Print surveys were distributed to the students at both campus libraries and an announcement appeared on University Communications concerning the availability of the survey instrument online via the Library's web page. Respondents included 74 Freshmen, 42 Sophomores, 46 Juniors, 61 Seniors, and 28 Graduate Students, a total of 251 students.

The results indicated that 83% of the respondents rated the Access to Electronic resources as EXCELLENT. Freshman were the most satisfied group with a rating of 92% followed by Senior 80.3%, Graduate Students 78.6%, Juniors, 71.7% and Sophomores 71.4%. 85% of the respondents rated Access from Off-Sites EXCELLENT. Freshmen were the most satisfied group with a rating of 94.4% followed by Seniors 90%, Sophomores 81%, Juniors 80.4%, and Graduate Students 78.6% .

Web Access Management statistics were used to gauge the number user access to electronic resources at on and off-campus sites. The total user access to electronic resources was 2,489,481. Total off-campus access was 1,358,670 and on-campus was 1,130,811. The breakdown of the numbers indicate that the number of Undergraduate Student access at off-campus sites was 318,973, Graduate Students access

925,276, Faculty access 102,002, and Staff access 12,419.

ACA-311 PO3

The comparison showed that TSU holdings in engineering, nursing and business and economics compares favorable on all levels with its peer group, other Tennessee universities and historically black colleges and universities that support the same majors. Our goal was a 50% overlap, and we averaged a 70% overlap with the other institutions in the comparison groups. Cycle of measurement for this outcome is every two years which began in 2011.

ACA-311 PO4

To gauge the students' satisfaction with the type of assistance they receive at on and off-campus sites, library used a User Satisfaction Survey administered in print within the library and online. Respondents included 74 Freshmen, 42 Sophomores, 46 Juniors, 61 Seniors, and 28 Graduate Students. The results indicated that 86% of our users rated the quality of assistance they received as "excellent". The breakdown of the ratings indicate that 93% of Freshman deem the assistance they received as "excellent" followed by 85.7% of Graduate Students, 85% of Seniors, 83.3% of Sophomores, and 83% of Juniors. In addition, overall 85.4% of the students indicated that library assistance is very important. Breakdown of the ratings indicate that 89.3% Graduate students thought that library assistance is Very Important followed by 89.1% of the Juniors, 89% of the Freshmen, 85.5% of the Seniors, and 74% of the Sophomores.

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.

Although the goal was to improve student learning outcome scores by 5%, we realized that students had posted higher scores than expected - 10.5%. Our information specialists will continue to seek ways to improve students ability to become independent researchers and lifelong learners. Also, our information specialists will continue to employ ways to make our users technologically savvy.

6. Assessment Summary

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

Our information professionals will continue to seek ways to improve student learning outcomes through such programs as the Information Literacy Leadership Institute and best practices outlined via the American Library Association and the Association of College and Research Libraries/ Information Literacy Competency Standards. Library administrators should not be lulled into thinking that higher scores on posttests make students more information literate.

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).

ACA-311 S

Freshmen as well as upper level and graduate students should be mandated to participate in orientation/information literacy sessions. Upper classmen and graduate level students are oftentimes nontraditional students that require instruction in the use of research databases, discovery tools and other web resources. An assessment pre- and posttest should be devised to collect data on upper level and nontraditional students so that learning outcomes can be collected and analyzed. Additionally, our embedded librarian program helps to mitigate issues involving library research techniques that tend to cause road blocks for students unfamiliar with this process.

Tennessee State University

Samuel P. Massie Chair of Excellence – TLSAMP

Annual Assessment Report

1. Name of Unit: Samuel P. Massie Chair of Excellence - TLSAMP

2. Summary of Mission and KPI Outcomes

2A. Mission	# related outcomes	# Outcomes Met	# Outcomes not met	% outcomes met
A. Scholarly Inquiry	2	2		100%
B. Research				
C. Life-long Learning				
D. Service				
2B. KPI	# related outcomes	# Outcomes Met	# Outcomes not met	% outcomes met
1. Access & Diversity	2	2		100%
2. Academic Quality and Student Success	2	2		100%
3. Business Friendly Practices				
4. Revenue Generation/ Research/ Resourcefulness				
5. Engagement				

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.

<p>For Increased STEM undergraduate enrollment by 3%</p> <p>Fall 2008 1133 Fall 2009 1205</p>

Fall 2010 1285
Fall 2011 1313
Fall 2012 1272

The Fall 2012 enrollment was 1272, which indicates a 12.3% increase in enrollment from the baseline year of 2008 and an increase of 3.1% from Fall 2011 to Fall 2012.

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.

TLSAMP is on target with the goal to increase enrollment by 3%.

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.

Fall 2013: TLSAMP will continue its efforts to increase undergraduate STEM enrollment.

6. Assessment Summary

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

As the results indicate, TLSAMP has and will continue its efforts to increase the number of STEM enrolled undergraduate students. The Unit will continue to review results and determine ways to improve this service via student dialogue and surveys.

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).

N/A

Tennessee State University

Division of Student Affairs

Annual Assessment Report

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 met
A. Scholarly Inquiry	4	3	1	75%
B. Research	0	0	0	
C. Life-long Learning	15	12	3	80%
D. Service	14	10	4	71%
2B. KPI	# related outcomes	# Outcomes Met	# Outcomes not met	% outcomes met
1. Access & Diversity	5	5	0	100%
2. Academic Quality and Student Success	15	11	4	73%
3. Business Friendly Practices	6	4	2	67%
4. Revenue Generation/ Research/ Resourcefulness	0	0	0	0%
5. Engagement	16	13	3	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. Campus Center/Recreation/Intramurals:

The Campus Center will complete the design a webpage for a completion of requisition form for space. It is anticipated that at least 70% of student organizational leaders indicate an approval in the process

for Requesting space.

2. Career Development Center:

Increase student participation in all CDC-sponsored activities (informationals, on-campus recruiting, career fairs, professional development seminars, etc) by 20%.

3. Counseling Center:

Increase the number of behavioral health interventions by 10% as evidenced by an increase in the total number of student contacts per academic year.

4. Disability Services:

Maintain and improve student satisfaction with the support services received from Disability Services; 85% of students satisfied with support services received through the Office of Disabled Services.

5. Student Health Center:

To increase awareness and utilization of services provided by Student Health Service for enrolled students requesting health service; Increase the number of students that utilize Student Health Service from 2222 to 2288 reflecting a 3% increase annually.

6. Residence Life:

Participation in Hall activities and social and academic based functions will increase by 5% annually.

7. Student Activities:

The Office of Student Activities will provide educational national programs to the campus and local community; the Office of Student Activities will provide at least 3 nationally recognized educational programs to the campus and local community of Tennessee State University. These programs will involve faculty, staff, and students.

8. Student Conduct and Mediation:

To inform freshman students about the role of the Office of Student Conduct and Mediation Services and the judicial process at Tennessee State University; 75% of the freshman students will receive a brochure outlining the role of the Office of Student Conduct and Mediation Services and the judicial process at Tennessee State University.

9. Wellness Center:

Increase student and employee participation in aerobics classes, services and other programs; Participation in aerobics classes, services and programs will increase by 2% on an annual basis.

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. Campus Center/Recreation/Intramurals:

Direct - Provide students with requested space through the new webpage.

Create new office webpage for referencing information for requesting space in the Campus Center.

Provide informational flyer in the Student Activities Office and Campus Center.

Present to student organizational leaders about the process for requesting space in the Campus Center.

Indirect - Survey to measure the satisfaction level students have with the new process.

2. Career Development Center

Students are required to complete an event registration survey through Qualtrics to enhance data collection for purposes of segmenting event attendees, i.e. classification, major, etc.

3. Counseling Center:

Direct: Count of the number of counseling sessions and training-educational sessions conducted annually by the counseling center 2012-2015.

4. Disability Services:

Satisfaction surveys are reviewed to measure the level of satisfaction and to determine if there are areas that need improvement.

5. Student Health Center:

Students requesting service in the Health Center will complete a sign-in sheet. The count will be tallied and recorded each year.

6. Residence Life:

Information will be obtained from RA's and Hall Directors documenting number of students who attend hall activities and other functions initiated by Residence Life. Comparison of 2009-10 to 2010-11 totals will be made to determine if we achieved our 5% increase goal.

7. Student Activities:

The Office of Student Activities will keep a tally of all national educational programs as well as track the number of faculty, staff and students present by providing sign-in sheets at functions.

8. Student Conduct and Mediation

The Office of Student Conduct and Mediation Services will revise and disseminate its brochure to all freshman (1281 students) in the UNIV 1000 level courses to ensure they become knowledgeable about the process and their rights and responsibilities related to the Student Code of Conduct at Tennessee State University. A signature sheet will be made available for all students who receive the brochure.

9. Wellness Center:

We will distribute surveys and utilize sign-in sheets to collect the number of visits and participants in each category.

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. Campus Center/Recreation/Intramurals:

Target was set at 70%. Changes/Improvements included: Collaborated with Student Affairs to request yearly calendar for student organizations and process whereby student organizations get approval from Student Affairs and discuss events with campus center staffing. Approximately 40% achievement.

2. Career Development Center

As a result of the number of students participating in our sponsored events, we will modify and improve on how we communicate with students to determine the best method to increase participation. During fall

2011, we plan to utilize our TigerTRACK database more heavily to communicate with students to solicit the support of our student leaders in promoting and encouraging students to take advantage of the opportunities available to them. Several workshops will be conducted in Freshman Orientation classes, Seminar classes, residence halls, and during student organization meetings to inform students about our sponsored events and to familiarize students on how to navigate the database system to identify employment opportunities.

3. Counseling Center

We will conduct a client satisfaction survey. We will hire professional staff and have full-time administrative support to increase productivity and meet counseling center accreditation guidelines. We will also use an on-line records management system, point-and-click, to ensure quality management control. We will continue our outreach to students and collaborate with residence life, health and wellness centers, career development center, and the disability center. We will continue to provide training and support to the student lead Active Minds Chapter at TSU that is designed to eliminate the stigma associated with mental illness. We will also begin a study of those students who withdrew from the university during 2012-13.

4. Disability Services:

Responses to surveys have been positive, but we need to get a higher percentage of students to complete the satisfaction surveys. Beginning in January 2013 DS staff will ask students to fill out the survey while they get their new accommodation letters for the semester. With a higher number of surveys to review

the

DS office should get a more accurate picture of student satisfaction.

5. Student Health Center:

The student health fee will be instituted this coming academic year 2012 -2013 and medical staff will be expanded. In addition, the hours of operation will be increased to include some evening hours of service.

It

is hopeful that the expansion of staff and increase in operating hours will increase the utilization by students. Increased funding will also allow a more diverse medication formula and the types of services available.

6. Residence Life:

After careful consideration and review of this goal, the current departmental leadership has elected to keep this goal, but modify it for the 2013-2014 academic year. A new programming model is being developed for

the 2013-2014 school-year along with new assessment tools and tracking mechanisms related to RA

programming as a whole. Formal Living Learning Communities (which will have both shared and unique tracking mechanisms) have also been established for the 2013-2014 school-year involving a host of partnerships and collaborative educational initiatives of varying types and formats.

The new programming model will involve greater intentional pre-assessment by staff implementing programming, and will distinguish between initiatives meant to strictly build community versus initiatives directed towards educational learning.

A more comprehensive type of feedback survey for students will be implemented as well as more self-reporting mechanisms for individual staff as it relates to programming, to set a much more controlled set of parameters for establishing statistically significant base-line data in this area in 2013-2014.

7. Student Activities:

The Office of Student Activities will provide sign in sheets as well as collect data for registrant information for the upcoming educational national programs. The team will also collect survey/evaluation responses

from participants to review in assessing and planning our programming for the following year.

8. Student Conduct and Mediation

In an effort to inform all 1281 freshmen students about the role of the Office of Student Conduct and Mediation Services we will go and present to each freshman enrolled in UNIV 1000 courses Fall Semester 2012 by December 2012.

9. Wellness Center:

We will increase promotion of events and services by installing an informational monitor in the Wellness Center. The monitor will be updated through the Outlook Calendar, which also contains other campus events. This information can also be viewed on the informational monitor in the Campus Center. We will also develop more participant satisfaction based surveys.

6. Assessment Summary

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

Assessment activity in the Division of Student Affairs follows a Plan-Do-Check-Act (PDCA) model of continuous improvement. Programming and activities are linked to strategic goals and priorities of the University and the Division, incorporating the voice of the customer to ensure relevance and applicability of services. Collaborative efforts involve Student Affairs staff along with various other university resources to carry out and execute planned activities and events. The information gleaned from the above efforts are then cycled back into the planning process for the following period for purposes of continuous improvement.

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

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

Technical Question:

To reduce confusion when entering data into CA! Planning, is it possible to only make visible those fields/boxes, which require data entry at that time? For example, if it its time to complete Step 6 for 2011-12, is it possible to hide the box/field that reads, "Step 6 for 2012-13" so that assessment coordinators are not confused and do not enter data in the wrong fields.

Training:

Please continue CA! training for assessment coordinators and directors so that accountability is shared and so that unit leaders know what is expected and how to assist as needed.

Tennessee State University

Research and Sponsored Programs

Annual Assessment Report

1. Name of Unit: Research and Sponsored Programs

2. Summary of Mission and KPI Outcomes

2A. Mission	# related outcomes	# Outcomes Met	# Outcomes not met	% outcomes met
A. Scholarly Inquiry	3	3	0	100%
B. Research	15	10	5	67%
C. Life-long Learning	2	2	0	100%
D. Service	1	1	0	100%
2B. KPI	# related outcomes	# Outcomes Met	# Outcomes not met	% outcomes met
1. Access & Diversity	3	3	0	100%
2. Academic Quality and Student Success	9	6	3	67%
3. Business Friendly Practices	4	3	1	75%
4. Revenue Generation/ Research/ Resourcefulness	4	3	1	75%
5. Engagement	1	1	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.

Under our Research mission outcome, we met multiple goals of training students and increasing publications. Under our Scholarly mission outcome, we met a goal to mentor students.

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.

Under our Scholarly mission outcome, we met 100% of our goal by mentoring 11 undergraduate and graduate students. Under our Research mission, we met 110% of our goal by facilitating proposals to train and compensate 1,756 undergraduate and graduate students. We analyzed outcomes and budgets for each funded project for student participation data, and we met with students on a regular basis to assess, evaluate, and encourage their progress. Under our Research mission outcome, we met 91% of our goal by publishing 29 out of 32 scholarly works, such as the Journal of Astronomy and Astrophysics.

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.

Assessment provides us with proactive data and measurable benchmarks for student support, publications, and mentorship. This information is used to track numbers of student internships, assistantships, and publications. Our mentorship can be tailored or personalized based on students needs. Based on these outcomes, we can make adjustments as needed for further improvement.

6. Assessment Summary

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

Our assessment activity included regular meetings with students and assessing their endeavors and goals. The lesson learned is that a preliminary meeting with students is necessary to properly assess their needs, wants, and goals. Also, a lesson learned is that a proposal budget must be reviewed to encourage additional student participation by the principal investigator or project director.

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).

A suggestion for assessment improvement could be (1) additional training sessions or instructions that involve step-by-step Power Points on Compliance Assist! functions, before each submission deadline, and (2) a list of Do's and Don't's for successful Compliance Assist! entries.

Tennessee State University

Title III Program Administration

Annual Assessment Report

1. Name of Unit: Title III Program Administration

2. Summary of Mission and KPI Outcomes

2A. Mission	# related outcomes	# Outcomes Met	# Outcomes not met	% outcomes met
A. Scholarly Inquiry				0%
B. Research				0%
C. Life-long Learning				0%
D. Service	1	1	0	100%
2B. KPI	# related outcomes	# Outcomes Met	# Outcomes not met	% outcomes met
1. Access & Diversity				0%
2. Academic Quality and Student Success				0%
3. Business Friendly Practices	1	1	0	100%
4. Revenue Generation/ Research/ Resourcefulness	1	1	0	100%
5. Engagement				0%

3. Expected Outcome(s) and Criteria for Success

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

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

The Title III Office identified one overall Performance Outcome for the 2012-2013 academic year. 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.

Five (5) Criteria for Success were established for this Performance Outcome:

1. All Title III Purchase Requisitions (PRs) and Travel Requisitions (TRs) will be processed and forwarded to the appropriate office/department within 2-3 days.
2. 90% of Title III funded activities will submit Quarterly Project Status Reports and Annual Performance Reports (APRs) on or before the respective due date.
3. Title III Office will submit required reports as evidence of federal compliance.
4. The University will demonstrate evidence of an increase in the matching dollar request for Title III Endowment funds.
5. Instructional facilities will be enhanced via construction, renovation, and the installation of contemporary teaching and research equipment for student learning and development.

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 Title III Office utilized direct methods of assessment. The direct measure of this performance outcome included the number of documents that were processed and forwarded to the appropriate office/department within 2-3 days; 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; and the number of classrooms being enhanced via renovation and installation of contemporary teaching and research equipment for student learning.

ACA-802-HBCU-#1-PO1 results indicated that the criteria for this expected outcome were met.

Criteria #1:

Results showed that 96% of Purchase and Travel Requisitions were processed and forwarded to the appropriate office/department within 1.7 days.

Criteria #2:

Results indicated that 96% of the Title III Activity Directors submitted their Annual Performance Reports and quarterly Project Status Reports on or before the due date.

Criteria #3:

As of June 30, 2013, the Title III Office 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 #4:

During FY 2012-2013, 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. At this time, the University has \$310,024.16 to match.

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. As of June 30, 2013, two (2) Nursing labs, six (6) classrooms and two (2) labs in the Student Success Center, and 32 classrooms in Crouch Hall and Elliott Hall were renovated, which included

flooring, wall painting, replacement of broken blinds, classroom furniture and equipment (20 Smart boards, etc.) installation. In addition, the Media Center was upgraded to include the capability to broadcast instructional media directly to classrooms.

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 assessment results indicated that the Title III Office was successful in ensuring that paperwork were processed and forwarded to the appropriate office/department within two (2) days. The Title III Office also demonstrated evidence of compliance via submission of federal reports by the established deadlines. The Title III Office will continue to monitor the funded activities daily to ensure expected outcome is reached.

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 on October 7, 2013. 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.

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.

6. Assessment Summary

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

Overall, assessment of this unit's outcomes was successful in that the expected outcomes met the criteria for success. Assessment of Title III Program Administration's performance requires consistent measurement and evaluation. As we continue to serve as the administrative unit for management of the expenditure of Title III funds and compliance with federal policies and guidelines, the need for support of university administration, colleges/departments, and faculty is becoming more and more apparent.

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).

In order to improve assessment processes, it is important for all assessment personnel to be continually informed and trained. It is recommended that assessment and technical trainings be provided periodically.

Tennessee State University

University Honors Program

Annual Assessment Report

1. Name of Unit: University Honors Program

2. Summary of Mission and KPI Outcomes

2A. Mission	# related outcomes	# Outcomes Met	# Outcomes not met	% outcomes met
A. Scholarly Inquiry	3	3		100%
B. Research	2	2		100%
C. Life-long Learning	2	2		100%
D. Service				0%
2B. KPI	# related outcomes	# Outcomes Met	# Outcomes not met	% outcomes met
1. Access & Diversity	1	1		100%
2. Academic Quality and Student Success	5	5		100%
3. Business Friendly Practices	0	0		0%
4. Revenue Generation/ Research/ Resourcefulness	1	1		100%
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.

ACA 310 01 Graduating Honors seniors will demonstrate effective writing skills as evaluated by UHP faculty. 75% of Honors students will successfully complete the Honors Senior Thesis or Senior Project.

ACA 310 02 Graduating Honors students will demonstrate effective critical thinking skills. 75% of

students enrolled in Honors Foundations of Leadership will demonstrate improvement in critical thinking skills through: 1. journal entries, 2. team projects, 3. vision boards.

ACA 310 06 UHP will increase in retention rates by 15%.

ACA 310 04. At least 10 UHP students will apply for study abroad.

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 310 01. Effective writing skills

Step 4 The criterion was met for AY 2012-2013 with 100% (N=10) of the honors graduating seniors scoring an A or B on their senior project/thesis. In addition, the 10 students who completed senior project/thesis during AY 2012-2013, 8 of the 10 or 80% scored an "A" and 2 of the 10 or 20% scored B.

ACA 310 01 Critical thinking Skills

80% of students increased critical thinking skills as evidenced in journal entries, team projects and vision boards. Comparison of journal entries after week 4 and critical thinking skills session showed marked improvement. Student interviews show that students understood and appreciated critical thinking skills improvement session.

ACA 310 06

Step 4. For the academic year 2012-2013, the total number of student members enrolled in the University Honors Program had an overall retention rate of 96.7%. The numbers and percentages were distributed as follows:

Student Members Total Enrollment in the University Honors Program 2012-2013			
Classification	F' 12	Sp' 13	Retention Rate
Freshmen	74	72	97.30 % retained
Sophomores	69	67	97.10 % retained
Juniors	77	78	101.30 % retained
Seniors	47	41	87.30% retained
Overall Total	267	258	96.7% retained

2. Percent of students in Good Standing (i.e., met the cumulative 3.4 GPA requirement)

For the academic year 2012-2013, the number of student members of the University Honors Program who met the actual cumulative GPA requirement of 3.25 to remain a member in good standing in the program had an overall retention rate of 87%. The numbers and percentages were distributed as follows:

Student Members in Good Standing in the University Honors Program 2012-2013			
Classification	F'12	Sp'13	Retention Rate

Freshmen	48	42	87.5 % retained
Sophomores	51	42	82.4% retained
Juniors	49	47	96 % retained
Seniors	44	36	81.9% retained
Overall Total	192	167	87% retained

For the academic year 2010-2011, the number of student members of the University Honors Program who graduated was 11. This was used as a baseline by which the two subsequent years' graduation rates were measured. For the academic year 2011-2012, the number of student members of the University Honors Program who graduated was 16. This was a 31.2% increase from the previous year. For the immediate past academic year 2012-2013, the number of student members of the University Honors Program who graduated was 14. While this was a 12.5% decrease from the previous year, it was still a 21.4% increase from the initial baseline measurement. The numbers and percentages were distributed as follows:

Student Members of the University Honors Program
Who Graduated 2010-2013

Academic Year	Total Number of Graduates	Percentage of Change
2010-2011	11	Baseline Measurement
2011-2012	16	31.2% increase from previous year/baseline measurement
2012-2013	14	12.5 % decrease from previous year, 21.4 increase from baseline measurement
Overall Total	41	21.4% increase from baseline measurement

ACA 310 04

Step 4 The number of students that traveled abroad from the Honors Program = * ten (10) for 2012 and twelve (12) students in 2013. The number of students who applied for funding and were granted funds for travel abroad = *2 students for 2012 (Spear & Hudson to China) and 5 students for 2013.

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 310 01. Although students demonstrated effective writing skills, an increase in writing and research opportunities will be required for UHP classes. The Honors Senior Thesis will be reinstated.

ACA 310 02. Critical thinking skills need to be taught at the beginning of the semester. There is an established syllabus in this course, so whoever is teaching it will address the critical thinking outcome. Since this outcome was entered in the wrong category it is being cancelled at the end of 2012-2013 and replaced with an appropriate student learning outcome beginning 2013-2015.

ACA 310 06

Step 5. Although AY 2012 -2013 was an unstable period for the University Honors Program, due to the resignation of the Associate Director in Fall 2012, and the retirement of the Director in Jan 2013, the UHP students continued to excel in their academics. The retention rate from Fall 2012 and Spring 2013 showed strong persistence. The graduation rate for AY 2012-2013 showed an increase from the baseline that was set, but decreased when compared to AY 2011-2013. Students who fell below the 3.4 GPA requirement were placed on probation. The new UHP staff has contacted those students and have encouraged them to meet for mentoring and advising. A new improvement plan will be implemented to help those students to persist in the Honors program.

Improvement Plan

1. Engagement: To encourage and increase participation of all honors program students in educational and motivational seminars, workshops, colloquia, experiential learning, special topics and conferences. This will be accomplished through: monthly meeting of each class, one on one counseling/personal sessions, monthly movie night, discussion session, brown bag luncheon once a month, and dinner with the director bi monthly
2. Advisement: Establish semester meetings between UHP advisors and Honor students where GPA strengths and weaknesses, adherence to the Honors curriculum to increase retention, persistence and solidification of relationships between advisors and students.
3. Mentoring: Peer to peer mentoring of upper classmen and lower classmen by major as much as possible or closely related fields.
4. Instituting an Honors Advisory Board.

ACA 310 04. The improvement plan is to encourage more UHP students to apply for Study Abroad. The UHP program will collaborate with the Office of International Student Services and other departments to plan study abroad trips and to engage in student exchange programs. Also, to help students raise funds when they are not funded through International Study Grant.

6. Assessment Summary

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

The University Honors program is fulfilling it's primary goal of creating and maintaining a community of academically bright and talented students who serve as leaders and role models, impacting positively on

the university and enhancing the mission of Tennessee State University. The assessment showed that the criteria for the SLO's and PO's were met. Honors students are being retained at a 97% rate, and 87% remain in good standing with GPA requirement of maintaining a 3.25. These students are critical thinkers, effective writers, and researchers. Honors students are conducting more discipline based advance study and research and needs to be given the opportunity to present their research at national and regional conferences. Thus an increase in the budget is critical. An increase in internationally funded study abroad opportunities is needed to engage them in diverse cultures of the world to enrich their experiences. There is also a need to administer a satisfaction survey among Honors students to help us assess the UHP business friendly practices.

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 suggestions for improving the assessment of the Honors program will include the following

1. Create an attribute in Banner to identify who the Honor Students are so that we can track them and collect accurate query reports about retention, persistence, GPA, etc.
2. Since the University Honors program is classified as an administrative support service having additional Compliance Assist training in that area will be beneficial.
3. Devise assessment processes according to the KPI so they can have a better linkage to the academic Master plan and Strategic plan.
4. Create student survey in Qualtrics to assess students satisfaction and business friendly practices.
5. Conduct exit interviews with Honor students to find out strengths and weaknesses of the program.
6. Obtain more funding for research presentations at national and regional conferences, for travel abroad experiences, and for social and academic engagements.

Tennessee State University

WRITE Program (QEP)

Annual Assessment Report

1. Name of Unit: WRITE Program (QEP)

2. Summary of Mission and KPI Outcomes

2A. Mission	# related outcomes	# Outcomes Met	# Outcomes not met	% outcomes met
A. Scholarly Inquiry	0	0	0	0%
B. Research	0	0	0	0%
C. Life-long Learning	4	2	2	50%
D. Service	0	0	0	0%
2B. KPI	# related outcomes	# Outcomes Met	# Outcomes not met	% outcomes met
1. Access & Diversity	0	0	0	0%
2. Academic Quality and Student Success	4	2	2	50%
3. Business Friendly Practices	0	0	0	0%
4. Revenue Generation/ Research/ Resourcefulness	0	0	0	0%
5. Engagement	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.

By the end of the project period, 80% of faculty teaching in the general education composition and history classes and upper-level WRITE programs will have participated in two or more faculty development sessions sponsored by the WRITE program.

By the end of the project period, 80% of the students completing an undergraduate degree in a WRITE

program will have portfolios, which contain at least one major writing project for each of the four years of the undergraduate degree.

Improve student learning in HIST 2010-2020-2030 measured by increasing pass rate of students taking the HIST 2010-2020-2030 sequence by 1%.

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 original target for this point was 38 of 47 or 80% for the general education faculty would have attended one or more trainings/workshops provided by the WRITE Program, and the actual numbers are 36 of 47 or 77%.

Currently, there have been 2630 students creating electronic portfolios (original target was 1100) though this number is not yet broken down by major, etc.

In fall 2010, 69% of the students enrolled in HIST 2010-2020-2030 earned a C or better. In spring 2011, as part of the WRITE Program implementation, successful completion of both ENGL 1010 and 1020 with a C or better became a prerequisite for enrolling in HIST 2010, 2020, or 2030. For fall 2012, 666 of 847 or 79% of students completed HIST 2010, 2020, and/or 2030 with a C or better. For spring 2013, 646 of 903 or 72% of students completed HIST 2010, 2020, and/or 2030 with a C or better

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.

WRITE Director continues to work with the Coordinator of Composition, the Chair of the LLP Department, and the Chair of History, Geography, Political Science, and Africana Studies to offer trainings convenient to the faculty. The WRITE Director, recognizing the turnover and transience in adjunct faculty, began offering group trainings on different days of the week and offering one-on-one sessions and trainings coinciding with other departmental functions.

The WRITE Program began providing resources online (handouts and videos) for students to learn how to add artifacts to their portfolios. WRITE representatives go into classrooms to assist faculty and their students with uploading artifacts.

When pass-rates dipped, the WRITE Director, working with other general education faculty, identified problems with the prerequisite filters that needed to be adjusted.

6. Assessment Summary

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

The WRITE Program continues to move forward with its ambitious agenda. Technology issues and shortcomings have slowed the ability to delve easily into the data to check for compliance . However, progress is being 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).

Overall, though the climate and culture are changing, one of the biggest obstacles remains the siloing of individuals who believe that University-wide assessment is not pertinent to either their courses or their areas.

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