



**Annual Assessment and
Improvement Report**
FY 2011-2012



University Assessment and Improvement Council (UAIC)
12/14/2012 –Approved

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Executive Summary

2011-2012 Annual Assessment and Improvement Report

Tennessee State University (TSU) is in year three of the annual assessment and improvement processes that aided its re-affirmation by the Southern Association of Colleges and Schools Commission on Colleges (SACS COC). The University utilizes a uniformed assessment and improvement 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 a consistent format is maintained for those reporting. The format consists of six steps: (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 on building a learning-centered university.

All divisions completed year three reports using a rubric developed by the University Assessment and Improvement Council (UAIC). The Council received annual reports from 19 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. This summary consisted of numeric counts of related outcomes and alignment to each segment of the University mission and KPIs. Each division is 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 process, and finally, recommendations for improving the assessment processes. 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 1347 expected outcomes that were related to the mission and KPIs of the University. Of those 1347 outcomes, 990 (74%) were achieved according to the units' criteria for success, results, and analysis.

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 Tables 1 and 2 below.

Mission	
Component-----	Number
Scholarly Inquiry	210
Research	66
Service	194
Life-long Learning	125
Total Mission Related Outcomes	595

Table 1: Number of outcomes related to specific components of Mission

KPIs	
Component-----	Number
Access & Diversity	99
Academic Quality & Student Success	329
Business Friendly Practices	150
Revenue Generation/Research/Resourcefulness	79
Engagement	95
Total KPI Related Outcomes	752

Table 2: Number of outcomes related to specific components of KPIs

For an overall count of outcomes met and not met for each specific component of the mission and KPIs, please see Table 3 below. For individual units, please refer to that specific report in the Appendix.

Component		# Outcomes Met		# Outcomes Not Met	
Mission	Scholarly Inquiry	148	70%	62	30%
	Research	56	85%	10	15%
	Service	133	69%	61	31%
	Life-long Learning	97	78%	28	22%
KPIs	Access & Diversity	79	81%	20	19%
	Academic Quality & Student Success	237	72%	92	28%
	Business Friendly Practices	104	69%	46	31%
	Revenue Generation/Research/Resourcefulness	63	80%	16	20%
	Engagement	73	77%	22	23%
	Total	990	74%	357	26%

Table 3: Outcomes met and not met by component

Examples of Quality of Assessment

Eighteen (18) of the 19 submitted reports were complete with narratives for the five remaining sections of the Annual Assessment and Improvement Report. Business and Finance did not provide narratives in their report, but completed the numeric charts for the outcomes. In the first section, divisions were required to provide some examples of performance or student learning outcomes that represented the quality of the assessment conducted in the unit. One example from the President's Office provided a performance outcome, PRS-500-3, which reflected the reorganization of academic support programs. The reorganization resulted in a single unit that institutionalizes a new operating model to address a mandated, performance-based budgeting system (PRS-500-3, Compliance Assist). The report follows this example throughout the next several narrative sections, noting that this outcome was met by the creation of the Student Success Center that consists of critical content areas (mathematics, writing, and reading), placement, academic advisement, and new student orientation. The results led to continued efforts by the Office of Enrollment Services and Student Success to provide students with a centralized,

integrated learning environment that emphasizes academic readiness for persistence and graduation in six years or less.

The Division of Academic Affairs, which consists of both instructional and non-instructional units, provided several examples. For instance, in the College of Health Sciences, one outcome relates to assessment in the Cardio-Respiratory Care Program, which states that: "80% of students who appear for the National Board of Respiratory Care Certified Respiratory Therapist Exam (NBRC CRT) will pass the exam" (ACA306-100_SLO1, Compliance Assist). Both direct and indirect means of assessment were used in this example; the direct method being the actual exam score, while the indirect method utilizes graduate surveys of which 90% of students rate their knowledge of the subject material at point three or above on a four-point Likert scale. The analysis showed that 95% of Cardio-Respiratory students passed the NBRC CRT by a score greater than 80%, but the graduate surveys will not be administered until March 2013. Thus, no indirect data are available at this time. The College concluded that the National Board exam results were better than the set criteria, so they will continue to offer tutoring to the students before and after graduation to ensure success. Additionally, the college will monitor the students through the graduate surveys in March, 2013.

The College of Agriculture, Human and Natural Sciences did not see anticipated results on their Major Field Senior Exit Exam. They set the criteria that 90% of graduating seniors would score 70% or better. This was the first year that the College had used the National Area Concentration Achievement Test (ACAT) and the graduating seniors did not meet the student performance guidelines set by the College. As a result, the College is revising course curriculum and syllabi to overcome this deficiency.

The Center for Service Learning and Civic Engagement (CSLCE) was another division that fell short of its student learning outcome goal. The unit assessed ACA-301-SLO1.5, "80% of students in service-learning courses will demonstrate application of course knowledge, skills, and/or dispositions through participation in service-learning experiences" (ACA-301-SLO1.5, Compliance Assist). The Center utilized direct methods such as student work, class rosters and event logs, and indirect methods such as student grades and end of course surveys to assess the learning outcome. Although the outcome produced many positive results, including some excellent examples of student work, the low percentage of Service to Leadership Freshman Orientation students that completed service and met course objectives brought the estimated total to 77%.

The Division of University Relations and Development needed to assess the increase of social media to improve communication efforts across campus. Their goal was to administer a social media survey to members of the campus community, then implement a concerted effort to coordinate social media updates to the TSU news page, Facebook, and Twitter feeds. As a result, a new Facebook page was created and exceeded its goal of 3000 fans by July, 2012. The Twitter feed increased its follower base by 56% in six months.

One goal of Student Affairs was to increase awareness and utilization of Student Health Services. In FY2012, the Health Center registered 2779 students, a 20% increase over the previous year. The data are

being used to assess whether the services being offered are appropriate to student demand, and what improvements are most needed.

Several more examples of the quality of assessment in the University's four divisions and the Office of the President are provided in the Assessment and Improvement Report from each unit in this overall University Report.

Assessment Summary

For reporting purposes, each unit was asked to provide a 50-word summary of the assessment procedures and processes. Eighteen (18) of the 19 divisions completed this section. Overall, the President's Office successfully achieved 95% of the expected outcomes; however, the Office noted that consistent and detailed evaluation and documentation is required to meet the University's need for accurately assessing all individual units, and to better respond to State and Federal compliance.

The Division of University Relations and Development noted that there were four changes in leadership in FY2012, making it difficult to set long-range goals for the division as a whole. Despite the challenge, each unit took on the task of establishing goals, and succeeded in meeting those goals or making significant progress towards them.

Student Affairs noted that the assessment process made them aware of areas in which they can improve service delivery missions for their division; however, it did little to show how their performance directly supported the University's strategic plan that focused on student learning outcomes. Their suggestions for improvement included re-training their assessment coordinators, and developing outcomes that directly align to divisional and institutional goals.

The College of Liberal Arts concluded that the strongest examples of assessment in the College were very encouraging and provided easily adaptable models for other programs. They stated that the information reported in Compliance Assist reflected a wide range of assessment approaches including rubric-based assessment, standardized testing, internally developed objective tests, and the use of surveys and advisory boards. The College believes their processes recognize the value of assessment for improving programs, rather than validating existing practices, and illustrated this by the reporting of outcomes not met.

Other units also believed that the assessment and evaluation processes assisted them in gaining knowledge and insight into their programs. The process forces conversation between faculty and administrators, and allows each division to develop measurable outcomes that improve student success. Units are beginning to recognize the importance of assessment, as the processes are aiding in identifying student learning issues relating to competencies, and helping to plan interventions and remediation that support student learning and persistence to graduation.

Recommendations for Improving Assessment Processes

Finally, the Annual Assessment and Improvement Report called for recommendations for improving the assessment processes within the units or the University. Eighteen (18) of the 19 units that submitted complete reports gave suggestions for improvement regarding these procedures. The President's Office recommended that the deadline for the report be moved to October 15, to allow the inclusion of the Federal Grant cycle (Title III), which ends September 30. Other suggestions included using simple and less time-consuming forms to input data results, more user-friendly options in Compliance Assist, quarterly family meetings with University leaders stressing the importance of assessment, and quarterly stipends for assessment coordinators.

Several units stressed the need for continued training or refresher training in developing measurable goals and outcomes, determining criteria for success, and technical support for Compliance Assist. The College of Liberal Arts defined specific topics for improved internal training that include: (1) developing unambiguous outcomes, (2) designing a realistic assessment schedule, and (3) linking outcomes to the mission and KPIs of the University. Recommendations for institutional system improvements include: (1) a field in Compliance Assist for reporting "met" and "not met" outcomes, (2) allowing the scheduling of assessments for a single outcome in non-consecutive years, and (3) the ability to export the "related" field to Microsoft Excel or other spreadsheet programs. In response, the Office of Institutional Planning and Assessment recommends conducting at least two annual workshops, led by experts in the field, to provide technical support and training in assessment strategies and techniques appropriate for the assessment of outcomes, and consistent with the integrated effectiveness model.

Other units gave recommendations for internal purposes to improve the assessment process. The Library and Media Centers suggested that faculty assign a percentage of final grading to library exercises, and library personnel serve a larger role in the Student Success Center, Boot Camps, and the W.R.I.T.E. program to increase the number of students utilizing library and media center resources. The Center for Service Learning and Civic Engagement suggested that an accurate tracking system is necessary to assess and document campus-wide service activities. Communications and Information Technology (CIT) recommended the department take a proactive stance in keeping up with the changes of constantly evolving technology by upgrading technology classrooms, scheduling regular system updates, and integrating a campus-wide Virtual Desktop Infrastructure.

Institutional Planning and Assessment stated that they will review recommendations provided by all units, map the identified issues, and use that process to engage the UAIC and relevant campus constituencies in future initiatives to support continual development of the University's assessment and improvement processes.

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 and graduation, and overall institutional quality.

In the next sections, we provide individual unit reports for the 2011-2012 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.

Individual Unit Reports

Tennessee State University

Annual Assessment Report

1. Name of Unit: President's Office

2. Summary of Mission and KPI Outcomes

2A. Mission	# related outcomes	# Outcomes Met	# Outcomes not met	% outcomes met
A. Scholarly Inquiry	43	39	4	91%
B. Research	8	8	0	100%
C. Service	28	26	2	93%
D. Life-long Learning	27	27	0	100%

2B. KPI	# related outcomes	# Outcomes Met	# Outcomes not met	% outcomes met
1. Access & Diversity	19	18	1	95%
2. Academic Quality and Student Success	54	51	3	94%
3. Business Friendly Practices	22	21	1	95%
4. Revenue Generation/ Research/ Resourcefulness	27	27	0	100%
5. Engagement	12	11	1	92%

3. Expected Outcome(s) and Criteria for Success

Choose several outcomes from the college or division as examples to represent the quality of assessment conducted in the unit. (The number will depend on the size of the college or division.) State each outcome chosen and its criterion together in one sentence. Academic colleges should concentrate on student learning outcomes but may choose up to two performance outcomes as examples.

The President's Office consists of sub-units of Athletics, EEO/AA, Institutional Effectiveness and Research, Internal Audit, Title III and University Counsel. For the purpose of this report, this office selected outcomes from each of its sub-units.

PRS-500-3: This goal of the President's Office is to institutionalize new operating models to address a mandated, system-wide, performance-based budgeting system by reorganizing academic support programs into a single unit.

ADO 1.2: This goal of the Athletics Department is to schedule early alert tutoring sessions for at-risk student-athletes. It is expected that 80% of student-athletes will attend scheduled tutoring session as assigned on a regular basis.

PRS 801 PO5: The Office of Institutional Effectiveness and Research designs, implements, evaluates, and improves university-wide faculty/staff development opportunities. It is expected that at least two

(2) grant proposals will be submitted to fund faculty and/or staff professional development projects, and to receive at least one (1) funded grant to implement Faculty Development project.

PRS-503-PO1: The Internal Audit unit plans to complete 100% of audits required by TBR, THEC, and other external agencies.

PRS-501-PO1: The University Counsel will maintain a 90% or higher overall success rate on all lawsuits, complaints, grievances, and charges.

PRS-802-HBCU-#15B-PO5: The Title III funded QEP WRITE Program continues its assessment and publicity by producing a newsletter 3 times per year, updating the website, collecting senior capstone projects, and reaching 700 student portfolios created.

PRS-802-HBGI-#4-PO2: The goal of Title III funded Chemistry Graduate Program is to increase the number of faculty and students who participate in scholarly graduate research in Chemistry by 10%, and to increase number of student participation in research during the summer by 5%.

PRS-802-SAFRA-#2D-PO1: The goal of Title III funded SAFRA Math Project is to increase the number of students passing College Algebra on the departmental final exam in Fall 2011 and Spring 2012 classes, using Virtual Math Resources open courseware for College Algebra on eLearn, by 5% compared to data from Fall and Spring of 2008-2011 (21%).

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.

PRS-500-3:

The method of assessment involved the completion and implementation of the redesign of critical content areas (mathematics, reading, writing), placement, academic advisement, and orientation. The results indicated that the academic support programs have been reorganized successfully into one unit, the Success Center. This outcome was met, and the Success Center is effectively functioning and serving students as it was designed to do.

ADO 1.2:

The direct measure of this outcome performance was the number of at-risk student-athletes attending scheduled tutoring sessions and the course pass rates. The results showed in Fall 2011, 85% of the at-risk student-athletes attended scheduled tutoring sessions and successfully passed all courses. In Spring 2012, 80% of the at-risk student-athletes attended tutoring sessions and successfully passed 92% of the courses. Although the overall course pass rate in Spring 2012 fell short compared to Fall 2011, the goal for each semester was met.

PRS 801 PO5:

The Institutional Effectiveness and Research Office utilized direct and indirect methods of assessment. Direct methods included the number of multi-year grant proposals submitted, the implementation of a university-wide professional development project, and the number of faculty and staff participating in professional development. A satisfaction survey was used as indirect method. The results indicated this outcome was successful, in that the President's "Take 6" faculty/staff development project was fully implemented. In Fall 2011 and Spring 2012, approximately 53 seminar sessions were offered for "Take 6" credit. Of registered participants, 323 were documented via the participation satisfaction survey. Overall, the "Take 6" initiative reported a 95.5% satisfaction rate. In addition, two (2) grant proposals were submitted and funded (one by the U.S. Dept. of Education and one by TBR).

PRS-503-PO1:

The method of assessment involved direct measure of the number of field work for the audit, the number of audit reports written, and the number of final reports submitted to the appropriate agency. The results indicated that all required audits (100%) were completed and submitted to the appropriate agency on time. This outcome was met.

PRS-501-PO1:

The direct measure of this outcome was review and analysis of the 2011-2012 case database and recorded outcomes; outcomes other than a loss was considered successful. Analysis of the 2011-2012 case database and responses revealed that a total of 74 additional internal and/or external complaints, grievances, charges and lawsuits were filed; and the University Counsel maintained a 100% success rate on all lawsuits, complaints grievances and charges.

PRS-802-HBCU-#15B-PO5:

The method of assessment included direct measure of the actual number of newsletters produced, the actual number of capstone projects collected from senior courses, and the actual number of ePortfolios that have been created. The results indicated that the Spring-Summer 2012 newsletter was published, and the website was constantly updated and improved. Collection of senior capstone projects for fall 2011 were completed for 6 programs; the 2 other programs are pending. For spring 2012, 3 programs have submitted their senior capstone projects and the others will be collected in fall 2012. 1960 ePortfolios have been created by students thus far (creating an ePortfolio means that the student has shared one or more artifacts, created collections, or made presentations). 49 additional ePortfolio presences included faculty, administrators, and "test" accounts.

PRS-802-HBGI-#4-PO2:

The direct measure of this outcome was the number of research presentations and publications produced by Chemistry faculty and/or student. The results showed that a total of 24 research papers have been published in research journals and 66 total publications in journal articles and conference presentations. This is an increase by 30% from last year (total was 51). Students were involved in 21 out of 24 papers (87%). Also students were involved in 50 presentations out of a total of 66 presentations (76%). During summer of 2012, 11 graduate students participated in research. This indicated an 83% increase over last year with 6 graduate student participated in research during summer of 2011.

PRS-802-SAFRA-#2D-PO1:

The methods of assessment included direct and indirect measures. The direct measure was the number of students who passed the departmental final with a grade C or above in all college algebra classes offered in fall 2011 and spring 2012 divided by the total number of students who stayed in the course. Students' perceptions of the use of instructor-made math video clips was used as indirect measure. The results indicated that 28% of students who had watched the clips on virtual math resources passed the departmental final with a grade C or above. The results exceeded the success criterion of 26%. A total of 421 comments were posted on eLearn from the fall and spring semesters. 75.5% of the comments were positive, stating that the video clips helped with their understanding of the material.

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.

PRS-500-3:

The completion of the reorganization of academic support programs has led to the establishment of the Success Center. The continued effort has been led by Enrollment Services and Student Success in providing students a centralized and integrated learning environment with an emphasis on academic readiness skills to persist and graduate from the university within six years or less.

ADO 1.2:

Although the assessment results met the criterion of having 80% of student-athletes attend scheduled tutoring session as assigned, the Athletics Department is continuing to refine tutoring logs to monitor detailed progress in classes requiring assistance to maintain academic excellence. Logs will reflect availability of tutors in specific subject areas to meet the need of student-athletes' progress and schedules.

PRS 801 PO5:

The Office of Institutional Effectiveness and Research continues the President's "Take 6" faculty/staff development for a second year (2012-2013). Actions to improve the project include improving data collection of participant login list from providers and improving communication between the administration and providers to improve the administration of the "Take 6" project. In addition, the Faculty Cultural Roadmap Project funded by the TBR is implemented as scheduled.

PRS-503-PO1:

Although the assessment of PRS-503-PO1 was successful, in that 100% of required audit reports were submitted to the respective agency by the established deadlines, the audit plan for 2012-2013 was developed by the Internal Audit to include adjustments for possible future delays, including unplanned projects and new audit requirements.

PRS-501-PO1:

The analysis of the 2011-2012 data demonstrated that the University Counsel maintained a 100% success rate on all lawsuits, complaints, grievances and charges. The University Counsel will continue to annually monitor the database entries to ensure expected outcome is reached. The University Counsel will also utilize the analysis to determine if additional training is warranted in certain areas to reduce the number of complaints and grievances.

PRS-802-HBCU-#15B-PO5:

Upon observation of the results of PRS-802-HBCU-#15B-PO5, the Title III funded QEP W.R.I.T.E. Program will continue to solicit input from all constituencies and set more specific deadlines for submissions of W.R.I.T.E. newsletter. The newsletter will be published twice yearly, instead of 3 times per year, to better accommodate academic schedules. In addition, the W.R.I.T.E. Program will continue to revise the directions and work with faculty members to encourage student ePortfolio creation and begin to look for systematic ordering of artifacts on ePortfolio. The W.R.I.T.E. Program will also work with Distance Education and TBR to acquire Analytics for D2L to allow for more robust collection and of data from D2L.

PRS-802-HBGI-#4-PO2:

The assessment results of PRS-802-HBGI-#4-PO2 indicated that the Title III funded Chemistry Graduate Program was successful in increasing faculty and graduate student scholarly productivity by 30%. The Chemistry Department will continue to provide support for publications and research activity through purchase of chemical supplies and equipments. The Department will also provide support to faculty during summer to mentor students for research. Faculty being available during summer to mentor graduate students has improved summer research participation of students significantly. This will

eventually have a positive impact on graduation rate.

PRS-802-SAFRA-#2D-PO1:

The assessment results showed that the Title III SAFRA Math Project exceeded its goal of having at least 26% of students who had utilized the video clips on virtual math resources passed the departmental final with a grade C or above. In addition, the overall satisfaction of the students (75.5%) implied that the video clips helped them with their learning. As math is learned best through examples, more video clips with complex examples will be developed for future teaching and learning. Based on the feedback from the students, the links for the virtual math resources were added to the course syllabus for all college algebra courses.

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 95.5% of the expected outcomes met the criteria of success. As we continue to support the University's mission and SP KPIs, consistent and more detailed evaluation and documentation are required to meet the University's need to assess its units accurately and to respond to State and Federal compliance conditions accordingly.

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, recommendations were made as follow:

1. Since the federal grant cycle begins October 1 and ends September 30, it is recommended that the Annual Assessment Report deadline be moved to October 15 or later date. It will allow federally funded projects ample time to collect data and demonstrate results for the Assessment Report.
2. In order to maintain consistent evaluation and documentation, it is recommended that all assessment personnel be provided periodic refresher training.

Tennessee State University

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	12	10	2	83%
B. Research	10	10	0	100%
C. Service	2	2	0	100%
D. Life-long Learning	4	4	0	100%

2B. KPI	# related outcomes	# Outcomes Met	# Outcomes not met	% outcomes met
1. Access & Diversity	6	3	3	50%
2. Academic Quality and Student Success	11	8	3	73%
3. Business Friendly Practices	6	5	1	83%
4. Revenue Generation/ Research/ Resourcefulness	4	2	2	50%
5. Engagement	6	3	3	50%

3. Expected Outcome(s) and Criteria for Success

Choose several outcomes from the college or division as examples to represent the quality of assessment conducted in the unit. (The number will depend on the size of the college or division.) State each outcome chosen and its criterion together in one sentence. Academic colleges should concentrate on student learning outcomes but may choose up to two performance outcomes as examples.

<p>a) Explain the physical and chemical properties of substances based on an understanding of atomic and molecular structure: 70% will demonstrate an understanding of atomic and molecular structure related to explaining the physical and chemical properties of substances.</p> <p>b) Graduating seniors in the BS program in Agricultural and Environmental Sciences will have in-depth knowledge and experience in general Agricultural and Environmental Sciences. 90% of graduating seniors will score 70% or better on the in-house Major Field Senior Exit Exam.</p>
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c) Students in the B. S. Degree Program in Family and Consumer Sciences will use critical thinking skills, including utilizing diverse approaches for determining alternative solutions for issues, to make decisions in the workplace, given case studies. Students will utilize critical thinking/decision making models applicable in the workplace and home. The success rate is 80% or above.

d) Students will demonstrate proficiency in the core principles of cell, genetics and molecular biology. The cohort of students taking the ETS Major Field Exam in the subscore category genetics, cell and molecular biology will increase by 5% from year to year.

e) Center for Prevention research will generate \$400,000 of external funding in year 1 and will increase 5% per year for 5 years, at least \$400,000 of external funding expended in 2010, at least \$600,000 of external funding expended in 2011, at least \$700,000 of external funding expended in 2012 and maintain a minimum of \$700,000 of external funding expended in 2013.

f) Increase in stakeholder satisfaction relating to research performed at the TSU Nursery Research Center, recommendations and/or reports from the TSU Nursery Advisory Group indicating satisfaction with the research outcomes and output produced by the TSU Nursery Research Center. Members of the Nursery Research Center Nursery Advisory Group will indicate they are satisfied with the direction and productivity of the research at the TSU Nursery Research Center. Nursery Advisory Group members will make suggestions for changes at the TSU Nursery Research Center., Number of members of the Nursery Research Center Nursery Advisory Group who indicate they are satisfied with the direction and productivity of the research at the TSU Nursery Research Center Number of Nursery Advisory Group members who make suggestions for changes at the TSU Nursery Research Center.

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) Student performances did not meet the expected outcome. The results have been discussed with the faculty and measures are being taken to improve the outcome.

b) Academic year 2011-2012 is the first time that the department used the national Area Concentration Achievement Test (ACAT) as the senior exit exam, we projected that 90% of the students taking the exam would score 70% or higher, however, the results showed that Student performances did not meet the expected outcome. The department is revising its curriculum and course syllabi as a means to overcome this deficiency.

c) Students met the expected outcomes of this SLO. Even though outcomes were met, the faculty will continue to improve performance by paying close attention assessment results.

d) 46 students were tested in the 2011-2012 academic year and the cohort mean score in the Molecular Biology and Genetics subscore category was 42. This score is not significantly different than that of the previous years (2006-2012) cohorts (44, 45, 43, 44, 39, and 42, respectively).

e) Goal of 2012 met and exceeded due to two large grants - confirmed by accounting when books

closed in September - will continue to exceed funding since two large grants through 2015. The faculty will continue on the track to increase funding.

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.

A) increase the use of technology in lectures, such as e-learn, cengage online homework system; assigned and worked more homework in class; referred students to tutorial center.

b) Because the results of the in-house senior exit exam were inconclusive, the faculty decided to replace it with the Standardized ACAT Exam (Area Concentration Achievement Tests) by fall 2011.

c. The number of students participating in the program is at a maximum for the number of faculty located at the Nursery Research Center. However, we did not receive applicants from a local private school. We did not have any guidance counselor/teacher participants this year.

6. Assessment Summary

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

Overall the College has gained a wealth of knowledge and insight on assessment. By discussing, developing and publishing student learning outcomes, the faculty is more aware and readily notices the outcomes of the students. As we move forward, the faculty will continue to improve developing measurable outcomes and on its assessment techniques that will improve the overall performance of the students in the program.

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 for the College in all aspects of assessments activities. This is especially true in developing measurable assessment outcomes and the use of Compliance Assist for tracking these outcomes. These training sessions should include all administrators, coordinators and faculty in the College. The assessment indicates a need to increase knowledge of the programs among each of our high schools. Discussion with potential guidance counselor/faculty participants indicated they did not know about the program. This finding indicates our method of communication was flawed; direct communication will be made with science teachers and guidance counselors for the 2013 year.

Tennessee State University

Annual Assessment Report

1. Name of Unit: College of Business (COB)

2. Summary of Mission and KPI Outcomes

2A. Mission	# related outcomes	# Outcomes Met	# Outcomes not met	% outcomes met
A. Scholarly Inquiry	10	10	0	100%
B. Research	1	1	0	100
C. Service	9	9	0	100
D. Life-long Learning	0	0	0	0

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

3. Expected Outcome(s) and Criteria for Success

Choose several outcomes from the college or division as examples to represent the quality of assessment conducted in the unit. (The number will depend on the size of the college or division.) State each outcome chosen and its criterion together in one sentence. Academic colleges should concentrate on student learning outcomes but may choose up to two performance outcomes as examples.

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

- A. Students must be able to prepare and deliver a professional speech on a business topic.
- B. Students must be able to prepare professional quality business letters and reports.
- 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 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 75% of the students being evaluated met or exceeded the expectations for this outcome. The sample size for this assessment result was 31 students.
- For the learning outcome on business writing, more than 75% of the students being evaluated met or exceeded the expectations for this outcome. The sample size for this assessment result was 31 students.
- For the learning outcome on technology, more than 75 % of the students being evaluated, from a group of about 97 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. A more or less similar outcome is expected once the review of the AOL results by the faculty is completed.

Tennessee State University

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	6	6		100%
B. Research	7	7		100%
C. Service	4	4		100%
D. Life-long Learning	3	3		100%

2B. KPI	# related outcomes	# Outcomes Met	# Outcomes not met	% outcomes met
1. Access & Diversity	2	2		100%
2. Academic Quality and Student Success	1	1		100%
3. Business Friendly Practices	1	1		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.

Examples from each of the areas located in the College of Education are provided below:

- Office of Teacher Education and Student Services: ACA 304 104 PO 03: Candidates are "satisfied" or "very satisfied" with the effectiveness of cooperating teach and school based mentors. The criterion was established as 85% of candidates would report either satisfied or very satisfied.
- Educational Administration: ACA 304-102.SLO 02: Students who have been admitted to the doctoral program will have a pass rate for the doctoral qualifying exam that meets or exceeds 90% of

examinees for the academic year.

3. Psychology Department: ACA 304 101 SL1: All students to develop ability to communicate effectively in a variety of formats. Effective communication, both written and oral, was measured by successful completion of papers and presentations in PSYC4500 Senior Project and PSYC4820 Senior Seminar.

4. Teaching and Learning: ACA 304 103 SLO 02. Candidates competently apply theory to create a caring, positive and productive learning environment, facilitated by technology and with sensitivity to diversity as measured by candidates achieving a mean performance of 2.0 or above in KS4 (Manage) on Key Assessment in Clinical Practice.

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. Office of Teacher Education and Student Services: The assessment for this student learning outcome was that 85% of students pursuing teaching licenses would report either "satisfied" or "very satisfied" for effectiveness of cooperating (mentor) teachers. The analysis indicated that 94.4% in Fall and 94.1% in Spring indicated satisfaction with their cooperating teacher.

2. Educational Administration: The assessment for this student learning outcome was the pass rate on the Qualifying Examination. A minimum pass rate of 90% was set.

3. Psychology Department: The direct measure of this Student Learning Outcome was by successful completion of papers and presentation in Senior Project and Senior Seminar with successful defined as earning a minimum of a C. It is expected that a minimum of 80% of those students would earn a C or higher.

4. Teaching and Learning: The criteria for success was measured by all candidates achieving a mean performance of 2.0 or above in KS4 (Manage) on Key Assessment in Clinical Practice. This was measured by the average of ratings of student performance by cooperating and supervising teachers.

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. Office of Teacher Education and Student Services: Due to an overall satisfaction average rating of 94.25%, other than continuing to closely monitor cooperating teachers and mentors, no immediate changes have been planned.
2. Educational Administration: The results indicated that 95% of students taking the qualifying exam in 2011-2012 passed exceeding the minimum pass rate of 90%. Although no changes are planned, faculty have encouraged students to be involved in research early in the program and have addressed areas of interest during research classes.
3. Psychology Department: The analysis of the 66 students enrolled in these courses 2011-2012 found that 90.9% earned a C or higher. Although the results were higher than the minimum set, one change/improvement that was instituted for consistency was for tenure track faculty only to teach both of these courses rather than using adjunct instructors.
4. Teaching and Learning: Due to implementation of Ready2Teach, this particular Student Learning Outcome was discontinued. A new Student Learning outcome will be developed to align with R2T.

6. Assessment Summary

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

Assessment activities are varied due to the differences in the various programs. However, the College instituted an assessment committee responsible for overseeing all assessment activities. An annual assessment retreat allows all departments in the College to review and analyze data compiled in order to make data-driven decisions 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).

The College is working to ensure that all areas, including the three departments and the Office of Teacher Education, collect and analyze data for the purpose of informing improvements. The College Assessment Committee, overseeing the collection and analysis of data in the College, will be identifying the data to be collected, in alignment with the goals and objectives outlined in Compliance Assist, and proposing needed resources. Already, the College Assessment Committee has requested expert advice from Dr. Cheryl Seay, who will provide guidance on appropriate platforms for collecting and managing student data. Further, the faculty in the College could benefit from further training in uploading their information; particularly, department heads will need re-training on the use of Compliance Assist. It is important for the Office of Institutional Planning and Assessment to

recognize that unless the system is used regularly, faculty are not likely to remain skilled at maneuvering the system. Finally, university-wide workshops that not only bring in experts but also promote the benefits of utilizing data to make informed decisions would be beneficial.

Tennessee State University

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	57	38	19	67%
B. Research	4	2	2	50%
C. Service	9	9	0	100%
D. Life-long Learning	3	2	1	67%

2B. KPI	# related outcomes	# Outcomes Met	# Outcomes not met	% outcomes met
1. Access & Diversity	6	3	3	50%
2. Academic Quality and Student Success	56	33	23	59%
3. Business Friendly Practices	4	4	0	100%
4. Revenue Generation/ Research/ Resourcefulness	3	2	1	67%
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_107_SLGEA04 Describe and use the properties of the solar system objects and the main physical and astronomical theories model these.

ACA_305_107_SLGEA02 Use physical laws and models to evaluate astronomical results visually, quantitatively and verbally.

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_107_SLGEA04 An analysis of designated problems on the final examination showed that more than 65% of the students showed full mastery of this concept. It is recommended that the assesment instrument be revised to allow for better determination of partial mastery as well as full mastery of concepts.

ACA_305_107_SLGEA02 An analysis of designated problems on the final examination showed that more than 65% of the students showed full mastery of this concept. It is recommended that the assesment instrument be revised to allow for better determination of partial mastery as well as full mastery of concepts

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_107_SLGEA04 More homework and more review for concepts with the lowest success rate are recommended.

ACA_305_107_SLGEA02 More homework and more review for concepts with the lowest success rate are recommended.

6. Assessment Summary

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

Some questions will be rewritten to give a choice between full and partial mastery.

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 CA assessment training be continued, especially for the Math & Physics faculty.

Tennessee State University

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	33	18	15	55%
B. Research	7	4	3	57%
C. Service	45	28	17	62%
D. Life-long Learning	27	13	14	48%

2B. KPI	# related outcomes	# Outcomes Met	# Outcomes not met	% outcomes met
1. Access & Diversity	7	7	0	100%
2. Academic Quality and Student Success	81	54	27	67%
3. Business Friendly Practices	35	16	19	46%
4. Revenue Generation/ Research/ Resourcefulness	1	1	0	100%
5. Engagement	12	7	5	58%

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 2012, 95% passed the NBRC CRT Exam; the Graduate Surveys will be done in March 2013 for this group. Graduates achieved greater than 80% for the NBRC CRT exam; the Graduate Survey data is not yet available.

The HIM students' PPE evaluation forms completed by the clinical supervisors showed that 92% 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, and 2011 and the exit survey for the Class of 2012 demonstrate the program meeting this outcome.

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

In 2011-2012, a total of 29 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 2013.

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 57% 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' units have used assessment activity including the faculty to identify student learning issues as related to competencies; 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.

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 activity. The University could continue to provide training and support for each unit, especially for new faculty and staff.

Tennessee State University

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	20	10	10	50%
B. Research	9	7	2	78%
C. Service	11	7	4	64%
D. Life-long Learning	4	4	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	22	12	10	55%
3. Business Friendly Practices	1	1	0	100%
4. Revenue Generation/ Research/ Resourcefulness	1	1	0	100%
5. Engagement	11	11	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.

(1) At the College level, one PO was that at least 75% of graduating seniors completing internally developed major field assessments would demonstrate satisfactory achievement of program learning outcomes. (2) A second College-level PO was that all programs applying for reaffirmation of accreditation or undergoing external review would meet or exceed program performance expectations. (3) At the department level, one SLO was that 90% of Communications interns would achieve supervisor ratings of "satisfactory or higher," showing that students were demonstrating skills necessary for "entry-level jobs in the field." (4) A second departmental-level SLO was that graduating seniors in English would demonstrate an understanding of literature in its "intellectual, cultural, and/or historical contexts" as assessed by "Indicator 6" on the ETS Major Field Test in English.

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) It was reluctantly concluded that the first PO listed was not met. Three programs in the College conducted internally developed major field assessments with success rates of 70%, 79%, and 100% respectively. Although overall performance exceeded the standard of the PO, its language was understood as applying to individual programs, all of which had to meet the 75% benchmark for the Outcome to be met. (2) The second PO was based on a very straightforward measure and was met. (3) All 16 Communications interns rated by their supervisors in a seven-item survey received ratings of "good" or "excellent." (4) The performance of the University's English graduates on Indicator 6 of the Major Field Test was higher than that of 2010-2011 graduates, thus meeting the Outcome standard, but lower than the scores for 2008-2009 and 2009-2010.

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 College program that fell somewhat short of the 75% passing rate for internally developed major field assessments has reported that a review of these results has been scheduled for Fall 2012 with the goal of updating the unit's Improvement Plan. The program that attained a 79% passing rate has also conducted a faculty meeting where the relatively weakest area of student performance was discussed with the goal of mapping this Outcome more explicitly in the upper-level curriculum. (2) The History program was the only program undergoing external review in 2011-2012 and met all 23 Academic Audit criteria, receiving a very positive evaluation. The program is implementing the recommendations of the Audit report and is also participating in the "tuning" project of the American Historical Association associated with the Lumina "Degree Qualifications Profile." (3) The positive evaluation of Communications interns by their professional supervisors did not suggest any "obvious needed improvements," but the program plans to consider the collection of data "at the next level of accomplishment" during the following review period. (4) The SLO referenced above for the English program was met, but the identification of a new assessment instrument is planned as part of a revised curriculum that will continue to move toward a focus on intellectual skills rather than the mastery of a specific literary canon.

6. Assessment Summary

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

The strongest examples of assessment in the College are very encouraging and provide easily adaptable models for other programs. The information reported in Compliance Assist! reflects a wide range of assessment approaches in the College including rubric-based assessment, standardized testing, internally developed objective tests, the use of surveys and advisory boards to engage external constituencies, and straightforward performance benchmarks. It also seems that programs recognize the value of assessment for program improvement rather than the validation of existing practices, as reflected in the significant number of Outcomes candidly reported as unmet. The large number of POs and SLOs linked to Item A of the University's Mission and KPIs 2 and 5 of its Strategic Plan are also accurately indicative of the teaching priorities of the College. Areas for potential improvement -- in addition to Outcomes already assessed -- include the development of department-level Outcomes related to KPIs 1, 3, and 4 as well as the assessment of College-level Outcomes in these areas scheduled for later review periods in our Strategic Plan.

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 clearly needs to work internally to raise all of its programs, including minors, to the level of assessment quality exemplified by the departments most fully engaged in this process. Potential topics for internal training include: (1) articulating meaningful Outcomes (as opposed to program activities, timelines, and process objectives), (2) developing unambiguous Outcome measures, (3) designing a realistic assessment schedule/calendar, and (4) linking Outcomes to the University's Mission and strategic planning KPIs. A significant number of Outcomes listed for the College in Compliance Assist! have no assessment results reported, and in other cases it is unclear from the presentation of the results whether the Outcome was met or unmet. These are not included in the tabulations above. Also excluded are 14 Outcomes (9 of them met) that programs did not relate to either a KPI or to Mission component. It is the goal of the College in the coming review period to eliminate these discrepancies and gaps completely.

Potential institutional improvements in the assessment process include Compliance Assist! enhancements to: (1) include a field for reporting "met" or "not met" for each Outcome, (2) allow the scheduling of assessments for a single Outcome in non-consecutive years, and (3) export the "related" field to Microsoft Excel or other spreadsheet programs. If it is not already the case, department heads and assessment coordinators should also be authorized to run reports for their programs, as this is one of the primary benefits of the platform.

Tennessee State University

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. Service	2	2	0	100%
D. Life-long Learning	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	32	23	9	72%
3. Business Friendly Practices	5	4	1	80%
4. Revenue Generation/ Research/ Resourcefulness	5	4	1	80%
5. Engagement	5	4	1	80%

3. Expected Outcome(s) and Criteria for Success

Choose several outcomes from the college or division as examples to represent the quality of assessment conducted in the unit. (The number will depend on the size of the college or division.) State each outcome chosen and its criterion together in one sentence. Academic colleges should concentrate on student learning outcomes but may choose up to two performance outcomes as examples.

<p>ACA-307-SLO1 Each MPA graduate will be competent to lead and manage in public, nonprofit or healthcare governance. Direct:</p> <p>IMPLEMENTATION - SYLLABI: Syllabi are reviewed to ensure that competencies connected to this major competency domain (NASPAA) are included in core MPA courses.</p>
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Direct:

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

Direct:

ALUMNI EMPLOYMENT: MPA graduates achieve placements at the professional and leadership levels in public agencies and nonprofit organizations.

Indirect:

GRADUATE EVALUATION: MPA alumni report their judgment of the program's success in helping them achieve this competency in the Alumni survey.

ACA-307-PO1

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

- a. 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 month 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.

Dr. Rebecca Moore has drafted a College Recruitment Plan that has been submitted for one of the TBR Diversity Grant funding possibilities. The plan establishes a three year initiative for recruitment among all degree programs in the College. If this plan is funded by TBR, CPSUA will have a three year funded recruitment plan. If the plan isn't funded by TBR then the funds will be provided by the Dean to implement the most important aspects of the recruitment plan.

ACA-307-109-SLO1

Students will demonstrate understanding of the connections between the social forces that help shape society. The criterion for assessing this SLO is the ETS Major Field Examination. The ETS Major Field Examination assesses student knowledge of sociological concepts, including the connections among the social forces that help shape society. We expect 70% of majors will demonstrate mastery of this competency by scoring at or above the national average on the ETS.

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-SLO1

Direct:

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

Dr. Stanley reviewed all course syllabi to ensure that each core course syllabus included each designated competency domain.

Direct:

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

Out of the 20 graduate for AY 2011-12, 11 served and satisfied the internship requirement. They are listed below. The remaining nine satisfied the internship exemption requirements and were cleared for graduation.

Summer 2011	Hodges, Ronitia	Yes/Yes	Nashville International
Summer 2011	Henderson, Laronda	Yes/Yes	Oasis Center
Summer 2011	Thompson, Michael	Yes/Yes	City, Lavergne
Summer 2011	Keilani Goggins	Yes/Yes	Dept. of Education
Summer 2011	Aris Walker	Yes/Yes	City of Franklin
Fall 2011	Tedric Robinson	Yes/Yes	Boy Scouts of America
Fall 2011	Amber Williams	Yes/Yes	Tennessee Munciple League
Fall 2011	Connie Calloway	Yes/Yes	Alive Hospice
Spring 2012	Richara Lee	Yes/Yes	Lupus Foundation of America, Mid-South Chapter
Spring 2012	Jeremy Woods	Yes/Yes	The Good Shepherd Residential Services

Direct:

ALUMNI EMPLOYMENT: MPA graduates achieve placements at the professional and leadership levels in public agencies and nonprofit organizations.

Indirect:

GRADUATE EVALUATION: MPA alumni report their judgment of the program's success in helping them achieve this competency in the Alumni survey.

ACA-307-PO1

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

The primary marketing strategy in the Department of Sociology, Social Work, and Urban Professions is attendance at University sponsored recruitment events on campus and at off-campus sites. In addition, the SOCI focused attention on marketing its newly approved online degree. All three programs were represented at 2 NSCC events and 4+ on campus recruitment events sponsored by the Office of Admissions.

b. A new series of CPSUA Bulletins will be initiated, distributed 1-2 times per month 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.

The Emma email system was used throughout the fall and spring semester by the Department of Public Administration. The content of the emails included announcements about internship and job opportunities, special events around the University and student and faculty accomplishments. The TSU Bulletin was distributed on the following dates:

8/20/2011

9/6/2011

9/27/2011

11/21/2011

1/6/2011

1/31/2011

2/8/2012

4/3/2012

TPS (The Public Servant) was distributed on 10/6/11 and a tentative date for April is schedule for the spring issue of TPS.

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.

TPS (The Public Servant) was distributed on 10/6/11 and 4/15/2012.

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

The College website has been currently revised and updated to reflect a recruitment effort by posting vidoes (The Dean and The Department of Public Administration) about the various programs offered throughout the College. Dr. Miller has set up a team to review the Department of Sociology, Social Work and Urban Professions needs on the webpage. Dr. Miller's website committee will update the needs of the department over the next academic year.

The Department of Public Administration Exit data for AY 2011-2012 indicates that 50% of students first heard about the MPA program on the College website and 45% heard about the program through someone that was familiar with the degree program. Therefore, the Department of Public

Administration Website committee (Dr. Streams) continues to update all the webpage material to make it current and easy to navigate.

Dr. Robinson is now serving as an administrator for the Facebook page.

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

The SOCI program submitted to a graphic designer the initial marketing materials (copy and pictures) for developing a retractable banner for use at recruiting events and office display. The program also maintains a supply of "Careers in Sociology" guide published by the American Sociological Review for distribution to students at recruitment events and office visits.

URBAN STUDIES:

- Approx. 30% increase in Urban Studies majors May 2011 to May 2012
- Faculty attended the following recruitment events during the 2011-2012 academic year :
- 4 recruitment presentations about nonprofit minor in classes across campus
- Nashville State Community College Recruitment Fairs
- Tennessee Department of Corrections
- TN State Recruitment Event for Rising Seniors
- Ongoing partnership with White's Creek High School

ACA-307-109-SLO1

During the 2011-12 AY, nine students were enrolled in the Senior Project course and nine completed the ETS Major Field Test. Two students scored above the national average, one student scored 70%, and the remaining 6 students scored an average of 67 (or less that one half a standard deviation from a 70% score).

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-SLO1

All the necessary core competencies for the MPA program were placed in the course syllabi, which indicates this portion of the outcome measure has been met. However, the Department of PA realizes that placing the competencies in each syllabus is not the same as assessment and will develop an assessment mechanism of each course competency in AY 2012-2013. Each of the core and elective MPA courses have an assessment survey for assessing course competencies. These surveys will be administered during the last week of class.

In regards to internship placement and success of MPA interns, the Department of PA placed 10 interns this AY and all 10 received a passing evaluation by their supervisors. NASPAA recommended that the internship supervisor should consult with each agency supervisor in order to establish what the criteria for "success" is on the evaluation scale. Dr. Stanley (the internship supervisor) started this process after

NASPAA's recommendation in mid February.

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.

ACA-307-PO1

The programs in the Department of Sociology, Social Work, and Urban Professions are implementing the marketing strategies established by the College.

URBAN STUDIES:

- The urban studies program experienced a successful declaration rate for the 2011-2012 year
- Faculty attended recruitment events and plan to continue recruitment outreach during the 2012-2013 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 is also contributing new content for the CPSUA website to enhance web presence.

6. Assessment Summary

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

The Department of Public Administration has learned through Student and Alumni surveys that 57% of our graduating students first heard about our MPA program online. This resulted in a campaign to revamp the webpage with current data about all the programs in the department. Furthermore, this sparked the establishment of our Facebook page. It also led to the videos on the webpage advertising all of our programs.

ACA-307-109-SLO1

The sociology faculty will review these results in fall 2012 and develop a plan of action to address the knowledge gaps.

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-307-SLO1

In AY 2012-2013 we have established the following assessment processes to measure part of SLO1. Every new MPA student, both pre-service and in-service, will take a pretest intended to measure his/her knowledge of public administration and the competencies outlined in each class syllabus. We anticipate that students will demonstrate very little knowledge of public administration and the competencies covered in the core and elective curriculum.

Each core and elective course will list the major and minor core competencies in the course syllabus. This has been completed by the faculty in the department. Two measures (one direct and one indirect) will be used to test the competencies found on course syllabi in each class. The direct measure will be the grade posted by the instructor for each student which will reflect the level of understanding each student demonstrated in the course in regards to the course competencies found on the syllabus. A grade of B or higher will indicate that the student successfully demonstrated mastery of course competencies. At the end of each course, an indirect measure is administered in the form of a survey instrument asking students to rank order their knowledge of each of the core and elective competencies found in the course(s) they just completed. Finally, at the comprehensive exam stage of the program, a post-test instrument is used to assess the students' knowledge of public administration and the core and elective competencies associated with the degree.

The competencies from the core and elective syllabi are listed on each course survey with a Likert scale rank ordering responses for each competency. The questions on the course survey are as follows: As a result of this course, my knowledge and understanding of the following competencies are: 5. Strong knowledge of competency; 4. Somewhat strong knowledge of competency; 3. Adequate knowledge of competency; 2. Weak knowledge of competency; 1. No knowledge of competency. In addition, the individual course survey asks the students about the "practical exercises" required in the class. This question is intended to gauge the exercises in each course that facilitate the practice of public administration. The question is Were the practical exercises in the course effective in helping you apply the theories discussed in this course to the practice of public administration? 5. Strongly effective; 4. Somewhat effective; 3. Adequately effective; 2. Somewhat ineffective; 1. Not effective at all. Two open-ended questions on the course survey asks: What could the instructor do better in assisting the students in increasing their knowledge and understanding of the competencies that were not adequately taught in the course? What could the instructor do better in assisting the students in understanding how to apply theories of public administration to the practice of public administration? The qualitative data is used to offer suggestions on how the instructor might improve the delivery of course competencies.

All the results from this triangulated approach (pre-test, course assessment & post-test) to assessment will be entered into SPSS and our qualitative software. The quantifiable results from the closed-ended questions from the survey will be assessed using SPSS to determine mean scores and frequency distributions. A mean score of 3.0 (adequate) will indicate the course and instructor have been successful in advancing the knowledge of the student in regards to each competency. This score will then be compared with the grade issued by the instructor in the course to see if both are consistent with each other (B is a 3.0 on the GPA scale at TSU). Some inconsistencies will emerge each semester but the faculty have determined that 80 percent of consistent scores (3.0 or higher on the grade and survey) will result in success of the course in advancing students' understanding of core and elective competencies.

Again, the qualitative data is used to address specific concerns raised by the students regarding a particular class or instructor. We will enter the qualitative results into our qualitative analysis software and subject the data to a content analysis analyses in order to assess trends in the data. If negative trends tend to emerge in the analyses of the courses, the faculty and department chair will take appropriate actions to remedy any problems with a course or instructor.

In specific regards to elective competencies, MPA students are required to take three courses from either the Health Administrative and Planning track, the Nonprofit Management track or the general elective MPA track to satisfy the elective requirements. Competencies have been established for all the elective courses in each track and assessment of these elective courses follow the same assessment process as the required core curriculum courses.

This triangulated approach to assessing core and elective competencies allows us to gauge each student's knowledge and understanding of public administration from the time he/she enter the program, during each of the 12 courses needed to complete the degree, and when he/she sits for the final exam. Full implementation of this assessment process will begin in the fall 2012 semester.

ACA-307-PO1

Since recruitment is one of the most important things for each department (retention and graduating being the other two), it is important that each unit in the College to have a well defined recruitment plan. This plan should be based on data from students, alumni and graduates because they can offer suggestions on what item(s) persuaded them to choose TSU as their preferred institution of study. This will assist the CPSUA's leadership in directing resources to those areas that will benefit the recruitment effort the most.

CPSUA started establishing recruitment plans in AY 2011-2012, but a more progressive effort should be one of the main goals for AY 2012-2013. With fewer resources being made available for recruitment efforts, it is important that each unit gets the most use out of the dollars allocated for this key departmental and College goal.

ACA-307-109-SLO1

The sociology faculty will review these results in fall 2012 and develop a plan of action to address the knowledge gaps.

Tennessee State University

Annual Assessment Report

1. Name of Unit: Athletics Department

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	0	100%
C. Service	9	7	2	78%
D. Life-long Learning	3	3	0	100%

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	5	0	100%
3. Business Friendly Practices	6	5	1	83%
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.

<p>ADO 1.1: Increase the student-athletes' participation in academic advising meetings</p> <p>ADO 3.2: Increase the use of Development Resources</p> <p>ADO 4.4: Utilize Publications, Video and Social Media Outlets</p> <p>The academic advising meetings, development resources and social media are essential to the mission and viability of Athletics; each of these outcomes are directly related to the successful mission of the institution.</p>
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4. Methods for Assessment and Analysis of Results

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

ADO 1.1, 3.2 and 4.4 are direct. The direct method of each performance goals revealed that student-athletes are utilizing services offered to excel in the classroom, in society and in their career.

5. Use of Results

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

The results have enhanced the services offered to promote and encourage student-centered successful practices in a supportive environment.

ADO 1.1: The academic advising results showed that student-athletes are meeting with their athletic personnel to select appropriate courses to remain on track and graduate within four years.

ADO 3.2: The development resources networking sessions encouraged student-athletes to be competitive at a national level after graduation; additionally, the results highlighted several professional staffers who were nationally recognized for outstanding service and programming and received prestigious awards.

ADO 4.4: The social media outlets results have enhanced the image of the division, not only through the website and athletics networks, but with Facebook, Twitter, Youtube and Storify to gain optimal attention of sharing news with fan, alumni and prospective student-athletes. These results have helped Athletics close the loop by improving the quality of service.

6. Assessment Summary

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

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

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

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

The overall assessment experience has been challenging; however, as the process continues to move, the task is becoming less challenging. The following recommendation might aid in improving the process: (1) Continue utilizing simple and less time consuming forms to input data results (2) University leadership stress the importance and seriousness aspects of University Assessment (3) Encourage quarterly family meetings for all employees which highlights assessment only (4) On current and future Annual Assessment Reports, add academic year and cycle and (5) Recommend that coordinators automatically receive monthly or quarterly stipend compensation.

Tennessee State University

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	0%
C. Service	26	10	16	38%
D. Life-long Learning	5	1	4	20%

2B. KPI	# related outcomes	# Outcomes Met	# Outcomes not met	% outcomes met
1. Access & Diversity	1	0	1	0%
2. Academic Quality and Student Success	2	1	1	0%
3. Business Friendly Practices	28	11	17	38%
4. Revenue Generation/ Research/ Resourcefulness	6	2	4	33%
5. Engagement	0	0	0	0%

This unit did not complete the remainder of the report.

Tennessee State University

Annual Assessment Report

1. Name of Unit: Center for 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		100%
B. Research	0	0	0	
C. Service	6	6		100%
D. Life-long Learning	22	22		100%

2B. KPI	# related outcomes	# Outcomes Met	# Outcomes not met	% outcomes met
1. Access & Diversity	14	14		100%
2. Academic Quality and Student Success	10	10		100%
3. Business Friendly Practices	4	4		100%
4. Revenue Generation/ Research/ Resourcefulness	3	3		100%
5. Engagement	3	3		100%

3. Expected Outcome(s) and Criteria for Success

Choose several outcomes from the college or division as examples to represent the quality of assessment conducted in the unit. (The number will depend on the size of the college or division.) State each outcome chosen and its criterion together in one sentence. Academic colleges should concentrate on student learning outcomes but may choose up to two performance outcomes as examples.

<p>ACA 309 4.2 Increase the number of faculty and staff participating in computer applications training by 15%.</p> <p>On an annual basis, review the number of faculty and staff trained in the computer applications to determine if there was an increase over the previous year.</p> <p>2008-2009 Benchmark = An additional 52 faculty and staff will be trained in computer applications. Year 1 (2009-2010) Projection: An additional 60 faculty and staff will be trained. Year 2 (2010-2011) Projection: An additional 69 faculty and staff will be trained. Year 3 (2011-2012) Projection: An additional 79 faculty and staff will be trained.</p>

Satisfaction ratings from workshop evaluations taken by faculty and staff who participate in the computer applications training.

4. Methods for Assessment and Analysis of Results

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

Year 3 Results = 132 faculty and staff trained. The Center for Teaching, Learning, and Technology conducted over 350 workshop sessions during this reporting cycle.

There were over 321 responses to the eWorkshop evaluation made available to workshop participants at the conclusion of each session. The evaluation is distributed as an online survey using Qualtrics.

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 4.58.

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 3 (2011-2012): 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).

Tennessee State University

Annual Assessment Report

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

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				
C. Service	7	6	1	86%
D. Life-long Learning				

2B. KPI	# related outcomes	# Outcomes Met	# Outcomes not met	% outcomes met
1. Access & Diversity	2	2		100%
2. Academic Quality and Student Success	2	1	1	50%
3. Business Friendly Practices				
4. Revenue Generation/ Research/ Resourcefulness	1		1	0%
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.

The Center for Service Learning and Civic Engagement (CSLCE) is a unit of Academic Affairs and a recipient of Title III funding. The CACLE reports activities, goals, and outcomes in both divisions. For the purposes of this report, all outcomes, data, analyses, etc. are referring to the Academic Affairs section in the University's assessment tool, Compliance Assist!. For information related to Title III funding, please see our reporting under the HBCU Undergraduate section of the President's Office Title III division in Compliance Assist!.

The CSLCE identified one overall Student Learning Outcome (SLO) for the 2011-12 academic year. ACA-301-SLO1.5 states that 80% of students in service-learning courses will demonstrate application of

course knowledge, skills, and/or dispositions through participation in service-learning experiences. Of the Center's 13 Performance Outcomes (PO), six refer to specific grant projects. For the purposes of this report, the outcomes listed here relate to University service learning courses only. ACA-301-PO1.3 states that the number of students participating in volunteer service with the community will exceed 600 and the number of hours contributed will exceed 2000. ACA-301-PO3.3 states that evaluations of the service-learning experience will be conducted via surveys, reflection processes, focus groups, etc. and will be used to improve programs and processes. ACA-301-PO4.1 indicates a long-term benefit for students by ensuring that community engagement activities and/or hours of service will become a part of students transcripts by 2013.

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 utilized direct and indirect methods of assessment. Direct methods included examples of student work, class rosters, event registration logs, reports from Hands On Nashville's (HON) database, and official University records. Faculty, student, and community partner surveys were used as indirect methods, along with short, opinion-based surveys administered after campus service events. Year-end results from the assessment of ACA-301-SLO1.5 indicated that the outcome fell short of its goal of 80% success. Although, this outcome produced many positive results, including some excellent examples of student work, the low percentage of STL Freshman students that completed service and met the requirements of the class brought the estimated total to 77%.

ACA-301-PO1.3 results indicated the number of students participating in volunteer service exceeded 3000, with the number of hours totaling over 21,000. These numbers were largely due to the newly developed STL Freshman Orientation courses, and the three campus-wide service events that took place in 2011-12.

ACA-301-PO3.3 was successful, in that the evaluation of the Center's programs and processes were collected throughout the year and used to improve STL courses, community partner relationships, tracking via HON, the Youth Empowerment (YEP) mentor program, and the Center's relationship with STL students. Fifty-seven (57) individual feedback reports were distributed to service-learning faculty based on student and community partner surveys; a mentor intervention was conducted during the Spring 2012 semester to improve YEP's programming; a staff assessment meeting was conducted at the end of each semester; and comprehensive reports and analysis were distributed to Academic Affairs.

The item, ACA-301-PO4.1, was not met despite the Center's partnership with HON to track student hours and activities. The analysis indicated that for all service to be included on transcripts, courses will have to be designated in the University's schedule system, and there needs to be an accurate tracking system for all students involved in service via individual service or campus events, service-learning classes, and student organization activities..

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 of ACA-301-SLO1.5 has led to vast improvements in the revision of STL courses for the upcoming academic year. The effort has been led by Academic Affairs and includes a new textbook, emphasis on addressing first-year student issues, a reduction of required service hours, and three campus-wide service events to aid students in establishing camaraderie and attaining required hours. Upon observation of the results of ACA-301-PO1.3, the Center has decided to increase the outcome number of students and hours involved in volunteer service and community engagement. Our next assessment meeting will discuss and decide on those numbers based on fall, 2012 enrollment numbers. As for ACA-301-PO3.3, the Center will continue to evaluate program processes via various means, but has merged its student surveys into the University's Student Evaluation of Faculty instrument. The CSLCE is eager to utilize this tool, and to be able to access and combine University data as it relates to service learning. Student learning in STL courses will be assessed by a 50-question common exam given three times during the semester, and developed under the leadership of Dr. Nwosu, Department of Institutional Planning and Assessment.

Further research will be needed to improve ACA-301-PO4.1 and meet the desired outcomes. It was decided at the last staff assessment meeting to continue this effort, largely because of the incentive and benefit for students, and to work towards the designation of service-learning courses, and the accurate tracking of students' service hours.

6. Assessment Summary

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

Assessment of the Center's outcomes requires consistent measurement and evaluation. As we attempt to institutionalize service learning at TSU, the need for support of faculty, students, and administration is becoming more and more apparent. By communicating results and combining our efforts with the University's processes, we are gaining results in outcomes that reach beyond our immediate control.

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

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

campus-wide planning and assessment processes to ensure continuous improvement in institutional quality).

One SLO has been added to the assessment activities. This outcome will address the importance of service and community engagement in learning environments. The Center's staff will meet to determine the criteria for success and the means of assessing this outcome.

In order to improve assessment processes, an accurate tracking system is required that accomodates all areas of student participation of service and community engagement. We are constantly working with HON to improve this process, and contract negotiations for the upcoming year are in progress. Future plans to incorporate the Center's student surveys into the University's student evaluation tool will improve data analysis (as compares with non-service-learning courses, retention, etc.) and integrate the Center's data into University data. Additionally, it is imperative for the success of outcome ACA-301-PO4.1 that the Center continue to research the development of service indication on student transcripts and work with University Administration to allow designation of service learning onto course numbers within the scheduling system.

Tennessee State University

Annual Assessment Report

1. Name of Unit: Communication and Information Technologies (CIT)

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. Service				0%
D. Life-long Learning				0%

2B. KPI	# related outcomes	# Outcomes Met	# Outcomes not met	% outcomes met
1. Access & Diversity	9	9	0	100%
2. Academic Quality and Student Success	9	9	0	100%
3. Business Friendly Practices	8	8	0	100%
4. Revenue Generation/ Research/ Resourcefulness	5	5	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-1: Improving the accessibility to classroom computers as well as the number of systems available for student use should enable improved results in student learning

KPI-2: CIT/Systems has 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 the improvements CIT /Systems has positioned the university to offer services on demand.

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 CIT department. CIT 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 CIT 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.

KPI-1: The continuous input from instructors and the students using those labs provide an ongoing feedback of the current condition of our Academic Labs. The results are obtained by using a students satisfaction survey.

KPI-2: CIT/Systems uses three real time monitoring devices to track key server performance indicators. Server uptime has been improved from 99.82% to 99.91%.

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.

KPI-1: Feedback on these labs from students and instructors will enable CIT to evaluate additional needs in these classrooms and schedule improvements as needed

KPI-2: CIT/Systems is 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.

6. Assessment Summary

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

KPI-1: All of our Academic Labs & Technology classrooms require constant maintenance and updates to ensure that they are supplying all hardware and application needs for the instructors and the students at TSU.

KPI-2: Providing students, faculty, and staff with reliable and secure systems is critical to the university. CIT/Systems has learned that planning is key in meeting its objectives. Proper planning improves funding opportunities and increased management support.

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).

By being proactive in these regards we will prevent many of the ongoing issues that are caused by the normal aging of our computer systems. Regularly scheduled updates, moving towards the VDI project to replace normal computers with the VDI system, and continuous upgrading of our Technology classrooms will enable us to keep up with the changes required by a constantly evolving computer environment.

The following CIT staff will need training on Compliance Assist:

Randy Patterson: Desktop Computing Manager

Don Fritts: Manager Networking

Khalid Chaudhary: Director of CIT

Tennessee State University

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	12	3	9	25%
B. Research	0	0	0	
C. Service	20	6	14	30%
D. Life-long Learning	8	1	7	13%

2B. KPI	# related outcomes	# Outcomes Met	# Outcomes not met	% outcomes met
1. Access & Diversity	12	3	9	25%
2. Academic Quality and Student Success	16	6	10	38%
3. Business Friendly Practices	7	4	3	57%
4. Revenue Generation/ Research/ Resourcefulness	7	2	5	29%
5. Engagement	7	1	6	14%

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 Records Office will issue official transcripts within 48 hours of receiving an accurate, complete, and legible request and 72 hours during peak periods (i.e., beginning of term, end of term, graduation).
2. The number of Abandoned Calls (BusyOut) will be reduced by 5% for Admissions, Graduate Admissions, Records, Financial Aid, Bursar, and Residence Life during the fall 2011 Registration Period. (Call Center).
3. At least 95% of the students who attend individual tutorial sessions for writing will perceive that the tutorial sessions will enable them to acquire techniques to help them with present and future writing assignments.

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. Transcripts were tracked based on the date received; the date transcripts are sent were tracked using the transcript log file in the Banner system. Based on the analysis of the transcript log file, the Records Office met and exceeded its goal of monitoring and improving transcript processing. The processing time was reduced to 1 to 2 business days due to cross training of staff.

2. The number of Abandoned Calls was compared based on the Agent Call Handling report using data from fall 2010 and fall 2011; there was a slight increase in the number of Busy Out calls to the targeted areas.

3. A survey was administered to students attending the Writing Center in spring 2012. 94% of the students who completed the survey perceived that the tutorial sessions would help them with present and future writing assignments.

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. Since Records Office met and exceeded its goal for 2011-2012, it will continue to monitor for any needed improvements.

2. Based on the slight increase noted in the Busy Out calls to the targeted areas, new phone equipment was installed in targeted areas in spring 2012, and the Call Center provided training and continuing support for staffs in targeted areas. As a result there was a 50 decrease in Abandoned Calls in targeted areas.

3. Although the level of satisfaction remains consistent among students in terms of writing tutorials, it is the intention of the unit to have the students identify the particular technique they think was gained as a result of the writing tutorial sessions during the next assessment period.

6. Assessment Summary

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

The primary lesson learned concerns the importance of stating clear, precise outcomes and criteria for those outcomes. This will make it easier to determine when goals are met or not. Thus, perhaps more time needs to be spent on the front end, not only in determining criteria but also in determining more realistic timelines based on the role of the unit.

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 strengthen the assessment process in OESS, these are the recommendations:

1. Increased/ongoing training in establishing outcomes, criteria, and timelines so that when new activities are undertaken, personnel are thinking in an assessment mode.
2. Opportunities for refresher technical training on Compliance Assist (can be set up with the UAIC representative on a regular schedule for those who need it at the beginning of the semester, end of term, etc.)

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Annual Assessment Report

1. Name of Unit: Institutional Planning & Assessment (IPA)

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. Service	7	6	1	86%
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	7	6	1	86%
3. Business Friendly Practices	1	1	0	100%
4. Revenue Generation/ Research/ Resourcefulness	0			
5. Engagement	0			

3. Expected Outcome(s) and Criteria for Success

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

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

1. IPA 803 PO 6: Development and implementation of an integrated College Annual Report Template highlighting campus progress on Strategic Plan KPIs. In particular, college completion goals were developed and incorporated in the Compliance Assist! Program Review system, and utilized by academic units for the 2011-12 Annual Reports. This new reporting format directly links the report to the KPIs for the first time.
2. IPA 805 PO1.2- 2012: Provide two types of assessment and improvement training workshops for units as needed was met with a total of thirteen training workshops and ongoing individual training in the Office of Institutional Planning and Assessment. Qualtrics online surveys of customer satisfaction indicated a high degree of success (ratings of good to excellent) reported by over 90% of respondents.

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.

IPA utilizes both direct and indirect measures to assess its outcomes. For example 1 above, the outcome was assessed by the compilation of the report format and the training for its use by all academic deans and department heads. Assessment of the second outcome, providing training workshops, was assessed by the number of workshops conducted, number of units represented, and the level of participant satisfaction based on an online survey in Qualtrics.

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 the first example, with the College Annual Reporting template, there was a high completion rate and several units representatives on the UAIC reported that they preferred the new format to previous methods used for submitting annual reports. IPA is utilizing the feedback to refine the report format used to extract data from the planning system. A similar template for non-instructional units is under development by the University Strategic Planning Council (USPC) for use in the 2012-13 academic year.

In the matter of training workshops and support, IPA is using the participant feedback to guide planning for additional training that will be provided during the next cycle. The unit staff recognizes that there will always be some redundancy in the content of the training due to different levels of familiarity with the procedures by participants. New users will require more detailed content than those who have been using the system for more years. We recognize the need to provide differential training to respond to this

situation.

The 2011-12 training focused on changes made in the assessment system in year three by having a more intentional focus on relating outcomes to the university mission and strategic plan and by mapping the various plans that the university must address to the four mission elements and the five strategic plan Key Performance Indicators based on lessons learned from the previous iteration.

6. Assessment Summary

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

Six of the seven expected outcomes established by the Office of Institutional Planning and Assessment for this cycle were met. The outcomes focused on advancing our assessment and improvement processes, including simplifying the system. The information reflected in this report from multiple units is indicative of the work of the unit and the University Assessment and Improvement Council during this cycle. The one outcome that was not fully met relates to developing the business intelligence dashboards to support campus decision making processes regarding CCTA and our strategic plan KPI. While work on this initiative was nearing completion (with beta testing conducted for Academic Affairs Leadership Team and the University Strategic Planning Council, and presentations made at a TBR Summit), the university lost the service of the key technical staff person on the project. Final completion, training, and deployment of the system is complicated by the current shortage of technical staff support from CIT-Management Information Systems. The value of this system to campus decision-making remains high on IPA's agenda.

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).

IPA will review recommendations provided by all units in section 7 of this assessment and improvement report, develop a mapping of the assessment issues identified, and use the mapping to engage UAIC and relevant campus constituencies on future initiatives in support of continual improvement in our assessment and improvement processes. Sustaining and maintaining our planning and assessment processes require continual training regarding our online platforms, and professional development opportunities for faculty and staff on our six-step process.

Tennessee State University

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	0	100%
B. Research				
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	1	1	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 bibliographic instruction/information literacy was to increase students' learning skills by at least 5% which was exceeded based on posttest scores that increased by an average of +14.10 percent.

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 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 2011 Semester in print and online.

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 16-item pretest/posttest for assessment, evaluation and data analysis. The data was analyzed in SPSS and the results revealed a 14.10 percent increase in tests/knowledge skills.

ACA-311 PO2

Library User Satisfaction Survey (in print and online) was conducted during Fall 2011 semester to gauge the satisfaction levels of students in accessing electronic resources at on and off-campus sites. Print surveys were distributed at both campus libraries, and announcements appeared in MyTSU and University Communications concerning the availability of the survey online via the Library's web page. Respondents included 38 Freshmen, 19 Sophomores, 15 Juniors, 11 Seniors, and 19 Graduate Students.

The results indicated that 85.3% of our users rated their satisfaction level as "excellent" with the access to electronic resources, an increase of .9% from the previous year. Graduate Students were the most satisfied group with a rating of 94.7% followed by Freshmen 94.4%, Juniors 86.7%, Sophomores 77.8% and Seniors 72.7%.

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 1,710,571. Library exceeded its expected outcome for access rate of 375,000 per year by 1,35,571. The breakdown of the numbers indicate that the number of Undergraduate Student access at off-campus sites was 332,001, Graduate Students access 581,325, Faculty access 60,018, and Staff access 7,384.

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 38 Freshmen, 19 Sophomores, 15 Juniors, 11 Seniors, and 19 Graduate Students. The results indicated that 82.3% of our users rated the quality of assistance they received as "excellent". The breakdown of the ratings indicate that 90.9 % of Seniors deem the assistance they received as "excellent" followed by 89.5% of Freshmen, 80% of Juniors, 78.9% of Graduate Students, and 72.2% of 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.

ACA-311 SLO1

Although student test scores on the pretest/posttest increased by 14.10 percent we continue to validate our measurement tool, evaluate and coordinate our teaching methods, and add essential information to our library website to improve students' learning/knowledge skills of our resources and services.

ACA-311 PO2

Library uses the results of the User Satisfaction Survey to improve services. Even though the assessment results indicate that user satisfaction level in accessing electronic resources exceeded the goal, Library is continuing to improve access by employing innovative services such as the one introduced this year-ENCORE. ENCORE enables the users to access the entire Library's collection by using one phrase from one point of access. Another new service was mobile access to the Library's resources and services via smart phones. As for access level to the electronic resources, library has exceeded its goal set for 375,000 hits on and off-campus sites. Web Access Management statistics provide data of use of specific electronic resources which in turn enable the library to make decisions about continuation of those resources. Library also initiated statistical analysis of the access to the online catalog, web pages and its server. These statistics can be viewed on the Library's web page under Library Access Statistics. Library web master will continue to collaborate with CIT for seamless access to these resources.

ACA-311 PO4

Library uses the results of the User Satisfaction Survey to improve services. Even though the assessment results exceeded the Library's goal of 75% satisfaction, Library is continuing to improve services by employing innovative applications such as the one introduced this year-ENCORE. ENCORE enables the users to access the entire Library's collection by using one phrase from one point of access. The new Multimedia Learning Commons provides opportunities to learn the use of Apple computers and a variety of software.

6. Assessment Summary

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

ACA-311 SLO1

Sixteen basic questions/items were designed and administered to assess English students' knowledge of library resources and services. Although students' scores increased on posttest results (14.10%), one should not be misled to believe that higher scores on such test could be interpreted as to conclude that they are information literate.

ACA-311 PO2

Print and online user satisfaction surveys were used to assess the level of satisfaction of our users in accessing our electronic resources at on and off-campus sites. Web Access Management statistics were used to gauge the level of access to the electronic resources at on and off-campus sites. These instruments work well in the assessment process. Library will also use new assessment software to assess the use of the online catalog and library's web page to pinpoint the usage by Tennessee State University users and those outside of the University. So far, the results of the assessments are exceeding the expectations.

ACA-311 PO4

The survey instrument seeks to find out about the activities of the students in the library as to areas they have used, how often they used the library, services and resources that were important to them and how they rated those resources and services as well as their satisfaction level with the assistance they received. In the area of library assistance, 42.1% of the Graduate Students stated that they sought assistance followed by 15.8 % Freshmen, 13.3% Juniors, 10.5% Sophomores, and 9.10% Seniors. Even though only 9.10% of the Seniors sought assistance, they rated this service higher than any other group.

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 SLO1

A suggestion that teaching faculty could emphasize to their classes that a percentage of their final grades be based on the results of their library exercises, providing an incentive to better focus students' attention during bibliographic instruction/information literacy (BI/IL) sessions. The library will continue to collaborate with faculty through partnerships such as the embedded librarian program in traditional, hybrid and online classes. Additionally, library faculty can serve a larger role in the University's Success Center, Boot Camps, W.R.I.T.E. lab, and other preparatory programs, given that the library is provided additional human resource support to manage regular/ongoing responsibilities.

ACA-311 PO2

Library provides more than one option for the students to assess its resources and services by making the survey available in print and online. Print surveys are distributed in the library and online surveys are announced on MyTSu and University Communications. Despite library's efforts to have a bigger pool of respondents, the numbers are still low. It may help if the librarians are given opportunity to speak to students at the end or beginning of selected classes where students may fill out the surveys.

ACA-311 PO4

Library provides more than one option for the students to assess its resources and services by making the survey available in print and online. Print surveys are distributed in the library and online surveys are announced on MyTSu and University Communications. Despite library's efforts to have a bigger pool of respondents, the numbers are still low. It may help if the librarians are given opportunity to speak to students at the end or beginning of selected classes where students may fill out the surveys.

Tennessee State University

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	2	2		100%
B. Research	16	13	3	81%
C. Service	2	2		100%
D. Life-long Learning	7	7		100%

2B. KPI	# related outcomes	# Outcomes Met	# Outcomes not met	% outcomes met
1. Access & Diversity	4	4		100%
2. Academic Quality and Student Success	9	9		100%
3. Business Friendly Practices	6	5	1	83%
4. Revenue Generation/ Research/ Resourcefulness	7	7		100%
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.

PO#1-Access and Diversity

CFS#1- Administrative support of CAEIS/SEMMAA/UreCA, COE-LS, COE-ISEM, and NBCF in the RSP goals of Recruit 2 students in base year with 2 additional students annually from 2012 -2015 ie 2001 -2 student 2012 - 2 students, 2013 - 2 students, 2014-2 students, and 2015

PO#2-Revenue Generation/Research/Resourcefulness-Increase the amount of dollars to the university from research, contracts, and grant -funded projects from federal, state, local, and private organizations

CFS#2

Year	Proposals	Estimated Awards	Funded Proposals	Actual Awards
11-12	195	\$68M	151	\$36M
PGR	25%	25%	5%	5%

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.

PO#1-Identify recruited students enrolled at TSU by Name Major T# - FOR 2011-12 GOAL MET

Devin Amar-Soph/Transfer Business 00XXXXXX Class of 2014AA-Female-Ath (Softball)

Jillian Cantrell-Fr Political Science 00XXXXXX Class of 2015AA-Female Intelligence Studies-Minor

PO#2- Actual External Awards was \$48.3M, a 7% increase over previous year. The number of proposals submitted showed a 7% increase over previous year.

5. Use of Results

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

PO#1-Devin Amar GPA (Fall 2011) is 3.429 and she returned for the 2012 Spring semester. Devin Amar GPA (Spr 2012) is 3.5 - Deans List. Jillian Cantrell GPA (Fall 2011) is 2.79 and she returned for the 2012 Spring semester Jillian Cantrell GPA (Spr 2012) is 3.5 - Deans List. Devin has been accepted as a counselor (paid Internship) for the TSU freshmen orientation "Boot Camp". Jillian participated in the 2012 TnCIS China Study Abroad (May 25 - Jun 22) and recieved an "A" grade in the Logistics and Mfg class

PO#2-RSP conducted 33 Grant Writing Workshops during 2011-12 to increase the # of funded proposals submitted.

6. Assessment Summary

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

Our unit and sub-units sought to leverage observed strengths (direct mentoring and training sessions) to increase the rate of improvement in scholarly pursuits for recruited students and to increase the number of award winning proposals submitted which drove the increase of external revenue captured through grants , contracts, and engaged partnerships.

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).

Better discipline and focus on aligning unit and sub-unit metrics. More experience with end of cycle assessment (Step 4) and improvement (Step 5) documentation. More "hands on" or tactical training with compliance assist will improve the alignment of thinking, metrics, and enhanced planning & execution at the unit and subunit level. At the institutional level, more experience with the assessment – improvement cycle (need for more reps) with a better application of using previous year assessment (step 4) and improvement (step 5) to begin the tactical annual planning for the next cycle.

Tennessee State University

Annual Assessment Report

1. Name of Unit: Student Affairs Division

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	0%
C. Service	7	3	4	43%
D. Life-long Learning	9	7	2	89%

2B. KPI	# related outcomes	# Outcomes Met	# Outcomes not met	% outcomes met
1. Access & Diversity	0	0	0	0%
2. Academic Quality and Student Success	8	4	4	50%
3. Business Friendly Practices	6	4	2	67%
4. Revenue Generation/ Research/ Resourcefulness	0	0	0	0%
5. Engagement	4	2	2	50%

3. Expected Outcome(s) and Criteria for Success

Choose several outcomes from the college or division as examples to represent the quality of assessment conducted in the unit. (The number will depend on the size of the college or division.) State each outcome chosen and its criterion together in one sentence. Academic colleges should concentrate on student learning outcomes but may choose up to two performance outcomes as examples.

1. Students will gain knowledge of the elections process as well as the democratic process by being informed of their right to vote using their TSU address.
2. Increase student awareness and utilization of Student Health Services by comparing the number of students who utilized the services in 2010 - 2011 o those who used the services in 2011 -2012.
3. Increase the number of professional staff participating in professional development each year by having at least 96% of professional staff attend at least one national, regional, or webinar training event.

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. Two thousand seven hundred and seventy-nine (2779) students were seen in the Health Center 2011-2012. This represents a 20% increase over the previous year.
2. Ninety-six percent (96%) of the Division's professional staff attended a national or regional professional development training event.

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 used in the above analysis was collected by direct observation and by measuring the use of services from sign-in rosters, etc. The data were used to gauge the amount of service that is being rendered. This quantitative method provides evidence of whether there is a demand appropriate to the the available supply of services and in what areas improvements are most needed.

6. Assessment Summary

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

The overall assessment activity for the the Student Affairs division seems to have been centered mostly around performance outcomes of the assessing department and less around student learning outcomes. While assessing our division in this manner made us aware of areas where we as a division, as well as individual departments, can improve in our service delivery missions, it does little to show how our performance is consistent with or that it has directly supported the University's strategic plan that focuses on student learning outcomes.

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 recommendations are suggested to improve the Student Affairs Division's assessment Process:

1. Re-educate all Student Affairs assessment coordinators on the basics of assessments.
2. Each department in Student Affairs should develop outcomes aligned with divisional and institutional goals.
3. Methods and ways need to be identified to help assessment coordinators, directors, and staffs to develop (student) learning outcomes for each program and service in Student Affairs Division.
4. Staff should become familiar with the various means of collecting assessment data and incorporating other collected data into assessments.

Tennessee State University

Annual Assessment Report

1. Name of Unit: University Relations and Development

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	0%
C. Service	0	0	0	0%
D. Life-long Learning	1	1	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	0	0	0	0%
3. Business Friendly Practices	8	8	0	100%
4. Revenue Generation/ Research/ Resourcefulness	3	3	0	100%
5. Engagement	11	11	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.

Alumni Relations & Annual Giving

Goal: Develop electronic survey to learn the interests of alumni and their expectations of the Office of Alumni Relations & Annual Giving.

Outcome Measurement: Through electronic survey, we will learn the interests and expectations of alumni.

Events Management

Goal: Increase the use of campus facilities by community groups, organizations and individuals.

Outcome Measurement: Events will track the number of 'online request form' inquiries and facility usage will provide the baseline.

Media Relations

Goal: Increase use of social media

Outcome Measurement: Social media survey will be sent to members of campus community and a concerted effort will be made to coordinate all social media efforts; updates to TSU news page on Facebook and Twitter feed.

TSU Foundation

Goal: Provide annual endowment status reports to donors

Outcome Measurement: Number of completed reports will be counted and reported annually.

Publications

Goal: Establish and disseminate information on the mandatory Publication Number process

Outcome Measurement: Policy will be written and disseminated campus-wide; information shared with VPs, dean and department heads; dedicated e-mail established (publications@tnstate.edu) and dedicated page on TSU Website developed.

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.

Alumni Relations & Annual Giving

Results: Results will be available after July 16, 2012 based on survey results.

Events Management

Results: Facilities usage will increase by 2 percent of the baseline for successive years through 2015. Goals were achieved with 110 online event request forms.

Media Relations

Results: A new Facebook page was created July 2011 and reached 3,100 fans to reach its goal of 3,000 by end of FY 2012. The Twitter feed has 2,500 followers, an increase of 56 percent in six months.

TSU Foundation

Results: 100 percent of endowment reports completed and sent to donors at end of FY 2012. During FY 2010, 57 out of 82 reports were completed (70 percent) and in FY 2011 79 out of 85 reports were completed (93 percent).

Publications

Results: Policy was adopted using guidelines provided by the Tennessee Board of Regents and as required by the U.S. Department of Education's Office for Civil Rights and Tennessee state law (TCA 12-7-106-108). Campu community is better educated on the importance of complying with this law and has led to an increase in publication number requests from 29 in FY 2011 to 166 in FY 2012.

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.

Alumni Relations and Annual Giving

The survey results will serve as the baseline for developing and enhancing programs and events that will increase alumni participation starting July 16, 2012.

Events Management

The FY 2012 goals were achieved. Efforts will continue to increase facilities usage baseline by 2 percent for FY 2013.

Media Relations

Results: A new Facebook page was created July 2011 and reached 3,100 fans to reach its goal of 3,000 by end of FY 2012. The Twitter feed has 2,500 followers, an increase of 56 percent in six months.

TSU Foundation

Goal was missed by 7 percent in FY 2011. The incomplete reports require research and corrections by fiscal accounts manager. To correct moving forward, the donor relations manager will provide updates on the status of reports at the weekly staff meetings and problem cases will be assigned to the fiscal accounts manager and then to executive director.

Publications

Improvements will continue with regular updates via Website and e-mail. Continuation of work with the Office of Procurement and Business Services to monitor units requesting PO numbers for print jobs to ensure we remain in compliance. At present, the process has been effective.

6. Assessment Summary

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

The Division of University Relations & Development underwent four changes in leadership during FY 2012. The instability in leadership has not been beneficial in setting long-range goals for the division as a whole. However, each unit took on the task of establishing goals and has seen success in reaching them and/or making continued progress despite leadership challenges. The Office of Alumni Relations and Annual Giving has been effective in increasing communication to and participation from alumni and driving up donations through the annual fund. The Department of Events Management is continuing to increase facilities usage and raise revenues from internal and external constituency. The Department of Media Relations has increased the number of fans and followers on social media and sharing and responding to information more quickly. The TSU Foundation remains diligent in its stewardship practices and keeping foundation accounts up-to-date and fiscally sound. The Office of University Publications has increased quality of publications and frequency, and the monitoring of necessary policies and procedures required by state law.

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).

Without permanent leadership in the division, it has become difficult to gain traction and establish meaningful, mission relevant goals. The division has a very strong team and they work well together, and have pulled together to meet assessment requests under very highly stressful and difficult circumstances. While ongoing training might be beneficial, until the deficiency in leadership is addressed and some stability can return to the division and put a true strategic direction in place, the division will continue to struggle with its assessment activities.

Tennessee State University
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