Tennessee State University

Institutional Assessment and Improvement Plan (IAIP) Year II (2010-2011)

Division of Institutional Planning and Accountability

Table of Contents

Tennessee State University
Institutional Assessment and Improvement Plan (IAIP) Year II

Introduction

Institutional Effectiveness is a process through which an institution demonstrates how well it succeeds in accomplishing its mission and meeting its overall objectives. This process allows Tennessee State University to do the following:

- Define its expected outcomes based on the mission, vision and core values of the University; and
- Implement and document the process for assessing expected outcomes that demonstrate evidence of student learning and institutional effectiveness.

The process of Institutional Effectiveness also involves the effective use of the assessment results for continuous improvement.

Purpose

The Institutional Assessment and Improvement Plan provides a sound mechanism:

1) To assess student learning and educational support services and operations
2) That helps the university to "close the loop" on assessment between *planned* improvements and *implemented* improvements regarding student learning outcomes and performance outcomes for educational support services and operations, and
3) Provide measureable internal and external accountability that informs faculty, staff, decision makers, stakeholders, and the public of the contributions and impact of our programs and the University on the community that we serve.

The Institutional Assessment and Improvement Plan helps the university to clearly identify student learning outcomes and unit performance outcomes, and utilizes both quantitative and qualitative measures to assess the extent to which these outcomes are achieved. Equally important, the revised Assessment and Improvement Plan provides a uniform integrated institutional effectiveness model for developing and implementing an Assessment Plan and Improvement Process, and documents the ways in which assessment results are used to improve the University.

The Institutional Assessment and Improvement Plan is intended to assist the University to fully address the Institutional Effectiveness Requirement (Core Requirement 2.5 and Comprehensive Standard 3.3.1) of the Commission on Colleges of the Southern Association of Colleges and Schools (COC-SACS). The Plan is also intended to help the University meet assessment requirements set out by the Tennessee Board of Regents and other agencies.

Assessment at Tennessee State University is an on-going activity. Implementation of the current five-year Assessment Plan began in AY 2009-2010. Implementation of the second year of the University's Institutional and Assessment Plan, begins in July 2010 for AY 2010-2011. Every component and operation of the University is being assessed at least once within each five-year cycle. Some components and operations will be assessed annually, quarterly, or monthly during the five-year cycle as determined by the appropriate vice president/division head.

Structure of Institutional Assessment and Process Improvement at TSU

The Division of Institutional Planning and Accountability, which reports to the President, through the Special Assistant to the President for Institutional Planning, has responsibility for coordinating assessment activities at the University. To provide focus, improve efficiencies, coordination and integration, the Office of Institutional Effectiveness, Quality, and Assessment which previously managed Institutional Research and Institutional Assessment has been re-organized into two separate units: (1) Office of Institutional Research and (2) Office of University Assessment and Process Improvement, within the Division of Institutional Planning and Accountability.

The Office of University Assessment has specific responsibility for all assessment activities and institutional effectiveness at the University. Assessment activities include:
- Collection, analyses, and publication of assessment data from all units
- Technical support, training, and consultation to campus units in the development of outcome statements, outcome measures, and data analysis
- Development (or purchase) and maintenance of a database for institution-wide assessment data with capability for online input from all units
- Providing institutional assessment support for accreditation activities and program reviews, and
- Gathering and presenting institutional performance data on the University's Strategic Plan and the Academic Master Plan.

The Office of University Assessment also monitors all aspects of the Institutional Assessment Plan, and coordinates the activities of the University Assessment Council in the documentation of the annual and five-year University Assessment Reports, and arranges for publication and distribution of the reports. The Office of University Assessment also conducts special assessment activities to measure the University's progress in achieving its strategic goals. The results of these assessment activities will guide continuous process improvement, and inform University planning and budget decisions.

The University Assessment Council comprised of representatives from both academic and non-academic units has responsibility for leadership and oversight of the Institutional Annual Assessment Plan. The Council participates in assessment training to develop a common understanding of the university's assessment processes, performs reviews of assessment activities from academic and non-academic units using a common assessment rubric, recommends improvements in the assessment process, and provides annual report to the President on the University's progress.

Assessment Coordinators in each College/School and each non-academic Department and/or Division provide coordination for assessment activities in the units within their College/School/Division. Working with the Coordinators, Unit Assessment Coordinators exist in each academic and non-academic unit within the College/School/Division to coordinate unit assessment activities. College and Unit Assessment Coordinators also participate in assessment

training to develop a common understanding of the university's assessment processes and expectations.

In performing its responsibilities, the Office of University Assessment is guided by the following five themes:
- Enhance student learning
- Improve academic quality
- Improve educational support services and administrative processes
- Meet external accountability requirements such as the Tennessee Board of Regents (TBR) and accreditation agencies, including the Southern Association of Colleges and Schools (SACS)
- Increase campus communication among administrators, faculty, staff, students, and stakeholders about the value of assessment in improving student learning and academic reputation and quality at TSU.

Below is an Organizational chart of the University's Division of Institutional Planning and Accountability
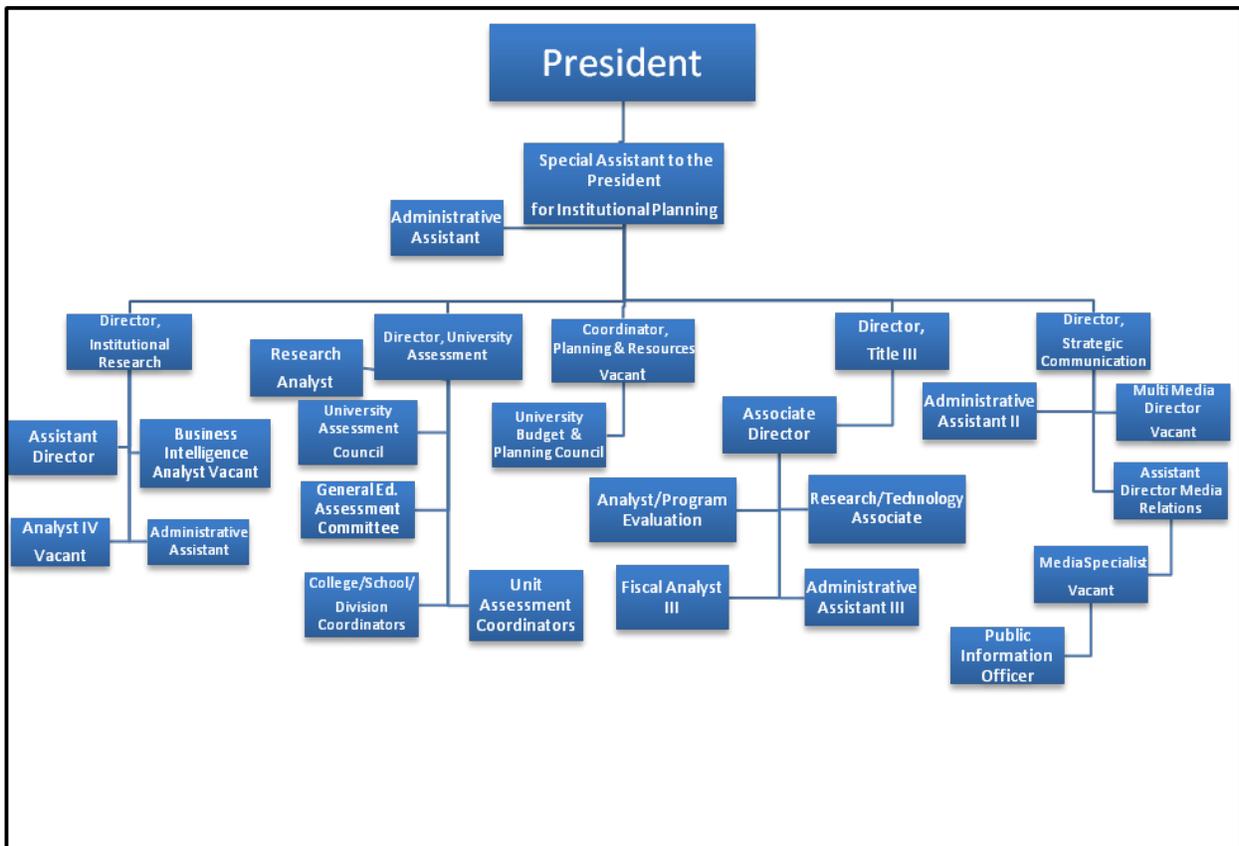
Below is a more definitive organizational chart for the Office of University Assessment
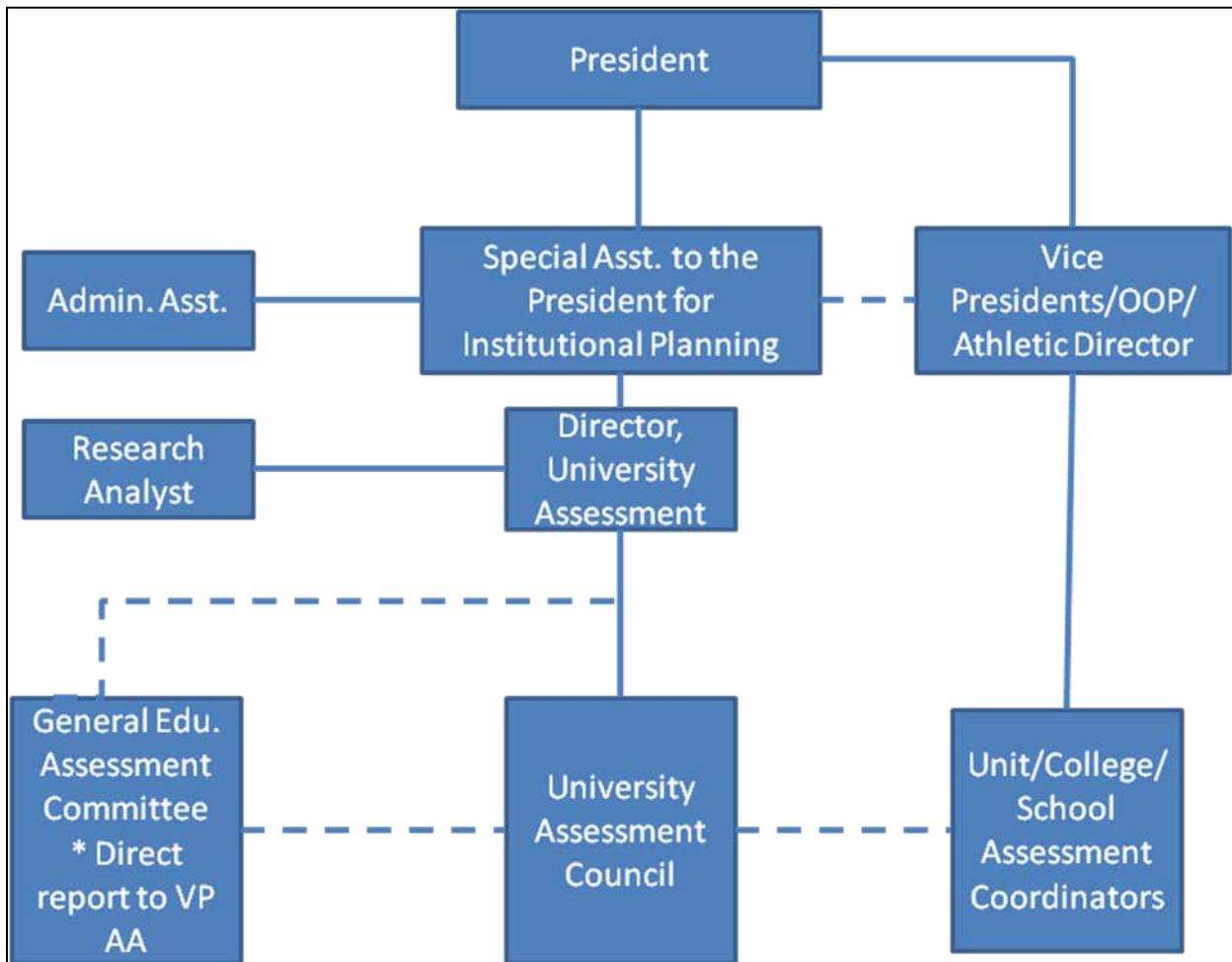
Process for Integrated Institutional Effectiveness Model

TSU Assessment Plan, which concluded its first year of implementation in AY 2009-2010, utilizes evidenced-based best practices in higher education, and the process utilized for assessment during this first year comprises of the following steps, which are explained in our Annual Planning (AP) Forms 1-5:

Form AP-1:   Division Mission Statement
Form AP-2:   Unit Mission Statement
Form AP-3:   Divisional Outcome Statements
Form AP-4:   Unit Outcomes Statements
Form AP-5:   Institutional Assessment Plan (Five-Year Cycle)

One of the recommendations of the Reaffirmation Committee of the Commission on Colleges of the Southern Association of Schools and Colleges (SACS) from its preliminary assessment of TSU Assessment Plan is that the University "provide evidence of a fully integrated effectiveness

model including an assessment and evaluation process that is linked to its mission and goals." [1] The integrated assessment model should encompass "expected outcomes (student learning as appropriate), measurement methods, analysis of data and evidence of improvements made based on evaluation of assessment results."[2]

In response to this recommendation and based on evaluation of assessment procedures from year one of implementation, Tennessee State University's Institutional Assessment Plan has been enhanced into a fully integrated institutional effectiveness model.

Implementation of enhancements to the IAIP will begin in the second year of the University's five-year assessment cycle, and will include:
1) Ensuring that units link their outcomes to University mission and goals
2) Providing a common understanding and expectations of each component of the Assessment and Improvement Process including criteria for measuring success, and
3) Providing additional evidence that documents how assessment results are used for continuous improvement across the University.

The process for implementing and documenting the integrated institutional effectiveness model consists of the following four areas:

Section 1:   Divisional Profile
       This section is completed by campus units and provides general information about the program/activity being assessed, the college/school/division, responsible person, and submission/due dates for each section of assessment plan and improvement process.

Section 2:   Institutional Mission/Goals Linkage
       This section is completed by campus units provides information on University Mission, University Goals (Strategic Plan and Academic Master Plan), Program Mission/Goals, and Program/Unit Expected Outcomes). Campus units show how Program Mission/Goals and Expected Outcomes are linked to University Mission/Goals.

Section 3:   Assessment/Improvement Process[3]
       This section is completed by campus units and consists of the following six steps:
o Formulate expected Student Learning Outcomes (SLOs) or Performance Outcomes (POs);
o Determine the criteria for success (i.e. the basis for comparison, the performance standards or level necessary to achieve success);

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[1] Commission on Colleges, Southern Association of Colleges and Schools, Report of the Reaffirmation Committee, p.10, May 25, 2010.

[2] Commission on Colleges, Southern Association of Colleges and Schools, Report of the Reaffirmation Committee, p. 25, May 25, 2010.

[3]Cc: Adapted from the FAMOUS Assessment Approach

- Identify methods for assessing SLOs or POs (i.e. Campus units show how they plan to use direct and indirect measures to assess/measure performance);
- Collect data and analyze results (i.e. Campus units observe, collect, and analyze data to show congruence between expected outcomes and actual results);
- Use results to make Improvements to SLOs or POs (i.e. Campus units develop and implement action plans that utilize assessment results to make improvements in student learning and educational support services. The action plans are linked to planning and budgeting processes)
- Document the improvements, if any, that resulted from the Action Plan.

Section 4:   ***Comprehensive Assessment Cycle***

This section relates to comprehensive assessment cycle. A university-wide assessment and planning calendar establishes dates for submitting assessment reports. The reports include evaluations of the previous year's initiatives and recommendations with appropriate evidence linked to unit expectations, objectives, and evaluations that support the recommendation. However, an academic and administrative unit determines its specific assessment cycle. Some components and operations will be assessed annually. Some components and operations will be assessed multiple times (quarterly, bi-annually, or monthly) as determined by the appropriate vice president/division head during the five-year cycle. Therefore, every component and operation of the university as it relates to student learning outcomes and performance outcomes is assessed at least once within each five-year cycle.

Section 5:   *Shaping a Culture of Assessment and Improvement*

This section identifies three strategies for shaping a culture of assessment and continuous improvement at the University, which include strengthening assessment documentation, integrating continuous improvement with assessment, and creating a system of regular national peer reviews whereby national experts review and comment on the University's progress in assessment and improvement.

Documentation of Assessment Activities and Results

The *process* outlined above for a fully integrated institutional effectiveness model asks for information on a common set of elements from both academic and administrative units. Consequently, an on-line system will be utilized for documentation of assessment activities and results. The University has acquired *Compliance Assist!*, a commercially licensed on-line system for this purpose, and will begin using this tool to document assessment activities during the second year of the Assessment Plan. Based on the sections outlined above and the assessment timelines that have been established, this system will allow users to update each section of their Unit's Assessment Plan as various assessment activities in this single form are completed. The due dates for completion of each section will be provided to campus units. Each individual unit will have administrative access to the online documentation system based on the submission deadline. This system further permits the University to have a robust reporting mechanism, and

makes assessment information readily available to users and to the University's various constituents.

The assessment form presented in this fully integrated institutional effectiveness model modifies and enhances the current Forms AP 1-5 presented in Year One of the Institutional Assessment Plan to facilitate the use of Compliance Assist!. The Assessment and Improvement Plan (See Appendix A) describes each of its components and how to complete the assessment form. It also explains the measurement section and how to document results that have been analyzed, reflected upon, and used for improvement.

This revision has been guided by the recommendation of the SACS Reaffirmation Committee and the experience with the implementation of the first year of the Institutional Assessment Plan.

TSU's assessment process remains on-going and broad-based, resulting in improvements in a number of areas, while requiring the institution to provide evidence of a fully integrated institutional effectiveness model. The Annual Planning Process Calendar for the second year of implementation will also demonstrate how the University is responding to this requirement ((See Appendix B: Institutional Annual Assessment/Improvement Planning Calendar).

The Office of University Assessment in the Division of Institutional Planning and Accountability will provide technical support, and training in assessment strategies and techniques appropriate for the type of outcomes of the respective units consistent with an integrated institutional effectiveness model. Sample strategies and techniques for an integrated institutional effectiveness model are provided in Appendix C titled: Connecting Improvement with Assessment.

APPENDIX A

Tennessee State University Planning and Accountability: Integrated Institutional Effectiveness Model

Mission

SP

AMP

Programs
(Academic & Non Academic)

SLOs

POs

Assessment &
Continuous
Improvement
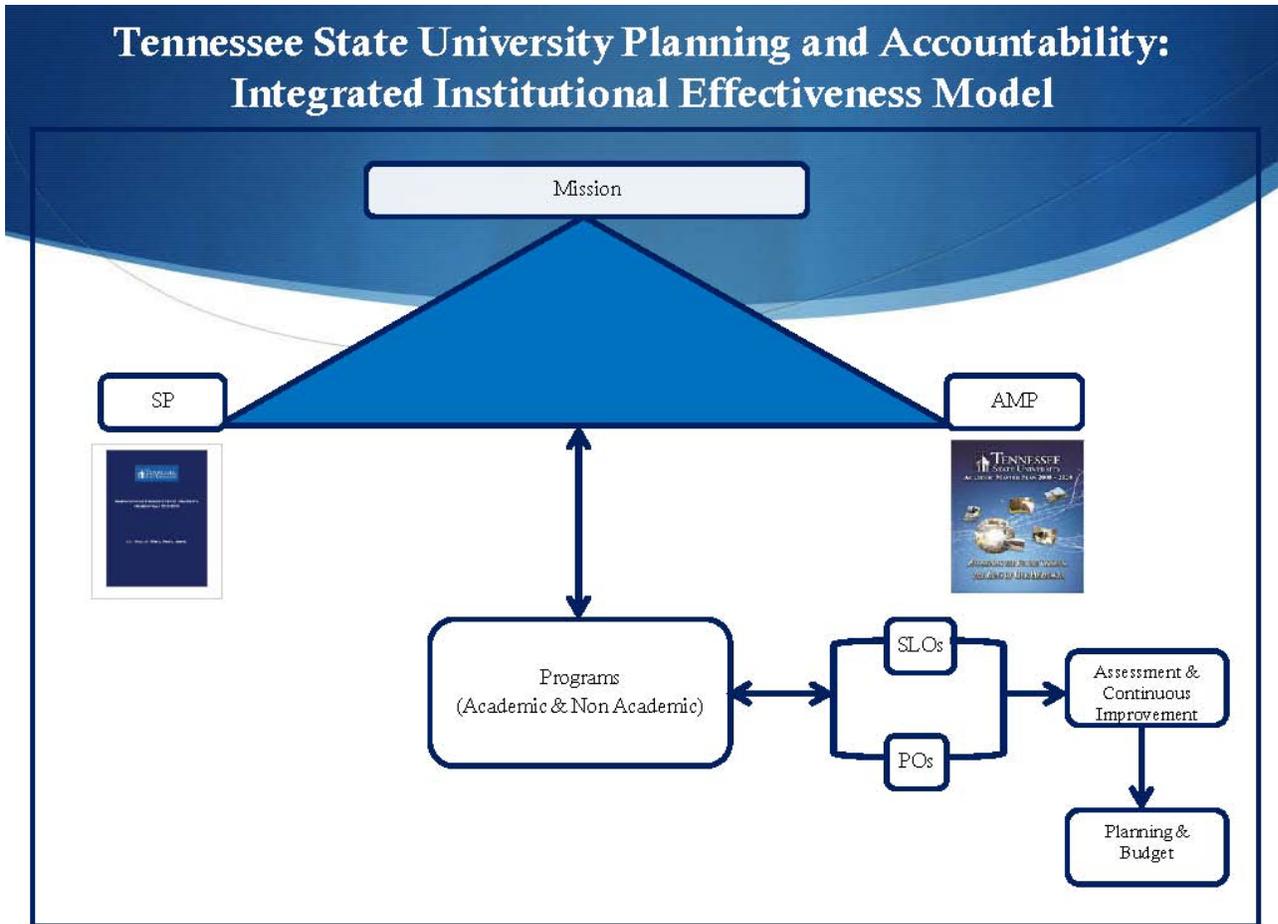
Planning &
Budget

Model shows the university's unified and integrated planning and assessment process linked to budget.

APPENDIX B

This section provides a detailed explanation of TSU's unified and integrated assessment and improvement plan process.

TSU ASSESSMENT AND IMPROVEMENT PLAN/PROCESS FORM

SECTION A: DIVISIONAL PROFILE [Due Date: TBA]	
Program/Unit	
College/School/Division	
Division Head	
Unit Head	
Unit Assessment Coordinator	
Date Submitted	

SECTION B: LINKAGE OF PROGRAM/UNIT OUTCOMES AND GOALS TO UNIVERSITY MISSION [Due Date: TBA]	
i. Excerpt(s) citing linkage to University Mission Statement (M1, M2, and/or M3)	TSU MOTTO TSU MISSION THINK: Scholarly Inquiry & Research WORK: Life Long Learning SERVE: Commitment To Service
ii. Excerpt(s) citing linkage to University Strategic Plan	1. CI. Commitment to academic quality and reputation 2. CII. Re-engineering 3. CIII. User-friendly business practices 4. CIV. Commitment To Service 5. CV. The Engaged University, diversity, and internationalization 6. CVI. Revenue generation
iii. Excerpt(s) citing linkage to Academic Master Plan	

iv. Division Mission/Goals	
v. Program/Unit Mission/Goals Excerpt(s) citing linkage to Mission and Goals	
vi. Program/Unit Expected Assessable Outcomes for the coming year. [For each expected outcome specified in Section B, complete a Section C. In most cases, Units can focus on one or more of their expected outcomes each year. They are to assess all of their outcomes every five years.]	1. 2. 3. 4.
vii. Program/Unit SLO's for the coming year.	1. 2. 3. 4.

*Complete one Section C form for each expected outcome listed in B(vi), supra.

SECTION C: EXPECTED OUTCOME/OBJECTIVE [Due Date: TBA]		
Step 1	Formulate Assessable Outcomes for Program Units (Student Learning Outcomes-SLOs and Performance Outcomes-POs)	
Step 2	Determine/Establish Criteria for Success	Direct Measure(s) Indirect Measure(s)
Step 3	Measure Performance on Expected Outcome Using Direct and Indirect Methods of Assessment	Direct Measure(s) Indirect Measure(s)

Step 4	Analyze and Summarize Results of the assessment activity in Step 3 above	Direct Measure(s) Indirect Measure(s)
Step 5	Develop/Refine Improvement Plan Based on Assessment Results	
Step 6	Document changes/ Improvements resulting from the Action Plans	

Section 4:	Comprehensive Assessment Cycle
	A university-wide assessment and planning calendar establishes dates for submitting assessment reports. The reports include evaluations of the previous year's initiatives and recommendations with appropriate evidence linked to unit expectations, objectives, and evaluations that support the recommendation. However, an academic and administrative unit determines its specific assessment cycle. Some components and operations will be assessed annually. Some components and operations will be assessed multiple times (quarterly, bi-annually, or monthly) as determined by the appropriate vice president/division head during the five-year cycle. Therefore, every component and operation of the university as it relates to student learning outcomes and performance outcomes is assessed at least once within each five-year cycle.

Section 5:	Shaping a Culture of Assessment and Improvement
This section identifies three strategies for shaping a culture of assessment and continuous improvement at the University. For a culture of assessment and continuous improvement to take root in an institution and become a prompt guide for continuous improvement, it must go beyond being a set of forms that schools/colleges, departments, and administrative units complete each year. Paper reports document what units within the institution are doing to assess and improve the results of their curricular strategies, instructional methods, and administrative processes. However, critical to the enhancement of TSU's on-going assessment are three components of an integrated institutional effectiveness model:	

1.	Simplification and strengthening of assessment documentation as described above.
2.	Integrating continuous improvement with assessment as indicated by: o linking "improvement" with "assessment" as seen throughout this document; o appointing and training Unit Assessment/Improvement Coordinators (See Appendix C that contains an outline of a quality improvement process and tools to assist units in using assessment results to plan and implement improvements); o having the president preside at annual, interactive discussions with each school and administrative division about assessment/improvement results; and o having an annual assessment poster sessions to celebrate the university's progress on using assessment for continuous improvements.

3.	▪ Appointing a team of national experts in assessment and continuous improvement to review and comment on TSU's progress in assessment and improvement.

INSTITUTIONAL ANNUAL ASSESSMENT/IMPROVEMENT PLANNING (AAIP) CALENDAR FOR 2010-2011 (YEAR 2)

Institutional Effectiveness (IE) is an on-going process, which involves planning, assessment, and using the assessment results for continuous improvement.

YEAR II ACTIVITIES: FALL 2010 ASSESSMENT & IMPROVEMENT PLAN

Review & Discussion of Yr 1 plan Implementation	Presentation to Cabinet and Discussion of Year II Revised Assessment and Improvement Plan	Colleges/Schools/Divisions/ Departments appoint Assessment Coordinators and submit names to Institutional Planning and Accountability	Academic Affairs and Faculty Senate appoint General Education Assessment Committee	Campus-wide Assessment Workshops for faculty and staff	Colleges/Schools/Divisions submit Institutional Effectiveness (IE) Plans to Institutional Planning by September 30, 2010	Institutional Planning, Assessment Council, GE Assessment Committee review and assess plans, and provide feedback to Cabinet, President
		Special Assistant to the President for Institutional Planning ___August 30, 2010___			_Vice Presidents & Dean/Directors_	_Special Assistant to the President for Institutional Planning/Chair, Assessment Council, Chair, GE Assessment Committee_ ___January 15, 2011___
___Cabinet___	_Special Assistant to the President for Institutional Planning_		___VPAA, Faculty Senate___	_Special Assistant to the President for Institutional Planning_		

July	August/September	September	October	September	January

___President's Annual Retreat w/Cabinet/ Deans/Directors___ Assessment Planning and Expected Outcomes for Year II	___September 30, 2010 University-wide offices Vice Presidents/ Deans/Directors___ All administrative units review Year I Assessment Plan and Results	___Special Assistant to the President for Institutional Planning___ Assessment Training and Workshops for Assessment Coordinators, University Assessment Council, and General Education Assessment Committee	___Vice Presidents & Dean/Directors___ Colleges/Schools/Divisions/Units develop Assessment and Improvement Plans for Year II based on (i) Year 1 Assessment Results, and (ii) linked to University Planning Goals

15

YEAR II ACTIVITIES: SPRING 2011 ASSESSMENT & IMPROVEMENT PLAN

Mid-year performance reports from all functional units submitted to Institutional Planning and Accountability by January 15, 2011

Vice Presidents

Implementation of Assessment and Improvement Plan

Vice Presidents/ Deans/Directors

Final Assessment and Improvement Reports submitted to Assessment Council for Review

May 30, 2011

Assessment Council submits End of Year II Assessment and Improvement Report to Institutional Planning and Accountability and the President by June 30, 2011

Special Assistant to the President for Institutional Planning/Chair, Assessment Council, Chair, GE Assessment Committee

January	May	June	August

Vice Presidents/ Deans/Directors

Campus units submit end of year Assessment Reports and changes that resulted from assessment to Institutional Planning and Accountability by May 30, 2011

President & Special Assistant to the President for Institutional Planning

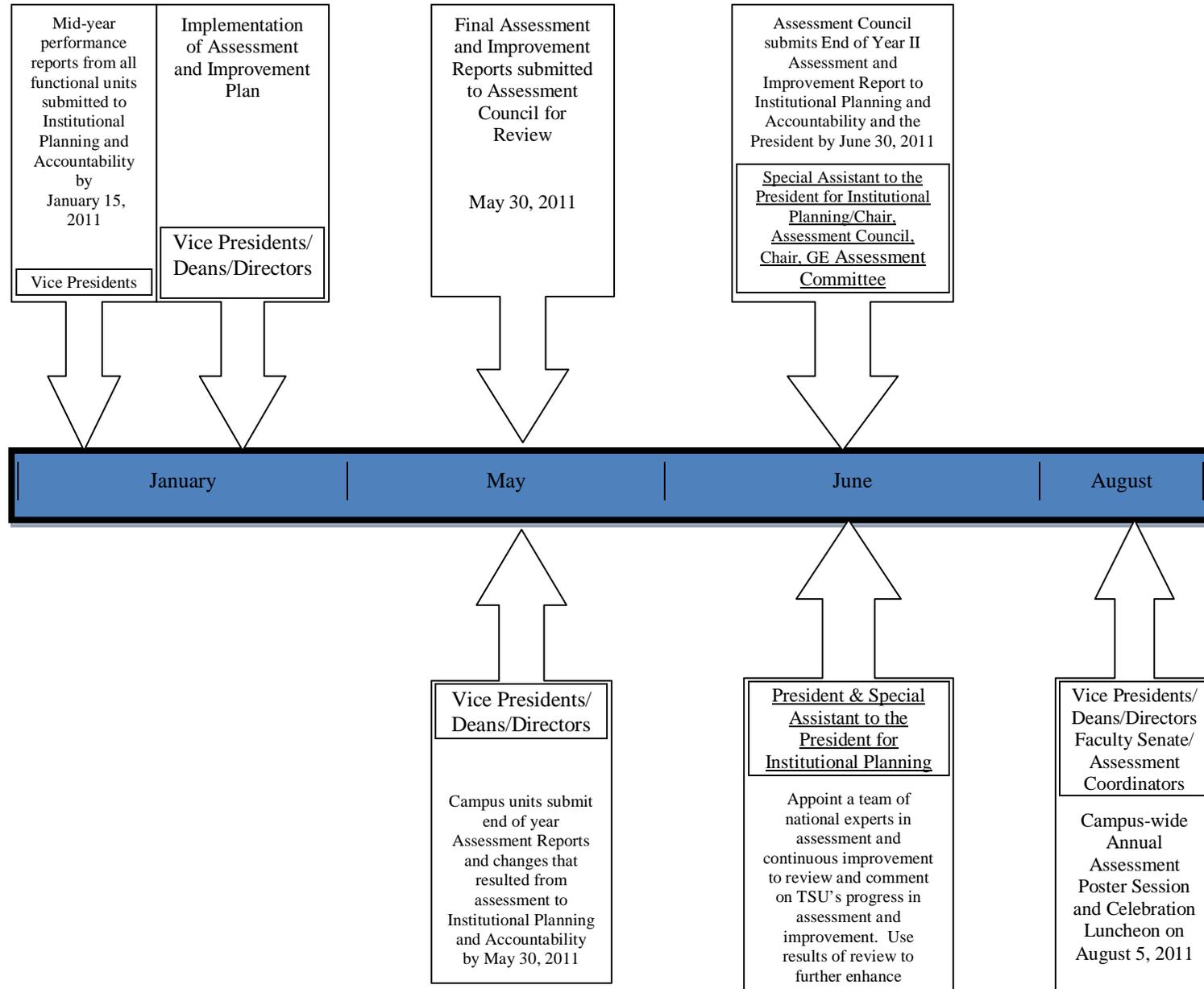Appoint a team of national experts in assessment and continuous improvement to review and comment on TSU's progress in assessment and improvement. Use results of review to further enhance

Vice Presidents/ Deans/Directors Faculty Senate/ Assessment Coordinators

Campus-wide Annual Assessment Poster Session and Celebration Luncheon on August 5, 2011

APPENDIX C

Connecting Improvement with Assessment

While improvement was an integral part of TSU assessment plan submitted in the SACS self-study, a continuous improvement process and tools is now an intrinsic part of the enhanced assessment plan as seen in the documentation section of the Revised Institutional Assessment Plan and Implementation. This appendix describes the continuous improvement process that will now guide academic and administrative units in their respective assessment/improvement work.

1. Assessments of Student Learning Outcomes [SLOs]

Assessment of student learning outcomes involves the use of direct and indirect measures to assess student learning in the academic areas of the University.

A. Direct Assessment

Direct Assessment includes strategies and techniques that assess samples of student performance and work. Examples include objective exams, standardized tests, portfolios, internships, and other student learning artifacts.

Student Learning Artifacts: More and more, artifacts of student learning are being used to assess programmatic learning outcomes. (See the endnote for a summary of artifact assessment.[i]) TSU has an abundance of standardized test artifacts, particularly those related to the Tennessee Higher Education Commission's (THEC) Performance Funding program, i.e. ETS Major Field Tests and Measure of Academic Proficiency and Progress (MAPP). There are also the licensure tests required of professional students and the Defining Differences Test used in a number of academic disciplines. Comprehensive examinations and major projects in required courses, senior seminar papers and projects, and graduate theses and dissertations are examples of artifacts that can be used to assess student learning.

B.   Indirect Assessment

Indirect assessment measures perceptions of faculty and students regarding student learning. Examples of indirect assessment include interviews, observations, focus groups, and surveys such as the National Survey of Student Engagement (NSSE), ACT Student Opinion Survey.

2.   Assessment of Performance Outcomes [POs] in Administrative Units and Educational Support Services

A.   Direct Assessment

Direct assessment of performance measures activities by administrative units and educational support services that directly demonstrate evidence of performance related to business practices that enhance student learning and improve campus efficiencies. In as much as possible, these

assessments will be based on mining existing statistics derived from the University's Service Level Agreements [SLAs] and Key Performance Indicators [KPIs] derived from the University's Strategic Plan and Business Intelligence Plan. For example, some TSU support units such as the Division of Communication and Information Technology (CIT) and the Division of Business and Finance already keep and report cycle time from the time a request for service is made to the completion of the requested service. Another assessment strategy is to review work samples using a checklist. This will allow the unit to determine its most frequent or costly errors.

B.   Indirect Assessment

Indirect assessment measures perceptions that students, faculty, staff, and others hold about the educational environment that supports student learning and about business practices that enhance campus efficiencies. Examples of indirect measures include interviews, observations, focus groups, and surveys such as customer satisfaction surveys about services provided by a support unit such as the IT Help Desk, Financial Aid, Procurement, Accounts Payable, Facilities Management, etc.

3.   Review of assessment results

The culture of checking on and documenting assessment results will be woven into a unit's normal workflow.

4. Identify opportunities for improvement

Members of all units will review their respective assessment results searching for opportunities for improvement. Usually a team should search for the most serious, frequent, or costly error or weakness. When appropriate, a Pareto chart can facilitate a search such as illustrated below:

5.   Map Process

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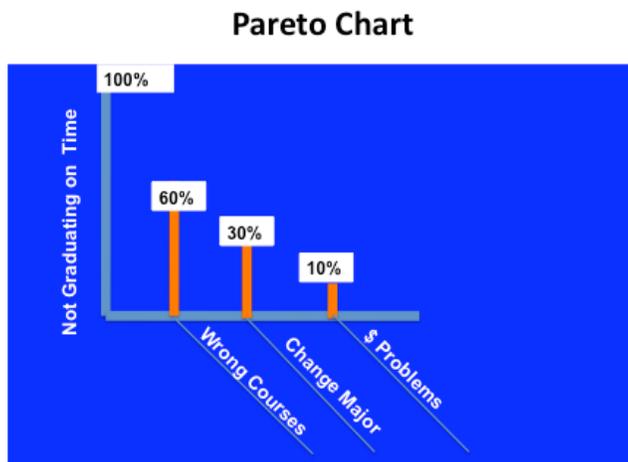
Once a team has identified the major problem, it will map the process from which it resulted.


Map Process
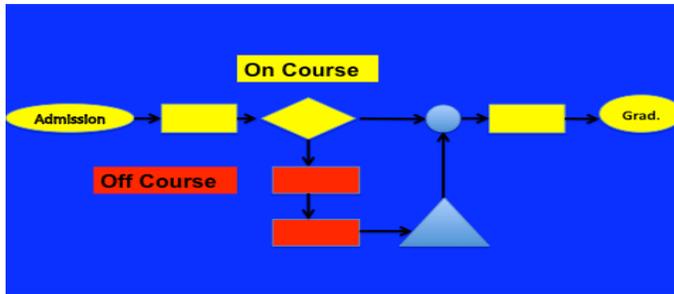
6. Search for Root Cause

Before any improvement is proposed, a faculty or staff team will search for and identify the root cause. A rule of thumb in process improvement when searching for root cause is that a team should ask, "Why?" five times. For example, when it is discovered that a significant number of students is not taking courses in the prescribed sequence and that this is affecting their grades and contributing to low retention, the "Why?" question should be asked. This will help a team to persist in its search for the root cause. When the relevant team asks "Why?" someone may say our advising system is not consistent. Then a second "Why?" should be asked, "Why is it inconsistent?" Given an answer to the second question, a third "Why?" should be asked and so on to the fifth "Why?"

The Cause-Effect Diagram is an effective and efficient way that a unit can use to identify root causes.

Search for Root Cause
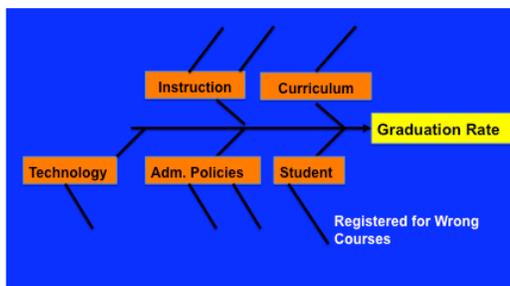
7. Verify Root Cause

The Cause-Effect Diagram facilitates a team familiar with an educational or administrative/support process to brainstorm for likely root causes. The collective intuitive judgment of the team is very often correct when members of the team have extensive experience with the process. But it remains a subjective, brainstorming process; therefore, its results must be verified by any available objective, empirical evidence and/or collegial discernment.
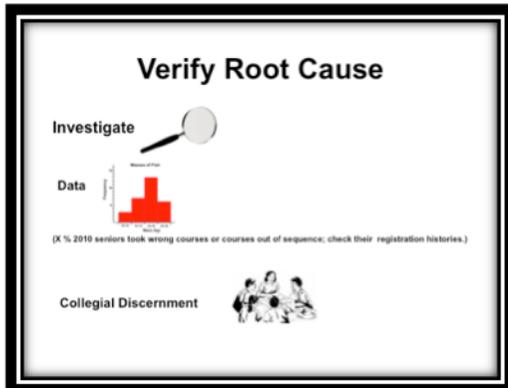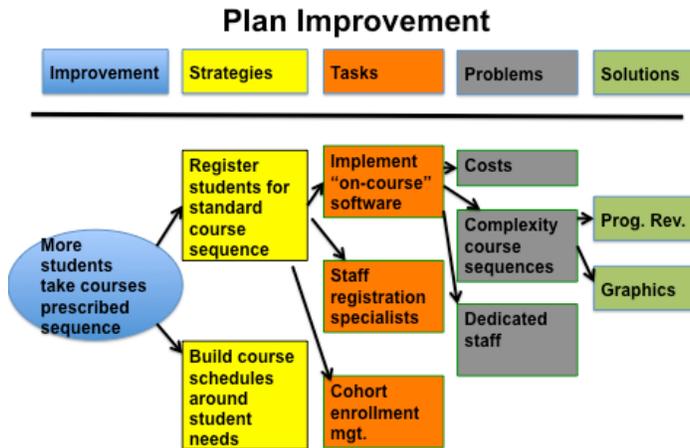

8. Plan Improvement

Once a team is convinced that it has identified the root cause, it develops an improvement plan. It is important that teams propose an improvement in contrast to identifying a problem and dumping its solution on another unit or person. In developing an improvement plan, a team is expected to ask the following questions:

- Will this solution have a reverse effect?
- Will the workload increase for the needed efforts?
- What units will be held accountable for the needed improvement?
- Does implementing this improvement draw on common resources or will more funding be needed?
- Will this improvement enhance the university?[ii]

Implementation of an improvement will more likely succeed if it includes descriptions of Strategies, Task to implement the Strategies, anticipated Problems, and contingency plans to deal with likely problems.

Plan Improvement

| Improvement | Strategies | Tasks | Problems | Solutions |

More students take courses prescribed sequence

Register students for standard course sequence

Build course schedules around student needs

Implement "on-course" software

Staff registration specialists

Cohort enrollment mgt.

Costs

Complexity course sequences

Dedicated staff

Prog. Rev.

Graphics

9. Plan, Do, Check, and Act

Implementation of an improvement will be followed by *Checking* on its results and *Acting* on what the *Check* reveals.

Implementation & On-Going Assessment & Improvement

Act | Plan
Check | Do

When feasible and appropriate, the unit team that has done this planning work will have the major role in its implementation and ongoing refinement.

FINALLY, MAKING THIS HAPPEN

1. The process outlined above enhances the University's Institutional Assessment and Improvement Plan.

2. It will serve as the template for units to use assessment results to plan and implement improvements based on assessment results.

3. While faculty and staff will be fully involved, their work will be facilitated and supported by the Division of Institutional Planning and Accountability, in particular, the Office of University Assessment.

4. While the quality improvement tools described above are simple and intuitive, faculty and staff will need training in them. Such training is most effective when it is done just-in-time; that is, when the team has begun an assessment/improvement journey designed to enhance institutional effectiveness.

5. A panel of quality improvement specialists from the University will be established by the Office of University Assessment to assist units through consultation and training to use the quality improvement tools.

6. Faculties and staff vary in their knowledge and skill in assessment. Coaching and training will be provided through the Office of University Assessment as needed in crafting assessment strategies and techniques consistent with the types of outcomes to be assessed.

7. While all of the assessment and improvement work will be documented at the unit level, it will also be consolidated and maintained in a university-wide online inventory by the Office of University Assessment.

8. The Institutional Assessment and Improvement Plan requires university-wide commitment so it will be led by the President. The president will preside at sessions when schools and administrative/support units present and discuss their assessment reports. And, the president will often attend, as time permits, departmental assessment/improvement meetings presided by divisional vice presidents/deans.

9. While this enhanced integrated institutional effectiveness model deals with an internal University system of assessment and improvement, results of improvements will be publicized off-campus or made available to external publics as appropriate.

APPENDIX D

Tennessee State University
Institutional Mission Statement, Vision Statement, and Statement of Core Values

Mission Statement, Vision Statement, and

Statement of Core Values

Mission Statement

Tennessee State University, a Historically Black College/University (HBCU), fosters scholarly inquiry and research, life-long learning, and a commitment to service.

Vision Statement

Tennessee State University aspires to achieve national and international prominence, building on its heritage and preparing leaders for a global society.

Core Values

Tennessee State University maintains the following core values:

- Excellence
- Learning
- Accountability
- Integrity
- Shared governance
- Diversity
- Service

Approved December 20, 2007

Appendix E

See University Strategic Plan: Transforming Tennessee State University 2010-2015 at the following: www.tnstate.edu/strategicplan

See University Academic Master Plan: Envisioning Tennessee State University 2008-2028 at the following: http://www.tnstate.edu/uploads/documents/AMPSept08FINAL.pdf

University Assessment Council

Purpose

The Assessment Council provides leadership and oversight for the Institutional Annual Assessment and Improvement Plan by working with the Office of University Assessment.

Responsibilities

The Council's responsibilities include:

- Providing training for institutional units to assist the units in developing mission statements, outcomes measures, and assessment tools; in interpreting and using assessment results; and in documenting use of results for improvement.
- Review unit mission statements, outcomes measures, assessment tools, and reports, and make recommendations as appropriate.
- Review annual reports from the units and prepare an annual report for the President.
- Review reports at the end of each assessment cycle and prepare a summary report.
- Assist in planning the University's Annual Assessment Poster Sessions and Assessment Luncheon.
- Provide oversight for the assessment process and make recommendations to the Special Assistant to the President for Institutional Planning and to the President for revisions in the Institutional Assessment and Improvement Plan as appropriate.

Membership

The President presides over the first meeting of the University Assessment Council each year.

Membership of the University Assessment Council includes the following:

- Special Assistant to the President for Institutional Planning
- Director of University Assessment
- Director of Institutional Research
- SACS Accreditation Liaison
- One faculty representative from each college/school, elected for a five-year term from the faculty of the college/school: If a representative vacates the position on the Council, the dean of the college/school may appoint a replacement to complete the representative's five-year term. If a representative fails to meet his/her responsibilities on the Council, the representative may be removed from the Council by a vote of two-thirds of the Council members, in which case, the dean may appoint a replacement as described above.
- One representative appointed by each vice president: Generally, the appointment should be for a five-year period although a vice president may in his or her discretion make a change in the appointment. If a representative fails to meet his/her responsibilities on the

Council, the representative may be removed from the Council by a vote of two-thirds of the Council members, in which case, the vice president may appoint a replacement.

The Director of University Assessment serves as the administrative officer charged with maintaining the records of the Council, including but not limited to the membership and terms of membership, the minutes, and the reports of the Council. In years when the term of the Chair has expired, the Director of University Assessment will conduct the election of the chair.

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Using Assessment Artifacts

Before adding additional tests and questionnaires, existing student work can be used to make inferences about learning. Student papers or any student work product can serve as an artifact for assessment through which patterns of understanding and ways of thinking may be discerned. For example, final examinations and/or papers from a required first semester course might be compared to examinations and papers most students take in their last year. Thus, major pieces of student work completed for one purpose such as meeting the requirements of a course can be used as a basis for assessing overall patterns of student growth. Possible artifact examples follow:

• Tests or exams normally given in courses taken by all or most students
• Comprehensive papers or projects often done the last year
• Class or course papers or projects
• Books students select for personal reading, non-school related reading
• Performance on ordination reviews and examinations
• Observations of teamwork and mutual assistance
• How financial obligations are met
• Post-graduation career paths of graduates

While there is usually no shortage of these kinds of artifacts, faculties have not been encouraged to use them in assessment. That is, faculties have not been encouraged to use student work done for one purpose, such as to meet a course requirement, for another purpose, such as evaluating general student growth. As in excavating for archeological artifacts, care must be exercised in collecting, reviewing, and judging student work artifacts.

A Guide for Evaluating Theological Learning

The following concepts can aid in finding and using assessment artifacts.

1. Identify assessment artifacts among existing student work products and common behaviors.
2. Match the artifacts to particular educational goals.
3. Determine how the artifacts can be collected, e.g., representative samples of student work from required courses, unobtrusive but systematic observations of student behavior, alumni/ae records, etc.
4. Develop a tentative plan for small teams for reviewing and appraising the artifacts.
5. Determine if the discovered artifacts help the faculty and administration understand the actual outcomes of the MDiv program in terms of the students' overall growth.
6. If this assessment strategy adds value by increasing understanding, continue to rework it so that it can be sustained in terms of time, energy, and funds.
7. Identify the educational goals for which no relevant artifacts were found. At this point, decide if the value of special, add-on tests and surveys warrant their cost in terms of time, energy, and funds.

"A Guide for Evaluating Theological Learning," *Handbook of Accreditation, Section Eight,* pp. 21-22
http://www.ats.edu/Accrediting/Documents/Handbook/HandbookSection8.pdf

ii Drawn from – Peter Senge, et al. The Fifth Discipline Field book, New York: Doubleday, 1994, pp. 125-148.