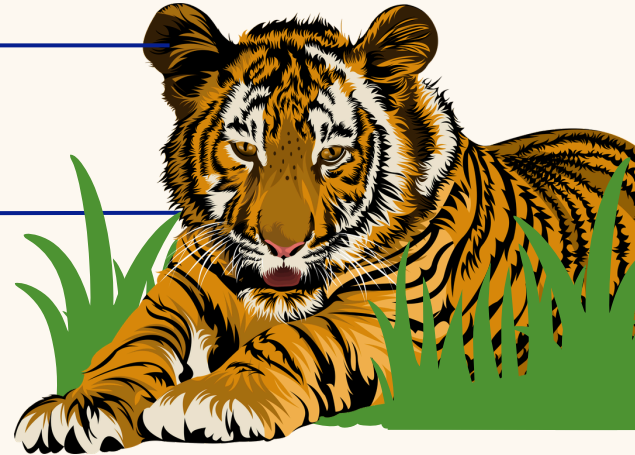


# Assessment Newsletter

ISSUE NO. 8  
Spring 2026



## Strengthening Our Assessment Infrastructure: Quarterly Department Assessment Coordinators Meeting Highlights Learning Improvement Project

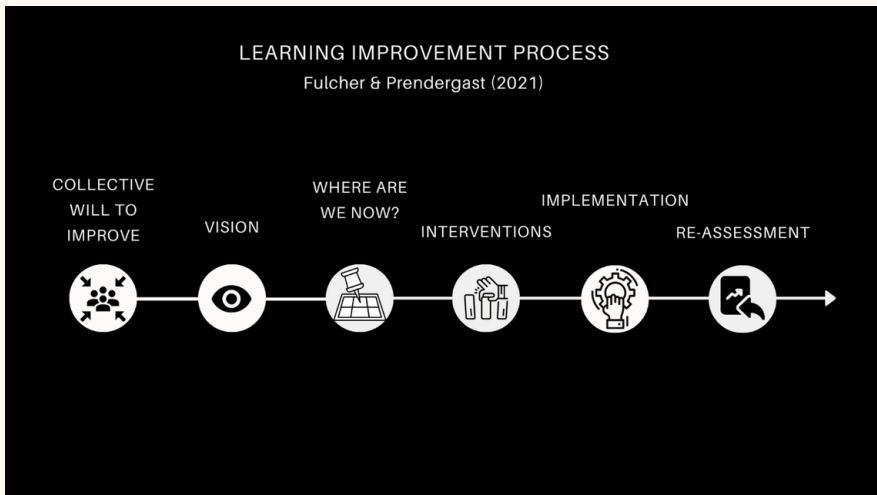
Tennessee State University’s assessment infrastructure is built on a strong network of departmental assessment coordinators who serve as the vital link between academic programs and the institution’s commitment to continuous improvement. These coordinators lead program-level assessment efforts, guide faculty in articulating and measuring student learning outcomes, and ensure that assessment findings are translated into meaningful improvements that enhance student success.

To support this critical work, the Office of Assessment and Accreditation hosts quarterly Department Assessment Coordinator meetings designed to build capacity, foster collaboration, and align program-level assessment efforts with the University’s broader mission and strategic priorities. This year’s fall quarterly meeting featured special guest presenter Dr. Keston Fulcher, nationally recognized scholar-practitioner in learning improvement, who introduced and expanded upon the University’s Learning Improvement Project (LIP) initiative.



The Learning Improvement Project is a structured, faculty-driven model designed to move assessment from compliance to transformation. During the session, Dr. Fulcher outlined a six-step improvement model that emphasizes:

- Collective faculty commitment
- A clearly articulated vision for student learning
- Baseline assessment of current performance
- Evidence-based instructional interventions
- Fidelity in implementation



# Strengthening Our Assessment Infrastructure: Quarterly Department Assessment Coordinators Meeting Highlights Learning Improvement Project

At its core, the initiative requires a committed faculty team willing to collaboratively examine and refine courses in order to strengthen student learning outcomes. Rather than attempting to revise multiple areas at once, the project intentionally focuses on improving one student learning outcome (SLO) at a time, ensuring measurable and sustainable impact.

Over the past two years, twelve programs—including Nursing, Biology, History, Social Work, Health Sciences, and Mathematical Sciences—have participated in the initiative, reporting positive outcomes such as clarified learning expectations, improved rubric development, stronger course alignment, and enhanced student preparedness. Faculty testimonials highlighted

strengthened collaboration across courses and improved externship and student performance feedback. Participants in the upcoming cohort will commit to five virtual sessions, approximately three hours of collaborative work between sessions, and a retreat/celebration between the spring and summer semesters to solidify improvement plans. Proposals for participation were submitted in January.

Importantly, the initiative enjoys strong support from the Provost's Office, which encourages faculty to document their participation as evidence of teaching effectiveness and continuous improvement in promotion and tenure materials. By strengthening our assessment culture and ensuring that findings directly inform instructional change, the Learning Improvement Project represents a powerful step forward in advancing student learning at TSU.

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## Building Assessment Capacity: Spring Workshops Support Administrative and Academic Units

This spring, the Office of Assessment and Accreditation continued its commitment to strengthening institutional effectiveness by offering two professional development workshops for administrative and academic assessment units.

### Creating an Outcomes Assessment Plan

The Office hosted a foundational workshop for administrative unit assessment contributors titled “Creating an Outcomes Assessment Plan – Part I.” This session guided participants through the essential components of building an effective assessment plan, including writing measurable outcomes, identifying meaningful measures, establishing performance targets, and designing actionable improvement strategies.

The workshop emphasized moving beyond activity tracking toward clearly defined outcomes that demonstrate impact and institutional effectiveness. Participants engaged in hands-on planning exercises and collaborative discussion, strengthening alignment between unit goals and the University's strategic priorities.

### Navigating Nuventive: Maximizing Our Assessment Platform

In addition to the planning workshop, the Office of Assessment and Accreditation hosted a practical training session on **Navigating Nuventive**, the University's assessment management system. This interactive workshop provided step-by-step guidance on entering outcomes, documenting assessment methods, uploading supporting evidence, and completing annual reports within the platform. Participants also received tips on ensuring alignment between planning, documentation, and reporting cycles.

By equipping contributors with both conceptual understanding and technical skill, these workshops reflect the University's ongoing investment in building a robust culture of assessment—one where data informs decisions, collaboration strengthens outcomes, and continuous improvement drives institutional excellence.

### 2025 Quarterly Department Assessment Contributors Meeting

Featuring Workshop led by  
Dr. Charlise Anderson  
*Creating an Assessment Plan*



December 18, 2025,  
10:00 am - 12 Noon  
Health Sciences  
Building Auditorium

Led by the Office of  
Assessment and  
Accreditation  
[tstate.edu/assessment](http://tstate.edu/assessment)

Please bring your laptop

# Assessment Cafe 2026: Assessment as Institutional Intelligence: A Blueprint for Continuity

The annual Assessment Café, held this year in the Farrell-Westbrook Complex, centered on the timely and forward-thinking theme, “Assessment as Institutional Intelligence: A Blueprint for Continuity.” The workshop featured Dr. Naima Wells, a seasoned higher education professional with more than a decade of experience in advancing institutional effectiveness and student success. Dr. Wells currently serves as Executive Director of Operational Impact and Success within the Office of Continuous Improvement and Institutional Performance at Embry-Riddle Aeronautical University.

Designed to support Student Support and Administrative Services staff at the outset of the university’s annual assessment cycle, the workshop provided an engaging and practical framework for strengthening assessment practices across campus. Dr. Wells guided participants through the concept of building sustainable “assessment ecosystems”—systems intentionally designed to endure transitions in personnel, leadership, and institutional priorities.

A central focus of the session was guiding attendees in distinguishing between explicit knowledge—information that is formally documented and preserved beyond personnel transitions—and tacit knowledge, which resides in individual experience and expertise and is often lost when individuals depart from their roles.



Participants explored the critical role of “knowledge holders” within their units and examined the potential risks associated with the loss of institutional knowledge and risk to students when key personnel transition out of their roles. Through this lens, Dr. Wells encouraged a shift in perspective: assessment should not be viewed merely as a compliance exercise or reporting requirement, but rather as a strategic mechanism for fostering organizational resilience and continuity.

The workshop emphasized actionable outcomes, equipping participants with practical tools and strategies to capture, translate, and transmit knowledge effectively within their respective areas. Attendees actively engaged in developing working prototypes tailored to their units—tools designed to yield immediate, applicable results while contributing to long-term institutional intelligence.

Overall, the Assessment Café offered a dynamic and thought-provoking experience, reinforcing the university’s commitment to cultivating sustainable assessment practices that support continuous improvement, informed decision-making, and institutional strength.





# Assessment Spotlight

## Certificate of High Performance in Outcomes Assessment AY 23-24 Receipts

*The Certificate of High Performer for Outcomes Assessment is awarded as a structure within the University's assessment system to provide support and/or recognition for faculty and staff working to improve or advance their assessment practices.*

### *Award Criteria:*

**College Level Awards:** Colleges with no reports returned for revisions after the OIERPA completed its evaluation based on the University's scoring rubric.

**Program Level Awards:** Programs that scored Exemplary (4) on at least 4 out of 5 rubric items.

**Division Level Awards:** Divisions with no reports returned for revisions after the OIERPA completed its evaluation based on the University's scoring rubric.

**Department/Unit Level Awards:** Departments/Units that scored In Compliance (3) on at least 4 out of 5 rubric items.





# Assessment Spotlight



## Certificate of High-Performance in Outcomes Assesment Recipients 2024-2025 Unit Awards

Non-Educational Programs High Performance Unit	Assessment Coordinator
AA - Academic and Student Service Unit - CADENCE	Melody Cottingham
AA - Academic and Student Service Unit - College Prep (TRIO)	Victoria McGee-Hayes
AA - Academic and Student Service Unit - Dual Enrollment	Timothy Oliver
AA - Academic and Student Service Unit - Extended Education/Avon Williams	Deborah Alexander
AA - Academic and Student Service Unit - Global Online	Cheryl Seay
AA - Academic and Student Service Unit - International Affairs	Linda Doctor
AA - Academic and Student Service Unit - Libraries & Media Centers	Glenda Alvin
AA - Academic and Student Service Unit - Service Learning & Civic	Seneca McPhee
AA - Academic and Student Service Unit - Testing Center	Alysia Jordan
AA - Administrative Support Unit - Assessment & Accreditation	Charlise Anderson
AA - Administrative Support Unit - College of Agriculture	Latif Lighari
AA - Administrative Support Unit - College of Business	Jane Jackson
AA - Administrative Support Unit - College of Engineering	Lin Li
AA - Administrative Support Unit - College of Liberal Arts	Joel Dark
AA - Administrative Support Unit - College of Public Service	Rodney Stanley
AA - Administrative Support Unit - Graduate School	Johnnie Smith
AA - Administrative Support Unit - HBCU C2	Johnnie Smith
AA - Administrative Support Unit - Institutional Effectiveness/Research	AnnMarie Calderon
AA - Administrative Support Unit - Institutional Planning and Program Review	Latarchal Morton
AD - Administrative Support Unit - Communications & Information Technology	Sterlin Sanders
AD - Administrative Support Unit - Police Department	Toney Blakely
BF - Administrative Support Unit - Financial Aid	Temisha Hardy
BF - Administrative Support Unit - Procurement	Jennifer Nelson
PO - Academic and Student Service Unit - Athletics	Kenita Stokes
PO - Administrative Support Unit - Office of Institutional Compliance and Title IX	Tanya Webster



# Assesment Spotlight



Certificate of High-Performance in Outcomes  
 Assessment Recipients 2024-2025  
 Program Awards

COA - AGRICULTURAL BUSINESS AND LEADERSHIP (MS)	John Ricketts
COA - AGRICULTURAL SCIENCES (BS)	John Ricketts
COA - AGRICULTURAL SCIENCES (MS)	Ahmad Aziz
COA - AGRICULTURAL SCIENCES (PhD)	Ahmad Aziz
COA - APPLIED GEOSPATIAL INFORMATION SYSTEMS (CERTIFICATE)	Sarah Neumann
COA - BIOTECHNOLOGY (CERTIFICATE)	Ahmad Aziz
COA - ENVIRONMENTAL SCIENCE (MS)	Sarah Neumann
COA - FAMILY & CONSUMER SCIENCES (BS)	Sharon Suggs
COA - FOOD AND ANIMAL SCIENCE (MS)	John Ricketts
COB - ACCOUNTING (BBA)	Dr. Annis Mnif
COB - BUSINESS ADMINISTRATION (BBA)	Ramaprasad Unni
COB - BUSINESS ADMINISTRATION (MBA)	Ramaprasad Unni
COB - BUSINESS DATA ANALYTICS (MSBDA)	Jeffrey Siekpe
COB - BUSINESS INFORMATION SYSTEMS (BBA)	Ramaprasad Unni
COB - ECONOMICS & FINANCE (BBA)	Dr. Annis Mnif
COE - APPLIED & INDUSTRIAL TECHNOLOGIES (BS)	Ivan Mosley
COE - ARCHITECTURAL ENGINEERING (BS)	Kang Du
COE - CIVIL ENGINEERING (BS)	Shihui Liu
COE - COMPUTER SCIENCE (BS)	Fenghui Yao
COE - COMPUTER SCIENCE (MS)	Fenghui Yao
COE - DATA SCIENCE (MS)	Fenghui Yao
COE - ELECTRICAL ENGINEERING (BS)	Liang Hong
COE - ENGINEERING (MS)	Landon Onyebueke
COE - ENGINEERING AND COMPUTATIONAL SCIENCES (PhD)	Muhammad Akbar
COE - MECHANICAL ENGINEERING (BS)	Landon Onyebueke
COED - COUNSELING (MS)	Dr. James Campbell
COED - CURRICULUM AND INSTRUCTION (EdD)	Kisha Bryan
COED - CURRICULUM AND INSTRUCTION (MEd)	UrLeaka Newsome
COED - EARLY CHILDHOOD EDUCATION (BS)	Dr. Graham Matthews
COED - EARLY CHILDHOOD EDUCATION (BS)	Ehichoya Edokhamhen
COED - EDUCATIONAL LEADERSHIP (EdD)	Dr. Eleni Elder (PreK-12)
COED - EDUCATIONAL TECHNOLOGY (CERTIFICATE)	Nicole Arrighi
COED - ELEMENTARY EDUCATION (BS)	Dong Hyun Kang
COED - HIGHER EDUCATION ADMINISTRATION AND LEADERSHIP (CERTIFICATE)	Terrance McNeil
COED - HIGHER EDUCATION TEACHING (CERTIFICATE)	Kisha Bryan



# Assesment Spotlight



## Certificate of High-Performance in Outcomes Assessment Recipients 2024-2025 Program Awards

COED - INSTRUCTIONAL LEADERSHIP (MEd)	Pamela Chapman
COED - PSYCHOLOGY (BS)	Amy Sibulkin
COED - PSYCHOLOGY (PhD)	Robin Oatis-Ballew
COED - SPECIAL EDUCATION (MEd)	Dr. Donghyun Kang
COED - TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES (CERTIFICATE)	Hyeon-Jean Yoo
COHS - CARDIO RESPIRATORY CARE SCIENCES (BS)	Dr. Brenda Batts
COHS - DENTAL HYGIENE (AAS)	Gary Lee Lewis
COHS - HEALTH CARE ADMINISTRATION & PLANNING (BS)	Elizabeth Brown
COHS - HEALTH CARE ADMINISTRATION AND PLANNING (CERTIFICATE)	Miranda Sanford-Terry
COHS - HEALTH INFORMATION MANAGEMENT (BS)	Krystal Massey
COHS - HEALTH SCIENCES (BS)	Elizabeth Brown
COHS - HUMAN PERFORMANCE & SPORTS SCIENCES (BS)	Jason Smith
COHS - HUMAN PERFORMANCE & SPORTS SCIENCES (BS)	Tim Jones
COHS - NURSING (3 CERTIFICATES)	Trenna Richardson
COHS - NURSING (BSN)	Trenna Richardson
COHS - NURSING (MSN)	Trenna Richardson
COHS - NURSING (MSN)	Shaquita Bonda
COHS - OCCUPATIONAL THERAPY (MOT)	Laura Carpenter
COHS - PHYSICAL THERAPY (DPT)	Patricia King
COHS - PHYSICAL THERAPY (DPT)	Karen Smith
COHS - PUBLIC HEALTH (BS)	Miranda Sanford-Terry
COHS - PUBLIC HEALTH (CERTIFICATE)	Alexis Heaston
COHS - PUBLIC HEALTH (MPH)	Alexis Heaston
COHS - PUBLIC HEALTH (PHD)	Miranda Sanford-Terry
COHS - SPEECH AND HEARING SCIENCE (MS)	Tina Smith
COLA - ART (BS)	Prof. Kaleena Sales
COLA - COMMUNICATION (BA)	Karen Russell
COLA - COMMUNICATION (BS)	Karen Russell
COLA - CRIMINAL JUSTICE (BS)	Dr. Ronald Craig
COLA - CRIMINAL JUSTICE (MCJ)	Dr. Ronald Craig
COLA - ENGLISH (BA)	Dr. Wendy Hennequin
COLA - HISTORY (BA)	Dr. Sheri Browne
COLA - HISTORY (BS)	Dr. Sheri Browne
COLA - INTERDISCIPLINARY STUDIES (BS)	Dr. Cheryl Seay
COLA - INTERDISCIPLINARY STUDIES (BS)	Dr. Bryan Thorpe
COLA - MUSIC (BS)	Dr. Robert Bryant



# Assesment Spotlight



Certificate of High-Performance in Outcomes  
Assessment Recipients 2024-2025  
Program Awards

COLA - POLITICAL SCIENCE (BS)	Dr. Cory Barwick
COLA - PROFESSIONAL STUDIES (BS)	Linda Porter
COLA - SOCIOLOGY (BS)	Oscar Miller
COLPS - BIOCHEMISTRY (CERTIFICATE)	Artenzia Young-Ziegler
COLPS - BIOLOGICAL SCIENCES (PhD)	Artenzia Young-Ziegler
COLPS - BIOLOGICAL SCIENCES (PhD)	Dr. Sarika Sarawati
COLPS - BIOLOGY (BS)	Xiaofei Wang
COLPS - BIOLOGY (MS)	Xiaofei Wang
COLPS - CHEMISTRY (BS)	Linda Porter
COLPS - MATHEMATICAL SCIENCES (BS)	Sujata Guha
COLPS - MATHEMATICAL SCIENCES (BS)	Valerie Epps
COPS - PROFESSIONAL STUDIES (MPS)	Megan Streams
COPS - PUBLIC ADMINISTRATION (4 CERTIFICATES)	Megan Streams
COPS - PUBLIC ADMINISTRATION (MPA)	Megan Streams
COPS - PUBLIC ADMINISTRATION (MPA)	Angela Nichols-Paez
COPS - PUBLIC POLICY AND ADMINISTRATION (PHD)	Megan Streams
COPS - PUBLIC POLICY AND ADMINISTRATION (PHD)	Angela Nichols-Paez
COPS - SOCIAL WORK (BSW)	Gary Jones Jr
COPS - SOCIAL WORK (MSW)	Gary Jones Jr
COPS - URBAN STUDIES (BS)	Cara Robinson
COPS - URBAN STUDIES (BS)	Kimberly Triplett
GENERAL EDUCATION	Joel Dark

## Executive Director Corner

assessment@tnstate.edu



## Origins of Accreditation

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As the number of higher education institutions because to expand across the United States, the presidents of institutions began to discuss a means to establish institutional quality.

Soon, accreditation associations began to form:

- Middle States Association of Colleges and Schools (1887)
- North Central Association of Schools and Colleges (1895)
- **Southern Association of Colleges and Schools (1895)**
- Northwest Association of Colleges and Universities (1917)
- Western Association of Schools and Colleges (1924)
- New England Association (1985)

## TIMELINE FOR TSU's SACSCOC FIFTH-YEAR INTERIM REPORT



TSU-26-439(A)-5f-12050– Tennessee State University is an EEO employer.