



QAS Summary Report College of Education 2020-2023



April 26, 2024



TENNESSEE
STATE UNIVERSITY

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Summary

The OAA collected relative information related to the strategic plan that will help highlight areas of need and develop measurable outcomes for continuous improvement. This report reflects the areas of the Quality Assurance System (QAS) that are also aligned with the University Program Assessment process. The administrative unit report includes all data collected, analyzed, and marked for continuous improvement. The information collected and synthesized in this document provides findings for the six (6) areas: *Students, Process and Procedures, Faculty, Curriculum, Support, and Partnerships* for forward progression. This report contains data relevant to the reporting year and the current cycles (2019-2022 and 2020-2023) and for the reporting year (2023-2024). Each section contains the data that supports the area, the outcome of those data, and the continuous improvement goal for the area. These data are not exhaustive. Data currently in use has been cleaned and validated, and the College will continue to explore other data areas.

Limitations

Tennessee State University strives to offer a rich and diverse range of programs to its students. However, our ability to fully support and improve these programs is currently hampered by limitations in our data infrastructure. Here's a closer look at the key challenges we face:

- **Improper Labeling of Programs:** Inconsistent or inaccurate labeling of programs makes it difficult to track student participation, identify trends, and evaluate program effectiveness. Imagine analyzing student success rates when "Teacher Certification" might be listed under multiple names or departments. Programs are sometimes located in other areas.
- **Limited Data in Program Areas:** Certain areas may lack crucial data points. This could be due to a lack of standardized data collection methods or limited data storage capacity. Without comprehensive data, it's challenging to assess program impact, identify areas for improvement, or justify resource allocation. It's like trying to solve a puzzle with missing pieces – the overall picture remains incomplete.
- **Non-Responsive Feedback Loops:** Student, faculty, and staff feedback is essential for program improvement. However, if feedback mechanisms are slow or unresponsive, valuable insights are lost, and frustration builds. Imagine submitting detailed suggestions only to receive no acknowledgment or explanation of how the feedback is used.
- **Student Demographic Data:** These data are unavailable in some systems. Thus, understanding the characteristics of the student population to determine themes is a challenge.

These data limitations create a significant obstacle in our mission to improve the student experience continuously. It's like driving in the dark – we can navigate based on a general sense of direction, but crucial details are obscured.



Moving Forward:

We are committed to overcoming these data challenges. We are actively working on:

- **Standardizing Program Labeling:** A clear and consistent program naming system will allow for accurate data collection and analysis.
- **Enhancing Data Collection Methods:** Developing robust data collection methods across program areas will ensure we capture the necessary information to track progress and identify areas for improvement.
- **Building Responsive Feedback Systems:** Creating efficient and responsive feedback mechanisms will ensure that valuable insights from students, faculty, and staff are heard and acted upon.

By addressing these limitations, we aim to transform our data into a powerful tool for program development and student success. With clear data as our guide, we can illuminate the path towards a brighter future for Tennessee State University.

Office of Assessment and Accreditation

The College of Education (COE) at Tennessee State University houses the Office of Assessment and Accreditation, a vital unit dedicated to ensuring the quality and effectiveness of its academic programs. This office plays a crucial role in maintaining accreditation standards and promoting continuous improvement in educational offerings. The office consists of **Dr. Rajah E. Smart, Ed.D.**, who serves as the Assistant Dean and Director for the Office of Assessment and Accreditation. **Samantha Graves**, Data Analyst, is responsible for collecting, analyzing, and interpreting data related to the college's programs. Her work provides insights that inform program development, accreditation processes, and continuous improvement initiatives.

Core Functions:

The Office of Assessment and Accreditation works collaboratively with faculty and staff across the College of Education to achieve several key objectives:

- **Program Assessment:** The office designs and implements assessment plans to evaluate the effectiveness of undergraduate and graduate programs. This includes developing assessment instruments, collecting data on student learning outcomes, and analyzing results to identify areas of strength and weakness.
- **Accreditation Maintenance:** The office plays a critical role in ensuring the college maintains its accreditation with external agencies like the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). This involves preparing accreditation reports, demonstrating compliance with accreditation standards, and facilitating self-study processes.

Data-Driven Decision Making: The office gathers and analyzes data on student learning outcomes, faculty qualifications, and program enrollment trends. This data informs strategic



decision-making, resource allocation, and program development initiatives within the College of Education.

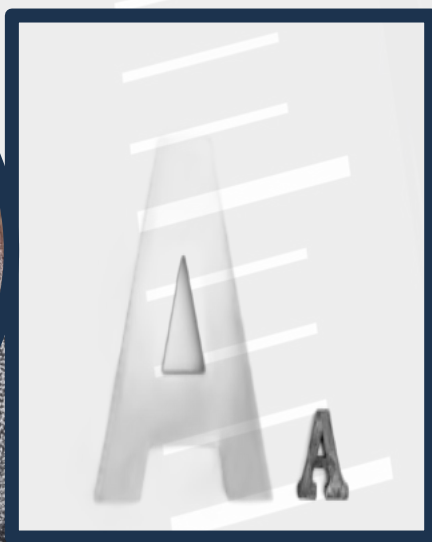
Overall, the Office of Assessment and Accreditation is a cornerstone for ensuring that the College of Education at Tennessee State University delivers high-quality educational programs that prepare future educators for success.

Data

In a QAS, collecting data by themes offers several advantages and serves a specific purpose:

- **Identifying Trends and Patterns:** By grouping data into themes, we can identify recurring issues, strengths, or areas needing improvement across different programs, processes, or departments. This allows the College to move beyond isolated data points and gain a broader understanding of systemic strengths and weaknesses within the system.
- **Targeted Improvement Efforts:** Thematic analysis helps pinpoint areas where improvement efforts can have the most significant impact. Instead of spreading resources thinly across numerous isolated issues, we can focus on addressing common themes to achieve more systemic improvements in quality.
- **Benchmarking and Comparison:** Thematic data collection allows the College to compare performance across different organizational programs or units. This can help identify best practices in one area that can be applied to others, fostering overall quality improvement.
- **Efficient Data Analysis:** Theming data reduces the complexity of large datasets. By categorizing data, we can analyze it more efficiently and extract meaningful insights without getting overwhelmed by individual data points.
- **Effective Communication and Reporting:** Presenting data thematically simplifies communication and reporting of QAS findings. Stakeholders can readily understand the overall quality landscape by looking at recurring themes, rather than being bombarded with a barrage of individual data points.

The information collected and synthesized in this document provides findings for the six (6) areas: *Students, Process and Procedures, Faculty, Curriculum, Support, and Partnerships* for forward progression.





Enrollment and Graduation

This information tells the story of how many students enter a program and how many successfully complete it. By analyzing these numbers, we can gain valuable insights into the size of student bodies, program effectiveness, and potential areas for improvement. So, buckle up as we embark on this journey through the world of educational statistics! **Outcome:** Table 1 summarizes the data spanning Fall to Fall. The table provides the number of students enrolled per semester, students per year, graduates per semester, and those retained. Outcomes indicate that enrollment is an influx from Fall-to-Fall and on a declining pattern. The mean for graduates from Fall-to-Fall is 52 students.

EDUCATION



Table 1. Enrollment & Graduation Data (Fall 2020 to Fall 2023)

Semester	Number of Students Enrolled Per Semester	Unique Students Per Year	Number of Graduates Per Semester	Retained Fall to Fall (Percentage)
Fall 2020	722		44	
Spring 2021	648	FA20-SP21 785	73	
Summer 2021	509	FA20-SUM21 945	85	
Fall 2021	935		49	F 20-F21 377/722 (52.22%)
Spring 2022	862	FA21-SP22 1062	65	
Summer 2022	519	FA21-SUM22 1185	123	
Fall 2022	931		40	F21-F22 393 / 935 (42.03%)
Spring 2023	818	FA 22-SP23 1018	63	
Summer 2023	399	FA22-SUM23 1047	85	
Fall 2023	803		74	F22-F23 478 / 931 (51.34%)
	Unique Student Codes Total through		Graduate Rates through	
	Spring 2023 = 1953		Spring 2023=542/1953 (27.75%)	
	Summer 2023= 1997		Summer 2023=627/1997 (31.4%)	

Note. *Only covers programs housed in the College of Education. Please note that UG Early Childhood Education is not shown in the College of Education until Fall 2021, and UG Elementary Education and other secondary programs are housed under other colleges but will be included as trackable in the EPP information.

Table 2 provides a comprehensive view of three-year enrollment trends across different academic programs. It details the total number of students enrolled within each major, further categorized by their specific concentration (if applicable), and their current student level (undergraduate, graduate, etc.). This breakdown allows us to analyze enrollment patterns by program focus and student stage, offering valuable insights into program popularity and student progression throughout their academic journey. **Outcome:** The data indicates that graduate



programs encompass much of the enrollment. The 2019-2022 cycle required data collection for enrollment through faculty, but the College now has access to more consistent enrollment data. While the data may not be 100% and has a sizeable +/- error, the data still provides some information. The 2020-2023 cycle saw a decrease in enrollment.

Table 2. 3-Year Total Enrollment by Major & Concentration & Student Level Fall 20 to Spring 23

Fall 2020 to Summer 2023 Major and Concentration	Student Levels		
	GR	UG	Grand Total
Administration and Supervision	19		19
Higher Educ Administration	2		2
(blank)	17		17
Curriculum and Instruction	137		137
Curriculum Planning	10		10
Educational Technology	15		15
Foundations and Curriculum	5		5
Music	15		15
None	1		1
Reading	7		7
Secondary Education	1		1
Secondary School Instruction	43		43
Special Education	2		2
Tch Non-English Lang Child	19		19
(blank)	19		19
Early Childhood Education		101	101
Child Dev and Learn (K-8)		1	1
Teacher Certification (7-12)		1	1
Teaching Certification		1	1
(blank)		98	98
Educational Adm and Supervision	1		1
(blank)	1		1
Educational Leadership	164		164
Higher Educ Administration	4		4
Higher Education Leadership	81		81
Pre-K-12 Administration	39		39
(blank)	40		40
Educational Technology	15		15
(blank)	15		15
Elementary Education	35	2	37
Reading	8		8
(blank)	27	2	29
Higher Educ Admin & Lead Cert	4		4
(blank)	4		4
Instructional Leadership	395		395
Career and Technical Education	24		24
Instruct Leadership Licensure	289		289
Instruct Leadership Non-Licensure	28		28
(blank)	54		54
Professional School Counseling	27		27
Guidance and Counseling	2		2



(blank)	25		25
Psychology	100	826	926
Counseling Psychology	75		75
School Psychology	2		2
(blank)	23	826	849
Special Education	171		171
(blank)	171		171
Grand Total	1068	929	1997

Table 3 explains the distribution of students across the various majors. The table provides the range of programs and the percentage of students enrolled. This breakdown provides valuable insights into the academic interests of our student body and the popularity of different fields of study. **Outcome:** Psychology manages over 46% of majors.¹

Table 3. Percentage of Majors

<i>Majors</i>	<i>Percentage of College Enrollment</i>
<i>Administration and Supervision</i>	0.95%
<i>Curriculum and Instruction</i>	6.86%
<i>Early Childhood Education</i>	5.06%
<i>Educational Adm and Supervision</i>	0.05%
<i>Educational Leadership</i>	8.21%
<i>Educational Technology</i>	0.75%
<i>Elementary Education</i>	1.85%
<i>Higher Educ Admin & Lead Cert</i>	0.20%
<i>Instructional Leadership</i>	19.78%
<i>Professional School Counseling</i>	1.35%
<i>Psychology</i>	46.37%
<i>Special Education</i>	8.56%
Grand Total	100%

Table 4 sheds light on enrollment patterns within our institution over the past three years, spanning Fall 2020 to Summer 2023. Here, we'll delve into enrollment data for each major, including any concentrations offered within those programs. By tracking enrollment changes over time, we can identify trends in program popularity, gauge student interest in specific fields, and inform strategic decisions for the future.

¹ Indicates the need to utilize the recruitment and retention plan developed to improve numbers.



Table 4. 3-Year Enrollment Comparison by Major & Concentration from Fall 20 to Summer 23

Fall 2020 to Summer 2023 Major and Concentrations	Year		
	FA20_SUM21	FA21_SUM22	FA22_SUM23
Curriculum and Instruction	86	85	77
Educational Technology	8	7	10
Special Education	2	2	2
Curriculum Planning	10	6	4
Foundations and Curriculum	1	3	7
Music	8	9	7
None	1		
Reading	2	2	6
Secondary Education		1	2
Secondary School Instruction	23	27	22
Tch Non-English Lang Child	13	12	6
(blank)	18	16	11
Early Childhood Education	1	58	63
Elementary Education			1
Child Dev and Learn (K-8)			1
Teacher Certification (7-12)			1
Teaching Certification			1
(blank)	1	58	59
Educational Technology	4	12	10
(blank)	4	12	10
Elementary Education	22	18	14
Reading	4	5	
(blank)	18	13	14
Special Education	53	115	57
(blank)	53	115	57
Administration and Supervision	19	13	9
Higher Educ Administration	2	1	1
(blank)	17	12	8
Educational Adm and Supervision	1		
(blank)	1		
Educational Leadership	109	119	111
Higher Educ Administration	4	3	2
Higher Education Leadership	48	58	59
Pre-K-12 Administration	23	31	25
(blank)	34	27	25
Higher Educ Admin & Lead Cert			4
(blank)			4
Instructional Leadership	245	270	140
Career and Technical Education	3	20	14
Instruct Leadership Licensure	177	229	112
Instruct Leadership Non-Licensure	14	16	10
(blank)	51	5	4
Professional School Counseling	13	19	14
Guidance and Counseling	1	1	1
Pre-K -12 School Counseling		1	
(blank)	12	17	13
Psychology	392	476	548



Counseling Psychology	43	57	48
School Psychology	2	1	1
(blank)	347	418	499
(blank)			
(blank)			
Grand Total	945	1185	1047

Table 5 examines student persistence or retention across academic years. This table delves into student retention rates over the past three academic years, spanning Fall 2020 to Fall 2023. **Retention** rate refers to the percentage of students who return to our institution for the following academic year. By analyzing these figures, we can gain valuable insights into student success, program effectiveness, and areas where we can enhance the academic experience to foster continued enrollment. **Outcome:** The data reveals a downward trend in retention over the past three years. Further investigation is needed to understand the underlying factors contributing to this decline. The decrease in enrollment suggests revisiting our program offerings and outreach strategies to attract a wider range of students.

Table 5. Retention Year to Year Fall 2020 through Fall 2023

	20/21	21/22	22/23
Curriculum and Instruction	50	40	26
Early Childhood		16	6
Special Education	1	23	5
Administration and Supervision	13	9	1
Educational Leadership	70	80	70
Instructional Leadership	9	12	10
Professional School Counseling	9	7	4
Psychology	51	197	95

Note. Data retrieved from Argos System.

Outcome: The data paints a concerning picture of a consistent enrollment decline over the past three years. This downward trend necessitates thoroughly examining the factors contributing to this decrease. We must prioritize strategies to reverse this course and ensure the long-term sustainability of our institution.

Continuous Improvement Goals [for action plan]

Rationale: Data indicates decreased student enrollment and retention over the past three years. This poses a significant challenge to our college's long-term sustainability and success. To address this challenge head-on, the College must focus on reversing these trends.



Target: See the respective recruitment and retention plans to determine the efforts for recruitment. **Note.** The recruitment and retention plans were created in the Fall of 2023.

Enrollment:

- Increase overall college enrollment by **10%** within the next three academic years.

Retention:

- Increase first-year student retention by **5%** within the next three academic years.

Action Steps:

1. **Analyze Data:** Review and revise regularly to determine if programs are participating in efforts to recruit based on the plans.
2. **Evaluation:** Monitor and evaluate the progress of the plans submitted.
 - **Track Key Metrics:**
 - Regularly monitor application rates, enrollment numbers, retention rates, and graduation rates.
 - Collect data on student satisfaction through surveys and focus groups.
 - Track engagement with student support services.
 - **Evaluate Strategies:**
 - Analyze data to determine the effectiveness of implemented strategies.
 - Identify areas for improvement and adapt your approach as needed.
 - Conduct cost-benefit analyses to ensure efficient utilization of resources.
 - **Communication and Collaboration:**
 - Regularly communicate progress towards the continuous improvement goal with faculty, staff, and students.
 - Foster collaboration between departments to ensure a holistic approach to improving enrollment and retention.
3. **Continuous Improvement:** Refine the action plans based on the results of the ongoing evaluation and feedback process.

Completer Survey (all programs)

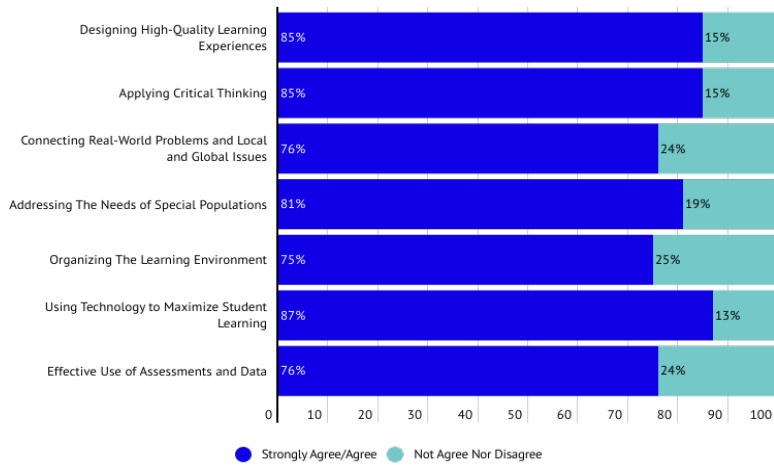
Context. Student satisfaction is an area of focus. The surveys for 2019-2020 and 2020-2021 were composed of 79 questions, including 18 multi-choice demographic questions, 57 five-point Likert scale questions, and four (4) open-response questions. The majority, 87%, of the respondents were female and 70% were White. Rank-ordered demographic data shows that



many respondents were White and female. The survey combined 2-cycles. The survey length is an issue for initial and advanced programs, and it has decreased.

The survey was revised for 2021-2022 and piloted to candidates from the *Teaching and Learning* department to test and refine the questions. An invitation for this survey was emailed to the 24 exiting student teachers. Figure 1 consists of twenty-four (24) or 100% of teaching graduates who completed the survey through the online Qualtrics tool. The survey was composed of twenty-six (26) questions. The result indicates that candidates were mostly satisfied. Analysis revealed monitoring areas with non-committal responses. The College is still pondering removing the neutral question so that respondents can commit to a response.

Figure 1. Revised Survey Results



The focus areas included connecting real-world problems and focal and global issues, organizing the learning environment, and effectively using assessments and data. Years 2021 and 2022 showed no improvement in those areas. Since then, changes to the survey include one survey for all programs that possess skip logic. Candidates choose a program in the survey that skips to questions relevant to the candidate. Thus, the number of surveys disbursed is reduced. The analysis indicated that monitoring areas with non-committal responses and specific areas within teaching and learning needed review.

2022-2023

For the 2022-2023 reporting year, the survey includes distribution to all programs within the College, which was not the case in the previous year as the survey was a pilot. Table 6 provides the demographics in responses from the various program candidates. There were 16 responses, with the responses coming from non-licensure graduate programs (Black and female). Participation included 69% female and 31% male, 69% African American and 25% White.



Table 6. Demographics of Survey Completers

Program	Race	Gender		N
Blank	White	Male	Valid	1
			Missing	0
Instructional Leadership	Black	Male	Valid	1
			Missing	0
		Female	Valid	2
			Missing	0
Teaching Licensure	White	Male	Valid	1
			Missing	0
	Black	Female	Valid	1
			Missing	0
Other (special education, curriculum and instruction, Ed Tech, etc.)	White	Male	Valid	1
			Missing	0
	Black	Male	Valid	1
			Missing	0
		Female	Valid	6
			Missing	0
	Other	Female	Valid	1
			Missing	0
			Total	16

Program data is available for those units that request the data profile. Related to programs in general, the College examined the core questions for all programs that are not standards-specific. Table 7 provides comparisons of responses from previous years. The College improved across the various areas.



Table 7. Completer Survey Responses

Question	19-22 Result	2023 Result	Notes
41. How effective was the faculty in teaching your major?	86% extremely effective (6) and 14% very effective (1)	89% extremely effective (8) and 11% very effective (1)	Improved slightly from the previous result.
44. How effective were the student supports in the program?	50% extremely effective (3) and very effective 50% (3)	78% extremely effective (7) and very effective 22% (2)	Improved slightly from the previous result.
45. How effective was your academic advisor?	33% extremely effective (2) and very effective 2% (1) and 33% moderately effective (2)	67% extremely effective (6) and very effective 11% (1) and moderately effective (2)	Improved slightly from the previous result.
47. How effective were faculty in timely responses?	33% extremely effective (2) and very effective 67% (4)	67% extremely effective (6) and very effective 33% (3)	Improved slightly from the previous result.
46. What was the mode of delivery for the program?	33% Online (2), 16% In-Seat (1) and 50% Hybrid (3)	Online 33% (3) and Hybrid 67% (6)	A shift into online and hybrid.
48. How effective was the mode of delivery in the instruction?	33% extremely effective (2) and very effective 33% (2) and 33% moderately effective (2)	78% extremely effective (7) and very effective 11% (1) and 11% moderately effective (1)	Improved slightly from the previous result.

Outcome: The data indicates that the College must improve the survey response rate from the various programs to gain a greater insight into improvement for those areas. With the inclusion of all programs and not just teaching and learning, the College now has baseline information for all programs.

Continuous Improvement Goals [for action plan]

Rationale: Recent survey data indicates a need to improve participation by 15% across all programs. A low response rate limits the reliability and generalizability of the data collected. Increasing the response rate will ensure a more representative sample and provide more accurate insights.

Target: Increase the student response rates by 15% across all programs within the next academic year.

Action Steps:

- Analyze Data:** Review and revise regularly to gauge survey performance and revise questions, format, or delivery methods based on data and feedback. Test different



strategies and communication channels to see what works best for your audience. Continuously analyze survey data and incorporate feedback to improve future surveys.

2. **Develop Action Plans:** Based on the data analysis, develop action plans to address the identified issues. These plans include:
 - a. Monitoring survey response rates and tracking the impact of implemented strategies.
 - b. Considering using tools like email open rates, click-through rates, and completion times to assess the effectiveness of communication efforts.
 - c. Monitoring the impact of the implemented changes by tracking survey scores.
3. **Continuous Improvement:** Refine the action plans based on the results of the ongoing evaluation and feedback process.

Course Evaluations (2021-2023)

Course evaluations are a new addition to the data collection warehouse. Thus, there is no prior cycle comparison. These data were derived from the course evaluation conducted after the courses. Students complete 18 questions related to instructor and course quality scored using a Likert 5-point scale. There is no rationale for the non-use of the data point, but this data point is now an additional metric. Data ranges from Fall 2021 to Spring 2023.

Fall 2021 to Fall 2023 (in-seat and online)

The analysis does not include student demographic analysis. The decrease influences the percentages of students from Fall to Fall. The analysis in this report is not the full analysis but does include an example of the analysis. Tables 8 and 9 provide a comparison analysis of Fall 2021 and Fall 2023. The analysis includes all programs in the College (not just EPP). Again, the data indicates decreased student satisfaction across the 18 survey items. The data has been disaggregated by program and is available upon request. The analysis included a frequency distribution, which shows how many respondents chose each option (strongly agree, agree, neutral, disagree, strongly disagree). This provides a basic understanding of the responses. Likert scale scores 4 and 5 and scores 1-3 were bundled in the analysis. The three (3) score is a throwaway score that yields no data. Thus, the point is linked with decreased satisfaction. One point of consideration is that transitions [AAPN, new staff, etc.] affect programs, so that must be documented. The units must examine the data and decide how to remedy the decrease in student satisfaction and the specific deficiencies for each question.

In-Seat. The analysis for this reporting period shows decreased student satisfaction for all programs.

Online. However, the analysis for this reporting period shows various areas of improvement. For example, *Teaching and Learning* saw gains in online teaching compared to in-seat.

Table 8. *Program, Questions, and Percentages (in-seat)*



Program	Rating	My instructor is knowledgeable of the subject matter. _120		My instructor communicated effectively. _121		My instructor stimulated my interest in the subject. _122	
		Fall 2021	Fall 2023	Fall 2021	Fall 2023	Fall 2021	Fall 2023
Educational Leadership	1	0	4%	0	2%	0	4%
	2	0	2%	0	6%	4%	7%
	3	4%	6%	0	6%	4%	10%
	4	8%	36%	12%	40%	8%	33%
	5	88%	52%	88%	46%	84%	46%
	↓ Diff	36%		42%		38%	
Psychology	1	5%	0.3	0	3%	0	3%
	2	0	2%	0	4%	5%	4%
	3	0	4%	0	5%	10%	9%
	4	14%	15%	19%	17%	14%	21%
	5	81%	78%	81%	71%	71%	63%
	↓ Diff	3%		10%		8%	
Teaching and Learning	1	1%	2%	4%	2%	4%	2%
	2	1%	0	8%	3%	4%	2%
	3	6%	0	5%	4%	10%	6%
	4	14%	23%	19%	27%	21%	28%
	5	78%	75%	62%	64%	59%	63%
	↓ Diff	3%		2%		4%	

Note. The difference is only for score five (5) to determine the change.

Table 9 contains only online scores but displays a similar pattern except for Teaching and Learning. Teaching and Learning receive increased scores online versus in-seat.



Table 9. Program, Questions, and Percentages (online)

Program	Rating	My instructor is knowledgeable of the subject matter. 120		My instructor communicated effectively. 121		My instructor stimulated my interest in the subject. 122	
		Fall 2021	Fall 2023	Fall 2021	Fall 2023	Fall 2021	Fall 2023
Educational Leadership	1	0	0%	2%	2%	1%	0%
	2	1%	2%	2%	3%	1%	5%
	3	4%	5%	3%	5%	7%	13%
	4	13%	21%	15%	31%	11%	25%
	5	82%	72%	78%	59%	79%	57%
	Diff	10%		19%		22%	
Psychology	1	2%	3%	4%	4%	4%	4%
	2	1%	2%	5%	5%	8%	6%
	3	4%	12%	8%	13%	11%	15%
	4	18%	23%	20%	21%	17%	23%
	5	75%	60%	63%	57%	60%	52%
	Diff	15%		6%		8%	
Teaching and Learning	1	4%	0%	13%	2%	13%	2%
	2	6%	0%	8%	1%	11%	1%
	3	14%	2%	11%	3%	9%	2%
	4	22%	9%	17%	10%	19%	9%
	5	54%	89%	51%	84%	48%	86%
	Diff	-35%		-33%		-38%	

Outcome: Course evaluation data indicates decreased student satisfaction across the 18 questions. What are the causes and the improvements? Teaching and Learning online satisfaction improved. This metric will be added to the overall plan for continued improvement.

Continuous Improvement Goals [for action plan]

- 1. **Rationale:** Recent course evaluations indicate decreased student satisfaction across all programs. This goal aims to improve the student learning experience and address concerns raised in the evaluations.

Target: Increase the average course evaluation score for overall satisfaction by 10% across all programs within the next academic year.

- 2. **Rationale:** A low response rate limits the reliability and generalizability of the data collected. Increasing the response rate will ensure a more representative sample and provide more accurate insights.



Target: Increase the response rate for future surveys by 15% within the next data cycle timeframe.

Action Steps:

1. **Analyze Evaluation Data:** Conduct a detailed analysis of the course evaluation data to identify specific areas where student satisfaction has declined. This could involve looking at trends by program, course type, instructor, or specific evaluation questions.
2. **Develop Action Plans:** Based on the data analysis, develop action plans for each program or department to address the identified issues. These plans could include:
 - a. **Curriculum Adjustments:** Review and revise course content, assignments, or learning activities based on student feedback.
 - b. **Teaching Strategies:** Implement new teaching strategies or provide professional development opportunities for instructors to improve their delivery methods.
 - c. **Communication Strategies:** Improve communication with students about course expectations, resources, and feedback mechanisms.
3. **Pilot and Implement Changes:** Pilot some of the proposed changes in a few courses before implementing them more broadly.
4. **Evaluation and Feedback:** Monitor the impact of the implemented changes by tracking course evaluation scores and gathering additional student feedback throughout the year.
5. **Continuous Improvement:** Refine the action plans based on the results of the ongoing evaluation and feedback process.

Comprehensive Exam (no data provided for analysis)

Outcome: The comprehensive exam is provided to various programs within the College. Typically, these exams are conducted through eLearn, the learning platform. Thus, the Office of Assessment and Accreditation reached out to obtain these data. Unfortunately, the Office has not received these data to this point. The Office will continue to monitor ways to obtain and analyze this data.

Continuous Improvement Goals [for action plan]

Rationale: The current data collection process is challenging for promptly creating reports. The goal is to reduce delays in receiving data, incomplete data sets, inaccurate data, and difficulty understanding the data format.

Target: Discover a process to collect data relevant for inclusion in the annual analysis.

Action Steps:


1. **Evaluation Data:** Redesign the student observation process to be more reflective for the candidate and more efficient, data-driven, and focused on collecting valid results.



2. **Action Plans:** Based on the data analysis, develop action plans for each program or department to address the identified issues.
 - a. **Clarity and Communication:** Ensure clear requests and facilitate communication with data providers.
 - b. **Streamlining Processes:** Reduce friction in the data request and delivery process.
 - c. **Building Relationships:** Foster collaboration and accountability with data providers.
3. **Evaluation and Feedback:** Monitor the process.
4. **Continuous Improvement:** Refine the action plans based on the results of the ongoing evaluation and feedback process.

Notes





2. Process & Procedures

The College indicated areas of improvement for the 19-22 cycle. To ensure the creation of a foundation for the QAS, the data provided some components needed for quality data retrieval and analysis. Table 10 is an excerpt from the continuous improvement tracking sheet that records progress. The continuous improvement of processes is an ongoing cycle of identifying, analyzing, and implementing changes to make them more effective, efficient, and adaptable. Measuring this improvement is crucial because it provides objective data to:

- **Evaluate the effectiveness** of implemented changes and determine if they are achieving the desired outcomes.
- **Identify areas for further improvement** by pinpointing bottlenecks, inefficiencies, or areas where processes are not meeting expectations.
- **Track progress** over time and **demonstrate the value** of continuous improvement efforts to stakeholders.
- **Inform decision-making** by providing data-driven insights to guide future improvements and resource allocation.
- **Promote a culture of continuous learning and improvement** within an organization by highlighting successes and encouraging ongoing evaluation and adaptation.

By measuring continuous improvement, organizations can ensure they make informed decisions, optimize their resources, and deliver the best possible outcomes, ultimately contributing to increased efficiency, cost savings, and overall success.



Table 10. Baseline Processes and Procedures

Process	Outcome	CI Goal	Outcome
Student Drop	The outcomes showed that the Praxis and faculty are the top issues for students causing them to drop.	Develop a process related to the findings of the survey results.	The result of the survey supported the TESS office in advising students. This practice is maintained until data indicates a different approach.
Recruitment and Retention	1. None reported as the person responsible for the work resigned. 2. Restructuring approach to simply use the University plan	1. Utilize the University strategic as the action plan and matrix to monitor progress. 2. Develop measure for the College to report to the overall university and use for CI purposes.	The R&R plan was designed with 75% submission. Programs that did not submit are marked as nil. Monitor the results of the plans. This practice is maintained.
Equity-Driven Decisions Process	The policy has been developed and activated to support the work in the college. All systems have been developing to support the work.	1. Track the progress of the council and the selection of the members. 2. Track all processes connected to the equity policy. 3. Discuss any challenges determined in the council and develop action plans to move the work further.	This practice is maintained.
Focus Group Coordination (EPP)	The committee put together the process and procedures for the focus groups and will have at least one meeting before the CAEP visit. The outcomes will determine the next steps.	Institute the focus group to meet and make decisions about the 19-22 data provided within the data dashboard.	The focus group met twice and provided feedback related to improving curriculum, access to information, and recruitment. This practice is maintained.
Curriculum	Reviewed and found multiple errors in the matrices, program descriptions, syllabi, and more.	Based on student and focus group feedback, the College must review and revise all curriculum-related documents.	Over 74% of the programs have verified reviews of the program document. This practice is maintained.
Program Assessment	The outcomes show that submission rates were 88% for 21-22 and over 90% for 22-23.	Move to 100% submission and 0% returns with feedback by preparing the College for program assessment.	The College is improving in submission; however, there needs to be greater submission and analysis of the data. This practice is maintained.
EPP Council	TESS successfully created the EPP Council to include programs outside the College for 27 total participants.	The participation is good from the secondary programs; however, the meetings see low participation from the College program coordinators.	The EPP Council sees an average of 56% participation. Participation must increase so that all faculty understand the products due.



Outcome: Except for the Student Drop process, all elements indicated in Table 3 remain on the plan for the next cycle. Over 91% of all processes were completed and began during the 2019-2022 cycle. The College will maintain the processes and procedures in place and begin to cycle in updated policies and procedures during the Summer semester of 2024. This metric will be added to the overall plan for continued improvement.

Continuous Improvement Goals [for action plan]

- 1. Rationale:** The current processes were established to reduce inefficiencies and inconsistencies, leading to inconsistent outcomes. Streamlining this process will improve efficiency, accuracy, timeliness, student and faculty satisfaction, etc.).

Target: Continue establishing the foundation of the quality assurance system with the process and procedures. Continue to monitor the outcomes of the procedure implementation and outcome.

Action Steps:

- 1. Maintain the CI Task List:** Maintain the diagram outlining each step in the current processes, identifying key decision points, responsible parties, and handoffs.
- 2. Identify Bottlenecks and Areas for Improvement:** This cycle will include analyzing the mapped process to pinpoint bottlenecks, redundancies, and opportunities for improvement. This involves:
 - o **Data analysis:** Examining data related to processing times, error rates, and feedback.
 - o **Partner feedback:** Conducting interviews or surveys with employees involved in the process to gather their insights and suggestions.
- 3. Develop and Implement Improvements:** Based on the identified areas for improvement, implement changes to the process, such as:
 - o **Standardization:** Establishing clear and consistent procedures for each step in the process.
 - o **Automation:** Utilizing technology (AI) to automate repetitive tasks.
 - o **Communication improvements:** Enhancing communication between different teams or departments involved.
 - o **Resource optimization:** Optimizing the allocation of resources to reduce processing time and costs.
- 4. Continuous Improvement:** Refine the process based on the results of the pilot and ongoing feedback.





3. Faculty

The College seeks to identify further variables to support this area's implementation for 2024-2025. Data related to student course evaluations is currently the reliable data to support this area. This data could include faculty evaluations, publications and scholarship, professional development, surveys, and focus group feedback. Current mapping only includes course evaluations for faculty until more variables can be added.

Course Evaluations

Table 11 contains only online scores but displays a similar pattern except for Teaching and Learning. Here, you'll find information about various aspects of the online learning experience, such as course content, instructor effectiveness, and overall satisfaction. We can gain valuable insights into student perceptions of online courses by analyzing these scores. This data helps us identify areas of strength and areas for improvement, ultimately aiming to enhance the online learning experience for future students. **Outcome:** The results indicate areas for improvement in teaching.



Table 11. Program, Questions, and Percentages (online)

Program	Rating	My instructor is knowledgeable of the subject matter. 120		My instructor communicated effectively. 121		My instructor stimulated my interest in the subject. 122	
		Fall 2021	Fall 2023	Fall 2021	Fall 2023	Fall 2021	Fall 2023
Educational Leadership	1	0	0%	2%	2%	1%	0%
	2	1%	2%	2%	3%	1%	5%
	3	4%	5%	3%	5%	7%	13%
	4	13%	21%	15%	31%	11%	25%
	5	82%	72%	78%	59%	79%	57%
	Diff	10%		19%		22%	
Psychology	1	2%	3%	4%	4%	4%	4%
	2	1%	2%	5%	5%	8%	6%
	3	4%	12%	8%	13%	11%	15%
	4	18%	23%	20%	21%	17%	23%
	5	75%	60%	63%	57%	60%	52%
	Diff	15%		6%		8%	
Teaching and Learning	1	4%	0%	13%	2%	13%	2%
	2	6%	0%	8%	1%	11%	1%
	3	14%	2%	11%	3%	9%	2%
	4	22%	9%	17%	10%	19%	9%
	5	54%	89%	51%	84%	48%	86%
	Diff	-35%		-33%		-38%	

Outcome: Course evaluation data indicates decreased student satisfaction across the 18 questions. This metric will be added to the overall plan for continued improvement. While Teaching and Learning saw improvement, the overall college needs improvement.

Continuous Improvement Goals [for action plan]

- 1. Rationale:** Develop or discover measures that can support understanding outcomes. This goal aims to improve the student learning experience and address concerns raised in the evaluations.
- 2. Rationale:** Recent course evaluations indicate decreased student satisfaction in some programs. This goal aims to improve the student learning experience and address concerns raised in the evaluations.

Target: Increase the average course evaluation score for overall satisfaction by 10% across all programs within the next academic year.



- 3. Rationale:** A low response rate limits the reliability and generalizability of the data collected. Increasing the response rate will ensure a more representative sample and provide more accurate insights.

Target: Increase the response rate for future surveys by 15% within the next data cycle timeframe.

Action Steps:

- 1. Analyze Evaluation Data:** Conduct a detailed analysis of the possible data related to faculty. This could involve looking at trends by program, course type, instructor, or specific evaluation questions.
- 2. Develop Action Plans:** Based on the data analysis, the action plans include:
 - a. Curriculum Adjustments:** Review and revise course content, assignments, or learning activities based on student feedback.
 - b. Teaching Strategies:** Implement new teaching strategies or provide professional development opportunities for instructors to improve their delivery methods.
 - c. Communication Strategies:** Improve communication with students about course expectations, resources, and feedback mechanisms.
- 3. Evaluation and Feedback:** Monitor the impact of the implemented changes by tracking course evaluation scores and gathering additional student feedback throughout the year.
- 4. Continuous Improvement:** Refine the action plans based on the results of the ongoing evaluation and feedback process.

Attendance and Engagement Score (new metric as of 2023)

The College has multiple meetings that must be attended. One of the areas of improvement in the initial audit of data was faculty engagement in collegewide and other relevant meetings. The College has created an engagement score to monitor collegewide engagement resulting from the baseline college audit. These data are collected using meeting notes, minutes, tracking software in the various systems, and artificial intelligence (e.g., Read). A meeting engagement score is a metric that quantifies how actively participants interacted and contributed during a meeting. The meeting engagement score is needed to:

- Identify areas for improvement in meeting planning and facilitation;
- Encourage active participation and foster a collaborative environment;
- Measure the effectiveness of different meeting formats and technologies; and
- Demonstrate the value of meetings by showcasing attendee engagement.

For this reporting year, the point values are assigned based on the following factors:

- Point system and weights to fit the specific meeting types (i.e., crucial, emergency, follow-up, etc.) and priorities. Calculate the total score for each meeting.



- A defined scoring range to interpret attendance, participation, and engagement levels. For example, a score of 8-10 could indicate high engagement, 5-7 moderate engagement, and below 5 low engagement.
- Weightings are assigned to each factor category based on meeting type and priorities (e.g., pre-meeting preparation might be more crucial for brainstorming sessions).
- The score is calculated for each factor based on the assigned point system.
- The scores are summed from each category to get the total meeting engagement score.

As of 2023-2024, the engagement score includes an aggregate until all meetings are collected consistently. The meetings that were represented for the score were the EPP Council, Leadership, and Program Assessment meetings. Later scores may include university-wide activities as well.

Figure 2. Faculty Engagement Score

Metrics	19-22	20-23
Attendance	-	70
Participation	-	67
Engagement	-	73

Notes. Data originating from Team and Zoom analytics, attendance sheets, Read, etc.

Outcome: Engagement has improved since the 2019-2022 cycle by 20% on average. However, the College needs greater engagement to complete projects. This metric will be added to the overall plan for continued improvement.

Continuous Improvement Goals [for action plan]

Rationale: A low engagement can point to several significant issues that hinder productivity and overall satisfaction. The goal is to reduce passive participation, side conversations, unclear takeaways, low or consistent lack of attendance, and negative versus constructive feedback.

Target: Increase the average meeting engagement score by 5% in the next cycle.

Action Steps:

1. **Develop Action Plan:** Identify areas with the lowest scores to increase meeting engagement. Areas of focus include:
 - a. Focus Management (Weight: [Medium]): Implement strategies to minimize distractions during meetings, such as starting on time, setting ground rules, and encouraging focused participation.
 - i. Implement: Establish clear expectations and enforce them politely but firmly.



- ii. Utilize technology features like meeting mute buttons or "do not disturb" functionalities.
 - b. Time Management (Weight: [Medium]): Allocate sufficient time for discussions but avoid letting them run overtime.
 - i. Implement: Develop a clear timeline for agenda items and stick to it as closely as possible. Be prepared to adjust the timeline if necessary, but communicate changes.
2. **Evaluation:** Monitor the impact of the implemented changes by tracking meetings using analyses from the meeting or an AI software that captures meeting notes.
3. **Continuous Improvement:** Refine the action plans based on the results of the ongoing evaluation and feedback process. Continuously monitor meeting engagement scores to track progress and identify areas that require further attention.

Notes:





4. Curriculum

In the College, we must ensure our curriculum remains relevant, engaging, and effectively prepares students for the future. We are embarking on a collaborative review and revision process for our curriculum items to achieve this goal.

This revision process will be guided by the overall plan for fostering deeper understanding, developing critical thinking skills, aligning with industry standards, and incorporating real-world applications. This revision process will involve collaboration among faculty, staff, administrators, and potentially even external experts in the field.

The 19-22 data audit outcomes indicate that the College scored poorly in ensuring that curriculum-related materials were available, revised, and ready for student consumption. The Focus Group (2022-2023) and students (2019-2022 survey) indicated the need to improve.

College Materials

Curriculum-related refers to curriculum maps, syllabi review, and updates, program matrices, programs of study, sequences and descriptions, and Nuventive reporting. Table 12 provides an analysis of the areas and the outcomes.

Table 12. Curriculum-Related Updates

<i>Timeline</i>	Topic	Action	Outcome
August 12 – February 28	Curriculum Maps	Revise the course curriculum maps with ALL standards relative to the courses	100% Verification
August 12 – March 5	Syllabi Review and Updates	<ol style="list-style-type: none"> Update syllabi by revising, reducing, and ensure all relevant standards are present <ul style="list-style-type: none"> Distinguish between course activities and performance (key) assessments to measure candidates' knowledge, skills, and dispositions related to the standards Review and revise syllabi to reflect consistent in-course performance assessments and standards <ul style="list-style-type: none"> Including the student support lab in syllabi Including appropriate student learning outcomes Updating to show alignment to standards Updating to capture themes such as equity, diversity, inclusion, and belonging 	60% Verification
August 12 – March 5	Programs of Study, Sequences, and Descriptions	Revise all Programs of Study, Sequences, and Program Descriptions to reflect the holistic program	88% Verification
August 12 – February 15	Program Matrices	Review and revise program matrices using a consistent approach representing all program types (back, post-bacc, job-embedded, etc.)	80% Verification
Jan 1 – May 31	Nuventive Alignment	Use identified EPP-driven in-course performance assessments to align to student learning outcomes in Nuventive for program assessment <ul style="list-style-type: none"> Demographics and program level must now complete analysis of data for Nuventive to develop themes of improvement 	94% Submission 15% Return Rate <i>*Note. The previous submission rate was 80% (2022).</i>

Outcome: The College achieved an 84% submission average for this reporting period. This is an improvement based on the 19-22 data cycle. The outcomes from the reporting cycle were more perception versus empirical evidence. For example, the Recruitment and Retention process that the College took programs through was due to the 19-22 cycle data. Programs have low



numbers; thus, the data indicates a plan. The submission rate for the recruitment and retention plan was 60%.

Continuous Improvement Goals [for action plan]

Rationale: Increase faculty and staff engagement with the curriculum development process by obtaining a minimum of 90% on-time submissions.

Target: Increase the submission of curriculum-related material revisions by 10% for the reporting period.

Action Steps:

1. **Analyze Evaluation Data:** Conduct a detailed analysis of the course evaluation data to identify specific areas where student satisfaction has declined. This could involve looking at trends by program, course type, instructor, or specific evaluation questions.
2. **Action Plans:** Based on the data analysis, these plans could include:
 - a. **Peer Review and Feedback:** Implement a peer review process for curriculum development to promote collaboration and provide constructive feedback. (Weight: Medium)
 - Implementation:
 - Develop guidelines for effective peer review, focusing on constructive feedback and best practices.
 - Train faculty on providing and receiving peer feedback.
3. **Measurement and Tracking:**
 - a. **Faculty Surveys:** Regularly conduct surveys to assess faculty satisfaction with curriculum development processes, workload management, and support provided.
 - b. **Focus Groups:** Utilize focus groups to review materials for consistency.
 - c. **Monitor Completion Rates and Time Spent:** Track completion rates for curriculum tasks and the time faculty spend on these activities to identify areas for improvement.
4. **Evaluation and Feedback:** Monitor the impact of the implemented changes by tracking submissions.
5. **Continuous Improvement:** Refine the action plans based on the results of the ongoing evaluation and feedback process.





5. Support

In the previous cycle (19-22), candidates indicated a lack of support from faculty and staff. For this cycle, the support process was enhanced. While the University has a complaint process, the College explored improvement opportunities. At the request of students and the Focus Group, the College incorporated the Equity Council and the Student Complaint process.

Complaint and Equity

The College reviewed the newly created Customer Service Unit at Tennessee State University, which is dedicated to specialized student issues. If the College cannot support candidates with financial aid, housing, etc., the process provides candidates with a contact number and email, and the complaint is forwarded. Thus, the College not only supports students related to the respective programs but also supports finding answers for students. The College created two areas that include:

- **Complaint Process**
- **Equity Council**

Complaint Process. Since the inception of the student complaint process, nine (9) complaints have been submitted. Of the nine, two were forwarded to the Office of Equity and Inclusion per university policy due to the nature, three (3) complaints were successfully resolved, and the remaining four (4) were forwarded to the proper unit for follow-up as they were related to areas outside the College.



Equity Council. The 19-22 data cycle indicated that the College has some equity issues that needed attention. Practices that are not policies were being promoted, causing student angst and stress. One submission was where a student challenged a practice with a successful outcome. The Council, consisting of no leadership and representatives across the College, voted in favor of the student but insisted that the College revise the policy.

Outcome: Data indicates that the College is on the right track regarding the additions to student support outside of the ongoing support.

Continuous Improvement Goals [for action plan]

Rationale: The College recently implemented additional support services for students. While these resources are available, data from course evaluations or student surveys suggests that student awareness and utilization of these supports may be low. Additionally, the effectiveness of the existing support services might need further evaluation.

Target: Increase student awareness and satisfaction with additional student support services by 10% within the next cycle.

Action Steps:

6. Assess Current Awareness and Utilization:

- Conduct surveys or focus groups with students to gauge their awareness and experience with the additional support services.
- Analyze existing data on student usage of these services (if available).

7. Enhance Marketing and Communication:

- Develop a comprehensive communication plan to increase student awareness of the available support services. This could include:
 - Utilizing multiple communication channels (website, social media, student portal, etc.).
 - Creating informative and engaging content (videos, infographics, testimonials).
 - Partnering with faculty and advisors to integrate information about support services into their courses and interactions with students.

8. Evaluate and Improve Support Services:

- Conduct interviews or surveys with students who have used the support services to gather feedback on their effectiveness, accessibility, and overall experience.
- Analyze student feedback trends to identify improvement areas within the existing support services.
- Explore opportunities to expand or adapt the support services based on student needs.

9. Promote Student Engagement:

- Develop workshops or training sessions to encourage students to seek out and utilize the available support services proactively.

- Pilot programs that embed support services directly into specific courses or programs.
- Create a peer support network or mentor program to connect students with peers who can offer guidance and encouragement.

10. Continuous Monitoring and Adjustment:

- Regularly collect data on student utilization and satisfaction with support services.
- Use the collected data to refine communication strategies, improve existing support services, and develop new initiatives based on evolving student needs.

Notes:





6. Partnerships

The College has been working to reestablish the partnership support. A metric for measuring partnership is the Memorandum of Understanding (MOU). The College maintains and updates all MOUs. However, MOUs do not provide data-sharing agreements or specific activities connected to the College outcomes. Based on the baseline cycle of 19-22, the College eliminated many of the “groups” after finding many were no longer needed after the foundation had been reestablished. The College is focusing on internal and external partners. The revised groups are:

- **EPP Council**
- **Focus Group**
- **Advisory Council**

1. **EPP Council** provides a place for out-of-college faculty to participate in program improvement and update discussions.

- Products from the Council include program revisions and the submission of products for submission to accrediting bodies and state approval. Submissions for national and state products were made on time. Improvement is needed in attendance and program-specific submission (75% rate).
- Managed by the TESS Office



2. **Focus Group** is a facilitated group discussion to gather insights and qualitative data about a specific topic, product, or service. The purpose is to gain a deeper understanding of attitudes, opinions, and experiences from a targeted group of participants. Those participants include school districts, faculty (external and internal), and leadership.
 - Focused primarily on the 19-22 data and made two recommendations. Improve program documents and extend student support. Both of those have been implemented and shall continue.
 - Managed by the TESS Office
3. The **Advisory Council** consists of individuals who provide guidance and expertise. Each unit may or may not have a council. The College has no data related to advisory councils. The council is on the report only to indicate that this is an improvement area.
 - Focus area as there is no data to support.
 - Managed by program units.

Outcome: The College has meeting minutes to support the meetings and the outcomes of the EPP Council and Focus Group. Each meeting has added to changes made to the program based on data. For example, reviewing programmatic numbers and making decisions has been the initial purpose of the groups.

Continuous Improvement Goals [for action plan]

Rationale: Current data suggests low to mid participation and engagement in advisory and EPP council meetings. This can hinder the effectiveness of these groups in providing valuable insights and achieving their goals.

Target: Increase the average meeting participation score by 25% and engagement score by 25% for all Advisory Council and EPP Council meetings within the data cycle.

Action Steps:

1. **Analyze Data and Identify Barriers:**
 - Analyze existing data on meeting attendance and engagement (e.g., surveys, attendance records).
 - Conduct focus groups or interviews with council members to understand their perceptions, barriers to participation, and suggestions for improvement.
2. **Enhance Meeting Design and Content:**
 - Pre-meeting materials: Distribute clear and concise agendas, background materials, and any relevant pre-work expectations in advance.
 - Facilitation techniques: Utilize various techniques to encourage active participation, such as brainstorming, small group discussions, polls, and Q&A sessions.
 - Meeting format: Experiment with different meeting formats (e.g., virtual, hybrid, in-person) to cater to different preferences and accessibility needs.

3. Improve Communication and Collaboration:

- Clearly defined roles and expectations: Communicate the roles and responsibilities of council members, facilitators, and other stakeholders.
- Open communication channels: Encourage open communication and information sharing through dedicated platforms or channels before, during, and after meetings.
- Acknowledge contributions: Recognize and appreciate council members' valuable contributions and insights.

4. Follow-up and Action Planning:

- Meeting summaries and action items: Circulate clear and concise meeting summaries with action items and timelines after each meeting.
- Track progress on action items: Monitor and track progress on agreed-upon action items and provide updates at subsequent meetings.

5. Continuous Improvement:

- Regularly gather feedback: Conduct periodic surveys or focus groups to gather ongoing feedback from council members on their experience and suggestions for further improvement.
- Refine strategies based on feedback: Continuously evaluate and adapt the implemented strategies based on feedback and observed impact.

Next Steps

Our commitment to student success and academic excellence goes beyond simply delivering courses. We strive for continuous improvement, and at the heart of this lies a robust QAS. This system is a roadmap for gathering data, analyzing performance, and implementing changes to elevate the educational experience.

Imagine the QAS as a cycle that never ends. It begins with data collection. We gather information from various sources, including student evaluations, faculty feedback, and internal audits. This data serves as the foundation for understanding our current strengths and weaknesses. The next step is data analysis. This involves dissecting the information collected, identifying trends, and pinpointing areas for continuous improvement. This analysis clearly shows where we stand and where we need to go.

Based on the data analysis, we then implement continuous improvement goals. This is where we utilize specific actions to address identified issues. The plan outlines what needs to be improved, who will be responsible for implementing the changes, and a timeline for completion.

Finally, the cycle returns to **data collection**. Once we've implemented the changes, we need to assess their effectiveness. This involves gathering new data to see if the changes have yielded positive results. The loop continues, ensuring continuous refinement and improvement.

The story doesn't end after the plan is made. That's when the real work begins. We must communicate the plan with all stakeholders, including faculty, staff, and students.

Transparency is key to fostering a culture of ownership and encouraging everyone to participate in the improvement process. We will also monitor the implementation process closely, tracking progress and making adjustments as needed. Regular evaluation ensures we stay on track and adapt to unforeseen circumstances.

The goal is to achieve a certain standard and cultivate a **continuous self-assessment and improvement** process. By embracing this ongoing cycle, we guarantee a dynamic learning environment that consistently evolves to meet the ever-changing needs of our students and the educational landscape.

Notes:



Institute for Educational Funding Equity



Kendra W. Bassett, M. Ed.
Graduate Researcher



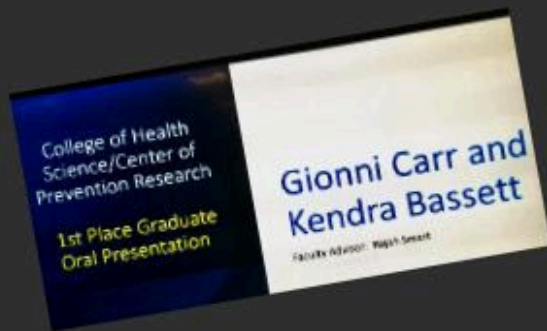
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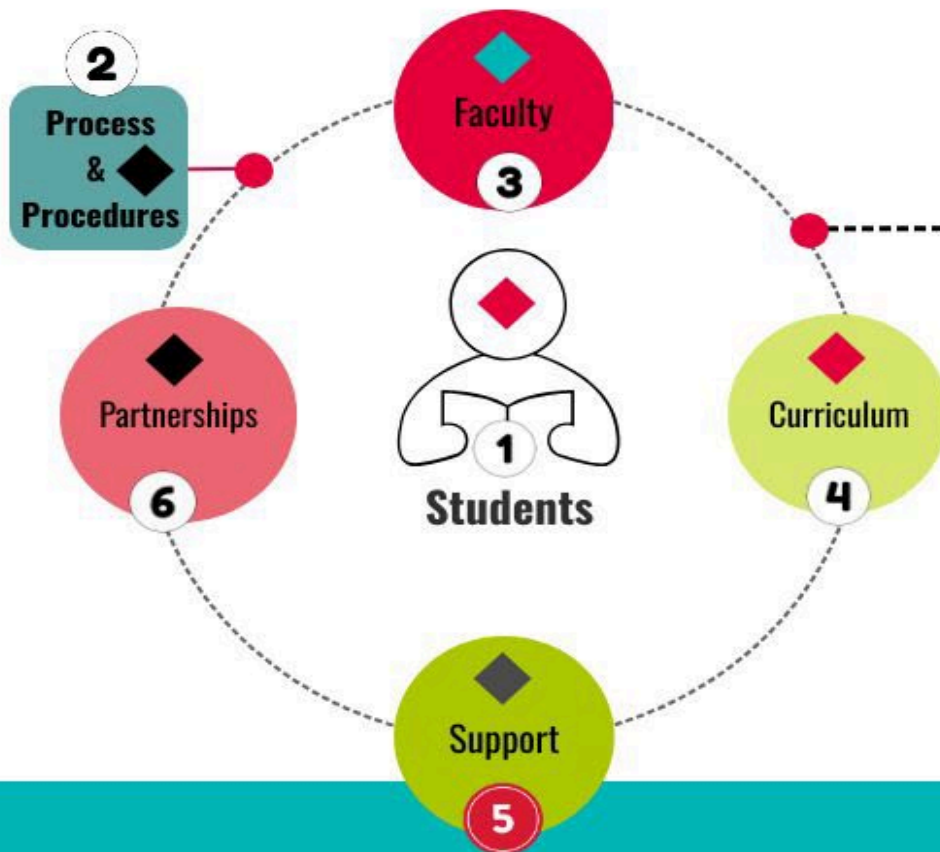
First Place TSU Annual Research Symposium

Congratulations to our researchers who took first place at the College of Health Oral session at the 46th Annual University-Wide Research Symposium at Tennessee State University.



College of Education Quality Assurance System (QAS)

Redesigned based on results of 20-21 through 22-23 data



- Quality assurance starts and ends with students
- Process and procedures drive the efficiency and effectiveness of the QAS

1	Advising, Support, Exit, & Two Year Post Grad Surveys, Performance Evaluations PRAXIS * TEAM * EdTPA COMPS Dispositions Course Level Standard Performance Evaluations Recruitment * Retention * Graduation Rates
2	College of Education & Unit Manuals, Program Assessment, University Reporting, QAS Reporting
3	Professional Development, Surveys, Course Evaluations, Performance Evaluations

4	Review of Syllabi, Curriculum Maps, Course Evaluations, Performance Evaluations
5	GRACIE-OTL, Exit, & TESS Exit Surveys, Equity Council, Student Advisory Council
6	Focus Groups, TDOE Surveys (EPP Only), Advisory Councils

Metrics for Areas

Terms and Definitions

- **Accreditation:** The external review process conducted by an official accrediting body to ensure a program meets established quality standards.
- **Assessment Data:** The information gathered through assessment measures (program assessment) or quality audits (quality assurance). This data can be quantitative (numerical) or qualitative (descriptive).
- **Assessment Measures:** The tools and techniques used to collect data on student learning outcomes (program assessment). This can include exams, surveys, portfolios, projects, or other methods.
- **Benchmarking:** Comparing a program's performance against external standards or similar programs at other institutions (program assessment & quality assurance).
- **Continuous Improvement:** The ongoing process of using assessment data (program assessment) or audit findings (quality assurance) to identify areas for improvement, implement changes, and evaluate the effectiveness of those changes.
- **Data Analysis:** The process of organizing, interpreting, and drawing conclusions from assessment data (program assessment) or quality assurance data.
- **Formative Assessment:** Assessment conducted during learning to provide feedback and improve student learning (program assessment).
- **Learning Outcomes:** Specific, measurable statements that describe the knowledge, skills, and dispositions students are expected to acquire by the end of a program (program assessment).
- **Performance Assessment:** During NCATE times, the popular term was **key assessment**. The performance assessment is a comprehensive examination of student performance typically provided at the conclusion of a course to measure knowledge, skills, and disposition related to a specific content.
- **Program Assessment:** The systematic process of collecting, analyzing, and interpreting data to evaluate the effectiveness of an educational program in achieving its stated goals and objectives.
 - **n.** An assessment that provides outcome data related to the overall program. For example, the comprehensive exam is considered a program assessment.
- **Program Evaluation:** A broader term encompassing program assessment that also considers factors like program costs, student satisfaction, and societal impact.
- **Quality Assurance (QA):** A systematic approach to ensure that a program, product, or service meets predetermined quality standards.
- **Quality Audit:** A systematic and independent examination to determine whether quality activities and related results comply with planned arrangements and whether these arrangements are implemented effectively and suitably to achieve objectives.
- **Reliability:** The consistency of an assessment measure (program assessment) or quality assurance process in yielding the same results under similar conditions.
- **Summative Assessment:** Assessment conducted at the end of a program to evaluate overall student learning outcomes (program assessment).

- **Validity:** The degree to which an assessment measure (program assessment) or quality assurance process accurately reflects what it is intended to measure.

Notes

