Comprehensive Standard 3.3.1.1 (Institutional Effectiveness: Educational Programs): The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in each of the following areas: [3.3.1.1] educational programs, to include student learning outcomes.

"The institution provided sufficient evidence that it identifies expected learning outcomes for most academic programs. However, there were numerous insufficiencies in program assessment processes and limited evidence of the use of the analysis of results as the basis for program improvement. (Assessment processes for Art, Sociology, Political Science are the exception) The institution should provide evidence that it identifies student learning outcomes for each academic program, assesses the extent to which those outcomes are achieved, and uses the results t]-T1(td (s)7c TJ 0 Tc 0 Tw 4.188 0 Td ( )Tj EMC /P <</MCID 5 >>BDC /CS1 cs 0 scn 12 -0 0

A thorough review of previous reports and current practice on program effectiveness was conducted after receiving the SACSCOC feedback above. Many programs at Tennessee Tech are currently collecting assessment data and making improvements on their programs. However, the reports are not consistent across campus concerning reporting format and consistency in expectations and terminology. Improvements were needed in assessment plans and use of results for programmatic changes.

An IE Template and Guide with exemplars were developed to assist academic units in IE reporting and the IE team to review reports. The University Assessment Director and the Interim Associate VP for Academic Affairs collaborated with SACSCOC Evaluators' materials and SACSCOC principles to develop a new template for reporting (Appendix A) and incorporated an

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categorized as "Developing," in addition to those in the "Acceptable" stage. Off-site and distance learning programs were found to have planning and assessment procedures that are consistent with on-campus programs.

II. Sampling Procedure

TTU has six major colleges; submitted access exists, on the CD and at the website, to fifty separate academic fields. The highlighted sampling method incorporates three categories and is organized by college hierarchy. Three to four samples from each college, including undergraduate, graduate, off-site locations,

Table 1
Sample by College and Category

Review Category	College of Agriculture and Human Sciences	College of Arts and Sciences	College of Business	College of Education	College of Engineering	College of Interdisciplinary Studies	Distance Learning Program (Reported in Colleges)	Program with components at Off-Site Locations (Reported in Colleges)	General Education (Reported Separately)
Exemplary	Nursing (BS)	Sociology (BS)	Business Administration (BS) Accounting (BS) Business Administration (MBA)*	Curriculum & Instruction (BS)**	Mechanical Engineering (BS)	n/a	Business Administration (MBA)*	Curriculum & Instruction (BS)**	n/a
Acceptable	Agriculture (BS)	Geosciences (BS)	n/a	Exercise Science, Physical Education & Wellness (BS & MS*)	Civil and Environmental Engineering (BS)	n/a	Exercise Science, Physical Education & Wellness (MS)*	n/a	General Education

III. Examples Highlighting Actions due to Assessment Results

(Undergraduate, Graduate, Offsite, and Distance Learning are included. Actual reports are available on the CD and accessible on the TTU SACSCOC website.)

 x College of Agriculture and Human Sciences

The **Bachelor of Science in Nursing** provides an example of an exemplary process for use of assessment and is also accredited by the Commission on Collegiate Nursing Education (CCNE). The department has very specific measureable student learning outcomes, comprehensive assessment tools, processes for discussion of data, and uses results to continually monitor progress on outcomes and make changes accordingly. For example, Learning Outcome 9 (Professionalism and Professional Values) was targeted for improvement due to <u>Mid-Curricular Health Education Systems, Inc. (HESI) Results</u>. While the RN Exit Health

The AAFCS certification exam will be piloted during the Spring 2013 semester, and results will be used to determine effectiveness of this exam in measuring student learning in Human Ecology content. If the results are as expected, then the certification exam will become the HEC Senior Exit Exam beginning in the Fall 2013 semester.

However, due to this process it became clear to the department head and faculty members that both the program goals and the outcomes needed to be updated. An example of continuing improvement in these components is shown in this section of their report. New program goals and assessments were created concerning program accreditation, enrollment, and adequate faculty members. In addition to revising program goals to more accurately reflect current practice and future activities, it was necessary to revise student learning outcomes. The current Human Ecology Senior Exit exam (for Student Learning Outcome 1) is not adequate to fully assess overall knowledge; therefore use of the standardized AAF 0.re c(h)-13a3(r)4(e)3(c)8((h)-3(s)-7(e o)-0.00

The **Bachelor of Science in Accounting** provides an example of an exemplary process for use of assessment and is also accredited by the Association to Advance Collegiate Schools of Business (AACSB). The department has very specific measureable student learning outcomes, comprehensive assessment tools, processes for discussion of data, and uses results to continually monitor progress on outcomes and makes changes accordingly. For example, Learning Outcome 5 is a fairly new learning outcome and relates to accounting students' ability to identify the International Accounting Standards Board (IASB) and International Financial Reporting Standards (IFRS) and their ability to describe the intent and purpose of efforts to implement IFRS. Learning Outcome 5 was measured for the first time in Fall 2011 in ACCT 3170 Intermediate Accounting I, ACCT 3180 Intermediate Accounting II, and ACCT 4410 Advanced Accounting. A series of embedded course assessments was developed to measure accounting students' overall awareness of IFRS.

To increase student awareness of international accounting issues, in Spring 2011, the

address the issues of defining and assessing integration in business education. A rubric for assessing integrative knowledge was presented for faculty consideration.

x   College of Education

The **Bachelor of Science in Curriculum and Instruction (On-Campus & Off-Site/2+2)** provides an example of an exemplary process for use of assessment and is also accredited by the National Council for Accreditation of Teacher Education (NCATE). In addition to on-campus programs, this department also includes o

content of ELED 4872 Professional Seminar I and CUED 4800 Student Engagement needed to be realigned with the CIA and the PLT (Sections on the Praxis II Exam). As the edTPA becomes a very important criterion for Residency, it is essential that we review the rubrics and make curriculum decisions. As stated in their report, TTU candidates scored below the targeted outcome in understanding students' language development & associated language demands. As a result, the faculty of all reading courses will incorporate this rubric into their classes. More attention will be given to specific ways that students in learning tasks use academic language.

The **Bachelor of Science in Exercise Science, Physical Education, and Wellness** provides an example of an acceptable process for use of assessment. Initially, reporting language was vague and needed revision; adjustments to student learning outcomes, assessment tools, and modifications were recommended. For example, Learning Outcome 1 (EXPW majors will demonstrate content knowledge in their chosen concentration), shows a less than 100% pass rates on the required licensure exam (Praxis). A committee of faculty has been formed to investigate strategies to ensure that all students pass their licensure exam, to be implemented in 2013-2014.

In addition, Learning Outcome 2 (EXPW majors will be capable of competing for jobs in their chosen field as well as graduate study opportunities), upon review, showed the need for more efficient data collection tools to analyze progress. The department is formulating an Alumni Survey and an Online Senior Interview Survey to provide results for actions.

The **Master of Arts in Exercise Science, Physical Education, and Wellness (Distance Education)** provides an example of an acceptable process for use of assessment. Initially reporting language was vague and needed revision; adjustments to student learning outcomes, assessment tools, and modifications were recommended. The assessment processes are the same for this distance learning program as processes for courses taught on campus in the Department of C & I.

For example, Learning Outcome 1 (EXPW Graduate Students3

The **Bachelor in Music** provides an example of a developing process for use of assessment and is also accredited by the National Association of Schools of Music (NASM). This department had the required components but needed to add or improve the quality of the assessments and modifications. The Department of Music has undergone a complete shift with regard to learning outcomes in 2011-2012. The learning outcomes presented were created by the chair and de

The **Bachelor of Science in Civil and Environmental Engineering** provides an example of an acceptable process for use of assessment and is also accredited by the Accrediting Board for Engineering and Technology (ABET). Initially reporting language was vague and needed revision, and adjustments to student learning outcomes, assessment tools, and modifications were recommended. For example, Learning Outcome 8 (an ability to use techniques, skills, and modern tools for engineering practice), was found to need adjustments to the method of delivery.

Survey results show that the students were not fully satisfied with use of CAD and engineering software in the curriculum. In response to this concern, the CEE Department has taken steps to increase exposure to AutoCAD in ENGR 1110 (Engineering Graphics) and, to the extent possible, in some CEE design courses. The faculty have continually introduced AutoCAD in selected CEE course homework since the last ABET visit. Currently, the courses that require homework assignments to be undertaken with AutoCAD are CEE 3110, 3610, 4320, 4350, 4640, and 4950. In 2012, CEE 3000 Civil Engineering Graphics was approved for use in the CEE curriculum in an attempt to focus student learning on engineering graphics software specifically for CEE applications. This course is currently being implemented into the curriculum.

The **Master of Science in Electrical Engineering** provides an example of a developing process for use of assessment. This department had the required components but needed to add or improve the quality of the assessments and modifications. For Learning Outcome 2 (Apply advanced methods in the development of solutions in the chosen area of emphasis in electrical and computer engineering), students are satisfactorily completing these requirements. There is sufficient documentation and approvals to insure these requirements are being met. These requirements are regularly reviewed and revised by the faculty. No action is identified at this time.

However, upon review of this program, the Graduate Program Committee feedback shows that program goals and learning outcomes need to be improved. In addition, there needs to be documentation as to how course content relates. The following actions were taken: review and revise program goals and learning outcomes; develop a standard format for course syllabi, and relate course content to program goals and learning outcomes. We look forward to seeing the effect of these changes in future reporting.

x   **College of Interdisciplinary Studies**

The **Bachelor of Science in Interdisciplinary Studies (On-Campus, Off**

modifications. For example, Learning Outcomes 1-3 (Demonstrate the skills and knowledge necessary to engage in critical thinking and leadership development, Develop a program of study that integrates learning from two academic emphasis areas, and Demonstrate that integration through a senior-level capstone project that identifies and researches a topic from various perspectives, address significant problems that impact a global society, and communicate findings effectively), are effective and measured. However, improvements to sampling and program evaluation were needed.

The academic advisors of the Interdisciplinary Studies College held several meetings to discuss program quality improvement. Rubrics were reviewed and discussed in alignment between the University mission, ISEE's mission, and graduate/undergraduate program goals and outcomes.

- o Business Administration (MBA) – Exemplary
- o Exercise Science, Physical Education & Wellness (MS) – Acceptable
- o Nursing (MSN) – Developing
- o Professional Studies (MSP) – Developing

x Programs with Components at Off-Site Locations

Programs with components at off-site locations were also found to have consistent planning and assessment process with their on-campus counterparts. Measurable student learning outcomes are established, and assessment processes are in place that allow for these programs to continuously monitor and improve their strategies for student learning. Students have the same access to resources as those on campus, and have the choice in the method of delivery of instruction, as well as the assessment of instruction and performance. A great example of this can bis -   h   hidlefort. T5(2ch(it)6(e)-f3(s)6(o)ll)6(o)10(w)(ang2(s)9(p)-10(o)-2(g)2(ra1(s)2(are)4(

well as through tenured faculty members released from 50 percent of their teaching loads to serve as heads of the new learning villages that are being established at the rate of 1-2 per year; each village also has a substantial budget for "academic peer mentors," experienced students who are available to tutor first-year students living in the same village. Two awards for excellence in general education teaching are given each year, highlighting and publicizing successful instructional methods. The Center Stage program, initiated specifically as a general education activity for students, offers frequent opportunities for students to see presentations on issues of social diversity as well as musical, theatrical, and literary and visual arts programs.

The primary challenge facing the TTU general education program at this point is to <u>construct a more comprehensive assessment plan</u> that includes all areas of general education, not just the core competencies areas where assessment is currently mandated by TBR. The range of courses taught within a single general education area can include faculty from three different colleges and several different departments. Likewise, the various learning outcomes are wide-ranging and listed in no particular order of importance. Effectively coordinating assessment and improvement will require identifying shared priorities that connect various disciplines and instructional cultures.

The expanded general education assessment program will include <u>reflective self-assessment by faculty</u> in all areas, including those currently assessed directly, a two-part approach (faculty in ENGL 1010 and 1020 are already doing this). The reflective assessment instrument, to be completed annually by faculty teaching general education courses, will compare the teaching priorities of instructors in particular courses with the TBR learning outcomes for the relevant area (e.g., humanities/fine arts, etc.). These responses will help determine which outcomes are most important to the various faculty teaching a particular course (e.g., Introduction to Sociology), so that learning outcomes for that course can be prioritized and improved teaching methods can be more readily identified. Even though the general education program and its assessment requirements are regulated statewide by TBR, setting priorities within the prescribed learning outcomes will lead to more strategic institutionally distinctive general education instruction that will serve as an effective foundation of undergraduate education and promote lifelong learning.

AppendixA
Institutional Effectiveness Guide and Template for Academic Programs

SACSCOC Core Requirements:

2.5 The institution engages in ongoing, integrated, and institution-wide research-based planning and evaluation processes that (1) incorporate a systematic review of institutional mission, goals, and outcomes; (2) result in continuing improvement in institutional quality; and (3) demonstrate the institution is effectively accomplishing its mission. (Institutional Effectiveness)

3.3.1

- x Confusion with traditional/nontraditional learning and on/off campus learning
- x Inconsistent names of the same program
- x Inconsistent terminology throughout document
- x Poorly align assessments with outcomes and goals
- x Using only indirect measures for assessment
- x Mismatch between unit documentation and information in catalog or website
- x Not enough focus on Modifications and Continuous Improvement or Program Changes/Actions due to Assessment
- x Mistaking completed strategies for assessment (If you just have to report a check off list of actions, then you are not using assessment correctly. Find a direct measure related to learning outcomes)
- x Try to cover academic jargon or instruct on what IE is and is not
- x Are not specific enough or too specific
- x Write too much to cover the lack of substance
- x Confuse personnel evaluation with department evaluation
- x Attribute lack of consistency to prior format, method, or person
- x List portfolios, papers, or presentations as an assessment but have not developed a rubric for program evaluation
- x   2-5(2-i8(al)-1f)-800:5(ni)dy <</MCID

2.5 & 3.3.1) Explain succinctly in narrative how outcomes are related to dept/unit/instituti onal mission and goals.

II. Program Goals and Student Learning Outcomes (Both Undergraduate and Graduate Programs):

Program goals must ultimately impact Student Learning Outcomes. Student Learning Outcomes are required for reporting on this standard. Student learning outcomes specify the knowledge, skills, values, and attitudes students are expected to attain in courses or in a program. The expectation is that the institution will engage in ongoing planning and assessment to ensure that for each academic program, the institution develops and assesses student r(n)5(2   Td [o-7(c((t)-9(i)-5pIui)-2(re)-3(d   t)-5(o)38.57

IV. Rationale for Outcomes and Assessments (Process of Data Analysis):

It is the program's/department's responsibility to make a compelling case as to why the sampling and assessment findings are an appropriate representation of the institution's programs. Describe what assessment instruments were used and why they were selected. Evaluators are looking for use of multiple assessment methods. How was the data disseminated and analyzed throughout the department to make modifications?

V. Results (Use current results compared to past results if applicable)

Highlight the name of the Assessment Tool (List Outcome #s) and present results…

This contains a highlighted section that includes evidence for improvement. Insert graph, tables, and e eAdtablnt7h1(

programs, thus impacting student learning outcomes. And, highlight the use of assessment results to improve student learning outcomes. *The Modification and Continuing Improvement section should be*

Appendix B—Institutional Effectiveness Audit Form

COLLEGE/UNIVERSITY	OUT-COMES/GOALS	ASSESS-MENTS	

AppendixC

Timeline for Institutional Effectiveness Report

Date	Activity
October 17 – 31, 2012	Presentations on the Institutional Effectiveness (IE) Report Guide and Template at Deans' Council, Colleges...
Friday, December 7, 2012	**Academic Program IE Report due to Academic Affairs**
December 7, 2012 – February 1, 2013	Review of Programs IE Reports
Friday, February 1, 2013	Review comments back to academic units
Friday, March 1, 2013	**Revised Academic Program IE Report due to Academic Affairs**
Tuesday, March 19, 2013	Draft Response Report for CS3.3.1.1 ready for review – Part of the Referral Report

March 19, 2012 -

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