

Anthology – Planning Module Entering and editing assessment and institutional effectiveness information

This handout describes UTC's outcomes assessment process, as well as actions and functions of the Anthology - Planning platform.

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URL: https://utc.campuslabs.com/planning

or https://www.utc.edu/oaa and scroll down and click on 'Anthology – Planning Login'.

UTC Office of Accreditation and Assessment (OAA) Contacts (questions, to request access/permissions to the site and to specific areas, etc.)

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Outcomes Assessment Timeline





- **>** September 30th and January 31st are when items are due.
- December/January and February/March are when feedback will be provided.
- Plan, Engage, and Improve: Outcomes Development Workshops are conducted in April, May, June, July, August, September, October, and November. NOTE: The Plan, Engage, and Improve: Outcomes Development Workshops require registration; however, if assistance is needed when a session is not scheduled, we are available for one-on-one or departmental sessions.

1. September 30 – Due Date

- Sections that are due: All information should be entered for each outcome assessed (at least three), including Assessment Data (Results), Strengths and Weaknesses Seen Based on the Results, Follow Up Actions Planned, Continuous Improvement, and Progress field.
 NOTE: Each outcome should be assessed at least once every three years.
- 2. October 1st-5th Rollover
 - Outcomes from the reporting cycle that was just reported will be rolled over by OAA into the new reporting cycle unless marked for exclusion from rollover.

3. October 10th-31st /November – Plan, Engage, and Improve: Outcomes Development Workshop Sessions

• Plan, Engage, and Improve: Outcomes Development Workshop Sessions will be held in person and via Zoom.

4. November/December – Feedback Provided

• Feedback will be sent to programs and departments on assessment results from the previous reporting cycle in order to improve outcomes and associated assessment information entered for current cycle. This feedback will also be uploaded into the Feedback for Current Reporting Cycle section in Anthology – Planning.

5. January 31st – Due Date

Sections that are due: Outcome Title, Outcome Goal (if applicable), Outcome
Description, Reporting Cycle Outcome Last Assessed, Means of Assessment (multiple
can be selected), Relation of Means of Assessment to the Outcome, Course(s) associate
with Outcome (if applicable), and Criteria for Success. NOTE: Each outcome should be
assessed at least once every three years.



6. February/March – Feedback Provided

• Feedback will be sent to programs and departments on outcomes for the current reporting cycle. This feedback will also be uploaded into the Feedback for Current Reporting Cycle section in Anthology – Planning.

7. April/May – Plan, Engage, and Improve: Outcomes Development Workshop Sessions

- Plan, Engage, and Improve: Outcomes Development Workshop Sessions will be held in person and via Zoom.
- 8. June/July Plan, Engage, and Improve: Outcomes Development Workshop Sessions
 - Plan, Engage, and Improve: Outcomes Development Workshop Sessions will be held in person and via Zoom.
- 9. August/September Plan, Engage, and Improve: Outcomes Development Workshop Sessions
 - Plan, Engage, and Improve: Outcomes Development Workshop Sessions will be held in person and via Zoom.



Logging on to the UTC Anthology - Planning system.

Navigate to https://utc.campuslabs.com/planning.

Preferred browsers are <u>Firefox</u>, <u>Safari, Microsoft Edge</u>, <u>Opera</u>, or <u>Google Chrome</u>. Internet Explorer is not supported.

Enter your UTCID and password.



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	Welcome to the UT Chattanooga Strategic and Unit Planning Site!
	Welcome to UTC's tool to document, track and report on the strat planning and unit planning efforts of UT Chattanooga. As you
	navigate through the system, pie <u>More</u>
	Resources & Links Links and resources are provided below as well as the guide from Initial training. UTC Links on institutional effectiveness, assessme planning, etc <u>More</u>
	Plans
	Strategic Plan
	Assessment Plan
	Sort Default •

UTC-Anthology-Guide - 4.21.20254



Please be sure and review the announcements that are located on the right side of the screen. Updates and Resources and Links will be posted here.

Click on the Assessment Plan link.

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Make sure you have selected the correct **Reporting Cycle**. If entering data for a past cycle, you will need to change the reporting cycle. If you are entering information on your plan for the current reporting cycle, the system should default to the correct time period.



To Change the Reporting Cycle

Click on the down arrow and select the correct reporting cycle from the drop-down menu. There is no information in Anthology prior to 2014-15.

	2022-2023 / ASSESSMENT PLAN
FY 2012 (locked) FY 2013 (locked) FY 2013-14 (locked) FY 2014-15 (locked)	FILTER
FY 2015-16 (locked) FY 2016-17 (locked) FY 2017-18 (locked) FY 2018-19 (locked) FY 2019-20 (locked) 2020-2021 (locked) 2021-2022 2022-2023	There are no plan items associated with the current Time Period, Plan, and Organizational Unit.

Editing and Adding Data to Outcomes

To edit an outcome, click on the **outcome** for which you would like to edit or enter data.



This will open the outcome into **Edit Mode**.



For entering data/information in the identified fields follow the instructions for Adding New Outcomes on page 8, page 9 for entering a Student Learning Outcome, page 15 for entering a Service Outcome, and page 21 for entering a Program Outcome.

Adding New Outcomes

FY 2017-18 / ASSESSMENT PLAN			
A Plan Items Reports Documents			
FILTER	Sort	Default	• + Plan Item •
Collaboration - Effective Communication, Community Engagement, Ethical & Responsible Behavior			Student Learning Outcome
BA Art			Service Outcome
Student Learning Outcome			Curriculum Map



BA Art

Select what type of outcome you will be adding.

- Student Learning Outcomes (page 9) describe what students will know, be able to do, etc. as a
 result of successfully completing a course. (See <u>https://www.jmu.edu/assessment/sass/ac-stepone.shtml</u> for more information on student learning outcomes.)
- Service Outcomes (page 15) are related to what you might want as a result of providing service or programs for students and other constituencies (student support, administrative, student development, etc.)
- **Program Outcomes** (page 21) are related to and describe what students will know, be able to do, etc. as a result of completing an academic program. They encompass an entire program and are linked to SLOs.
- Default
 Plan Item

 Student Learning Outcome

 Program Outcome

 Service Outcome

 Curriculum Map

• The **Curriculum Map** item is a place where you can upload your programmatic curriculum map.



Student Learning Outcomes

If you have selected to add a new **Student Learning Outcome**, a form will come up asking for the information described below for each field.

‹	FY 2017-18 / ASSESSMENT PLAN Edit Plan Item
	Template: Student Learning Outcome
	Department/Degree Major * BA Art
	Student Learning Outcome Title * Enter a Student Learning Outcome that clearly states the expected knowledge, skill, or competency the students are expected to demonstrate as a result of completing the program.
	New Student Learning Outcome Item
	Student Learning Outcome Description Enter description of the Student Learning Outcome.
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Student Learning Outcome Title: Enter a shortened version of the outcome that summarizes the main idea. (If the outcome relates to critical thinking, please add that to the title).

Student Learning Outcome Description: Enter the description of the outcome that is being assessed. Make sure your outcomes are SMART: Specific, Measurable, Achievable, Realistic/Relevant, Timed.

Reporting Cycle Outcome Last Assessed: Enter the reporting cycle that the outcome was last assessed. If it is a new outcome, enter 'New' in the field. <u>All outcomes should be assessed at least once every</u> <u>three years</u>.

Reporting Cycle Outcome Last Assessed



Please indicate the last time this outcome was assessed. If this is a new outcome enter "New" in the field.



Comprehensive Exam (Direct)
Critical Thinking Test (Direct)

Embedded Coursework (Direct)

Licensure Exam (Direct)

ortfolio (Direct)

Publications (Direct)

Rubic (Direct)

Survey (Indirect)

Thesis/Disse

Senior

Other

Number/Count (Indirect)

Internship/Practicum/Capstone (Direct)

Oral defense/Presentation (Direct)

xit Exam (Direct)

tation (Direct)

Select a **Means of Assessment**: Select from the menu list. You can select more than one means of assessment. If you are assessing using a rubric, attach the file or folder that contains the rubric. If you are assessing in a way other than those listed, please select "Other" and enter the type or description of assessment in the next field.

SLO's **MUST** include at least one form of direct measurement. Direct measures are those that measure student learning by assessing actual samples of student work. Examples include exams/tests, papers, projects, presentations, portfolios, and performances. Indirect measures of student learning imply that learning occurred and include perceptions or attitudes related to a student's abilities. They assess opinions or thoughts about student knowledge or skills. Examples include surveys, interviews, and course evaluations.

If Means of Assessment is "Rubric", please attach the file	+ File	+ Folder
There are no attachments.		
If Means of Assessment is "Other" please specify		
If Means of Assessment is "Other" please list what the assessment is.		
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If Means of Assessment is "Embedded Coursework," identify which course: Enter the course in which this outcome is assessed.

If Means of Assessment is "Embedded Coursework," please list the course If Means of Assessment is "Embedded Coursework," please list the course in which it is embedded.





Courses Associated with the SLO: If the Student Learning Outcome is addressed in specific courses, enter those in the next field.

Course(s) Associated with SLO

Enter co	ter courses associated with this Student Learning Outcome.																		
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There are no attachments.

Relation of Means of Assessment to the Outcome: State specifically the means of assessment and provide insight on why the above Means of Assessment are the appropriate choice(s) for evaluating your outcome.

Relation of Means of Assessment to the Outcome

State specifically the means of assessment and provide insight on why the above Means of Assessment are the appropriate choice(s) for

evaluat	valuating your outcome.												
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Criteria for Success: For each assessment type, enter the standard by which performance will be compared (i.e., beginning status, number, threshold(s) of acceptability).

Criteria for Success

For each assessment type, enter the standard by which performance will be compared. (i.e., beginning status, number, threshold(s) of





Adding Data

Assessment Data: What are the findings or current observations in relation to the assessment(s) implemented? State specific outputs and whether the set target was met. If providing a percentage, make sure to include the number of student artifacts being evaluated. You can include attachments (Word, Excel, html, pdf, and PowerPoint). Make sure attachments DO NOT have any identifying student information (Name, UTC ID, etc.).

Asses	sment D	ata (Resi	ults)									\mathbf{X}
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Strengths and Weaknesses Based on Results: Include any strengths and weaknesses that are seen. Analysis of results involves the interpretation of data gathered through the use of analytical and logical reasoning to determine patterns, relationships, or trends. (What are the implications of the data? What gaps exist? What information is needed in the future?) If any changes occurred during the Reporting Cycle that could have affected your assessment results, please address those here.

Strengths and Weaknesses Based on Results Include any strengths and weaknesses that are seen. Analysis of results involves the interpretation of data gathered through the use of analytical and logical reasoning to determine patterns, relationships, or trends. (What are the implications of the data? What gaps exist? What information is needed in the future?) If any changes occurred during the Reporting Cycle that could have affected your assessment results, please address those here (curriculum revisions, syllabus revisions, course redesign, program redesign, external factors, etc.).		
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Follow Up Actions Planned: Enter any additional actions that will be taken in upcoming cycles addressing this outcome. For example, if the curriculum process is not complete or if some of the actions will take more than one reporting cycle to complete, enter a short plan here. Similarly, if students show weakness in a certain area, provide a plan for improvement. State how you will use the results to make improvements going forward.

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Continuous Improvement: Describe how continuous improvement efforts are related to previous assessment results. Indicate the connection between assessments and results from the previous year to the current year. Also, think about what continuous improvement means as you move forward.

Continuous Improvement

Describe how continuous improvement efforts related to previous assessment results.

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You are required to complete this field (as well as the Outcome, Reporting Cycle Outcome Last Assessed, Means of Assessment, Criteria for Success, Assessment Data, Strengths and Weaknesses Based on Results, and Follow Up Actions Planned fields)!



Feedback for Current Reporting Cycle: This section will contain feedback that OAA provides and will be updated with feedback after each deadline. Departments and programs DO NOT complete this section.

Feedback for Current Reporting Cycle

Feedback for the current reporting cycle will be provided by OPEIR. Departments and Programs DO NOT complete this section.

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Start and End Dates: Do not change these dates. The system defaults to the reporting cycle you

selected at the beginning of the process.

Start (DO NOT CHANGE) * 07/01/2022 End (DO NOT CHANGE) *

06/30/2023

The **Progress** field selection can be used to note the progress of the assessment for this outcome and if the outcome will continue to be assessed.

- Assessing this Cycle: The outcome will be assessed during this assessment cycle.
- Not Assessed this Cycle: The assessment for this outcome is/was not a priority at this time and was not assessed this reporting cycle. Remember that each outcome must be assessed at least once every three years.

-
Assessing this Cycle
Not Assessed this Cycle
Ready for Review
Outcome Completed - Do Not Rollover
Canceled: Outcome No Longer Applies - Do Not Rollover
Feedback Provided by Office of Accreditation and Assessment (OAA Only)
Changes Made Based on Feedback
Outcomes Finalized (OAA Only)
Curriculum Map - Current
Curriculum Map - Updated

- Ready for Review: The outcome assessment
 process is completed for the cycle and is ready for review.
- **Outcome Completed Do Not Rollover:** The outcome assessment is finished, will not be assessed again, and should not be included in future cycles.
- **Canceled: Outcome No Longer Applies Do Not Rollover**: The outcome no longer applies to the program or area and should not be included in future cycles.
- Feedback Provided by Office of Accreditation and Assessment (OAA Only): Indicates that OAA has provided feedback.
- **Changes Made Based on Feedback:** Indicates that changes were made based on the feedback provided by OAA
- Outcomes Finalized (OAA Only): Indicates that all updates have been made and are final.
- **Curriculum Map Current:** The curriculum map that is currently attached is the most up-to-date version.
- **Curriculum Map Updated:** Indicates that the curriculum map has been updated and the new version is attached.



Service Outcome

If you have selected to add a new **Service Outcome**, a form will come up asking for the information highlighted below. Enter the information for each field.

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statement is not necessarily measurable.

Outcomes: These are what you will be measuring. Make sure your outcomes are SMART: Specific, Measurable, Achievable, Realistic/Relevant, Timed

Reporting Cycle Outcome Last Assessed: Enter the reporting cycle that the outcome was last assessed. If it is a new outcome put 'New' in the field. <u>All outcomes should be assessed at least once every</u> <u>three years</u>. Reporting Cycle Outcome Last Assessed

Please indicate the last time this outcome was assessed. If this is a new outcome enter "New" in the field.



Strategies: These are the strategies and techniques you will use to achieve the outcome.

Strategies		
Strategies you will take to achieve the out	come.	·
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Means of Assessment: Select from the menu list. You can select more than one means of assessment. If you are assessing using a rubric, attach the file or folder that contains the rubric. If you are assessing in a way other than those listed, please select "Other" and enter the type of assessment in the next field.



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Relation of Means of Assessment to the Outcome: State specifically the means of assessment and provide insight on why the above Means of Assessment are the appropriate choice(s) for evaluating your outcome.

Relation of Means of Assessment to the Outcome

Describe how this means of assessment is related to the outcome.

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Criteria for Success: For each assessment type, enter the standard to which performance will be compared (i.e., beginning status, number, threshold(s) of acceptability).

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Adding Data

Assessment Data: What are the findings or current observations in relation to the assessment(s) implemented. State specific outputs and whether the set target was met. If providing a percentage, make sure to include the number being evaluated. You can include attachments (Word, Excel, html, pdf, and PowerPoint), but DO NOT include any identifying student information (Name, UTC ID, etc.).





Strengths and Weaknesses Based on Results: Include any strengths and weaknesses that are seen. Analysis of results involves the interpretation of data gathered through the use of analytical and logical reasoning to determine patterns, relationships, or trends. (What are the implications of the data? What gaps exist? What information is needed in the future?) If any changes occurred during the Reporting Cycle that could have affected your assessment results, please address those here.

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Follow Up Actions Planned: Enter any additional actions that will be taken in upcoming cycles addressing this outcome. For example, if the process is not complete or if some of the actions will take more than one reporting cycle to complete, enter a short plan here. State how you will use the results to make improvements going forward.





Continuous Improvement: Describe how continuous improvement efforts are related to previous assessment results. Indicate the connection between assessments and results from the previous year to the current year. Also, think about what it means as you move forward.

Continuous Improvement

Describe how continuous improvement efforts related to previous assessment results.

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You are required to complete this field (as well as the Outcome, Reporting Cycle Outcome Last Assessed, Means of Assessment, Criteria for Success, Assessment Data, Strengths and Weaknesses Based on Results, and Follow Up Actions Planned fields)!

Feedback for Current Reporting Cycle: This section will contain feedback that OAA provides and will be updated after each deadline. Departments and programs DO NOT complete this section.

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Start and End Dates: Do not change these dates. The system defaults to the reporting cycle you

selected at the beginning of the process.

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07/01/2022	
End (DO NOT	CHANGE) *



The **Progress** field selection can be used to note the progress of the assessment for this outcome and if the outcome will continue to be assessed.

- Assessing this Cycle: The outcome will be assessed during this assessment cycle.
- Not Assessed this Cycle: The assessment for this outcome is/was not a priority at this time and was not assessed this reporting cycle. Remember that each outcome must be assessed at least once every three years.

-Assessing this Cycle Not Assessed this Cycle Ready for Review Outcome Completed - Do Not Rollover Canceled: Outcome No Longer Applies - Do Not Rollover Feedback Provided by Office of Accreditation and Assessment (OAA Only) Changes Made Based on Feedback Outcomes Finalized (OAA Only) Curriculum Map - Current Curriculum Map - Updated

- Ready for Review: The outcome assessment
 process is completed for the cycle and is ready for review.
- **Outcome Completed Do Not Rollover:** The outcome assessment is finished, will not be assessed again, and should not be included in future cycles.
- **Canceled: Outcome No Longer Applies Do Not Rollover**: The outcome no longer applies to the program or area and should not be included in future cycles.
- Feedback Provided by Office of Accreditation and Assessment (OAA Only): Indicates that OAA has provided feedback.
- **Changes Made Based on Feedback:** Indicates that changes were made based on the feedback provided by OAA
- Outcomes Finalized (OAA Only): Indicates that all updates have been made and are final.
- **Curriculum Map Current:** The curriculum map that is currently attached is the most up-to-date version.
- **Curriculum Map Updated:** Indicates that the curriculum map has been updated and the new version is attached.



Program Outcome

If you have selected to add a new **Program Outcome**, a form will come up asking for the information described below for each field.

Template: Program Outcome

Providing Department *

Planning, Evaluation, and Institutional Research (OPEIR)

Program Outcome Title *

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Program Outcome Title: Enter a shortened version of the outcome that summarizes the main idea.

Program Outcome Description: Enter the description of the outcome that is being assessed. Make sure your outcomes are SMART: Specific, Measurable, Achievable, Realistic/Relevant, Timed

Enter the reporting cycle that the outcome was last assessed. If it is a new outcome, enter 'New' in the field. All outcomes should be assessed at least once every three years.

Reporting Cycle Outcome Last Assessed



Please indicate the last time this outcome was assessed. If this is a new outcome enter "New" in the field.





If Means of Assessment is "Embedded Coursework," which course? Enter the course in which this outcome is assessed.

If Means of Assessment is "Embedded Coursework," please list the course

If Means of Assessment is "Embedded Course," please list the course in which it is embedded.

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Courses Associated with the Program Outcome: If the Program Outcome is addressed in specific courses, enter those in the next field.

Course(s) Associated with Program Outcome

Enter co	ourses a	associated with thi	is Progr	am Ou	tcome.											_
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There are no attachments.

Relation of Means of Assessment to the Outcome: State specifically the means of assessment and provide insight on why the above Means of Assessment are the appropriate choice(s) for evaluating your outcome.

Relation of Means of Assessment to the Outcome

Describe how this means of assessment is related to the outcome.

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Criteria for Success: For each assessment type, enter the standard by which performance will be compared against. (i.e., beginning status, number, threshold(s) of acceptability)

Criteria for Success

For each assessment type, enter the standard by which performance will be compared against. (i.e., beginning status, number, threshold(s) of acceptability)

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There are no attachments.



Adding Data

Assessment Data: What are the findings or current observations in relation to the assessment(s) implemented. State specific outputs and if the set target was met. If providing a percentage, make sure to include the corresponding numbers being evaluated. You can include attachments (Word, Excel, html, pdf, and PowerPoint), but make sure all attachments DO NOT have any identifying student information (Name, UTC ID, etc.).

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Strengths and Weaknesses Based on Results: Include any strengths and weaknesses that are seen. Analysis of results involves the interpretation of data gathered through the use of analytical and logical reasoning to determine patterns, relationships, or trends. (What are the implications of the data? What gaps exist? What information is needed in the future?) If any changes occurred during the Reporting Cycle that could have affected your assessment results, please address those here.

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Include any strengths and weaknesses that are seen. Analysis of results involves the interpretation of data gathered through the use of analytical and logical reasoning to determine patterns, relationships, or trends. (What are the implications of the data? What gaps exist? What information is needed in the future?) If any changes occurred during the Reporting Cycle that could have affected your assessment results, please address those here (curriculum revisions, syllabus revisions, course redesign, program redesign, external factors, etc.).

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Follow Up Actions Planned: Enter any additional actions that will be taken in upcoming cycles addressing this outcome. For example, if the curriculum process is not complete or if some of the actions will take more than one reporting cycle to complete, enter a short plan here. State how you will use the results to make improvements going forward.

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Continuous Improvement: Describe how continuous improvement efforts are related to previous assessment results. Indicate the connection between assessments and results from the previous year to the current year, and also think about what it means as you move forward.

Continuous Improvement

Describe how continuous improvement efforts related to previous assessment results.

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You are required to complete this field (as well as the Outcome, Reporting Cycle Outcome Last Assessed, Means of Assessment, Criteria for Success, Assessment Data, Strengths and Weaknesses Based on Results, and Follow Up Actions Planned fields)!



Feedback for Current Reporting Cycle: This section will contain feedback that OAA provides and will be updated after each deadline. Departments and programs DO NOT complete this section.

Feedback for Current Reporting Cycle

Feedback for the current reporting cycle will be provided by OPEIR. Departments and Programs DO NOT complete this section.

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Start and End Dates: Do not change these dates. The system defaults to the reporting cycle you

selected at the beginning of the process.

Start (DO NOT CHANGE) *

07/01/2022

End (DO NOT CHANGE) *

06/30/2023

The **Progress** field selection can be used to note the progress of the assessment for this outcome and if the outcome will continue to be assessed.

- Assessing this Cycle: The outcome will be assessed during this assessment cycle.
- Not Assessed this Cycle: The assessment for this outcome is/was not a priority at this time and was not assessed this reporting cycle.
 Remember that each outcome must be assessed at least once every three years.
- Ready for Review: The outcome assessment
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- Outcomes Finalized (OAA Only): Indicates that all updates have been made and are final.
- **Curriculum Map Current:** The curriculum map that is currently attached is the most up-to-date version.
- **Curriculum Map Updated:** Indicates that the curriculum map has been updated and the new version is attached.





Adding a Curriculum Map

To add a Curriculum Map click on '+ Plan Item' and select Curriculum Map.

 ➡ 2023-2024 ➡ Assessment Plan 	2023-2024 / ASSESSMENT PLAN Demonstration Area	
My Units Institution	Plan Items Reports Documents	Sort Default
Q search		Student Learning Outcome
Institution	New Student Learning Outcome Item	Program Outcome
Demonstration Area	Demonstration Area Student Learning Outcome	Service Outcome Curriculum Map

Give your Curriculum Map a title (i.e., BS Psychology 2024 or BS Computer Science: Cyber Security 2024) and upload the file. It is helpful to include concentration, if applicable, and the year/semester for reference.





Each cycle verify that the uploaded curriculum map is the most up-to-date version. If the map is the most up to date or new select 'Curriculum Map – Current' in the 'Progress' field. Then click on 'Done.'

-	
Assessing this Cycle	
Not Assessed this Cycle	
Ready for Review	
Outcome Completed - Do Not Rollover	
Canceled: Outcome No Longer Applies - Do Not Rollover	
Feedback Provided by Office of Accreditation and Assessment (OAA Only)	
Changes Made Based on Feedback	
Outcomes Enalized (OAA Only)	
Curriculum Map - Current	

Done



Relating (Linking) Outcomes to a Strategic Plan and General Education Plan

Relating (linking) to the Institutional Strategic Plan:

To relate your outcomes (Service, Student Learning, or Program) to the Institutional Strategic Plan start by clicking on the title of the outcome. Once you are in the outcome, on the right side click on 'Related'.



Assign Responsible Users

Responsible Users

No responsible users have been added.

Think of your outcome and the strategic plan in terms of a ladder. Your outcome is at the bottom and supports up the ladder, so you will click on '+ Supports.'





Click on the arrow in the 'Assessment Plan' dropdown box and change it to 'Strategic Plan.' Make sure the appropriate reporting cycle is selected. Also, make sure that Institution is selected.

DEVELOP METHODOLOGY TO COLLECT FORMAL FE Select a Supports (Re	🛗 FY 2019-20
➡ FY 2019-20	📲 Strategic Plan 🗧
Assessment Plan	Q search
Q search	Institution
Institution	Chancellor
Chancellor	

When you click on the '+' sign on the right, you are adding that strategic plan item to your outcome.



You can click on as many strategic plan items as appropriate for the outcome.



If you click on one and change your mind, click on the 'x' to remove it.

Supports (Connected Up)	
UTC Mission, Vision, and Values Institution Mission, Vision, and Values	o
This Item	

You can also link your outcomes to your specific College or Department, if they have a Strategic Plan. To do this for academic departments, click on 'Chancellor,' then on 'Academic Affairs,' and then select your college. For non-academic departments click on 'Chancellor,' and then select the division in which your department is housed.

Q search
Institution
Chancellor
Academic Affairs

You can also link your outcomes to the General Education outcomes. To do this, change from Strategic Plan to General Education.



This will bring up the Gen Ed outcomes and you can select all that are appropriate by clicking on '+'.

THE UNIVERSITY OF TENNESSEE CHATTANOOGA Accreditation and Assessment

Assessment FAQs

Q: Why do we need to do assessment?

Assessment involves providing evidence of the effectiveness of courses, curriculum, and services offered. While reporting this evidence may fulfill programmatic accreditation requirements for academic areas, it is useful for determining whether academic, service, and support areas are achieving the identified outcomes.

Understanding what assessment is, how to do it, and providing the tools to do it, will empower you to determine how well you are achieving your goals, where you would like to make improvements, and what improvements can be made in order to ensure the best outcomes for your students and your department. It also enables us to formally track how implemented improvements impact our students, which informs future plans and provides an opportunity for targets and timely actions that ultimately lead to continuous improvement.

Q: I'm new to assessment. What do I need to know about the reporting process?

Every academic program, administrative support unit, and student support service on campus is required to complete UTC's Outcomes Assessment process. All programs and departments are covered by the institution's SACSCOC accreditation, and some academic programs also have programmatic accreditation from an external accrediting body. SACSCOC requires, as part of the Reaffirmation Compliance Certification and Fifth-Year Interim Reports, that UTC provide evidence of the progress each program and department have made over time in improving student learning, support, and assessment practices. Once those reports are completed, they are reviewed by the Office of Accreditation and Assessment and feedback is provided.

Q: What should be included in the yearly reports, and how does the reporting process work?

UTC uses the Planning software developed by Anthology as a platform for programs and departments to enter their information into one of three templates: Student Learning Outcome, Service Outcome, or Program Outcome. The following templates should have the following information:

<u>Student Learning Outcome</u>: Title, Student learning outcome description, Reporting cycle outcome last assessed (when was the last time information was entered on this outcome), Means of Assessment (what is used to assess the outcome), Relation of means of assessment to the outcome (description of how the selected means of assessment(s) relates to the student learning outcome), Criteria for Success (the beginning status, or number, to which you will compare the results), Assessment Data (results including the number of students being assessed), Strengths and Weaknesses (what strengths, weaknesses, trends or gaps are seen in the results), Follow Up Actions Planned (what action will be taken in upcoming years based on the results), and Continuous Improvement (description of how changes that were implement since the last assessment of the outcome impacted the results).



<u>Service Outcome</u>: Title, Department Goal (broad overall statement), Outcomes expected (this is actually what is being measured), Reporting cycle outcome last assessed (when was the last time information was entered on this outcome), Means of Assessment (what is used to assess the outcome), Relation of means of assessment to the outcome (description of how the selected means of assessment(s) relates to the service outcome), Criteria for Success (the beginning status, or number, to which you will compare the results), Assessment Data (results including the number of being assessed, if applicable), Strengths and Weaknesses (what strengths, weaknesses, trends or gaps are seen in the results), Follow Up Actions Planned (what action will be taken in upcoming years based on the results), and Continuous Improvement (description of how changes that were implement since the last assessment of the outcome impacted the results).

<u>Program Outcome</u>: Title, Program outcome description, Reporting cycle outcome last assessed (when was the last time information was entered on this outcome), Means of Assessment (what is used to assess the outcome), Relation of means of assessment to the outcome (description of how the selected means of assessment(s) relates to the program outcome), Criteria for Success (the beginning status, or number, to which you will compare the results), Assessment Data (results including the number of being assessed, if applicable), Strengths and Weaknesses (what strengths, weaknesses, trends or gaps are seen in the results), Follow Up Actions Planned (what action will be taken in upcoming years based on the results), and Continuous Improvement (description of how changes that were implement since the last assessment of the outcome impacted the results).

Each program/department should have 3-5 outcomes. Each outcome should describe competencies that students in the program should master by the time they graduate and/or services available to students. Once they have been established, the program or department must decide how they will measure the performance in these areas. This is generally decided in mid- to late fall semester and should be indicated in Anthology – Planning by January 31st. Once this is decided, data are collected during the fall and spring semesters. Then during the summer and the beginning of the next fall semester, the programs and departments discuss the results and based on the results, determine future needs and develop a plan to address what they will do to improve. Regardless of whether outcomes are met, all information is reported in the Anthology – Planning module by September 30th.

Q: How do you write a clear outcome?

Learning outcomes are statements describing what students should be able to know, think, or do by the end of the cycle. Service outcomes are statements describing what services or programs the service wishes to accomplish. Program outcomes are statements describing what students will know, be able to do, etc. as a result of completing an academic program. A SMART outcome is a good outcome which describes an observable behavior that can be measured within a specific time frame. (See below for description of a SMART outcome.)

Using the revised Bloom's Taxonomy (<u>ResearchGate</u>) to pick action verbs that match the outcome you are trying to produce will also guide what method is used:



Bloom's Revised Taxonomy



Beware of outcomes that are too wordy or too complex, measure multiple skills at a time, or that are not specific enough.

Q: What are SMART outcomes?

Before you begin, identify any information that may already be collected by other processes in place. Discuss your desired outcome with others in your unit to gauge whether they already have methods to measure your outcome. This ensures your time is spent efficiently gathering information that is not already being assembled. It is recommended that all faculty and staff within a program or department discuss and agree on outcomes and the assessment measures used to complete the process. One way to ensure you are being effective in your assessment strategy is to be SMART.



Remember that assessment does not require complex or multiple methods to capture data, but for academic areas, at least one of those methods needs to be direct (as opposed to indirect). Once you have inventoried what information has already been collected, match the outcome to an assessment method; there may be instances where multiple methods are appropriate, but it is not required to have a multitude of methods. Overall, your assessment method should reflect the learning or service you are trying to assess.

Q: Where do my outcomes come from? Do we have a list of outcomes that we have to choose from? Does SACSCOC, the University, or OAA tell us what we have to assess?

SACSCOC, the University, nor OAA determine what outcomes have to be assessed. Each program/department determines what outcomes would be the most beneficial for them to assess. Each area is responsible for developing, assessing, and reporting their outcomes through UTC's Outcomes Assessment process.

Q: How do I decide what to assess?

When deciding what to assess, begin with a clear definition and purpose.

- What do you want/need to learn about your program and service?
- How will your program impact student learning and/or development?
- How will your service impact others (the campus, students, faculty, staff, community)?
- Who needs to be included in the assessment process?

THE UNIVERSITY OF TENNESSEE CHATTANOOGA Accreditation and Assessment

Q: What is the difference between a direct measure and an indirect measure?

<u>Direct measures</u> are those that measure student learning by assessing actual samples of student work. Examples include exams/tests, papers, projects, presentations, portfolios, and performances.

<u>Indirect measures</u> are those measures that imply learning, or a service occurred and include perceptions or attitudes related to student's abilities or services offered. They assess opinions or thoughts. Examples include surveys, interviews, and course evaluations.

Q: Is a direct measure required?

At least one form of direct measure is required each reporting cycle for each academic program.

Q: Can course grades be used as a means of assessment?

No, course grades cannot be used as an assessment method because what they measure goes beyond a single outcome (usually). A course grade provides little information about what could be enhanced to help students more effectively master the outcome. Course grades usually incorporate non-instructional measures (attendance) or those that are not direct measures of learning (participation). Grades alone do not usually provide meaningful information on exactly what students have and have not learned, as they represent overall competency of students and do not identify strengths and weaknesses related to specific learning outcomes.

Q: Do we have to assess all our students?

No, you may use appropriate sampling strategies.

Q: What are some appropriate sampling strategies?

Appropriate sampling strategies will depend on the size of the population in each program. In small programs a representative sample would be adequate. What constitutes representation would be determined by the program and the mechanism for sampling should be a part of the assessment plan.

Q: Do we have to assess every year?

Yes, assessment should be an on-going process. However, you do not need to assess every student or service every year, nor do you have to assess every outcome every year. However, you are required to assess a minimum of three outcomes every year. You can have more than three outcomes listed but you need to be sure that they are all assessed at least once within a three-year period. Your assessment plan should identify areas that need improvement in your program/area, and from that you can choose to focus on three outcomes each year.



CHATTANOOGA Accreditation and Assessment Outcomes Assessment Rubric					
	Meets Expectations (3)	Mostly Meets Expectations (2)	Partially Meets Expectations (1)	Does not Meet Expectations (0)	
Outcomes	Outcome addresses all five SMART (specific, measurable, achievable, relevant, timely) criteria	Outcome addresses 3-4 of the SMART criteria	Outcome addresses 1-2 of the SMART criteria	Outcome does not address any SMART criteria	
Means of Assessment	Includes assessment measure being used <u>and</u> how it addresses the outcome; relevant attachments (rubric, etc.) are included	Includes assessment measure <u>but</u> loosely ties it to outcome; relevant attachments (rubric, etc.) are included	Includes assessment measure <u>but</u> does not tie it to outcome; relevant attachments (rubric, etc.) are missing	Assessment measure is not addressed	
Criteria for Success	All means of assessment indicated are included <u>and</u> give clear indication of what criteria will be used to judge whether outcome has been met	Some means of assessment indicated are included <u>but</u> give an unclear indication of what criteria will be used to judge whether outcome has been met	Includes a few criteria that will be used <u>and</u> is not clearly tied to outcome	Criteria for success is not addressed	



Assessment Results	Results provide indication of whether outcome was met and is clearly relevant and 'N' is provided; if attachments are included, a summary is provided	Results include indication of whether outcome was met <u>and</u> are relevant to outcome, <u>but</u> 'N' is missing; if attachments are included, no summary is provided	Results include unclear indication of whether outcome was met <u>but</u> are not relevant to outcome	Assessment results are not addressed
Strengths and Weaknesses	Based on the results, strengths <u>and</u> weaknesses are clearly identified	Based on the results, strengths <u>or</u> weaknesses are clearly identified	Based on the results, strengths <u>and/or</u> weaknesses are vaguely identified	Strengths <u>and</u> weaknesses are not identified
Follow Up Actions	Follow up actions provide information on how results will be used going forward and are logical	Follow up actions are provided <u>and</u> there is enough information <u>but</u> information is not logical	Follow up actions are provided <u>but</u> there is not enough information <u>and/or</u> information is not logical	Follow up actions are not addressed; uses language such as 'continue to monitor' and 'no change necessary'
Evidence of Continuous Improvement	Continuous improvement is addressed including a tie to the previous assessment year's outcome	Continuous improvement is addressed <u>but</u> is loosely tied to the previous assessment year's outcome	Continuous improvement is addressed <u>but</u> there is no tie to the previous assessment year's outcome	Continuous improvement is not apparent