

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'.

Additional Resources

UTC Links on institutional effectiveness, assessment, planning, etc.

<u>https://new.utc.edu/academic-affairs/planning-evaluation-and-institutional-research/assessment-and-institutional-effectiveness</u>

SACSCOC web pages

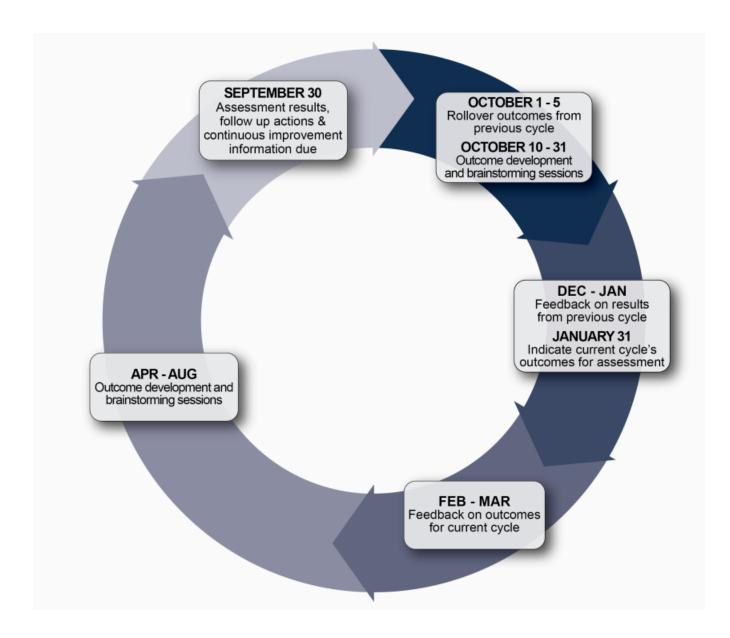
- Accrediting Standards: https://sacscoc.org/app/uploads/2019/08/2018PrinciplesOfAcreditation.pdf
- Institutional Resources: <u>https://sacscoc.org/accrediting-standards/institution-resources/</u>
- Policies and Publications: https://sacscoc.org/documents/?type=policies
- Accreditation Resource Manual: <u>https://sacscoc.org/app/uploads/2019/08/2018-POA-Resource-Manual.pdf</u> (see page 66 [page 71 of the pdf] for information on Standard 8.2 -- institutional effectiveness).

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 is when feedback will be provided.
- Outcomes Development and Brainstorming Sessions are conducted in April, May, June, July, August, September, and October. NOTE: The Outcome Development and Brainstorming Sessions 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), Analysis and Interpretation of Results, Follow Up Actions Planned, and Continuous Improvement. 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 – Outcome Development and Brainstorming Sessions

• Outcome Development and Brainstorming Sessions will be held in person and via Zoom.

4. December/January – 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 Outcome Development and Brainstorming Sessions
 - Outcome Development and Brainstorming Sessions will be held in person and via Zoom.
- 8. June/July Outcome Development and Brainstorming Sessions
 - Outcome Development and Brainstorming Sessions will be held in person and via Zoom.

9. August/September – Outcome Development and Brainstorming Sessions

• Outcome Development and Brainstorming 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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		Plans
		Strategic Plan
		Assessment Plan
		General Education

UTC-Anthology-Guide - 7.12.2024



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 2013 (locked) FY 2013-14 (locked) FY 2014-15 (locked)	Plan Items Reports Documents 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.

×	FY 2017-18 / ASSESSMENT PLAN		
itution:	A Plan Items Reports Documents		
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	Collaboration - Effective communication, Community Engagement, Ethical & Responsible Behavior R4 Art Student Learning Outcome		
:es	Technical Skills - Effective Communication, Critical Thinking BA Art Student Learning Outcome		
	Communication - Critical Thinking, Effective Communication, Comm Engagement, Ethical & Resp. Behavior BA Art Student Learning Outcome		
	Synthesis - Critical Thinking, Ethical and Responsible Bebavior		

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.

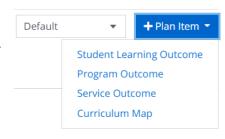


Adding New Outcomes

Click on the + Plan Item box.		
FY 2017-18 / ASSESSMENT PLAN		
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Collaboration - Effective Communication, Community Engagement, Ethical & Responsible Behavior		Student Learning Outcome
BA Art		Service Outcome
Student Learning Outcome		Curriculum Map
Technical Skills - Effective Communication, Critical Thinking		
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 https://www.jmu.edu/assessment/sass/ac-step-one.shtml 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.



• The **Curriculum Map** item is a place where you can upload your programmatic curriculum map, if you wish, and it is highly recommended that you do so.



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.
	File - Edit - View - Insert - Format - Table -
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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)

Licensure Exam (Direct)

Portfolio (Direct)

Publications (Direct)

Rubic (Direct) Senior ixit Exam (Direct)

Survey (Indirect)

Thesis/Disse

Other

Number/Count (Indirect)

Embedded Coursework (Direct)

Internship/Practicum/Capstone (Direct)

Oral defense/Presentation (Direct)

tation (Direct)

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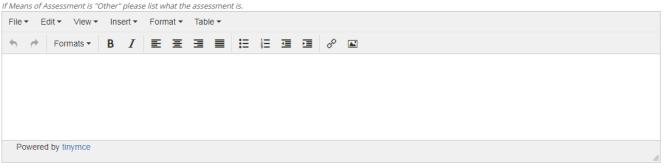
+ Folder

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 1 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 There are no attachments.

If Means of Assessment is "Other" please specify



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





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 courses associated with this Student Learning Outcome.

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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

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.

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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 acceptability)

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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.).

Assessme	ent Data (Re	esults)								
Click on Edi been saved		⁻ data. Once th	e informatio	n is entered,	click upda	ite to save	e. You	can inci	lude attachment	ts (work excel, html, pdf, and power point) once your information has
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Strengths and Weaknesses Seen 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.

Include analyti What ii results,	e any sti ical and nforma please	l logical reasonir tion is needed in address those h	iknesses ng to dete n the futu ere.	that are ermine p re?) If ar	seen. A attern 1y chai	Analysis s, relatio nges oco	of result nships,	or trends.	(What are th	etation of data gathered through the use of he implications of the data? What gaps exist? ycle that could have affected your assessment	
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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, Strength and Weaknesses Seen 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

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

not assessed this reporting cycle. Remember that each outcome must be assessed at least once every three years.

- **Ready for Review:** The outcome assessment process is completed for the cycle and is ready for review.
- 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.
- **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.
- Outcomes Finalized (OAA Only): Indicates that all updates have been made and are final.



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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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).

Department Goal: Enter (type or copy/paste using the editing tools) a broad overall statement. This 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> three years.



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 t	he outcome.	-
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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

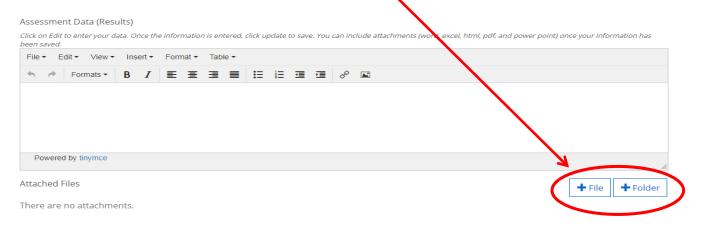
Describe how this means of assessment is related to the outcome.

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

Criteria	for Su	iccess												
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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.).



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Strengths and Weaknesses Seen 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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There are no attachments.

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.

Follow Up Actions Planned

There are no attachments.

Based on the results what actions will be taken in upcoming years. (How can we do even better? What can we improve? Are we aligned with where we want to go? How can assessments be improved?) See https://www.utc.edu/academic-affairs/planning-evaluation-and-institutional-research/assessment-and-institutional-effectiveness/using-assessment-results for some ideas on how to improve programs.

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Continuous Improvement

Describe how continuous improvement efforts related to previous assessment results.

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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

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

not assessed this reporting cycle. Remember that each outcome must be assessed at least once every three years.

- **Ready for Review:** The outcome assessment process is completed for the cycle and is ready for review.
- 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.
- **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.
- Outcomes Finalized (OAA Only): Indicates that all updates have been made and are final.



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 *

Enter a Program Outcome title that briefly states the expected knowledge, skill, or competency the students are expected to demonstrate as a result of completing the program.

Nev	v Prog	gram Outcom	ne Item				
		utcome Desc tion of the Progr					
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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. <u>All outcomes should be assessed at least once every 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.



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 of assessment in the next field.	Comprehensive Exam Critical Thinking Test Embedded Course Work Internship/Practicum/Capstone Licensure Exam Oral defense/Presentation Portfolio Publications Rubric Senior Exit Exam Survey Theses/Disseratation Othe
If Means of Assessment is "Rubric", please attach the file There are no attachments. If Means of Assessment is "Other" please specify If Means of Assessment is "Other" please list what the assessment is. File \star Edit \star View \star Insert \star Format \star Table \star \textcircled{M} Formats \star B I \equiv \equiv \equiv \equiv \equiv \equiv $@$ \blacksquare	+ File + Folder
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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	urses d	issociatea with th	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.

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.).

Assessment Data (Re	esults)										
<i>Click on Edit to enter your been saved.</i>	data. Once th	e information is	entered, click	update to sa	ve. You ca	n include at	tachments (word ex	cel, html, pdf, a	nd power point)	once your info	rmation has
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									\mathbf{N}		
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Attached Files									(+ File	+ Folder
There are no attache	nonte										

Strengths and Weaknesses Seen 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 Seen Based on Results

There are no attachments.

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 inlease address those here.

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P													
	Item	Files										+ File	+ Folder

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.

Based o with wh	n the re here we	Actions esults what want to go search/ass	t action p? How	s will be can ass	essme	nts be	improv	ed?) Se	e http:	s://ww	w.utc.e	du/aca	demic	affairs	, /planni	ng-eva	luation-a	nd-					
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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, Strength and Weaknesses Seen Based on Results, and Follow Up Actions Planned fields)!

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reginning of the process.		Start (DO NOT CHANGE)	
	\rightarrow	07/01/2022	
		End (DO NOT CHANGE) *	
		06/30/2023	



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- Outcomes Finalized (OAA Only): Indicates that all updates have been made and are final.



Responsible Users

Other faculty and staff may be asked to enter, edit, or approve the assessment plans for the program.

Permissions 11 Related				
Responsible Users				
Select users from the list below or search for a specific user				
Q Start typing a user's name				

In the Responsible User area (located on the right side when adding or editing an outcome), those individuals can be entered and given permissions to perform the actions they have been assigned.

Click in the user's name field. Enter the last name of the person you want to enter, which should bring up all users with that last name. Select the person's name you want to add by clicking on the '+' symbol beside their name. If you do not see the name you are looking for, contact OAA to have the person added to Anthology - Planning.

Available Users

Select users from the list below or search for a specific user

Q	Start typing a user's name	
+	Acocello, Shellie	Administrator
+	Ahmed, Raga	Administrator
+	Allen, Laurie	Administrator

Role Types and Permissions:

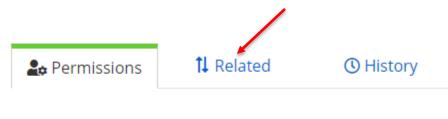
- Administrator: Can add, edit, and delete any items/information for the department and any related level below the current level.
- **Contributor**: Can edit and contribute to any of the data in the department. Contributors cannot add or delete items.
- **Reviewe**r: Read-only access to the items in the area or any related level below the current level.



Relating (Linking) Outcomes to the Institutional or College Strategic Plan and the 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'.

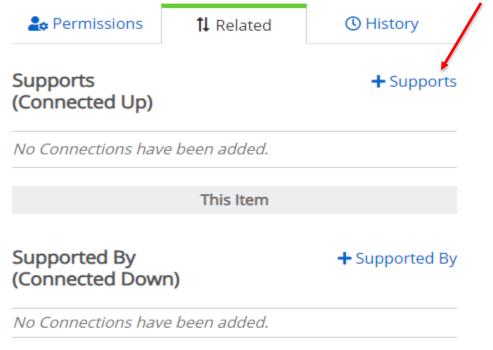


Assign Responsible Users

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
	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.

FILTER	
UTC Mission, Vision, and Values	+
Institution Mission, Vision, and Values	7/1/19 - 6/30/20
UG experiential learning	+
Institution 1a:Strategic Objective	7/1/19 - 6/30/20

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



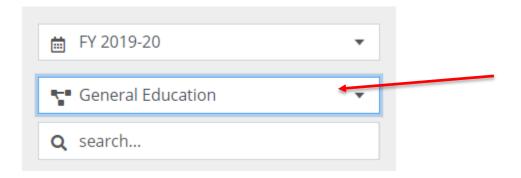
If you click on one and change your mind, click on the 'x' to remove it.

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).

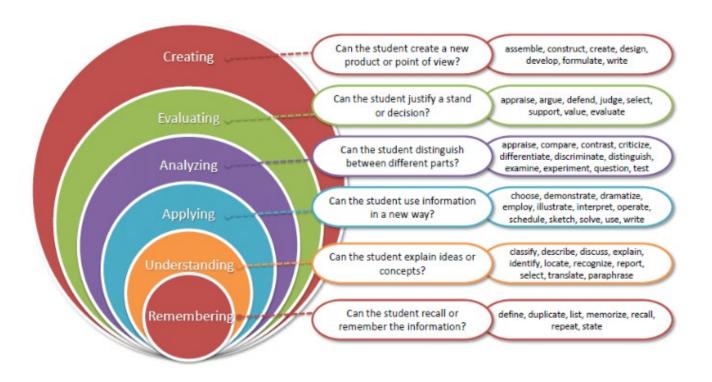
Each program/department should have 3-5 outcomes. Each outcome should describe competencies that students in the program should master by the time they graduate and/or services available to students. Once they have been established, the program or department must decide how they will measure the performance 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.

HE UNIVERSITY OF TENNESSEE **Accreditation and Assessment** Relevant/ Specific Measurable Achievable Timed Realistic nIII Aligns with course, What student Include the measures Determine adequate What amount of skill/process/practice you will use to judge department, timeframe or schedule growth do you plan to area/unit, college are you trying to your progress for goal. achieve? goals. Should relate to improve? Try to towards achieving the and support answer the w's (who, outcome university's vision. what, where, when,

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 evaluate. 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?

and why).

When deciding what to assess it needs to 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?

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 for each Student Learning Outcome.

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.

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.





Outcomes Assessment Rubric

	Meets	Mostly Meets	Partially Meets	
	Expectations	Expectations	Expectations	Does not Meet
	(3)	(2)	(1)	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'



Tutal an an of		Continuous	Continuous	
Evidence of	Continuous improvement is	improvement is	improvement is	
Continuous	addressed including a tie to	addressed <u>but</u> is loosely	addressed <u>but</u> there is	Continuous improvement is not
Continuous	the previous assessment	tied to the previous	no tie to the previous	apparent
Improvement	year's outcome	assessment year's	assessment year's	
improvement		outcome	outcome	