

**5.5**

**Personnel Appointment and Evaluation**

The institution publishes and implements policies regarding the appointment, employment, and regular evaluation of non-faculty personnel.

**Judgment**

Compliant  Non-Compliant  Not Applicable

**SACSCOC Comments**

The institution publishes and implements policies regarding the appointment, employment, and regular evaluation of non-faculty personnel is maintained on the Human Resources website for exempt personnel. The public has access to this information and examples of the process are in evidence to support transparency and non-discriminatory and accessible information. The institution uses the Taleo system to support the search process and provides detailed steps for hiring, evaluation and termination. *UT System Policy HR0143* governs the process for recruiting and hiring exempt and non-exempt staff.

While a redacted form for one cycle was provided as evidence of the process, the Off-Site Reaffirmation Committee could not find evidence of repeated and regular evaluation of non-faculty personnel.









**College Response**

The table below provides additional evidence of the process and includes examples of repeated and regular evaluation from three previous years for both exempt and non-exempt position in units across UTC:

Unit	Position Type	2019	2020	2021
Academic Affairs	Exempt	<a href="#">2019</a>	<a href="#">2020</a>	<a href="#">2021</a>
Academic Affairs	Non-exempt	<a href="#">2019</a>	<a href="#">2020</a>	<a href="#">2021</a>
Athletics	Exempt	<a href="#">2019</a>	<a href="#">2020</a>	<a href="#">2021</a>
Athletics	Non-exempt	<a href="#">2019</a>	<a href="#">2020</a>	<a href="#">2021</a>
Communications and Marketing	Exempt	<a href="#">2019</a>	<a href="#">2020</a>	<a href="#">2021</a>
Communication and Marketing	Non-exempt	<a href="#">2019</a>	<a href="#">2020</a>	<a href="#">2021</a>
Chancellor's Office	Exempt	<a href="#">2019</a>	<a href="#">2020</a>	<a href="#">2021</a>
Chancellor's Office	Non-exempt	<a href="#">2019</a>	<a href="#">2020</a>	<a href="#">2021</a>
Equity and Inclusion	Exempt	<a href="#">2018</a>	<a href="#">2020</a>	<a href="#">2021</a>
Equity and Inclusion	Non-exempt	<a href="#">2018</a>	<a href="#">2019</a>	<a href="#">2021</a>
Enrollment Management and Student Affairs	Exempt	<a href="#">2019</a>	<a href="#">2020</a>	<a href="#">2021</a>
Enrollment Management and Student Affairs	Non-exempt	<a href="#">2019</a>	<a href="#">2020</a>	<a href="#">2021</a>
Finance and Administration	Exempt	<a href="#">2019</a>	<a href="#">2020</a>	<a href="#">2021</a>
Finance and Administration	Non-exempt	<a href="#">2019</a>	<a href="#">2020</a>	<a href="#">2021</a>
Information Technology	Exempt	<a href="#">2019</a>	<a href="#">2020</a>	<a href="#">2021</a>
Information Technology	Non-exempt	<a href="#">2019</a>	<a href="#">2020</a>	<a href="#">2021</a>

As evidence above, UTC is in compliance with Standard 5.5.

**Sources**

-  [AA Ex 2019](#)
-  [AA Ex 2020](#)
-  [AA Ex 2021](#)
-  [AA NE 2019](#)
-  [AA NE 2020](#)
-  [AA NE 2021](#)
-  [Athletics\\_Exempt\\_2019](#)
-  [Athletics\\_Exempt\\_2020](#)
-  [Athletics\\_Exempt\\_2021](#)
-  [Athletics\\_N-E\\_2019](#)
-  [Athletics\\_N-E\\_2020](#)
-  [Athletics\\_N-E\\_2021](#)
-  [C&M\\_Exempt\\_2019](#)
-  [C&M\\_Exempt\\_2020](#)

-  C&M\_Exempt\_2021
-  C&M\_N-E\_2019
-  C&M\_N-E\_2020
-  C&M\_N-E\_2021
-  Chancellor\_Exempt\_2019
-  Chancellor\_Exempt\_2020
-  Chancellor\_Exempt\_2021
-  Chancellor\_N-E\_2019
-  Chancellor\_N-E\_2020
-  Chancellor\_N-E\_2021
-  D&E\_Exempt\_2018
-  D&E\_Exempt\_2020
-  D&E\_Exempt\_2021
-  D&E\_N-E\_2018
-  D&E\_N-E\_2019
-  D&E\_N-E\_2021
-  EMSA\_Exempt\_2019
-  EMSA\_Exempt\_2020
-  EMSA\_Exempt\_2021
-  EMSA\_N-E\_2019
-  EMSA\_N-E\_2020
-  EMSA\_N-E\_2021
-  F&A\_Exempt\_2019
-  F&A\_Exempt\_2020
-  F&A\_Exempt\_2021
-  F&A\_N-E\_2019
-  F&A\_N-E\_2020
-  F&A\_N-E\_2021
-  IT\_Exempt\_2019
-  IT\_Exempt\_2020
-  IT\_Exempt\_2021
-  IT\_N-E\_2019
-  IT\_N-E\_2020
-  IT\_N-E\_2021

**6.2.a**

**Faculty Qualifications**

For each of its educational programs, the institution:

- a. justifies and documents the qualifications of its faculty members.

**Judgment**

Compliant    Non-Compliant    Not Applicable

**SACSCOC Comments**

The Faculty Handbook describes the selection processes and expectations for tenure track and non-tenured appointments. The narrative also described a process by which prior to each academic term, each college submits a complete faculty roster that complies with SACSCOC guidelines to the Office of the Vice Provost for Academic Affairs.

While the institution has a clear process for ensuring the qualifications of its faculty, in the faculty roster credential forms supporting "other qualifications" (column 4) were not consistently provided for faculty with a degree outside their teaching discipline. Similarly, when justification forms were included on the faculty roster, information such as relevant graduate coursework was often not included. Faculty for whom the Off-Site Reaffirmation Committee identified as needing additional information are listed in the Request for Justifying and Documenting Qualifications of Faculty form at the end of this report.

**College Response**

Faculty credentials have been updated to include additional information for those faculty listed in the Request for Justifying and Documenting Qualification of Faculty form. Please see evidence for these faculty members in the [updated form](#). Additional information will be made available, as needed, at the time of the site visit.

As evidenced through the updated information above, UTC is in compliance with Standard 6.2.a.

**Sources**

 [SACSCOC+Faculty+Roster-20230120-074409-CST](#)

## 8.1

### Student Achievement

The institution identifies, evaluates, and publishes goals and outcomes for student achievement appropriate to the institution's mission, the nature of the students it serves, and the kinds of programs offered. The institution uses multiple measures to document student success.

### Judgment

Compliant  Non-Compliant  Not Applicable

### SACSCOC Comments

[Note: Each member institution has chosen a specific metric with SACSCOC for measuring graduation rate and analyzing that measure of student success. As part of its response to this standard, the institution should identify its chosen metric; provide appropriate data regarding its performance as measured by that metric (including its baseline data, goals, and outcomes); and discuss any changes it has made based on its analysis of this graduation-rate data. Institutions are also required to disaggregate their graduation data in appropriate ways; they should discuss that disaggregated data and any changes made as a result of analyzing that data.]

### Non-Compliance

The institution identifies, evaluates and publishes goals and outcomes for student achievement appropriate to the institution's mission, the nature of the students it serves, and the kinds of programs offered. The institution uses multiple measure to document student success that include 6-year IPEDS graduation rate, retention rate, job placement rates, number of degrees awarded, and others. For those measures where either progress was not made or the threshold of acceptability was not met, the institution discussed actions and interventions taken to improve these measures. The measures, goals, and outcomes used to measure student achievement are published on the institution's website.

While the institution disaggregated some of the measures as expected and provided an analysis of these rates in terms of an established threshold of acceptability, the Off-Site Reaffirmation Committee was unable to locate the disaggregation of the 6-year IPEDS graduation rate (SACSCOC Key Student Completion Indicator) in the narrative or in the documents provided as evidence.

### College Response

Disaggregated graduation and retention rates are available [online](#) and a [pdf](#) has been provided. These rates are disaggregated by race and gender for first-time, full-time, degree seeking freshmen cohorts from Fall 2005 through Fall 2021. Many changes have been made across campus based on the analysis of these graduation and retention rates.

Female graduation and retention rates are higher than those for males, although both have seen a small decline over the past two years. However, retention rates for all categories, both gender and race, showed a steep increase in Fall 2019, which makes the recent declines not as drastic by comparison to rates prior to 2019. Focus on increased graduation and retention rates for all students is at the forefront of several initiative across campus, including the Tennessee Higher Education Commission's (THEC) Quality Assurance Funding (QAF). Populations chosen as focus populations for student success standards as part of the QAF include first generation students, adults, low income, and veterans. Focusing on their increased success through improvement of graduation and retention rates clearly highlights the importance the University of Tennessee at Chattanooga (UTC) places on supporting these students.

An additional initiative focused on improving graduation and retention rates is the developing QEP, *A Moc's First Year*. In addition to increasing our student retention and graduation rates, "A Moc's First Year" will also address what the COVID pandemic has exacerbated, if not created: a terrific need for intentional community on the UTC campus. We believe all of UTC's student success initiatives would be strengthened by a central, comprehensive, encompassing first-year experience that blends the academic and residential experiences of first-year, first-time college students, and the academic and community experiences of new-to-UTC students, residential or not.

### Sources

 [8.1 disaggregated retention and grad rates](#)

 [disaggregated graduation and retention rates](#)

**8.2.a**

**Student Outcomes: Educational Programs**

The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of seeking improvement based on analysis of the results in the areas below:

- a. student learning outcomes for each of its educational programs.

**Judgment**

Compliant    Non-Compliant    Not Applicable

**SACSCOC Comments**

The institution describes a detailed process for identifying and assessing student learning outcomes for its programs. The institution uses software to link individual outcomes to the institution’s Strategic Plan, mission, vision, and values, as well as the ability to link to the outcomes/goals of the larger unit or college. The software also allows the institution to collect assessment results and follow-up actions, and to generate program reports.

Included in the narrative is a table documenting the percentage of programs that have participated in the required outcomes assessment process, which indicates that the number of programs that participate has increased steadily since 2016-17; however, only 78.21% participated at the 75-100% level. It appears that some programs did not fully participate due to low student enrollment; however, no reason was provided for a significant number of programs that did not participate.

The institution provided program level reports for all programs that participated in the outcome assessment process in 2018-19, 2019-20, and 2020-21. These reports include sections that list student learning outcomes, assessment findings for these outcomes, and follow-up actions for continuous improvement.

That being said, the Off-Site Reaffirmation Committee found some programs identified outcomes not related to student learning, used indirect assessment measures or relied on final course grades as the assessment measure, or did not address actions taken to improve student learning for outcomes that did not meet desired benchmarks.

**College Response**

While 78.21% of programs participated in UTC's outcomes assessment processes in 2020-21, there were still 11 programs that participated at the 50-74% level and 6 that participated at less than 50%. This left work to be completed at the institutional level in order to continue implementing and developing a culture of assessment. From 2016-17 to 2020-21, the number of programs participating at the 75-100% level increased from 36 (41.38%) to 61 (78.21%). After further analysis, it was determined that during 2021-22, the number of programs participating at that highest level increased even further, to 100%, or a total of 82 academic programs (Table 1). Using the feedback process, we were able to ensure that programs assessed student learning outcomes, as opposed to service outcomes, which are not related to student learning. We also ensured their use of at least one direct assessment measure and that they did not rely on final course grades as the assessment measure. Additionally, all programs addressed actions taken to improve student learning for outcomes that did not meet desired benchmarks.

**Table 1. Academic Programs - Outcomes and Associated Results**

	<b>2021-22</b>
<b>College of Arts and Sciences</b>	
Art Department	
BA Art	<a href="#">Outcomes Assessment Information</a>
BFA Art	<a href="#">Outcomes Assessment Information</a>
Biology, Geology, and Environmental Sciences Department	
BS Biology	<a href="#">Outcomes Assessment Information</a>
BS ESC	<a href="#">Outcomes Assessment Information</a>
BS Geology	<a href="#">Outcomes Assessment Information</a>
MS Environmental Science	<a href="#">Outcomes Assessment Information</a>

Chemistry and Physics Department	
BS Chemistry	<a href="#">Outcomes Assessment Information</a>
BS Physics	<a href="#">Outcomes Assessment Information</a>
Communication Department	
BS Communication	<a href="#">Outcomes Assessment Information</a>
English Department	
BA English and American Language and Literature	<a href="#">Outcomes Assessment Information</a>
MA English	<a href="#">Outcomes Assessment Information</a>
History Department	
BA History	<a href="#">Outcomes Assessment Information</a>
Mathematics Department	
BS Math	<a href="#">Outcomes Assessment Information</a>
MS Math	<a href="#">Outcomes Assessment Information</a>
PB Computational and Applied Statistics Certificate	Not enough students enrolled
Military Science Department	<a href="#">Outcomes Assessment Information</a>
Modern and Classical Languages and Literature Department	
BA Modern and Classical Languages and Literature	<a href="#">Outcomes Assessment Information</a>
BA Humanities	<a href="#">Outcomes Assessment Information</a>
Performing Arts	
Music Department	
BA Music	<a href="#">Outcomes Assessment Information</a>
BM Music	<a href="#">Outcomes Assessment Information</a>
MM Music	Program currently on hold - moratorium on admission of students
Theatre and Speech Department	
BA Theatre	<a href="#">Outcomes Assessment Information</a>
Philosophy and Religion Department	
BA Philosophy and Religion	<a href="#">Outcomes Assessment Information</a>
Political Science and Public Service Department	

BS POLS	<a href="#">Outcomes Assessment Information</a>
MPA Public Administration	<a href="#">Outcomes Assessment Information</a>
PB Public Administration Non-Profit Management Certificate	Not enough students enrolled
Psychology Department	
BS Psychology	<a href="#">Outcomes Assessment Information</a>
MS Psychology	<a href="#">Outcomes Assessment Information</a>
Social, Cultural, and Justice Studies Department	
BS Criminal Justice	<a href="#">Outcomes Assessment Information</a>
BS Sociology and Anthropology/BA Anthropology	<a href="#">Outcomes Assessment Information</a>
MSCJ Criminal Justice	<a href="#">Outcomes Assessment Information</a>
<b>Rollins College of Business</b>	
Accounting Department	
BSBA Accounting	<a href="#">Outcomes Assessment Information</a>
MAcc Accounting	<a href="#">Outcomes Assessment Information</a>
Management Department	
BSBA Management	<a href="#">Outcomes Assessment Information</a>
BSBA Human Resource Management	<a href="#">Outcomes Assessment Information</a>
Marketing and Entrepreneurship Department	
BSBA Marketing	<a href="#">Outcomes Assessment Information</a>
BSBA Entrepreneurship	<a href="#">Outcomes Assessment Information</a>
Finance and Economics Department	
BSBA Finance	<a href="#">Outcomes Assessment Information</a>
BA Economics	<a href="#">Outcomes Assessment Information</a>
BSBA Economics	<a href="#">Outcomes Assessment Information</a>
MBA Business Administration	<a href="#">Outcomes Assessment Information</a>
MSDA Data Analytics	<a href="#">Outcomes Assessment Information</a>
PB Business Analytics Certificate	<a href="#">Outcomes Assessment Information</a>
<b>College of Engineering and Computer Science</b>	
Civil and Chemical Engineering Department	
BSCE Civil Engineering	<a href="#">Outcomes Assessment Information</a>

BSCHE Chemical Engineering	<a href="#">Outcomes Assessment Information</a>
MS Engineering	<a href="#">Outcomes Assessment Information</a>
PB Power System Protection Certificate	Not enough students enrolled
PB Sustainable Electric Energy Certificate	Not enough students enrolled
Computational Science Department	
PhD Computational Science	<a href="#">Outcomes Assessment Information</a>
Computer Science Department	
BS CPSC	<a href="#">Outcomes Assessment Information</a>
BSCpE Computer Engineering	<a href="#">Outcomes Assessment Information</a>
MS Computer Science	<a href="#">Outcomes Assessment Information</a>
PB Biomedical Informatics	Not enough students enrolled
Electrical Engineering Department	
BSEE Electrical Engineering	<a href="#">Outcomes Assessment Information</a>
PB Smart Power Distribution Certificate	Not enough students enrolled
PB Smart Grid Certificate	Not enough students enrolled
Engineering Management and Technology Department	
BAS Mechatronics	<a href="#">Outcomes Assessment Information</a>
BS Engineering Technology Management	<a href="#">Outcomes Assessment Information</a>
MS Engineering Management	<a href="#">Outcomes Assessment Information</a>
PB Quality Management Certificate	Not enough students enrolled
PB Logistics and Supply Chain Management Certificate	Not enough students enrolled
PB Construction Management Certificate	Not enough students enrolled
PB Project and Technology Management Certificate	Not enough students enrolled
Mechanical Engineering Department	
BSME Mechanical Engineering	<a href="#">Outcomes Assessment Information</a>
<b>College of Health, Education, and Professional Studies</b>	
Health and Human Performance Department	
BS HHP: Exercise Science	<a href="#">Outcomes Assessment Information</a>



BS HHP: K-12	<a href="#">Outcomes Assessment Information</a>
BS HHP: Sport, Outdoor Recreation, and Tourism Management	<a href="#">Outcomes Assessment Information</a>
MS Athletic Training	<a href="#">Outcomes Assessment Information</a>
MPH Public Health	<a href="#">Outcomes Assessment Information</a>
Occupational Therapy Department	
OTD Occupational Therapy	<a href="#">Outcomes Assessment Information</a>
Physical Therapy Department	
DPT Physical Therapy	<a href="#">Outcomes Assessment Information</a>
Professional Studies Department	
BIS Integrated Studies	<a href="#">Outcomes Assessment Information</a>
BS Interior Architecture	<a href="#">Outcomes Assessment Information</a>
PB Historical Preservation Certificate	Not enough students enrolled
PB Sustainable Design Certificate	Not enough students enrolled
BSW Social Work	<a href="#">Outcomes Assessment Information</a>
MSW Social Work	<a href="#">Outcomes Assessment Information</a>
BAS Applied Leadership	<a href="#">Outcomes Assessment Information</a>
EdD/PhD Learning and Leadership	<a href="#">Outcomes Assessment Information</a>
Edd Leadership and Instructional Practice	<a href="#">Outcomes Assessment Information</a>
PhD Leadership and Decision-Making	<a href="#">Outcomes Assessment Information</a>
EdS Adv. Ed. Practice: School Psychology	<a href="#">Outcomes Assessment Information</a>
MEd Counseling	<a href="#">Outcomes Assessment Information</a>
PM Clinical Mental Health Certificate	Not enough students enrolled
PM School Counseling Certificate	<a href="#">Outcomes Assessment Information</a>
School of Education Department	
Advanced Licensure Programs	<a href="#">Outcomes Assessment Information</a>
Embedded and CTE Programs	<a href="#">Outcomes Assessment Information</a>
Initial Licensure Programs	<a href="#">Outcomes Assessment Information</a>
School of Nursing Department	
BSN Nursing	<a href="#">Outcomes Assessment Information</a>
DNP (captures DNP:PM)	<a href="#">Outcomes Assessment Information</a>

DNP-ADMIN (captures BSN-DNP)	<a href="#">Outcomes Assessment Information</a>
MSN-ACNPAG (captures PM-certificate)	<a href="#">Outcomes Assessment Information</a>
MSN-FNP (captures PM certificate)	<a href="#">Outcomes Assessment Information</a>
MSN-NA (captures PM cert)	<a href="#">Outcomes Assessment Information</a>
Southeast Center for Education in the Arts (Arts Based Collaborative)	<a href="#">Outcomes Assessment Information</a>
General Education	<a href="#">Outcomes Assessment Information</a>
Honors	<a href="#">Outcomes Assessment Information</a>

The culture of assessment has taken time to develop, and there are many projects and programs planned over the next three years to engage more faculty, staff, and students in the assessment processes. An annual workshop with the College of Arts and Sciences was planned and took place on January 6, 2023. This will continue to happen each year and the goal is to involve all colleges in their own Assessment Workshop. The Director of Assessment has also been speaking to academic departments at faculty meetings to ensure an understanding of and compliance with the process. In 2022, this included meeting with Psychology Department faculty, Chemistry and Physics Department faculty, and Engineering faculty, among others. Individual outcomes assessment sessions took place in 2022 with Psychology, Public Health, Social, Cultural, and Justice Studies, Music, Mathematics, and the School of Education. Brainstorming sessions in 2022 were attended by faculty from Integrated Studies, Interior Architecture, Occupational Therapy, Mathematics, Public Health, English, Communications, School of Education, and Social Work. Sessions are already scheduled for January 18, 2023 with the Learning and Leadership Department and for January 25, 2023 with the Chemistry and Physics Department.

As part of the development of the assessment culture, many resources have been made available to those involved with assessment work. Best practices are included in instructions and other documentation provided. While there are workshops and brainstorming sessions through each year, it is difficult to make sure that all programs, departments, offices, and units across campus are following the exact instructions and examples that are provided. Once it is recognized that programs have identified inappropriate outcomes, used only indirect assessment measures, relied on final course grades as the assessment measures, or failed to address actions taken to improve student learning for outcomes that were not met, specific feedback is provided in order to support programs in improving their outcomes, related assessments, and associated information.

Examples of feedback emails sent to departments are provided: [Music](#), [Physical Therapy](#), [Psychology](#), [Political Science and Public Service](#). These emails include specific feedback as well as important information that they need to remember as they are going through the outcomes assessment process. For some programs, feedback is provided in the form of an email attachment. Examples are provided for several academic programs in Table 1.

Table 1. Feedback to Academic Programs


<b>College of Health, Education, and Professional Studies</b>	
School of Education	<a href="#">2021-22</a>
School of Professional Studies	<a href="#">2021-22</a>
School of Nursing	<a href="#">2021-22</a>
<b>College of Arts and Sciences</b>	
English	<a href="#">2021-22</a>
Math	<a href="#">2021-22</a>
Social, Cultural, and Justice Studies	<a href="#">2021-22</a>
<b>College of Engineering and Computer Science</b>	
Mechanical Engineering	<a href="#">2021-22</a>
Electrical Engineering	<a href="#">2021-22</a>
<b>Rollins College of Business</b>	
Accounting	<a href="#">2021-22</a>
Business	<a href="#">2021-22</a>
































By providing resources and feedback and offering workshops, brainstorming sessions, and individual sessions, UTC has seen a shift the entire campus's approach to outcomes assessment. The number of academic programs in compliance with institution-wide outcomes assessment requirements and expectations has increased over the past several years, and we are close to having 100% of programs participating. The culture of assessment that we are striving for is within reach, and the goal is to attain that culture with the next year. As evidenced above, not only has participation in the process increased, but there has been a steady improvement in student learning as a result. This improvement in student learning is most important, as one reason we exist as an institution of higher education is to facilitate and support student success.

As evidenced above, UTC is in compliance with Standard 8.2.a.

## Sources

-  [2021-22 Outcomes Assessment Report](#)
-  [2021-22 Outcomes Assessment Report \(Page 104\)](#)
-  [2021-22 Outcomes Assessment Report \(Page 112\)](#)
-  [2021-22 Outcomes Assessment Report \(Page 115\)](#)
-  [2021-22 Outcomes Assessment Report \(Page 122\)](#)
-  [2021-22 Outcomes Assessment Report \(Page 13\)](#)
-  [2021-22 Outcomes Assessment Report \(Page 135\)](#)
-  [2021-22 Outcomes Assessment Report \(Page 142\)](#)
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-  [2021-22 Outcomes Assessment Report \(Page 175\)](#)
-  [2021-22 Outcomes Assessment Report \(Page 18\)](#)
-  [2021-22 Outcomes Assessment Report \(Page 184\)](#)
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-  2021-22 Outcomes Assessment Report (Page 9)
-  2021-22 Outcomes Assessment Report (Page 99)
-  Accounting
-  COB (all programs except accounting)
-  Electrical Engineering
-  English
-  Math
-  Mechanical Engineering
-  OA Email DPT
-  OA Email Music
-  OA Email PSPS
-  OA Email Psychology
-  SCJS
-  School of Education
-  School of Nursing
-  School of Professional Studies

## 8.2.b

### Student Outcomes: General Education

The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of seeking improvement based on analysis of the results in the areas below:

b. student learning outcomes for collegiate-level general education competencies of its undergraduate degree programs.

### Judgment

Compliant  Non-Compliant  Not Applicable

### SACSCOC Comments

The institution launched its current general education program in Fall 2014. The program has four program-level outcomes: knowledge of human cultures and physical/natural world; critical thinking, using qualitative and quantitative information; and communicating effectively. Students gain these skills by taking courses from the seven categories within the general education program (i.e., rhetoric and composition, the natural sciences, mathematics, statistics, the behavioral and social sciences, non-Western culture, the humanities and fine arts). These outcomes were assessed using the ETS Proficiency Profile (ETS PP), administered to graduating seniors in 2017, 2018, 2019, and 2020. Additionally, in 2019 the institution began using the AAC&U VALUE rubrics to further assess critical thinking and communicating effectively, using student artifacts from selected courses.

Table 8.2.b-2 in the narrative provides an alignment of the ETS PP with the four outcomes. The recent use of student artifacts and the AAC&U VALUE rubrics to assess the general education outcomes appears to provide better information regarding student achievement; however, the narrative states, "from 2019 to 2022, two of the four general education program outcomes [knowledge of human cultures and the physical/natural world; using qualitative and quantitative information] were not measured as part of the student artifact/rubric assessment process."

The institution has general education outcomes established by the faculty and has methods of direct assessment that include either assessment of student work with a rubric from various general education courses or assessment using standardized testing. However, the Off-Site Reaffirmation Committee found very limited evidence of seeking improvement to student learning through the use of assessment results. Many of the recommendations centered on improving the assessment process rather than specific actionable steps that might make further improvement to student learning.

### College Response

As the off-site committee noted, we have been intently focused on improving our assessment processes. Without those program-wide improvements, we cannot accurately assess student learning broadly going forward.

While aiming to improve our assessment processes, we have also used what we have learned from existing processes to improve student learning in a number of general education courses. Below, we offer examples from several programs across the institution.

### **ENGL 1020: Rhetoric and Composition II**

To address deficiencies in critical thinking—specifically in the way students understand how to identify and evaluate sources for credibility—we focused on specific and deliberate changes in the library research instruction component of ENGL 1020, the second semester first-year composition course in which research skills are introduced. This course was an important focus because it is one of the only courses that most of our graduates complete regardless of major.

In 2020, content analysis of open-answer questions using 400 student submissions from our ENGL 1020 library research tutorial showed a couple of distinct areas where students were not meeting critical thinking learning outcomes. These findings suggested several actionable changes that could be made to the instructional materials provided to students.

#### 1. Deficiency: Evaluating a New York Times article

a. The analysis revealed that all students were able to correctly list three factors that contribute to a source's credibility, and nearly all students (96.5%) were able to define bias, with 42.6% of students evaluating the article as not credible.

b. As we explored their reasoning for responding that the New York Times article was not credible, we found that a large portion of students (16.47%) responded that the article was too biased to use. The article in question was, in fact, relatively unbiased: it was a news article from the Europe section that incorporates interviews and information from several recent research studies to paint the picture of Britain's youth population's drinking habits. The fact that students evaluated the article as not credible due to bias indicates that they were not rating the article for the content; rather, they were evaluating it based on prior knowledge of the New York Times newspaper and their belief that it was too biased to use. On the other side, a large portion of the students (19.12%) evaluated the article as credible simply due to recognizing the New York Times as a credible newspaper. Together, over one-third of students (35.59%) demonstrated a knee-jerk reaction to the New York Times due to recognition and prior knowledge. We concluded that rather than trying to undo a long-standing belief, an easy alteration to make would be to select a less divisive publication in favor of a regional newspaper. In the latter scenario, students might be pushed to do a more thorough evaluation of the material.

**CHANGE MADE:** We switched to a much less divisive newspaper, The Baltimore Sun, and though we have not made a formal content analysis assessment of student answers yet, a casual glance through the submissions shows better quality source evaluation.

c. Additionally, a sizable portion of students (13.82%) indicated that the New York Times article was not credible due to lacking sources or having bad sources. Many students pointed out that the article was not credible because there was no Works Cited list, a false expectation for that type of source. This demonstrates an existing misunderstanding of how newspapers cite their sources. Similarly, a small percentage (2.35%) of students believed the article was not credible because it had not been peer-reviewed.

**CHANGE MADE:** Instruction librarians remade the video that teaches source types to include a more in-depth review of journalism, with an explanation of expectations for how citations should look in sources like newspapers and magazines, as well as a note that sources can be credible even if they have not been peer-reviewed.

2. Deficiency: Mis-categorizing organizational websites as scholarly sources, poor evaluation of organizational websites

a. Students often mis-categorized organizational websites as scholarly sources due to author's credentials.

**CHANGE MADE:** We provided more focused instruction on organizational websites in instructional content and an additional knowledge check right after seeing an instructional video. We have not had time to do another content analysis assessment yet, but a casual glance through our recent submissions appears to show some improvement (though this is still an area of struggle).

### **BIOL 1110/1110L: Principles of Biology I/with lab**

In an effort to get students to engage more deeply in critical thinking, our biology faculty adopted a new textbook for this course and an associated online platform.

**CHANGE MADE:** For Fall 2022, our Biology faculty adopted Campbell's Biology in Focus, 3rd. edition (Pearson) and the associated online platform. The book is tied to an online learning platform called Mastering Biology that encourages critical thinking and metacognition and personalizes the learning experience for each student. Students can assess their learning using a variety of means: personalized flash cards, multiple choice tests, and dynamic study modules that adjust to each student's level of understanding. This adoption is too recent to result in assessment data.

In an effort to improve written communication skills, BIOL 1110L faculty adjusted lab report assignments to incorporate more drafts and faculty feedback.

**CHANGE MADE:** All BIOL 1110L students now write a first draft of their lab reports, submit them for feedback, and use instructor feedback to improve final reports. This change in instruction is too recent to result in assessment data.

### **ESC 1510L: Introduction to Environmental Science II with lab**

In Fall 2021, students were asked on the midterm exam to identify and explicate the CRAAP Method of evaluating scientific literature. The CRAAP Method asks if a given piece of literature is **C**urrent, **R**elevant **A**uthoritative, **A**ccurate, and **P**urposeful. In short, the CRAAP Method is an effective tool for evaluating scientific literature. On the midterm, fewer than 50% of students were able to identify and explicate the method.

**CHANGE MADE:** In response, the instructor added additional instruction ahead of the final exam and added a question on the final about the CRAAP Method. On the final, 97 percent of students (35/36) were able to correctly respond to the question. Additionally, students were asked to create new lab reports using this method.

**CHANGE MADE:** Students were asked to apply the Method to construct a data-driven lab report. Students were required to use outside sources, cited and referenced, to complete this report. 100% of students were able to effectively evaluate, retrieve, and use scientific information from the literature.

### **UTC Honors College**

Academic Year 2019-2020 - Assessment results indicated that while students were performing fairly well in general education courses, a reduction in the number of required honors seminar hours for our largely general education program was warranted. A review of the overall curriculum and improvement in student learning followed.

To reduce redundancy in our students' general education coursework and bring our program into compliance with federal financial aid regulations, we created minors for each of our programs, reducing the number of required honors seminar hours for our largely general education program, as well as instituting a series of Honors Experiential Learning courses—in Leadership, Undergraduate Research and Creative Activity, Service Learning, Internship, and Study Abroad/Study Away—that can also substitute for honors requirements. As in everything we do, we followed our central mission and programmatic outcomes when designing these courses.

Academic Year 2022-23 - Changes in general education curriculum overall, based on assessment feedback, meant there needed to be a changes in specific courses. We redesigned our special topics courses to coordinate with the new general education requirements. We made necessary changes to our minors also in line with this. Assessment results from Fall 2022 indicated that students are performing better, as we see an increase in student learning.

### ***Diversity, Equity, and Inclusion (DEI) efforts:***

In the summer of 2020, the Honors College administration received a letter signed by 50 UTC Honors alumni. In keeping with the points addressed in this letter, and in line with changes that were then also ongoing in line with our 2018 climate survey and other conversations with current students, we made adjustments to the content of the seminars we offered offering a larger number of social justice-affiliated courses and courses exploring different elements of diversity, equity, and inclusion; we also actively recruited more faculty of color to teach these courses. We also revised our admissions process to be more broadly inclusive. While our process has always been holistic, utilizing standardized test scores as part of a larger picture of each applicant, we stopped considering ACT and SAT scores at all, as well as no longer evaluating individual high school transcripts given the inequity of course offerings in high schools across the state of Tennessee. Relying instead on an application consisting of a series of short, 250-word essays in relation to a series of personalized prompts and our applicants' high school GPAs, we increased the diversity of our entering class the first year we did this exponentially.

### ***Adjustments to course instruction:***

We have worked to support faculty development by virtue of running open meetings with honors seminar instructors, financially supporting faculty's extracurricular seminar activities and travel, funding summer planning for interdisciplinary team-taught courses in conjunction with the Walker Teaching and Learning Center, and by institutionalizing our emphasis on our students' growth mindsets by incorporating continuous revision in all of our honors seminars and foundation courses (UHON 1010 and 1020, Honors Humanities, and UHON 2850 and 2860, Innovation Lab I and II). Faculty teaching our foundational Honors Humanities sequence for the Brock Scholars Program have met much more regularly to revise their syllabi, updating them specifically in relation to the DEI issues brought forward by our recent alumni and current students, and standardizing course workload, assignment quantity, and overall expectations of the students across sections. Informal assessments have indicated that these efforts are indeed paying off.

Our course assessments indicate, in general, that our seminars are doing what they should be doing for our students.

### ***Improving assessment:***

In our most recent assessment cycle, it was suggested that we make assessment a streamlined process that is maintained in a uniform fashion across semesters and years, an assessment plan is being established to ensure student learning outcome's (SLO's) are being evaluated regularly. One main assessment that will now be completed annually is the Thesis Directors' evaluations of student work and learning. We track the successful completion of honors theses and use it as a measure of success for both honors completion and critical thinking.

Moving forward, we plan to embed the assessment of SLOs into the honors coursework. Innovation labs, millennial courses, and honors seminars will begin to include more standardized means of assessment, including student reflections (reflections are particularly useful when assessing collaboration, for instance).



Improving our assessment process means improving the collection and availability of our students' work as the primary artifacts for our program assessment. We began using learning e-portfolios and requiring them of all incoming students in 2015; since then, we have moved to a more reliable platform to achieve greater artifact collection consistency, we have done several rounds of analysis looking at our students' achievement of our program outcomes (by virtue of our portfolio rubric that we utilize during our annual portfolio assessment endeavor), altered the rubric to better capture the information we need about our students' progress, and realized the need to better instruct our students in the building of their portfolios in order to gather the information we need. In response to what we have discovered during these assessment cycles (cycles captured in our annual reports that have been uploaded from 2014-2015 on in the form of assessment reports by two Industrial Organizational Psychology graduate students), we have highlighted collaborative work, professional development, and research all as necessary components of our honors experience that were not always clearly captured in our students' learning portfolios. Moving forward and in relation to our most recent assessment cycle, honors seminar faculty will be required to integrate the learning portfolio into their courses, honors faculty teaching UHON 1000, 2000, and 3000 will more strictly grade these portfolios to improve the likelihood of collecting better research data, and we will consider using other platforms to assess particular SLOs that can be reliably assessed for a single cohort.

### ***Student engagement assessments:***

We have participated for three years now in a special nationwide honors National Survey of Student Engagement (NSSE) initiative, one that will be analyzed in the coming year. Results from this Honors Consortium NSSE administration will be used in tandem with other assessment results, including those from general education courses, in order to make adjustments that will improve student learning.

### ***UTC Honors Strategic Plans:***

In keeping with the university's strategic plan and its complications because of COVID, we have undergone an extensive strategic planning process over the last two years. Our second strategic plan for 2021-2025 is now complete, aligned with the university's plan, and approved by our Honors College Advisory Committee and our Honors College Advisory Board.

### **Health and Physical Education K-12**

Specific examples of changes made to curricula and processes in an effort to improve student learning are described below. These three courses were developed and implemented as a direct results of general education assessment efforts.

HHP 2015 Curriculum and Assessment: this course provides an opportunity to emphasize the purpose and need to create curricula and recognize student learning using general education assessment results.

HHP 3310 Teaching Physical Education in Secondary Schools: following the platform of teaching physical education in the elementary school, this course will offer our students/majors the opportunity to create, implement, and assess middle and high school sequencing. We plan to extend our learning in a middle and high school setting where our students can utilize what they have learned.

HHP 4420: Design & Strategies for Health & Physical Education: this course compliments our Residency I courses where students prepare to student teach and complete coursework. Instructors offer Praxis test review and Residency I support through a variety of methods.

### **Interior Architecture 1200 Survey of Architecture**

Interior Architecture (IARC) course instructors meet annually to review the course content and discuss changes/modifications based on general education assessment results and student evaluations. Specific focus has been on helping students meet course objectives on low scoring assignments. As part of UTC's Reimagining General Education initiative and the recategorization of courses, IARC 1200 will have new general education student learning outcomes beginning Fall 2023. Modifications have been proposed to the curriculum to better fit the new categorization. There are plans to implement a more formal assessment next academic year to ensure the course is adequately meeting the new learning outcomes and ensure continual growth.

### **Chemistry and Physics**

After reviewing assessment results, the following changes were made:

- A mathematics prerequisite requirement was added to CHEM 1110 General Chemistry 1
- A revision to the Physics recruitment and retention plan was made after assessing
- Program learning outcomes were revised for both Chemistry and Physics degrees

## **College of Engineering and Computer Science**

### **CPSC 3610: Ethical and Social Issues in Computing**

- **Learning Outcome:** ABET EAC Outcome 3 (for BSCpE Computer Engineering program): An ability to communicate effectively with a range of audiences.

#### **Competencies associated with outcome:**

- **Competency 1:** Students demonstrate the ability to give an oral presentation, which is well organized, with a clear purpose.

**Measure:** Evaluated in final presentation

- **Competency 2:** Students demonstrate the ability to write a paper, which is well organized, with a stated purpose and clear organization of ideas.

**Measure:** Evaluated in final paper

- **Competency 3:** Students demonstrate ability to communicate with other students orally, and in the written portions of a presentation.

**Measure: Evaluated by class survey following student presentation**

#### **Assessment of Learning Outcome:**

**Summary of Findings:** The overall average score for Outcome 3 is above 2.0 (Meets Expectations). However, the average score for competency 1 is below 2.0.

**Results: Target Achievement: Achieved (for the outcome overall)**

- **Recommendations/Ongoing Curriculum Changes:** Given that the scores for competency 1 are below the target range, the course instructor and the Curriculum and Assessment committee should pay particular attention to this competency (giving an oral presentation that is well organized and has a clear purpose) in the upcoming assessment cycle to make sure the students are achieving it successfully. When the course is offered again, the instructor should be provided the same rubric the committee uses for assessment of this competency and asked to make sure to use it in evaluating student work. Also, achievement of the competency should ideally be documented with audio/video recordings of the student presentations that could be reviewed by the committee.

### **ENCE 2220: Probability and Statistics for Engineering**

- **Learning Outcome:** Synthesize information and concepts across general and specific disciplinary studies, demonstrated through the application of knowledge, skills and responsibilities to new settings and situations.

#### **Competencies associated with outcome:**

- **Competency 1:** Apply conceptual understandings of basic statistical principles to real-world situations.

**Measure:** Question 17 in Exam 1. Using bar graph to display student performance in the statewide TN Ready Exam and interpret the result.

- **Competency 2:** Use statistical thinking.

**Measure:** Question 11 in Exam 3. Perform a paired hypothesis test using two sets of data obtained from two different test methods in order to conclude equality of thickness of coatings.

- **Competency 3:** Explain statistical concepts and interpret statistical results using appropriate statistical vocabulary.

**Measure:** Question 6 in Exam 3. Needs students to explain the question is a poor led variance test problem, after test, students draw conclusions if the two different web design methods are equally effective. Questions 1 & 2 in final exam. Using examples to assess students' understanding of basics concepts of statistics.

- **Competency 4:** Apply techniques of descriptive and inferential statistics and basic probability principles to real data.

**Measure:** Questions 8 through 13 in exam 1. Used to assess different descriptive methods to present, display and summarize data. Question 3, 12, 14, and 16 in Exam 3. Problems requiring students to apply inferential statistics to draw sound conclusions about engineering problems.

- **Competency 5:** Recognize the strengths and limitations of statistics in addressing human problems and conduct investigations of statistically accessible problems.

**Measure:** Question 11 in Exam 3. To perform a paired hypothesis t test using two sets of data in order to conclude equality of thickness of coatings. One important assumption of equal variance is made before paired test can be used to solve this problem.

- **Competency 6:** Use software packages for data analysis and statistical understanding.

**Measure:** Question #24 in final exam. Student used Excel to run regression analysis to fit the mechanics of materials data to estimate the modulus of elasticity for an engineering material.

- **Assessment of Learning Outcome:**

**Summary of Findings:** The overall average score for the outcomes is 3.2 out of a possible 5. However, the average score for Competency 6 is a 2.5 out of a possible 5, which was slightly below the target of 3.0.

**Results: Target Achievement:** The target for this outcome, with six competencies, was achieved. Only one competency, use of software packages for data analysis and statistical understanding, did not meet the target set.

- **Recommendations/Ongoing Curriculum Changes:** In view of the above results, no catalog or major course changes are recommended by the Assessment Committee. However, the Assessment Committee recommends that the instructor pay particular attention to this topic and assign additional homework assignments/quizzes on this topic during the next offering of this course. The committee further recommends that the same rubrics should be used to assess these competencies for the purposes of comparison of student work from year to year.

## **ENCE 2110:Pollution Controls**

- **Learning Outcome:** Employ qualitative and quantitative information to define and defend viewpoints, solve problems, and to make informed decisions.

### **Competencies associated with outcome:**

- **Competency 1:** Explain intellectual foundations, conceptual approaches, and methodologies of the natural sciences.

**Measure:** Week 7 Discussion board on water pollution. The necessity of obtaining and analyzing data before acting (or reacting) is highlighted throughout the course, with the Clean Air Act serving as an example of this approach. The use of journal articles is emphasized throughout the course, particularly as examples of how engineering principles are applied to natural phenomena to achieve pollution control.

- **Competency 2:** Understand and explain scientific terminology.

**Measure:** Assignment 3. Students are expected to learn the appropriate terminology for all topics, including abbreviations commonly used in the literature. Terminology constitutes 25-30% of the test material.

- **Competency 3:** Discuss historical, social, and political issues related to scientific data and advances.

**Measure:** Week 4 Discussion board. How scientific advances impact our everyday lives is incorporated in the text (Spellman) and is also addressed in graded discussion boards. One example of this is a discussion board that asks students to compare and contrast the Clean Air Act, the Kyoto Protocol, and the Montreal Protocol and to "vote" for which of the three has the greatest impact on American citizens today, defending the choice using the information set forth in their "comparison and contrast" paragraphs.

- **Competency 4:** Construct graphic and analytical models from a description of a specific natural phenomenon.

**Measure:** Assignment 3. Because this is an engineering course, the majority of the models discussed in the course involve an engineering solution that capitalizes on multiple natural phenomena. One example is in the area of water treatment, where students must create a graphic which shows how various unit operations (each of which is dependent on a specific natural phenomenon) are combined to achieve water treatment

- **Competency 5:** Formulate a hypothesis based on empirical data.

**Measure:** Assignment 2. Empirical data is emphasized in the course, and example of hypotheses based on empirical data abound in Spellman. The primary assignment that requires students to formulate a hypothesis on their own uses publicly available data on the greenhouse gas emissions of various countries.

- **Competency 6:** Apply the scientific method to solve problems.

**Measure:** Assignment 2. Use of the scientific method in the context of historical achievements in pollution control is discussed throughout the course. One particular assignment that requires the students to apply the scientific method looks at the greenhouse gas emissions of various countries and requires the students to formulate a hypothesis regarding how countries compare as well as obtain (publicly available) data and use the data to evaluate their hypothesis.

- **Competency 7:** Design experiments to test hypotheses.

**Measure:** Assignment 2. Because this is a non-lab course, students do not actually conduct any experiments. However, to meet this expectation, students are required to determine what data they must obtain from a large database in order to evaluate a hypothesis they have formulated. Students also demonstrate understanding of how experiments have been designed to test particular hypotheses when the students discuss conclusions from various journal articles evaluating different methods of pollution remediation.

- **Competency 8:** Express conclusions and implications from scientific experiments using a variety of methods.

**Measure:** Week 10 Soil Pollution discussion. Again, the experiments are not conducted by the students. However, experimental data are evaluated and compared, particularly with regard to socio-economic implications. One example of this is in the comparison of methods for the remediation of soil lead contamination where a particular remediation approach taken can be considered as an ongoing experiment.

- **Assessment of Learning Outcome:**

**Summary of Findings:** The overall average score for the outcomes is 3.9 out of a possible 5.

**Results: Target Achievement:** The target for this outcome, with eight competencies, was achieved. There were no competencies that scored below the target of 3.0; however, Competency 3 had the lowest score at 3.0.

- **Recommendations/Ongoing Curriculum Changes:** In view of the above results, there were no catalog or major course changes recommended by the Assessment Committee. The committee recommends that the same rubrics should be used to assess these competencies for the purposes of comparison of student work from year to year.

The above examples are only a few ways the general education results have been used to improve student learning across campus, in all majors.

Beyond the focus on targeted ways to improve student learning, most importantly, we recognized that our existing General Education program did not have clear measurable program learning outcomes. As a result, in Spring 2022, we adopted a new General Education program based on four new assessable program outcomes as follows with rubrics to be implemented in Fall 2023.

- [Communicate effectively](#) according to purpose using written, oral, and/or audio-visual methods.
- [Critique and evaluate](#) information, concepts, theories, and claims.
- [Cultivate inclusion](#) by recognizing, examining, and reflecting on the diversity of cultural and individual experiences.
- [Create, innovate, and adapt](#) to take charge of your own learning.

Our plans to understand what our students are learning are intrinsically linked to the assessment cycle we adopted in Spring 2022. As previously noted, the revised General Education program and new outcomes were officially voted in by faculty in Spring 2022, to be implemented in Fall 2023. When faculty submitted proposals for course certification under the new program, they identified which of the four program outcomes the course addresses (choosing multiple outcomes was an option). From this identification, we can generate reports from the Curriculog workflow software detailing courses claiming to address each of the four outcomes and pull student work from a variety of courses aligned with particular outcomes to include in our annual assessment.

Additionally, once student work is scored in February each year, we will announce results in April that identify areas of strength, changes from year to year, and areas for improvement. We will also plan a faculty development opportunity to learn about ways to address these areas for improvement. These will be scheduled in May close to when grades are due for the spring semester, as that is a time when faculty are particularly attuned to noticing what did not work for students as well as faculty had hoped. We believe our faculty will be primed at that time to learn and think about ways to alter their teaching to improve student learning.

Given these steps we have taken, and detailed plans for assessing student learning going forward, we believe we are in Compliance with Standard 8.2.b.

## Sources

 [Communicate Effectively Rubric](#)

 [Creative Thinking Rubric](#)

 [Critical Thinking Rubric](#)

 [Cultivate Inclusion Rubric](#)

## 10.1

### Academic Policies

The institution publishes, implements, and disseminates academic policies that adhere to principles of good educational practice and that accurately represent the programs and services of the institution.

### Judgment

Compliant  Non-Compliant  Not Applicable

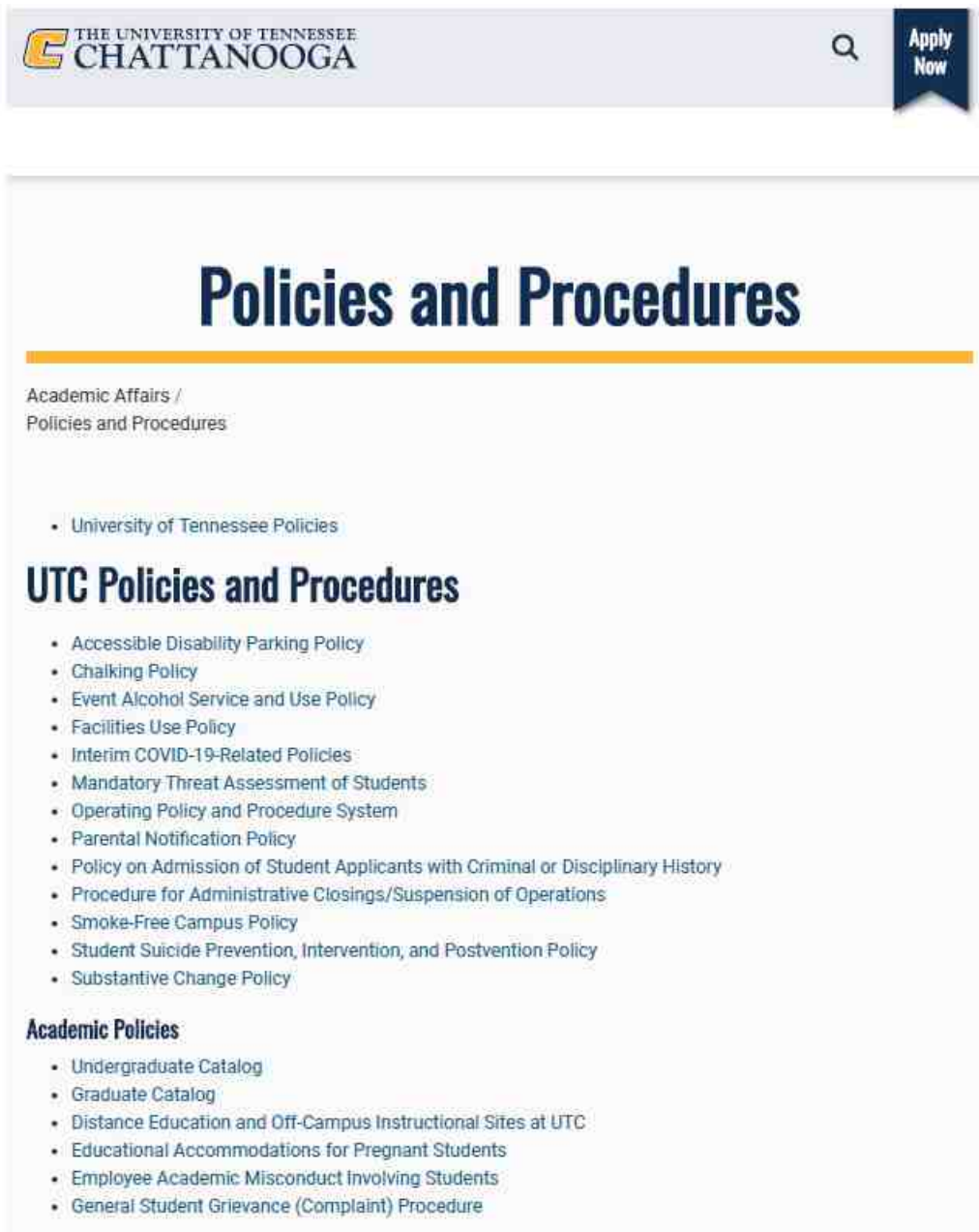
### SACSCOC Comments

The institution publishes academic policies in its *Undergraduate Catalog* and *Graduate Catalog*. Additional academic and student policies appear to be provided and linked on the a centralized "policies and procedures" webpage; however, the Off-Site Reaffirmation Committee identified a discrepancy in the narrative between the linked document for "Academic Policy" and the screenshot provided in Figure 10.1-1. The linked document referenced faculty policies, thus evidence of disseminating these academic policies was not clear. In addition, examples of implementation of academic policies were not found by the Off-Site Reaffirmation Committee.

### College Response

The university hosts an [Academic Policy](#) website (Figure 10.1-1) with links to appropriate policies and documents that contain policies.

Figure 10.1-1. UTC Policies and Procedures





The screenshot shows the top navigation bar of the University of Tennessee Chattanooga website. On the left is the university logo, in the center is a search icon, and on the right is a blue 'Apply Now' button. Below the navigation bar is a large heading 'Policies and Procedures' with a yellow underline. Underneath the heading, there is a breadcrumb trail: 'Academic Affairs / Policies and Procedures'. A list of links is provided, including 'University of Tennessee Policies'. The main content area is titled 'UTC Policies and Procedures' and contains a list of 15 specific policies, such as 'Accessible Disability Parking Policy', 'Chalking Policy', and 'Smoke-Free Campus Policy'. At the bottom, there is a section titled 'Academic Policies' with a list of links to various catalogs and procedures.

The university has a specific process for the development, review, and approval of new [operating policies and procedures](#), including those that are academics-related. This process includes a list of all required steps for policy development, the policy review committee, review and approval by Faculty Senate committees, by Faculty Senate, the Executive team and ultimately the Provost and/or Chancellor when appropriate. Examples of implementation of academic policies include the admission of students with criminal or disciplinary history, the new undergraduate certificate policy, and the change to the foreign language requirement for Bachelor of Arts degrees.

Information regarding the admission of students with criminal or disciplinary history can be found [online](#) and is also available in [pdf format](#). This policy was approved through the Policy Review Committee on August 1, 2019 and is scheduled to be reviewed again by August 1, 2024. The [Undergraduate Certificate policy](#) is listed online in the [Academic Regulations](#) section of the Undergraduate Catalog. This policy was approved by the Academic Standards Committee and subsequently by the Faculty Senate on February 18, 2021, as shown in the attached [minutes](#). The change to the foreign language requirement for the Bachelor of Arts degree was approved by the Academic Standards Committee of the Faculty Senate and subsequently approved by Faculty Senate on February 21, 2019, as shown in the attached [minutes](#).

As evidenced above, UTC is in compliance with Standard 10.1.

## Sources

-  [022119\\_fsminutes](#)
-  [Academic Regulations - University of Tennessee, Chattanooga - Acalog ACMS™](#)
-  [Faculty Senate Minutes-February-18-21 \(Page 2\)](#)
-  [Policy on Admission of Students with Criminal History](#)
-  [UTC Policies and Procedures](#)
-  [Undergraduate Catalog - Academic Regulations](#)
-  [policy--admission-student-applicants--criminal-or-disciplinary-history \(Page 2\)](#)

## 13.2

### Financial Documents

The member institution provides the following financial statements:

- a. an institutional audit (or Standard Review Report issued in accordance with Statements on Standards for Accounting and Review Services issued by the AICPA for those institutions audited as part of a system-wide or statewide audit) for the most recent fiscal year prepared by an independent certified public accountant and/or an appropriate governmental auditing agency employing the appropriate audit (or Standard Review Report) guide.
- b. a statement of financial position of unrestricted net assets, exclusive of plant assets and plant-related debt, which represents the change in unrestricted net assets attributable to operations for the most recent year.
- c. an annual budget that is preceded by sound planning, is subject to sound fiscal procedures, and is approved by the governing board.

For applicant and candidate institutions, including an applicant seeking separate accreditation from a current SACSCOC accredited institution, the institution provides the financial information, including audit requirements, specified in the SACSCOC policy entitled Accreditation Procedures for Applicant Institutions.

### Judgment

Compliant  Non-Compliant  Not Applicable

### SACSCOC Comments

(a) The Off-Site Reaffirmation Committee was not provided the required FY2022 institutional financial audit report with accompanying statements. Financial statements for prior years were provided and the institution has a demonstrated record of receiving unqualified audit opinions.

(b) A statement of financial position of unrestricted net assets, exclusive of plant assets and plant-related debt (UNAEF) was provided for FY2017 – FY2021. For those years, UNAEF ranged from \$56,389,167.20 to \$81,959,151.41.

(c) Evidence of the institution's clear and sound budgeting processes and procedures was provided, along with the FY2022 budget and governing board approval.

### College Response

FY2022 financial information was not available at the time the initial compliance report was submitted. However, since then, financial documents have become available and are attached here for reference.

- [Financial audit report notes](#)
- [Schedule of Changes in Net Position](#)
- [Schedule of Net Position](#)
- [Financial Statements and Metrics \(FY2017-FY2022\)](#)

The official, complete FY2022 audit report will be available at the time of the on-site visit, as needed.

### Sources

 [FY22 - Notes - Final](#)

 [FY22 - Schedule of Changes in Net Position](#)

 [FY22 - Schedule of Net Position](#)

 [UTC Combined Financials Statements and Metrics - FY2017 - FY2022](#)

### 13.8

#### Institutional Environment

The institution takes reasonable steps to provide a healthy, safe, and secure environment for all members of the campus community.

#### Judgment

Compliant    Non-Compliant    Not Applicable

#### SACSCOC Comments

[Note: An institution should also include information about the status of any open or closed investigations by the U.S. Department of Education's Office of Civil Rights related to sexual violence that were active at the time of, or have occurred since, the institution's last comprehensive review. If there have been no such investigations, the institution should indicate as much.]

#### Non-Compliance

The institution demonstrated that it has taken reasonable steps to provide a healthy, safe, and secure environment for the campus community. The institution has an Emergency Operations Plan to guide the campus community, and a number of health and safety policies and resources for the campus community, including Title IX. The institution has a comprehensive Emergency Communications Plan and is served by its full-service state accredited police department that operates 24 hours a day, 365 days a year.

However, the Off-Site Reaffirmation Committee could not find information about the status of any open or closed investigations by the U.S. Department of Education's Office of Civil Rights related to sexual violence that were active at the time of, or have occurred since, the institution's last comprehensive review; nor any indication that there have been no such investigations.

#### College Response

The University also maintains, distributes, and provides resources to all [complainants](#) and [respondents](#) involved in the Title IX Grievance process. The University maintains a log of each complaint addressed and resolved in accordance with the Policy. Records concerning complaints under the Policy involving students are protected from disclosure under the Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g (FERPA). Records concerning complaints under the Policy involving employees and other non-student individuals are maintained as confidential subject to disclosure only in accordance with University policy and federal and state law.

The U.S. Department of Education, Office for Civil Rights (OCR) has three open investigations of complaints against the University alleging violations of Title IX. The University denies the allegations in each of the complaints. The University has fully cooperated with the OCR investigations and is awaiting the OCR's determination in each. There has been no activity in any of the OCR investigations since August of 2019. Since the last SACSCOC comprehensive review, two other complaints against the University alleging violations of Title IX were filed with the OCR, both of which were resolved without any findings against the University.

As evidenced above, UTC is in compliance with Standard 13.8.

#### Sources

 [Assistance for Complainants](#)

 [Assistance for Respondents](#)