

THE UNIVERSITY OF TENNESSEE CHATTANOOGA Accreditation and Assessment

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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- Adding a new Program Outcome [page 21](#)
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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.

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

SACSCOC web pages

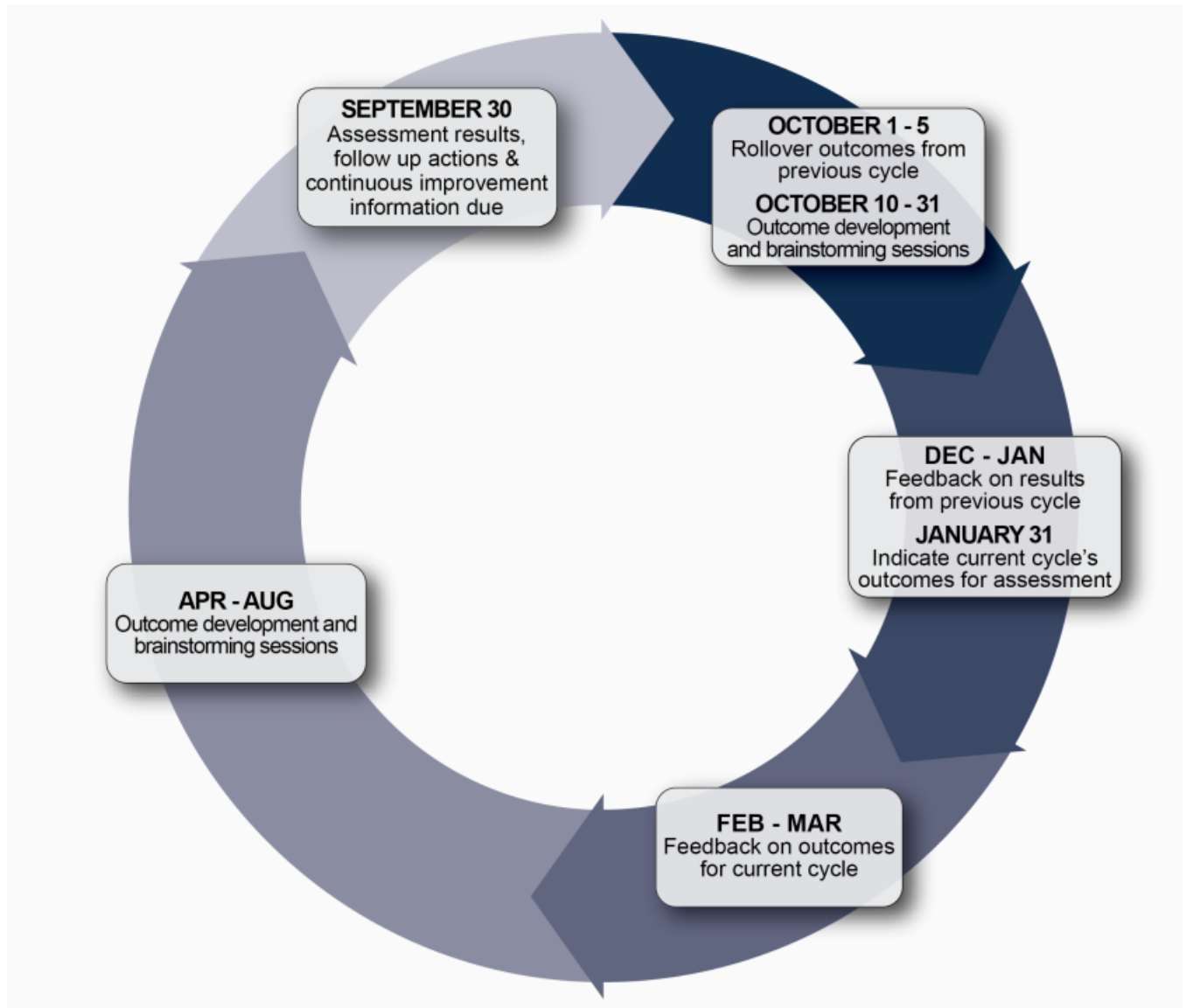
- Accrediting Standards: <https://sacscoc.org/app/uploads/2019/08/2018PrinciplesOfAcreditation.pdf>
- Institutional Resources: <https://sacscoc.org/accrediting-standards/institution-resources/>
- Policies and Publications: <https://sacscoc.org/documents/?type=policies>
- Accreditation Resource Manual: <https://sacscoc.org/app/uploads/2019/08/2018-POA-Resource-Manual.pdf> (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



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- **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.

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Logging on to the UTC Anthology - Planning system.

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

Preferred browsers are [Firefox](#), [Safari](#), [Microsoft Edge](#), [Opera](#), or [Google Chrome](#). Internet Explorer is not supported.

Enter your UTCID and password.

Enter your UTCID & Password

UTCID: *

UTCID is a required field.

Password: *

LOGIN

Need assistance? [Click here to get help signing in.](#)

By signing in, you agree to the terms of the University of Tennessee at Chattanooga policy on [Acceptable Use of Information Technology Resources](#).

Planning ztw129

FY 2017-18

Dashboard

FILTER Sort Default

My Items (30) Responsible Items (0) Contributor (1342)

You are not indicated as responsible for any items in FY 2017-18.

Show 10 Viewing 0-0 of 0

Announcements

Welcome to the UT Chattanooga Strategic and Unit Planning Site!

Welcome to UTC's tool to document, track and report on the strategic planning and unit planning efforts of UT Chattanooga. As you navigate through the system, please [More](#)

Resources & Links

Links and resources are provided below as well as the guide from the initial training. UTC Links on institutional effectiveness, assessment, planning, etc. ... [More](#)

Plans

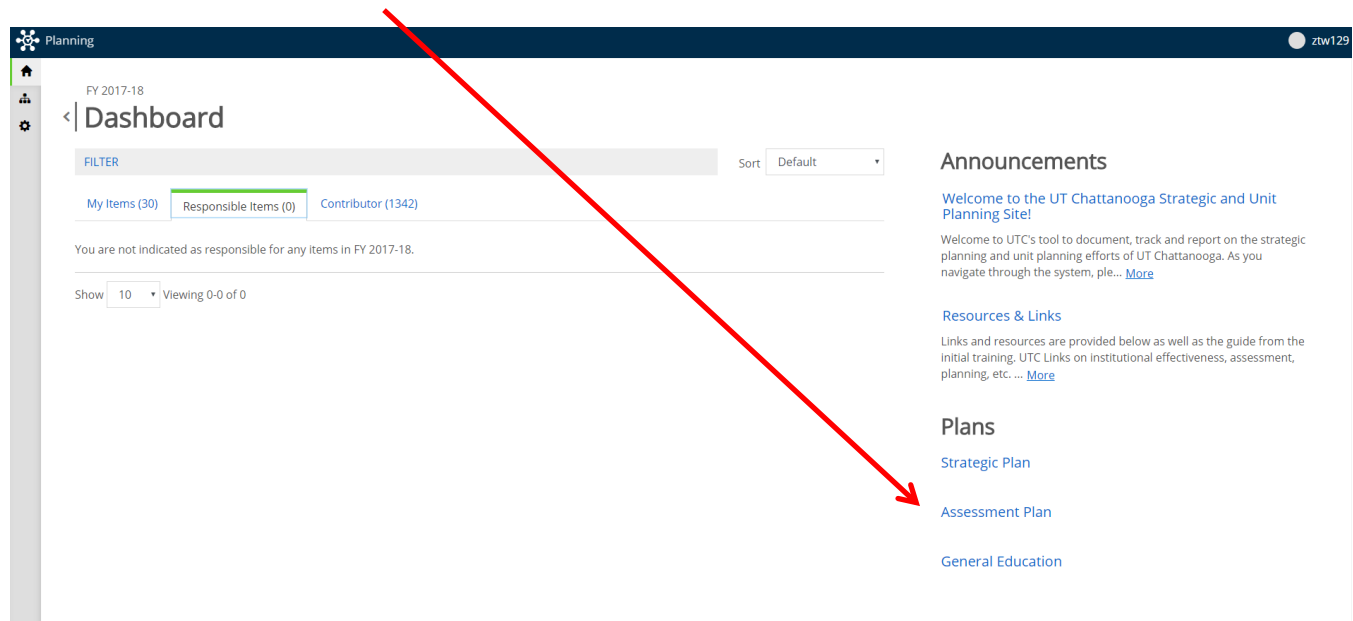
- Strategic Plan
- Assessment Plan
- General Education

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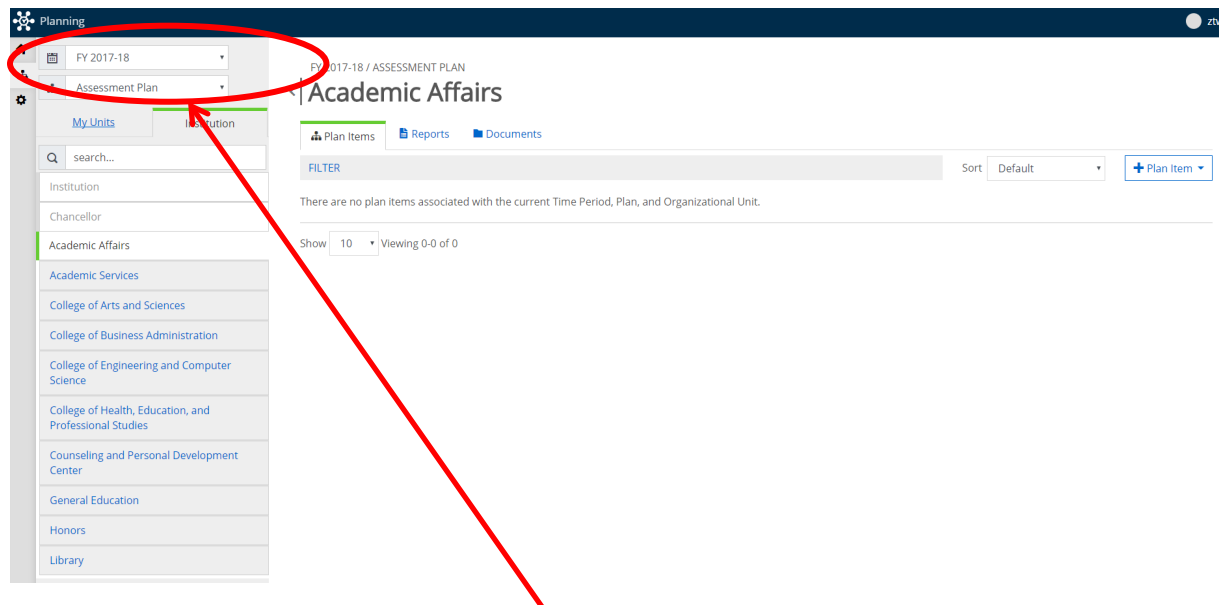
Accreditation and Assessment

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.



The screenshot shows the 'Planning' dashboard for FY 2017-18. The main content area is titled 'Dashboard' and includes a filter bar with 'My Items (30)', 'Responsible Items (0)', and 'Contributor (1342)'. Below this, it states 'You are not indicated as responsible for any items in FY 2017-18.' and shows 'Showing 10 items, Viewing 0-0 of 0'. On the right side, there are three sections: 'Announcements' with a welcome message and a 'More' link; 'Resources & Links' with a guide to the system and a 'More' link; and 'Plans' with three links: 'Strategic Plan', 'Assessment Plan', and 'General Education'. A red arrow points from the 'Assessment Plan' link in the 'Plans' section to the 'Assessment Plan' link in the 'Plans' section.

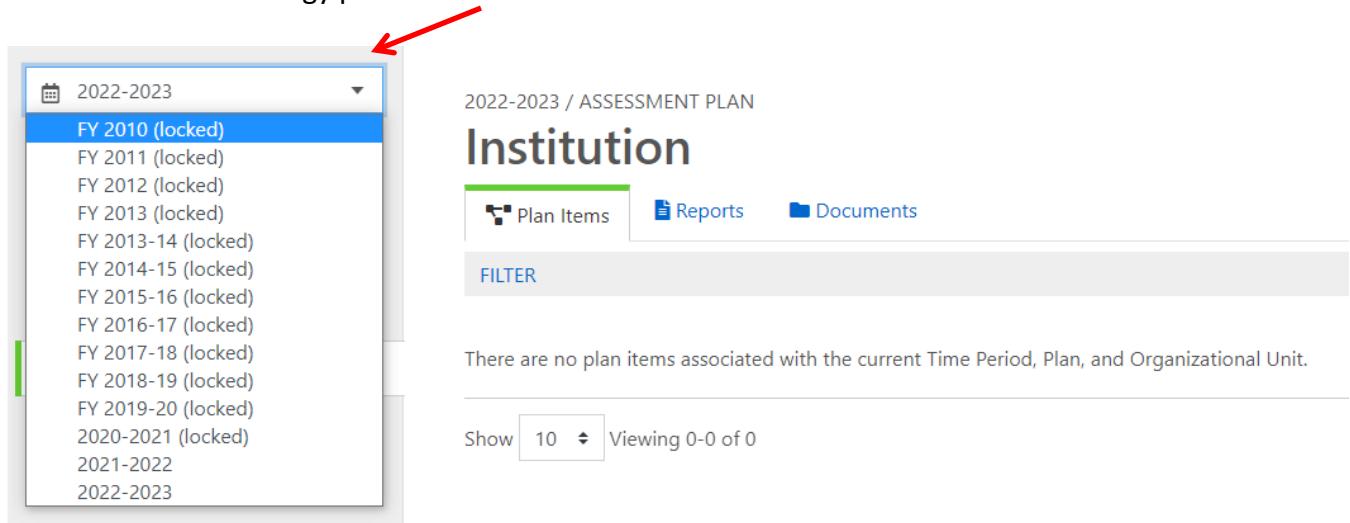


The screenshot shows the 'Academic Affairs' page for the 'Assessment Plan' in FY 2017-18. The page title is 'Academic Affairs' and the subtitle is 'Assessment Plan'. The main content area is titled 'Academic Affairs' and includes a search bar, a filter bar, and a '+ Plan Item' button. Below this, it states 'There are no plan items associated with the current Time Period, Plan, and Organizational Unit.' and shows 'Showing 10 items, Viewing 0-0 of 0'. On the left side, there is a navigation menu with 'My Units' and 'Institution' tabs. The 'My Units' tab is selected, and a red circle highlights the 'Reporting Cycle' dropdown menu, which is currently set to 'FY 2017-18'. A red arrow points from the 'Reporting Cycle' dropdown menu to the 'Assessment Plan' link in the 'Plans' section of the dashboard.

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.

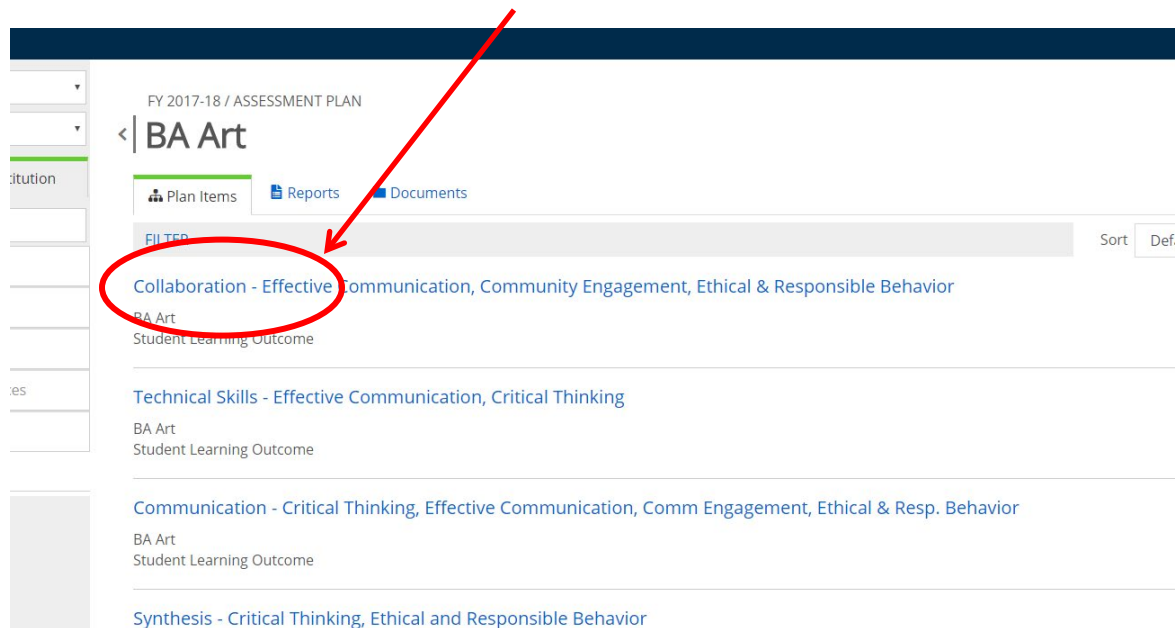
To Change the Reporting Cycle

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.



Editing and Adding Data to Outcomes

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

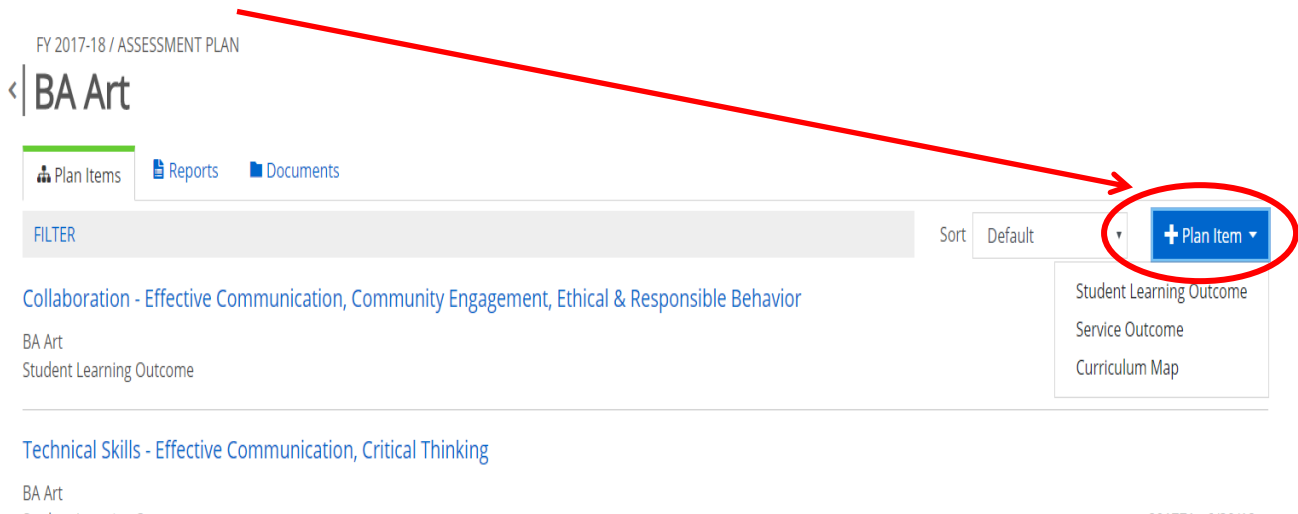


This will open the outcome into **Edit Mode**.

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

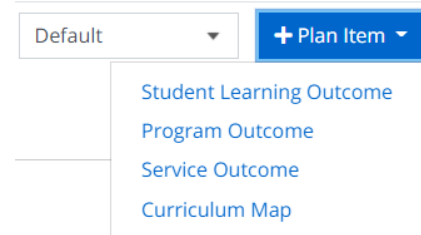
Adding New Outcomes

Click on the + Plan Item box.



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.

Student Learning Outcome Description
Enter description of the Student Learning Outcome.

File Edit View Insert Format Table

Formats B I [List Icons]

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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. **All outcomes should be assessed at least once every three years.**

Reporting Cycle Outcome Last Assessed

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

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

- Comprehensive Exam (Direct)
- Critical Thinking Test (Direct)
- Embedded Coursework (Direct)
- Internship/Practicum/Capstone (Direct)
- Licensure Exam (Direct)
- Number/Count (Indirect)
- Oral defense/Presentation (Direct)
- Portfolio (Direct)
- Publications (Direct)
- Rubric (Direct)
- Senior Exit Exam (Direct)
- Survey (Indirect)
- Thesis/Dissertation (Direct)
- Other

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.

+ File
+ Folder

If Means of Assessment is "Other" please specify

If Means of Assessment is "Other" please list what the assessment is.

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Course(s) associated with SLO:

If Means of Assessment is “Embedded Coursework,” identify which course: Enter the course in which this outcome is assessed.

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

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

File Edit View Insert Format Tools Table

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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.

File	Edit	View	Insert	Format	Tools	Table
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Plan Item Files

+ File + Folder

There are no attachments.

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

Relation of Means of Assessment to the Outcome

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

File	Edit	View	Insert	Format	Tools	Table
↶ ↷	Paragraph	▼	B <i>I</i>	☰ ☰ ☰ ☰	☰ ☰	☰ ▼ ☰ ▼
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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)

File	Edit	View	Insert	Format	Tools	Table
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Plan Item Files

+ File + Folder

There are no attachments.

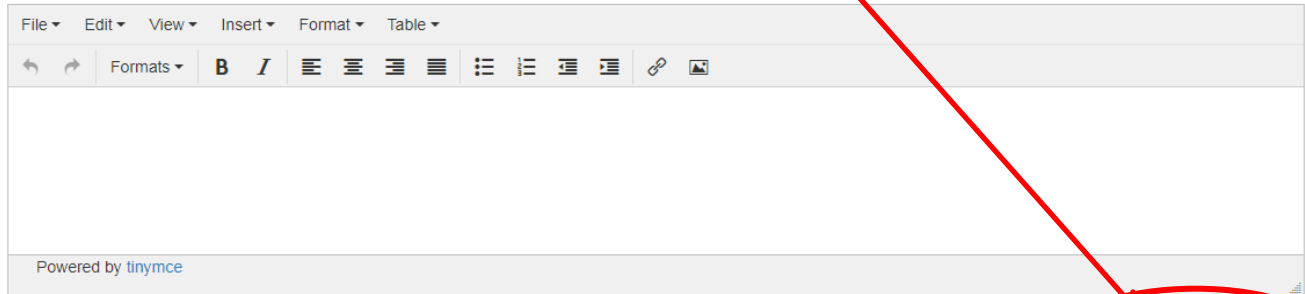
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Assessment Data: What are the findings or current observations in relation to the assessment(s) implemented? State specific outputs and whether the set target was met. If providing a percentage, make sure to include the number of student artifacts 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.).

Assessment Data (Results)

Click on Edit to enter your data. Once the information is entered, click update to save. You can include attachments (word, excel, html, pdf, and power point) once your information has been saved.



The screenshot shows a rich text editor interface. At the top, there is a menu bar with options: File, Edit, View, Insert, Format, and Table. Below the menu bar is a toolbar with various icons for text formatting (bold, italic, underline, text color, background color, bulleted list, numbered list, link, unlink, image) and navigation (undo, redo). The main editing area is currently empty. At the bottom left of the editor, it says "Powered by tinymce". A red arrow points from the top right of the page down to a red circle that highlights two buttons: "+ File" and "+ Folder".

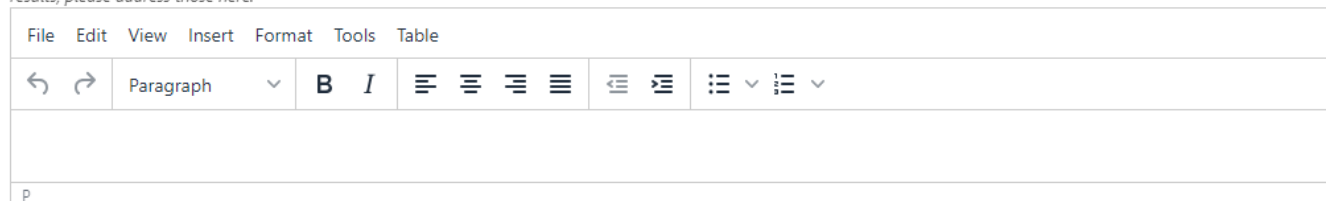
Attached Files

There are no attachments.

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

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.



The screenshot shows a rich text editor interface. At the top, there is a menu bar with options: File, Edit, View, Insert, Format, Tools, and Table. Below the menu bar is a toolbar with various icons for text formatting (bold, italic, underline, text color, background color, bulleted list, numbered list, link, unlink, image) and navigation (undo, redo). The main editing area is currently empty. At the bottom left of the editor, it says "P".

Plan Item Files

There are no attachments.

[+ File](#) [+ Folder](#)

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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.

Follow Up Actions Planned

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.

File	Edit	View	Insert	Format	Tools	Table			
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P									

Plan Item Files

There are no attachments.

+ File + Folder

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.

File	Edit	View	Insert	Format	Tools	Table			
↶	↷	Paragraph	▼	B	<i>I</i>	☰ ☰ ☰ ☰ ☰ ☰ ☰ ☰	☰ ☰ ☰ ☰	☰ ☰ ☰ ☰	☰ ☰ ☰ ☰
P									

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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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.



Start and End Dates: Do not change these dates. The system defaults to the reporting cycle you selected at the beginning of the process.

Start (DO NOT CHANGE) *

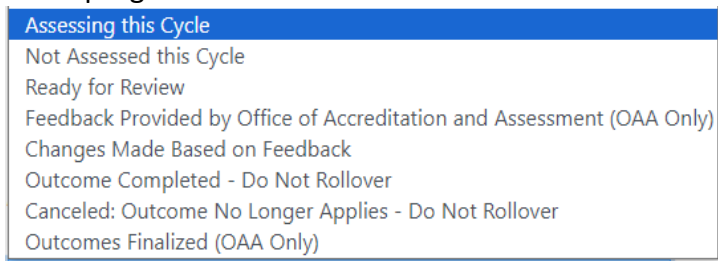
07/01/2022

End (DO NOT CHANGE) *

06/30/2023

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

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



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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.

The screenshot shows a web interface for editing a plan item. At the top, it says 'Planning' and 'FY 2017-18 / ASSESSMENT PLAN'. The main heading is 'Edit Plan Item'. Below this, there are several sections:

- Template:** Service Outcome
- Department ***
Institution
- Title ***
New Service Outcome Item
- Department Goal (Long-term)**
This is a broad overall statement and is not necessarily measurable.
A rich text editor with a toolbar (File, Edit, View, Insert, Format, Table) and a text area.
- Outcomes Expected (including targets)**
This is stated measurably.
Another rich text editor with a toolbar and a text area.

Red arrows point from the 'Title' field to the first paragraph of text, from the 'Department Goal' field to the second paragraph, and from the 'Outcomes Expected' field to the third paragraph. A fourth red arrow points from the 'Reporting Cycle Outcome Last Assessed' field to the fourth paragraph.

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 Expected: 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. **All outcomes should be assessed at least once every three years.**

Reporting Cycle Outcome Last Assessed

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

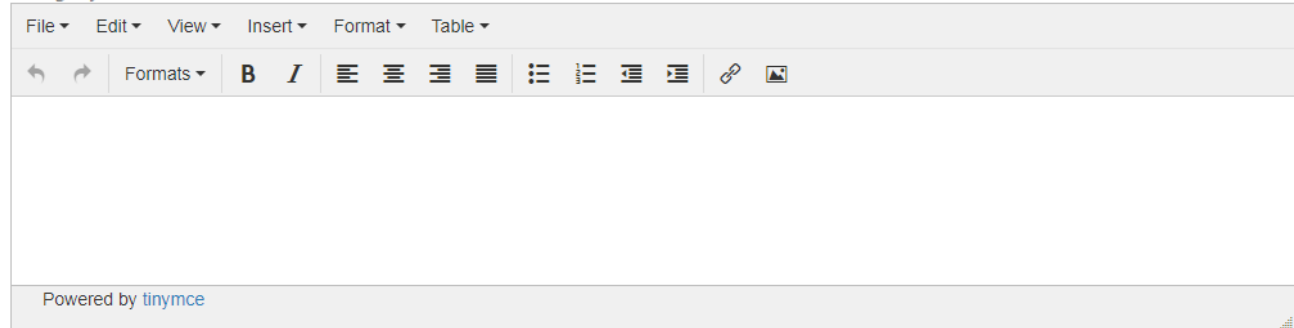
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Strategies: These are the strategies and techniques you will use to achieve the outcome.

Strategies

Strategies you will take to achieve the outcome.



A screenshot of a rich text editor interface. At the top, there are menu tabs: File, Edit, View, Insert, Format, and Table. Below these is a toolbar with various icons for text formatting (bold, italic, underline, text color, background color), list creation, and linking. The main area is a large empty text box. At the bottom left, it says "Powered by tinymce". A red arrow points to the top right corner of the editor.

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.

- Survey
- Rubric
- Number (Count)
- Dollars
- Areas Impacted
- Response Time
- Other

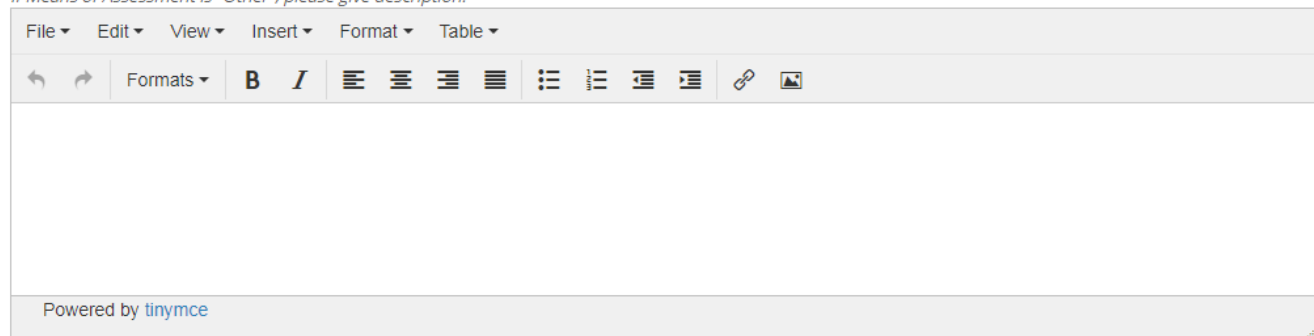
[+ File](#) [+ Folder](#)

If Means of Assessment is "Rubric", please attach file

There are no attachments.

If Means of Assessment is "Other", please give description

If Means of Assessment is "Other", please give description.



A screenshot of a rich text editor interface, identical in structure to the one above. It features the same menu tabs (File, Edit, View, Insert, Format, Table) and toolbar. The main text area is empty. At the bottom left, it says "Powered by tinymce".

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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.

A screenshot of a rich text editor interface. The menu bar includes File, Edit, View, Insert, Format, Tools, and Table. The toolbar contains undo, redo, Paragraph dropdown, Bold (B), Italic (I), bulleted list, numbered list, decrease indent, increase indent, bulleted list with dropdown, and numbered list with dropdown. The main text area is empty, and the status bar at the bottom shows 'P'.

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 beginning status, or number, to which you will compare the results.

A screenshot of a rich text editor interface. The menu bar includes File, Edit, View, Insert, Format, and Table. The toolbar contains undo, redo, Formats dropdown, Bold (B), Italic (I), bulleted list, numbered list, decrease indent, increase indent, link, and image. The main text area is empty. The status bar at the bottom says 'Powered by tinymce'.

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.).

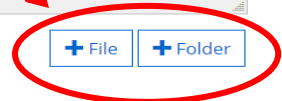
Assessment Data (Results)

Click on Edit to enter your data. Once the information is entered, click update to save. You can include attachments (word, excel, html, pdf, and power point) once your information has been saved.

A screenshot of a rich text editor interface. The menu bar includes File, Edit, View, Insert, Format, and Table. The toolbar contains undo, redo, Formats dropdown, Bold (B), Italic (I), bulleted list, numbered list, decrease indent, increase indent, link, and image. The main text area is empty. The status bar at the bottom says 'Powered by tinymce'.

Attached Files

There are no attachments.



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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.

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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Plan Item Files

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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

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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There are no attachments.

THE UNIVERSITY OF TENNESSEE CHATTANOOGA

Accreditation and Assessment

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

Continuous Improvement

Describe how continuous improvement efforts related to previous assessment results.

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You are required to complete this field (as well as the Outcome, Reporting Cycle Outcome Last Assessed, Means of Assessment, Criteria for Success, Assessment Data, 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 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 UNIVERSITY OF TENNESSEE CHATTANOOGA Accreditation and Assessment

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

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

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)

THE UNIVERSITY OF TENNESSEE CHATTANOOGA Accreditation and Assessment

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.

New Program Outcome Item

Program Outcome Description

Enter description of the Program Outcome.



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

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

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

Reporting Cycle Outcome Last Assessed

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



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
- Other

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.

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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 courses associated with this Program Outcome.

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Plan Item Files

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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 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 (Results)

Click on Edit to enter your data. Once the information is entered, click update to save. You can include attachments (word, excel, html, pdf, and power point) once your information has been saved.

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Attached Files

There are no attachments.

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.

THE UNIVERSITY OF TENNESSEE CHATTANOOGA

Accreditation and Assessment

Strengths and Weaknesses Seen Based on Results

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p										

Plan Item Files

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

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p										

Plan Item Files

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[+ File](#) [+ Folder](#)

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.

THE UNIVERSITY OF TENNESSEE CHATTANOOGA Accreditation and Assessment

Continuous Improvement

Describe how continuous improvement efforts related to previous assessment results.

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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 UNIVERSITY OF TENNESSEE CHATTANOOGA Accreditation and Assessment

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.

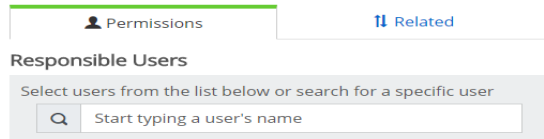
Assessing this Cycle
Not Assessed this Cycle
Ready for Review
Feedback Provided by Office of Accreditation and Assessment (OAA Only)
Changes Made Based on Feedback
Outcome Completed - Do Not Rollover
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Responsible Users

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

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.

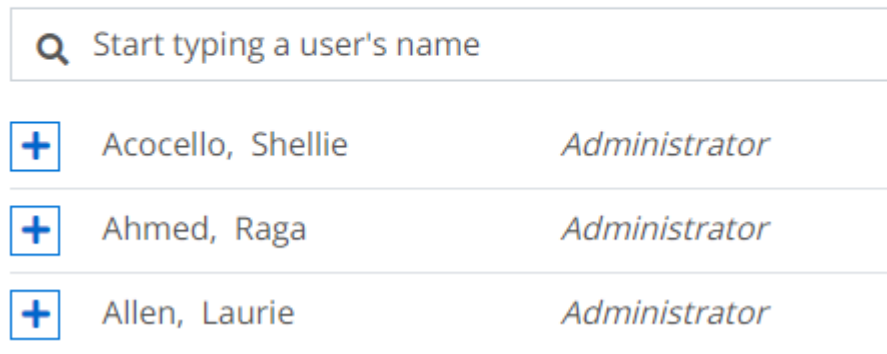


The screenshot shows a user interface for adding responsible users. At the top, there are two tabs: 'Permissions' (selected) and 'Related'. Below the tabs, the heading 'Responsible Users' is displayed. Underneath, there is a search instruction: 'Select users from the list below or search for a specific user'. A search input field contains the placeholder text 'Start typing a user's name'.




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



The screenshot shows a user interface for selecting available users. At the top, there is a search input field with the placeholder text 'Start typing a user's name'. Below the search field, there is a list of three users, each with a blue '+' icon to its left and a role to its right:

	Acocello, Shellie	<i>Administrator</i>
	Ahmed, Raga	<i>Administrator</i>
	Allen, Laurie	<i>Administrator</i>

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.
- **Reviewer:** 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.'



No Connections have been added.

This Item

Supported By (Connected Down)

+ Supported By

No Connections have been added.

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Accreditation and Assessment

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.

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Select a Supports (Re

FY 2019-20

Assessment Plan

search...

Institution

Chancellor

FY 2019-20

Strategic Plan

search...

Institution

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



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.

FY 2019-20

General Education ←

Q search...

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:

Student Learning Outcome: 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



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Continuous Improvement (description of how changes that were implement since the last assessment of the outcome impacted the results).

Service Outcome: 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).

Program Outcome: 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).

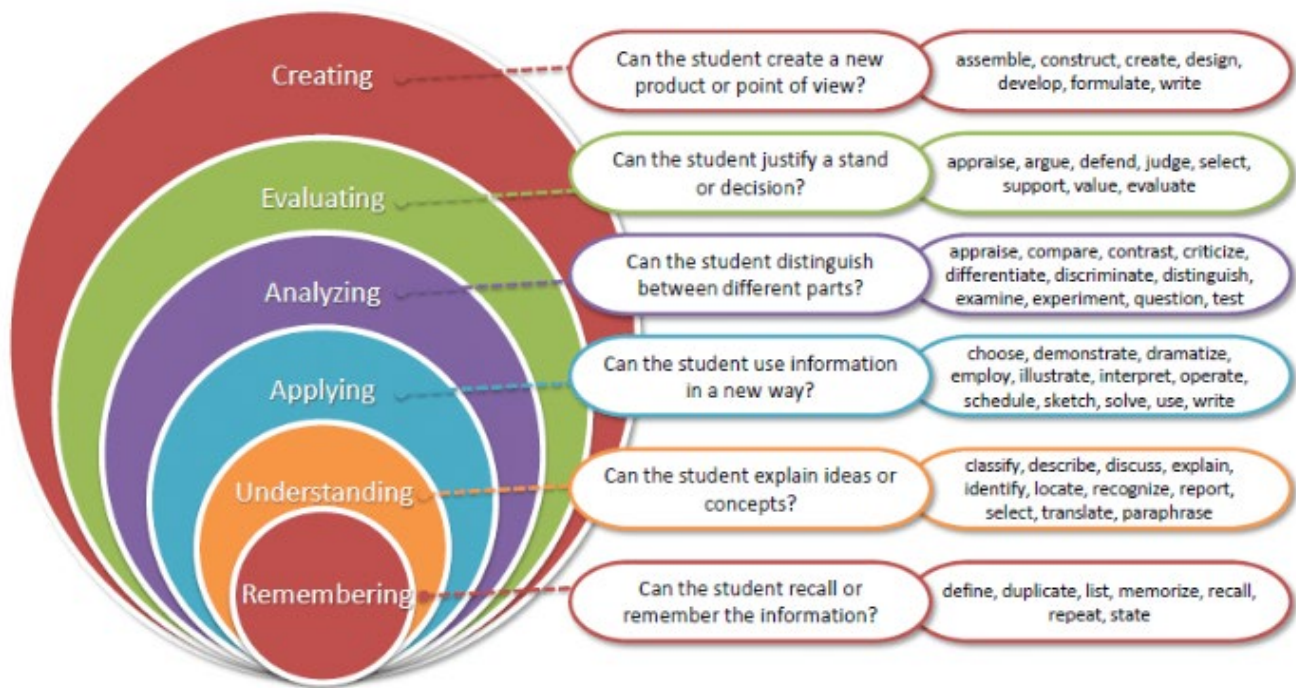
Each program/department should have 3-5 outcomes. Each outcome should describe competencies that students in the program should master by the time they graduate and/or services available to students. Once they have been established, the program or department must decide how they will measure the performance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

THE UNIVERSITY OF TENNESSEE CHATTANOOGA Accreditation and Assessment



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?

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?



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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 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.