

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

or <https://www.utc.edu/oaa> and scroll down and click on ‘Anthology – Planning Login’.

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

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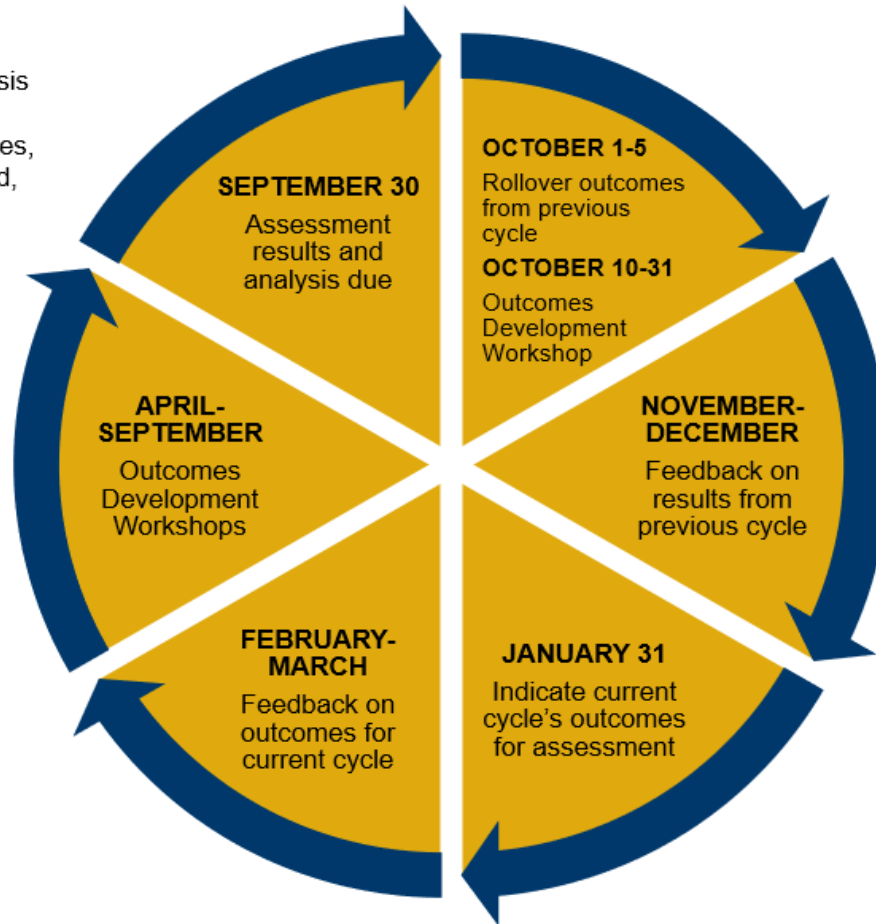
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Outcomes Assessment Timeline

SEPTEMBER 30: Analysis of results consists of strengths and weaknesses, follow up actions planned, and continuous improvement.



JANUARY 31: Outcome description, Reporting cycle outcome last assessed, means of assessment, and criteria for success due.

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

1. September 30 – Due Date

- Sections that are due: All information should be entered for each outcome assessed (at least three), including Assessment Data (Results), Strengths and Weaknesses Seen Based on the Results, Follow Up Actions Planned, Continuous Improvement, and Progress field. **NOTE: Each outcome should be assessed at least once every three years.**

2. October 1st-5th - Rollover

- Outcomes from the reporting cycle that was just reported will be rolled over by OAA into the new reporting cycle unless marked for exclusion from rollover.

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

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

4. November/December – Feedback Provided

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

5. January 31st – Due Date

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

6. February/March – Feedback Provided

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

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

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

8. June/July – Plan, Engage, and Improve: Outcomes Development Workshop Sessions

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

9. August/September – Plan, Engage, and Improve: Outcomes Development Workshop Sessions

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

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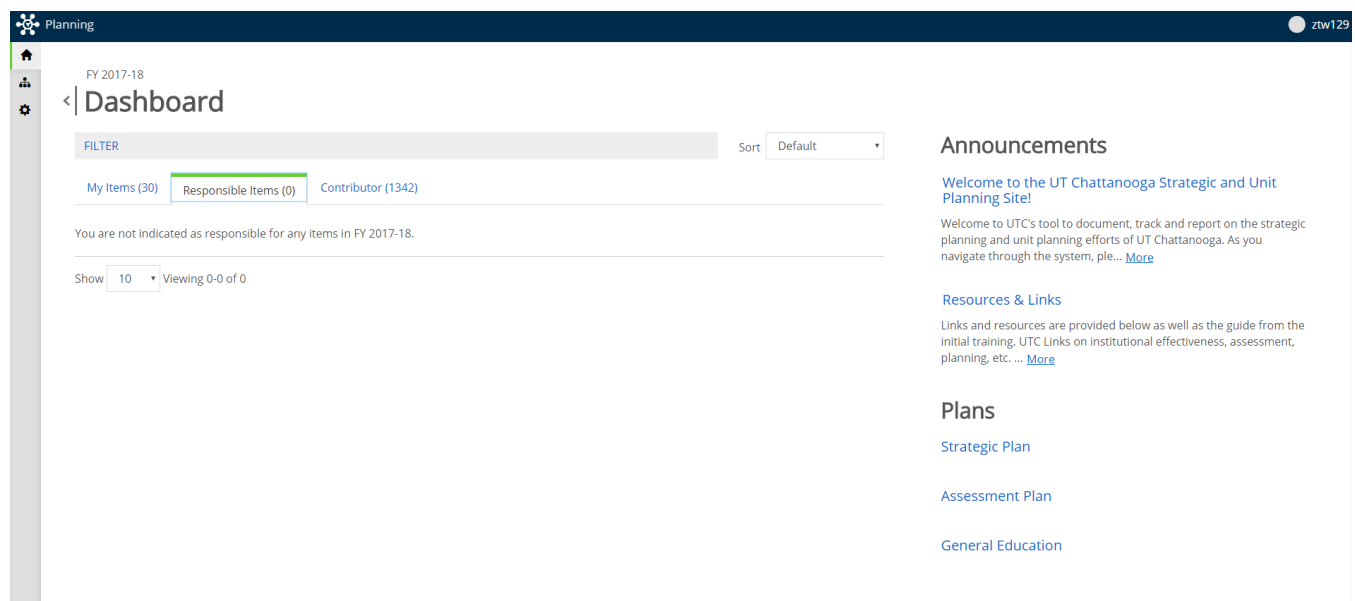
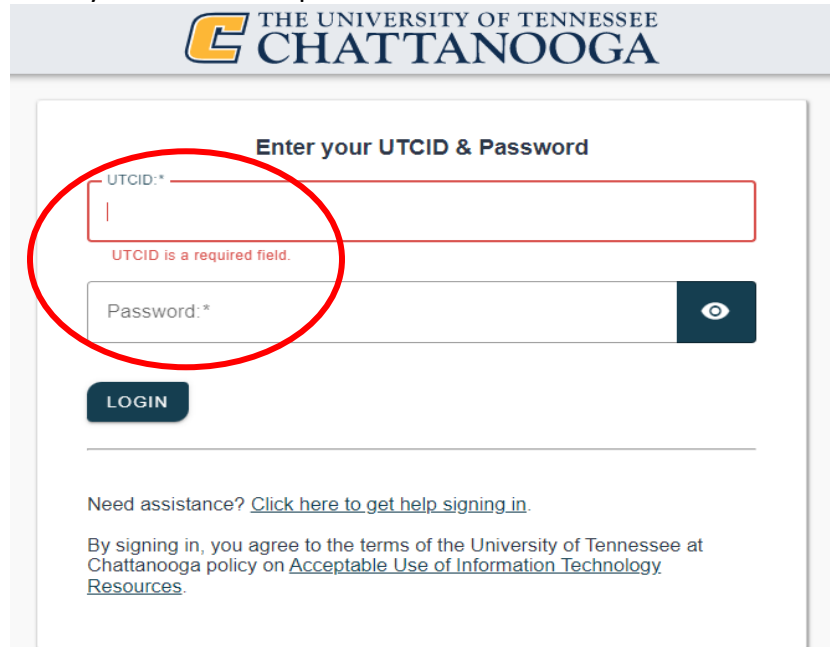
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Logging on to the UTC Anthology - Planning system.

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.

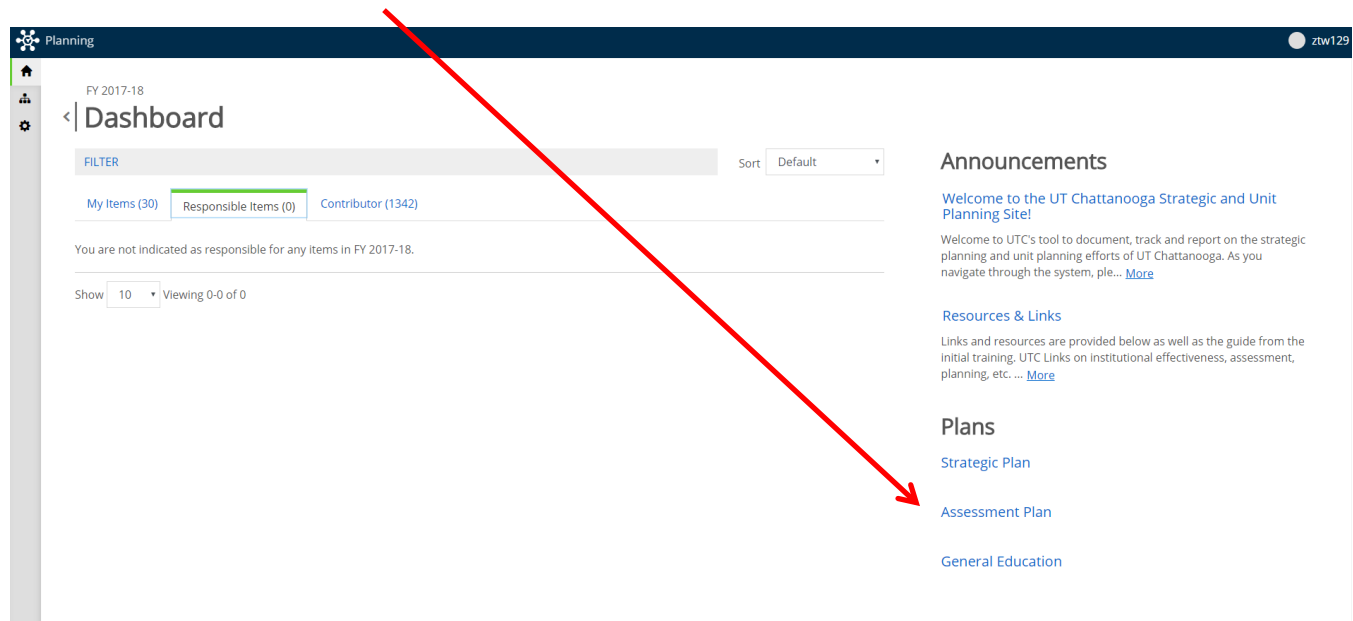


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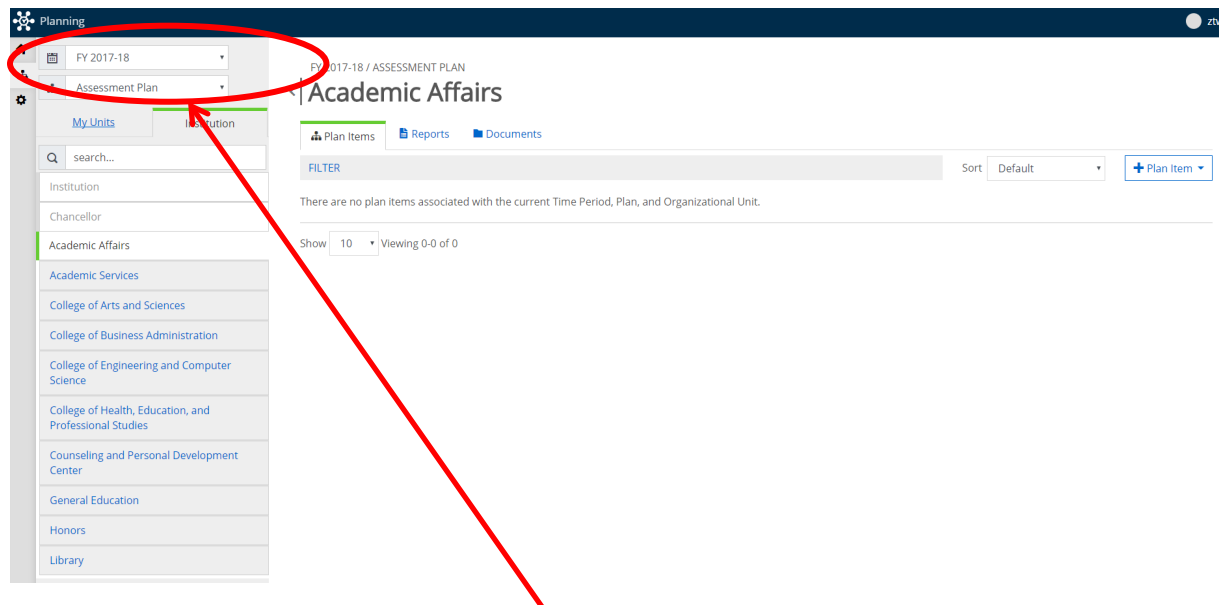
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Please be sure and review the announcements that are located on the right side of the screen. Updates and Resources and Links will be posted here.

Click on the **Assessment Plan** link.



The screenshot shows the 'Planning' dashboard for FY 2017-18. The main content area displays a 'Dashboard' with filters for 'My Items (30)', 'Responsible Items (0)', and 'Contributor (1342)'. A red arrow points from the 'Assessment Plan' link in the 'Plans' section on the right side of the dashboard.

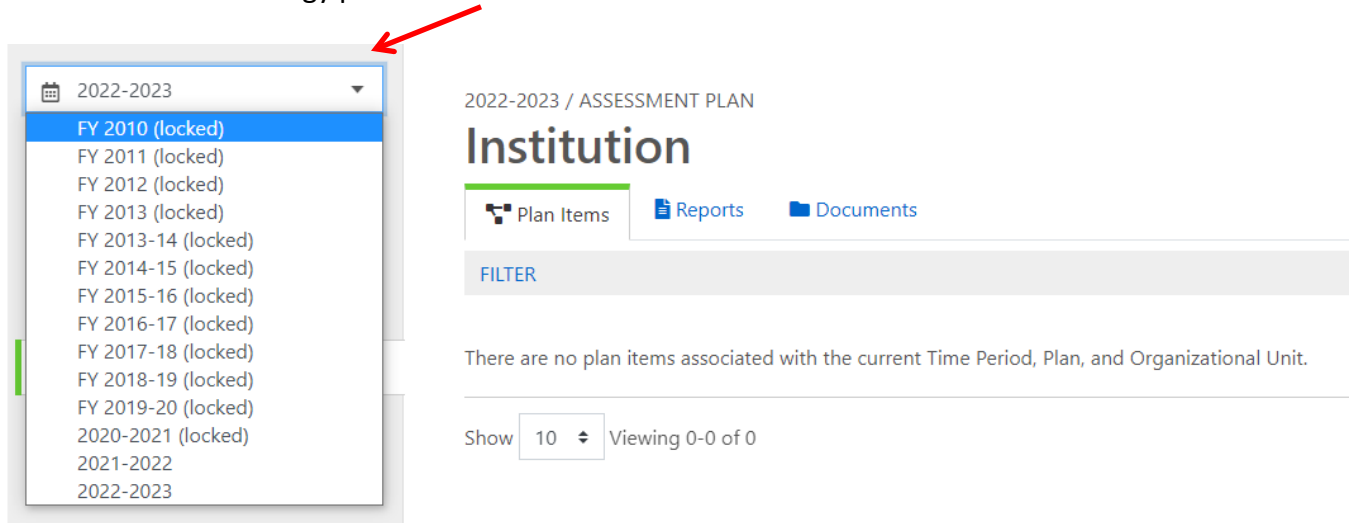


The screenshot shows the 'Academic Affairs' page for the 'Assessment Plan' in FY 2017-18. The 'Reporting Cycle' dropdown menu is highlighted with a red circle, and a red arrow points to it from the text below. The page shows a list of units and a message: 'There are no plan Items associated with the current Time Period, Plan, and Organizational Unit.'

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

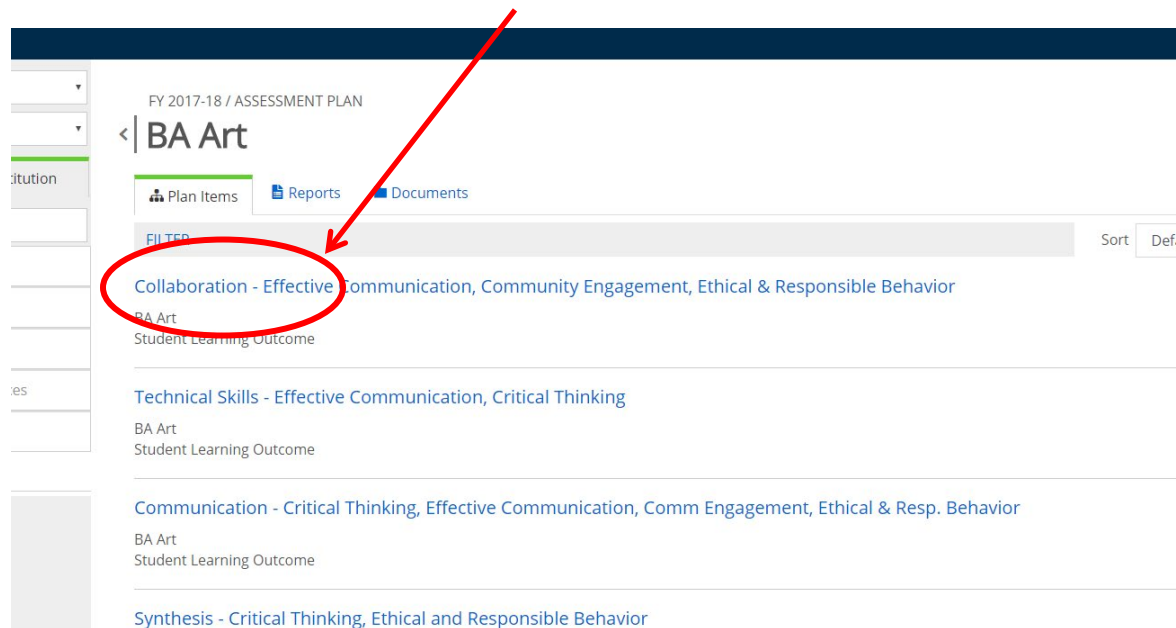
Click on the down arrow and select the correct reporting cycle from the drop-down menu. There is no information in Anthology prior to 2014-15.



The screenshot shows a dropdown menu for the reporting cycle. The current selection is '2022-2023'. The dropdown list includes the following options: 'FY 2010 (locked)', 'FY 2011 (locked)', 'FY 2012 (locked)', 'FY 2013 (locked)', 'FY 2013-14 (locked)', 'FY 2014-15 (locked)', 'FY 2015-16 (locked)', 'FY 2016-17 (locked)', 'FY 2017-18 (locked)', 'FY 2018-19 (locked)', 'FY 2019-20 (locked)', '2020-2021 (locked)', '2021-2022', and '2022-2023'. A red arrow points to the dropdown arrow. The main page shows '2022-2023 / ASSESSMENT PLAN' and 'Institution'. There are tabs for 'Plan Items', 'Reports', and 'Documents'. A 'FILTER' bar is present. Below it, a message states: 'There are no plan items associated with the current Time Period, Plan, and Organizational Unit.' At the bottom, it says 'Show 10 Viewing 0-0 of 0'.

Editing and Adding Data to Outcomes

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



The screenshot shows the 'FY 2017-18 / ASSESSMENT PLAN' page for 'BA Art'. There are tabs for 'Plan Items', 'Reports', and 'Documents'. A 'FILTER' bar is present. Below it, a list of outcomes is displayed. The first outcome, 'Collaboration - Effective Communication, Community Engagement, Ethical & Responsible Behavior', is circled in red. The other outcomes are: 'Technical Skills - Effective Communication, Critical Thinking', 'Communication - Critical Thinking, Effective Communication, Comm Engagement, Ethical & Resp. Behavior', and 'Synthesis - Critical Thinking, Ethical and Responsible Behavior'. A red arrow points to the circled outcome.

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

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

Adding New Outcomes

Click on the **+ Plan Item** box.

FY 2017-18 / ASSESSMENT PLAN

< BA Art

Plan Items Reports Documents

FILTER Sort Default

+ Plan Item

Student Learning Outcome

Service Outcome

Curriculum Map

Collaboration - Effective Communication, Community Engagement, Ethical & Responsible Behavior

BA Art

Student Learning Outcome

Technical Skills - Effective Communication, Critical Thinking

BA Art

Select what type of outcome you will be adding.

- **Student Learning Outcomes** (page 9) describe what students will know, be able to do, etc. as a result of successfully completing a course. (See <https://www.imu.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.

Default + Plan Item

Student Learning Outcome

Program Outcome

Service Outcome

Curriculum Map

Student Learning Outcomes

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

FY 2017-18 / ASSESSMENT PLAN

< Edit Plan Item

Template: Student Learning Outcome

Department/Degree Major *

BA Art

Student Learning Outcome Title *

Enter a Student Learning Outcome that clearly states the expected knowledge, skill, or competency the students are expected to demonstrate as a result of completing the program.

New Student Learning Outcome Item

Student Learning Outcome Description

Enter description of the Student Learning Outcome.

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Student Learning Outcome Title: Enter a shortened version of the outcome that summarizes the main idea. (If the outcome relates to critical thinking, please add that to the title).

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

Reporting Cycle Outcome Last Assessed: Enter the reporting cycle that the outcome was last assessed. If it is a new outcome, enter 'New' in the field. **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.

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.

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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

There are no attachments.

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

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

Relation of Means of Assessment to the Outcome

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

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

Criteria for Success

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

File	Edit	View	Insert	Format	Tools	Table
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Plan Item Files

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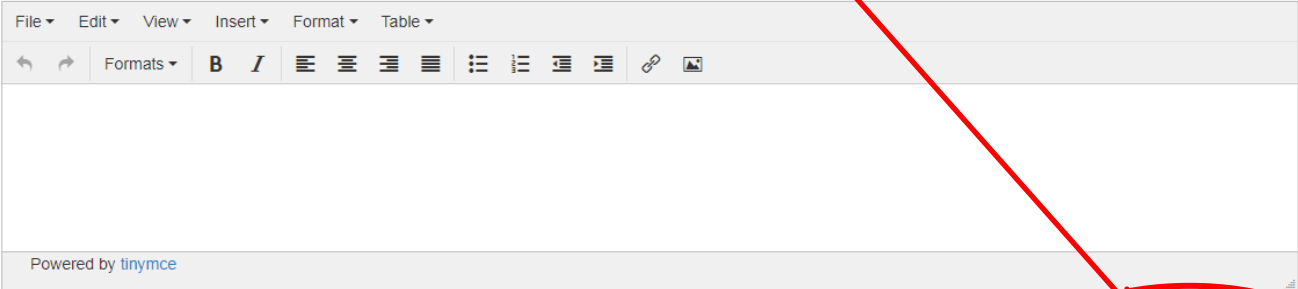
[+ File](#) [+ Folder](#)

Adding Data

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

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 with a menu bar (File, Edit, View, Insert, Format, Table) and a toolbar with various formatting options. At the bottom of the editor, there are two buttons: '+ File' and '+ Folder', which are circled in red. A red arrow points from the top right towards these buttons.

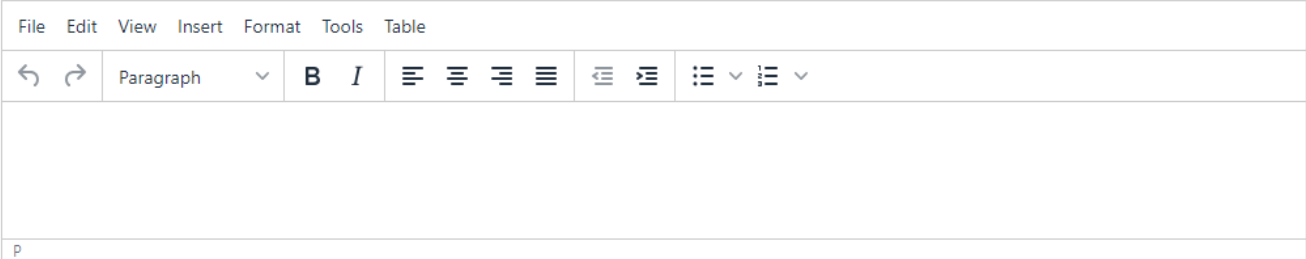
Attached Files

There are no attachments.

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

Strengths and Weaknesses Based on Results

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



The screenshot shows a rich text editor with a menu bar (File, Edit, View, Insert, Format, Tools, Table) and a toolbar with various formatting options. The text area is empty, with a small 'p' at the bottom left.

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.

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

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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.

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

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

End (DO NOT CHANGE) *
06/30/2023

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

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

-

Assessing this Cycle

Not Assessed this Cycle

Ready for Review

Outcome Completed - Do Not Rollover

Canceled: Outcome No Longer Applies - Do Not Rollover

Feedback Provided by Office of Accreditation and Assessment (OAA Only)

Changes Made Based on Feedback

Outcomes Finalized (OAA Only)

Curriculum Map - Current

Curriculum Map - Updated

Service Outcome

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

Department Goal (Long-term)

This is a broad overall statement and is not necessarily measurable.

File Edit View Insert Format Tools Table

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Linked Documents

There are no attachments.

[+ Linked Document](#)

Outcomes

Enter the description of the Service Outcome. This is stated measurably. Make sure your outcomes are: S - Specific M - Measurable A - Achievable R - Realistic/Relevant T - Timed

File Edit View Insert Format Tools Table

← → Paragraph **B** *I* [Text Alignment Icons] [List Icons]

P

Title: Enter a shortened version of the outcome that summarizes the main idea. (If the outcome relates to critical thinking, please add that to the title).

Department Goal: Enter (type or copy/paste using the editing tools) a broad overall statement. This statement is not necessarily measurable.

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

Reporting Cycle Outcome Last Assessed: Enter the reporting cycle that the outcome was last assessed. If it is a new outcome put 'New' in the field. **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.

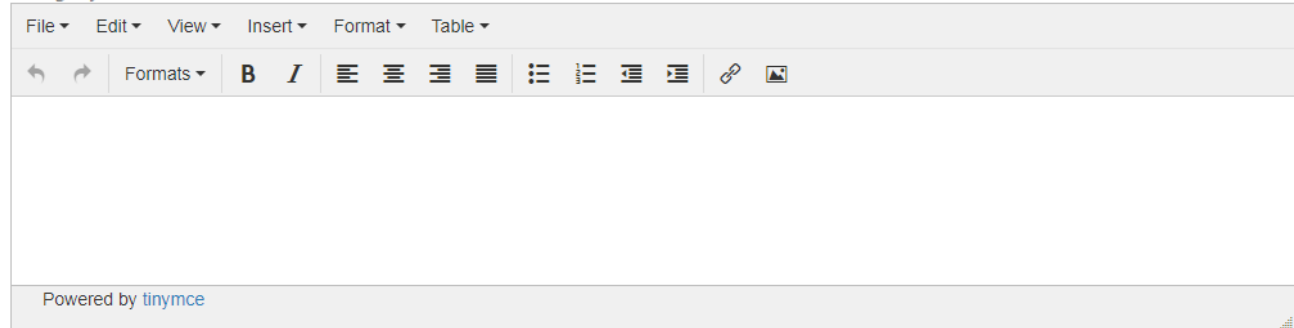
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Strategies: These are the strategies and techniques you will use to achieve the outcome.

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 editing area is currently empty. 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

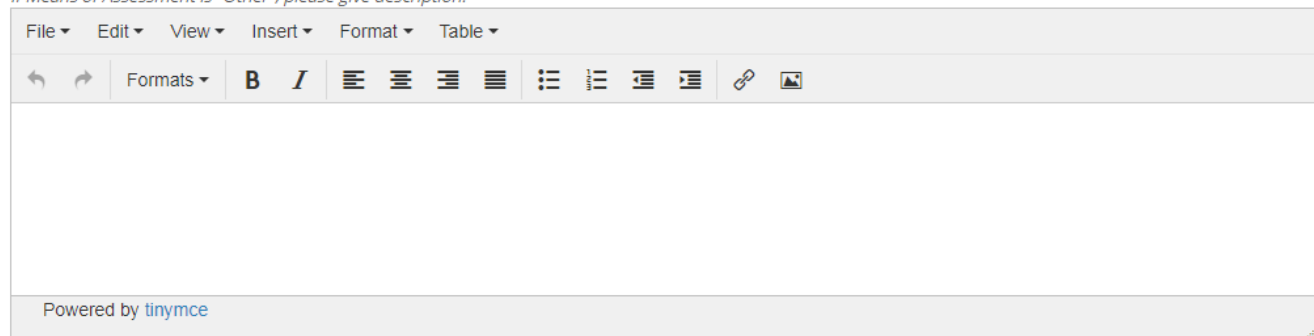
[+ File](#) [+ Folder](#)

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 to the one above. It shows the same menu tabs, toolbar, and empty editing area. At the bottom left, it says "Powered by tinymce". A red arrow points to the top right corner of the editor.

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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 top menu bar includes 'File', 'Edit', 'View', 'Insert', 'Format', 'Tools', and 'Table'. Below the menu is a toolbar with icons for undo, redo, paragraph style, 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 a status bar at the bottom shows 'P'.

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

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 top menu bar includes 'File', 'Edit', 'View', 'Insert', 'Format', and 'Table'. Below the menu is a toolbar with icons for undo, redo, Formats dropdown, bold (B), italic (I), bulleted list, numbered list, decrease indent, increase indent, bulleted list with dropdown, numbered list with dropdown, link, and image. The main text area is empty, and a status bar at the bottom shows 'Powered by tinymce'.

Adding Data

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

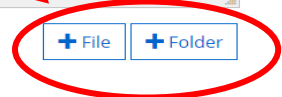
Assessment Data (Results)

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 top menu bar includes 'File', 'Edit', 'View', 'Insert', 'Format', and 'Table'. Below the menu is a toolbar with icons for undo, redo, Formats dropdown, bold (B), italic (I), bulleted list, numbered list, decrease indent, increase indent, bulleted list with dropdown, numbered list with dropdown, link, and image. The main text area is empty, and a status bar at the bottom shows 'Powered by tinymce'.

Attached Files

There are no attachments.



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

Strengths and Weaknesses Based on Results

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

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Plan Item Files + File + Folder
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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Plan Item Files + File + Folder
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, Strengths and Weaknesses Based on Results, and Follow Up Actions Planned fields)!

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

Feedback for Current Reporting Cycle

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

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

Start (DO NOT CHANGE) *


07/01/2022

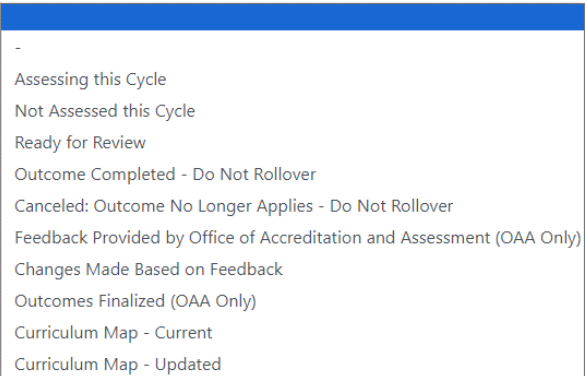
End (DO NOT CHANGE) *

06/30/2023

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



-

- Assessing this Cycle
- Not Assessed this Cycle
- Ready for Review
- Outcome Completed - Do Not Rollover
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- Feedback Provided by Office of Accreditation and Assessment (OAA Only)
- Changes Made Based on Feedback
- Outcomes Finalized (OAA Only)
- Curriculum Map - Current
- Curriculum Map - Updated

Program Outcome

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

Template: Program Outcome

Providing Department *

Planning, Evaluation, and Institutional Research (OPEIR)

Program Outcome Title *

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.

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

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

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

Reporting Cycle Outcome Last Assessed

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

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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Course(s) associated with CLO

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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THE UNIVERSITY OF TENNESSEE **CHATTANOOGA** **Accreditation and Assessment**

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

[+ 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

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

File	Edit	View	Insert	Format	Tools	Table
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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)

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

Plan Item Files

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

There are no attachments.

Adding Data

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

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.

Attached Files

There are no attachments.

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

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Plan Item Files

There are no attachments.

+ File + Folder

THE UNIVERSITY OF TENNESSEE **CHATTANOOGA** **Accreditation and Assessment**

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.

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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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.

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Describe how continuous improvement efforts related to previous assessment results.

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THE UNIVERSITY OF TENNESSEE **CHATTANOOGA** **Accreditation and Assessment**

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

Start (DO NOT CHANGE) *

07/01/2022

End (DO NOT CHANGE) *

06/30/2023

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

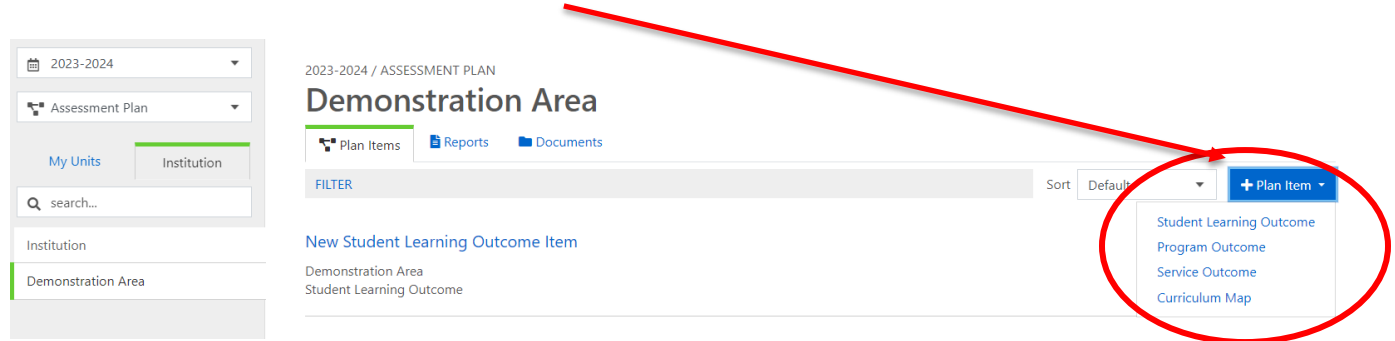
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-

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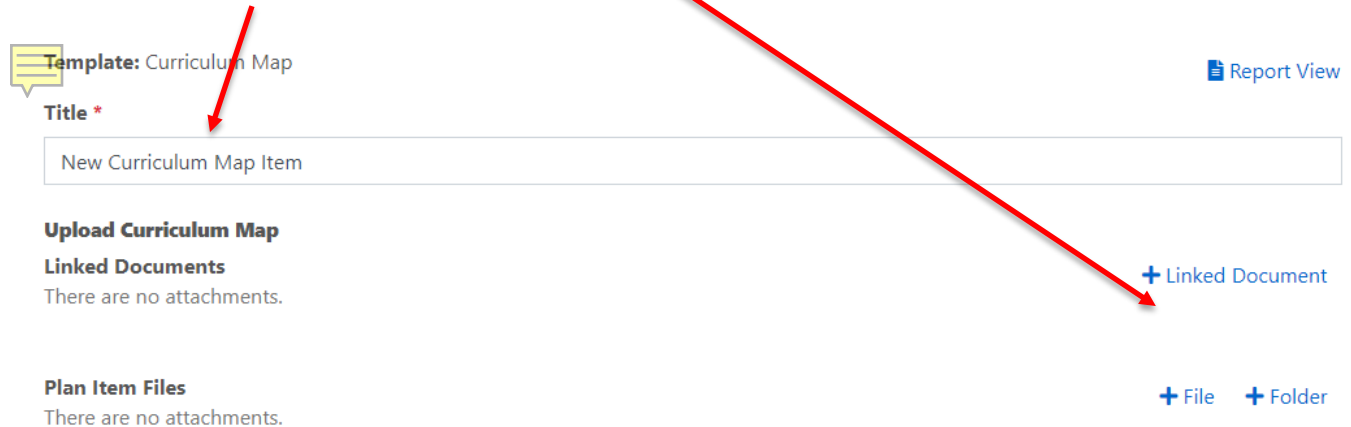
Adding a Curriculum Map

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



The screenshot shows the 'Demonstration Area' interface. On the left is a sidebar with filters for '2023-2024', 'Assessment Plan', 'My Units', and 'Institution'. The main area has tabs for 'Plan Items', 'Reports', and 'Documents'. A '+ Plan Item' button is circled in red, with a dropdown menu open showing options: 'Student Learning Outcome', 'Program Outcome', 'Service Outcome', and 'Curriculum Map'. A red arrow points from the text above to the '+ Plan Item' button.

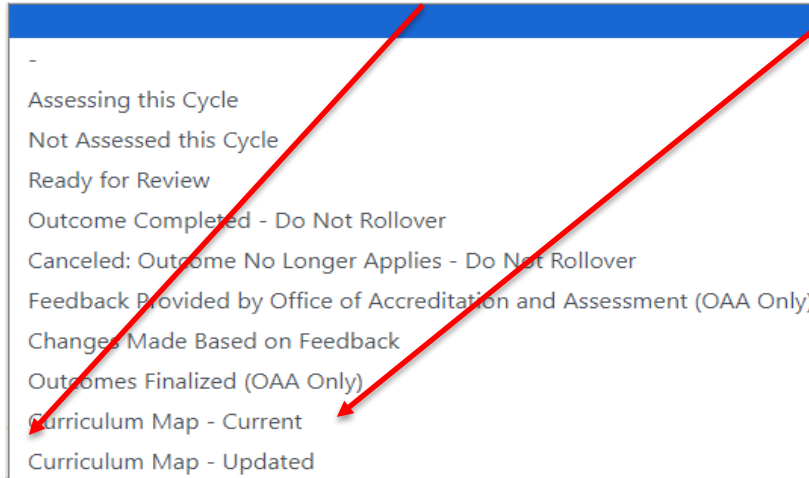
Give your Curriculum Map a title (i.e., BS Psychology 2024 or BS Computer Science: Cyber Security 2024) and upload the file. It is helpful to include concentration, if applicable, and the year/semester for reference.



The screenshot shows the 'New Curriculum Map Item' form. A yellow callout box labeled 'Template: Curriculum Map' is in the top left. The 'Title *' field contains 'New Curriculum Map Item'. Below the title are sections for 'Upload Curriculum Map', 'Linked Documents', and 'Plan Item Files'. A '+ Linked Document' button is on the right, and '+ File' and '+ Folder' buttons are at the bottom right. A red arrow points from the text above to the title field, and another red arrow points from the text above to the '+ Linked Document' button.

THE UNIVERSITY OF TENNESSEE CHATTANOOGA Accreditation and Assessment

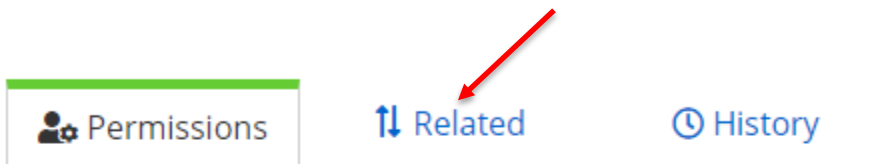
Each cycle verify that the uploaded curriculum map is the most up-to-date version. If the current map is the most up to date select 'Curriculum Map – Current' in the 'Progress' field. If a new curriculum map is uploaded select 'Curriculum Map - Updated' in the 'Progress' field. Then click on 'Done.'



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

Relating (linking) to the Institutional Strategic Plan:

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



Assign Responsible Users

Responsible Users

No responsible users have been added.

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



Supports (Connected Up)

No Connections have been added.

This Item

Supported By (Connected Down)

[+ Supported By](#)

No Connections have been added.

THE UNIVERSITY OF TENNESSEE CHATTANOOGA

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



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Accreditation and Assessment

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).

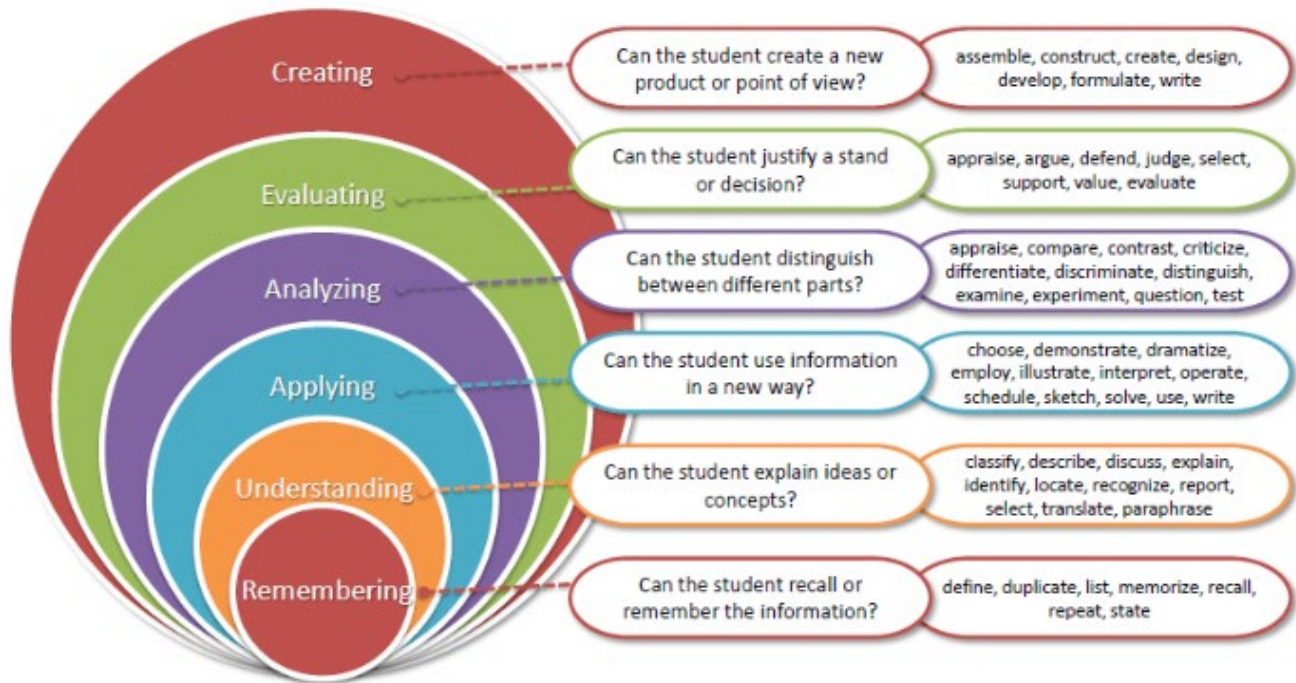
Each program/department should have 3-5 outcomes. Each outcome should describe competencies that students in the program should master by the time they graduate and/or services available to students. Once they have been established, the program or department must decide how they will measure the performance 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 assess. Each area is responsible for developing, assessing, and reporting their outcomes through UTC's Outcomes Assessment process.

Q: How do I decide what to assess?

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

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



THE UNIVERSITY OF TENNESSEE
CHATTANOOGA
Accreditation and Assessment

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

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 each reporting cycle for each academic program.

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

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

Q: Do we have to assess all our students?

No, you may use appropriate sampling strategies.

Q: What are some appropriate sampling strategies?

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

Q: Do we have to assess every year?

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

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Accreditation and Assessment

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Outcomes Assessment Rubric

Updated 4/24/2024

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



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