UT MARTIN ASSESSMENT NEWSLETTER
FEBRUARY 2016

Meet Our New Assessment Coordinator

Ms. Patty Flowers has joined us as the UT Martin Assessment Coordinator. You may know Patty from her years in the Office of Research, Grants, and Contracts. As the Assessment Coordinator, Patty will be working with us to develop institution-wide assessment processes and oversight and will be available to provide assistance to individuals or entire units. Patty will also be continuing some of her work with ORGC, including her work with the UT Martin Institutional Review Board.

You can contact Patty in her new office in the Hall-Moody Administration Building Room 310, by phone at 881-3477, or by email at pflowers@utm.edu.

UT Martin's New Assessment Website

UT Martin is developing a **new assessment website** to help you find institutional accreditation and assessment resources. Go to: http://www.utm.edu/assessment/ and explore the site.

Note our **Program Accreditation** page, which lists accreditation information for both academic and non-academic programs and provides links to student learning outcomes for each academic program. If your department's program student learning outcomes are not linked, send us your program's web site link and we'll add it. If you know of any non-academic programs that have received external accreditation, please let us know that as well so that we can add the programs to our list.

On our **Assessment** page, you have access to reports that have been submitted by our academic and non-academic units since 2014. We are currently uploading 2016 mid-year reports, so check back with us. To access the reports, scroll to the bottom of the page and log in using your UT Martin credentials (just as you would to check your web mail).

We are still adding information and resources, so if you have anything you would like to see, please contact Patty Flowers (pflowers@utm.edu) or Stephanie Kolitsch (styler@utm.edu).

From Data to Decisions

Faculty and staff in all of our units have been working hard to demonstrate the assessment cycle of setting goals and benchmarks, choosing appropriate assessments, collecting data, and using the data to identify improvements. Here are just a few examples of "closing the loop" that have been submitted recently.

Faculty in the **Veterinary Technology Program** analyzed exam data and noticed a weakness in the critical thinking skills of some of their students. They are now emphasizing specific anesthetic scenarios/cases that require students to display entry-level critical thinking skills in these areas.

Faculty in **Marketing** analyzed exit exam results and noticed that students were struggling with international marketing content. They now have dedicated content in MKTG 301 as well as integrated assignments and discussions in various upper-division courses.

Staff working with **ECOS Non-Degree Programs** wanted to improve the Kid College experience for teachers, parents, and kids. The director surveyed parents on their experiences with Kid College and learned that parents needed a copy of their child's schedule sent to them about a week prior to Kid College. The staff worked with **Information Technology** personnel to develop a way to send each child's schedule to the parents to ensure that the child had the appropriate supplies and supply fees for

the class. Recent results indicate that students, teachers, and parents are having better experiences as a result of this innovation.

Staff in the **Tennessee Intensive English Program** looked at data that linked recruitment efforts to recruitment success. The data helped them determine how to readjust the allocation of funds for recruiting efforts. Advertisements in journals that yielded few students and high-cost recruiting trips that brought few students to campus were discontinued, and these funds are now used for other efforts.

Where Are We Now and Where Are We Going?

We have collected initial reports from our academic support units and provided feedback on those reports. Most of our units have identified goals and assessments and are collecting data. A few still need to set some benchmarks and provide examples of how they are using the data to make decisions, but we are making a lot of progress! These reports will also be evaluated by a university-wide committee who will provide feedback to these units and will look for ways to improve the overall institution.

Student Affairs units have submitted their assessment reports as well. We will be reviewing those in the coming days.

Academic units have just submitted their student learning outcomes reports, and we are beginning the process of evaluating those reports and providing feedback. These reports will also be evaluated by a university-wide committee and by the DQP (Degree Qualifications Profile) Task Force operating through Title III funding.

Next steps include receiving and evaluating academic unit research/scholarly activity reports, academic unit outreach reports, and general education course reports. These three sets of reports are due **March 1**.

All units will be asked to update their reports to include spring data in **May**.

We will be tracking our progress in two ways. First, we will be putting detailed charts showing unit-level progress towards completing assessment cycle reports. Charts will be uploaded soon; log onto the assessment web page to see them. Second, we will be sending out periodic newsletters like this on the information list. These newsletters will include a chart like the one below. As you can see, the academic support unit reports are the only ones that have been evaluated at this time. We will be updating the chart as we complete the collection and analysis of all of these reports.

Progress Chart