**UT Martin**

**Assessment Guidebook**

Name of Unit

**Last updated:** date

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**University of Tennessee at Martin Mission Statement**

The University of Tennessee at Martin educates and engages responsible citizens to lead and serve in a diverse world.

**Core Values**

We value

* Academic Program Excellence
* Student Experience and Success
* Inclusion
* Advocacy and Service

**(Name of Unit) Mission Statement**

Put your unit’s mission statement here.

**Outcomes**

These are the outcomes for (Name of Unit). These are the things this unit strives to achieve. These are the things this unit will assess.

**Outcome 1:**

**Outcome 2:**

**Outcome 3:**

**Outcome 4:**

Brief descriptions of outcomes, rationale for the outcome, assessment tools, and benchmarks.

|  |  |  |  |
| --- | --- | --- | --- |
| Unit Outcome | Description and rationale with links to University Mission and/or Strategic Plan | Assessment tools | Benchmarks |
| 1 |  |  |  |
| 2 |  |  |  |
| 3 |  |  |  |
| 4 |  |  |  |
|  |  |  |  |

**High Impact Practices**

See the explanation of terms in the Appendices for descriptions of these HIPs. Please note that you are not necessarily expected to utilize every HIP in the list below.

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| --- | --- |
| **HIP** | **Description of how this HIP fits into this program** |
| First year Seminars |  |
| Common Intellectual Experiences |  |
| Learning Communities |  |
| Writing Intensive Courses |  |
| Active and Collaborative Learning |  |
| Undergraduate Research Experiences |  |
| Diversity/Global Learning (including Study Abroad) |  |
| Service or Community-based Learning |  |
| Internship or Field Experience |  |
| Capstone Courses and Projects |  |
| E-Portfolios |  |

**Appendices**

**Explanations of Terms**

**High-Impact Educational Practices**

**A Brief Overview**

*Excerpt from* [*High-Impact Educational Practices: What They Are, Who Has Access to Them, and Why They Matter*](http://secure.aacu.org/store/detail.aspx?id=E-HIGHIMP)*, by George D. Kuh (AAC&U, 2008*)

**High-Impact Educational Practices: A Brief Overview**

The following teaching and learning practices have been widely tested and have been shown to be beneficial for college students from many backgrounds. These practices take many different forms, depending on learner characteristics and on institutional priorities and contexts.

On many campuses, assessment of student involvement in active learning practices such as these has made it possible to assess the practices’ contribution to students’ cumulative learning. However, on almost all campuses, utilization of active learning practices is unsystematic, to the detriment of student learning. Presented below are brief descriptions of high-impact practices that educational research suggests increase rates of student retention and student engagement. The rest of this publication will explore in more detail why these types of practices are effective, which students have access to them, and, finally, what effect they might have on different cohorts of students.

**First-Year Seminars and Experiences**  
Many schools now build into the curriculum first-year seminars or other programs that bring small groups of students together with faculty or staff on a regular basis. The highest-quality first-year experiences place a strong emphasis on critical inquiry, frequent writing, information literacy, collaborative learning, and other skills that develop students’ intellectual and practical competencies. First-year seminars can also involve students with cutting-edge questions in scholarship and with faculty members’ own research.

**Common Intellectual Experiences**  
The older idea of a “core” curriculum has evolved into a variety of modern forms, such as a set of required common courses or a vertically organized general education program that includes advanced integrative studies and/or required participation in a learning community. These programs often combine broad themes—e.g., technology and society, global interdependence—with a variety of curricular and co-curricular options for students.

**Learning Communities**   
The key goals for learning communities are to encourage integration of learning across courses and to involve students with “big questions” that matter beyond the classroom. Students take two or more linked courses as a group and work closely with one another and with their professors. Many learning communities explore a common topic and/or common readings through the lenses of different disciplines. Some deliberately link “liberal arts” and “professional courses”; others feature service learning.

**Writing-Intensive Courses**   
These courses emphasize writing at all levels of instruction and across the curriculum, including final-year projects. Students are encouraged to produce and revise various forms of writing for different audiences in different disciplines. The effectiveness of this repeated practice “across the curriculum” has led to parallel efforts in such areas as quantitative reasoning, oral communication, information literacy, and, on some campuses, ethical inquiry.

**Collaborative Assignments and Projects**   
Collaborative learning combines two key goals: learning to work and solve problems in the company of others, and sharpening one’s own understanding by listening seriously to the insights of others, especially those with different backgrounds and life experiences. Approaches range from study groups within a course, to team-based assignments and writing, to cooperative projects and research. These may include projects that take a semester or longer to complete.

**Undergraduate Research**  
Many colleges and universities are now providing research experiences for students in all disciplines. Undergraduate research, however, has been most prominently used in science disciplines. With strong support from the National Science Foundation and the research community, scientists are reshaping their courses to connect key concepts and questions with students’ early and active involvement in systematic investigation and research. The goal is to involve students with actively contested questions, empirical observation, cutting-edge technologies, and the sense of excitement that comes from working to answer important questions.

**Diversity/Global Learning**  
Many colleges and universities now emphasize courses and programs that help students explore cultures, life experiences, and worldviews different from their own. These studies—which may address U.S. diversity, world cultures, or both—often explore “difficult differences” such as racial, ethnic, and gender inequality, or continuing struggles around the globe for human rights, freedom, and power. Frequently, intercultural studies are augmented by experiential learning in the community and/or by study abroad.

**Service Learning, Community-Based Learning**   
In these programs, field-based “experiential learning” with community partners is an instructional strategy—and often a required part of the course. The idea is to give students direct experience with issues they are studying in the curriculum and with ongoing efforts to analyze and solve problems in the community. A key element in these programs is the opportunity students have to both apply what they are learning in real-world settings and reflect in a classroom setting on their service experiences. These programs model the idea that giving something back to the community is an important college outcome, and that working with community partners is good preparation for citizenship, work, and life.

**Internships**  
Internships are another increasingly common form of experiential learning. The idea is to provide students with direct experience in a work setting—usually related to their career interests—and to give them the benefit of supervision and coaching from professionals in the field. If the internship is taken for course credit, students complete a project or paper that is approved by a faculty member.

**Capstone Courses and Projects**  
Whether they’re called “senior capstones” or some other name, these culminating experiences require students nearing the end of their college years to create a project of some sort that integrates and applies what they’ve learned. The project might be a research paper, a performance, a portfolio of “best work,” or an exhibit of artwork. Capstones are offered both in departmental programs and, increasingly, in general education as well.

**E-Portfolios**

An e-Portfolio is a place for students to showcase their good work from a course or academic program. There is no additional cost associated with e-portfolios created in Canvas. E-Portfolios can be used for course projects, papers, and other materials. E-Portfolios help students by providing a place to archive, reflect upon, and share their best work with faculty, scholarship committees, prospective employers, or anyone else. E-Portfolios can be used to showcase the entirety of an academic career. In addition to building an education-related e-Portfolio, students may choose to create a second, career-specific e-Portfolio highlighting co-curricular experiences to help impress potential employers. E-Portfolios in Canvas are basic websites divided into sections. E-portfolios that students create in Canvas are private, but can be shared.

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**Benchmarks**

A Benchmark serves as a point of reference from which measurements may be made, a standard by which success may be measured or judged. Examples: 80% of students will correctly answer at least 75% of the test questions; 75% of students will score at least 3 out of 5 on the rubric for this writing assignment; Student participation will increase by 10% over the baseline established in 2014; 80% of students participating in this activity will rate it as satisfactory or better than satisfactory.

**Mission statement**

The mission statement should communicate the purpose of the program or unit in a short and simple fashion. The mission statement should make it clear what the unit intends to achieve, not only to those in the unit, but also to the University, and to the various other stakeholders (students, Board members, legislators, the public, etc.).

**Outcome**

An outcome is an end result or final product resulting from an action. Outcomes are the indicators of your unit’s effectiveness in accomplishing its mission and contributing to the overall mission of the University. Outcomes must be stated in measurable terms. The outcomes for your unit should be things over which your unit has some influence or control.

**Rubrics**

Please insert in this area any rubrics you have agreed to use for assessment of the outcomes associated with this unit.

**Forms**

Reporting Templates

Unit Assessment Reports

Rubric for Evaluating Non-Academic Plans

Staff Accomplishments Reports

**Reporting Template**

|  |  |  |  |
| --- | --- | --- | --- |
| **UNIT:** |  | **DATE:** |  |

|  |  |
| --- | --- |
| **GOAL (OUTCOME) #1** |  |
| **MEASURE OR TOOL** |  |
| **BENCHMARK** |  |
| **PROCESS (WHO, WHEN, HOW, WHERE)** |  |
| **DATA** |  |
| **HOW HAS THE DATA BEEN USED TO INFORM A DECISION OR MAKE A CHANGE? GIVE ONE OR MORE EXAMPLES.** |  |

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| **GOAL (OUTCOME) #2** |  |
| **MEASURE OR TOOL** |  |
| **BENCHMARK** |  |
| **PROCESS (WHO, WHEN, HOW, WHERE)** |  |
| **DATA** |  |
| **HOW HAS THE DATA BEEN USED TO INFORM A DECISION OR MAKE A CHANGE? GIVE ONE OR MORE EXAMPLES.** |  |

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| **GOAL (OUTCOME) #3** |  |
| **MEASURE OR TOOL** |  |
| **BENCHMARK** |  |
| **PROCESS (WHO, WHEN, HOW, WHERE)** |  |
| **DATA** |  |
| **HOW HAS THE DATA BEEN USED TO INFORM A DECISION OR MAKE A CHANGE? GIVE ONE OR MORE EXAMPLES.** |  |

**DRAFT RUBRIC FOR EVALUATING NON-ACADEMIC UNIT ASSESSMENT REPORTS**

| **CRITERIA** | **Level 1:**  **UNACCEPTABLE** | **Level 2:**  **ACCEPTABLE** | **Level 3:**  **EXCEPTIONAL** | **SCORE** |
| --- | --- | --- | --- | --- |
| Goals/Outcomes | * Not measurable or difficult to measure * Vague; lacks specificity or focus * Inappropriate or irrelevant for unit | * Measurable * Clearly defined * Appropriate for unit * Aligned to the unit’s mission | * Measurable using multiple strategies * Clearly defined and specific * Reflect high expectations * Future-oriented * Clearly aligned to the strategic plan * Where applicable, reflect peer, industry, and/or national standards |  |
| Assessment Tool(s) | * Not identified or not relevant * Does not measure effectively the goal or outcome * Not related to the mission/purpose of the unit | * Clearly described * Appropriate measure of the goal or outcome * Produces meaningful data | * Assessment tool is evidence-based, valid, and reliable * Provide(s) long-term comparable data * Where appropriate, industry/national assessment tool is used * Where appropriate, multiple assessments including both direct and indirect measures |  |
| Benchmarks | * Not stated or not clearly defined * Not aligned to assessment tool * Unrealistic or trivial | * Clearly stated * Aligned to assessment tool * Appropriate for unit’s mission/purpose * Where appropriate, reflect some knowledge of peer, industry, and/or national standards | * Reflect high expectations * Clearly advance the mission of the unit and/or institution * Where appropriate, aligned to peer, industry, national, or other external benchmarks * Where appropriate, reflect long-term aspirations |  |
| Processes | * No responsible person identified * No timeline identified * Standard operating procedure (workbook) for collecting/analyzing data is not described or poorly defined | * Responsible person identified * Appropriate timeline clearly stated * Standard operating procedure (workbook) for assessment is clearly described | * Back-up assessment personnel identified * Sustainable process for collecting/storing data is in place * Results are shared with stakeholders both within and outside the unit as appropriate |  |
| Analysis of Data | * Data summary is missing or incomplete * Basic data analysis missing or incomplete * Questionable methodology for analyzing data * Results are unclear, disorganized, or not supported by data | * Data summary is clear, concise, and informative * Basic data analysis is complete * Acceptable methodology used for analyzing data * Results are clear, organized, and supported by data * Data analysis identifies strengths and/or weaknesses related to the attainment of the goal/outcome | * Data analysis is sophisticated and reflects implications for the unit’s stated goals/ outcomes * Where appropriate, analysis includes comparisons to external benchmarks * Where appropriate, longitudinal analysis of data is included * Where appropriate, data from multiple measures are analyzed and compared to identify trends |  |
| Use of Data to Inform Decisions | * Decisions based on data are missing or incomplete * Decisions provided but not relevant to the goal or outcome * Description of decisions is confusing, vague, or trivial | * Decisions are clearly stated and appropriate * Decisions reflect results of data analysis and address identified strengths and/or weaknesses as appropriate * Decisions support attainment of goal/outcome * Decisions are clearly communicated to all stakeholders * When appropriate, “closing the loop” is clearly described through examples or actions | * Decisions are future-oriented and focused on improvement(s) * Decisions describe innovations informed by unit data and (where appropriate) peer, national, industry, and/or research-based data, programs, or trends * When appropriate, “closing the loop” is clearly described through examples/actions and demonstrated through before/after comparison data |  |
| Overall Quality of Report | * Report is confusing, vague, or nonsensical * Report is incomplete * Report is late | * Report is clearly understandable to the layperson * Report is grammatically correct with no spelling errors * All required components are included * Report is submitted on or before the due date | * Report is well-written and engaging * Report clearly reflects the mission and/or purpose of the unit * Report clearly supports the strategic plan of the institution * Where appropriate, report clearly reflects input from multiple stakeholders |  |
| **TOTAL SCORE** | | | |  |
| **COMMENTS:** | | | | |

**Staff Accomplishments in Outreach**

Unit \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Unit goal** regarding outreach:

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| --- | --- | --- | --- | --- | --- |
| **Staff Member** | **Presentations for schools, teacher groups, K-12 student groups** | **Presentations to civic clubs/organizations, libraries, museums, etc.** | **Leadership role for non-credit classes/ workshops or other outreach events** | **Oversight of non-UTM student competitions/contests** | **Other** |
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| Please give 3 or 4 specific examples of activities that advance the regional and global community through outreach (UT Martin Mission). |  |
| Comments: | |

**Staff Accomplishments in Service**

Unit \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Unit goal** regarding service:

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| **Staff Member** | **Leadership role in community or civic organization, Boards, non-university committees, task forces, etc.** | **Advisor for student groups** | **Presentations to student organizations** | **Facilitate faculty or staff groups (scheduling, minutes, etc.)** | **Other** |
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| Please give 3 or 4 specific examples of activities that advance UT Martin’s mission |  |
| Comments: | |

**Staff Accomplishments in Professional Development and Growth**

Unit \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Unit goal** regarding development and professional growth:

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| --- | --- | --- | --- | --- | --- |
| **Staff Member** | **Participation in work-related conferences, workshops, seminars, etc.** | **Presentations at work-related conferences, workshops, seminars, etc.** | **Leadership role (chair, co-chair, secretary, treasurer, committee chair, etc.) in professional organization** | **Other** | **Other** |
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| --- | --- |
| Please give 3 or 4 noteworthy examples of professional development and growth that support UT Martin’s mission. |  |
| Comments: | |