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/opeir** and scroll down and click on 'Assessment and Institutional Effectiveness' and then '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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THE UNIVERSITY OF TENNESSEE
CHATTANOOGA
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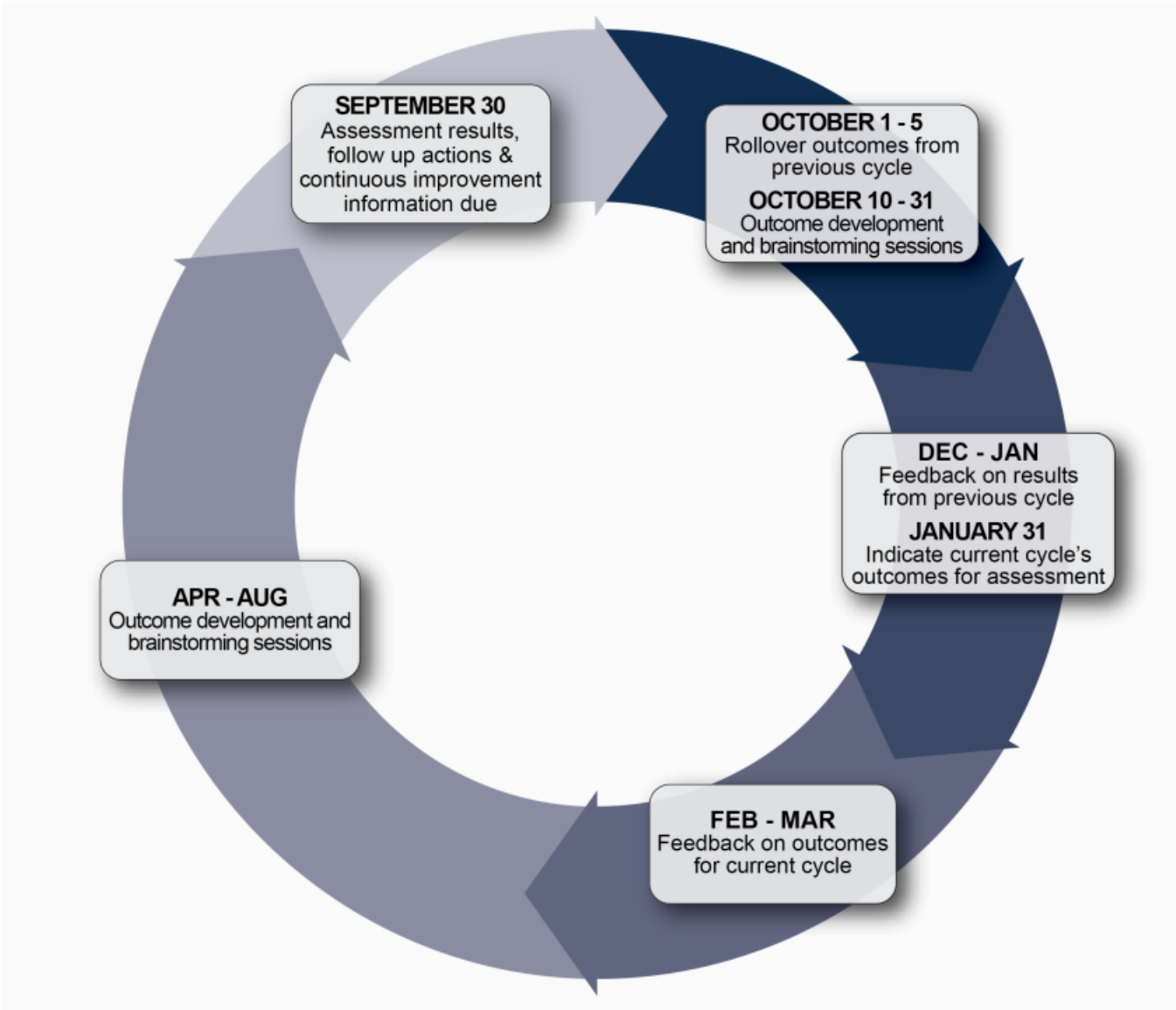
Outcomes Assessment Timeline



- **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.

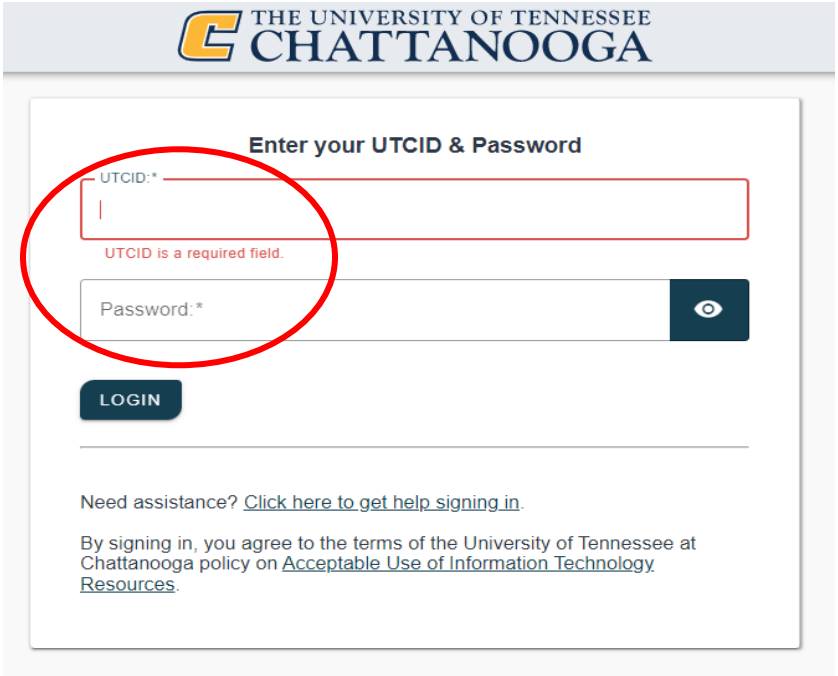
9. **August/September – Outcome Development and Brainstorming Sessions**
    - Outcome Development and Brainstorming Sessions will be held in person and via Zoom.

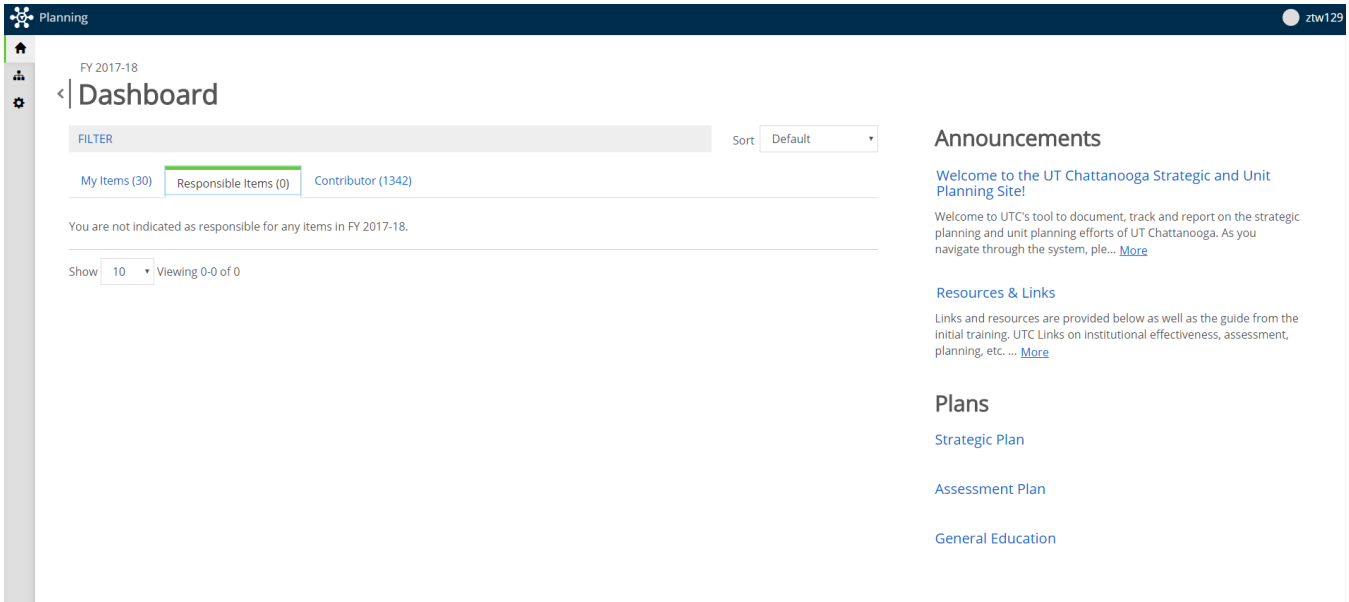
Logging on to the UTC Anthology - Planning system.

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

Preferred browsers are Firefox, Safari, Microsoft Edge, Opera, or Google Chrome. Internet Explorer is not supported.

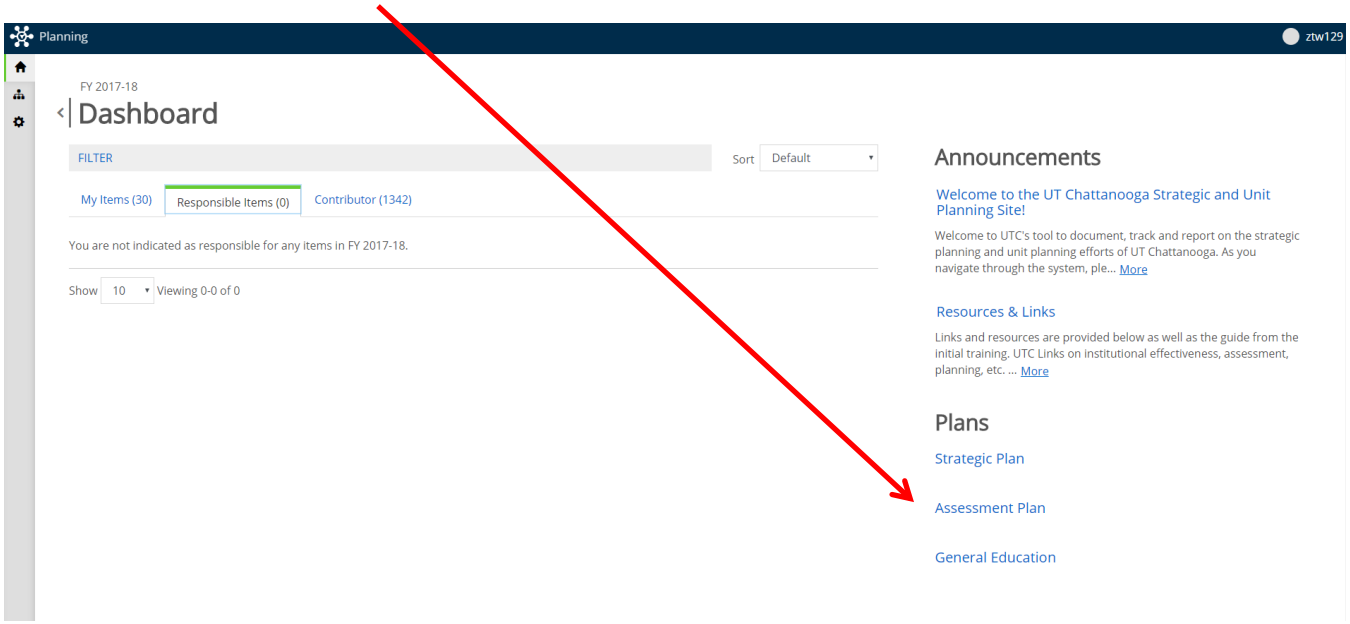
Enter your UTCID and password.

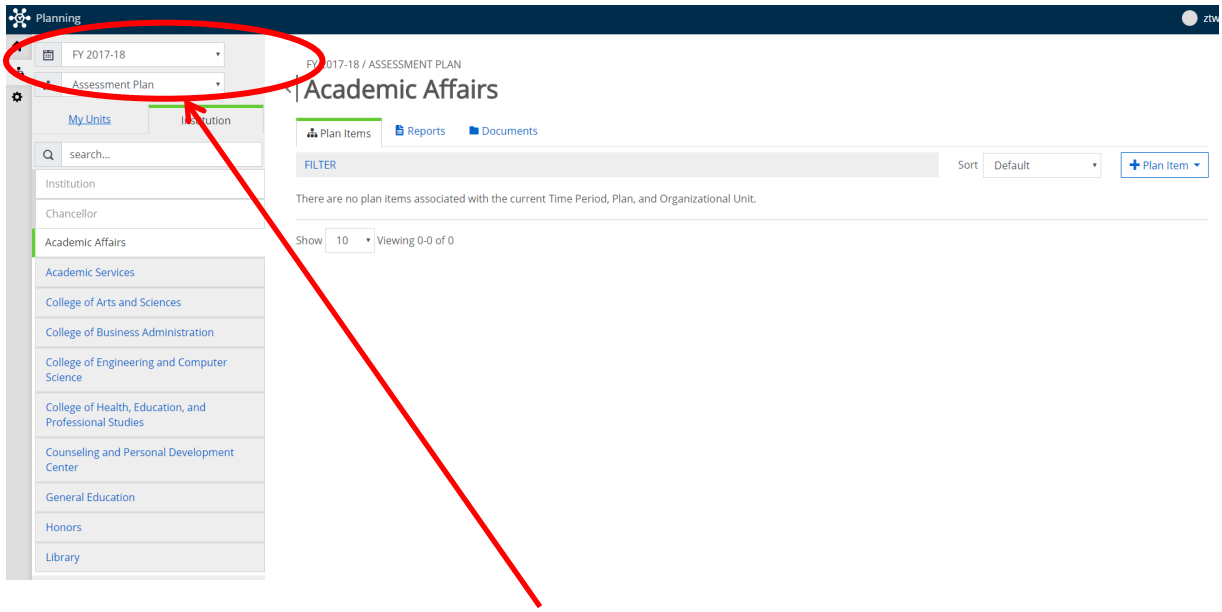




Please be sure and review the announcements that are located on the right side of the screen. Updates and Resources and Links will be posted here.

Click on the **Assessment Plan** link.

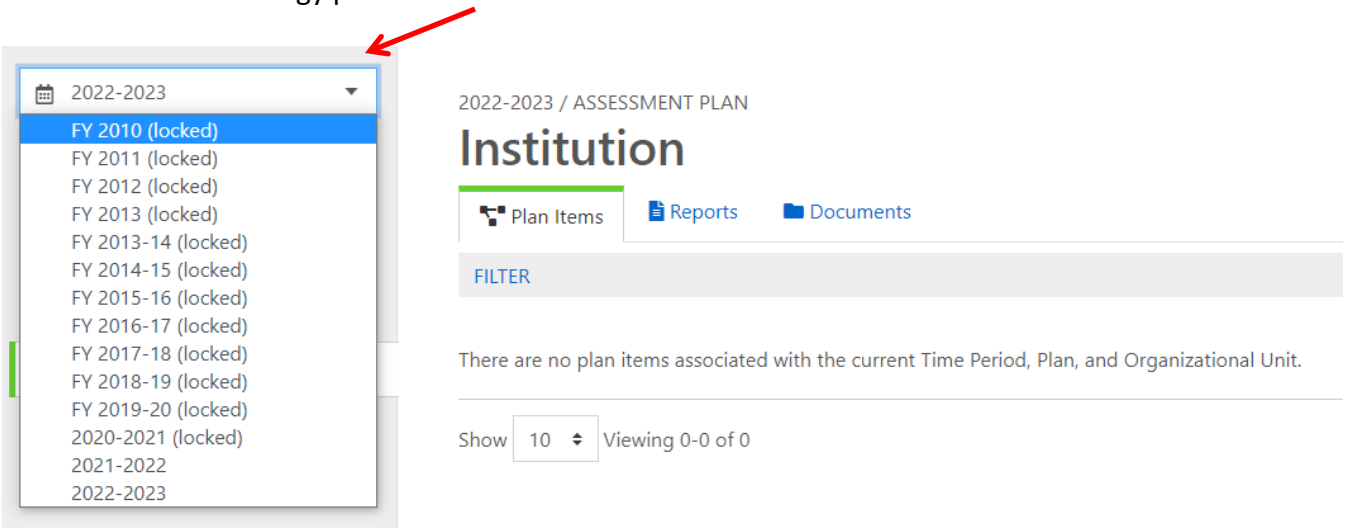




Make sure you have selected the correct **Reporting Cycle**. If entering data for a past cycle, you will need to change the reporting cycle. If you are entering information on your plan for the current reporting cycle, the system should default to the correct time period.

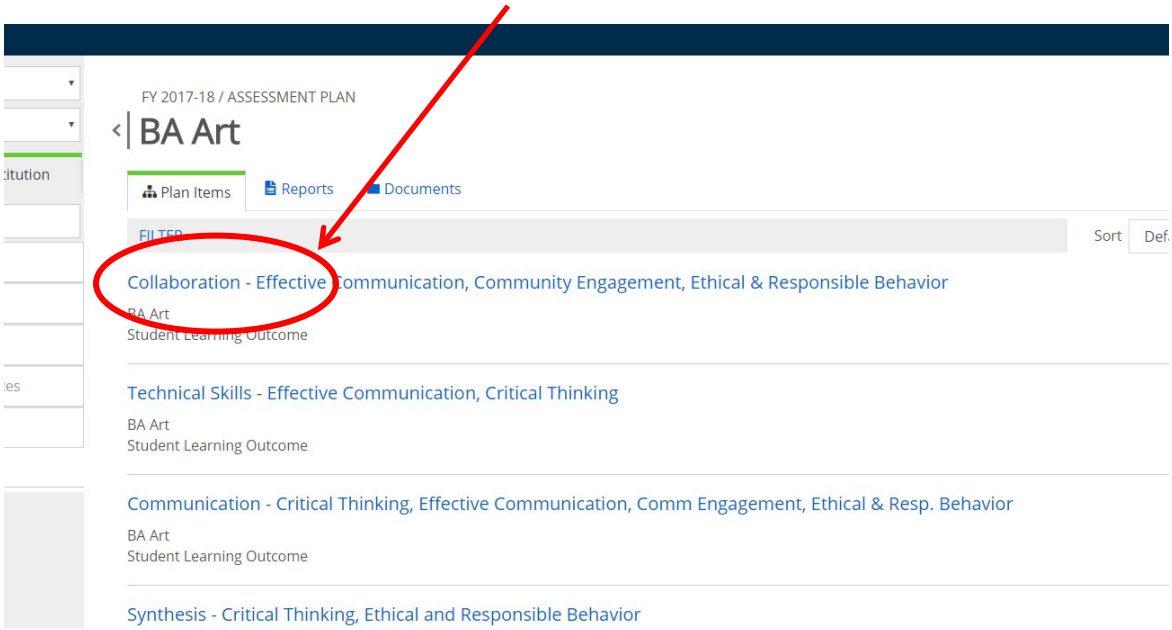
To Change the Reporting Cycle

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.

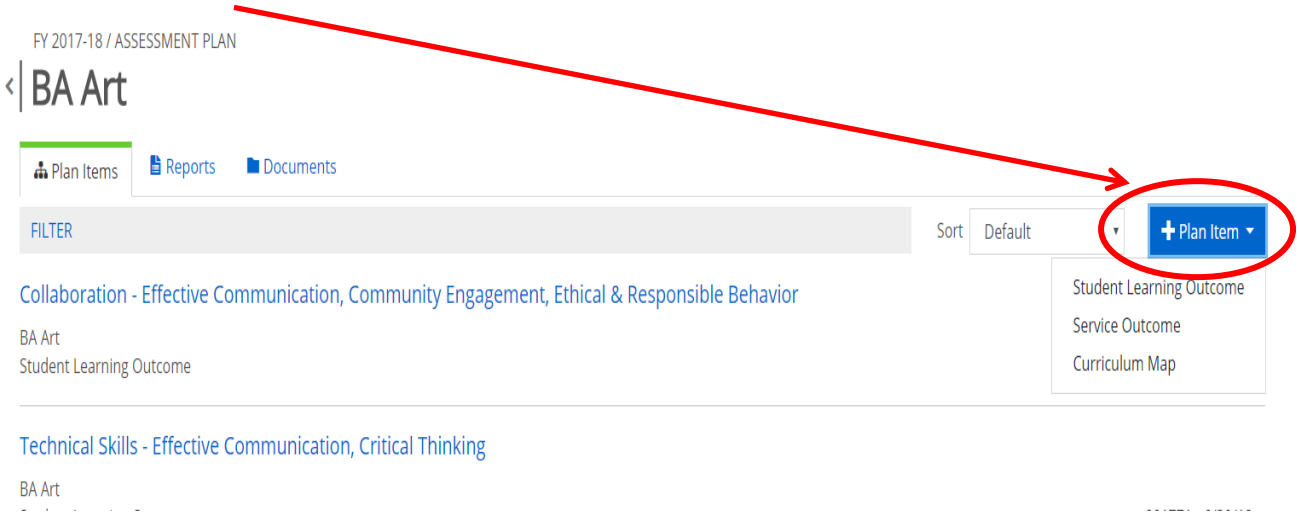


This will open the outcome into **Edit Mode**.

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.

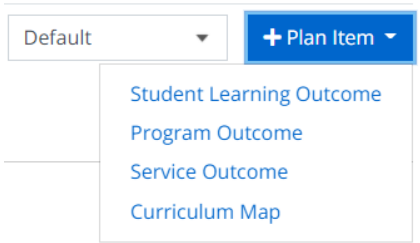
Adding New Outcomes

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



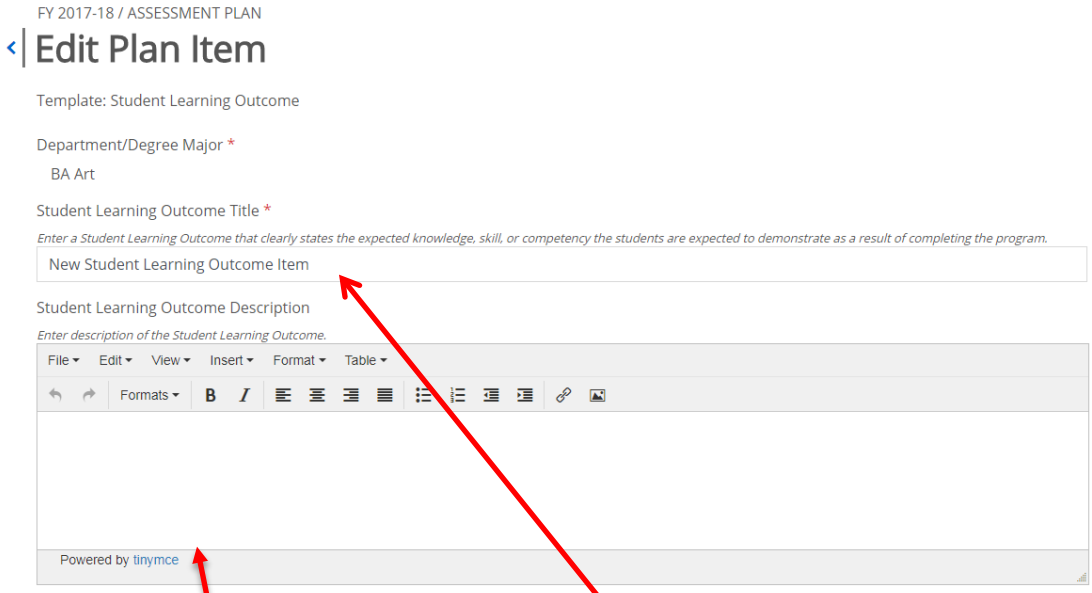
Select what type of outcome you will be adding.

- **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.

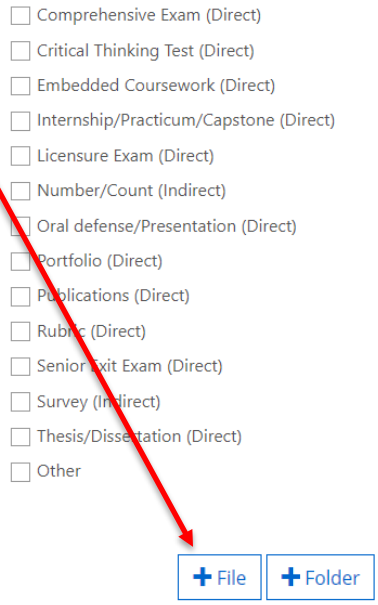


Student Learning Outcome Title: Enter a shortened version of the outcome that summarizes the main idea. (If the outcome relates to critical thinking, please add that to the title).

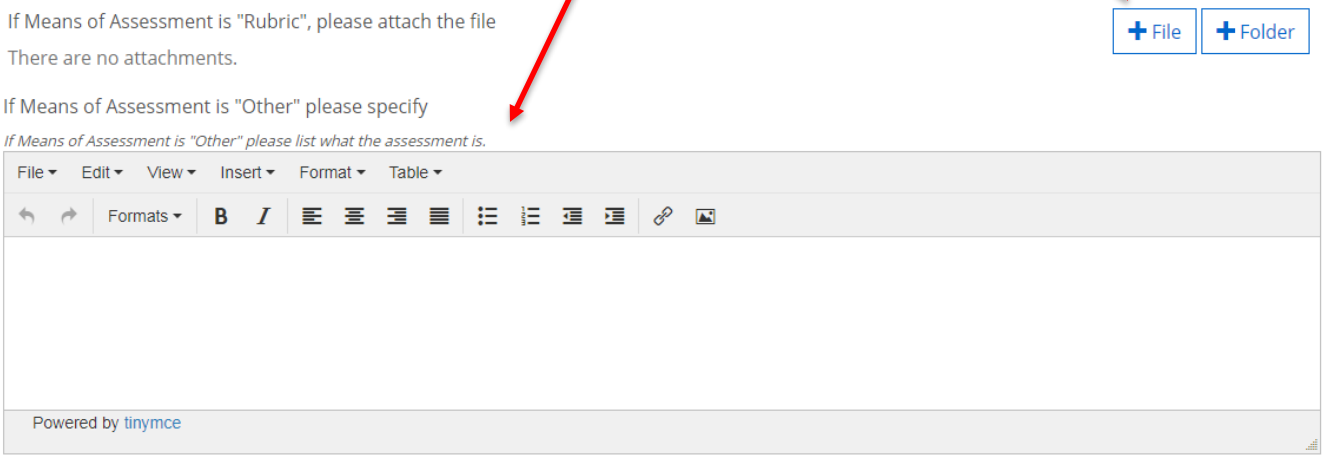
Student Learning Outcome Description: Enter the description of the outcome that is being assessed. Make sure your outcomes are SMART: Specific, Measurable, Achievable, Realistic/Relevant, Timed.

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**.

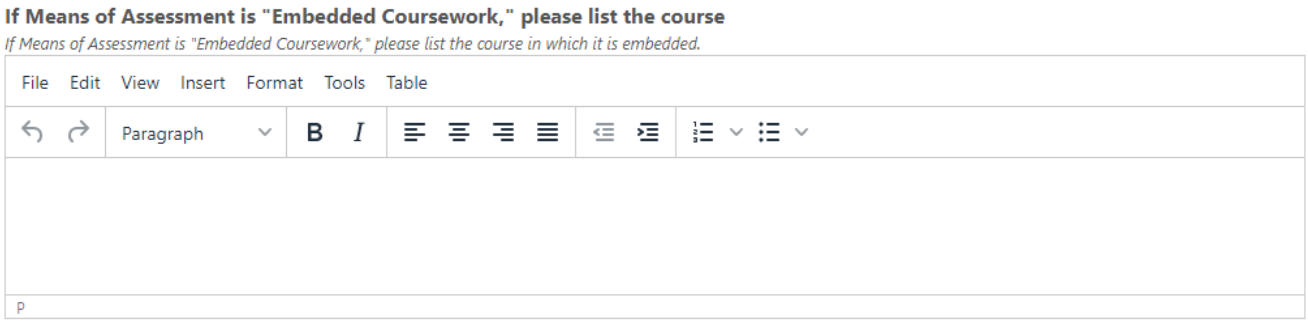
Select a **Means of Assessment**: Select from the menu list. You can select more than one means of assessment. If you are assessing using a rubric, attach the file or folder that contains the rubric. If you are assessing in a way other than those listed, please select "Other" and enter the type or description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



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 "Embedded Coursework," identify which course: Enter the course in which this outcome is assessed.



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.

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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

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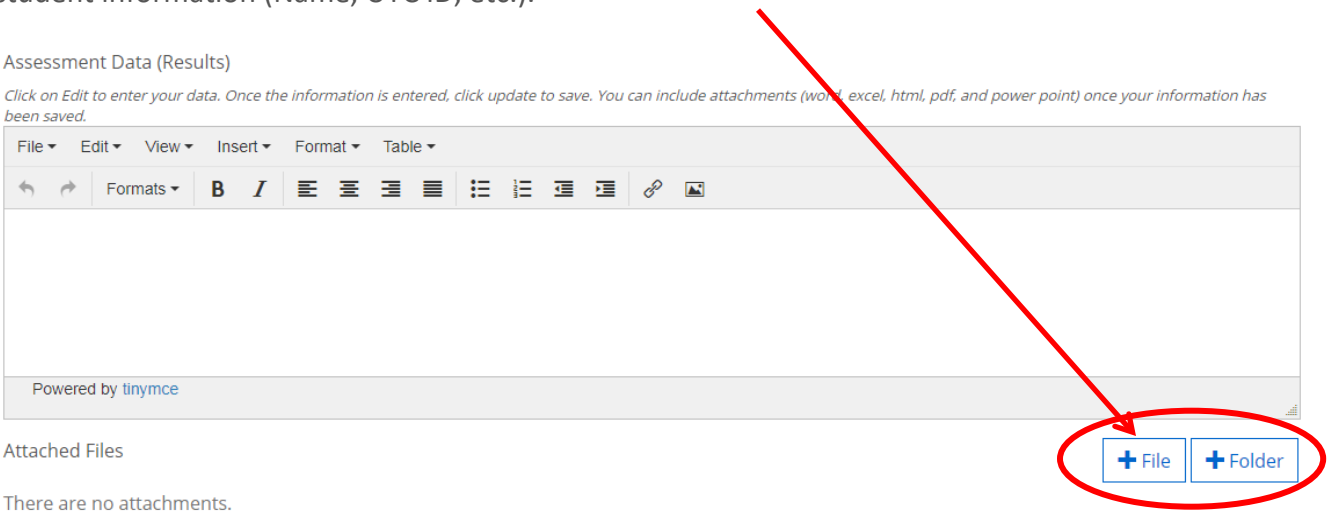
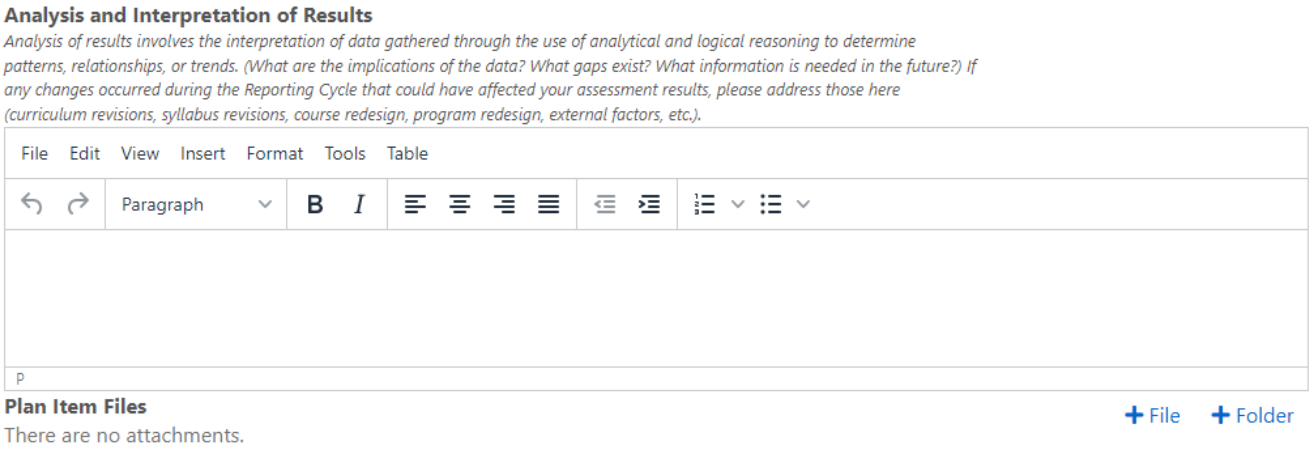
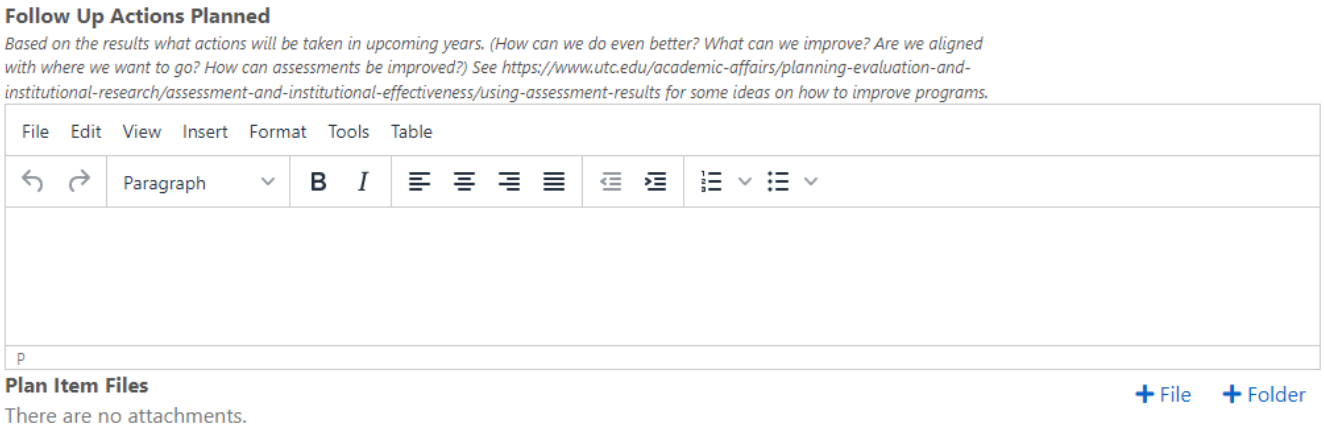
Assessment Data: What are the findings or current observations in relation to the assessment(s) implemented? State specific outputs and whether the set target was met. If providing a percentage, make sure to include the number of student artifacts being evaluated. You can include attachments (Word, Excel,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



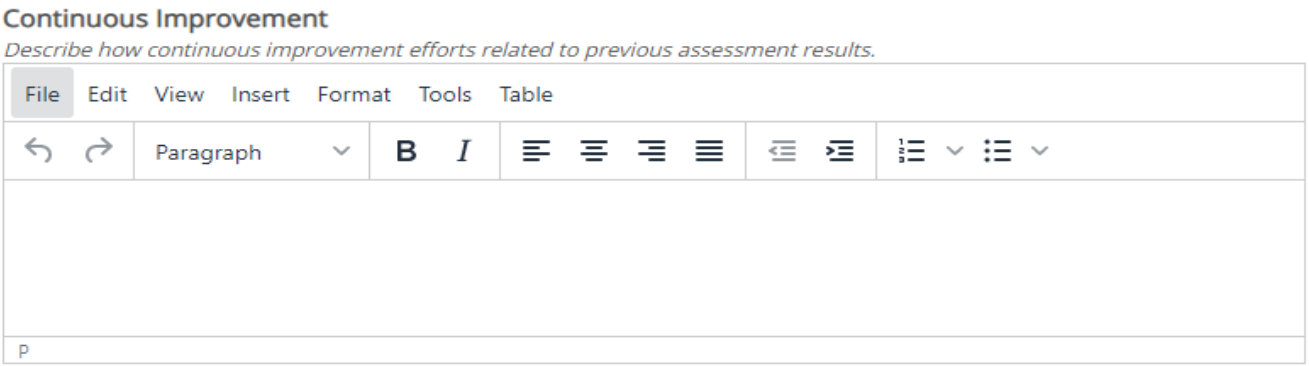
Analysis and Interpretation of Results: Analysis of results involves the interpretation of data gathered through the use of analytical and logical reasoning to determine patterns, relationships, or trends. (What are the implications of the data? What gaps exist? What information is needed in the future?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



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**.**

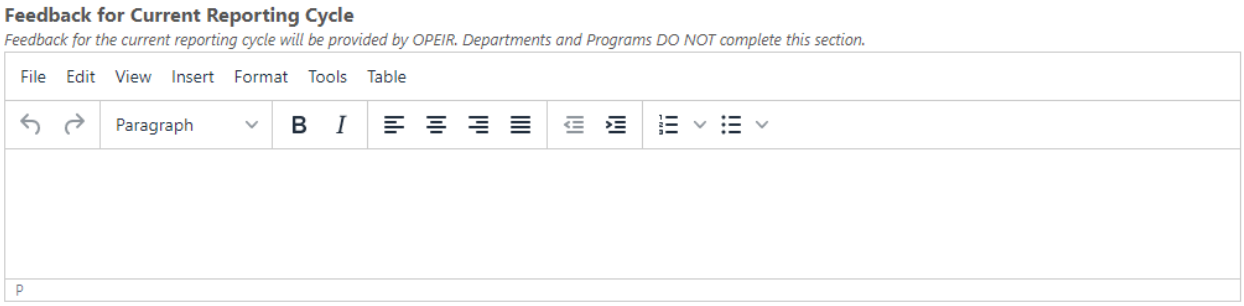


Continuous Improvement: Describe how continuous improvement efforts are related to previous assessment results. Indicate the connection between assessments and results from the previous year to the current year. Also, think about what continuous improvement means as you move forward.

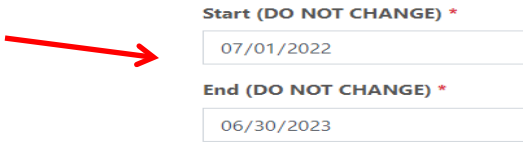


<u>You are required to complete this field (as well as the Outcome, Reporting Cycle Outcome Last Assessed, Means of Assessment, Criteria for Success, Assessment Data, Analysis and Interpretation of Results, and Follow Up Actions Planned fields)!</u>

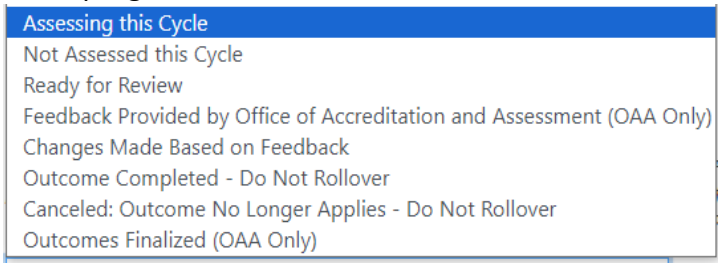
Feedback for Current Reporting Cycle: This section will contain feedback that OAA provides and will be updated with feedback after each deadline. Departments and programs DO NOT complete this section.



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

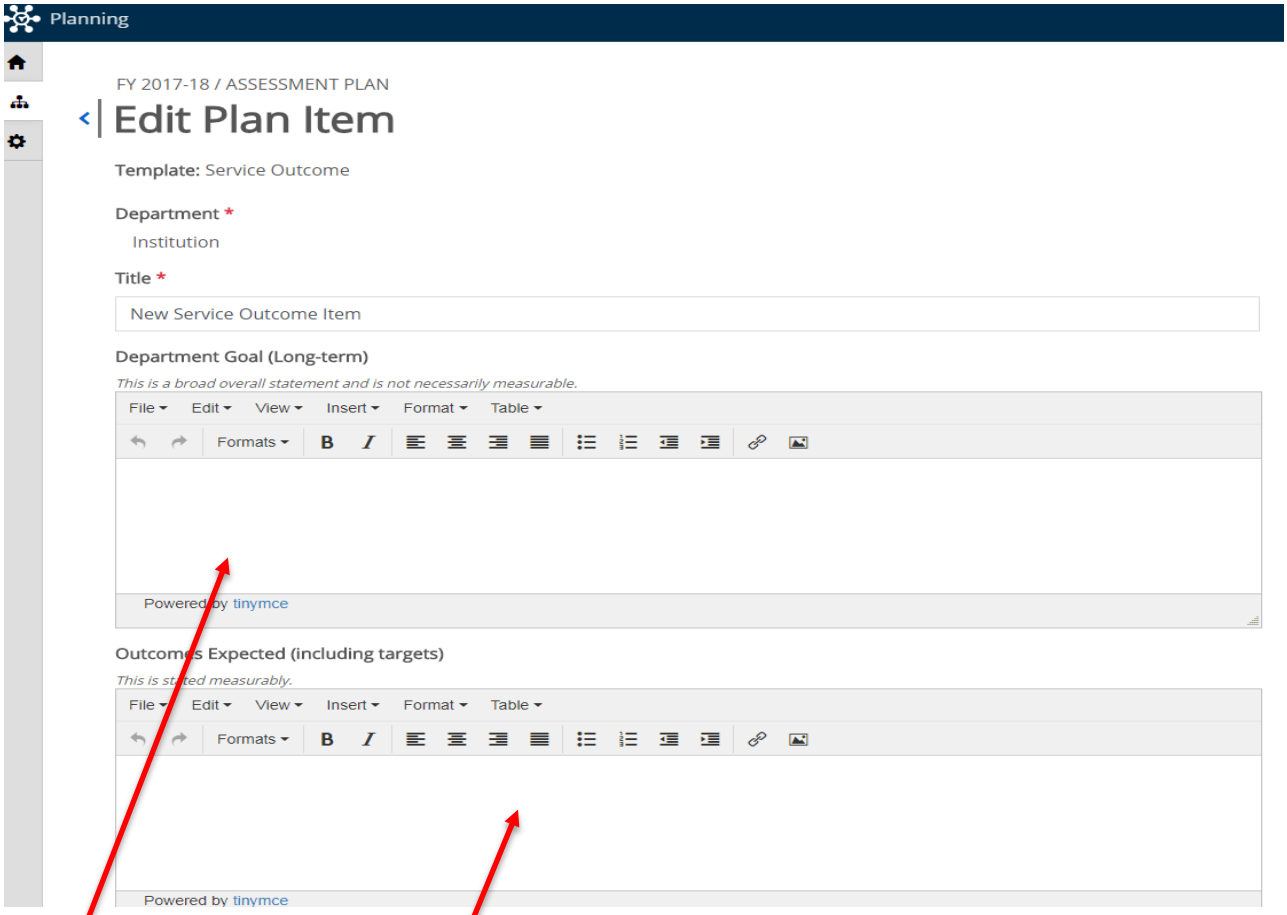


The **Progress** field selection can be used to note the progress of the assessment for this outcome and if the outcome will continue to be assessed.



- **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.

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.

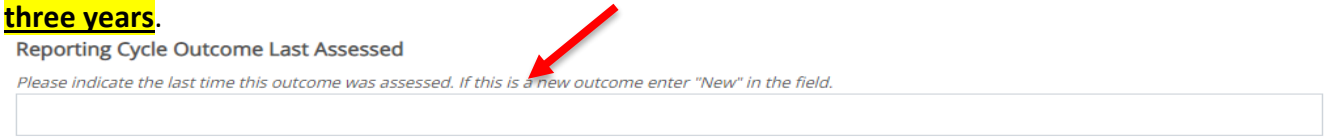


Title: Enter a shortened version of the outcome that summarizes the main idea. (If the outcome relates to critical thinking, please add that to the title).

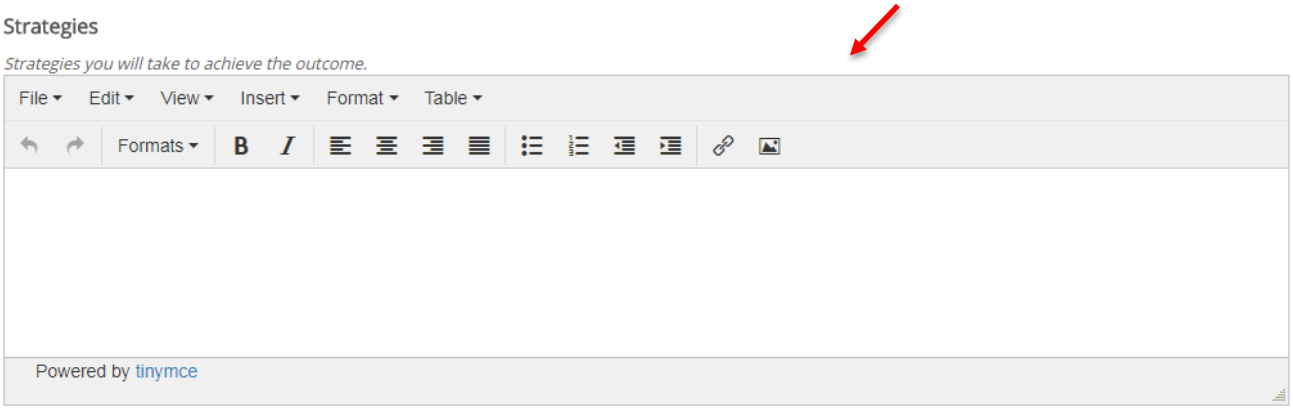
Department Goal: Enter (type or copy/paste using the editing tools) a broad overall statement. This statement is not necessarily measurable.

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

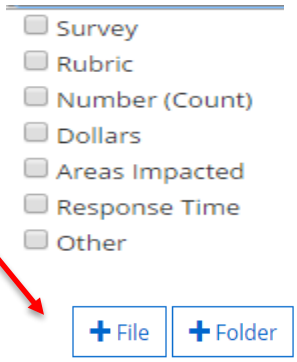
Reporting Cycle Outcome Last Assessed: Enter the reporting cycle that the outcome was last assessed. If it is a new outcome put 'New' in the field. **All outcomes should be assessed at least once every three years**.

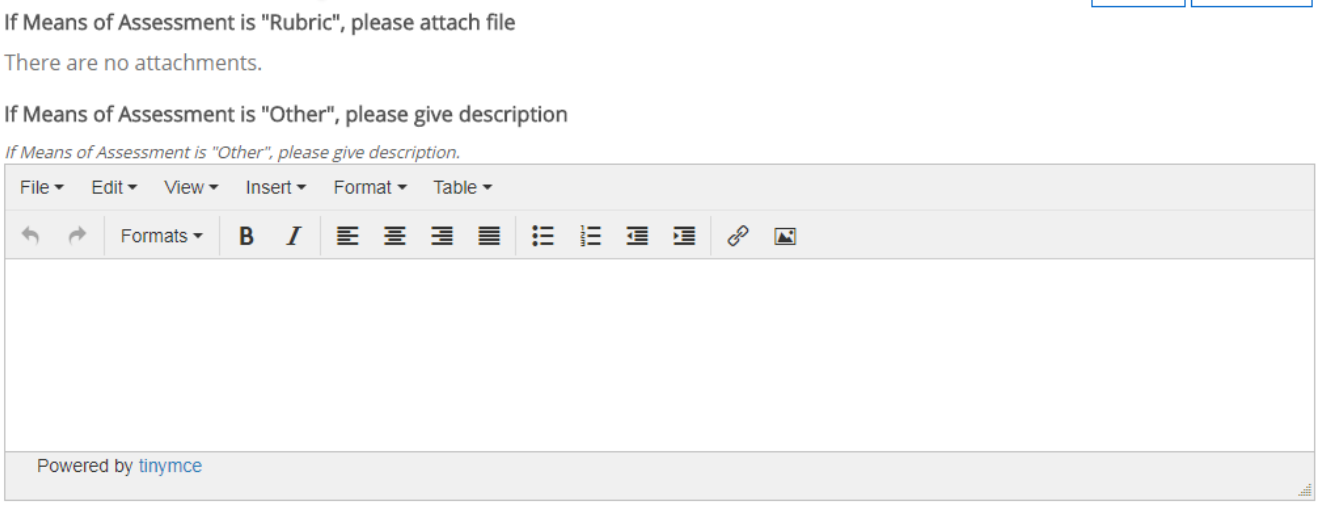


Strategies: These are the strategies and techniques you will use to achieve the outcome.

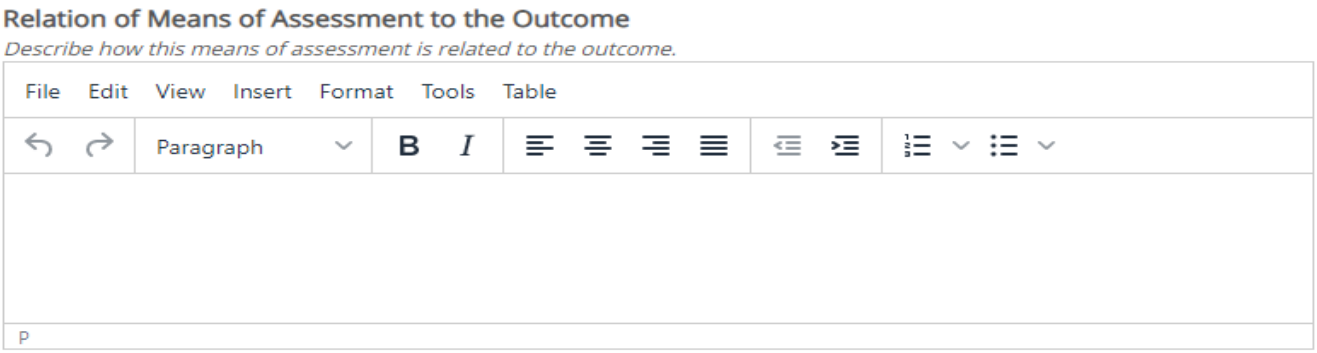


Means of Assessment: Select from the menu list. You can select more than one means of assessment. If you are assessing using a rubric, attach the file or folder that contains the rubric. If you are assessing in a way other than those listed, please select "Other" and enter the type of assessment in the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

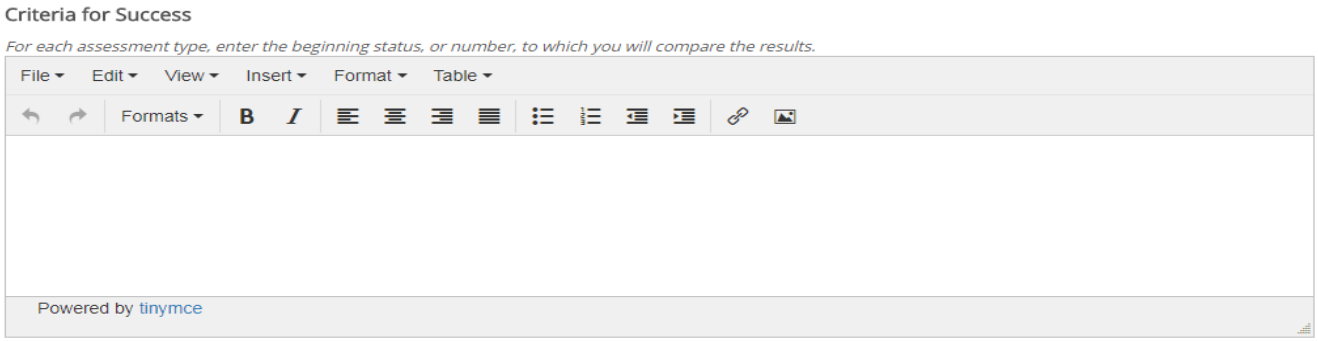




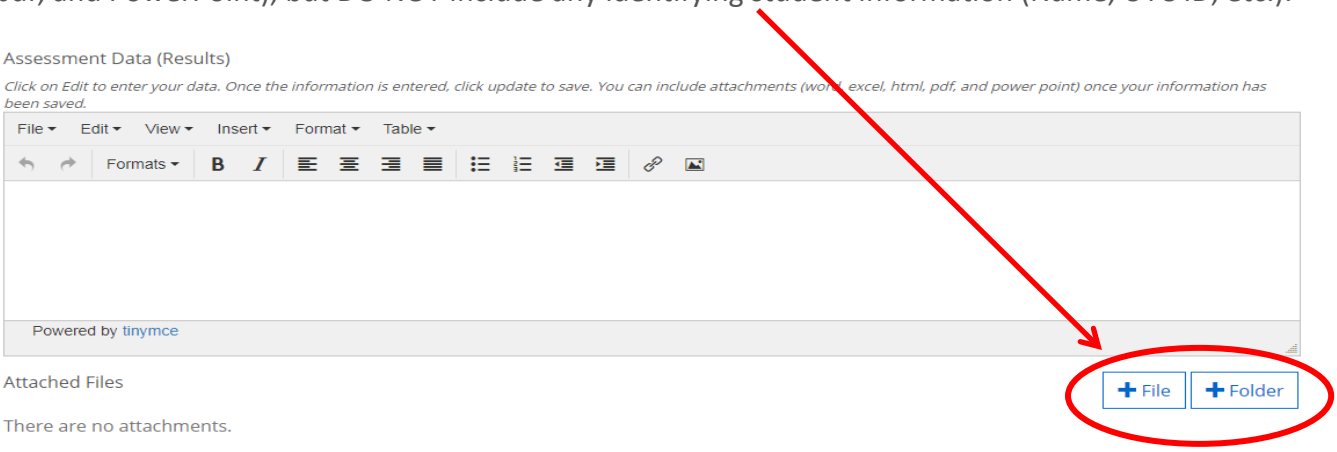
Relation of Means of Assessment to the Outcome: State specifically the means of assessment and provide insight on why the above Means of Assessment are the appropriate choice(s) for evaluating your outcome.



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).



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.).



Analysis and Interpretation of Results: 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.

Analysis and Interpretation of Results

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.).

File Edit View Insert Format Tools Table

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Plan Item Files

There are no attachments.

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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 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

There are no attachments.

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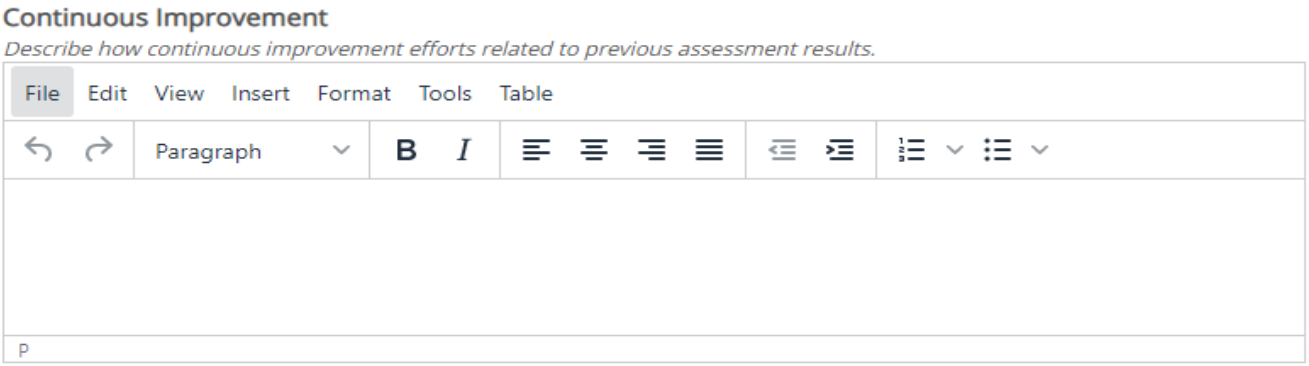
Continuous Improvement: Describe how continuous improvement efforts are related to previous assessment results. Indicate the connection between assessments and results from the previous year to the current year. Also, think about what it means as you move forward.



<u>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, Analysis and Interpretation of Results, and Follow Up Actions Planned fields)!</u>

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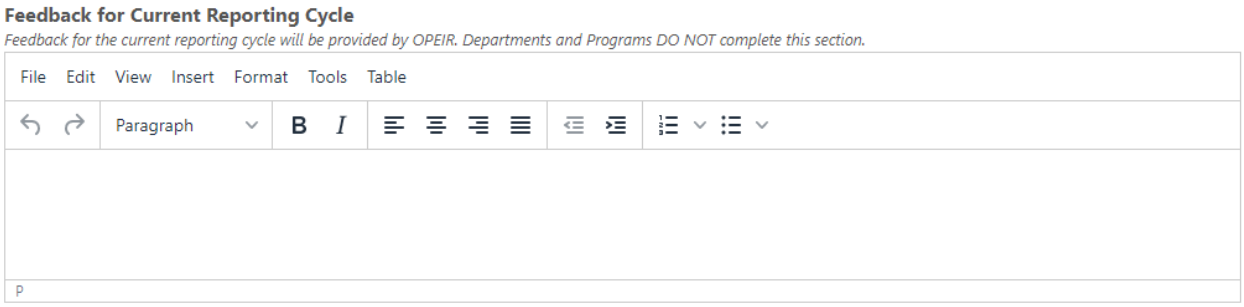
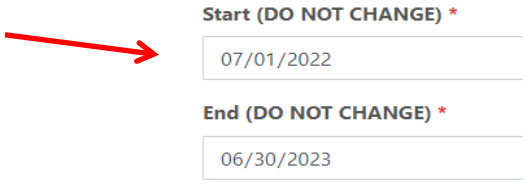
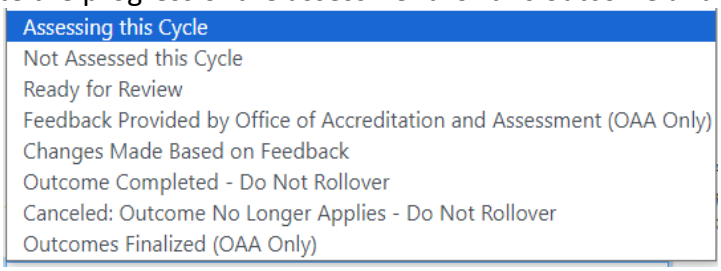


Start and End Dates: <u>Do not change these dates</u>. The system defaults to the reporting cycle you selected at the beginning of the process.



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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- **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.
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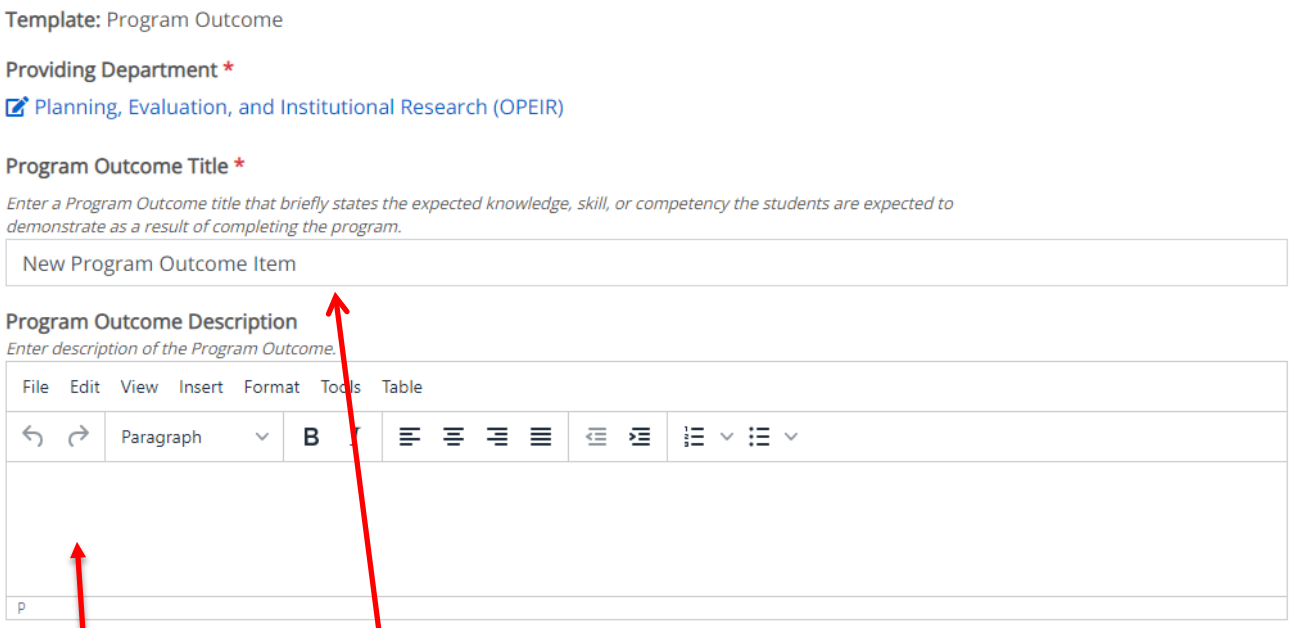
- **Outcomes Finalized (OAA Only):** Indicates that all updates have been made and are final.

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

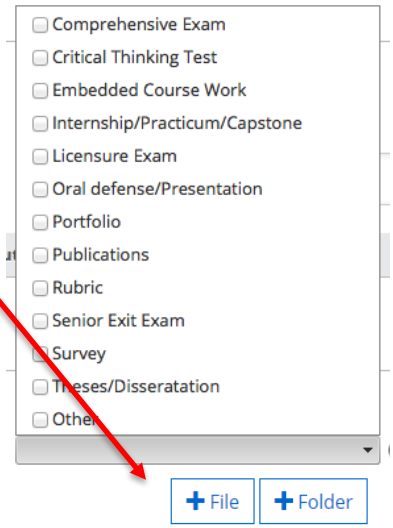


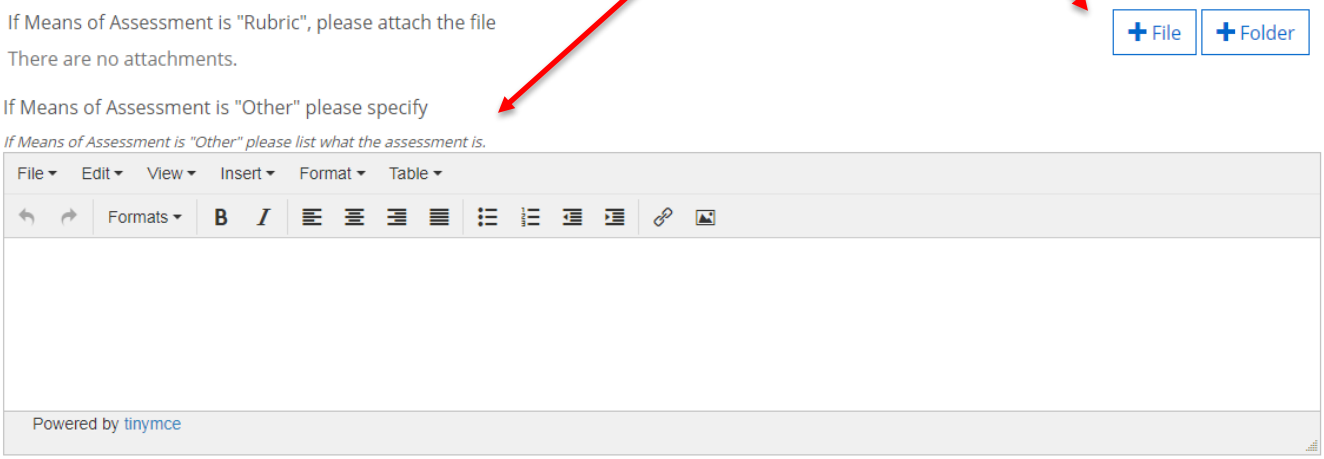
Program Outcome Title: Enter a shortened version of the outcome that summarizes the main idea.

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

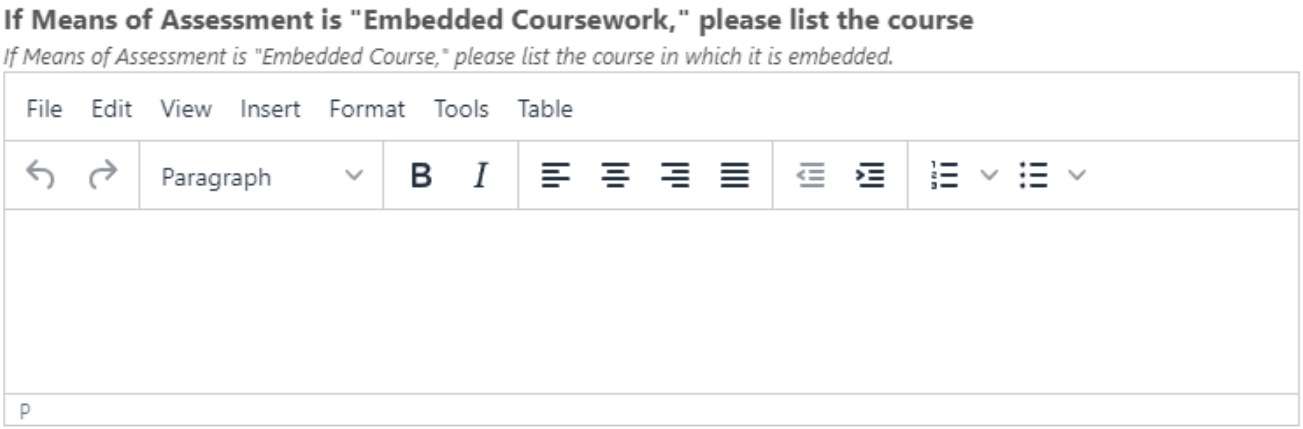
Enter the reporting cycle that the outcome was last assessed. If it is a new outcome, enter 'New' in the field. **All outcomes should be assessed at least once every three years**.

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.

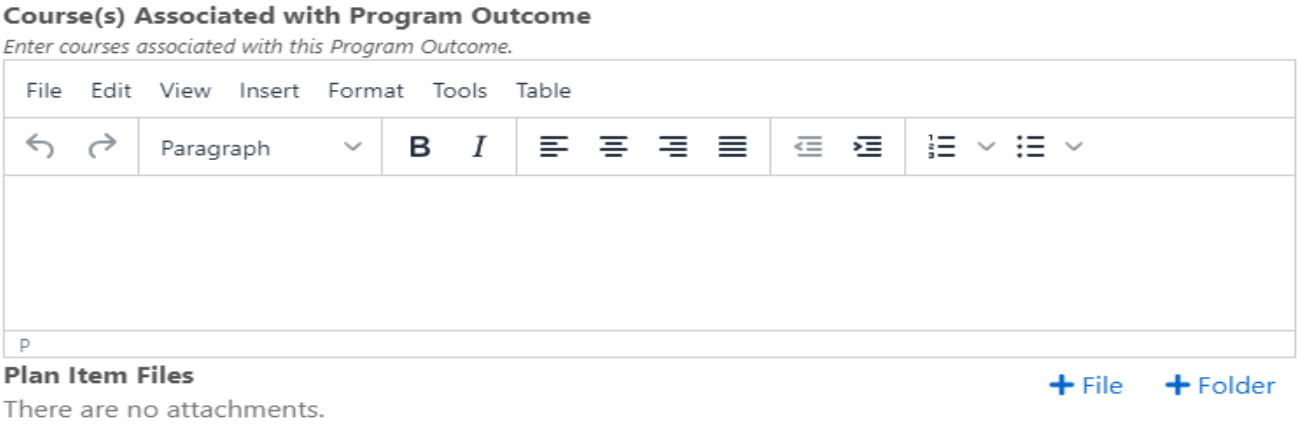




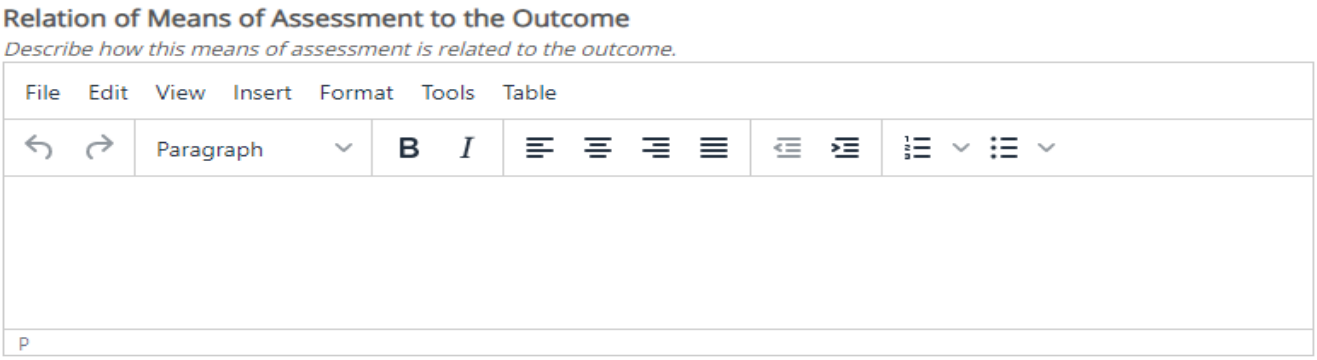
If Means of Assessment is "Embedded Coursework," which course: Enter the course in which this outcome is assessed.



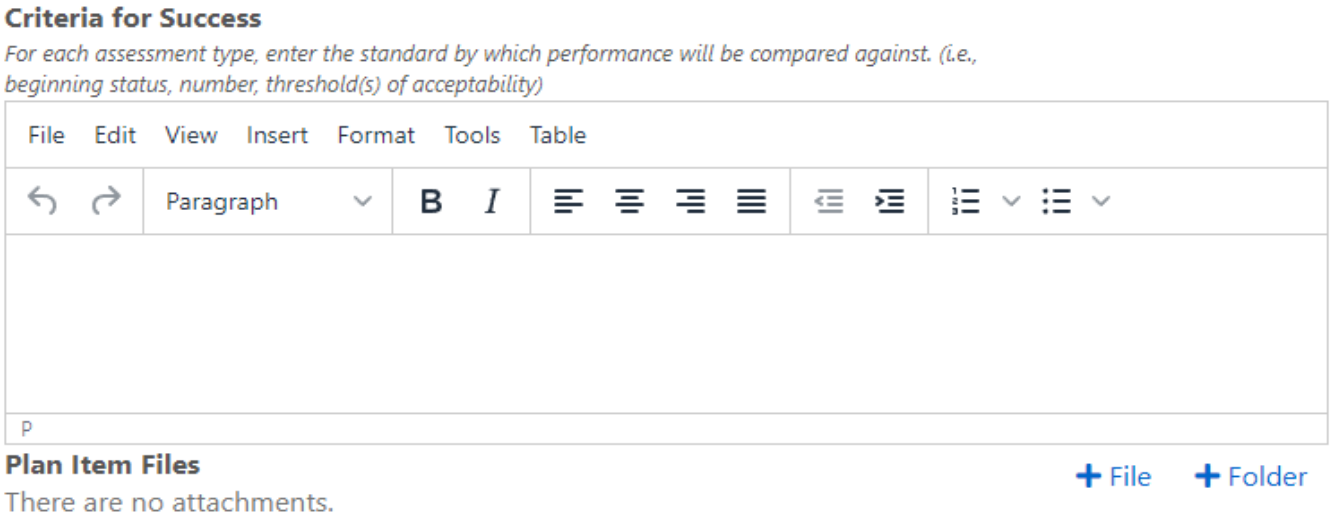
Courses Associated with the Program Outcome: If the Program Outcome is addressed in specific courses, enter those in the next field.



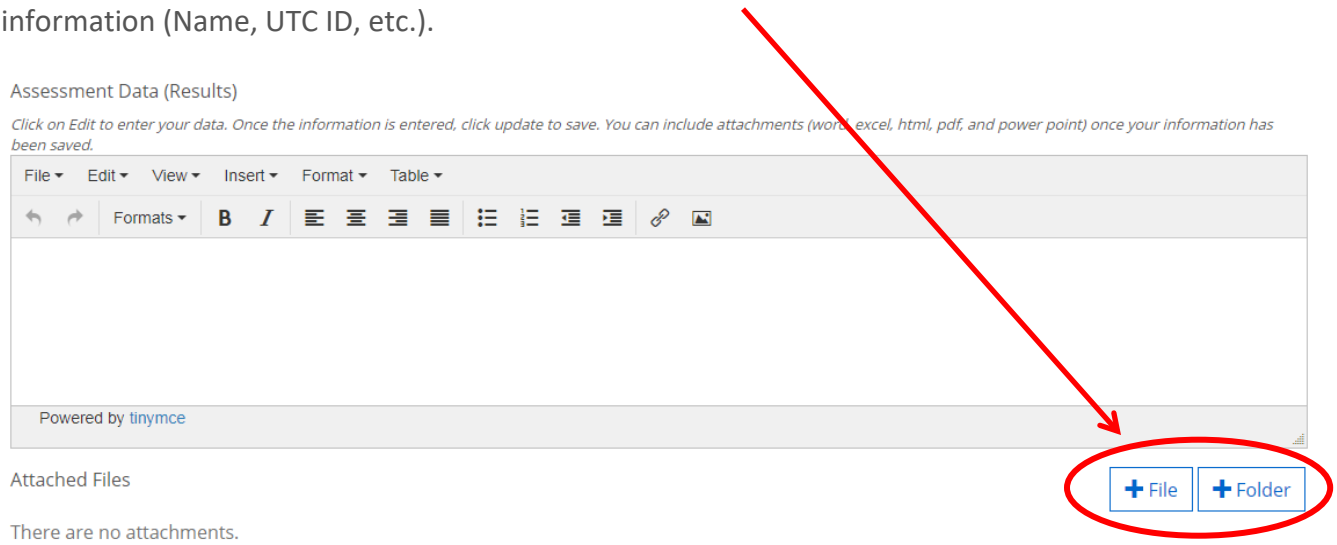
Relation of Means of Assessment to the Outcome: State specifically the means of assessment and provide insight on why the above Means of Assessment are the appropriate choice(s) for evaluating your outcome.



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)



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.).



Analysis and Interpretation of Results: 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.

Analysis and Interpretation of Results

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File Edit View Insert Format Tools Table

Paragraph

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Plan Item Files

There are no attachments.

+ File + Folder

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

Paragraph

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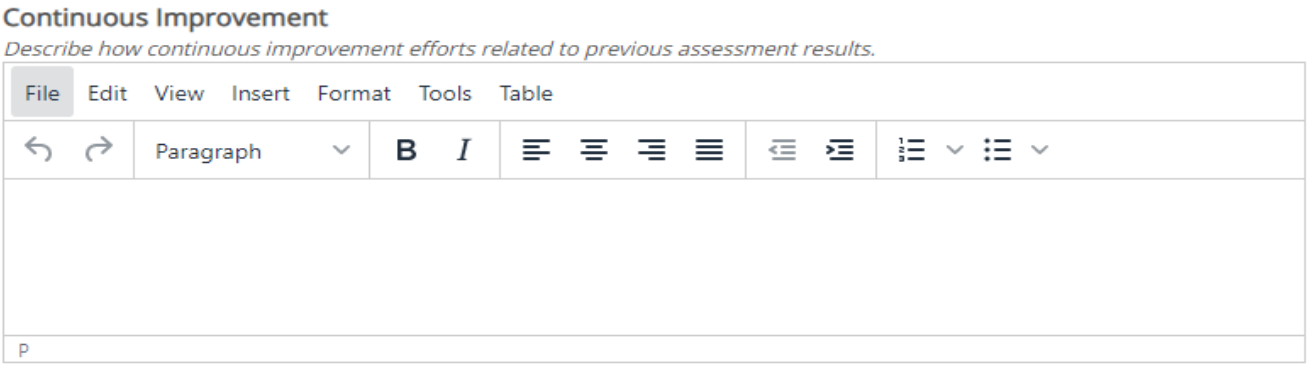
+ File + Folder

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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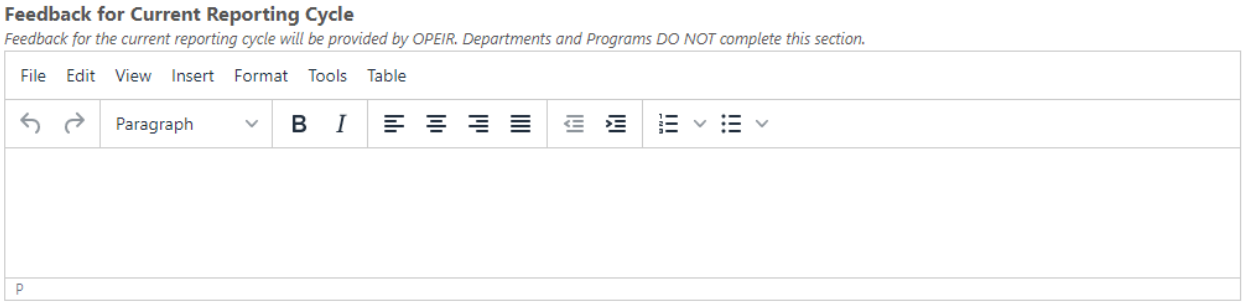

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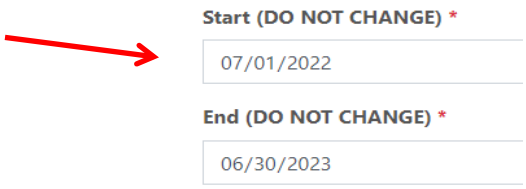

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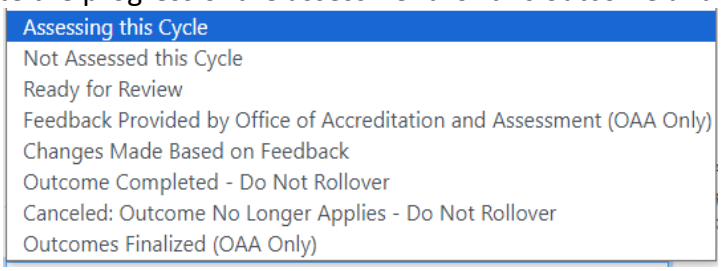

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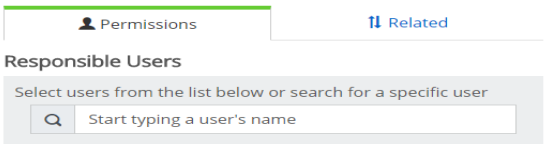
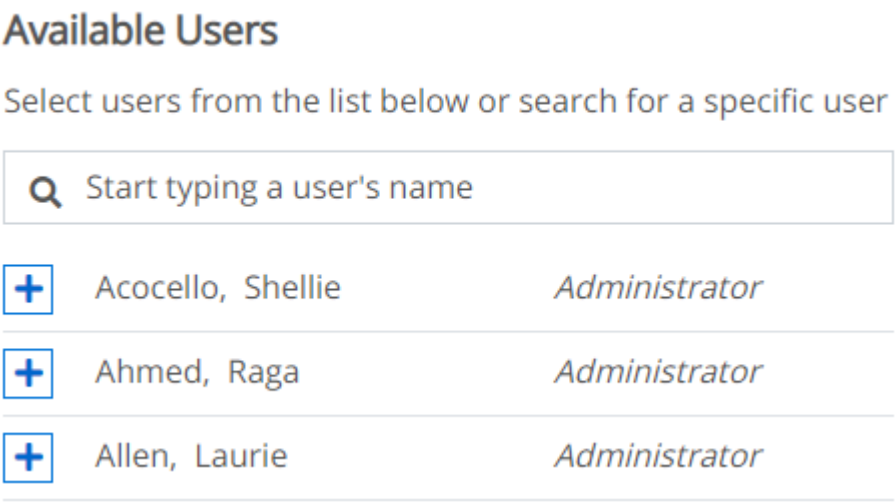
Responsible Users

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.



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.



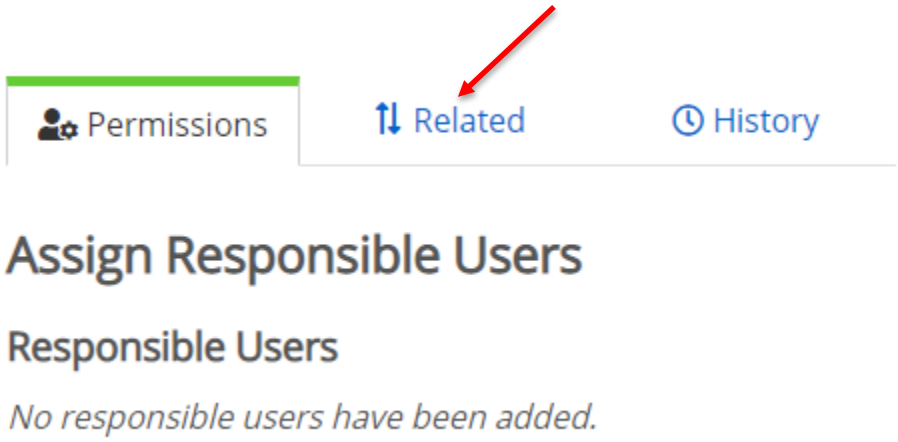
Role Types and Permissions:

- **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.

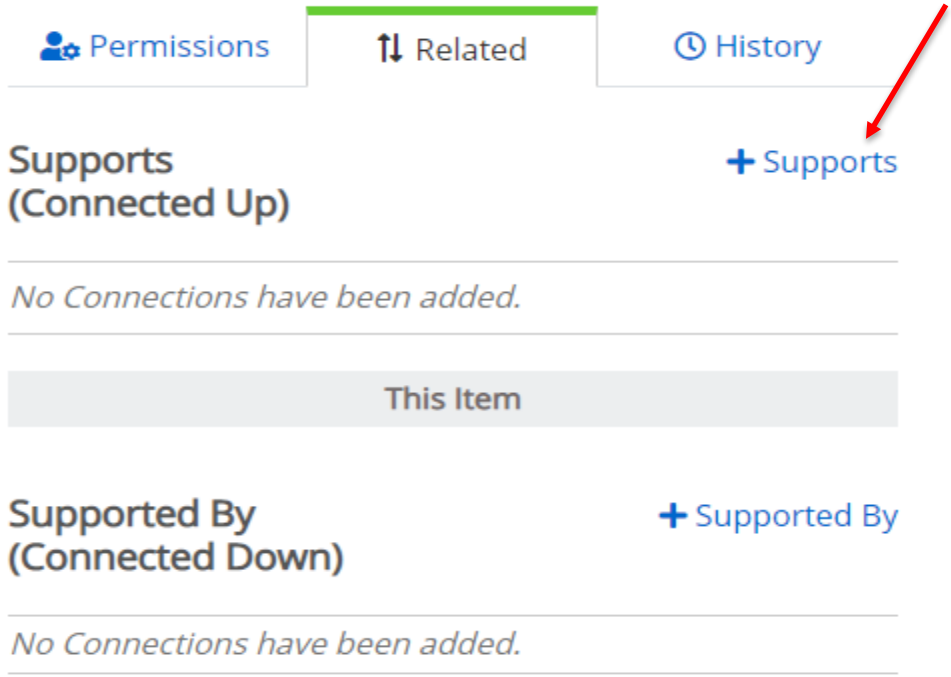
Relating (Linking) Outcomes to the Institutional or College Strategic Plan and the General Education Plan

Relating (linking) to the Institutional Strategic Plan:

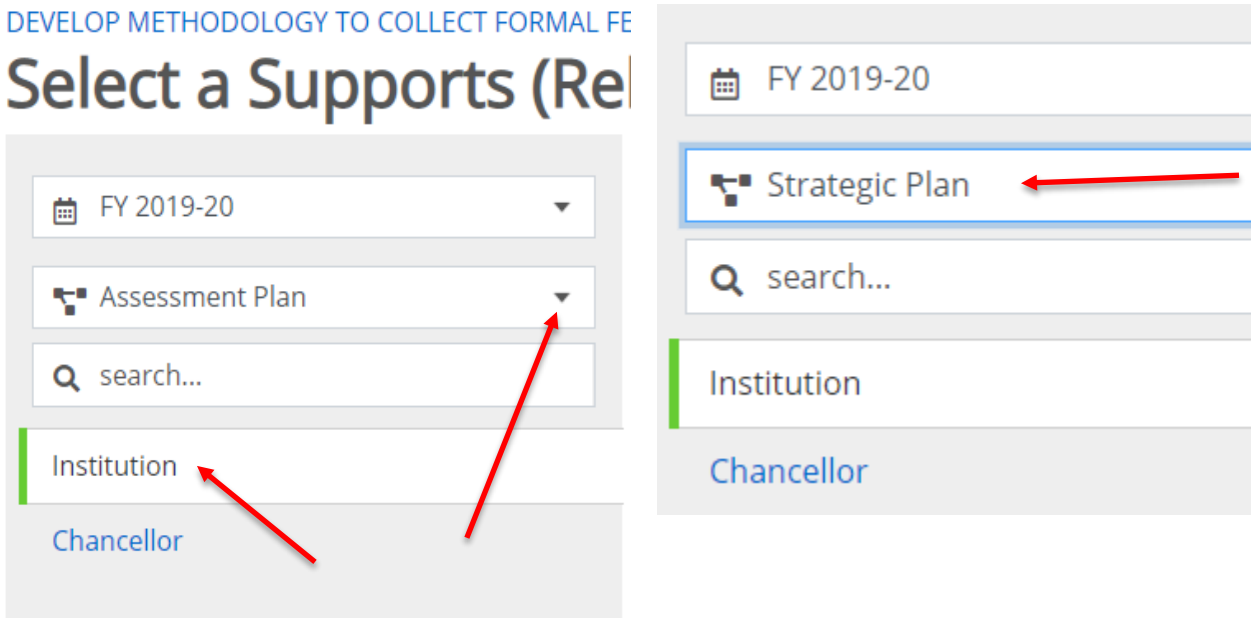
To relate your outcomes (Service, Student Learning, or Program) to the Institutional Strategic Plan start by clicking on the title of the outcome. Once you are in the outcome, on the right side click on 'Related'.



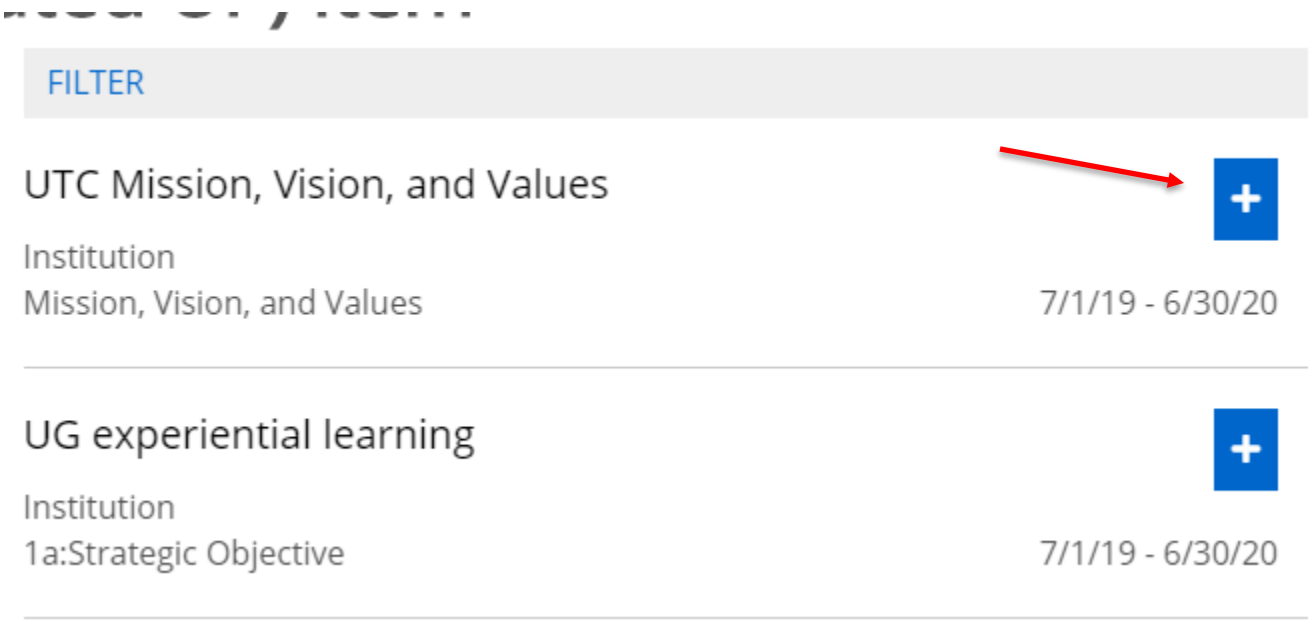
Think of your outcome and the strategic plan in terms of a ladder. Your outcome is at the bottom and supports up the ladder, so you will click on '+ Supports.'



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.

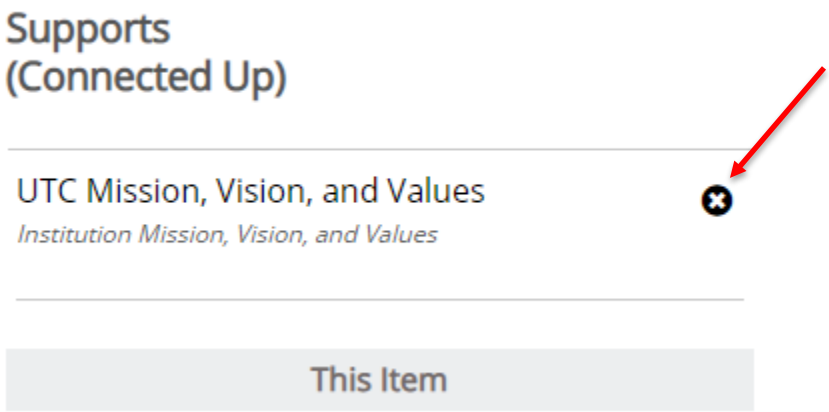


When you click on the '+' sign on the right, you are adding that strategic plan item to your outcome.

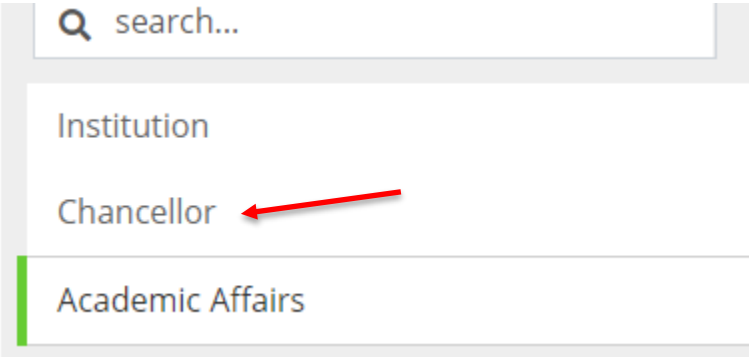


You can click on as many strategic plan items as appropriate for the outcome.

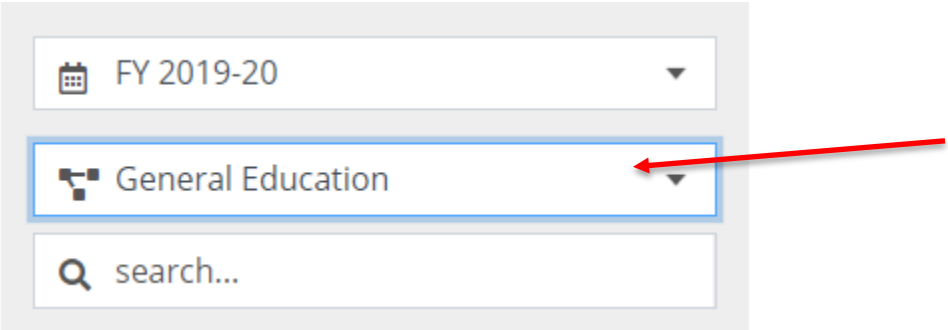
If you click on one and change your mind, click on the 'x' to remove it.



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.



You can also link your outcomes to the General Education outcomes. To do this, change from Strategic Plan to General Education.



This will bring up the Gen Ed outcomes and you can select all that are appropriate by clicking on '+'.