UT Planning Module Reference Guide

(Revised August 2017)

Contents

Purpose

This document provides step-by-step instructions for entering an assessment plan and report in the Planning Module of Compliance Assist from Campus Labs. As part of a continuous improvement process, each academic major at the undergraduate and graduate major and graduate certificate programs are expected to have student learning outcomes and conduct systematic assessment using direct measures of student learning. The Tennessee Teaching and Learning Center can provide assistance to faculty developing learning outcomes and assessment plans.

Companion documents to this include:

- Running Reports
- Retiring an Outcome
- How to View Multiple Years of Assessment and Generate a Report
- Extended Cycle: The Why's and How
- Explanation of Fields for Major Learner Outcomes

These are available at sacs.utk.edu/Resources and are updated periodically as revisions to the Planning Module are made.

Step#1: Log into the system

The website URL can be found on http://sacs.utk.edu. Once on the sacs.utk.edu page, on the right hand side of the screen is Quick Links, scroll down and select "LOGIN FOR PLANNING MODULE." **It's recommended to use Chrome or Firefox as the browser.**

Once the website loads, the login screen appears (*Figure 1*).

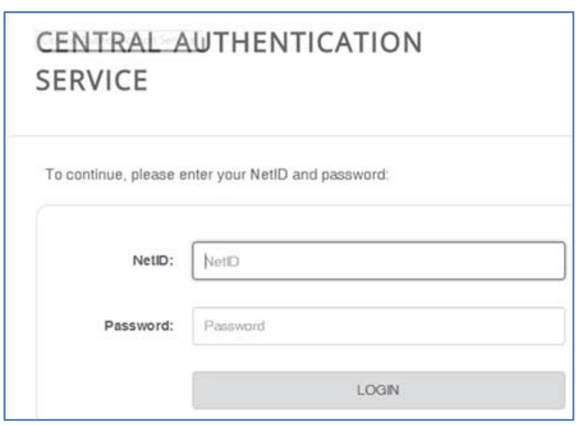


Figure 1

In order to use the Planning Module in Compliance Assist, log in using your UT NetID and password. Whenever you change your password for your UT NetID, you will need to use that new password.

Your login will always be associated with your UT NetID and password.

It will take about twenty seconds to load because you are connecting with a server located in Buffalo, NY.

Step #2: Enter the Planning Module

Once logged in, your screen should look similar to this (*Figure 2*) showing the Landing Site. Note that you may not have all the options listed. All you need is access to Planning.

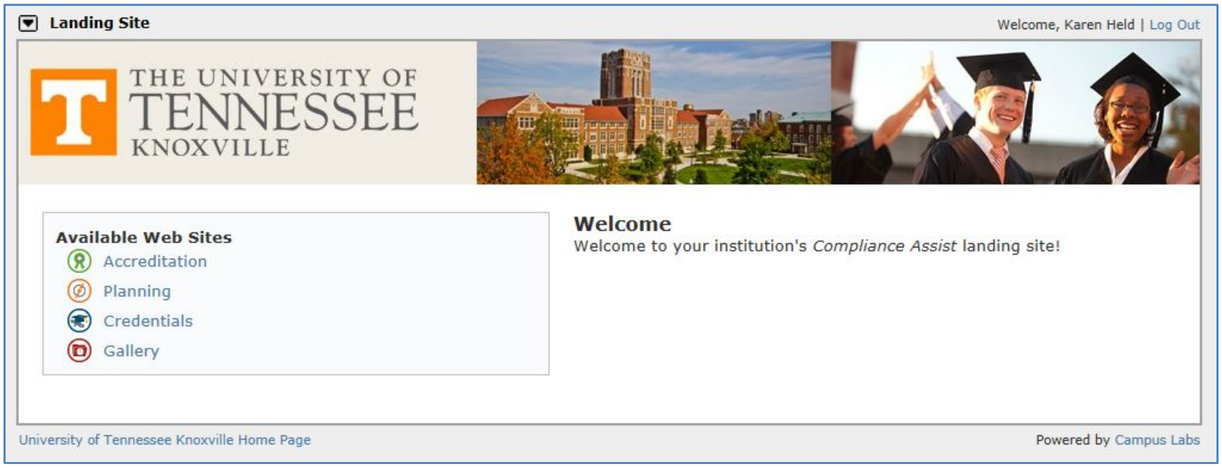


Figure 2

Click on the link to the left that says Planning. You'll be taken to the Planning page that looks like the following (*Figure 3*):

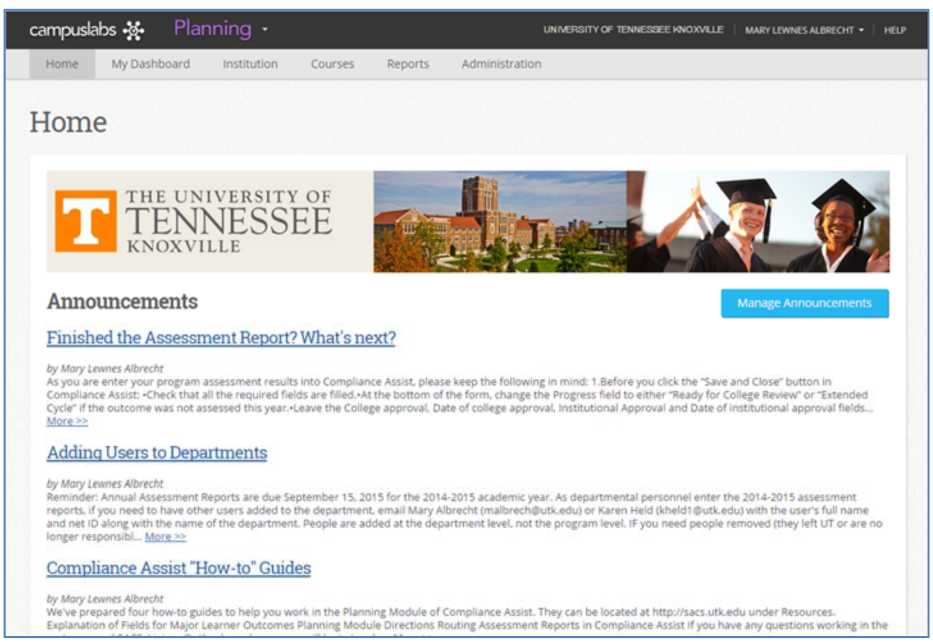
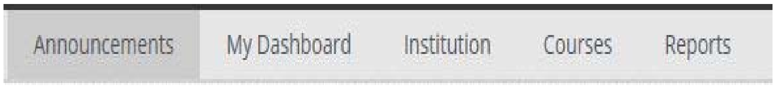


Figure 3

Step #3: Navigate to the Program

The following menu bar is across the top of the page:



Click on "My Dashboard." The following page loads (*Figure 4*):

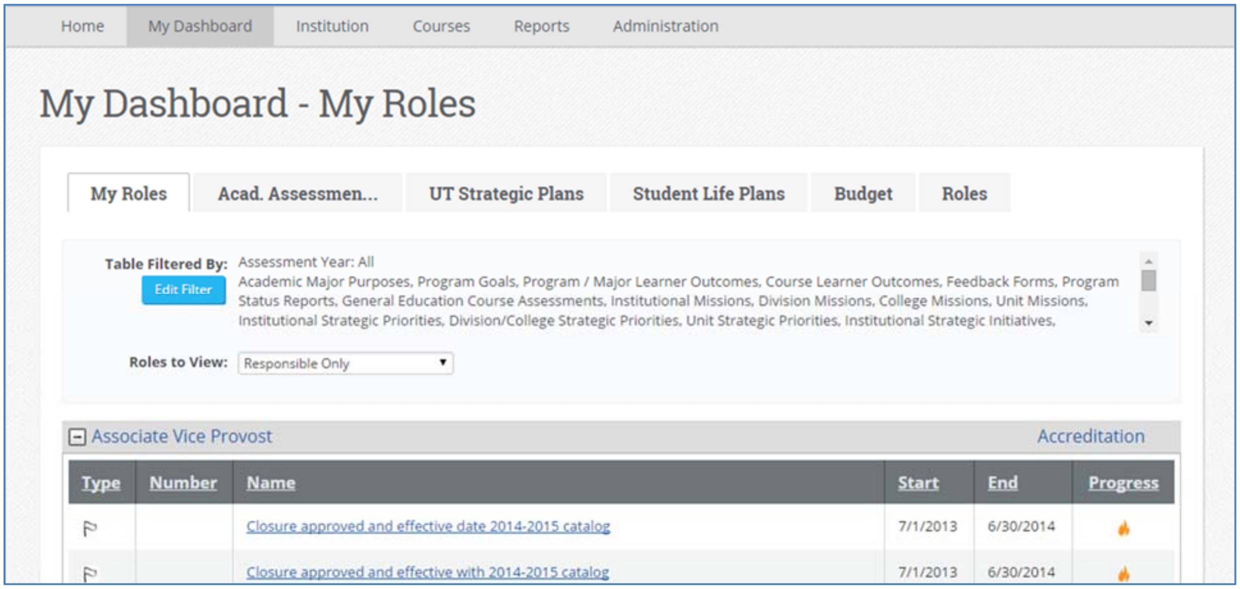
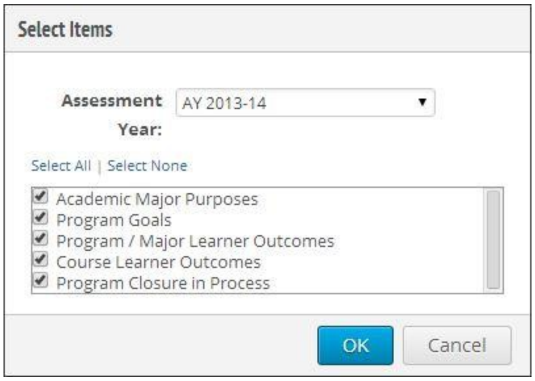


Figure 4

Click on the tab Acad. Assessment ; *Figure 5*, the next screen, which shows options such as adding a new item and an expandable list of offices and departments for which you have access. This is the main screen to work from when adding assessment reports. Throughout this guide, examples will be taken from the Training Program unit (an imaginary unit).

Figure 5



Before working any further, make sure the filter is set for the correct academic year.

To change the academic year, click on the blue Edit Filter button (see *Figure 5*). Use the drop-down menu to select the correct academic year for which the assessment report is being completed. In addition to selecting individual years, you can also select "All" to see each outcome from every assessment year on one screen.

Once it's selected, press the OK button.

Next, use the drop-down menu on the left side to find your department. Click on the "Provost's Office" option, and it expands to show all of the Colleges (*Figure 6)*.

Every department is listed under each college. Just click on the "+" signs to find your college and departments.

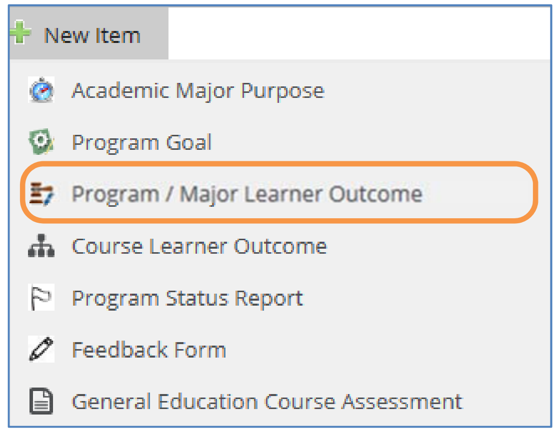
Once a department is completely expanded, all the academic majors and credentials offered by that department are listed and include the type of degree (Bachelor's, Master's, Ph.D., etc.) after the hyphen.

Click on the major for which you want to complete an assessment report.

Figure 6

Step #4: Select Item to Create

Click on New Item to reveal the list of forms available. Select "Program/Major Learner Outcome."



Step 4a: Adding Assessment Team and Roles

A blank major learner outcome form pops up (*Figure 7*). The **Academic Major** section is already filled out and cannot be changed (in this example, Training Program). There is the option of adding who completed the report, and more than one name can be added.

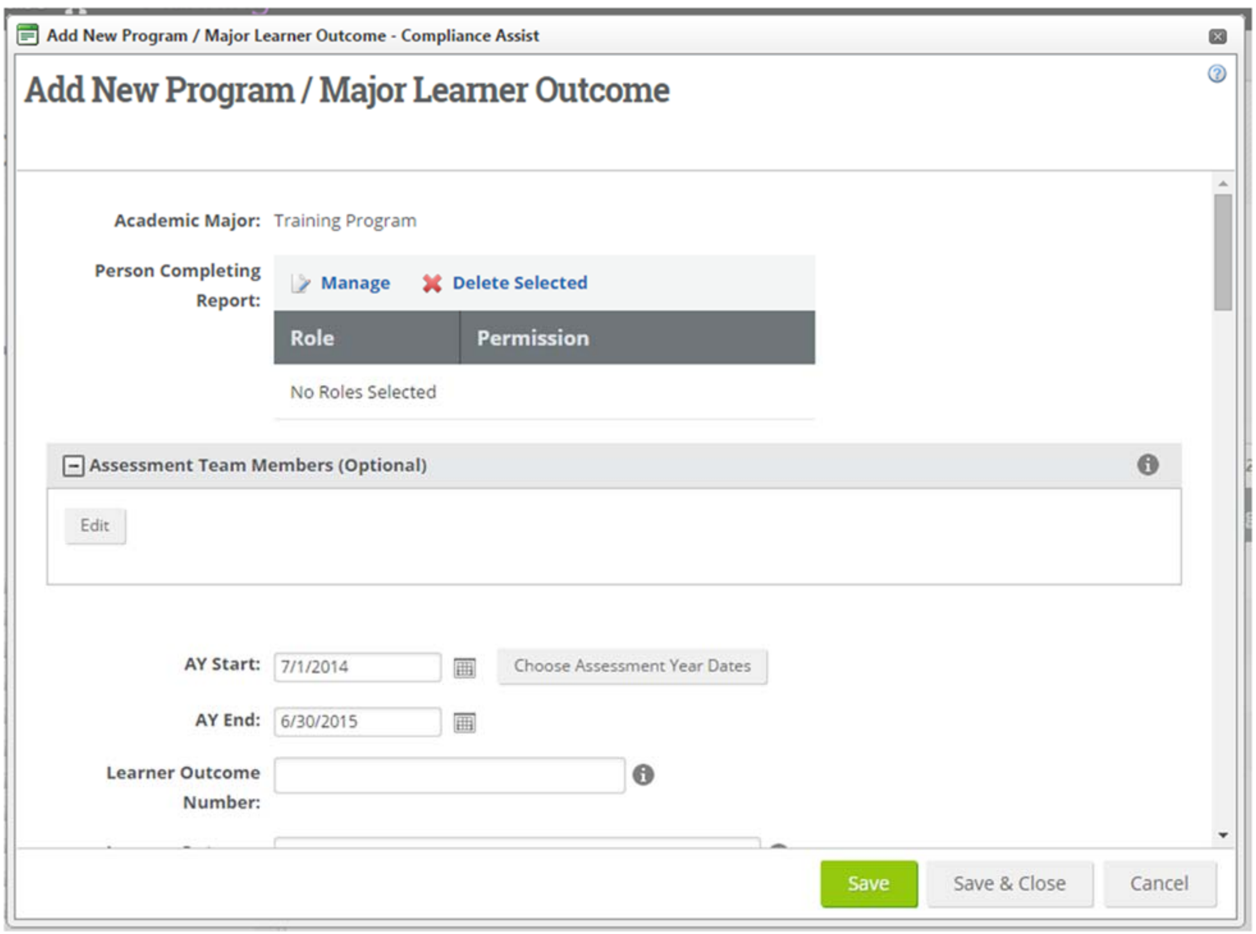


Figure 7

For the **Person Completing Report** field, click on Manage. The search box to use is "Department." For this example, "Training Program" is entered and All Institution Roles is selected. After clicking Search, J. Smith appears as an option in the "Available Roles" area (*Figure 8*).

In order to add your own name, it is easiest to click "My Roles" under "View." Your name and role will appear in "Available Roles" and you can use the instructions on the next page to move the name to "Selected Roles."

Adding in the names serves the function of tracking who is working in the system in case someone wants to ask them a question.

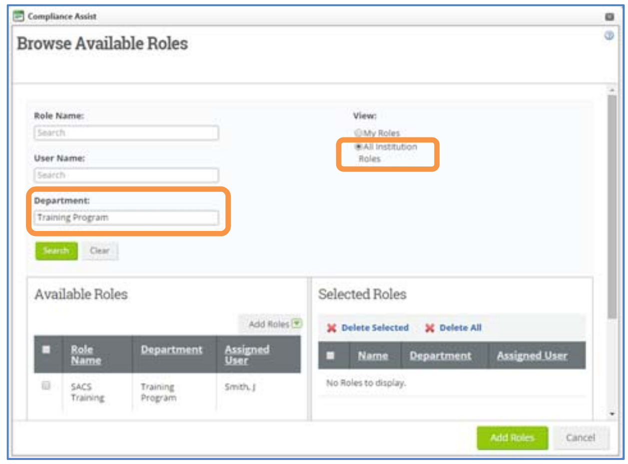


Figure 8

Once the name(s) show up, click on the little gray box next to the "Role Name." Then, hover the mouse over Add. Then, click "Selected." The person's name will be added to the "Selected Roles" section.

Before clicking Add Roles, search for anyone else who completes the report. Add them into the "Selected Roles" section the same way.

Once everyone who completed the report is selected, then click Add Roles. *It's important to note that roles are rolled forward each year and only require editing (i.e. not everyone has to be added every year).*

TIP: As you fill out the form, there are little bubbles next to the fields that look like this . Hover the mouse over them and boxes pop-up that explain what to type into the fields.

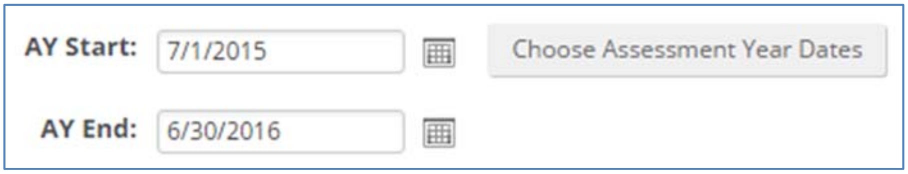
To remove someone, simply select the person within the box and click "Delete Selected" (See *Figure 7* on page 6)

The **Assessment Team Members** field is optional. It is there in case you have additional people within your program who contribute towards assessment practice. In order to use the field, click Edit, type in the names, and click the blue "Update" button Update near the bottom of the box.

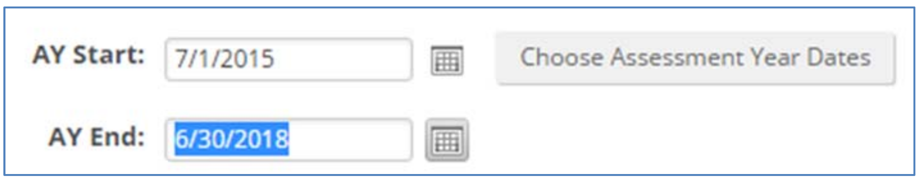
Step 4b: Changing Default Assessment Period

The **AY Start** and **AY End** are already filled out based on the filter you selected earlier in the process. The AY Start and AY End may be adjusted if you are placing outcomes on an extended cycle. For example Outcome 1 will be assessed over a two year period beginning with July1, 2015 and ending June 30, 2018. You would click in the field, backspace to delete the default year and then type in the appropriate year.

From the default:



To extended cycle:



This indicates that the outcome is on extended cycle and will be assessed by June 30 2018. In the screen shot below, you can see that each outcome has a different cycle (dates in the Start and End columns).

Name	Start	End
Students will demonstrate knowledge of class material.	7/1/2014	6/30/2017
Draft arguments in response to negative news reports	7/1/2015	6/30/2018
Students will demonstrate knowledge of writing as an historian.	7/1/2014	6/30/2018
Students will critique popular organizational apps (i.e., Evernote) and design an app that addresses the needs that these app do not currently meet.	7/1/2016	6/30/2017

Step 5: Add Student Learner Outcome

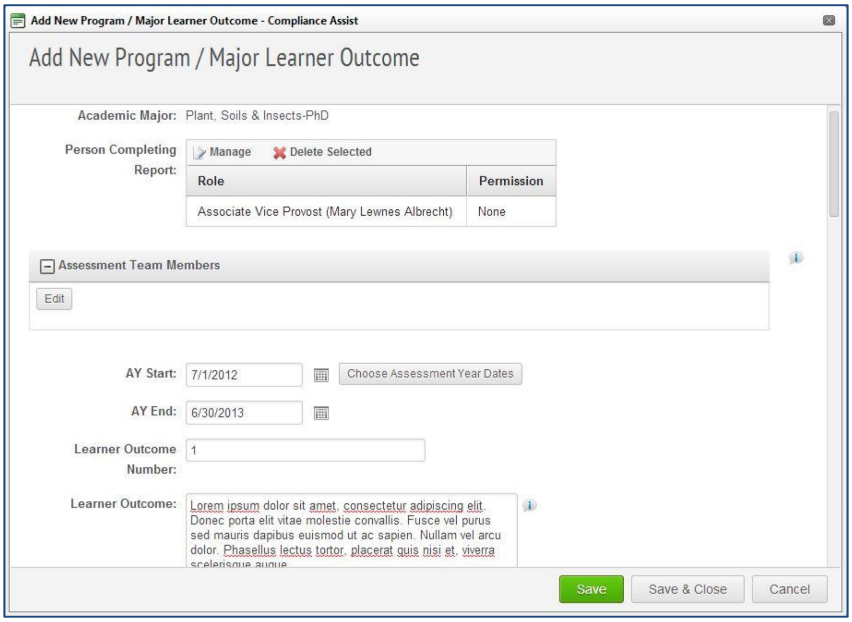


Figure 9

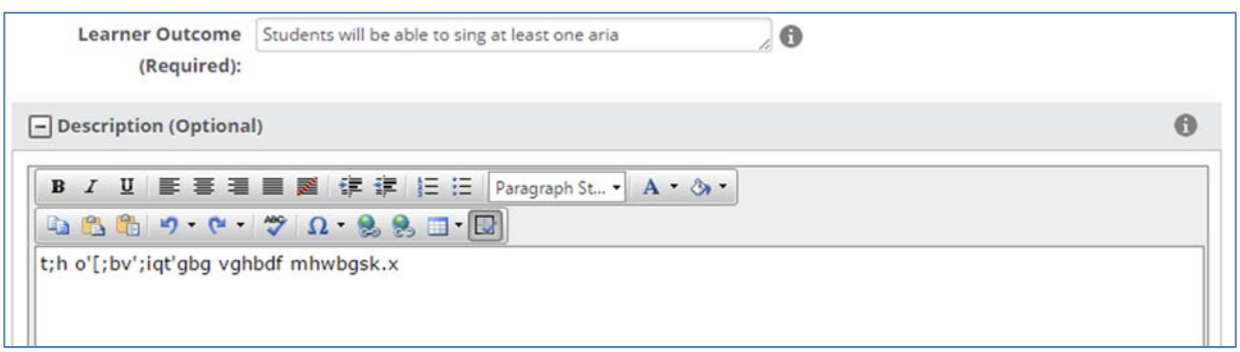
Type the numeric value for the **Learner Outcome Number** being added. ***Do not spell out the number, as it will alphabetize instead of arranging them in sequential order.***

Next, enter the actual outcome in the **Learner Outcome** box. Recall that learning outcomes are statements of what students should know, think, or do as a result of your program. They should be specific and measureable. There is a character limit for this box of about 255 characters (spaces included in the count). There is a "Description (Optional)" box below if you need to describe the learner outcome in more depth.

Figure 9 illustrates how the first part of the form will appear after being filled out.

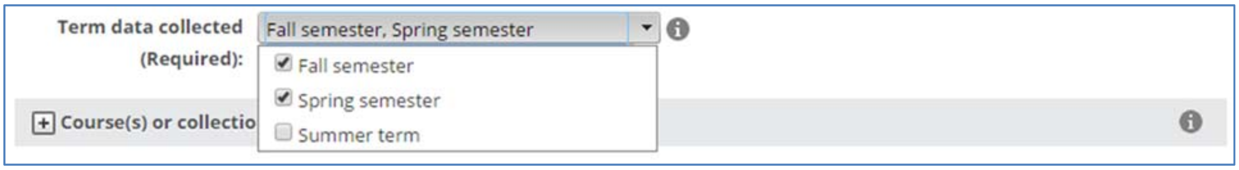
Recall that learning outcomes are statements of what students should know, think, or do as a result of your program. They should be specific and measureable.

Following the small text box for the **Learner Outcome**, there is an optional text box, **Description**, provided should the unit want to elaborate upon the learner outcome. For example, explain that the outcome aligns with standards or required outcomes determined by a programmatic accreditor.



Step #6: Select Term Data Collected and Courses

The next two box asks for the term the data was collected (required) and the courses in which or collection schedule detail (optional). For **Term Data Collected**, you click on the arrow to reveal three options. Select the appropriate term by clicking in the small box to the left of each term. You choose more than one. For this example, we will choose Fall and Spring semester.



Partially obscured by the pull-down check-list, is the large text box for entering information relating to which course(s) were used for the collection of assessment samples or to provide more information relating to the collection schedule.

Step #7: Entering the Assessment Plan

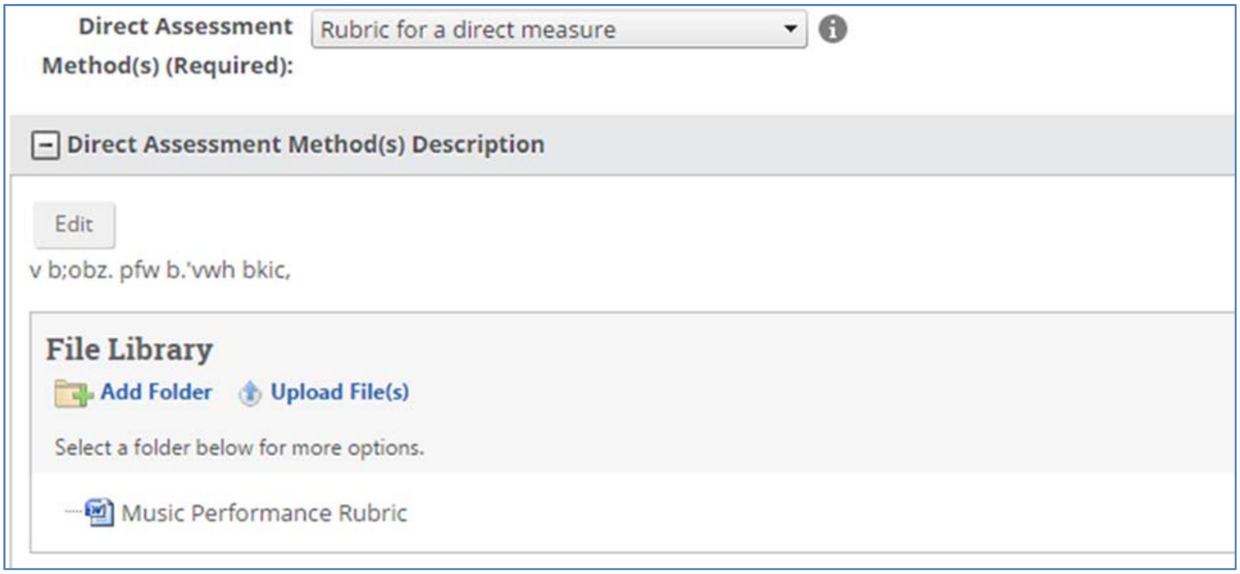
The next four fields allow you to choose direct and indirect assessment methods, and provide space to provide details for each. These fields constitute the Assessment Plan. Click on the arrows to look at the options you have to select from for direct and indirect. More than one option can be chosen.

Direct Assessment Methods	Indirect Assessment Methods
☐ CCTST (Critical Thinking Test)	☐ Alumni survey/focus group
☐ Doctoral dissertations	☐ Employer survey/focus group
☐ Embedded course work	☐ Internship/practicum/coop observation
☐ Graduate comprehensive exam	☐ Presentations - conference, professional
☐ Internship/practicum/coop observation	☐ Publications
☐ Laboratory reports	☐ Reflective writings
☐ Licensure exams	☐ Senior exit interview
☐ Master's theses	☐ Student survey/focus group
☐ Oral defense	☐ Other (please describe below)
☐ Oral presentation	
☐ Portfolio review	
☐ Ready for the World activity	
☐ Rubric for a direct measure	
☐ Senior theses	
☐ Major field test (THEC, ETS, PRAXIS, etc.)	
☐ Other (please describe below)	

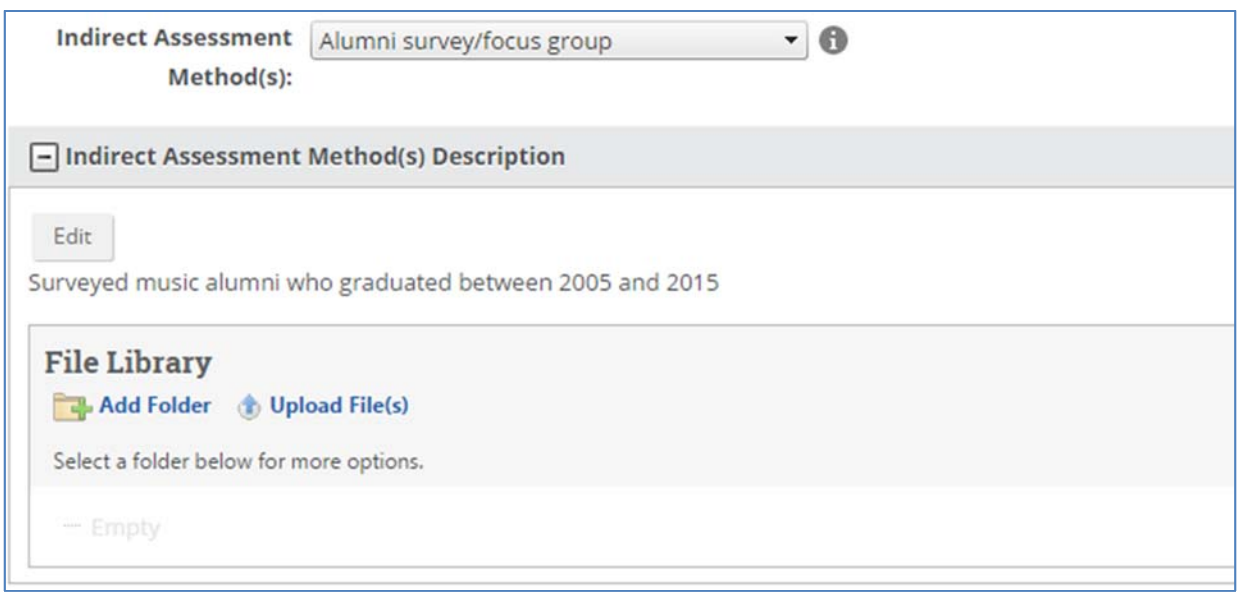
Recall that direct methods involve evaluating academic products created by the students. Indirect methods are utilized as indicators of the program's influence. They are often used to supplement direct measures in order to get a fuller picture of the program's effectiveness.

After each of the choice boxes for direct and indirect methods, there is a text box where you elaborate on your methods.

For this example, "Rubric for a direct measure" is checked under direct method, and description was added along with the rubric used.



"Alumni survey/focus group" was checked under indirect method, and description was added. No survey document was added, however, it would be beneficial to provide the survey and more detail on how the survey was conducted to provide help for future years.



Within the text boxes, there are options to format the text similar to Microsoft Word.

If formatting looks strange and you are familiar with HTML, click on 

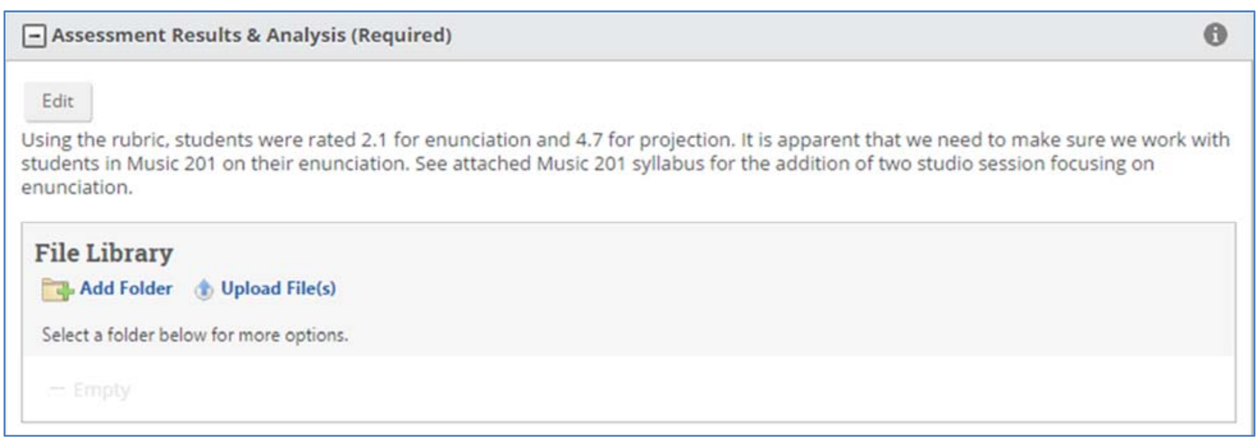
located at the bottom of the entry screen. If you are unfamiliar with HTML and need some assistance, contact SACS_Liaison@utk.edu, provide the name of the program, the outcome number, and the text field along with a description of the formatting issue. Someone will be in touch with you within 48 hours.

Step #8: Completing the Assessment Report

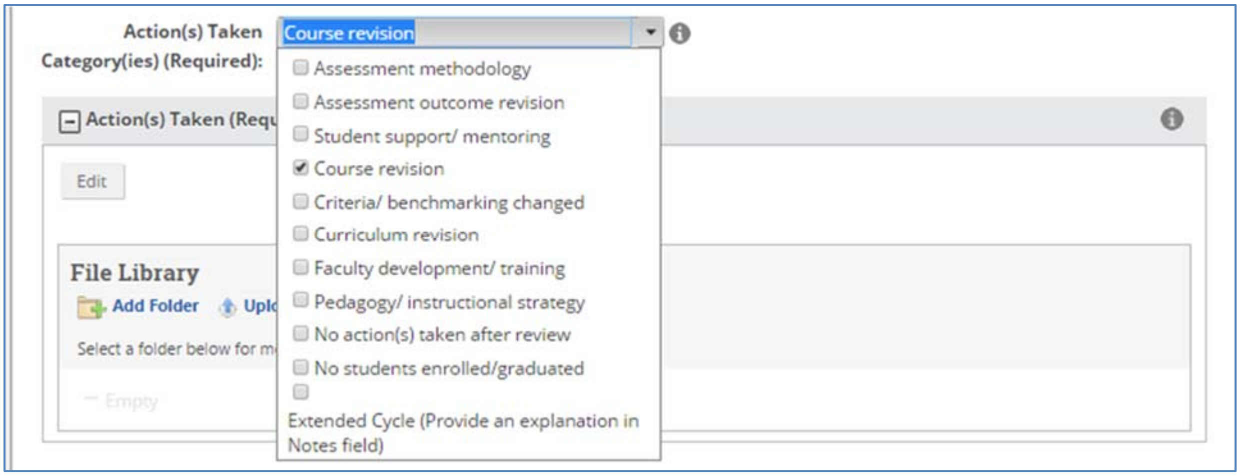
After filling in the sections about assessment methods, the next fields ask for results, analysis and actions. These constitute your annual report. Each of the fields are similar in that there is a text box for your narrative and a File Library for you to attach the documentation.

Be as detailed as possible, and please align multiple methods with their respective results. For example, numbering your methods within the method descriptions boxes AND within the assessment results and analysis box will make clear to the reader which results belong with which method. Also, please discuss how the results meet or don't meet the program's expectations.

The field **Assessment Results and Analysis** is required. You must enter a narrative.

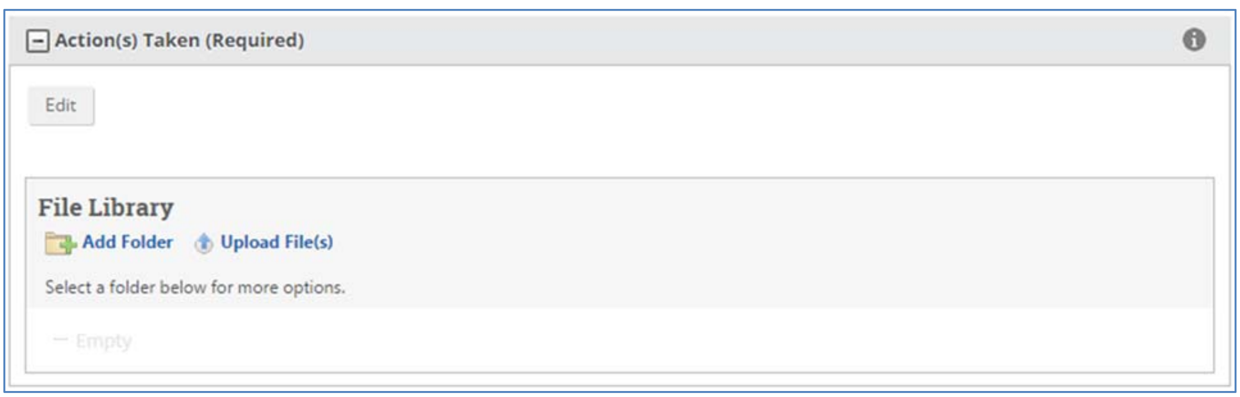


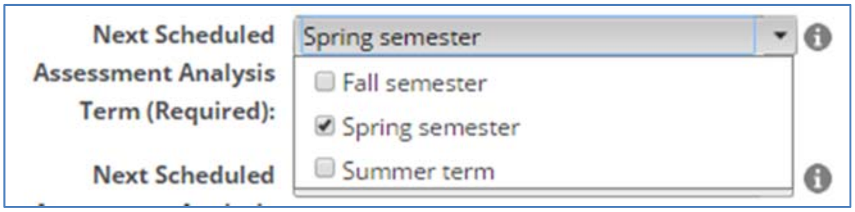
The next is **Action(s) Taken Category (ies) (Required)** choice box. More than one action can be selected. When units make their selections, it allows the Academic Assessment Steering Committee to run reports to quickly identify how many programs are taking the different actions. The data are helpful in planning faculty development workshops and provides a high level assessment about what is happening.



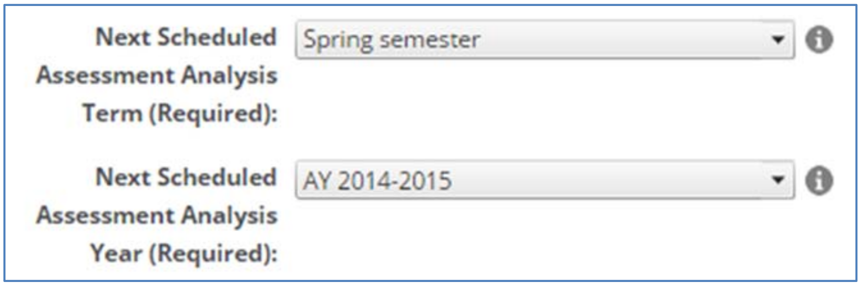
NOTE: The selection box will be to the immediate left of an item or to the left and above for items with longer descriptions (see the last item in the list).

The next field is a text box, **Action(s) Taken (Required)**, where you provide a narrative. Fill in this field the same way as the other open-ended fields. **Be as detailed as possible**, and note that you can also upload supporting files (e.g. minutes from a faculty meeting).





The next two fields (**Next Scheduled Assessment Analysis Term** and **Next Scheduled Assessment Analysis Year**) are for choosing the next term and year for assessment analysis. You may only choose multiple terms and one analysis year from the drop-down lists.



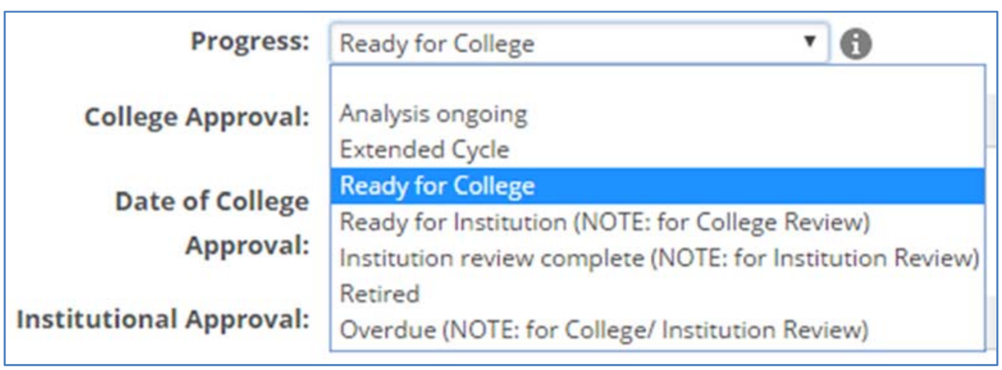
For this example, Spring semester and AY 2014-2015 were selected.

Step #9: Using Notes Field

There is an option to add notes about the plan, report and anything thing else you want to keep record for the assessment of the learner outcome. This is handy for providing background information, explanations about low enrollment, or extended cycle of assessment. It is a text box like the other fields and also has a File Library associated with it.

Step #10: Routing to the Next Level for Review

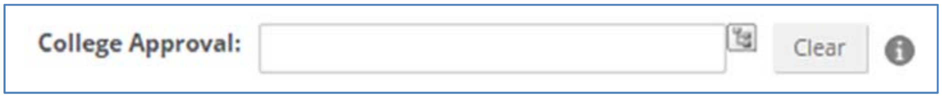
The next set of fields asks for "Progress", "College Approval," "Date of College Approval". The "Progress" provides a few options to choose from.



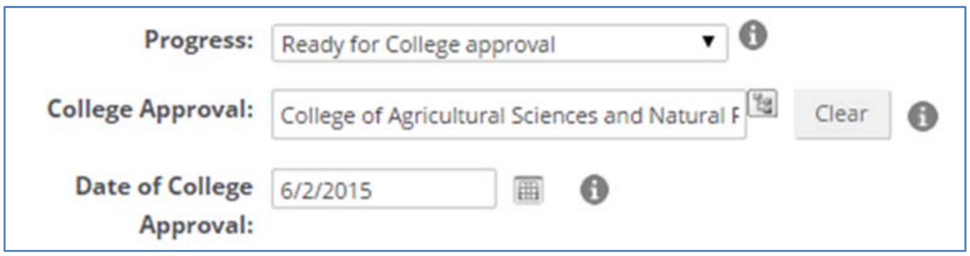
- For programs housed in departments within a college, select **Ready for College approval**.
- For programs housed in a college without departments and the report is entered at the college level, select **Ready for Institutional review**.

When **Ready for College approval** is selected, a green arrow will appear on the original screen in Planning where the list of outcomes are displayed.

For the **College Approval** field, click on next to the empty box. The menu with the list of colleges, departments, and programs pops up. Scroll until you see the degree you're filling out the form for, which should be highlight gray.



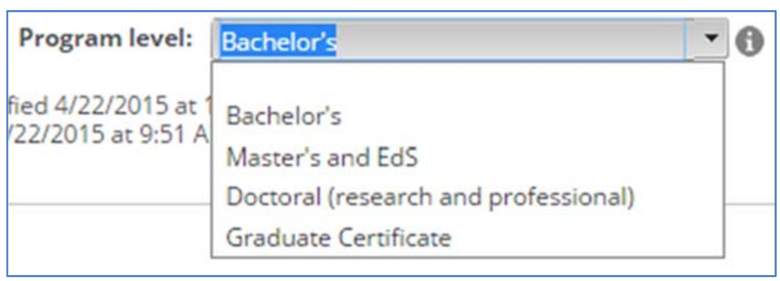
Date of College Approval is completed by simply clicking on the calendar icon next to the box with **MM/DD/YYYY**. Click on the arrows until you find the date you need. Click on it, and the box will get filled in with the date. In the image below, Ready for College approval is selected, College of Agricultural Sciences and Natural Resources was selected, and June 2, 2015 was picked from the calendar.



The other fields named **Institutional Approval** and **Date of Institutional Approval** will be completed by the institutional-level reviewer.

Step #10a: Tagging for Program Level

The final step before saving and closing is to ensure that the Program Level is set. Again, this is used for administrative purposes. Simply select the appropriate tag from the list. Only one tag may be selected.



Step #10b: Don't Forget to Save Often and When Done, Save & Close

Once you have completed the form and saved by clicking on the green **Save** button Save or the gray **Save & Close** button Save & Close at the bottom of the form, ***email your associate dean to let she or he know the form is completed and ready for college review.***

Click Save and Close. The screen should look similar to the image below, note the green arrow under progress signifying that the outcome is ready for College approval.

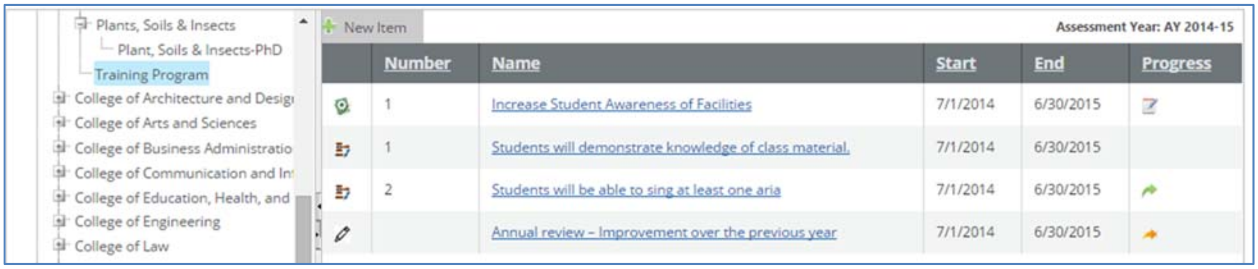


Figure 10

To view the completed major learner outcome, click on the blue, underlined text in the column labeled **Name**. A form opens to display the learner outcome plan and results. You can scroll through the form to view and read the report.

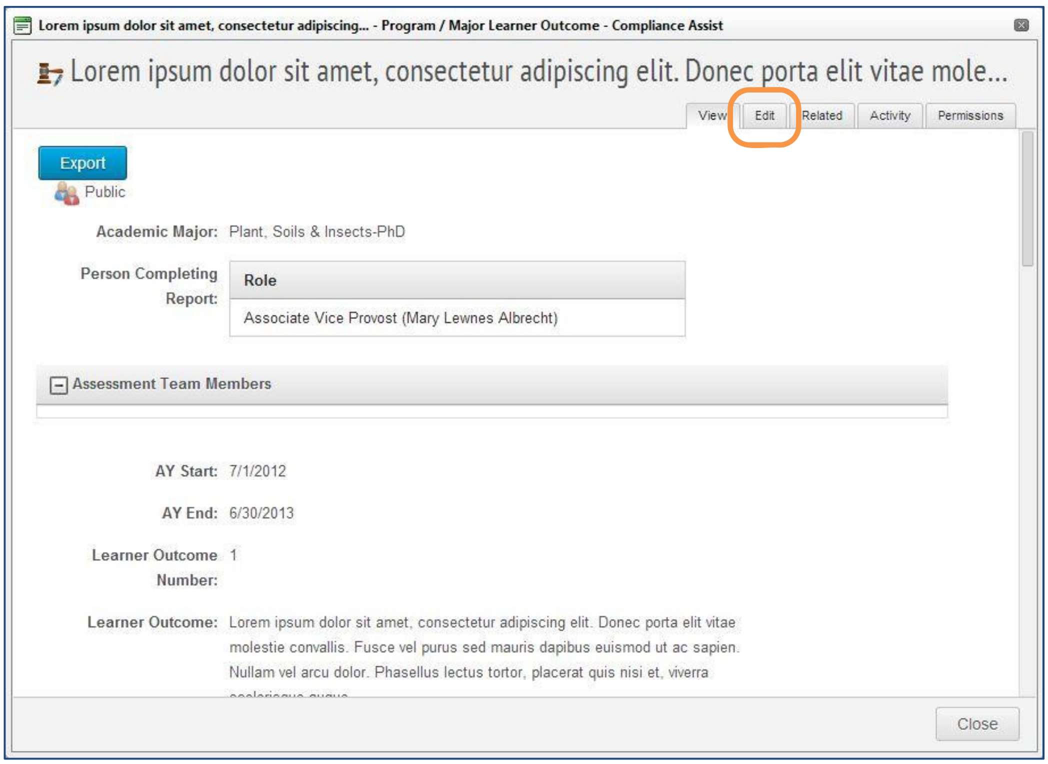


Figure 11

If you find a mistake or want to add something to the outcome, click on the **Edit** tab at the top (*Figure 11*).

Repeat the steps described in this guide to complete additional the major learner outcomes.

Using the File Library

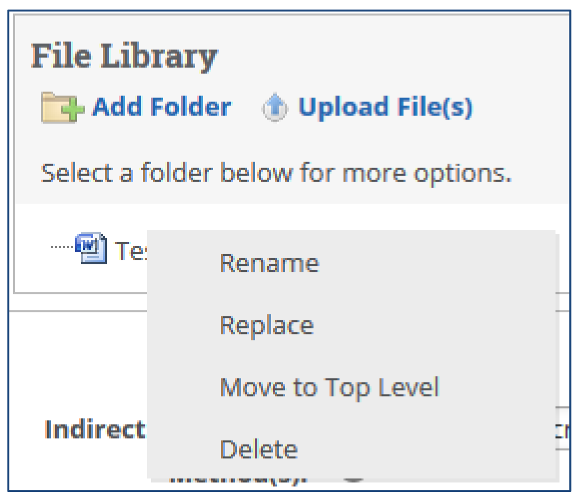
Once the Program / Major Learner Outcome form is saved for the first time by clicking 

the box located at the bottom of the form (scroll down to the very bottom to see it), you will be given a menu that allows you to edit the form:

When in **Edit** mode as seen above, the **File Library** associated with the Direct Assessment Method(s) Description and Indirect Assessment Method(s) Description boxes will be visible.

This allows you to add a folder or upload files, such as rubrics, to support the direct and indirect assessment methods, which is extremely important to include in the report. Click on **Add Folder** to enter a folder name, save, and then the folder will appear. You will then click on the folder to open the **Upload File(s)** screen. It is pretty self-explanatory. If you have any questions, contact SACS_Liaison@utk.edu for assistance.

Should the need arise to delete or replace files, you have options:



1) Right click on the current uploaded file (see picture to the right), and hit "replace." This allows you to replace the file that is in the system with a new version.
2) "Delete" will remove the selected file.
3) To keep the current file and add a revised version, simply add the new one by clicking Upload File(s). You should provide a name that indicates it is a revised version. This may be particularly useful if you intend to emphasize that you revised your assessment instrument.

NOTE: *Ignore Move to Top Level*.

Appendix A: Explanation of fields in the Program/Major Learner Outcome Form in the Academic Assessment Plan

Field	Explanation
Academic Major:	Pre-populated by the system
Person Completing Report:	Units enter the names of those who have access and work in the preparation and posting of the report. The unit updates this field annually after the roll-over from the previous year. Entering names allows the College and Institutional Reviewers know who to contact if there are any questions.
Assessment Team Members (Optional):	List all of the unit's personnel engaged in this assessment. This is different from *Person Completing Report* (field above) in that Assessment Team Members may include all instructors engaged in the assessment of the specific learning outcome.
AY Start:	Pre-populated by the system
AY End:	Pre-populated by the system; this date may be extended if you place your outcomes on a regular cycle of assessment.
Learner Outcome Number:	Enter the number (Arabic numeral) of the learner outcome
Learner Outcome (Required):	A brief statement describing what students should be able to demonstrate to know
Description (Optional):	Use this to provide additional supporting information relating to this outcome, if needed. Examples of information are a more detailed outcome statement or a reason why this outcome is important. Those programs that undergo programmatic accreditation may use this to explain how the outcome relates to the standards of their programmatic accreditation.
Term data collected (Required):	Predetermined selections, can select more than one: Fall Semester, Spring Semester, Summer Term
Course(s) or collection schedule detail (Optional):	List courses used to assess this outcome or the time or frequency, such as each fall semester.

Field	Explanation
Direct Assessment Method(s) (Required):	Select those that are appropriate; if not on list, please select Other (please describe below). You may select more than one, if needed. CCTST (Critical Thinking Test) Doctoral Dissertations Embedded course work Graduate comprehensive exam Internship/practicum/coop observation Laboratory reports Licensure exams Master's theses Oral defense Oral presentation Portfolio review Ready for the World Activity Rubric for a direct measure Senior theses Major field test (THEC, ETS, PRAXIS, ETC.) Other (please describe below)
Direct Assessment Method(s) Description:	Describe your direct assessment method(s) in more detail (at least one direct method needed for each outcome). Include supporting documentation of assessment (i.e., standardized test results report; rubric used for scoring student work, sample test questions used, student instructions for written assignments). If "Other" is chosen from the above list, a detailed explanation should be provided here.
Indirect Assessment Method(s):	Select those that are appropriate; if not on list, please select Other (please describe below). You may select more than one, if needed. Alumni survey/focus group Employer survey/focus group Internship/practicum/coop student self-assessment Presentations - conferences, professional Publications Reflective writings Senior Exit interviews Student survey/focus group Other (please describe below)
Indirect Assessment Method(s) Description:	Describe your indirect assessment method(s) in more detail. Include supporting documentation of assessment (i.e., actual surveys, questionnaire used in focus group or exit interviews). If "Other" is chosen from the above list, a detailed explanation should be provided here.

Field	Explanation
Assessment Results & Analysis (Required):	Provide appropriate data, describe and interpret the results of the direct and indirect assessments as findings relate to the outcome. Summary data tables may be added within the narrative. Large data tables should be loaded into the File Library and referenced within the narrative.
Action(s) Taken Category(ies) (Required): See page 22 for a description for each of these actions.	This field is used to categorize the types of actions. These actions can be initiated, in progress, or completed. Select as many as appropriate for this outcome. Assessment methodology Assessment outcome revision Student support/ mentoring Course revision Criteria/benchmarking changed Curriculum revision Faculty development/ training Pedagogy/ instructional strategy No action(s) taken after review No students enrolled/graduated Extended Cycle (Provide an explanation in Notes field) Outcome retired (explanation required)
Action(s) Taken (Required):	Describe the specific actions linked to learning that were taken by the faculty as a result of the assessment (changes made to specific course(s) or the curriculum). Provide date of faculty meeting(s) when action was discussed and when changes went into effect. Can attach minutes of the meeting, curricular documents submitted to college, etc.
Next Scheduled Assessment Analysis Term (Required):	Fall semester, spring semester, summer term This is to designate the next time the faculty will complete the assessment analysis (review samples of student work, review test results, etc.)
Next Scheduled Assessment Analysis Year (Required):	Select the appropriate academic year in which this outcome will next be assessed. It should not be more than three years out without an explanation in the Notes section below.

Field	Explanation
Notes:	This field is a way to explain any significant changes or characteristics of the program that will impact assessment, such as 1) **program reorganization/ restructure** (attach any minutes from a faculty meeting or other documentation that support this action), 2) **retiring or major revision to an outcome** (attach any minutes from a faculty meeting or other documentation that support this action), 3) **assessment cycle for this outcome**, 4) **discussion of program size** 5) other information that will benefit the department into future assessment cycles
Progress: See page 23 for description of each of these progress statuses.	Select the appropriate step; needed in order to appear in workflow for approvers. When final review is complete, "Institutional review complete" will be selected. Analysis ongoing Extended cycle Ready for College approval Ready for Institutional review (*NOTE: selected by the College Reviewer*) Institutional review complete (*NOTE: selected by the Institutional Reviewer*) Retired Overdue (*NOTE: Selected by the College approver or Institutional Reviewer*)
College Approval:	Select the appropriate office to whom you will submit your report for review; use the pull-down menu
Date of College Approval:	Enter date when approved by Office of the Dean personnel.
Institutional Review:	After the College approval is completed, the reviewer selects from the menu Provost's Office
Date of Institutional Review:	Enter date when reviewed at the Institutional level.
College and Institutional Review Notes:	Used by the College and Institutional Reviewer to provide feedback and guidance on improving the report. This will not be included in reports generated for outside agencies.
Program level:	This is for administrative purposes to allow sorting by degree level. Select the appropriate level for this particular outcome: Bachelor's Master's and EdS Doctoral (research and professional) Graduate Certificate

Action(s) Taken Category(ies) Choices

Assessment methodology: Describes changes/ revisions to assessment methods, including development of new instruments (i.e. new rubric). This action should be used sparingly.

Assessment outcome revision: Describes revisions to the wording of the outcome to modify its intent, as well as the retiring or addition of new outcome. This action should be used sparingly.

Student support/ mentoring: Describes any program-wide initiative to provide support to students to enhance learning such as adding review sessions for licensing exams or publishing workshops, making revisions to student handbook to clarify procedures that directly impact learning, creating new mentoring guidelines, revising the process for checking student progress, or similar actions.

Course revision: Describes any changes made to the content of a course not based on individual instructor preference, such as adding a new content unit, revising a required assignment, changing a required textbook, adding a practicum rotation, implementing common course outcomes, rearranging the presentation of subject across multiple courses, or similar actions.

Criteria/ benchmarking changed: Describes changes to the criteria for success used to determine whether the outcome was met (i.e. Seventy-five percent of students will score a 4 or higher, or 80% of candidates will submit a journal article as first author.)

Curriculum revision: Describes addition of a new course, changes in the sequencing of courses, changes in prerequisites, deleting an obsolete course, adding a required internship, or similar action. A good practice is to attach the curriculum changes, especially if they were the type that would have been submitted to the Graduate or Undergraduate Councils. They provide evidence of closing the loop.

Faculty Development/ Training: Describes any development activities the program organizes to further the teaching of the learning outcome. This may include training of practicum supervisors, convening of norming session for faculty using a program rubric, or similar action.

Pedagogy/ Instructional strategy: Describes activities used within or across courses to address a learning outcome, such as sharing a rubric with students; adding a writing or speaking assignment; adding program-wide, end-of-semester program-wide poster presentations; or similar action.

No action(s) taken after review: Results were shared and discussed with the faculty who subsequently decided no changes were needed this year. Provide the date of the faculty meeting and attach minutes, if they were taken.

No students enrolled/ graduated: The assessment was not carried out because there were no students in the course or in the program. Actions should indicate that sampling will occur over multiple semesters or even multiple academic years (typically, no more than three years).

Extended Cycle (Provide an explanation in Notes field): The outcome is not assessed this current cycle because it is on an extended cycle (assessed on alternate years or once every three years). The cycle should not be more than three years. An explanation of the cycle should appear in the Notes field. Plus you may change the field "AY End." This will give a visual reminder on "My Dashboard" that the outcome is on extended cycle. See the document *Extended Cycle: The Why's and How*, available at http://sacs.utk.edu/resources/.

Outcome retired (explanation required): There are times when faculty decide to retire an outcome (see *Retiring an Outcome*, available at http://sacs.utk.edu/resources/). If that is the case, use this and provide an explanation. ATTACH in the Notes field any minutes or other documentation that supports the retirement of an outcome. The **Progress** field would be marked as "Retired."

Progress choices and uses

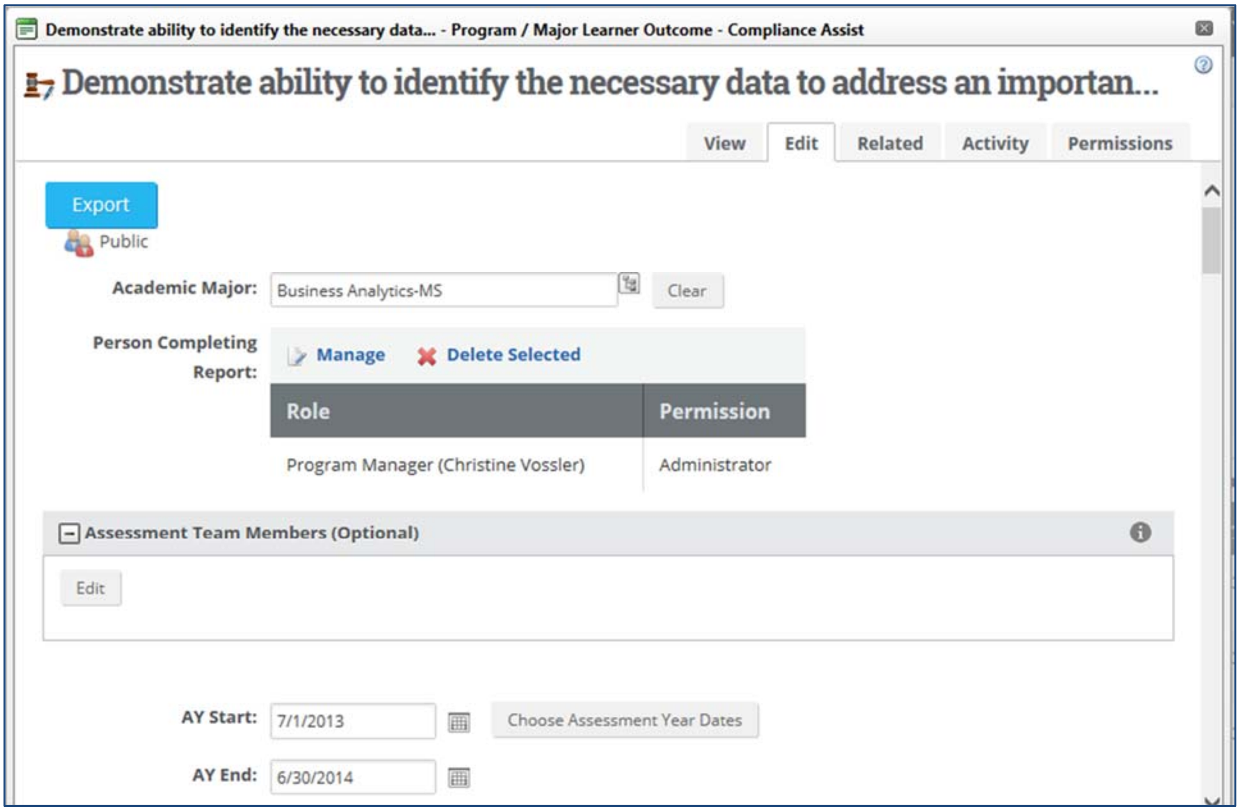
You must select one of these choices. If you do not, the field remains empty, indicating there is no activity and must be addressed by the unit.

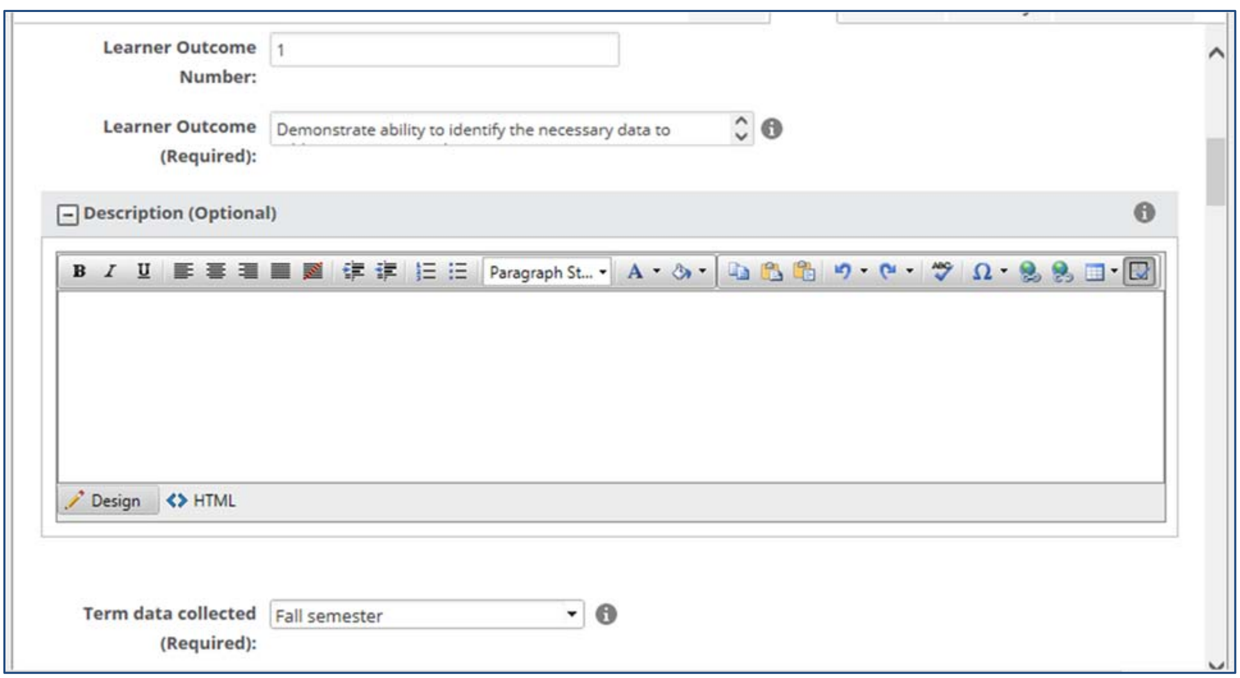
Icon	**Explanation**
	***Analysis ongoing***: selected when a department has assessment results and is in the process of reviewing, discussing and before actions are identified. Used as a status update to inform others that the department is not done with analysis and discussion. Icon = clipboard.
	***Extended cycle***: data reporting, analysis, or actions are delayed due to low or no enrollment and the outcome ***is placed on a multi-year assessment cycle***. Contact the Assessment Consultant in the Tennessee Teaching and Learning Center for guidance on using this option. And, see the Assessment Management System How to Guide ***Extended Cycle: The Why's and How*** available on the Resources page of sacs.utk.edu. Icon = notepad with a pencil.
	***Ready for College review***: selected when the department has finished the report for a specific outcome. Icon = green arrow.
	***Ready for Institution review*** (*NOTE: selected by the College Reviewer*): selected by the associate dean when their review is complete and the college is satisfied with the report. Icon = orange arrow.
	***Institution review complete*** (*NOTE: selected by the Institution Reviewer*): selected by the Assessment Steering Committee when the institutional review is complete and the report is considered complete and final. Icon = orange flame.

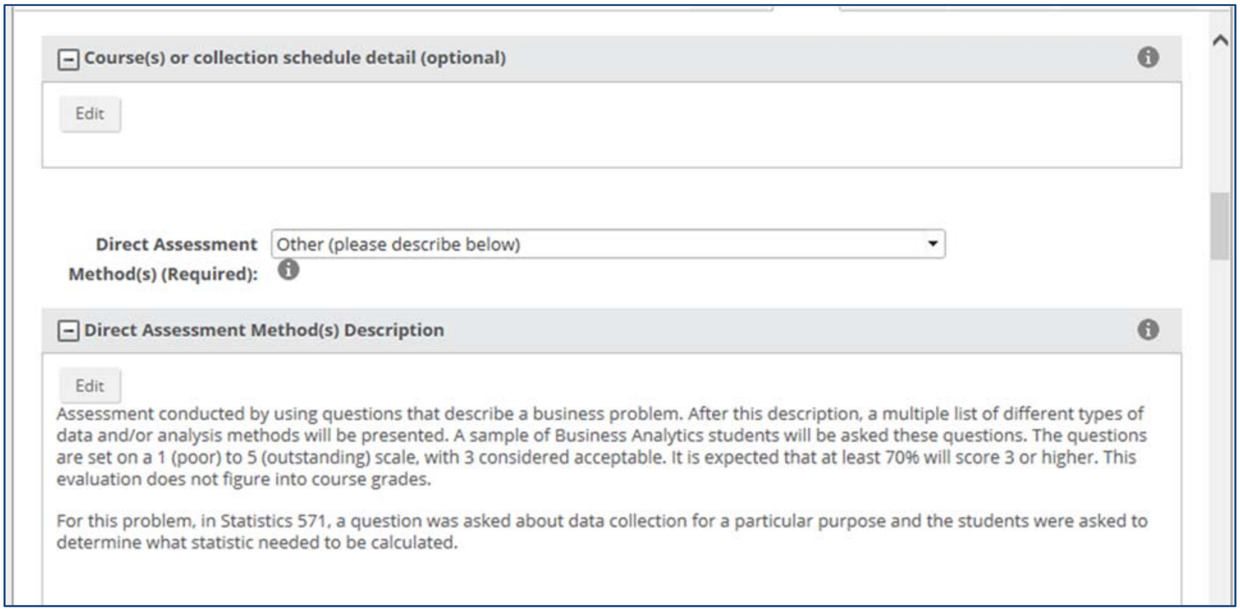
Icon	**Explanation**
	***Retired***: used when a department determines after several assessment cycles that this outcome is continually being successfully met and the department wants to focus on other aspects of the program OR when professional standards or the job sector shifts emphases and new outcomes are needed. ATTACH under the **Action(s) Taken** field any minutes or other documentation that supports the retirement of an outcome. See the Assessment Management System How to Guide ***Retiring an Outcome*** available on the Resources page of sacs.utk.edu. Icon = red "X".
	***Overdue*** (*NOTE: Selected by the College approver or Institutional Reviewer*): used by the department to indicate that the analysis is not complete and actions are not taken by the May 31, 2014 deadline or in the future, the September 15 annual deadline. Alerts the associate dean and others that work is still needed to finalize the outcome report. Icon = orange yield triangle with an exclamation mark in the middle.

Appendix B: The Finished Product

The following screen captures illustrate an example of a major learner outcome, while still in edit mode, created by following the steps in this guide.







Course(s) or collection schedule detail (optional)

Edit

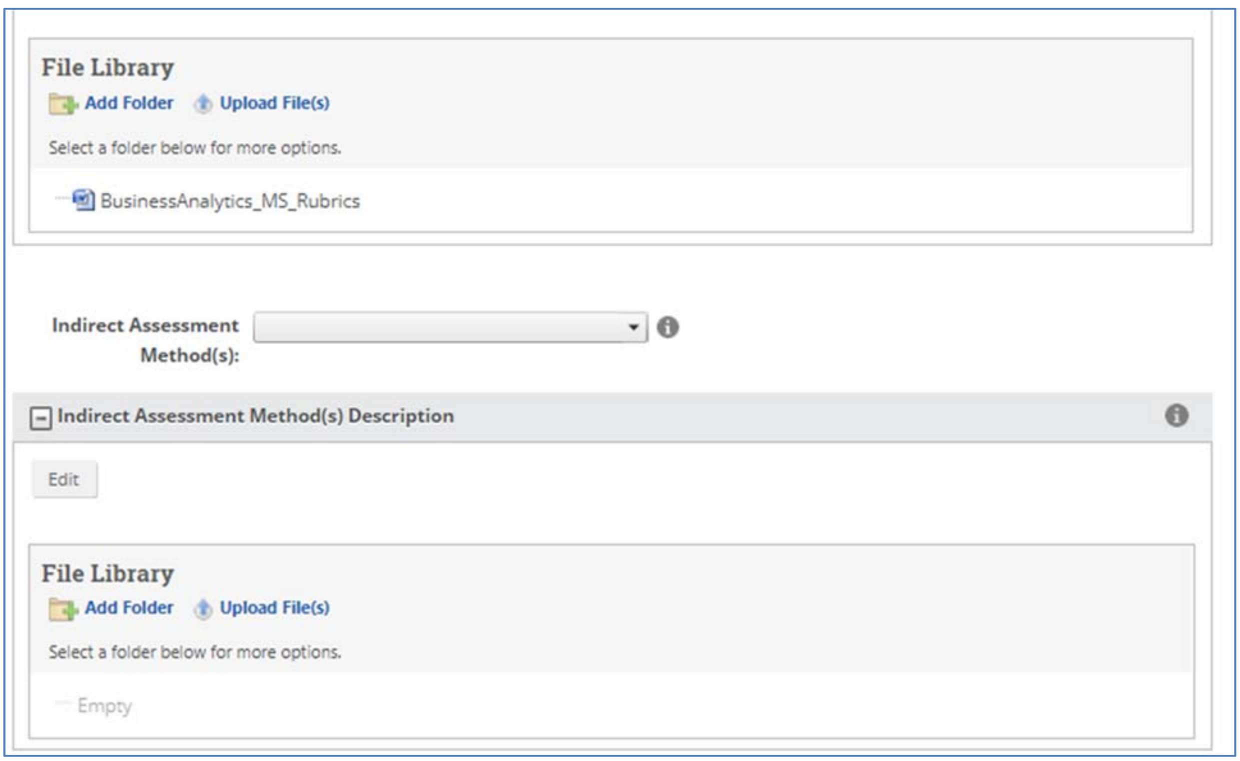
Direct Assessment Method(s) (Required): Other (please describe below)

Direct Assessment Method(s) Description

Edit

Assessment conducted by using questions that describe a business problem. After this description, a multiple list of different types of data and/or analysis methods will be presented. A sample of Business Analytics students will be asked these questions. The questions are set on a 1 (poor) to 5 (outstanding) scale, with 3 considered acceptable. It is expected that at least 70% will score 3 or higher. This evaluation does not figure into course grades.

For this problem, in Statistics 571, a question was asked about data collection for a particular purpose and the students were asked to determine what statistic needed to be calculated.



File Library

Add Folder Upload File(s)

Select a folder below for more options.

BusinessAnalytics_MS_Rubrics

Indirect Assessment Method(s):

Indirect Assessment Method(s) Description

Edit

File Library

Add Folder Upload File(s)

Select a folder below for more options.

Empty

Assessment Results & Analysis (Required)

Edit

83% (30/36) of the students correctly answered to calculate life, while three of the the students answers were substantially correct.

An assessment-scoring sheet was used for each student that had ratings for the learner outcome. If the student scored below a 3, that was considered below average. A score of 3 was considered average and a 4-5 was considered above average.

File Library

Add Folder Upload File(s)

Select a folder below for more options.

Empty

Action(s) Taken Category(ies) (Required): No action(s) taken after review

Action(s) Taken (Required)

Edit

Because the students met expectation, no action will be taken at this time.

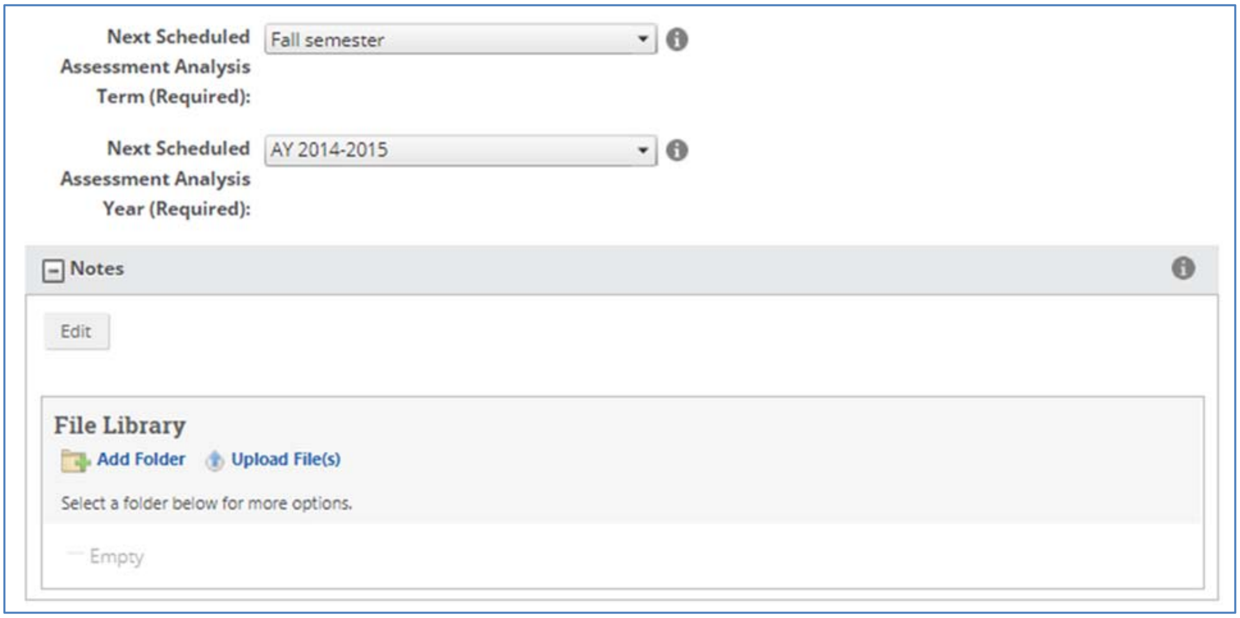
For scores below average, an evaluation will take place by the graduate committee to determine the areas that need improvement in the coursework and/or curriculum. This will occur if more than 30% of the students fall below the average score.

File Library

Add Folder Upload File(s)

Select a folder below for more options.

Empty



Next Scheduled Assessment Analysis Term (Required): Fall semester

Next Scheduled Assessment Analysis Year (Required): AY 2014-2015

Notes

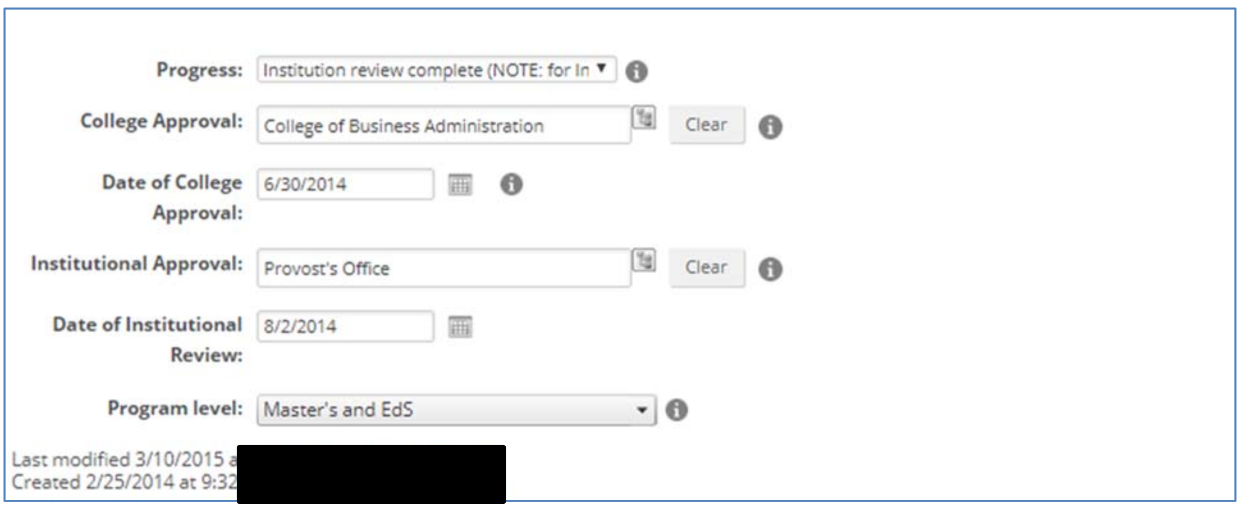
Edit

File Library

Add Folder Upload File(s)

Select a folder below for more options.

Empty



Progress: Institution review complete (NOTE: for In

College Approval: College of Business Administration Clear

Date of College Approval: 6/30/2014

Institutional Approval: Provost's Office Clear

Date of Institutional Review: 8/2/2014

Program level: Master's and EdS

Last modified 3/10/2015 a[redacted]
Created 2/25/2014 at 9:32[redacted]

Appendix C: Report Exported as a PDF File

Notice the blue button at the top of the form that says Export . By clicking on this you can generate the outcome as a report in either PDF or Word format. The PDF file follows on page 30. This method allows you to generate a file of just this one outcome for distribution. To generate a report with all your outcomes or for multiple years of assessment, see the How to Guide Running Reports available at sacs.utk.edu/Resources.

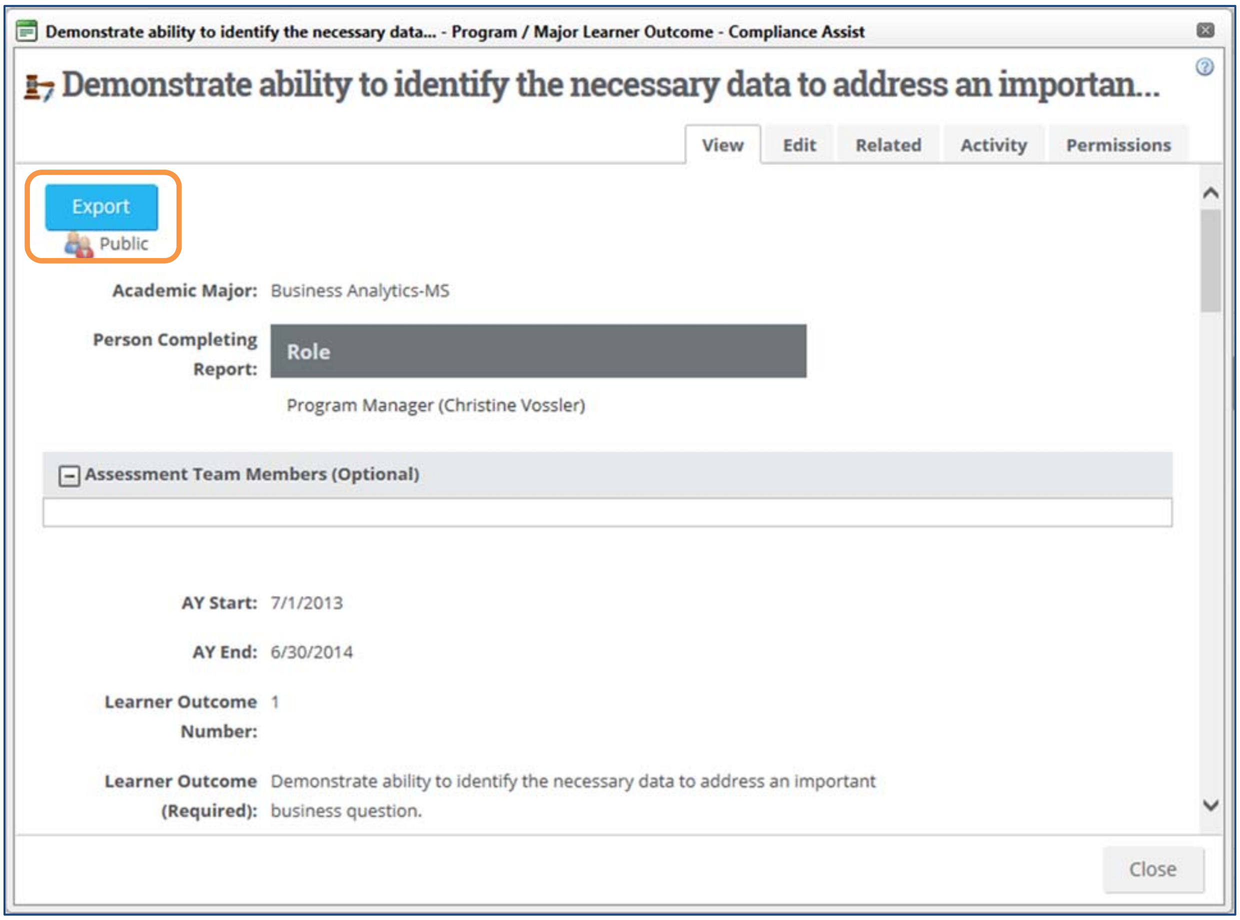


Figure 12 Pages 1 and 2 of the PDF file generated from the Planning Module

Demonstrate ability to identify the necessary data to address an important business question.

Public

Academic Major:	Business Analytics-MS
Person Completing Report:	Program Manager (Christine Vossler)
Assessment Team Members (Optional):	
AY Start:	7/1/2013
AY End:	6/30/2014
Learner Outcome Number:	1
Learner Outcome (Required):	Demonstrate ability to identify the necessary data to address an important business question.
Description (Optional):	
Term data collected (Required):	Fall semester
Course(s) or collection schedule detail (optional):	
Direct Assessment Method(s) (Required):	Other (please describe below)
Direct Assessment Method(s) Description:	Assessment conducted by using questions that describe a business problem. After this description, a multiple list of different types of data and/or analysis methods will be presented. A sample of Business Analytics students will be asked these questions. The questions are set on a 1 (poor) to 5 (outstanding) scale, with 3 considered acceptable. It is expected that at least 70% will score 3 or higher. This evaluation does not figure into course grades. For this problem, in Statistics 571, a question was asked about data collection for a particular purpose and the students were asked to determine what statistic needed to be calculated. BusinessAnalytics_MS_Rubrics
Indirect Assessment Method(s):	
Indirect Assessment Method(s) Description:	
Assessment Results & Analysis (Required):	83% (30/36) of the students correctly answered to calculate life, while three of the the students answers were substantially correct. An assessment-scoring sheet was used for each student that had ratings for the learner outcome. If the student scored below a 3, that was considered below average. A score of 3 was considered average and a 4-5 was considered above average.
Action(s) Taken Category(ies) (Required):	No action(s) taken after review
Action(s) Taken (Required):	Because the students met expectation, no action will be taken at this time. For scores below average, an evaluation will take place by the graduate committee to determine the areas that need improvement in the coursework and/or curriculum. This will occur if more than 30% of the students fall below the average score.
Next Scheduled Assessment Analysis Term (Required):	Fall semester
Next Scheduled Assessment Analysis Year (Required):	AY 2014-2015
Notes:	
Progress:	Institution review complete (NOTE: for Institution Review)
College Approval:	Haslam College of Business
Date of College Approval:	6/30/2014
Institutional Approval:	Provost's Office
Date of Institutional Review:	8/2/2014

University of Tennessee Knoxville Page 1 / 2

Program level: Master's and EdS

Last modified 3/10/2015 at 3:16 PM by Corinne Nicolas
Created 2/25/2014 at 9:32 AM by administrator Account