**Non-Academic Unit**

**Research, Scholarly, and Creative Activity**

**Reporting Template**

**INSTRUCTIONS**

The completed template is due each year by February 1. You have the option of reporting on an academic year or a calendar year; choose the option that works best for you. Send your report to Patty Flowers, Assessment Coordinator (pflowers@utm.edu). Your report should include data gathered and analyzed during the preceding year and should also include descriptions of any decisions or changes you have made to your program within the preceding year. (Note that these changes could be responses to longitudinal data.)

NOTE: In 2016, please submit your reports by May 31 to be included in the 2016 SACS Monitoring Report. Reports should be submitted to Stephanie Kolitsch (styler@utm.edu).

**Instructions:**

In the heading, fill out the name of the program, the date of submission, and the year for which you are reporting. If your unit has multiple programs, each with a different set of goals, please submit one report for each program. On the template, space is provided for up to four goals. If your program has more than four goals, you may add more tables. If your program has fewer than four goals, you may delete any unneeded tables.

* *Goal or Outcome*: Write your program’s goal. Make sure that your goal is measurable and is something that your unit is responsible for overseeing or that is related to your primary function.
* *Measure or Tool*: Indicate the measurement or tool used to assess achievement of this goal. Be as specific as possible.
* *Benchmark*: Include a benchmark for your measure or tool. The benchmark should reflect your expected level of achievement. Keep in mind that low benchmarks are easy to meet but may be interpreted as having low expectations for your program. Likewise, high benchmarks imply high expectations but may be difficult to reach, especially when your program is evolving; it is sometimes better to set intermediate benchmarks to reflect incremental changes in your program.
* *Process (Who, When, How, Where)*: Describe who is responsible for collecting the data, when the data will be collected, how the data will be analyzed, and where the data and analysis will be stored. This helps establish your program’s cycle of assessment.
* *Data*: Summarize the data you have collected using your measurement or tool and describe what the data has shown you. Be sure to tell a complete story, including both numbers and percentages whenever possible. Include a statement regarding whether or not you met your benchmark.

Note that we do not expect sophisticated or complicated data analysis techniques here; just tell us what the data is telling you about your program. If you want to use sophisticated data analysis techniques here, that’s fine—but be sure you can explain what you are doing in layman’s terms. Not everyone who will be reading your reports has extensive training in data analysis.

* *How has the data been used to inform a decision*: Describe how you have used the data you have collected to make a change in your program. Changes could include adjusting a particular process or form; implementing a new process, procedure, form, etc.; budget adjustments; hiring new personnel or adjusting job responsibilities; adjusting hours of operation; or other adjustments you have made. If you decide not to make any changes or decide to make changes to your assessments or benchmarks instead of your program, explain why you have made that decision.

***Resources:***

***SACS COC:*** SACS COC’s website includes the *Principles of Accreditation*, which lists the standards we must meet to be accredited, and the *Resource Manual for the Principles of Accreditation*, a handbook that gives more information on each standard.

See <http://www.sacscoc.org/pdf/2012PrinciplesOfAcreditation.pdf> for the *Principles of Accreditation* and <http://www.sacscoc.org/pdf/Resource%20Manual.pdf>, beginning on page 36, for the expectations related to institutional effectiveness in educational programs

***ABET:*** ABET is the external accrediting body for the Engineering Programs and the Computer Science Programs on our campus. ABET’s website has many useful articles on assessment and continuous improvement that are helpful for guidance. See: <http://www.abet.org/accreditation/get-accredited-2/assessment-planning/#articles>

***Five Dimensions of Quality***, by Linda Suskie

***Assessment Clear and Simple***, by Barbara Walvoord

***Tools and Techniques for Program Improvement: Handbook for Program Review and Assessment of Student Learning***, available on the Western Washington University website, <http://www.wwu.edu/depts/vpue/assessment/documents/prog_handbook.pdf>