

Institutional Assessment, Planning, and Effectiveness

RESOURCE GUIDE

A Practical Guide to Institutional Effectiveness Processes



INSTITUTIONAL EFFECTIVENESS AREAS

Academic Units
Academic Support Units
Administrative Units



TEXAS SOUTHERN UNIVERSITY

Office of Institutional Assessment,
Planning & Effectiveness

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Preface

Greetings TSU Administrators, Faculty, Staff, and Stakeholders,

Thank you for contributions in promoting TSU's Institutional Effectiveness process. When many hear the words Institutional Effectiveness, they usually think of it as an office. However, this process is too broad-based to be encompassed by one area. Institutional Effectiveness is all of us! In the most general sense Institutional Effectiveness references an entity monitoring business processes to determine how efficiently it is functioning. At the core of Institutional Effectiveness there is a systematic infrastructure that is based on developing goals and expected outcomes and setting targets to achieve. There is also a constant monitoring of target attainment and a cycle of evaluation that is data driven. These interconnected processes guide our university on a path of continuous improvement.

To all that have actively contributed to the progression of TSU's Institutional Effectiveness practices, I offer a sincere thanks. My team and I are continually honored to serve with you in this capacity. Our university's Institutional Effectiveness practices not only adhere to the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) standards, but have also contributed to many university-wide enhancements. We are truly Better Together!

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TSU's Mission and Vision Statements

Mission

Texas Southern University is a student-centered comprehensive doctoral university committed to ensuring equality, offering innovative programs that are responsive to its urban setting, and transforming diverse students into lifelong learners, engaged citizens, and creative leaders in their local, national, and global communities.

Vision

Texas Southern University will become one of the nation's pre-eminent comprehensive metropolitan universities. We will be recognized by the excellence of our programs, the quality of our instruction, our innovative research, and our desire to be a contributing partner to our community, state, nation, and world.

Learn more about TSU's mission and vision online at <https://www.tsu.edu/about/mission-vision> .

Introduction

What is Institutional Effectiveness?

Institutional Effectiveness is the university's systematic approach to planning, assessing, and improving initiatives to position the institution to fulfill its mission and achieve its goals.

The essence of the Institutional Effectiveness process is to demonstrate continuous improvement in services and practices that impact academic programs, academic support services and administrative areas. Institutional Effectiveness addresses these two main questions:

- How are we measuring up to the goals we have planned to achieve?
- How do we determine if the services we're providing are working?

These manners of inquiry allow areas within the institution, as well as the institution overall, to best plan how to allocate resources and actively collaborate to enhance university functions and student outcomes.

Understanding Assessment

Assessment is perhaps the largest component of Institutional Effectiveness. Assessment is a formal process used to improve student learning while promoting academic and institutional improvements. This formal process includes the use of a template comprised of various sections that are established and reported on by each unit annually.

Assessment allows areas an opportunity to move beyond just gathering and reporting data to establishing a process of **discussion** and **collaboration**. A department/unit should include all faculty, staff, and administrators of their respective areas in the assessment process.

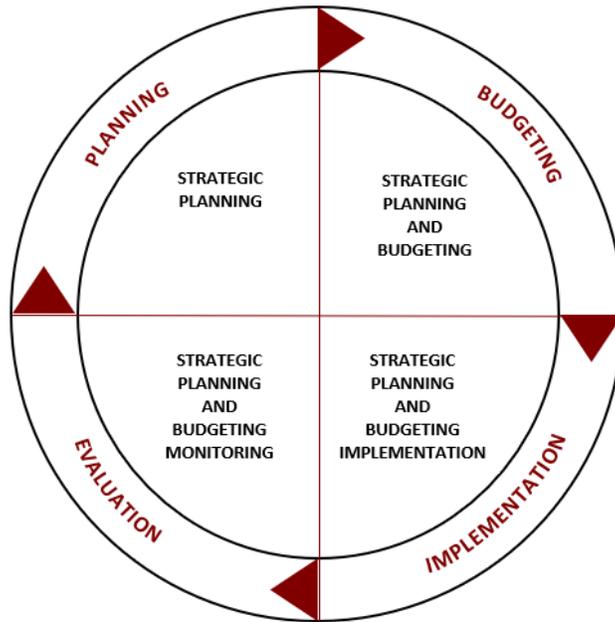
Assessment efforts support TSU by being used as a platform for making improvements within the educational community. Assessment also has great direct benefits. Here are a few examples.

- Establishes a foundation for program/department improvement
- Increases awareness of what we do
- Uses findings for marketing our programs or departments
- Positively contributes to accreditation standards
- Uses data to support future planning and budgeting

The diagram below published by the Governor's Office of Budget Planning & Policy (2017) clearly displays the interdependency of assessment and strategic planning, which is applicable to all institutions seeking to function efficiently.

Assessment/Strategic Planning Diagram

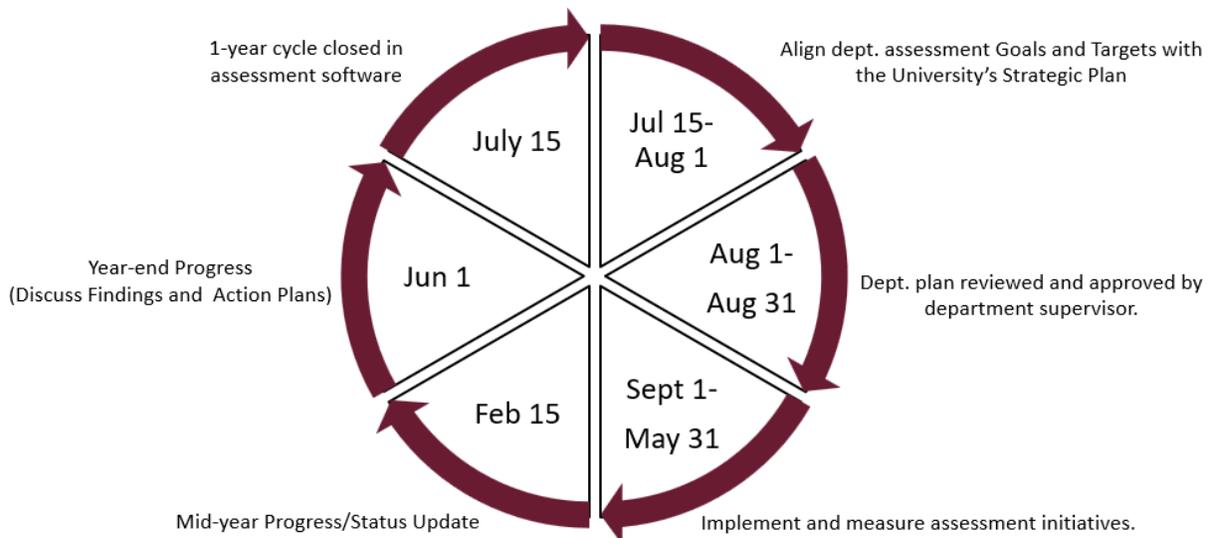
(Governor’s Office of Budget Planning & Policy)



TSU’s Assessment Cycle Timeline (ACT)

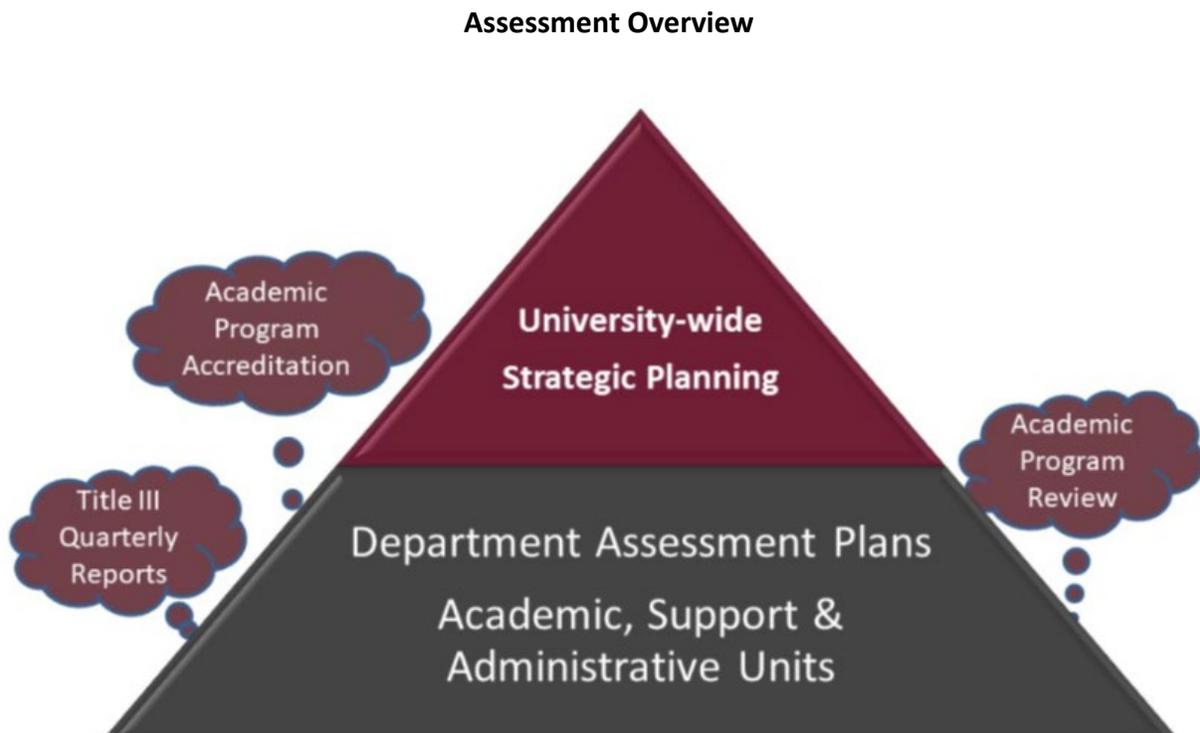
As we have discussed, assessment is done on a continuous basis. There is an establishment of goals we plan to achieve and targets that we aspire to attain, both of which are followed by gathering and reporting data to see if we were successful. Annually there is a year-end review and establishment of action plans that highlight what units plan to implement in the upcoming year, based on findings in the current year. Below is the diagram of the due dates associated with each step of the assessment cycle.

Assessment Cycle Timeline



Institutional Effectiveness Levels That Are Assessed

The key to understanding if there is a good Institutional Effectiveness process is to note if the institution has clearly defined the levels of areas assessed. Every function we have at TSU should be aligned with the overall mission and vision of the university. If we are to fulfill our mission each area must contribute and be aligned with the institution. The figure below shows that at the foundation assessment is being done across the university in academic units, academic support units and administrative units. The assessment plan always aligns with the University's overall Strategic Plan, which provides oversight and direction to all areas.



As the figure above also shows there are several additional assessment responsibilities that complement the overall review process. This includes annually reporting on objectives to the Department of Education as it relates to projects completed using federal funds and completing academic program review studies as well as academic program accreditation standards. All these methods of reviewing levels of functioning are a part of the assessment process.

Institutional Effectiveness Support

While the Institutional Effectiveness process is implemented campus-wide, it is supported primarily by the office of Institutional Assessment, Planning, and Effectiveness (IAPE). IAPE effectively supports the University's mission and promote institutional progress through data integrity, constant evaluation and timely research initiatives.

IAPE works with the academic, support and administrative units in completing departmental assessment plans, assists with the development of the University Strategic Plan, and monitor/report the University's progress.

IAPE Assessment Responsibilities

Duties and responsibilities of IAPE assessment personnel are outlined below.

- Serves as a committee member in supporting the development of long-range goals and annual objectives for TSU's Strategic Plan; monitors and regularly reports on outcomes of TSU's Strategic Plan
- Serves as Co-Chair of the University Assessment Council (Co-Chair responsibilities are shared with an Academic Administrator)
- Offers training on assessment to the Assessment Council and TSU community at large, as well training of data resources, i.e., IAPE website, Argos, and assessment (Xitracs) platforms
- Provides support to the academic units, academic support units and administrative units in completing annual assessment updates for their areas
- Maintains assessment plan status sheet to gauge where each area is in the assessment process, and communicates the status to the respective areas
- Provides regular communications and reminders to academic units, academic support units and administrative units
- Meets with faculty and staff as a part of the evaluation process, as needed
- Creates templates and manages assessment repositories (Xitracs)
- Provides direction and support in the areas of data collection and data analysis to assist faculty and staff with university planning and assessment
- Develops and maintains IAPE data visualizations used for supporting the student success outcomes

- Provides data and reporting to external entities (Federal, State, Ranking Agencies)
- Formats and uploads final assessment plans for submission to SACSCOC into the compliance certification platform (Compliance Assist)

Additional Assessment Support

University Assessment Council

The University Assessment Council is comprised of representatives from the academic, academic support and administrative areas. The leadership of the University Assessment Council is well-balanced between the academic and administrative areas. An Academic Administrator (usually a Dean or Provost) and the Associate Vice President of Institutional, Assessment, Planning & Effectiveness serve as Assessment Council Co-chairs. These leaders offer training to celebrate accomplishments in assessment and continue to share best practices in assessment methods. There is also a high level of transparency regarding areas that are deficient in completing assessment responsibilities in a timely fashion. Most importantly, trainings always include a reminder of the interdependency of assessment among areas and connectivity to the larger strategic planning process.

The Assessment Council is also responsible for:

- Monitoring the development and updates of annual assessment plans associated with their respective areas
- Offering meetings to keep members actively reviewing the status of assessment plans and collaborating among one another
- Reporting back to their respective areas concerning where we are university-wide regarding assessment and identifying areas for improvements
- Sharing helpful hints about assessment plan reviews and software usage as well as provide reminders of upcoming deadlines

Each school/college and department has been encouraged to form an assessment committee.

These committees are responsible for collectively reviewing their areas assessment plans, monitoring target attainment, discussing the findings and implementing plans to continuously improve. In the academic areas each major program is assessed by a department committee of faculty members from the respective degree areas. Specifically, faculty members from each major program are responsible for setting clear goals, identifying related student learning outcomes, and the metrics or instruments used for data collection, determining the benchmark for success (target), collecting and analyzing data, reviewing all findings, and developing and implementing action plans informed by findings specific to that academic year. Departmental faculty analyze data the semester immediately following the assessment period, but prior to the point where students are engaged in classes during the next long semester to allow for the

development of data-driven action plans that will serve as the basis of change to enhance student learning and improve performance on outcome measures.

Assessment Review Team (ART)

Assessment Review Team (ART) is a collection of diverse campus-wide peer assessment plan reviewers. The primary goal of the team is to evaluate plans using a rubric for meta assessment to rate the quality of sampled assessment plans. The importance of this team is to promote collaborative feedback on ways to improve the assessment process.

ART Members Responsibilities:

- Complete assessment rubrics to provide honest and transparent feedback
- Share feedback with ART members about the respective areas reviewed
- Share feedback with the respective areas reviewed
- Commitment timeframe: A minimum of a year to closeout 1 assessment review cycle
- Positively contribute to accreditation standards

As the ART members review peer assessment plans there are some very key elements that are sought to determine the quality of the plan. This form of meta-assessment allows the institution to collectively share best practices by partnering areas together to promote maturity in assessing all respective areas. Here are a few key areas reviewed.

- Overall, can someone who is not a content area expert comprehend the assessment plan details?
- Does the department's mission align with the division's mission?
- Is the mission statement clear, current and concise?
- Does the goal provide a direct link between the mission and expected outcomes?
- Are the outcomes/targets observable/and measurable?
- Are the findings concise, yet thoroughly reported, i.e., Are the percent and numbers used to calculate the percent included? Do they reference if the findings reflect a respective semester or were captured in a specific class? Are the findings appropriately reported, i.e. increased by 10, 10% or 10% points?
- Were relevant stakeholders/faculty/staff involved in the data review and planning for the upcoming year?
- Were the appropriate supporting documents used to calculate or contextualize the Findings (i.e., rubrics, surveys, more complete reports, etc.) included in the assessment repository.

Southern Association of Colleges-Commission on Colleges (SACS) Liaison

- The SACSCOC liaison maintains active communication with SACSCOC to stay abreast of current accreditation standards
- Corresponds with the University regarding 5th year and 10th year reaffirmation responsibilities and oversees reaffirmation committee
- Chairs the QEP (Quality Enhancement Plan) Executive Committee

Difference Between Strategic Planning vs. Assessment Planning

Texas Southern University engages in a multifaceted planning and evaluation process to determine the extent to which the university's mission and vision are being accomplished by the leadership of the university, academic programs, academic support units and administrative units. The planning and evaluation consist of the strategic planning and the assessment planning process.

Strategic planning focuses on the high-level, long-range actions that are taken to implement the institutional vision. This is a macro-level planning and evaluation process, which is supported at the micro-level by department's and/or academic programs campus-wide.

Although the University's Strategic Plan generally includes long-term goals, which are traditionally 5 years, the outcomes of the goals are reported annually. Likewise, assessment plans are structured on a 3-year cycle, and their outcome attainment is also reported annually. This reporting structure allows areas to discuss the overall accomplishments and/or opportunities for improvement. The Office of Institutional Assessment Planning & Effectiveness (IAPE) partners with all areas to provide support throughout the entire assessment cycle.

Helpful Hint

Reviews should be conducted each semester, annually or multiple times a semester depending on the type of measurements. (See the image below.)

Assessment review Should NOT be once a year



Each Semester	Annually	Multiple Times a semester
<ul style="list-style-type: none">• Internship placements• Comprehensive exam• Surveys• Professional Development Sessions	<ul style="list-style-type: none">• Annual/ Year-end reports• Portfolios• Financial Reports• Training Sessions• Job Fairs	<ul style="list-style-type: none">• Embedded test questions• Assignments• Student Grievances• Credit Card Transitions

Strategic Planning at Texas Southern University

The Office of Institutional Assessment Planning & Effectiveness (IAPE) updates the annual findings of the University's Strategic Plan. These outcomes are shared with university leadership and external partners. This level of transparency allows all stakeholders to determine where we are in meeting our targets. TSU's institution-wide assessment is completed with oversight from the office of IAPE and the Assessment Council.

The overarching concept of assessment focuses on encouraging areas to "Tell Your Story" through assessment. All University Strategic Plans include Goals designed to promote and fulfill our institutional Mission:

TSU's Mission

Texas Southern University is a **student-centered** comprehensive doctoral university committed to **ensuring equality**, offering **innovative programs** that are responsive to its urban setting, and **transforming diverse students** into **lifelong learners**, engaged citizens, and **creative leaders** in their local, national, and **global communities**.

Assessment Planning at Texas Southern University

All members of the unit/department should be involved in assessment planning. The Assessment Plan is based on a 3-year reporting cycle (i.e., 2019-2022, 2022-2025, etc.). At the beginning of July, departments should begin to review their mission statement and assessment plan goals to ensure that all goals are aligned with the University Strategic Plan.

Due dates are as follows:

The Goals, Learning Objectives/Outcomes, Metrics, Targets are established by the Department before the start of the academic year and are due **August 1st - August 31st**.

Findings, Discussion of Findings, and Action Plans for the Learning Objectives/ Outcomes are finalized upon availability and will take place in most areas during the Spring Semester. Findings, Discussion of Findings and Action Plans are due June 1st each year.

It is recommended that the departments meet in February to review their assessment plans and outcomes to date.

Note: Action plans are always required, whether the target has been met or not. Action plans should be related to what has been reported as a Finding for each goal.

The Academic Areas, Support Units, and Administrative Units are required to enter the assessment data in the assigned Xitracs assessment template, including the upload of reference documents.

If the due date falls on the weekend, the due day will be the following Monday.

Note: Assessment review and/or updates SHOULD NOT be once a year.

Assessment Plan Content for Administrative Units, Support Units, and Academic Programs

The assessment plan, primarily, consists of the name of the department or the unit's academic program name. For academic programs, the academic program level is also included (i.e., Undergraduate, Graduate-Masters, Graduate-Doctoral (EDD or Ph.D.), Professional-Law, or Professional-Pharmacy) is selected ONLY for the academic area.

Below are the Assessment Plan components, which includes short descriptors and actual examples in each section.

Mission Statement

Description of what should be reported:

A mission statement should be a brief statement describing the general values and principles that guide the unit/department. The tone for the department/unit should be set and the overall purpose should be communicated. The mission statement should be consistent with the objectives and mission of the university.

Actual example:

The mission of SASS is to create an environment where all students can have the opportunity to succeed. SASS services and activities are built to be (a) intrusive, (b) effective, and (c) measurable. SASS administrators are committed to serving a diverse population and providing this population with rich educational experiences that are centered on student retention, success, and completion.

Goal

Description of what should be reported:

Goals should describe the broad learning outcomes, or the desired results expressed in general terms (e.g., clear communication, problem-solving skills, exceptional customer service, etc.). Goals should provide a framework for the determination of specific outcomes and should serve as a link between the mission of the area and the specific program/unit outcomes/objectives. The goals should clarify the overarching intent of the program/area.

Actual example:

Provide supplemental opportunities for students to gain support in mastering the skills necessary to be successful in college.

Student Learning Outcome (SLO)/Expected Outcome (EO)

Description of what should be reported:

The Academic Areas Student Learning Outcome /Expected Outcome should include a detailed statement describing the knowledge, skills, and abilities that students should have gained through engagement in the academic program or learning experience. All outcome statements should use an action verb that clearly defines what students should be able to do after the program. The Academic Support or Administrative Areas Student Learning Outcome /Expected Outcome should include a specific statement that describing specific programmatic, strategic, operational, and administrative objectives. These outcomes should be relevant to business practices, general operations, or specific initiatives. Outcomes may also describe the desired quality or quantity of key services and must be measurable.

What's the assessment level of this SLO?

Introductory = The basic level of knowledge, the first time a student is introduced to the concept.

Reinforcement = There has been a prior introduction of this concept, this SLO measures the additional/next level of knowledge a student should have acquired.

Mastery = This is the highest level of the learning outcome (at the respective degree level, i.e., UG, Graduate, Professional) this concept is the highest level of knowledge attainment.

Actual example:

We will provide events that offer social and academic resources to students.

Metric

Description of what should be reported:

The metric should include a tool or instrument used to measure the outcome (i.e., Exams, Pre-Posttest, Papers, Rubrics Speeches, Quizzes, Surveys, Count the number of, etc.).

Actual example:

Number of events hosted.

Assessment Method

Description of what should be reported:

Describes how the metric will be used to gather data and include information about who, when, where, and how. The assessment method will maintain accountability during personnel of turnover.

Actual example:

Communication Reports

Assessment Responsibility

Description of what should be reported:

Include the name and title of the Vice President or equivalent level position to which the area is reported.

Actual example:

Sr. Associate VP of Enrollment Management/VP of Student Services

Target

Description of what should be reported:

The target statement describes the result, performance, or benchmark. Targets are used to evaluate whether the outcome has been successfully achieved.

Actual example:

10 events per year

Findings

Description of what should be reported:

The findings should consist of a concise summary of the results gathered from a given assessment measure. When percentages are reported, numerators and denominators are required.

Actual example:

2016-2017

Target Not Met – No events hosted.

2017-2018

29 Sponsor Events

2018-2019

21 Sponsor Events

Target Outcome based on Findings

Description of what should be reported:

This shows whether the target has been met or not.

Actual example:

2016-2017

- Yes (Target Met)
- No (Target Not Met)

2017-2018

- Yes (Target Met)
- No (Target Not Met)

2018-2019

- Yes (Target Met)
- No (Target Not Met)

Discussion of Findings

Description of what should be reported:

Include the respective year and provide context for the findings and may include information from discussions with colleagues.

Things to be considered:

- Provide context and interpretation of the Findings.
- What does the finding mean for the area and/or for students?
- Any notable comments on the findings.
- Based on discussions with colleagues, is there anything additional you would like to add?

Please do not **restate** the Findings.

Actual example:

2016-2017

SASS did not complete any academic support programming during this academic year. The only programming that was completed was a professional development training for students working within the office. However, that training was not open to all students.

2017-2018

The 2017 - 2018 year marked the first academic year that SASS hosted academically programs within our office. We hosted two activities a month in the Fall. In the Spring, we had programming under our initiative to support students on academic Probation (Reboot Program).

Although we hosted a number of events, not many students attended the events - we seemed to average around 400 students for the year, but did not maintain accurate records to properly document the actual count. We marketed through email communications, monitors around campus, and pushed things out through the FS 102 instructors. However, getting students to attend event proved to be a difficult undertaking.

2018-2019

The findings indicate that while we are offering several academic programs and events throughout each semester, a number of those events and programs are not meeting our expectation and goal pertaining to student attendance. In addition, most of the students

who do attend the events are freshman-level students. One reason for this is that much of the marketing and promotion of these events and programs is delegated to the first-year advising staff. There is a clear need to expand services to students beyond the freshman class.

Action Plan /Use of Findings

Description of what should be reported:

The Action Plan should outline what areas will do based on the Findings and Discussion.

Things to be considered:

- Your Action Plan should be detailed and include specific actions.
- It should state how will you use the information obtained through an assessment to make improvements or changes.
- It should be aligned with your findings and discussions.

Even if the targets have been met, action plans are always required.

Actual example:

2016-2017

Our findings indicate a need for intentional academic support programming for students in special populations (Ex. First Year, Summer of Success, and Academic Probation), in addition to a holistic review of our current tutorial and supplemental instruction services and practices.

We will conduct a thorough review of existing programs on campus that educate students around academic skills, remediation, and offer opportunities for peer mentorship. In addition, we will research best practices at peer institutions in the areas of academic programming and skill development.

After a thorough review, we will implement programming based on our individual student needs, institutional data on academic progress, and accepted best practices.

2017-2018

The findings indicate that we need a better way to integrate first year programming into the student's FS 102 classroom experience. Asking students to attend core programming did not work, but we found that when advisors showed up to a program, their class was more likely to attend as well.

Moving forward, we will make the calendar available to advisors before the semester begins so they can integrate the events into their classroom schedule. Also, advisor and cohort attendance will be included in the advisor's overall assessment.

Finally, the quality of the programming needs to improve for the Spring semester to ensure student engagement is consistent across all events during that semester.

2018-2019

In reviewing and discussing the findings, we noticed that there are major changes needed to the academic programming sector of our office. To do this we plan to develop a communication plan not

dependent on advisors. This includes engaging students via social media platforms, additional marketing materials around campus, and through direct contact.

We also plan to expand the scope of programming being offered as an attempt to reach a larger portion of the student population. To do this we plan to establish partnerships with faculty and staff across campus to get help marketing events. This may include having faculty members, administrators, and other staff members to lead workshops as part of a collaboration with our office. One thought is that by diversifying presenters, students may be more inclined to take advantage of information being offered if they feel a connection to the person offering that information to them.

Reference Documents

Description of what should be reported:

The reference documents are used to support the subsequent Findings; reference documents are required for ALL findings as reference documents provide evidence of the information reported in the Findings.

A plan for the collection of the Findings documents shall be established by the department to ensure that reference documents are available.

Actual example:

Goal 1. SASS

3-Year Assessment Plan Summary

The 3-Year Assessment Plan Summary allows each area to provide a snapshot of its assessment activities over the last three years. The [3-Year Summary Template](#) is completed by the assigned assessment team members of the Academic Programs, Administrative Units, and Support Units. Each area MUST provide a narrative of the Findings and Action Plans established to date during each assessment cycle (i.e., 2019-2022, 2022-2025, etc.).

The narrative should describe the following:

- A statement on overall improvements noted
- A discussion of how findings from the previous cycle (e.g., 2016-2019, etc.) have been incorporated into the planning process for the current cycle (e.g., 2019-2022, etc.)
- A narrative of the findings and actions taken during the current cycle
- What changes were made and will be carried forward into the next cycle
- A description of the assessment team in your area and the review process

A 3-Year Assessment Plan Summary must be completed for each unit and academic program. For example, if an area has nine individual programs that complete assessment plans, a 3-year assessment plan summary should be completed for each area.

The 3-year assessment plan summary timeline is aligned with the assessment cycle timeline for the assessment and strategic plans.

Below are the Assessment Plan 3-year summary components, which includes actual examples in each section.

<p><u>Goal</u></p>	<p><u>Actual example:</u></p> <p>Provide the most accurate university data to the state and federal government by auditing student, alumni and employee data and sharing findings with data owners.</p>
<p><u>What overall improvements did you note from the 2019-2022 assessment cycle findings?</u></p>	<p><u>Actual example:</u></p> <p><u>Improved Timeliness and Accuracy of Reporting</u> In 2019-2021 we made tremendous improvements in the timeliness of certifying State reporting. This was due to the increase in staffing from 3 to 7, which allowed time to create several data edit reports. Our office began running the edit reports weeks prior to the State reporting deadline, which allowed us to communicate any data updates needed in an ample amount of time to the respective areas to make the updates in Banner. We also had additional time to rerun the data and confirm updates were made as expected. During this cycle for the first time since 2011 (when State reporting was transferred to our office) we certified all data prior to the due date. This was a tremendous accomplishment! In the Fall 2021 semester our office personnel declined from 8 to 6, and then declined again to 3 in Fall 2022. These personnel changes definitely impacted the timeliness in which we were able to complete State reports. On a couple of instances reports were submitted a couple days after the due date because audit reports were not run far enough in advance to get the data cleanup process going. We are continuing to advocate for an increase in personnel to regain our prior momentum with improved timeliness of State and Federal reporting.</p> <p><u>Overall improvements</u> We have improved data integrity by going back to the basics in reading the manual for State reporting. In many instances some university reports were built based on the knowledge of the programmer and/or the respective coding at the time the report was created. However, no audit of the report had been done in recent years. As a part of actively beginning the TCC (TX Connect Consortium) implementation using the respective Banner modules our office began comparing the data produced in these reports with what was produced in our in-house reports. In a couple instances some newer codes were not added to the report, and in other instances the in-house reports did not include recoding of variables to the current State code. All of these type of reporting issues were fixed manually after the reports were run and prior to the reports being submitted to the State, which consumed time in</p>

certifying the data. In this assessment cycle we began working with an OIT consultant to update our in-house reports to reduce manual updates. The progress on these updates was paused due to the ending of the contract. We plan to resume these updates in the upcoming assessment cycle by contracting another consultant to continue making the updates as needed.

How were the 2019-2022 Findings and Action Plans used and incorporated into 2022-2025 assessment planning process? What steps will your area take toward departmental improvements during the next cycle? This could include planned departmental enhancements to business processes, changes to current initiatives or additional initiatives. Include any changes that will be used to promote continuous improvement.

Actual example:

We will continue to use existing audit reports and will create new audits. Some new audits will include, in part:

- Reviewing the course schedule type and instructional modes/methods-it was noted in the 2019-2022 cycle that course schedulers were using expired codes.
- Auditing CRNs- For example, the Spring 2022 semester included courses taken by students in the Winter 2022 (December of 2021 term) and the Spring 2022 term. In a couple instances the same CRN was used in both terms which caused errors on the report.
- Faculty assignments exceeding 100%-for courses that have more than 1 faculty assigned the sum of teaching responsibility cannot exceed 100%. In some courses the total was 200%, this occurs when data is entered incorrectly in Banner by the course scheduler.

We will also expand this Goal to document the status of TCC (TX Connect Consortium) module implementation, which was paused in August 2022 due to the ending of the university's contract with Ellucian. Our office continues to seek active support, but have not been assigned a key resource to provide regular support to implement the TCC modules. We will continue to advocate for the needed resources to improve State reporting.

Please include a brief description of your assessment team and your area's assessment review process.

Actual example:

Our assessment team currently consists of the Associate VP for Institutional Assessment, Planning, and Effectiveness, a Database Administrator and the Director of Academic Technology. Each member of our office is assigned outcomes in our assessment plan that aligns with their job responsibilities. We have assessment outcomes as a standing item on our department's meeting agenda to discuss any relevant preliminary outcomes, and we have a formal meeting annually to discuss the year in review as a team. Assessment discussions are also a part of the annual performance evaluation process.



Below are hyperlinks to assessment plan resources.

[Assessment Plan Templates](#) (Located in the Xitracs Portal)

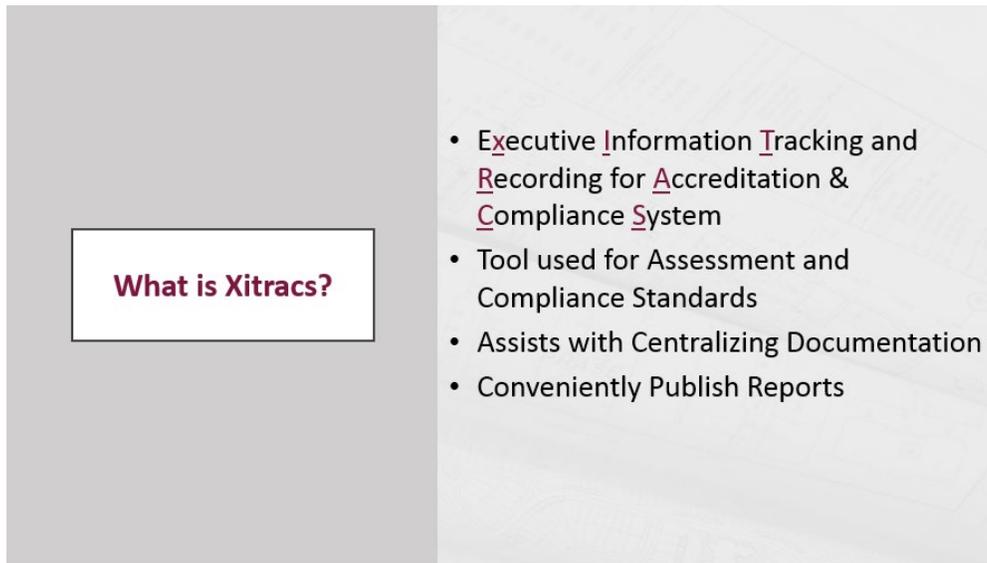
[Xitracs User Guides](#)

[Sample Assessment Plans](#)

[Assessment Plan Due Dates](#)

Assessment Tools

Executive Information Tracking and Recording for Accreditation & Compliance System (Xitracs)



- Executive Information Tracking and Recording for Accreditation & Compliance System
- Tool used for Assessment and Compliance Standards
- Assists with Centralizing Documentation
- Conveniently Publish Reports

Xitracs™ Portal

The university's academic programs, administrative units and support units complete annual outcomes assessment planning. Starting with the 2019-2022 assessment cycle, this process is submitted and maintained in the [Xitracs™ Portal](#). The Xitracs™ Portal is a web-based solution to capture, manage, archive, and track administrative, support, and academic assessment information for assessment reviews, accreditation, and annual reporting. Guides for outcomes assessment planning are outlined separately for Administrative and Support units and Academic Programs. See Appendix D, E, and F for a list of units and programs.

The Xitracs™ Portal is a simple, user-friendly interface to collect assessment information, review and provide feedback.

The Planning and Programs modules within the Xitracs™ Portal are used to collect assessment input and supporting (reference) documents from university faculty and staff.

Note: **Administrative Unit** and **Support Unit** assessment plans are maintained in the **Planning module**. **Academic Programs** are maintained in the **Programs module**.

PLANNING	PROGRAMS
Administrative Unit Assessment Plans	Academic Program Assessment Plans
Support Unit Assessment Plans	

A workflow is used within the Planning and Programs modules to track assessment review and progress.

Below is the workflow for each respective module in Xitracs.

PLANNING	PROGRAMS
In Preparation	In Preparation
Request Review	Approval Requested
Received	Received with Comments
Reviewed, Awaiting Updates	Approved
Complete	

To access the Xitracs™ Portal go to <https://xitracs.tsu.edu/portal.htm>

If you experience any problems logging into the Xitracs™ Portal or have questions or concerns regarding assessment planning, you may send an email to assessment@tsu.edu

Assessment and University Accreditation

Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) Reaffirmation

All academic institutions accredited by SACSCOC are required to undergo a comprehensive review every 5 years and a more rigorous review every 10 years. TSU is a **Track B** institution. Following is the distinction between Track A and Track B.

Track A	Institutions offering only undergraduate programs
Track B	Institutions offering graduate and undergraduate programs or only graduate programs

Texas Southern University received reaffirmation of accreditation through the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). The SACSCOC board of directors voted on December 4, 2020 to renew TSU's institutional accreditation for the next 10 years. This accomplishment was only made possible by the collective participation of all areas campus-wide in the Institutional Effectiveness process.

The SACSCOC 5th year interim review for Texas Southern University will take place in 2026. The standards for the report are posted on the following webpage (beginning on page 57).

<https://sacscoc.org/app/uploads/2020/03/Handbook-for-Institutions-Seeking-Reaffirmation.pdf>

The SACSCOC review encompasses TSU's strategic plan, assessments of both student learning outcomes and institutional effectiveness, financial stability, qualifications of faculty and administrators, and standards and procedures. The process also includes approval of the University's Quality Enhancement Plan (QEP). The process for the review of the QEP Impact Report is available here <https://sacscoc.org/app/uploads/2019/09/Process-review-of-QEP-Impact-Rpt.pdf> More information about the QEP will be included in the next section.

When we fulfill our Institutional Effectiveness and assessment responsibilities then compliance with our accrediting body is just a bi-product of what we do. The Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) is the regional body for the accreditation of degree-granting higher education institutions in the Southern states. The Commission's mission is the enhancement of education quality throughout the region and the improvement of the effectiveness of institutions by ensuring that they meet standards established by the higher education community that address the needs of society and students.

The culmination of the accreditation process is a public statement of an institution's continuing capacity to provide effective programs and services based on agreed-upon requirements. The statement of an institution's accreditation status with SACSCOC also represents an affirmation of an institution's continuing commitment to the Commission's principles and philosophy of accreditation. This content and more may be reviewed on the SACSCOC website at <https://sacscoc.org/>.

Quality Enhancement Plan (QEP)

At the heart of SACSCOC's philosophy of accreditation is quality enhancement. The concept of quality enhancement assumes that each member institution is engaged in ongoing improvement of its programs and services and can demonstrate how well it fulfills its stated mission. Although evaluation of an institution's educational quality and effectiveness in achieving its mission is a difficult task requiring careful analysis and professional judgment, an institution is expected to document the quality and effectiveness of all its programs and services.

The Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) Principles of Accreditation for Quality Enhancement requires that institutions have a Quality Enhancement Plan (QEP) that (a) has a topic identified through its ongoing, comprehensive planning and evaluation processes; (b) has broad-based support of institutional constituencies; (c) focuses on improving specific student learning outcomes and/or student success; (d) commits resources to initiate, implement, and complete the QEP; and (e) includes a plan to assess achievement. [2][3]

The Quality Enhancement Plan (QEP) developed by Texas Southern University addresses each of these key criteria. TSU has identified a topic through its ongoing, comprehensive planning and evaluation processes and has designed a targeted intervention intended to significantly impact student academic success.

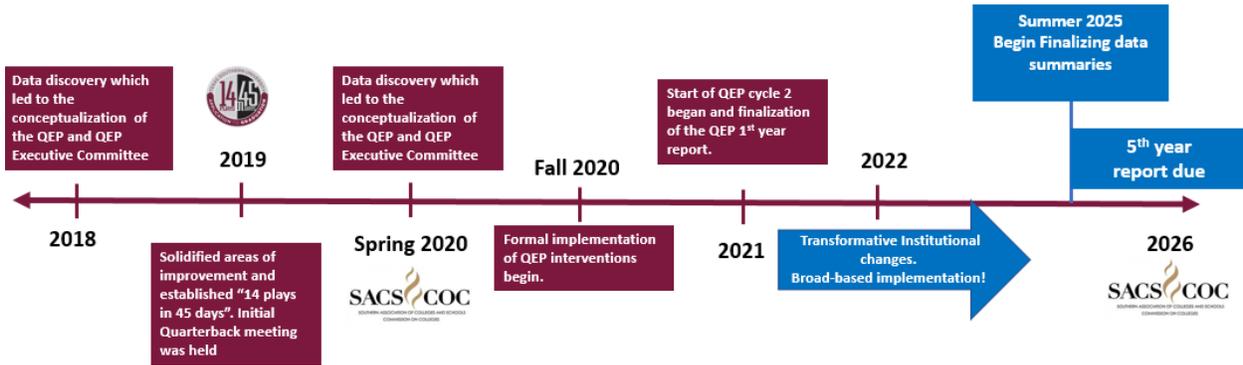
TSU QEP **"14 Plays in 45 Days: Setting the Stage for Success by Addressing the Whole Student"** is intended to be comprehensive. In an effort to ultimately impact academic success, it intends to address issues and challenges in key areas [14 Plays] related to the "whole student" by midterm [45 days]. The plan proposes activities that directly engage students as soon as they express an interest in the University. It also proposes activities that support and empower students to matriculate beyond the first year and ultimately on through graduation.

The Quality Enhancement Plan (QEP) is an integral component of the reaffirmation of accreditation process and is derived from an institution's ongoing comprehensive planning and evaluation processes. It reflects and affirms a commitment to enhance overall institutional quality and effectiveness by focusing on an issue the institution considers important to improving student learning outcomes and/or student success. [3]

The QEP is a focused and coordinated effort to specifically target first-time freshmen. What follows are key excerpts from the plan developed by Texas Southern University that address each area of the Quality Enhancement Plan.



Journey through the QEP



TSU's QEP

“14 Plays in 45 Days:
Setting the Stage
for Success
by Addressing
the Whole Student”

14 PLAYS	
Play 1:	Application
Play 2:	Financial Aid
Play 3:	Advising and Registration
Play 4:	Institutional Technology
Play 5:	Academic Skill Development
Play 6:	Self-Administration
Play 7:	Self-Awareness
Play 8:	Motivation
Play 9:	Self-Actualization
Play 10:	Wellness
Play 11:	Faculty Engagement
Play 12:	Transition to Major
Play 13:	Campus Engagement
Play 14:	Residential Engagement

AWARENESS OF UNIVERSITY PRACTICES (Plays 1-4)

- Application and Admission
- Financial Aid
- Advising and Registration
- Institutional Technology

SKILLS AND MOTIVATION (Plays 5-9)

- Academic Skill Development
- Self-Administration
- Self-Awareness
- Motivation
- Self-Actualization

ENGAGEMENT (Plays 10-14)

- Wellness
- Faculty Engagement
- Transition to Major
- Campus Engagement
- Residential Engagement

QEP 14 Plays & Associated Goals

QEP Play	QEP Goals per Play
Play 1 Application and Admission	Inform potential students of all steps required in the application and admission process, including deadlines and required documentation. All relevant parties, to include students and advisors, will be informed in a timely manner of admission decisions.
Play 2 Financial Aid	Enhance awareness of Financial Aid requirements to assist applicants in successfully completing the financial aid application process, which includes meeting required deadlines.
Play 3 Advising and Registration	Assist students in completing all registration requirements in a timely manner to support them in enrolling as full-time students in courses included on their degree plan.
Play 4 Institutional Technology	Provide students an awareness of the use of technology that will successfully support them in navigating through platforms such as the MyTSU Portal, T-CLAW, Degree Works, BlackBoard, etc.
Play 5 Academic Skill Development	Introduce students to strategies and techniques designed to increase problem solving and critical thinking skills through incorporating techniques that support academic skill development.
Play 6 Self-Administration	Share information with students regarding the significance of time management and provide resources that will assist them in enhancing their time-management skills.
Play 7 Self-Awareness	Provide students with a holistic understanding of the expectations associated with being a college student and the integration of academic and non-academic factors.
Play 8 Motivation	Community leaders and inspirational alumni will be keynote speakers at University-wide events designed to share academic and career attainment with students.
Play 9 Self-Actualization	Faculty will partner with students to assist them in developing a personal career plan that includes an understanding of major fields of study, curriculum requirements and occupational opportunities.
Play 10 Wellness	Students will have knowledge of, and access to, University resources that address their personal, emotional, and social needs.
Play 11 Faculty Engagement	University Faculty will be committed to the development of innovative and effective strategies for improving the student learning of first-time freshmen students
Play 12 Transition to Major	First-year/Enrollment & Completion Advisors (ECA) and college advisors will create a seamless transition for students to matriculate from first-year into the respective school or college of their major area of study.
Play 13 Campus Engagement	Provide students with experiences that compliment academic programs, support student retention, and increase student engagement with the campus community.
Play 14 Residential Engagement	Enhance the college experience for students by offering engagement opportunities that foster collaboration around academic, social and civic interests.

Data Resources

Argos Enterprise Reporting

[Argos Enterprise Reporting](#) allows staff and faculty to access student, employee, course and alumni institutional data needed for strategic planning and assessment. Interactive, on-demand reports and dashboards illustrate the data by providing insights at a glance.

If you require access to Argos, your department Vice President or Academic Dean must request access from IAPE by sending an email of the new user's name and department to tsudata@tsu.edu or you may email OIT at ITServiceCenter@tsu.edu.

Existing users may access Argos Enterprise Reporting by going to <https://reports.tsu.edu>

If you experience any problems logging into Argos Enterprise Reporting or have questions or concerns regarding assessment planning, you may send an email to assessment@tsu.edu We will help you to determine if your issue is access related or if another issue may be occurring.

IAPE Dashboards

[IAPE Dashboards](#) are available to the public via the TSU website. The IAPE Dashboards consists of data visualizations of Student Enrollment, Student Success, Faculty, and Course data.

To access the IAPE Dashboards go to <http://www.tsu.edu/about/administration/institutional-effectiveness/tsu-data/index.html> .

If you have questions or concerns regarding the IAPE Dashboards, you may send an email to tsudata@tsu.edu

Appendix A: Assessment Resources

Southern Association of Colleges and Schools Commission on Colleges (SACSCOC)

- [SACSCOC Website](#)
- [Principles of Accreditation](#)
- [Principles of Accreditation Resource Manual](#)

Institutional Assessment Planning and Effectiveness (IAPE) Website

- [IAPE Website](#)

[TSU Assessment and Strategic Plan Timeline](#)

[TSU Assessment Guide](#)

[Developing a Mission Statement](#)

[Action Verb List](#)

[A Model of Learning Objectives](#)

Appendix B: Data Resources

Primary Source for Information on U.S. Colleges, Universities, and Technical and Vocational Institutions

- [Integrated Postsecondary Education Data System \(IPEDS\)](#)

The Primary Source for Statistics on Higher Education in Texas

- [Texas Higher Education Coordinating Board \(THECB\)](#)

The Nation's Largest College-Going Organization Helping Millions of Students Navigate the Transition from High School to College

- [College Board](#)

Student Enrollment, Student Success, Faculty, and Course Data available to the public on the Texas Southern University website

- [TSU Data](#)

Appendix C: Administrative Units

Division of Finance-Business Affairs

Facilities, Maintenance, Construction and Planning

Division of Finance-Procurement

Division of Finance-Treasury

Human Resources

Institutional Assessment, Planning & Effectiveness

Office of Research

Appendix D: Support Units

Academic Affairs-Library Learning Center

Academic Affairs- Honors College

Academic Affairs-The Graduate School

Enrollment and Student Success-Career Services

Enrollment and Student Success -Student Accessibility Services Office

Enrollment and Student Success -Health Center

Enrollment and Student Success -Housing

Enrollment and Student Success -Judicial Affairs

Enrollment and Student Success-Student Retention and Matriculation Success

Enrollment and Student Success -Talent Search and TRIO

Enrollment and Student Success -University Counseling Center

Enrollment and Student Success -Veteran's Affairs

Enrollment and Student Success -Undergraduate Admissions

Enrollment and Student Success -Office of the Registrar

Enrollment and Student Success Financial Aid

Athletics Division-Student Athletes

Athletics Division-University Band

Athletics Division-Cheerleading

Appendix E: Academic Programs

Texas Southern University currently offers the following degrees programs at the bachelor, master, doctoral, and professional levels.

School of Communication

Undergraduate Degree Programs

- Bachelor of Arts in Communication Studies
- Bachelor of Arts in Entertainment and Recording Industry Management
- Bachelor of Arts in Journalism
- Bachelor of Arts in Radio, Television, & Film

Master's Degree Programs

- Master of Arts in Communication
- Master of Arts in Professional Communication and Digital Media

College of Liberal Arts & Behavioral Sciences

Undergraduate Degree Programs

- Bachelor of Arts in General Studies
- Bachelor of Arts in Spanish
- Bachelor of Arts in English
- Bachelor of Arts in History
- Bachelor of Science in Human Services and Consumer Sciences
- Bachelor of Arts in Music
- Bachelor of Arts in Psychology
- Bachelor of Arts in Social Work
- Bachelor of Arts in Sociology
- Bachelor of Arts in Visual and Performing Arts
- Bachelor of Arts in Art

Master's Degree Programs

- Master of Arts in English
- Master of Arts in History
- Master of Science in Human Services and Consumer Sciences
- Master of Arts in Psychology
- Master of Arts in Sociology

College of Education

Undergraduate Degree Programs

- Bachelor of Science in Interdisciplinary Studies
- Bachelor of Science in Sports Management
- Bachelor of Science in Kinesiology
- Bachelor of Science in Athletic Training
- Bachelor of Science in Health

Master's Degree Programs

- Master of Education in Counselor Education
- Master of Education in Curriculum and Instruction
- Master of Education in Educational Administration
- Master of Science in Health and Kinesiology
- Master of Science in Sport Studies and Sport Leadership

Doctor of Education Degree Programs

- Ed.D., Counselor Education
- Ed.D., Curriculum & Instruction
- Ed.D., Educational Administration

Jesse H. Jones School of Business

Undergraduate Degree Programs

- Bachelor of Business Administration in Accounting
- Bachelor of Business Administration in Finance
- Bachelor of Business Administration in Management
- Bachelor of Science Management Information Systems
- Bachelor of Business Administration in Marketing

Master's Degree Programs

- Master of Business Administration
- Executive Master of Business Administration
- Master of Science in Management Information Systems

College of Pharmacy & Health Sciences

Undergraduate Degree Programs

- Bachelor of Science in Nutritional Science and Dietetics
- Bachelor of Science in Biomedical Science
- Bachelor of Science in Health Administration
- Bachelor of Science in Health Information Management
- Bachelor of Science in Respiratory Therapy
- Bachelor of Science in Clinical Laboratory Science
- Bachelor of Science in Environmental Health

Master's Degree Programs

- Master of Science in Pharmaceutical Sciences
- Master of Science in Health Care Administration
- Master of Science in Nutritional Science and Dietetics

Doctor of Philosophy Degree Program

- Ph.D. in Pharmaceutical Sciences

Professional Degree Program

- Pharm.D. in Pharmacy

Barbara Jordan-Mickey Leland School of Public Affairs

Undergraduate Degree Programs

- Bachelor of Science in Administration of Justice
- Bachelor of Science in Emergency Management and Homeland Security
- Bachelor of Science in Public Affairs
- Bachelor of Arts in Political Science

Master's Degree Programs

- Master of Science in Administration of Justice
- Executive Master of Administration of Justice
- Master of Public Administration
- Executive Master of Public Administration
- Master of Urban Planning and Environmental Policy

Doctor of Philosophy Degree Programs

- Ph.D. in Administration of Justice
- Ph.D. in Urban Planning and Environmental Policy

College of Science Engineering and Technology

Undergraduate Degree Programs

- Bachelor of Science in Biology
- Bachelor of Science in Chemistry
- Bachelor of Science in Computer Science
- Bachelor of Science in Civil Engineering
- Bachelor of Science in Electrical and Computer Engineering
- Bachelor of Science in Civil Engineering Technology
- Bachelor of Science in Electronics Engineering Technology
- Bachelor of Science in Computer Engineering Technology
- Bachelor of Science in Industrial Technology
- Bachelor of Science in Mathematics
- Bachelor of Science in Physics
- Bachelor of Science in Aviation Science Management
- Bachelor of Science in Maritime Transportation Management and Security

Master's Degree Programs

- Master of Science in Environmental Toxicology
- Master of Science in Biology
- Master of Science in Chemistry
- Master of Science in Computer Science
- Master of Science in Mathematics
- Master of Science in Transportation Planning & Management

Doctor of Philosophy Degree Program

- Ph.D. in Environmental Toxicology

Thurgood Marshall School of Law

Master's Degree Program

- LL.M. in Immigration Law

Professional Degree Program

- Juris Doctor in Law

College of Transdisciplinary Studies

Undergraduate Degree Programs

- Bachelor of Science in Transdisciplinary Studies of Energy and Environmental Systems and Services
- Bachelor of Arts in Transdisciplinary Studies of Societal Inclusion and Urbanism
- Bachelor of Arts in Transdisciplinary Creative Arts and Communication
- Bachelor of Science in Transdisciplinary Information Technology Systems and Services
- Bachelor of Science in Transdisciplinary Educational Studies
- Bachelor of Science in Transdisciplinary Engineering and Technology Services
- Bachelor of Science in Transdisciplinary Human and Health Sciences
- Bachelor of Science in Transdisciplinary Business and Corporate Services

Master's Degree Programs

- Master of Science in Transdisciplinary Sciences and Urbanism
- Master of Education in Transdisciplinary Educational Leadership Studies
- Master of Arts in Transdisciplinary Religious Studies and Society
- Master of Science in Transdisciplinary Human and Health Sciences

Appendix F: References

- [1] 2019. *The Southern Association of Colleges and Schools Commission on Colleges (SACSCOC)*. Accessed April 6, 2021. <https://sacscoc.org/>.
- [2] 2009. *The Principles of Accreditation: Foundations for Quality Enhancement*. Accessed April 6, 2021. <https://sacscoc.org/app/uploads/2019/08/2018PrinciplesOfAccreditation.pdf>.
- [3] 2019. *Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) - The Quality Enhancement Plan*. Accessed April 6, 2021. <https://sacscoc.org/app/uploads/2020/01/Quality-Enhancement-Plan-1.pdf>.