

UT MARTIN ASSESSMENT NEWSLETTER

APRIL 2023

Our most important job is to help our students succeed!

Five Year Program Reviews

During the Spring semester we completed Five Year Program Reviews for five academic programs, **History, Sociology, Criminal Justice, Mathematics and Statistics, and Family and Consumer Science Graduate Programs**. All programs on campus that are not otherwise externally accredited are required to complete a program review every five years, as mandated by the Tennessee Higher Education Commission. The outline for the self-study, the Quality Assurance Funding rubrics, and all other information related to the review is included on the Accreditation and Assessment website <https://www.utm.edu/offices-and-services/accreditation-and-assessment/institutional-assessment/assessment-forms.php>. The review requires an external evaluator with experience as a department chair or dean from outside the state of Tennessee and a group of three faculty from our colleges outside the college in which the program resides.

We would like to extend our heartfelt appreciation to the various faculty members who served on these review teams: **Janet Wilbert, Carrie Humphreys, Angie Van Boening, Daniel Pigg, James Fieser, Sean Walker, Dan McDonough, Ricky Garlitz, Denise Williams, Adnan Rasool, Derek Ezell, Brittany Cole, David Barber, Harriette Spiegel, and Sherry Britt**. I think they will all tell you that serving as a reviewer is an interesting learning experience and a great way to learn more about other programs on our campus.

The programs scheduled for review next year are **Psychology, Philosophy,**

International Programs, and the Honors Program. If you are interested in serving on one of these review teams, please contact Patty Flowers at pflowers@utm.edu to get your name on the list of potential reviewers.

From Data to Decisions

The **Mass Media and Strategic Communications** program in both its undergraduate and graduate programs continues to exemplify an outstanding assessment process. Each SLO is assessed in multiple courses and in multiple ways, from its 100 level courses through its 490+ level courses in the undergraduate program and throughout its graduate level courses. The assessments they employ go beyond final exams to also include design projects, five-minute television newscasts, issues coverage, photojournalism presentations with captions, and portfolios. And their students are performing very well in these multiple ways.

Family and Consumer Sciences is another program that uses multiple assessments in multiple courses to assess its student learning outcomes. The program uses an issues research project, a life expectancy project, and a field experience evaluation to assess whether students can use technology that is appropriate for professionals in family and consumer sciences. These assessments are infused through multiple courses. Faculty monitor student performance to inform decisions regarding modifications to these assignments.

The **History** Program expects students to analyze primary and secondary sources and determine the appropriate uses for both. This outcome is assessed in multiple ways

using rubrics in both HIST 299 and again in HIST 499. Instructors have noted strong student performance and excellent paper quality. They are encouraged by the overall performance in HIST 299, which appears to have a direct influence on the noted improvement of papers in HIST 499.

In the **Psychology** program, to demonstrate knowledge of the major theories and practices of psychology using technologies, methods, and specialized terms, students complete the Major Field Test, a lab paper, and IRB training. The Major Field Test (MFT) is a standardized test that students complete during Senior Seminar. The lab paper is assessed via a rubric in PSYC 318. The IRB Training is provided through an external entity, CITI. Benchmarks were met for the lab paper and the IRB training but not for the Major Field Test (though it was close). The Psychology faculty will emphasize components of the MFT and continue to monitor student performance.

In **Agricultural Business / Farm and Ranch Management**, students are expected to analyze agriculture and business data. This outcome is assessed in AGECE 271 via a Farm Business Plan Project, in AGECE 371 via an Enterprise Budget Development, in AGECE 311 and 410 via Excel Graphical and Statistical Analysis modules, in AGECE 335 through local CPI collection and analysis, in AGECE 415 via Simulation Game transactions, and in AGECE 471 via Simulation Game Productivity. Assessment data has been used to adjust benchmarks, add additional modules as needed to address deficiencies, and to expand the analysis portions of projects to incorporate additional functionalities.

In **Information Technology Services (ITS)**, they monitor bandwidth usage to ensure we have sufficient bandwidth for students, faculty, and staff to function optimally. Their assessment of bandwidth usage showed there were a few peaks of usage of the last three years. ITS determined that more bandwidth is needed at the main

campus and have negotiated an increase to 3 Gigabit with iRis. They also determined a need to increase the bandwidth to our regional locations and negotiated an increase to Parsons and Selmer from 50 Megabits to 200 Megabits, and the main campus connection to the remote centers was upgraded from 200 Megabits to 1 Gigabit. ITS will continue to monitor our utilization to determine if we need additional bandwidth next year.

The Coordinator for **Intramural Sports** was responsible for administering the following activities: “8” Ball, Pickleball, Cornhole, and UNO. These programs were strategically offered in the first half of the Spring 2022 Semester (January, February, March). The venue for these activities was the Student Recreation Center gymnasiums and the leisure area of the facility. The competitive format consisted of league play (minimum of 3 games) and tournament play (single elimination tournament). Due to the overwhelming participation response these activities were added to the Intramural activity list for 2022/23. The response is also cause to explore and offer students other leisure recreation activities.

High Impact Practices

If you are utilizing high impact practices in your coursework, please make certain that you are assessing and reporting on those practices. High impact practices include first year seminars and experiences, capstone courses and projects, collaborative assignments and projects, common intellectual experiences, diversity/global learning, internships, learning communities, service/community-based learning, undergraduate research, writing intensive courses, and e-portfolios. We are very interested in your experiences with these practices.