

UT MARTIN ASSESSMENT NEWSLETTER

FEBRUARY 2022

Our most important job is to help our students succeed!

Results from the Foundations of Excellence Faculty/Staff Survey

In the last two newsletters, we shared some results from the Foundations of Excellence Student Survey. This month, we want to share a first look at the faculty/staff responses. We had responses from 327 faculty and staff—that's almost 25% of our faculty and staff! Thank you so much for your responses!

As can be seen from the charts on the following pages, faculty and staff are more satisfied with our interactions with first-year freshmen than we are with our work with transfer students (compare the first two charts). Faculty and staff believe we do a good job with helping our first-year freshmen transition to college, interacting with our students, addressing their needs, and providing quality educational environments. For transfers, we recognize the students' motivation and we help them achieve their goals by providing quality educational environments and experiences. Areas for improvement include a need for professional development especially in advising, better communication of a university-wide philosophy for the first-year experience, and opportunities for communication with our counterparts.

One area that showed up as an opportunity for improvement for both first-year freshmen and for transfer students is the use of assessment and leveraging assessment results. This indicates that, for many of us, we are either not using the results of our current assessments to our advantage or that our current assessments are not really assessing the things that we believe would help us improve.

That means it is probably time to re-evaluate your assessment plans. Take a look at your unit's goals, objectives, and/or student learning outcomes. Do you have any that you are consistently meeting or exceeding? If so, you may want to consider simply tracking those; one way to do that is to put those you consistently meet or exceed on a longer cycle of assessment. Rather than assessing those every semester or

every year, assess them every other year or once every three years just as a check-in.

Do you have any goals or SLOs that are no longer applicable or relevant? If so, you can remove them from your list and make some room for other priorities.

Do you have new priorities, or do you have an issue that you know needs to be addressed? If you do, what would you like to achieve with that priority or with addressing that issue? What data would help you achieve that goal? You can set up some new goals, outcomes, or SLOs and focus your time, attention, and assessment efforts on those priorities and issues. Your assessment efforts should be focused on meeting your needs in order to be useful to you and to leverage your efforts to your advantage.

Last week, Tennessee State University's Assessment Day featured Dr. Keston Fulcher from James Madison University as their keynote speaker. Dr. Fulcher gave two presentations, both of which were recorded and are now available for on demand viewing (no password required). One presentation focused on "Integrating Assessment and Improvement for Administrative Units" and can be accessed [here](#). The second focused on "Six Questions to Guide Your Learning Improvement Process" and can be accessed [here](#).

We especially recommend the second presentation. In that presentation, Dr. Fulcher presents a six-step learning process, the first of which is to have a "collective will to improve." Based on the results from the Faculty/Staff Survey, it sounds like many of us are willing to improve; we simply need some guidance to get started. He then outlines an approach designed to help us design our assessment approach that will actually lead to improvements. Although his focus in this presentation is on learning, the improvement process is applicable to all types of assessment. Our thanks to Tennessee State University for sharing these links with us.

We are still examining the written comments from this survey and hope to provide an overview of your comments in a future

Assessment Newsletter. In the meantime, if you are interested in seeing the data and conducting your own exploration, please contact Stephanie Kolitsch (skolitsc@utm.edu); we can add you as an “Institutional User” to our Foundations of Excellence platform, and you will have access to both the Faculty/Staff Survey and the Student Survey. You will also have access to the results of the work of our Dimension Teams as they

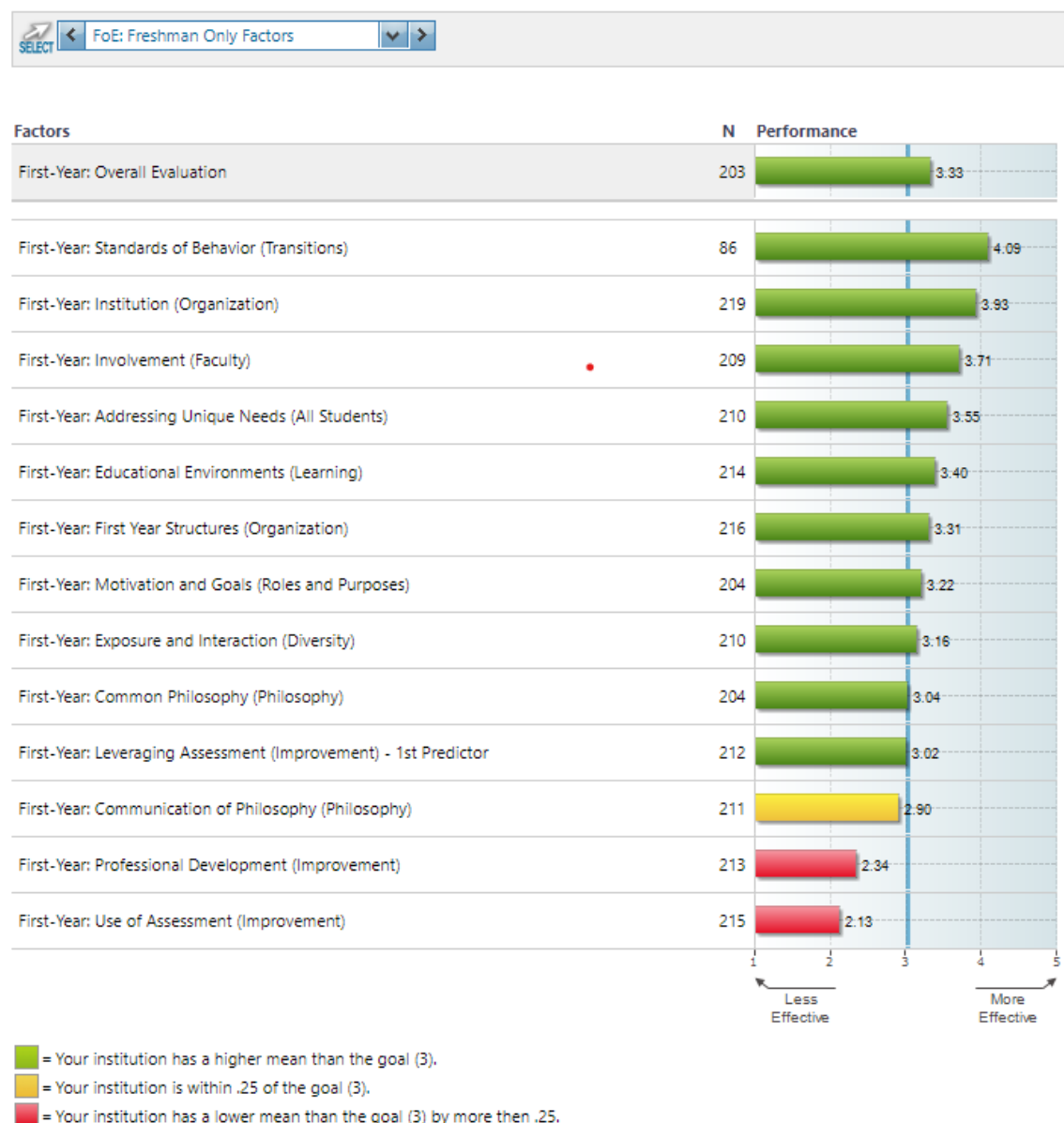
upload information in preparation for writing their summary reports. If you would like to discuss rewriting your assessment goals and/or leveraging the results of your current assessments in a more productive manner, please contact Stephanie Kolitsch (skolitsc@utm.edu) or Patty Flowers (pflowers@utm.edu). We would love to help you make the most of your assessment processes!

With which aspects of the experience are University of Tennessee at Martin faculty/staff most and least satisfied?

First-year freshmen:

FoE: Freshman Only Factors

Population: University of Tennessee at Martin (Number Responding = 327)



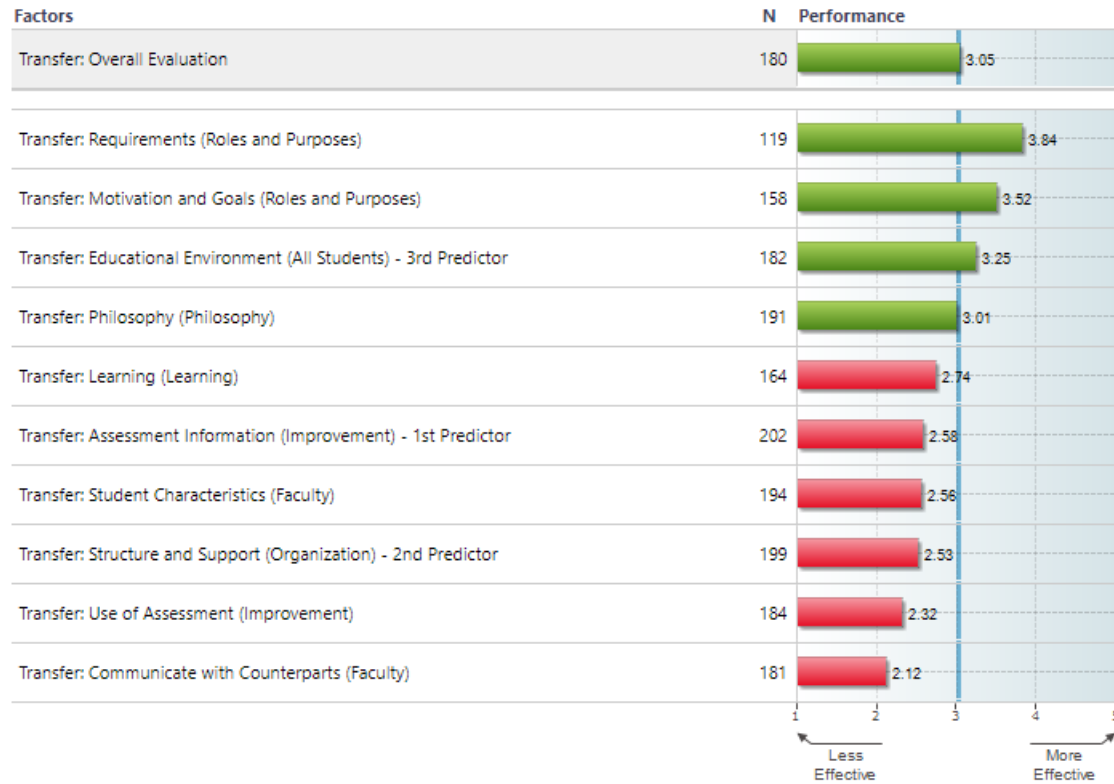
For more information, please contact Stephanie Kolitsch, Director of Accreditation, at skolitsc@utm.edu, or Patty Flowers, Assessment Coordinator, at pflowers@utm.edu.

Transfer focus:

FoE: Transfer Focus Factors

Population: University of Tennessee at Martin (Number Responding = 327)



-  = Your institution has a higher mean than the goal (3).
-  = Your institution is within .25 of the goal (3).
-  = Your institution has a lower mean than the goal (3) by more than .25.

Recommendations for Improvement (based on results)

First-year freshmen:

FoE: Freshman Only Factors

Population: University of Tennessee at Martin (Number Responding = 327)

FoE: Freshman Only Factors				
First-Year: Overall Evaluation Factors	Impact on First-Year: Overall Evaluation	Contribution to the Total Impact	Factor Performance	Recommendation Category
High Impact Factors				
First-Year: Leveraging Assessment (Improvement)	1st Predictor	78.9%	Below Goal ▼ (3.02)	Top Priority
No/Low Impact Factors				
First-Year: Communication of Philosophy (Philosophy)	Non Predictor	0.0%	Below Goal ▼ (2.90)	Monitor
First-Year: Common Philosophy (Philosophy)	Non Predictor	0.0%	Below Goal ▼ (3.04)	Monitor
First-Year: Institution (Organization)	Non Predictor	0.0%	Above Goal ▲ (3.93)	Maintain
First-Year: First Year Structures (Organization)	Non Predictor	0.0%	Below Goal ▼ (3.31)	Monitor
First-Year: Standards of Behavior (Transitions)	Non Predictor	0.0%	Above Goal ▲ (4.09)	Maintain
First-Year: Involvement (Faculty)	Non Predictor	0.0%	Above Goal ▲ (3.71)	Maintain
First-Year: Addressing Unique Needs (All Students)	Non Predictor	0.0%	Above Goal ▲ (3.55)	Maintain
First-Year: Educational Environments (Learning)	Non Predictor	0.0%	Below Goal ▼ (3.40)	Monitor
First-Year: Exposure and Interaction (Diversity)	Non Predictor	0.0%	Below Goal ▼ (3.16)	Monitor
First-Year: Motivation and Goals (Roles and Purposes)	Non Predictor	0.0%	Below Goal ▼ (3.22)	Monitor
First-Year: Professional Development (Improvement)	Non Predictor	0.0%	Below Goal ▼ (2.34)	Monitor
First-Year: Use of Assessment (Improvement)	Non Predictor	0.0%	Below Goal ▼ (2.14)	Monitor

Drivers of Overall Satisfaction: There are two crucial elements for identifying where to invest your time, energy and resources to improve Overall Satisfaction.

1. Level of Satisfaction: The lower the level of satisfaction the greater the opportunity to make improvements.

2. Impact on Overall Satisfaction: The level of impact of a factor on Overall Satisfaction is the degree to which the factor, if improved, will improve Overall Satisfaction. High impact factors, if improved, will do the most to improve Overall Satisfaction.

How to Improve Overall Satisfaction: The most efficient and effective way to improve Overall Satisfaction is to focus on improving the factors with the greatest impact and the lowest performance. These factors are listed below in the Top Priority box.

(NOTE: Improving an area with low satisfaction but little impact will do little to improve overall satisfaction. The greatest gains toward improving Overall Satisfaction are made by focusing on the factors that have high impact and low satisfaction).

Transfer Focus:

FoE: Transfer Focus Factors

Population: University of Tennessee at Martin (Number Responding = 327)

SELECT

◀
FoE: Transfer Focus Factors
▶

Transfer: Overall Evaluation Factors	Impact on Transfer: Overall Evaluation	Contribution to the Total Impact	Factor Performance	Recommendation Category
! High Impact Factors				
Transfer: Assessment Information (Improvement)	1st Predictor	30.5%	Below Goal (2.58)	Top Priority
Transfer: Structure and Support (Organization)	2nd Predictor	25.6%	Below Goal (2.53)	Top Priority
Transfer: Educational Environment (All Students)	3rd Predictor	24.3%	Below Goal (3.25)	Top Priority
🕒 No/Low Impact Factors				
Transfer: Philosophy (Philosophy)	Non Predictor	0.0%	Below Goal (3.01)	Monitor
Transfer: Learning (Learning)	Non Predictor	0.0%	Below Goal (2.74)	Monitor
Transfer: Communicate with Counterparts (Faculty)	Non Predictor	0.0%	Below Goal (2.12)	Monitor
Transfer: Student Characteristics (Faculty)	Non Predictor	0.0%	Below Goal (2.56)	Monitor
Transfer: Motivation and Goals (Roles and Purposes)	Non Predictor	0.0%	Above Goal (3.52)	Maintain
Transfer: Requirements (Roles and Purposes)	Non Predictor	0.0%	Above Goal (3.85)	Maintain
Transfer: Use of Assessment (Improvement)	Non Predictor	0.0%	Below Goal (2.32)	Monitor

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