Guidelines for Institutional Effectiveness Compliance
Institutional Effectiveness (IE)

Institutional Effectiveness is the **systematic** and **ongoing process** of collecting and analyzing data for implementing data-driven decisions as related to goals and outcomes in support of the University of North Texas Strategic Plan. In general, UNT focuses on two major categories of expected outcomes:

- Academic Expected Outcomes (i.e. Student Learning Outcomes);
- Non-Academic Expected Outcomes (i.e. Administrative Outcomes).
Department/Division responsibilities

**Developing program plans is a collaborative effort**
- Academic Plans should be reflective of the collective goals of the program faculty for the degree
- Administrative Plans should reflect the collective goals of the administrators

The collection, interpretation, and use of student learning evidence is a collective endeavor, and is not viewed as the sole responsibility of a single position. (SACSCOC.ORG)

**Maintenance of your plan is vitally important**
- At least two faculty members (for academic plans) should be responsible for maintaining each plan
- At least two FT staff (for administrative plans) should be responsible for maintaining each plan
- Continuity in assigned faculty/staff is vital for a successful plan.
IE Cycle

All **Results** from the previous Academic Year must be entered by **October 15th**

All **Recommendations** from the previous Academic Year must be entered by **October 15th**

All new outcomes and assessment methods for the current Academic Year must be entered by **October 15th**

Plan Audits (Quantity, not Quality) take place in October.

Peer Committees Review the IE reports (Quality) beginning in November and continuing through April.

Peer Workshops begin in March and continue as needed through August.
Components of Effectiveness

Five different components of Effectiveness (TracDat) reports are reviewed:

- Expected outcomes (SLOs/AOs)
- Means of assessment
- Criterion for success
- Resulting data
- Recommendations & follow-up

This is NOT our approach!
Things to Keep in Mind:

If your outcomes are assessed in classes that are offered in more than one mode (internet, face-to-face, etc.), disaggregate your data and compare attainment.

If a degree program can be completed 100% online and 100% face-to-face, attainment of student learning outcomes must be compared by mode.

In addition to outcomes, **syllabi should be comparable**. For example:

- a course should have the same outcomes/objectives regardless of mode
- assessment methods should be similar if not the same

- Administrative units should use comparison information if services are offered by more than one mode.
Expected Outcomes

Consists of Student Learning Outcomes (SLOs)
  • Describe the abilities, skills, knowledge that you want students in your program to acquire
  • Each SLO must be singular and measureable

Consists of Administrative Outcomes (AOs)
  • Describe the effectiveness of unit actions/activities
  • Each AO must be singular and measureable

Must have at least 3 SLO/AOs and should not have more than a total of 5 active SLO/AOs

Peer review teams review a maximum of 3 SLO/AOs
Writing Student Learning Outcomes

The key to Student Learning Outcomes is **MEASURABILITY**.

- Use active verbs that describe an observable behavior
- Behaviors that can be measured

**Words to avoid in an SLO**

- “understand” – an internal process that can’t be easily measured
- “value or appreciate” – tricky to measure
- “become familiar” – how do you measure familiarity
- “learn/think about…” – not observable
- “become aware of…”
- “have ability to…” – Doesn’t measure achievement or demonstrate a skill (ability vs. achievement are different)
### Other Verbs to Consider for SLOs

<table>
<thead>
<tr>
<th>Remember</th>
<th>Understand</th>
<th>Apply</th>
<th>Analyze</th>
<th>Evaluate</th>
<th>Create</th>
</tr>
</thead>
<tbody>
<tr>
<td>State</td>
<td>Classify</td>
<td>Calculate</td>
<td>Combine</td>
<td>Appraise</td>
<td>Arrange</td>
</tr>
<tr>
<td>Define</td>
<td>Describe</td>
<td>Construct</td>
<td>Figure</td>
<td>Argue</td>
<td>Assemble</td>
</tr>
<tr>
<td>Locate</td>
<td>Identify</td>
<td>Estimate</td>
<td>Find</td>
<td>Assess</td>
<td>Compose</td>
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<tr>
<td>Recall</td>
<td>Indicate</td>
<td>Illustrate</td>
<td>Sketch</td>
<td>Defend</td>
<td>Create</td>
</tr>
<tr>
<td>Recite</td>
<td>Organize</td>
<td>Interpret</td>
<td>Solve</td>
<td>Estimate</td>
<td>Design</td>
</tr>
<tr>
<td>Quote</td>
<td>Interpret</td>
<td>Appraise</td>
<td>Predict</td>
<td>Judge</td>
<td>Devise</td>
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<tr>
<td>Label</td>
<td>Illustrate</td>
<td>Contrast</td>
<td>Change</td>
<td>Predict</td>
<td>Formulate</td>
</tr>
<tr>
<td>Identify</td>
<td>Reorganize</td>
<td>Criticize</td>
<td>Survey</td>
<td>Qualify</td>
<td>Invent</td>
</tr>
<tr>
<td>List</td>
<td>Translate</td>
<td>Diagnose</td>
<td>Compare</td>
<td>Rate</td>
<td>Manage</td>
</tr>
<tr>
<td></td>
<td>Report</td>
<td>Identify</td>
<td>Diagram</td>
<td>Support</td>
<td>Modify</td>
</tr>
<tr>
<td></td>
<td>Summarize</td>
<td>Classify</td>
<td>Test</td>
<td>Critique</td>
<td>Organize</td>
</tr>
<tr>
<td></td>
<td>Transform</td>
<td></td>
<td>Test</td>
<td>Recommend</td>
<td>Plan</td>
</tr>
<tr>
<td></td>
<td>Discuss</td>
<td></td>
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<td></td>
<td>Prepare</td>
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<td></td>
<td>Explain</td>
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<td>Produce</td>
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<td>Defend</td>
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<td>Propose</td>
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<td>Compare</td>
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<td>Develop</td>
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<td>Construct</td>
</tr>
</tbody>
</table>

From: *The Eberly Center for Teaching Excellence, Carnegie Mellon University*
Rubric: Expected Outcomes

**SLO #1:**

**Expected Outcomes** – Student Learning Outcomes (SLOs) and Administrative Outcomes (AOs) must be singular and measurable.

AOs at the department/division level should be designed to support the goals of both the department and the institution. This may be accomplished by the data-driven decision process which entails:

- What goals are to be accomplished by the department/division;
- How are the goals to be accomplished by the department/division;
- What type of assessment will best inform the department of the extent to which they are meeting their goals

SLOs are specific statements that describe the abilities, skills, knowledge, and/or values that you want students in your program to acquire. Action verbs are used to describe exactly what and how a student will demonstrate learning.

<table>
<thead>
<tr>
<th>SLO does not address Student Learning or AO is not related to the Office/Dept.</th>
<th>AO/SLO is not measurable.</th>
<th>AO/SLO is too broad, or appears to be measuring more than one outcome.</th>
<th>AO/SLO describes expected outcome, but requires refinement or further information.</th>
<th>AO/SLO clearly describes a single measurable outcome.</th>
<th>Total Possible Points: 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>0</td>
<td>0</td>
<td>5</td>
<td>10</td>
<td>SCORE</td>
</tr>
</tbody>
</table>
SLOs must be assessed with at least one direct measure:

- Direct measures include: exams, portfolio assessments, capstone projects, case studies, etc.
- Indirect measures are based on attitudes or opinions
- **Course** grades are not acceptable measures of assessment for SLOs
- Documentation of the measure must be attached (available to review)
# Rubric: Method of Assessment

**AO/SLO #1 METHOD**

**Method of Assessment:** SLO's must be assessed with at least one direct method. For best practice, select at least two separate methods for measuring AOs and SLOs.

- An important qualification to keep in mind when selecting measures for SLOs is that course grades are not acceptable for this purpose.

<table>
<thead>
<tr>
<th>Direct Measures</th>
<th>Indirect Measures (outputs)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning assessment tools. Academic units should use multiple direct measures of learning. Direct measurements are often derived from student course work.</td>
<td>Indirect measurements can provide useful information but DO NOT directly assess learning.</td>
</tr>
<tr>
<td>- Capstone courses/experiences</td>
<td>Indirect measurements are based on the opinions or attitudes toward what was learned that students, alumni, employers, and others may hold (e.g., graduating senior or alumni surveys) or are comprised of data that implies learning has taken place (e.g., job placement statistics and standardized surveys such as the National Survey of Student Engagement).</td>
</tr>
<tr>
<td>- Portfolio Assessments</td>
<td></td>
</tr>
<tr>
<td>- Assessment of Research Papers/Projects with a Standardized Rubric</td>
<td></td>
</tr>
<tr>
<td>- Licensure Exams and certifications</td>
<td></td>
</tr>
<tr>
<td>- Internship Evaluations</td>
<td></td>
</tr>
<tr>
<td>- Written/oral comprehensive exams</td>
<td></td>
</tr>
<tr>
<td>- Juried reviews of projects, exhibitions, performances</td>
<td></td>
</tr>
<tr>
<td>- Standardized tests (Major Field Achievement Test, Critical Thinking Ability, Academic Profile, etc.)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SLO: No method of assessment clearly identified OR only one Indirect method AND No documents attached</th>
<th>SLO Only: Method is described but is based only on one Indirect Measure. Documents attached.</th>
<th>SLO/ AO: Method is described and is based on a Direct Measure. Documents not attached.</th>
<th>SLO: Method is direct and clearly described. Document attached.</th>
<th>AO/SLO: More than one measure listed. Each measure is clearly defined. At least one is Direct (if SLO). All Documents not attached.</th>
<th>AO/SLO: More than one method. Each method to assess is clearly described. For SLOs, at least one method is Direct. ALL Documents attached.</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>5</td>
<td>10</td>
<td>15</td>
<td>15</td>
<td>20</td>
</tr>
</tbody>
</table>

**Total Possible Points:** 20

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**A green light to greatness.**
Criterion

Indicates what performance level is acceptable for each method of measuring an SLO/AO

• Should be prepared to explain why the criterion is set at a particular level, especially if the level is less than 70%

The criterion should be stated as a:

• Specified percentage of students/clients attaining a given SLO/AO;
• Exam/Quiz/Knowledge and Skills Assessment scores; or
• Some other specific obtained value
Rubric: Criterion

AO/SLO 1 Criterion

AO and SLO criteria are stated in such a way that it is clear what performance level is to be considered successful. For each method of measuring the AO/SLO, a quantitative goal for the desired level of performance on the measurement must be stated. This target level or criterion may be a specified percentage of students attaining a given outcome, score on a test, or some other numeric value that reflects what you believe ought to be the ideal outcome. Be prepared to explain why the criterion is set at your chosen level.

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>For each active method of measuring the SLO, a clearly stated quantitative goal for the desired level of performance has been specified.</td>
</tr>
<tr>
<td>5</td>
<td>More than one active method, but not all specify a quantitative goal for the desired level of performance.</td>
</tr>
<tr>
<td>0</td>
<td>No quantitative/measurable goals for the desired level of performance have been stated.</td>
</tr>
</tbody>
</table>

Total Possible Points: 10
Results

Findings from collected data:

• Indicate how the findings compare with the expectation established by the criterion
• Includes the percentage of students meeting the criterion **AND** the total number of students in the assessment. If a sample was used, explain the sampling methodology

Data must be collected and analyzed systematically:

• Results must be entered annually
• Evidence or documentation of analysis should be provided
Rubric: Results

AO/SLO #1 **Results:**
- How do the results compare to your expectations?
- Have you provided evidence of your results?
- Did you provide total number of students completing the assessment along with % meeting your criterion?

<table>
<thead>
<tr>
<th>Active outcome for more than one cycle, no results.</th>
<th>Results of assessment are stated. <strong>No comparison, no evidence attached.</strong></th>
<th>Results of assessment are stated. Results are compared to Plan expectations. No evidence of results is provided.</th>
<th>Results of assessment are stated. Results are not compared to Assessment Plan expectations. Evidence of results is provided.</th>
<th>Results of assessment are stated. Results are compared to Unit Assessment Plan expectations and evidence of results is provided.</th>
<th>* New outcome and/or assessment method.* There has not been sufficient time (1 academic year) for data collection since the AO/SLO or method was updated.</th>
<th>Total Possible Points: 20</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>5</td>
<td>10</td>
<td>15</td>
<td>20</td>
<td>20</td>
<td>Score</td>
</tr>
</tbody>
</table>
Recommendations & Follow-up

An action plan that indicates how the results will be used to improve student learning and program quality:

- What changes will be made if students did not meet the criterion?
- If the criterion was met, what might be done to continue to foster improvement?
- If the criterion is consistently met, should the standards be adjusted or should new SLOs/AOs be introduced?
# Rubric: Recommendations

**Recommendations and Follow-up**
- The final step in the assessment cycle is the most crucial – how are you going to use the results to continue to improve or enhance services/learning?
- What are you going to do to make improvements to address areas in which the criteria was not met?
- If goal was met, what can you do to continue to raise standards and/or improve?
- If the findings consistently suggest that no improvement is needed, then programs should consider examining a more useful AO/SLO, or setting more demanding target levels for existing methods of measurement.

<table>
<thead>
<tr>
<th>Criterion Not Met or Inconclusive—No recommendations.</th>
<th>Criterion Met. No recommendations to continue to raise standards/improve.</th>
<th>Criterion Met, Not Met, or Inconclusive—Program has identified how they are using the results to continue to improve student learning.</th>
<th><em>New AO/SLO or Method</em>, Insufficient time for data collection and entry.</th>
<th>Total Possible Points: 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>0</td>
<td>10</td>
<td>10</td>
<td>Score</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Prior recommendations have not been followed up on.</th>
<th>Program repeats response from previous year. No action taken.</th>
<th>Prior recommendations are followed up on. Results are identified and used to measure continual improvement of AO/SLO.</th>
<th><em>New AO/SLO or Method</em>, Insufficient time for data collection and entry.</th>
<th>Total Possible Points: 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>0</td>
<td>10</td>
<td>10</td>
<td>Score</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Using the results of the assessment, additional methods are identified and implemented to achieve success.</th>
<th>Having met the Unit’s goal, the program has developed new strategies and/or raised the criterion to continue to improve.</th>
<th>Since the findings consistently suggest that no improvement can be made in this area, the program has defined a new outcome to measure</th>
<th><em>New AO/SLO or Method</em>, Insufficient time for data collection and entry.</th>
<th>Total Possible Points: 20</th>
</tr>
</thead>
<tbody>
<tr>
<td>20</td>
<td>20</td>
<td>20</td>
<td>20</td>
<td>Score</td>
</tr>
</tbody>
</table>
Accessing Tracdat: https://unt.tracdat.com/tracdat/

For Username, enter your EUID

Enter your password (initially set to meangreen)

- Please note: Your TracDat password does not automatically update when you change your password in the UNT system. You will need to separately change your password in the TracDat system.
### Assessment Unit Planning Summary

<table>
<thead>
<tr>
<th>Expected Outcomes</th>
<th>Assessment Methods</th>
<th>Results</th>
<th>Recommendations</th>
<th>Follow-Up</th>
</tr>
</thead>
<tbody>
<tr>
<td>✔ Sample Outcome #1</td>
<td>1</td>
<td>3</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>✔ Outcome #2: Meta-Analysis</td>
<td>3</td>
<td>5</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>✔ Analytic skills.</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>✔ Outcome #4: Data Analysis</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>✔ Outcome #10</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>✔ Regression graph production and interpretation</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>✔ Outcome #3: Career Development</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>✔ Knowledge of theory</td>
<td>1</td>
<td>3</td>
<td>3</td>
<td>0</td>
</tr>
</tbody>
</table>
How to Change Your Password

Don’t forget to save your changes.
Tracdat Home page

1. Select the unit you want to work with
2. Click on the side tabs to navigate the system
Adding or editing outcomes

1. Select Assessment Unit Planning
2. Click on Plan
3. Click on the arrow next to Expected outcomes to expand the selection
Outcomes

Use the “+” sign to add new outcomes or select the pen/paper logo next to the outcome you wish to edit.
New Expected Outcomes

Insert a short name for the Outcome

Paste or write concise, singular outcome

For Outcome Status:
• The selection of Outcome Status: Active indicates that the outcome is being actively monitored for the time period identified in the schedule. Usually no more than 5 outcomes per unit plan are active for a given year.
• Inactive indicates that the outcome is defined and waiting to be monitored in the future.
• Complete indicates that the outcome has been monitored and will not be monitored again.

Make a selection for Outcome Type. Academic programs generally look at Student Learning Outcomes while Department and Administrative Units generally look at Administrative Outcomes.

Enter a start date for assessment
Leave the end date blank until assessment of the outcome is complete and will not be assessed again.

Don’t forget to save your changes and return
Editing Existing Outcomes

If you need to refine or further specify an existing outcome, Click on the (#1) plan tab, find the particular expected outcome, and select (#2) “Edit icon” for the outcome you want to edit.
Editing Existing Outcomes

From the Sidebar under Assessment Unit Planning, select Plan, then select “edit” next to the outcome you need to change.

(#1) Edit the text and (#2) Save Changes and return.
Assessment methods

Select: 1. Assessment Unit Planning; 2. Plan; 3. Expected Outcomes; 4. Select your outcome; 5. All active assessment methods will populate.

Use the “+” to add a method.

Existing methods can be edited
Means of Assessment

1. Select a category for the method

The method is automatically “active”. Uncheck the box if the method is not being used.

Click “Save Changes” when entry is complete.

2. Describe how the outcome will be assessed, including the title of assessment instrument if applicable

3. State the Criterion - This is a brief statement that identifies the minimum percentage of students attaining a specific minimum performance level for success as measured on the assessment instrument for the SLO. (70% of students will score a minimum of 8 out of 10 points from the rubric) Do not use grades or means (averages). When setting your criterion, keep in mind things you could do to improve the results should you not meet it.

OPTIONAL: Enter the assessment schedule (will you assess annually, every long semester, etc.?)
Add documentation (grading rubric, instructions for the assignment, example test questions, etc.) to Means of Assessment Part One

Add documentation to methods

If the document has already been uploaded, it should appear in your repository. Locate the document and Select “Relate Document”.

If you have not uploaded the document before, use the "+" to add a new document.

*** PDF is the preferred document type***
Add documentation to methods - Part Two

1. Select a folder. If General is the only option, select General.
2. Browse for your documentation.
3. Include a short description.
4. Relate the document.

You can now relate URLs.
Part 2- Results & Recommendations
Results Entry


Sample Outcome #1: The student will perform an regression analysis at proficiency level of 80% from a course assignment in Stats 201.

Outcome #2: Meta-Analysis: Students will be able to conduct meta-analysis which involve regression tree analysis, bivariate analysis, T-test, and Analysis of Variance (ANOVA).

Analytic skills: The student will be able to apply a linear regression analysis for social statistics.

Outcome #4: Data Analysis: Student will demonstrate skills related to regression analysis and present findings from a project.

Course Assignment/Project: Student will create and present a real-world scenario using regression analysis for data driven decision processes.
Results for Programs and Departments

- Enter a description of the Results. For SLOs, include the number of students completing the assessment and the % that met your criterion for success. For AOs, include the total number of those assessed and the % that met your criterion for success.

- Select the Result Type based on the results—Was the Criterion** Met, Not Met, or Inconclusive?

Disaggregate Distance and Off-site data when possible
The Result Date is automatic. You can edit it if needed.

Select the Change Status based on the results.

Click on the Academic Cycle during which the results were collected.

Save Changes and Return.
Adding additional information to Results

Recommendations and documents are added once results have been entered. Use the appropriate green button to add recommendations or documentation of results.
Add documentation to Results

Add Results documentation from the Results side tab.

*** PDF is the preferred document type***

Redact confidential or student ID data
Add documentation to Results

If the document has already been uploaded, it should appear in your repository. Locate the document and Select “Relate Document”

If you have not uploaded the document before, use the "+" to add a new document.

*** PDF is the preferred document type***
Recommendations

• This is the most important area. You have collected your results...
• Now what? Or so what? Close the loops!
• If criterion is met or exceeded for more than one cycle, is it set too low? Or should another method of assessment be implemented to ensure accuracy of findings?
• If no improvement is needed after 2-3 cycles, choose a different objective to assess.
• Avoid “Continue to monitor results” as a recommendation
Recommendations

This text box must be used to explain what the unit plans on doing in light of the results.

“Continue to monitor” is not acceptable.

Click “Save” and “Return” after entry.
Follow Up on last cycle’s recommendations

Add a follow up to recommendations during the last cycle. If a recommendation was made for 2014-2015, a follow up should be entered now.

Sample Outcome #1 The student will perform an regression analysis at proficiency level of 80% from a course assignment in Stats 201.

Directly related to Objective

Course Assignment/Project Students are evaluated from performance in 4 lab settings for regression analysis. Each lab is worth 25 points.

Criterion 80% of Students achieve a minimum of 80% of the points.

Schedule

Change Made (Target Met, Not Met or Inconclusive) | Criterion Met
--- | ---
50 students completed the assessment. 100% scored 80 or above. [more] | 09/07/2011

Recommendations

Recommendation Assess again in 2012. If results are repeated we will establish a different outcome. (09/27/2011)

Follow-Up
Assignment
Adding a Follow-Up

Sample Outcome #1: The student will perform an regression analysis at proficiency level of 80% from a course assignment in Stats 201.

Course Assignment/Project: Students are evaluated for performance in 4 lab settings for regression analysis.
- Each lab is worth 25 points.
- Criterion: 80% of students achieve a minimum of 80% of the points.

Schedule:
- Change Made (Target Met, Not Met or Inconclusive): 09/07/2011

50 students completed the assessment. 100% scored 80 or above.

Recommendation: Assess again in 2012. If results are repeated we will establish a different outcome. (09/27/2011)

* Follow-Up Date: 08/04/2016

Did the program/office implement the recommendation?
Did it have any effect on the outcome? The only time you do not need to do this is if the recommendation was to close the outcome and assess a new outcome.
Running a 4-Column Report

1. Select Reports from the side bar.
2. Click on Standard Reports.
3. Select “Assessment: Assessment Unit Four Column”
Select *Open Report* from the top right of the page.
### Assessment: Assessment Unit Four Column

**UNT Sample - Degree Program Academic Assessment**

**Vision:** The vision for the Sample Program in the Sample College of UNT is to achieve greater visibility in the region as a leader in our discipline and increase enrollment by 20% over the next three years.

**Mission:** The mission of the Sample Department in the Sample College at UNT is to establish and maintain a superior learning environment for the traditional and non-traditional student in the department discipline. Students will be actively engaged in research, coursework, and internships to prepare for a successful career in the community at home and abroad. The program offers mentorship, hands-on applications, and community involvement to guide and enable students as they enhance their skills in real-world applications. Students who graduate from this program will possess readily marketable if not superior quality skills as an entry-level employee.

### Expected Outcomes

| Sample Outcome #1 - The student will perform a regression analysis at proficiency level of 80% from a course assignment in Stats 201. | Course Assignment/Project - Students are evaluated from performance in 4 lab settings for regression analysis. Each lab is worth 25 points. | Change Status: Change Made (Target Met, Not Met or Inconclusive) | Recommendation: Assess again in 2012. If results are repeated we will establish a different outcome. (09/27/2011) |
| Outcome Status: Active | Criterion: 80% of Students achieve a minimum of 80% of the points. | Result Type: Criterion Met | Related Documents: Sample Program Degree Grade Rubric.docx |
| Outcome Type: Student Learning Outcome | Related Documents: Sample Program Degree Grade Rubric.docx | 50 students completed the assessment. 100% scored 80 or above. (09/07/2011) | Comindware |
| Start Date: 09/01/2008 | Related Documents: Sample Program Degree Grade Rubric.docx | Practice excel integrate w tracdat.xlsx | Sample Data Results for SLO 2.docx |

This is an active outcome with the method attached. There are several years of results. All results have evidence attached.
<table>
<thead>
<tr>
<th>Expected Outcomes</th>
<th>Means of Assessment &amp; Criteria / Tasks</th>
<th>Results</th>
<th>Recommendation &amp; Follow-Up</th>
</tr>
</thead>
<tbody>
<tr>
<td>PROGRAM (CAS) 2590 - SOCIOLOGY BA - Outcome 3: Application - Apply theories and methodologies to substantive areas of human social life (e.g., race/ethnicity, gender, family, health, demography, stratification, urbanization, organization, sexuality, disaster response, and religion)</td>
<td>Assessment Method: Graduating seniors take an exit interview exam during which they answer an open ended question asking them to identify three factors that contribute to poverty. (#15)</td>
<td>11/04/2013 - 79.5% of 2012 graduating seniors were able to correctly explain at least two factors that contribute to poverty.</td>
<td>11/04/2013 - The current plan’s expected outcomes have been closed out because they were not singular and were difficult to measure. Going forward, the new SLOs will focus on more singular outcomes that better reflect student learning.</td>
</tr>
<tr>
<td>Outcome Type: Student Learning Outcome</td>
<td>Assessment Method Category: Exit Interview</td>
<td>Result Type: Criterion Met</td>
<td></td>
</tr>
<tr>
<td>Start Date: 09/01/2008</td>
<td>Criterion: 75% of graduating seniors will be able to correctly explain at least two factors that contribute to poverty.</td>
<td>Change Status: Change Recommended (Target Met, Not Met or Inconclusive)</td>
<td></td>
</tr>
<tr>
<td>End Date: 07/02/2013</td>
<td>Related Documents: Exit Interview BA 09.pdf</td>
<td>Related Documents: FALL 2012 Sociology Exit Survey.xlsx</td>
<td></td>
</tr>
<tr>
<td>Outcome Status: Complete</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

This is a completed outcome. It shows one assessment method in column 2. Results for each year are separated by a line in column 3. Column 4 has any recommendations and follow up.
Things to remember:

- IE is about improving or enhancing - not reporting.
- Always run a 4-Column Report after making changes.
- Never delete or overwrite existing outcomes, methods, or results (showing a mature, ongoing process is good).
- Always address your prior recommendations (Follow-up).
- It is ok to not meet your criterion - Just include your plans (actions to take or taken to meet the goal) in the recommendations section.
- The new deadline for Academic and Administrative plans is **October 15th**.
Questions and Wrap Up

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