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**).
Components of Effectiveness

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

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

This is NOT our approach!
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.
- The plan & results should be regularly communicated with the whole department.
All Results, Evidence, Recommendations and Follow up information from the previous Academic Year must be entered by **October 15th**

2017-18 completed IE plans are due **October 15, 2018**.

Any **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 July and continue as needed through September.
Peer Review

1. UNT Peer Reviewers only review your four-column report and its attachments.

2. Your plan is scored against the UNT IE Rubric. Scores range from 0-100. **Plans must score 70 or above to be compliant.**

3. Peer Reviewers review the first 3 active outcomes listed in your 4-column report.

4. Plans that do not have results entered for the year are not scored.

5. The average of all 3 outcomes becomes the plan’s score.
<table>
<thead>
<tr>
<th>10 points</th>
<th>30 points</th>
<th>20 points</th>
<th>40 points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Expected Outcomes</strong></td>
<td><strong>Assessment Methods</strong></td>
<td><strong>Results</strong></td>
<td><strong>Recommendations</strong></td>
</tr>
<tr>
<td>Conduct research and disseminate the results - Departmental faculty will conduct research and disseminate the results.</td>
<td>Participation Rates - For the fiscal year July 1 to June 30, the number of papers submitted for publication in referred publications by tenured and tenure track faculty members will be pulled from the annual faculty activity report and tabulated by the departmental office.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Outcome Status</strong> Active</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Start Date</strong> 09/01/2008</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>End Date</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Required Activities</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Retention - Department will retain its students.</td>
<td>Enrollment Data - On the institutional schedule for reporting retention data to departments and based on institutional definitions of retention, the office of institutional research will provide retention data for the department.</td>
<td>Change Status: No Change</td>
<td></td>
</tr>
<tr>
<td><strong>Outcome Status</strong> Active</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Outcome Type</strong> Administrative</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Outcome</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Start Date</strong> 09/01/2008</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>End Date</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Required Activities</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Scheduling to maximize classroom space - The Department’s scheduling will meet student needs while maximizing use of classroom space.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Assessment: Assessment Unit Four Column

UNT Sample - Department/Division Academic Assessment Unit

<table>
<thead>
<tr>
<th>Expected Outcomes</th>
<th>Assessment Methods</th>
<th>Results</th>
<th>Recommendations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conduct research and disseminate the results - Departmental faculty will conduct research and disseminate the results.</td>
<td>Participation Rates - For the fiscal year July 1 to June 30, the number of papers submitted to for publication in refereed publications by tenured and tenure track faculty members will be pulled from the annual faculty activity report and tabulated by the departmental office.</td>
<td>Change Status: No Change</td>
<td></td>
</tr>
<tr>
<td>Outcome Status: Active</td>
<td>Criterion: An average of two papers will be accepted for publication each year per faculty. Schedule:</td>
<td>Result Type: Criterion Met</td>
<td></td>
</tr>
<tr>
<td>Start Date: 09/01/2008</td>
<td></td>
<td>The data from IT show the retention rate for the department for 2007-2008 was 69%. The criterion was met. (10/03/2017)</td>
<td></td>
</tr>
<tr>
<td>End Date:</td>
<td></td>
<td>Academic Cycle: 2016 - 2017</td>
<td></td>
</tr>
<tr>
<td>Required Activities:</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Retention - Department will retain its students.
Outcome Status: Active
Outcome Type: Administrative Outcome
Start Date: 09/01/2008
End Date: |
Required Activities:

Enrollment Data - On the institutional schedule for reporting retention data to departments and based on institutional definitions of retention, the office of institutional research will provide retention data for the department.
Criterion: The department expects to increase the retention rate of its students by 2% over the previous year's retention rate. 2015-16 rate was 69%.
Schedule:

Change Status: No Change
Result Type: Criterion Met
The data from IT show the retention rate for the department for 2007-2008 was 69%. The criterion was met. (10/03/2017)
Academic Cycle: 2016 - 2017

Scheduling to maximize classroom space - The Department's scheduling will meet student needs while maximizing use of classroom space.

07/10/2017

Generated by Trec Diet, a product of Nuventive
Page 1 of 2
Common Reasons for low TracDat scores (< 70):

• Assessment Method or example not attached

• Evidence of results not attached

• Outcome active for more than a year with no results

• Active Outcome with results entered and no recommendations

• Active Outcome with recommendations from the prior year that have no follow-up information

• Criterion statement is not quantitative
Outcomes statements are the foundation of institutional effectiveness plans.

”What gets tracked and measured, gets accomplished.”

JohnMaxwellTeam.com
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 measurable

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

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**

Students will:

- **“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>
</tr>
<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>
</tr>
<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>Modify</td>
<td>Recommend</td>
<td>Plan</td>
</tr>
<tr>
<td></td>
<td>Discuss</td>
<td></td>
<td></td>
<td></td>
<td>Prepare</td>
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<td></td>
<td>Explain</td>
<td></td>
<td></td>
<td></td>
<td>Produce</td>
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<td></td>
<td>Defend</td>
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<td>Propose</td>
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<tr>
<td></td>
<td>Compare</td>
<td></td>
<td></td>
<td></td>
<td>Develop</td>
</tr>
</tbody>
</table>

From: *The Eberly Center for Teaching Excellence, Carnegie Mellon University*
Things to Keep in Mind:

If your outcomes are assessed in classes that are offered in more than one mode (internet, off-site, 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.
### Rubric: Expected Outcomes

**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 and how are they accomplished
- 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**

<table>
<thead>
<tr>
<th>AO/SLO #1 METHOD</th>
</tr>
</thead>
</table>
| **Method of Assessment**: SLOs 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>
</table>
| **Definition**  | provide useful information but DO NOT directly assess learning.  

- Direct Measures are learning assessment tools. Academic units should use multiple direct measures of learning. Direct measurements are often derived from student course work.  
  * Capstone courses/experiences  
  * Case Studies  
  * Portfolio Assessments  
  * Assessment of Research Papers/Projects with a Standardized Rubric  
  * Licensure Exams and certifications  
  * Internship Evaluations  
  * Written/oral comprehensive exams  
  * Juried reviews of projects, exhibitions, performances  
  * Standardized tests (Major Field Achievement Test, Critical Thinking Ability, Academic Profile, etc.)  

<table>
<thead>
<tr>
<th>AO</th>
<th>SLO: Method is described and is based on a Direct Measure. Document 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>
<th><strong>Total Possible Points: 20</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>5</td>
<td>10</td>
<td>15</td>
<td>15</td>
<td>15</td>
<td>20</td>
<td><strong>SCORE:</strong></td>
</tr>
</tbody>
</table>

A green light to greatness.
Criterion (Performance target)

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>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No quantitative/measureable goals for the desired level of performance have been stated.</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>10</td>
<td>For each active method, a clearly stated quantitative goal for the desired level of performance has been specified.</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 \textbf{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
## 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. No comparison, no evidence attached.</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><strong>Total Possible Points:</strong> 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

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

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

**Follow-up:** What happened with last year’s recommendations?
# 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? What is your plan of action?
- If goal was met, what can you do to continue to raise standards and/or improve? Remember this IE plan needs to demonstrate evidence of improvement.
- 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>
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<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.
1. Select the unit you want to work with

2. Click on the side tabs to navigate the system.
Helpful Hint: First and Last Step

• Run a 4-column report at the beginning and end of your work in TracDat.
• The report reveals areas that need attention
• When your plan is complete for the year, save a copy on your desktop & in the Document Repository for your plan (in case anything is deleted unintentionally in TracDat).
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.

You can filter out completed/inactive outcomes from your report to reduce page length. This helps you focus on only active outcomes.
This is an active outcome with the method attached. There are several years of results. All results have evidence attached.

Look to see if results have been entered for the academic year. This plan has had no results since AY 2010-11.

Look for missing components. This plan is missing a follow-up statement.

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

Recommendation: Thirty minutes of additional instruction focused on standard error and regression analysis with explanatory handouts from Hinkle, "Interpreting Standard Error in Regression Graphics", 2008. Two additional lab assignments for regression analysis will be added to the curriculum. (04/27/2010)

Follow-Up: See 2011 results. Plan implemented and performance improved. (08/05/2011)

Follow-Up: Check exam grades and lab results after mid-term exams. Course instructors report...
<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>
</table>
| **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)** | **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. **(115)**  
**Assessment Method Category:** Exit Interview  
**Criterion:** 75% of graduating seniors will be able to correctly explain at least two factors that contribute to poverty. | **11/04/2013 - 79.5% of 2012 graduating seniors were able to correctly explain at least two factors that contribute to poverty.**  
**Result Type:** Criterion Met  
**Change Status:** Change Recommended (Target Met, Not Met or Inconclusive) | **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.**  
**Related Documents:** FALL 2012 Sociology Exit Survey.xlsx  
| **10/24/2012 - 89.3% of graduating seniors were able to correctly explain at least two factors that contribute to poverty.**  
**Result Type:** Criterion Met  
**Change Status:** Change Recommended (Target Met, Not Met or Inconclusive) | **10/24/2012 - In general, the exit interview items are indirect measures of learning outcomes, and should be replaced by direct measures. It is recommended that the department use relevant items from a revised version of the exit exam (included among the uploaded documents) to assess outcome.**  
**Related Documents:** Exam results 2010-2011  
| **09/07/2011 - 76.8% of 2010-11 graduating seniors were able to correctly explain at least two factors that contribute to poverty.**  
**Result Type:** Criterion Met  
**Change Status:** Change Made (Target Met, Not Met or Inconclusive) | **10/9/2010 - The data from this assessment is collected with graduation packets. It is our concern that students are not taking the assessment method seriously. New assessments are under development by faculty.**  
**Related Documents:** Exam results 2009-10  
| **11/09/2010 - 89.9% of 2009-2010 graduating seniors were able to correctly name 2 factors that contribute to poverty (115).**  
**Result Type:** Criterion Met  
**Change Status:** Change Recommended (Target Met, Not Met or Inconclusive) | **11/02/2009 - 74.7% of 2008-2009 graduating seniors correctly named at least two factors that contribute to poverty.**  
**Related Documents:** Exam results 2009-10.
How do I update information in my 4-column report in TracDat?

Update columns 1 & 2 under the “Plan” option

Update columns 3 & 4 under the “Results” option
How to update:

Column 1 – Outcomes
Adding or editing outcomes

1. Select Assessment Unit Pl(anning)
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.
How to update:

Column 2 – Assessment/Criterion
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.
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***
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
How to update Column 3 - Results & Evidence
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 a regression analysis and present findings from a project.

Course Assignment/Project Student will create and present a real-world scenario using 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***
How to update Column 4 – Recommendations & Follow-up
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.
Differences between a Recommendation and a Follow-up Statement

- **2016-17 Plan**
  - Recommendations for 2017-18 improvement

- **2017-18 Plan**
  - **Recommendations** for 2018-19 improvement
  - **Followup** details how 2016-17 recommendations were implemented

- **2018-19 Plan**
  - Implement the change during 2018-19
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
  - 50 students completed the assessment. 100% scored 80 or above. [more]
- 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 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) 09/07/2011
- Criterion Met

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
* Follow-Up:

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.
Things to remember:

• IE is about improving or enhancing - not reporting.
• IE is not about proving students can perform at a specific, minimal level year after year.
• 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**.
So how does a 4-column report demonstrate IE?

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.
Questions and Wrap Up

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