Institutional Effectiveness (IE)

Institutional Effectiveness is the **systematic** and **ongoing process** of identifying expected outcomes, assessing the extent to which the outcomes are achieved, and providing **evidence of seeking improvement** based on analysis of the results. This process involves **all programs and services** at all levels at UNT.

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).
UNT’s Institutional Effectiveness (IE) plans:

• All degree programs
• All graduate certificates
• Administrative offices
• Student service areas
• General education courses (The Core)*
• Centers & institutes*

430+ IE plans across campus
650+ Nuventive Improve users

*See next slide

The following guidelines are only for the IE plans concerning academic degree programs, graduate certificates, student services and administrative offices.

* Separate guidelines are available for faculty entering data for courses in The Core. Contact adam.wear@unt.edu for more information.

* Separate guidelines are available for Centers & Institutes. Contact elizabeth.voqt@unt.edu for details.
Components of Effectiveness Plans

Five different components of effectiveness plans in Improve:

- Expected outcomes (SLOs/AOs)
- Assessment methods
- Criterion for success (target)
- Data results/analysis with evidence
- Use of Results & Status of Action for seeking improvement

This is NOT our approach!

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 should be responsible for maintaining each administrative plan
- Continuity in assigned faculty/staff is vital for a successful plan.
- The plan & results should be regularly communicated with the whole department.
IE Cycle @ UNT

All Results, Evidence, Use of Results and Implementation Status information from the previous Academic Year must be entered by October 15th.

2018-19 completed IE plans are due October 15, 2019.

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

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

Peer Committees Review the IE reports (for Quality) beginning in November and continuing through April. Scores distributed by email.

Workshops and consultations continue as needed through July to improve scores.

Changes this year

= Expanded help for definitions and instructions

To improve clarity, some terminology has changed in Institutional Effectiveness Plans:

**Column 4**

*Recommendations* has changed to “*Use of Results for Improvement*”

- *Action planned next (formerly called recommendations)* = improvement actions planned the subsequent cycle based on analysis of the results
- *Status of action (formerly called follow-up)* = status of improvement actions entered last year (12 month status update)
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.
Don’t lose points, complete missing information in your plan

Common Reasons for low 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 improvement actions made
- Active Outcome with use of results from the prior year that have no status of action information
- Criterion statement is not quantitative
Here is a fully, completed plan:

Outcomes statements are the foundation of institutional effectiveness plans.

Make your outcomes.....

Meaningful & Measureable
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
- Use compound statements judiciously

**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>
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<td>Construct</td>
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</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 online and face-to-face, attainment of student learning outcomes must be compared by mode.

In addition to outcomes, syallabi 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. (i.e., UNT@Frisco)
Rubric: Expected Outcomes

SLO/AO #1 Name:

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

- SLOs at the department/division level should be designed to support the goals of both the department and the institution. This may be accomplished through 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 monitor the department of the extent to which they are meeting their goals?

SLOs are specific statements that describe the abilities/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/AO is not measurable.</th>
<th>AO/AO is too broad, or appears to be measuring more than one outcome.</th>
<th>AO/AO describes expected outcome but requires refinement of further information.</th>
<th>AO/AO clearly describes a single measurable outcome.</th>
<th>Total Possible Points: 10</th>
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<td>0</td>
<td>5</td>
<td>10</td>
<td>SCORE</td>
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</table>

Assessment Methods

SLOs must be assessed with at least one direct measure:

- How students show you what they have learned
- Assess the extent to which it achieves these outcomes
- 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)
- Performing arts may be more comfortable with qualitative data
Rubric: Method of Assessment

Method of Assessment: SLOs must be assessed with at least one direct method. AO's do not require a direct method. For best practice, select at least two separate methods for measuring AO's and SLOs. It may not be possible to measure AO's in multiple ways in some cases.

• 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**

<table>
<thead>
<tr>
<th>No quantitative/measurable goals for the desired level of performance have been stated.</th>
<th>More than one active method, but not all specify a quantification goal for the desired level of performance.</th>
<th>For each active method, a clearly stated quantitative goal for the desired level of performance has been specified.</th>
<th>Total Possible Points: 10</th>
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<tbody>
<tr>
<td>0</td>
<td>5</td>
<td>10</td>
<td>10</td>
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## Results

Findings from collected data:
- Indicate how the findings compare with the expectation established by the criterion, and compare to previous years.
- 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.
- For AO surveys, list the number of participants.

Data must be collected and analyzed systematically:
- Results must be entered annually
- Evidence or documentation of analysis should be provided
- Artifacts of assessment
- Discuss how improvements are impacting results
Rubric: Results

Use of Results for Improvement:

- 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?
- Provides evidence of seeking improvement based on analysis of the results?

Status of Action:

What happened with last year’s recommendations? Was the improvement plan implemented?
Rubric: Use of Results for Improvement

<table>
<thead>
<tr>
<th>Use of Results for Improvement (formerly recommendations and follow-up)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• The final step is the most crucial: How will you use the results to continue to improve or enhance services/learning? What is the status of last year's recommendations?</td>
</tr>
<tr>
<td>• What are you going to do to make improvements to address areas in which the criteria was not met? What is your next plan of action?</td>
</tr>
<tr>
<td>• If goal was met, what can you do to continue to raise standards and/or improve? How might this be a step towards demonstrating evidence of improvement?</td>
</tr>
<tr>
<td>• If the findings consistently suggest that no improvement is needed, then programs should consider expanding usage of more useful tools, or setting more demanding target levels for existing metrics of measurement.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Criterion Met or Inconclusion: No recommendations/action plan</th>
<th>Criterion Met: No plans to continue to raise standards/imp.</th>
<th>Criterion Met, Not Met, or Inconclusion: Program has identified how they are using the results to continue to improve student learning/performance.</th>
<th><em>New AQ/ISO 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>0</td>
<td>0</td>
<td>10</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Status update for prior recommended improvements provided.</th>
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</thead>
<tbody>
<tr>
<td>Program reports progress from previous year. No action taken.</td>
</tr>
<tr>
<td>Status update for prior recommended improvements provided. Results are identified and used to measure mandated improvement of AQ/ISO.</td>
</tr>
<tr>
<td><em>New AQ/ISO or Method</em>: insufficient time for data collection and entry.</td>
</tr>
<tr>
<td>0</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>No evidence of improvement actions. Please do “Continue improving past year.”</th>
</tr>
</thead>
<tbody>
<tr>
<td>Using the results of the improvement, actions are identified and implemented to achieve success.</td>
</tr>
<tr>
<td>Having met the unit’s goal, the program has developed new strategies and/or raised the criteria to continue to improve.</td>
</tr>
<tr>
<td>Since the findings consistently suggest that no improvement can be made in this area, the program has defined new outcomes to improve.</td>
</tr>
<tr>
<td><em>New AQ/ISO or Method</em>: first year of implementation. Insufficient time for building a baseline, collecting data and analysis. By year two there should be results and improvement actions.</td>
</tr>
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</tbody>
</table>

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Accessing Improve

https://unt.tracdat.com/tracdat/

For Username, enter your EUID

Enter your password (initially set to meangreen)

• Please note: Your Improve password does not automatically update when you change your password in the UNT system. You will need to separately change your password in the Improve system.

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Office of University Accreditation,
tracdat@unt.edu
Improve Home Page

Access your plan(s)

How to Change Your Password

Don't forget to save your changes.
Improve Home page

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 your plan.
- 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 Improve.)
Running a 4-Column Report

1. Select Reports from the side bar. 2. Click on Standard Reports. 3. Select Four Column Improvement Report

You can filter out completed/inactive outcomes from your report to reduce page length. This helps you focus on active outcomes.
What pieces are incomplete?

This is an active outcome with the method attached. There are several years of results. All results have evidence attached.

Make sure your plan has a Status of Action of last year’s improvement plan.

Look to see if results have been entered for the academic year and results attached.

How do I update information in my 4-column report?

Update columns 1 & 2 under the “Plan” option

Update columns 3 & 4 under the “Results” option

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How to update:

Column 1 – Outcomes

Adding or editing outcomes

1. Select Plans and Results
2. Click on Plan
3. Click on the arrow next to Expected outcomes to expand the selection
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.

Don’t forget to save your changes and return

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.
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.

#1

#2

Column 1 – Outcomes

From the Sidebar under Plans and Results, 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. Plans and Results; 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.

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Means of Assessment

1. Select a category for the method

2. Describe how the outcome will be assessed, including the title of the 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”

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

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

Add documentation to methods - Part Two

1. Select a folder. If General is the only option, select General
2. Browse for your documentation & include a short description
3. Save and relate the document

You can relate URLs if you have one (webpage)
How to update Column 3 - Results & Evidence

Results Entry

1. Plans and Results; 2. Results; 3. Select Outcome; 4. Select Method; 5. Add Result.
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.

Disaggregate Distance and Off-site data when appropriate

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

### Results

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

Recommended improvement plans and results evidence/analysis are added once results have been entered. Use the appropriate green button to add planned improvements 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”

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

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

How to update Column 4 –
Use of Results for Improvement & Status of Actions Implemented (over the last 12 months)
Closing the Loops

What can we modify to make positive gains for student attainment or administrative outcomes?

- What will actually improve student learning or administrative efficacy?
- Quality improvement actions
- Excellence beyond the minimum expectations
- How do you demonstrate continuous improvement?

Use of Results

- This is the most important area. You have collected your results...
- Documenting unit is “seeking improvement”
- Now what? Or so what? Close the loops!
- If criterion is met or exceeded for more than one cycle, is it set too low? How are you demonstrating that program is seeking improvement? (SACSCOC requirement)
- If no improvement is needed after 2-3 cycles, choose a different objective to assess.
- Avoid “Continue to monitor results” as a recommendation
Possible Improvement Actions 

based on Analysis

- Curricular
- Pedagogical
- Academic support
- Professional development
- Improve assessment
- Raise criterion

Administrative: Raise criterion, new outcome, change procedures/process to improve efficiency or services

Possible Improvement Actions (academic)

- Create progressively more challenging projects, problems or standards of performance in your program
- Do you use the same level of validity, reliability and empirical research in deciding curricular changes?
- Can you improve future iterations of assessment?
- If you use a high stakes test in your program, is your means of assessment valid?
- Do you have interrater reliability in your assessment?
Use of Results for Improvement

This text box is used to explain what the unit plans on improving after analyzing results.

“Continue to monitor” is not acceptable except in first year of outcome.

Click “Save” and “Return” after entry.

Differences between a Action Planned Next and a Status of Action Statement

- 2017-18 Plan
- 2018-19 Plan
- 2019-20 Plan

Implement the change during 2019-20
Add a status update (follow-up) to actions planned during the last cycle. If an improvement was planned after 2017-18, a status update should be entered now for 2018-19 end of year reporting.

Adding a Status of Action

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 changes & save copy.
- Never delete or overwrite existing outcomes, methods, or results (showing a mature, ongoing process is good).
- Always address your prior improvement plans (status update).
- It is okay to not meet your criterion—Just include your plans (actions to take) in the “next action planned” section.
- The 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 identifying expected outcomes, assessing the extent to which the outcomes are achieved, and providing evidence of seeking improvement based on analysis of the results.
Curriculum Mapping Tool
Map your program's assessment

Benefits: curricular decisions, program review, program accreditation, IE improvement planning

What is it?
• Aligns goals and program outcomes
• Documents what is taught & sequence of curriculum
• Foundation for assessment planning and IE
• Visual tool to show relationship between courses and program learning outcomes
• Scaffolded view of learning (introduction, development and mastery of concepts)

Contact UA to provide resources and support
### Program Learning Outcomes

Graduates will be able to:

- Develop and apply theoretical models that draw from multiple disciplines to solve security threats to sectors
- Conduct advanced big data analysis and visualization using the data from emerging technologies using embedded-sensors & web tracers
- Develop, interpret, and implement social, social, and federated security and computer crime standards, policies and laws
- Derive the social, technical, and legal implications of security and privacy issues

### Courses and Experiences

<table>
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<tr>
<th>Required Courses</th>
<th>Develop &amp; apply theoretical models that draw from multiple disciplines to solve security threats to sectors</th>
<th>Conduct advanced big data analysis and visualization using the data from emerging technologies using embedded-sensors &amp; web tracers</th>
<th>Develop, interpret, and implement social, social, and federated security and computer crime standards, policies and laws</th>
<th>Derive the social, technical, and legal implications of security and privacy issues</th>
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### Elective Courses

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<th>Elective Courses</th>
<th>Develop &amp; apply theoretical models that draw from multiple disciplines to solve security threats to sectors</th>
<th>Conduct advanced big data analysis and visualization using the data from emerging technologies using embedded-sensors &amp; web tracers</th>
<th>Develop, interpret, and implement social, social, and federated security and computer crime standards, policies and laws</th>
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### Questions and Wrap Up

Office of University Accreditation
University of North Texas
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