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
- Graduate certificates
- Administrative offices
- Student service areas
- General education courses (The Core)*
- Centers & institutes*

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430+ IE plans across campus
600+ Nuventive Improve users

*See next slide

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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.vogt@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!

Diet Analogy of Effectiveness

- Set weight goal
- Review healthy weight ranges by height/age
- Get on scale daily
- Record results in log
- Set weekly goal (-2 lbs)

- State strategies to improve weekly progress (reduce calories or carbs, increase activity, etc.)
- Provide an update on how latest strategies worked or didn't work
- Write a summary of results over period of time
- Compare against goal
- Log is your evidence of assessment
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 Status of Improvement Actions information from the previous Academic Year are due by October 15th.

Completed 2019-2020 IE plans are due October 15, 2020 for Fall 2019, Spring 2020 & Summer 2020 data.

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 June to improve scores.
Recent Changes

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)

Recent Changes

Multiple modes of program delivery

- Starting with the 2018-19 review cycle, academic programs taught through more than one delivery mode lost peer review points if data were not disaggregated by mode. Disaggregating data by mode is not a new expectation. However, 2018-19 is the first year points were deducted for failing to do so.
- There is an expectation that analysis and improvements consider performance gaps between modes.
- The 2020 Peer Review Rubric addresses the review of programs with multiple modes of delivery.
Recent Changes

Methods of Assessment

- As a best practice, we recommend that each outcome have two or more methods of assessment. Multiple methods of assessment provide a more comprehensive analysis of the extent outcomes are being achieved.
- Before 2019-2020 peer review cycle, plans lost 5 points for each outcome that did not have at least 2 methods.
- Starting with 2019-2020 peer review cycle, outcomes with more than one method of assessment will receive a 5 point bonus. No points will be deducted for outcomes with a single method of assessment.
- The 2020 peer review rubric has been updated for this change.

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.
### RUBRIC SCORING by COLUMN

<table>
<thead>
<tr>
<th>Expected Outcomes</th>
<th>Assessment Methods</th>
<th>Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use of Improvement Results</td>
<td>RUBRIC SCORING</td>
<td>by COLUMN</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>10 points</th>
<th>30 points</th>
<th>20 points</th>
<th>40 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use of Improvement Results</td>
<td>RUBRIC SCORING</td>
<td>by COLUMN</td>
<td></td>
</tr>
</tbody>
</table>

- **Don’t lose points, complete missing information in your plan**
  - Upload your documents showing your results
  - Follow up on previous year’s planned improvements

#### Action Plan
- Follow up on previous year’s planned improvements
- Don’t lose points, complete missing information in your plan

#### Change Status: Change Mode
- Change Mode: Method
- State the results of the assessment and the total number of students/participants assessed. Compare the results to the outcome’s criteria or target and to last year’s results. Discuss the impact of recent improvements on the results.

**Academic Cycle:** 2018 - 2019

**Related Documents:**
- Task Details Results.docx

**Sample Outcome:** The student will perform an analysis of a project at proficiency level of 80% from a course assignment in Stat 251.
- Outcome Status: Active
- Outcome Type: Student Learning

**Course Assignment Project:**
- Students are evaluated on their performance in a lab setting for representative analysis. Task lab is worth 23 points.

**Change Status:**
- Change Mode: Method
- State the results of the assessment and the total number of students/participants assessed. Compare the results to the outcome’s criteria or target and to last year’s results.

**Academic Cycle:** 2017 - 2018

**Related Documents:**
- Task Details Results.docx

**Don’t lose points, complete missing information in your plan**
- Upload your documents showing your results
- Follow up on previous year’s planned improvements

#### Change Status: Change Mode
- Change Mode: Method
- State the results of the assessment and the total number of students/participants assessed. Compare the results to the outcome’s criteria or target and to last year’s results.

**Academic Cycle:** 2017 - 2018

**Related Documents:**
- Task Details Results.docx

**Don’t lose points, complete missing information in your plan**
- Upload your documents showing your results
- Follow up on previous year’s planned improvements

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**Office of University Accreditation, improve@unt.edu**

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**Institutional Effectiveness Training**

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**September 9, 2020**
Common Reasons for low scores (< 70 points):

- 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:

![Image of completed plan with assessment artifacts and evidence of results and analysis attached]
Outcomes statements are the foundation of institutional effectiveness plans.

**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
- 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

![List of verbs](image)

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, offsite location, face-to-face, etc.), disaggregate your data and compare attainment.

If a degree program can be completed by more than one mode, 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/section
- assessment methods should be similar across modes/sections so data is comparable

Administrative units should use comparison information if services are offered by more than one mode. (i.e., main campus, UNT@Frisco)

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Rubric: Expected Outcomes
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 using qualitative data

Rubric: Method of Assessment

<table>
<thead>
<tr>
<th>Method of Assessment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Direct Methods: Learning assessment tools, students should communicate direct measures</td>
<td>10</td>
</tr>
<tr>
<td>Direct Methods: Learning assessment tools, students should communicate direct measures</td>
<td>15</td>
</tr>
<tr>
<td>Direct Methods: Learning assessment tools, students should communicate direct measures</td>
<td>20</td>
</tr>
<tr>
<td>Indirect Methods: Surveys provide useful information but DO NOT directly measure learning.</td>
<td>0</td>
</tr>
<tr>
<td>Indirect Methods: Surveys provide useful information but DO NOT directly measure learning.</td>
<td>15</td>
</tr>
<tr>
<td>Indirect Methods: Surveys provide useful information but DO NOT directly measure learning.</td>
<td>20</td>
</tr>
<tr>
<td>Indirect Methods: Surveys provide useful information but DO NOT directly measure learning.</td>
<td>25</td>
</tr>
<tr>
<td>Indirect Methods: Surveys provide useful information but DO NOT directly measure learning.</td>
<td>30</td>
</tr>
</tbody>
</table>

Total Possible Points: 20
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:

- Quantitative target/goal
- 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
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
- Disaggregate and discuss data by delivery mode (programs with multiple delivery modes)

Rubric: Results

<table>
<thead>
<tr>
<th>Active outcomes for more than one year, no results.</th>
<th>Results of assessment are stated, results of assessment are not disaggregated if necessary, results of assessment are not stated explicitly.</th>
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<td>15</td>
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</tr>
<tr>
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<td>20</td>
<td>15</td>
<td>10</td>
<td>10</td>
<td>5</td>
<td>5</td>
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Use of Results & Status of Action
(formerly Recommendations & Follow-up)

Use of Results for Improvement:  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?
- 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

Use of Results for Improvement (formerly Recommendations and Follow-up)

<table>
<thead>
<tr>
<th>Use of Results for Improvement (formerly Recommendations and Follow-up)</th>
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Status of Action:

- What happened with last year’s recommendations?
- Was the improvement plan implemented?

Rubric: Use of Results for Improvement

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Status of Action:

- What happened with last year’s recommendations?
- Was the improvement plan implemented?
Accessing Improve
https://unt.improve.nuventive.com

For Username, enter your EUID

Enter your password (initially set to meangreen)

• Please note: Your Improve password is separate from your UNT password. You are able to change your password in the Improve system.

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.
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 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?

**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.
Institutional Effectiveness Training

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.

Office of University Accreditation,
improve@unt.edu
Editing Existing 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.

#### Means of Assessment

1. Select a category for the method

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

3. State theCriterion- 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.
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) but we prefer PDFs of evidence to URLs as websites change often.

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.

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

Disaggregate Distance and Offsite data when appropriate
Sample result statement for a program with multiple modes of delivery:

“100 students were assessed (50 from main campus course sections, 25 from online sections, and 25 from offsite location XYZ). Overall, 75% of all students scored 80 or better on the assessment. The criterion (80% of students score 80 or better) was not met. 76% of main campus students met the criterion, 85% of offsite students met the criterion, and 70% of online students met the criterion. These results are 3% lower than last year’s overall results. We believe students at offsite location XYZ scored higher due to …[provide discussion points]…”

Column 4 Use of Results should then address improvement actions planned in the next academic year to increase learning outcomes for online and main campus students for this outcome.
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***

How to update Column 4 – Use of Results

Improvement Actions Planned Next & 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 how program 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
- Developing plans are not enough, evidence of implementation is needed in the Status of Action
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.

<table>
<thead>
<tr>
<th>Action Planned Next for 2019-20 improvement</th>
<th>Action Planned Next for 2020-21 improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018-19 Plan</td>
<td>Status of Action decisions how 2018-19 plans were implemented</td>
</tr>
<tr>
<td>2019-20 Plan</td>
<td>Implement the change during 2020-21</td>
</tr>
<tr>
<td>2020-21 Plan</td>
<td></td>
</tr>
</tbody>
</table>
Add a status update (follow-up) to actions planned during the last cycle. If an improvement was planned after 2018-19, a status update should be entered now for 2019-20 end of year reporting.

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 ok 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**.

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**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

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Key: "I"=introduced; "R"=Reinforced & developed; "M"=Mastered; "A"=Assessment evidence collected (formative or summative)

<table>
<thead>
<tr>
<th>Courses and Experiences</th>
<th>Program Learning Outcomes</th>
<th>Graduates will be able to...</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Develop &amp; apply theoretical models that draw from multiple disciplines to solve security threats to sectors</td>
<td>Conduct advanced big data analysis &amp; visualization using the data from emerging technologies using embedded sensors &amp; web traces</td>
</tr>
<tr>
<td></td>
<td>Develop, interpret, and administer local, state, and federal security and computer crime standards, policies and laws</td>
<td>Derive the social meanings of trust, identity and risk that occur in sectors</td>
</tr>
</tbody>
</table>

Required Courses:
- CSCE 5550
- COS 5600
- CSCE 5640

Other: Qualifying Oral Exam
Other: Dissertation Proposal Defense
Other: Dissertation Defense
### Program Learning Outcomes

Graduates will be able to...

<table>
<thead>
<tr>
<th>Courses and Experiences</th>
<th>Key: &quot;I&quot;=Introduced, &quot;R&quot;=Reinforced &amp; developed; &quot;M&quot;=Mastered; &quot;A&quot;=Assessment evidence collected (formative or summative)</th>
<th>Never assessed or mastered</th>
<th>No development</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required Courses:</td>
<td>Develop &amp; apply theoretical models that draw from multiple disciplines to solve security threats to sectors</td>
<td>I, A</td>
<td>I</td>
</tr>
<tr>
<td></td>
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<td>I</td>
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<td>Develop, interpret, and administer local, data and federal security and computer crime standards, policies and laws.</td>
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<td>Derive meaning of fracture identity and risk that occur to sectors.</td>
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**Questions and Wrap Up**

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**University of North Texas**

Hurley Administration Building Room 135

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