UNT Guidelines for Institutional Effectiveness (IE) Compliance

- Essentials
- Timeline
- How to use Improve (formerly TracDat)
- Contact Info

Fall 2018

Office of University Accreditation

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

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

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430+ IE plans across campus
650+ Nuventive Improve (formerly TracDat) 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 wendy.watson@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 (TracDat):

- Expected outcomes (SLOs/AOs)
- Assessment methods
- Criterion for success (target)
- Data results/analysis with evidence
- Recommendations & follow-up 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, 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** (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.

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**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

**Assessment: Assessment Unit Four Column**

<table>
<thead>
<tr>
<th>Expected Outcomes</th>
<th>Assessment Methods</th>
<th>Results</th>
<th>Recommendations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal</td>
<td>Research and Disseminate</td>
<td>Participation Rate</td>
<td>For the fiscal year ending [end date], the expected number of students and the number of student credit hours enrolled in the department will be reported.</td>
</tr>
<tr>
<td>Objective 1</td>
<td>Active</td>
<td>Requirement</td>
<td>The department will conduct research and disseminate the results of the study.</td>
</tr>
<tr>
<td>Objective 2</td>
<td>Active</td>
<td>Requirement</td>
<td>The department will conduct research and disseminate the results of the study.</td>
</tr>
<tr>
<td>Objective 3</td>
<td>Active</td>
<td>Requirement</td>
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</tr>
<tr>
<td>Objective 4</td>
<td>Active</td>
<td>Requirement</td>
<td>The department will conduct research and disseminate the results of the study.</td>
</tr>
<tr>
<td>Objective 5</td>
<td>Active</td>
<td>Requirement</td>
<td>The department will conduct research and disseminate the results of the study.</td>
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<tr>
<td>Objective 6</td>
<td>Active</td>
<td>Requirement</td>
<td>The department will conduct research and disseminate the results of the study.</td>
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<tr>
<td>Objective 7</td>
<td>Active</td>
<td>Requirement</td>
<td>The department will conduct research and disseminate the results of the study.</td>
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<tr>
<td>Objective 8</td>
<td>Active</td>
<td>Requirement</td>
<td>The department will conduct research and disseminate the results of the study.</td>
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<tr>
<td>Objective 9</td>
<td>Active</td>
<td>Requirement</td>
<td>The department will conduct research and disseminate the results of the study.</td>
</tr>
<tr>
<td>Objective 10</td>
<td>Active</td>
<td>Requirement</td>
<td>The department will conduct research and disseminate the results of the study.</td>
</tr>
<tr>
<td>Objective 11</td>
<td>Active</td>
<td>Requirement</td>
<td>The department will conduct research and disseminate the results of the study.</td>
</tr>
<tr>
<td>Objective 12</td>
<td>Active</td>
<td>Requirement</td>
<td>The department will conduct research and disseminate the results of the study.</td>
</tr>
<tr>
<td>Objective 13</td>
<td>Active</td>
<td>Requirement</td>
<td>The department will conduct research and disseminate the results of the study.</td>
</tr>
<tr>
<td>Objective 14</td>
<td>Active</td>
<td>Requirement</td>
<td>The department will conduct research and disseminate the results of the study.</td>
</tr>
<tr>
<td>Objective 15</td>
<td>Active</td>
<td>Requirement</td>
<td>The department will conduct research and disseminate the results of the study.</td>
</tr>
<tr>
<td>Objective 16</td>
<td>Active</td>
<td>Requirement</td>
<td>The department will conduct research and disseminate the results of the study.</td>
</tr>
<tr>
<td>Objective 17</td>
<td>Active</td>
<td>Requirement</td>
<td>The department will conduct research and disseminate the results of the study.</td>
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<tr>
<td>Objective 18</td>
<td>Active</td>
<td>Requirement</td>
<td>The department will conduct research and disseminate the results of the study.</td>
</tr>
<tr>
<td>Objective 19</td>
<td>Active</td>
<td>Requirement</td>
<td>The department will conduct research and disseminate the results of the study.</td>
</tr>
<tr>
<td>Objective 20</td>
<td>Active</td>
<td>Requirement</td>
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</tr>
<tr>
<td>Objective 21</td>
<td>Active</td>
<td>Requirement</td>
<td>The department will conduct research and disseminate the results of the study.</td>
</tr>
<tr>
<td>Objective 22</td>
<td>Active</td>
<td>Requirement</td>
<td>The department will conduct research and disseminate the results of the study.</td>
</tr>
<tr>
<td>Objective 23</td>
<td>Active</td>
<td>Requirement</td>
<td>The department will conduct research and disseminate the results of the study.</td>
</tr>
<tr>
<td>Objective 24</td>
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<tr>
<td>Objective 25</td>
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<td>The department will conduct research and disseminate the results of the study.</td>
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<tr>
<td>Objective 26</td>
<td>Active</td>
<td>Requirement</td>
<td>The department will conduct research and disseminate the results of the study.</td>
</tr>
<tr>
<td>Objective 27</td>
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<td>The department will conduct research and disseminate the results of the study.</td>
</tr>
<tr>
<td>Objective 28</td>
<td>Active</td>
<td>Requirement</td>
<td>The department will conduct research and disseminate the results of the study.</td>
</tr>
<tr>
<td>Objective 29</td>
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<td>The department will conduct research and disseminate the results of the study.</td>
</tr>
<tr>
<td>Objective 30</td>
<td>Active</td>
<td>Requirement</td>
<td>The department will conduct research and disseminate the results of the study.</td>
</tr>
</tbody>
</table>

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**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 recommendations
- Active Outcome with recommendations from the prior year that have no follow-up information
- Criterion statement is not quantitative

Here is a fully, completed plan:

Assessment artifacts attached

Evidence of results and analysis attached
Outcomes statements are the foundation of institutional effectiveness plans.

“What gets tracked and measured, gets accomplished.”

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/AO 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>
<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>Argue</td>
<td>Argue</td>
<td>Assemble</td>
</tr>
<tr>
<td>Locate</td>
<td>Identify</td>
<td>Estimate</td>
<td>Assess</td>
<td>Assess</td>
<td>Compose</td>
</tr>
<tr>
<td>Recall</td>
<td>Indicate</td>
<td>Illustrate</td>
<td>Defend</td>
<td>Defend</td>
<td>Create</td>
</tr>
<tr>
<td>Recite</td>
<td>Interpret</td>
<td>Appraise</td>
<td>Estimate</td>
<td>Estimate</td>
<td>Design</td>
</tr>
<tr>
<td>Quote</td>
<td>Organize</td>
<td>Contrast</td>
<td>Judge</td>
<td>Judge</td>
<td>Device</td>
</tr>
<tr>
<td>Quote</td>
<td>Interpret</td>
<td>Criticize</td>
<td>Predict</td>
<td>Predict</td>
<td>Devise</td>
</tr>
<tr>
<td>Label</td>
<td>Describe</td>
<td>Diagnose</td>
<td>Qualify</td>
<td>Qualify</td>
<td>Formulate</td>
</tr>
<tr>
<td>Identify</td>
<td>Construct</td>
<td>Identify</td>
<td>Rate</td>
<td>Rate</td>
<td>Invent</td>
</tr>
<tr>
<td>List</td>
<td>Describe</td>
<td>Classify</td>
<td>Support</td>
<td>Support</td>
<td>Manage</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 online and 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
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
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
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
• Artifacts of assessment

Rubric: Results

<table>
<thead>
<tr>
<th>AO/SLO #1: Results:</th>
<th>0</th>
<th>5</th>
<th>10</th>
<th>15</th>
<th>20</th>
<th>20</th>
<th>Total Possible Points: 20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Active outcome for more than one cycle; no results.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Results of assessment are stated. Results are compared to Plan expectations. Evidence of results is provided.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Results of assessment are Stated. Results are not compared to Plan expectations. No evidence of results is provided.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Results of assessment are Stated. Results are compared to Plan expectations. Evidence of results is provided.</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* 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.
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/AO's be introduced?
- Provides evidence of seeking improvement based on analysis of the results

**Follow-up:** What happened with last year’s recommendations? Was improvement plan implemented?

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**Rubric: Recommendations**

<table>
<thead>
<tr>
<th>Recommendations and Follow-up</th>
<th>Total Possible Points: 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criterion Not Met or Inconclusive: No recommendations.</td>
<td>0</td>
</tr>
<tr>
<td>Criterion Met: No recommendations to continue to raise standards/ improve.</td>
<td>0</td>
</tr>
<tr>
<td>Criterion Met, Not Met, or Inconclusive: Program has identified how they are using the results to continue to improve student learning.</td>
<td>10</td>
</tr>
<tr>
<td>&quot;New AO/SLO or Method&quot;, insufficient time for data collection and entry.</td>
<td>10</td>
</tr>
<tr>
<td>Prior recommendations have not been followed up on.</td>
<td>0</td>
</tr>
<tr>
<td>Program repeats response from previous year. No action taken.</td>
<td>0</td>
</tr>
<tr>
<td>Prior recommendations are followed up on. Results are identified and used to measure continual improvement of AO/SLO.</td>
<td>10</td>
</tr>
<tr>
<td>&quot;New AO/SLO or Method&quot;, insufficient time for data collection and entry.</td>
<td>10</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>Recommendations and Follow-up</th>
<th>Total Possible Points: 20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Using the results of the assessment, additional methods are identified and implemented to achieve success.</td>
<td>20</td>
</tr>
<tr>
<td>Having met the unit's goal, the program has developed new strategies and/or raised the criterion to continue to improve.</td>
<td>20</td>
</tr>
<tr>
<td>Since the findings consistently suggest that no improvement can be made in this area, the program has defined a new outcome to measure.</td>
<td>20</td>
</tr>
<tr>
<td>&quot;New AO/SLO or Method&quot;, insufficient time for data collection and entry.</td>
<td>20</td>
</tr>
<tr>
<td>Score</td>
<td></td>
</tr>
<tr>
<td>-------</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Accessing Improve (formerly TracDat): https://unt.tracdat.com/tracdat/

For Username, enter your EUID

Enter your password (initially set to meangreen)

• Please note: Your Improve/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 Improve/TracDat system.

Improve/TracDat Home Page

Academic Unit Homepage
Improve/Tracdat Home Page

Administrative Unit Homepage

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 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/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”

Title for Academic units:
“Program Info 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.
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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### 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><strong>Column 1: Outcomes</strong></td>
<td><strong>Column 2: Plan</strong></td>
<td><strong>Column 3:</strong></td>
<td><strong>Column 4:</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

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**How to update:**

**Column 1 – Outcomes**
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

Don’t forget to save your changes and return

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.

Leave end date blank while active

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.

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 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***
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


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
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.

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

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?
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? 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?

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
  - Follow-up 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 2016-17, a follow up should be entered now for 2017-18 update.

Example:

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

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 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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