

UT Arlington
Unit Effectiveness Process



Quick Guide to Reporting
Spring 2012 Edition

Welcome to The Quick Guide to Reporting, a supplement to the Unit Effectiveness Process (UEP) [Assessment Handbook](#) aimed at answering the WHO, WHAT, WHEN, WHERE and HOW of assessment reporting at UT Arlington.

WHO should use the Quick Reference Guide? Anyone can use this guide, from those who are new to assessment to those who are veterans of assessment.

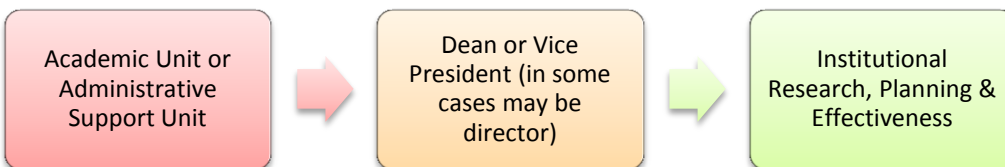
WHAT is the Quick Guide to Reporting? The Quick Guide is a supplement to the Unit Effectiveness Process Handbook. The Quick Guide contains the 2010-2012 assessment cycle calendar, instructions for completing the Biennial Assessment Activity Report (formerly Forms A-C) and the Annual Improvement Update Report (formerly Form D)UEP reporting forms A-D), and references to the UEP Handbook.

WHEN should I use the Quick Guide? You should use the Quick Guide when completing UEP plans and reports.

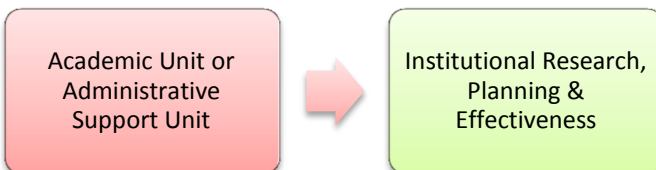
WHERE can I find the Quick Guide, UEP Handbook, OATS and the OATS User Manual? All of these are located on the Office of Institutional Research, Planning and Effectiveness (IRPE) web site at http://www.uta.edu/irp/unit_effectiveness_plans/uep.htm.

HOW do I submit UEP plans and reports? The UEP plans and reports are entered into the OATS database. Complete instructions for using OATS can be found in the OATS User Manual. Completed plans and reports are submitted to IRPE via the database. Submission deadlines are noted on the enclosed UEP cycle calendar and the hierarchy is diagramed below.

Flow chart for UEP Biennial Assessment Activity Report submission (formerly Forms A-C)



Flow chart for UEP Annual Improvement Update Report submission (formerly Form D)



The Quick Guide has been designed as a straight-forward and easily maneuverable tool to assist you in the UEP endeavor. If you need additional assistance, please do not hesitate to call **Rebecca Lewis X2-3365**.

UT Arlington Unit Effectiveness Process Calendar 2012-2014 (Assessment of Academic Year 2012-2013)

Key:

Phase I: Planning

Phase II: Implementation, Assessment & Analysis

Phase III: Improvement

2012

Task (Responsible Party)	Jan	Feb	Mar	Apr	May	Jun	July	Aug	Sept	Oct	Nov	Dec	
Instructions distributed for 2012-14 Assessment Cycle (IRPE)	1/19/12												
Meet with units to answer questions & provide assistance in developing Assessment Plans (IRPE)	Begins 1/19/12					Ends 6/29/12							
1 st Draft Assessment Plan due Deans & VPs (Chairs & Directors)			3/12/12										
Review 1st Draft BAAR Assessment Plans from units and approve (Deans & VPs)			Begins 3/12/12 – Ends 4/13/12										
2 nd Draft Assessment Plans due to IRPE (Unit Appointees)				4/13/12									
Provide units feedback on 2nd Draft of Assessment Plans & requested modifications (IRPE)				Begins 4/13/12 – Ends 6/29/12									
Units modify plans if requested (Unit Appointees)				Begins 4/13/12 – Ends 6/29/12									
Final Version of Assessment Plans due (Unit Appointees)						6/29/12							
Implement Action Steps (Unit Appointees)								Begins 8/23/12					Continues into 2013
Assess Outcomes & collect data (Unit Appointees)								Begins 8/23/12					Continues into
Annual Improvement Update Report due, documenting improvements implemented during academic year 2011-2012 (UEP Contacts)											11/2/12		

2013

Task (Responsible Party)	Jan	Feb	Mar	Apr	May	Jun	July	Aug	Sep	Oct	Nov	Dec	
Continue Implementing Actions steps (Unit)	Ends 5/10/13												
Continue assessing outcomes & collecting data (Unit Appointees)	Ends 8/12/13												
Analyze & review assessment data – Develop recommendations for improvement of programs & services (Unit Appointees)	Begins 1/22/13		Ends 9/20/13										
1 st Draft of assessment results due to Deans & VPs (Chairs & Directors)									9/20/13				
Deans & VPs review assessment results & approve (Deans & VPs)									Begins 9/20/13 – Ends 10/18/13				
2 nd draft of assessment results due to IRPE (Unit Appointees)										10/18/13			
Provide units feedback on 2nd Draft of Assessment results & request modifications (IRPE)										Begins 10/18/13 - Continues 2014			
Units modify assessment results if requested (Unit Appointees)										Begins 10/18/13 - Continues 2014			
Annual Improvement Update Report due, which documents improvements implemented during academic year 2012-13 (UEP Contacts)											11/1/13		

2014

Task (Responsible Party)	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sept	Oct	Nov	Dec
Continue to provide units feedback on 2nd Draft of Assessment results & request modifications (IRPE)	Ends 2/7/14											
Units continue to modify assessment results if requested (Unit Appointees)	Ends 2/7/14											
Final version of Assessment results due to IREPE (UEP contacts)		2/7/14										
Annual Improvement Update Report due, which documents improvements implemented during academic year 2013-14 (UEP Contacts)											11/7/14	

Note: Planning for the 2014-2015 Assessment Cycle will begin January 2014.

Biennial Assessment Activity Report (formerly Forms A-C)

The Biennial Assessment Activity Report (BAAR) is a combination report consisting of the assessment plan and the respective results (formerly Forms A-C). The BAAR is comprised of unit information (i.e. unit contacts and unit mission/purpose statement) (formerly documented on Form A); student competencies or core functions, the assessment plan (formerly documented on Form B) and the results of assessment (formerly documented on Form C). The plan portion serves as the unit's blueprint for conducting assessment; however, it should be written in such a way that is comprehensible to those outside of the unit.

- **A Note about Assessment Planning for Offsite Programs**

The methodology for the offsite program must use the same techniques, tools and student work products as the onsite program for measuring each intended outcome. Further, the results of each intended outcome must be compared to one another to insure that the performance of students in the offsite program is comparable to the performance of students in the onsite program.

The assessment planning and results for any offsite program can be documented in one of two ways, either on the single plan with its onsite counterpart or on separate plan. The current cycle is set-up in accordance with planning preferences from the previous cycle, which is that all offsite assessment plans were contained on the same plan with their onsite counterparts. Please contact IRPE if you would like to establish an independent plan for one or more of your offsite programs. This can be done easily.

The BAAR contains several pieces of pre-loaded information about your unit including the unit name, unit contacts, division/college/school affiliation and degree program. In addition, there should be an appropriate, blank administrative plan or academic plan for each degree/certificate program or unit. Please contact IRPE if there is erroneous information or if we have not included one or more of the unit's degree/certificate programs (via email OATS@uta.edu or 2-5133).

- **A Note about Unit Contacts:** There is not a limit to the number of contacts a unit may have, but the primary contact should be a faculty member or administrator and secondary contact is one who provides support to the primary contact (this person may also be a faculty member/administrator or administrative support). Individuals who are not the primary or secondary contact will be listed as Other Contact in OATS. If contacts information or contacts change, please notify IRPE through OATS. New access to OATS can be requested online using the following link: http://www.uta.edu/irp/unit_effectiveness_plans/OATSaxess.php.

The plan portion of the BAAR requires the following information to be completed by the unit:

- **Unit Mission or Purpose** → See the Handbook for additional information on creating or revision a mission/purpose statement.
- **Student Competencies** → Statements of knowledge, skills, attitudes, behaviors that program majors should be able to demonstrate upon completion of the degree program. See the Handbook for detailed information on choosing and formulating student competencies.

OR

Core Functions → The major responsibilities of the unit. Colleges/Schools would include research, service, development and any others reflecting administrative and support functions. Advising may also be a core function of a college/school if it is not the purview of individual academic units. Core functions can be typically represented in three to five succinct statements. See the Handbook for information on choosing and formulating student competencies.

- **Intended Outcomes** → Student learning outcomes are operational statements of demonstrable skill that students will possess upon completion of a program/course. For UEP purposes, these statements may be the student competencies or preferably, more specific statements derived from the student competencies. See the Handbook for more information about devising intended outcomes. Please note that Academic units no longer have to assess the oral competency and computer literacy Outcomes, see the Handbook for more information.
- **Related Student Competency** → If intended outcome is derived from the student competency. For more information see the Handbook.

OR

Related Core Function and/or Strategic Planning Priority → Administrative units should tie intended outcomes to one of the Core Functions. For more information see the Handbook.

- **Related Strategic Planning Priority** → Administrative units should also tie intended outcomes to a University Planning Priority Strategy when appropriate. For more information see the Handbook.
- **Action Steps to Achieve Intended Outcome** → Action steps specify what the unit will do to facilitate the achievement of the outcome. See the Handbook for more information for outlining action steps.
- **Assessment Methodology** → Describes the planned assessment activity and includes the criteria for success, the timetable for the assessment activity/activities, and the persons responsible (by title, not name) as well as specific duties. At least one direct measure must be used to assess each student learning outcome. See the Handbook for more details on what is to be included in the methodology section of the plan. For offsite programs, see the following page for more specific instructions.

The results portion of the BAAR requires the following information to be completed by the unit:

- **Results of Assessment** → Describes the assessment findings as well as the data collected, including, specifically, a description of the group that was assessed; the size of the sample group assessed; details of the data collected (e.g. the number of articles, the number of references, the number of satisfied responses, etc.); the results obtained and a description of how the unit examined the results.

This section should also provide an interpretation of the results through description of the extent to which the Intended Outcome was achieved (i.e. achieved, not achieved, or partially achieved); description of the person(s)/group that analyzed and interpreted the assessment

results (e.g. assessment committee, department chair, outside consultant, entire staff or faculty of a unit); and an explanation of the meaning of the results.

- **Proposed Improvements, Resources Needed and Timeframe for Implementation** → Describes any improvements the unit is proposing based on the results of assessment. Since proposed changes for improvement are put forth for consideration by Deans, Vice Presidents or other decision-making persons, it is important to include decision factor information, specifically the timeframe for implementation and resources needed to implement the change(s).
- * You are able to add the exact number of outcomes that you need for your plan; however, the literature on good assessment practice recommends that between five to eight outcomes are assessed per degree plan or unit per assessment cycle.
- **BAAR Student Learning Outcome Samples** (sample titles are hyperlinked within the document, click on title to jump to the sample)
 - [Sample 1 – Academic unit, graduate level \(PhD\) student learning outcome – Outcome Not Achieved, No Improvement Proposed](#)
 - [Sample 2 – Academic unit, undergraduate level student learning outcome – Outcome Not Achieved, Improvement Proposed](#)
 - [Sample 3 – Academic unit, graduate level \(MS\) student learning outcome – Outcome Achieved, No Improvement Proposed](#)
 - [Sample 4 – Academic support unit, student learning outcome – Results Inconclusive, Improvements Proposed](#)
 - [Sample 5 – Academic affairs, student learning outcome – Outcome Achieved, No Improvement Proposed](#)
 - [Sample 6 – Academic unit, student learning outcome measured through statistical analysis – Outcome Achieved, Improvement Proposed](#)
 - [Sample 7 – Academic unit, student learning outcome measured through use of a rubric – Outcome Not Achieved, Improvement Proposed](#)
- **BAAR Administrative Outcome Samples** (sample titles are hyperlinked within the document, click on title to jump to the sample)
 - [Sample 8 – College/School, service outcome – Outcome Not Achieved, Improvement Proposed](#)
 - [Sample 9 – Administrative Unit, expanded business opportunities outcome – Outcome Partially Achieved, Improvement Proposed](#)
 - [Sample 10 – Administrative unit, administrative outcome – Outcome Partially Achieved, No Improvement Proposed](#)
 - [Sample 11 – College/School, research outcome – Outcome Achieved, No Improvement Proposed](#)
 - [Sample 12 – Administrative academic support unit, usage/availability outcome – Outcome Achieved, No Improvement Proposed](#)
 - [Sample 13 – College/School, development outcome – Outcome Not Achieved, Improvement Proposed](#)
 - [Sample 14 – Academic Affairs unit, efficiency outcome – Assessment Data Not Available \(and No Longer Relevant\), Improvement Proposed](#)

Note: The information contained in the samples is for illustration purposes only and may not represent actual assessments.

Sample 1 – Academic Unit, Graduate Level (PhD) Student Learning Outcome – Outcome Not Achieved, No Improvement Proposed

UNIT EFFECTIVENESS PROCESS

Assessment Plan & Results Report 2012-2013 Department of English PhD: English

Mission/Purpose Statement

The Undergraduate Program in English offers a wide selection of courses in literature, rhetoric, composition, and literary and cultural theory. The overall purpose of this curriculum is to enable students to understand, critique, and work in teaching, scholarship, writing, or other fields that value strong backgrounds in language, rhetoric, or the study of culture through texts and traditions of discourse. The courses and the scholarships of the faculty contribute to the advancement of knowledge by developing and disseminating significant understandings of literature, literary theory, rhetoric, composition, and the diversity of cultures. On the University level the Department makes particular contributions to the core curriculum (the development of critical thinking and reading and effective writing; and the understanding of literary forms, aesthetic principles, and diversity) and to specific undergraduate programs, including Honors, Humanities, Interdisciplinary Studies, and Women's Studies.

The graduate programs in English offer a wide selection of courses in literature, rhetoric, composition, and literary and cultural theory. The overall purpose of this curriculum is to enable students to understand, critique, and work in teaching, scholarship, writing, or other fields that value strong backgrounds in language, rhetoric, or the study of culture through texts and traditions of discourse. The courses and the scholarships of the faculty contribute to the advancement of knowledge by developing and disseminating significant understandings of literature, literary theory, rhetoric, composition, and the diversity of cultures.

Student Competencies

1. Students completing the Ph.D. in English degree will be able to describe, compare and evaluate an author's works.
2. Students completing the Ph.D. program in English will be able to interpret, analyze and evaluate texts and analyze and be able to critique other interpretations, analyses, and evaluations of the same texts.
3. Students completing the Ph.D. in English will be able to recognize, identify, explain and evaluate literary theories and methodologies.
4. Students completing the Ph.D. degree in English will be able to write clear, correct, coherent, persuasive, and substantial essays.
5. Students completing the Ph.D. degree in English will be able to discover, evaluate, create, and present extended arguments dealing with texts and textuality.
6. Students completing the Ph.D. degree in English will be able to situate literary and other texts in their theoretical, social, political, ideological, or cultural contexts.

Intended Outcome: 1

Students completing the Ph. D. degree in English will be able to situate literary and other texts in their theoretical, social, political, ideological, or cultural contexts.

Related Student Competency:

6. Students completing the Ph.D. degree in English will be able to situate literary and other texts in their theoretical, social, political, ideological, or cultural contexts.

Action Steps

The Department will offer a variety of courses in which students will be taught literature and rhetorical topics in their cultural, historical, social, theoretical, gender, and ideological contexts. Each student's academic work will be carried out under the direction of a Ph. D. committee and will culminate in comprehensive examinations and a dissertation and defense.

Methodology and Criteria for Success

The Graduate Studies Committee will develop a rubric to be used by the Chair of the candidate's Ph. D. committee to assess the candidate's ability to explore the relevant contexts of literary and other texts based on student responses of the comprehensive, qualifying exams. 90% of the students will be able to successfully demonstrate competence in the skills and knowledge measured by the rubric by earning three out of five points in each of its areas. Rubric included as an attachment to this plan. Assessment will take place during Fall and Spring semesters.

Result of Assessment

Outcome not achieved. The assessment included four doctoral students who passed their comprehensive exams in 20XX-20XX. One of the four students received less than acceptable ratings in the two categories of this outcome that dealt with criticism and theory and their application. The other students received superior comments in all of these categories. Because of the small size of the sample, one student failing to meet the requirement meant only 75% rather than the expected 90% met the standards.

Because three of the students were assessed as superior in each of the categories, we do not think there is a systemic problem. No improvements suggested at this time.

Sample 2 – Academic Unit, Undergraduate Level Student Learning Outcome – Outcome Not Achieved, Improvement Proposed

UNIT EFFECTIVENESS PROCESS

Assessment Plan & Results Report 20XX-20XX

Department of Philosophy

BA : Philosophy

Mission/Purpose Statement

The mission of the Department of Philosophy and Humanities is to support learning and scholarship in philosophy, classics, and the humanities — at all levels within the University and in the wider community — through offering degree programs and general-education and elective courses, through the active participation in research and scholarship by the faculty and students, and through professional service to the University and the community at large. The Department aims to inculcate logically rigorous and finely styled modes of thought and expression and to turn these to use in the pursuit of knowledge, ethical orientation, and historical understanding — thereby making integral contributions to the University and the College, whose missions place high premiums on knowledge, academic excellence, respect, and value. The Department is committed to a program of research and publication as a primary part of its mission. Such scholarship is seen as crucial to university-level teaching and must be such that it assures currency and depth of background in the areas in which the faculty teach. Teaching is conceived as the implementation of learning by scholars of all levels — undergraduate, graduate, and faculty — who are engaged in a common scholarly enterprise: the understanding and communication of the facts and methods of the field and their synthesis into consistent and coherent theoretical positions.

Student Competencies

1. Construct, and critically assess, complex philosophical arguments.

2. Demonstrate an understanding of the central figures and main problems in the history of philosophy, together with an understanding of the central figures and main problems in several of the “systematic” areas of philosophy – such as: ethics, metaphysics, epistemology, etc.
 3. Display knowledge of philosophical methods of analysis
 4. Read a philosophical text with care and comprehension.
 5. Write clear, effective, and thoughtful philosophical prose.
 6. Demonstrate proficiency in discipline-specific computer skills deemed necessary to completing successfully the philosophy degree.
-

Intended Outcome: 1

Philosophy majors completing the 3000- and 4000-level philosophy courses will demonstrate the ability to construct and assess a complex philosophical argument.

Related Student Competency:

1. Construct and critically assess complex philosophical arguments.

Action Steps

The Chair of the Departmental Planning Committee will encourage philosophy faculty teaching the 3000- and 4000-level PHIL courses to review the competencies that philosophy students are to acquire and make sure that the skill sets relevant to those competencies—including the ability to construct and critically assess complex philosophical arguments—are being taught/modeled in those courses, where possible.

Methodology and Criteria for Success

During the 2010-2011 academic year, student work for these courses will be scored by the instructor using an assessment instrument that allows the instructor to rate the relevant items of student work along a number of dimensions (understanding of argument, appropriate level of complexity, formal correctness,...) using a uniform rating scale. An overall performance rating for each piece of work will then be calculated and recorded; average student performance ratings on each of the component dimensions will also be calculated. A successful outcome will be 80% of the philosophy majors who complete the 3000- and 4000-level courses in philosophy receiving an overall score of at least '3' (on a five-point scale) on the assessed written work for these courses. The chair of the Departmental Planning Committee will be responsible for analyzing the assessment data generated by this outcome.

Result of Assessment

Our intended outcome was that 80% of 3000 and 4000 level students would be able to construct and critically assess a complex philosophical argument.

Eighty-four (84) junior and senior level students in PHIL 3317, 3330, 4385, and 4386 comprised the sample population. Final papers for each course were assessed using an instrument that allowed the instructor to rate the relevant items of student work along a number of dimensions (understanding of arguments, appropriate level of complexity, formal correctness, etc.) using a uniform rating scale.

An overall performance rating for each piece of work was evaluated and then calculated and recorded. Average student performance ratings on each of the component dimensions were also calculated.

Overall ratings indicated that only 76% of students completing the 3000- and 4000-level courses under consideration performed adequately on the written work assessed in these courses (i.e., received at least a '3' on the five-point scale). Ratings on individual component dimensions did not reveal any particular pattern of performance.

Subsequent discussions with the instructors involved with each course suggest that there is a high correlation between being a student who performed less than adequately and being a student who rarely attended class.

Proposed Change(s)

Based on discussion with faculty, the Department is instituting a department-wide attendance requirement for students taking the 3000- and 4000-level PHIL courses.

Resources Needed: No resources are needed to implement this improvement.

Timeline: This improvement will go into effect in the next academic year (20XX-20XX).

Sample 3 – Academic Unit, Graduate Level (MS) Student Learning Outcome – Outcome Achieved, No Improvement Proposed



Assessment Plan & Results Report 20XX-20XX
Department of Environmental and Earth Sciences
 MS : Environmental and Earth Sciences

Mission/Purpose Statement

The Environmental and Earth Sciences program provides graduate students an integrated, multidisciplinary education, through degree program requiring a breadth of understanding and mastery of a spectrum of scientific and engineering principles. The program provides students who have earned engineering or science undergraduate degrees a common ground for interdisciplinary communication, an understanding of the environment, and competence in a discipline that will enable him or her to evaluate and solve complex environmental problems.

Student Competencies

1. Knowledge of scientific and engineering principles from a range of disciplines relevant to the environment.
2. Ability to apply knowledge of science and engineering principles to analyzing and solving problems.
3. Ability to analyze, synthesize, and summarize in writing, concepts and evidence related in science and engineering literature.
4. Ability to communicate technical information to other environmental professionals from diverse disciplinary backgrounds.

Intended Outcome: 1

Graduate students will demonstrate a breadth of knowledge of scientific and engineering across multiple disciplines.

Related Student Competency:

1. Knowledge of scientific and engineering principles from a range of disciplines relevant to the environment.

Action Steps

Graduate students will take a number of elective and required core courses from five academic disciplines in which discipline-specific knowledge will be presented. Each student's major advisor and supervisory committee will guide the student through a program of coursework that assures their exposure to all aspects of environmental sciences.

Methodology and Criteria for Success

Embedded questions in written exams given in selected core and elective courses will be used to

assess the extent of students' knowledge of a range of scientific and engineering principles. Each question will be scored on a four point scale indicating excellent, good, fair, or poor mastery of knowledge. Success will be judged if 80% of questions are scored as displaying excellent or good mastery of knowledge. Assessment will begin in fall 20XX and continue until spring 20XX. Responsible persons are the Program Director and course instructors. The student's general knowledge of environmental sciences will be assessed by a final oral examination conducted by their Master's supervisory committee under the auspices of the program's Graduate Advisor. After completion of the examination, members of the supervisory committee will confer and decide whether the student has demonstrated sufficient knowledge of the field to (1) pass the examination, (2) require further assigned study after which they may retake the examination, or (3) have not acquired enough knowledge of the field to warrant continuation in the degree program. Success will be judged if at least 85% of students pass the examination. Assessment will begin in fall 20XX and continue until spring 20XX. Responsible persons are the Program Director, Graduate Advisor, and program faculty.

Result of Assessment

A total of 19 graduate students taking core and elective courses in the program were assessed through embedded written questions in exams. Using a rubric, answers were rated excellent, good, fair or poor. Depending on the course 96-100% of questions were rated excellent or good. Additionally all three MS students who took the MS comprehensive examination passed. The outcome is considered achieved because the specified rate of 80% was exceeded.

Sample 4 – Academic Support Unit, Student Learning Outcome – Results Inconclusive, Improvements Proposed



Assessment Plan & Results Report 20XX-20XX Department of Library

Mission/Purpose Statement

The mission of the University of Texas at Arlington Library is to foster and promote quality learning, teaching and research for the university and its communities.

To support this mission, the Library:

- Acquires and organizes scholarly information
- Plans and creates welcoming physical and virtual spaces
- Employs and maintains leading edge technology to make information access easy and convenient
- Teaches information literacy and research skills to students and faculty
- Collaborates with stakeholders to advance the mission of the university
- Hires and develops knowledgeable staff

Student Competencies

1. ACRL's Information Literacy Competency Standards available at:
<http://www.ala.org/ala/acrl/acrlstandards.pdf>

Intended Outcome: 1

Students will critically evaluate information sources in order to select those that meet assignment requirements.

Related Student Competency:

ACRL Information Literacy Competency Standard 3.2
The information literate student articulates and applies initial criteria for evaluating both the information and its sources.

Action Steps

In class resource evaluation activity and discussion
Hands-on research workshop
Research journal

Methodology and Criteria for Success

Both the students' final self-change project and their research journals will be used to assess whether the students met the learning outcomes. The self-change project requires students to monitor and modify an academically problematic behavior and document the process in the form of a research report which includes both scholarly and popular information sources. The research journal will ask students to articulate their research topic, keywords, research tool selection, search strategies, and source summaries with citation.

The self-change project and the research journal will be assessed using the attached rubric. The measurements in black print indicate assessment of the self-change project. The measurements in red print indicate assessment of the research journal.

The research journal entry being assessed for this outcome is that which deals with source summary with citation. The element of the self-change project assessed for this outcome is the reference list.

Criteria:

This learning outcome will be successfully met if at least 75% of the sample receives at least 2 points in accordance with the assessment rubric for learning outcome #1.

The library instruction sessions will be determined successful if at least 75% of the sample receives between 8 and 12 points in accordance with the assessment rubric for learning outcomes #1 - #4.

Timetable:

The students' self-change projects and research journals will be assessed the week following the project's due date during both the Fall and Spring semesters of AY XX-XX.

Responsible Persons:

Library staff involved with the course sections' library instruction.

Result of Assessment

1.54% of the sampled population achieved the outcome to a satisfactory degree.

A random sample of 10% of EDUC 1302 students were assessed (26 out of 250).

Approximately 13% fewer students achieved SLO #3 than what is established as a bar for success. There are two predominant causes for this.

1. Several students within the sample did not complete the journal entry (data collection tool) needed to assess whether or not the SLO was achieved.
2. Several students did not complete the reference list needed to assess whether or not the SLO was achieved.

Proposed Change(s)

Based on the challenges indicated above, the data collection tool for SLO #3 will be adjusted.

Data collection tool:

Students will be asked to work in groups to complete annotated bibliographies about their project topic. The annotations will indicate whether the source is scholarly or popular; how it is relevant to their topic; the sources strengths and weaknesses; and any information that is still necessary to find. Students will be encouraged, although not required, to meet with library staff prior to turning in the bibliography.

We will continue to assess a sample of the reference lists turned in with the students' self change projects.

Resources Needed: Librarian time will be needed to implement the changes – 10 hours, which equals \$240.00.

Timeline: The changes will be complete prior to the July 18th and will be implemented in Fall 20XX.

Sample 5 – Academic Affairs, Student Learning Outcome – Outcome Achieved, No Improvement Proposed



Assessment Plan & Results Report 20XX-20XX
Department of Counseling Services

Mission/Purpose Statement

The mission of Counseling Services is to foster students' personal, academic and career development by providing counseling, outreach, and consultation services that facilitate personal adjustment, prevent distress, and help remediate problems.

Student Competencies

1. N/A
-

Intended Outcome: 1

Student will be knowledgeable of the QPR (Question, Persuade, Refer) method of suicide prevention.

Related Student Competency:

1. N/A

Action Steps

Counseling Services will conduct QPR (Question, Persuade, Refer) Suicide Prevention "Gatekeeper Training" with student leaders.

Methodology and Criteria for Success

A test will be conducted to evaluate knowledge of the QPR method of suicide prevention. All participants (25 of them) must score 70% or better on the test for the outcome to be considered achieved.

Responsible Person: All Counselors will participate in the training and data collection related to QPR

Timetable: September 20XX

Result of Assessment

A survey post test was conducted to evaluate participants' knowledge of the training. All students completing the training scored 90% or higher on the post test indicating basic knowledge of suicide prevention.

Sample 6 – Academic Unit, Student Learning Outcome Measured Through Statistical Analysis – Outcome Achieved, Improvement Proposed



Assessment Plan & Results Report 20XX-20XX
Department of Modern Languages
BA : French; BA : German; BA : Russian; BA : Spanish

Mission/Purpose Statement

The Department of Modern Languages instructs student in language and cultures different from their own so that they will be prepared to effectively participate in our global society. Majors who graduate from the Department of Modern Languages have proficiency in understanding, reading, speaking and writing the language of their major. In addition, they have attained basic comprehension and communication skills in one of the languages offered by the department, as well as a heightened awareness of cultural difference and concerns. Students pursue their goals guided and challenged by a faculty dedicated to the highest standards of teaching, research and service.

Articulation of how the Department of Modern Languages relates to the University's mission:

As one of the many academic components of the University, the Department of Modern Languages supports the University mission by offering degree programs and core classes that help instill in students a sense of mutual respect, diversity of opinion, and social responsibility. In addition, the Department of Modern Languages fosters a student-centered atmosphere in which discussions and exchanges of ideas are central to the classroom experience. The pursuit of knowledge, truth, and excellence is exemplified by the continuous active participation in research by the faculty, who in turn, transmit to their students the values of inquisitiveness, rigorous intellectual analysis, and sensitivity so essential to the community at-large.

Student Competencies

1. Will have proficiency in understanding, reading, speaking and writing the language of their major.
 2. Will have attained basic comprehension and communication skills in one of the languages offered by the department.
 3. Will have a heightened awareness of cultural differences.
-

Intended Outcome: 1

Oral Competency - Students in advanced conversation courses in [French, German, Russian, Spanish] will demonstrate proficiency in and improvement of individual sound production in the target language.

Related Student Competency:

1. Will have proficiency in understanding, reading, speaking and writing the language of the major.

Action Steps

Students will be provided with phonetic instruction focusing on point, place and manner of articulation of a particular set of phonemes and allophones deemed as problematic for non-native speakers of the target language.

Methodology and Criteria for Success

Course instructors will evaluate student pronunciation of allophones through the use of a pre-/post-test in target language pronunciation during AY 10-11. Individual language sections will develop the assessment instrument used to collect the data. Allophones will be scored using a 3 point scale: 3 = correct target language sound; 1 = incorrect target language sound. A score of two indicates that the subject made an incorrect attempt or approximation of the correct target sound. Data from language classes will be scored by the teacher and submitted to the Chair of the Department who will analyze the results using SPSS. Matched group T-test analyses will be calculated in order to determine statistically significant changes in target language pronunciation from the beginning to the end of the semester. The results of the analysis will determine whether or not changes in scores from the beginning to the end of the semester are statistically significant at the $p < .05$ level. Collection of these data will depend on course offerings, which vary among language sections.

Result of Assessment

Students in French, German and Spanish evidenced statistically significant gains in their pronunciation of a select set of target language sounds. A matched group t-test analysis for repeated measures demonstrated that subject pronunciation of particular sounds improved over the course of the semester ($p < .05$).

Proposed Change(s)

Although students evidenced statistically significant improvement in target language pronunciation over the course of 16 weeks, we intend on complementing course curricula in conversation with additional phonetic instruction in order to evidence more marked improvement in subject pronunciation of the target language. In addition, we would like to include Russian and perhaps Chinese in the next cycle of this process. Furthermore, faculty indicated there was some difficulty juggling course content (e.g., grammar, speaking, listening, etc.) and formal instruction in target language pronunciation. Faculty members who are slated to teach conversation courses during the next cycle will determine necessary curricular changes so that both course content and formal instruction in target language pronunciation can be easily covered during the course of the semester.

Resources Needed: The only resources that are needed are faculty time to revise the conversation class curricula in German, French, Russian, Spanish and Chinese. We estimate that 5 faculty members (one section of conversation per language) will need approximately 4 hours in order to: 1) develop the instrument for testing subject pronunciation at the beginning and once again at the end of the semester; 2) assess subject pronunciation of particular target language sounds on both the pretest and posttest; 3) design instructional methods for teaching phonemic and allophonic differences of target language sounds. Using an estimate of \$50.00 per hour for faculty time, it will cost approximately \$1000.00 (5 faculty members x \$250.00) to implement this improvement.

Timeline: Faculty members scheduled to teach conversation courses in French, German, Russian, Spanish and Chinese, will meet during the fall, 20XX semester in order to plan for conversation courses to be taught during the spring, 20XX semester.

Sample 7 – Academic Unit, Student Learning Outcome Measured Through Use of a Rubric – Outcome Not Achieved, Improvement Proposed

UNIT EFFECTIVENESS PROCESS

Assessment Plan & Results Report 20XX-20XX

Department of Music

BM : Music

Mission/Purpose Statement

The art of music holds a prominent place in the noble quest to enrich and improve life through the creative arts. The desire to experience music and to express oneself through it is basic and universal. The mission of the Music Department is to further the quest for artistic enrichment and to nurture beauty, knowledge, and excellence through studying and experiencing the science and art of music.

Student Competencies

1. Students will demonstrate proficiency in oral communication.
 2. Students majoring in music will have demonstrable computer skills.
 3. Students will demonstrate competency in various areas of theory.
 4. Students will demonstrate musical competency appropriate to their major instrument.
 5. Jazz Studies majors will demonstrate the ability to improvise over standard functional jazz harmony.
 6. Students will be able to synthesize various disciplines in their musical education.
-

Intended Outcome: 1

Jazz Studies majors will demonstrate the ability to improvise over standard functional jazz harmony.

Related Student Competency:

5. Jazz Studies majors will demonstrate the ability to improvise over standard functional jazz harmony.

Action Steps

Students will take Jazz Improvisation 2 (MUSI 3225)

Methodology and Criteria for Success

At the conclusion of MUSI 3225 (Jazz Improvisation 2), students will take a performance-based barrier exam that requires demonstration of the practical application of stylistically appropriate rhythmic, harmonic and melodic jazz vocabulary. Jazz faculty will administer the exam.

The outcome will be considered achieved if 80% of students demonstrate satisfactory ability to improvise.

The jazz studies area coordinator will collect, analyze and report the data.

Result of Assessment

Jazz studies majors were tested on their ability to perform with stylistically appropriate rhythmic, harmonic and melodic jazz vocabulary. A total of 7 jazz majors, comprising half the total jazz major population (3 sophomore, 2 senior, 2 junior) were tested at the conclusion of their second semester jazz improvisation class (MUSI 3226).

Jazz scales were tested with a 95% success rate.

Improvisation over two jazz standards from a predetermined list was tested with a 71.4% success rate.

Proposed Change(s)

The jazz area proposes to implement a laboratory component to the jazz improvisation sequence. The lab will be taught by the jazz area's graduate teaching assistant each semester and will be required of students enrolled in the jazz improvisation courses (MUSI 33225 Improvisation I and MUSI 3226 Improvisation II).

Resources Needed: The current electronic music laboratory room will require a dedicated cabinet containing an audio system (LP record player, CD player, stereo amplifier, and speakers), a computer equipped with jazz practice software ["SmartMusic", "Transcribe!"], a SuperScope CD Recording system, and a complete set of Jamey Aebersold play-along books. The cost of this upgrade is \$5000.00.

Timeline: When funds become available.

Sample 8 – College/School, Service Outcome – Outcome Not Achieved, Improvements Proposed



**Assessment Plan & Results Report 20XX-20XX
College of Nursing**

Mission/Purpose Statement

As an integral component of the University of Texas at Arlington, the School of Nursing subscribes to the mission of the University. Additionally, the School of Nursing seeks to provide quality health care for the people of Texas through excellence in education, scholarship and service.

Core Functions

1. UTA PPIII. Enhance The University of Texas at Arlington’s research, scholarly, and creative capacity.
 2. UTA PPV. Promote The University of Texas at Arlington as an internationally recognized comprehensive research university.
 3. UTA PPVI. Build external collaborations and partnerships which contribute to economic, social and cultural development.
 4. CF 1: Promote UTA as an institution to meet lifelong learning needs.
-

Intended Outcome: 1

Increase the number of programs and participants in the Rural Health Outreach Program (RHOP).

Related Core Function

1. Promote UTA as an institution to meet lifelong learning needs.

Related Institutional Priority/Goal :

Action Steps

Market (i.e. brochures, mailers, etc) programs to health care groups in rural areas of Texas; Seek funding from Office of Rural Community Affairs (ORCA) to support program development and delivery in the rural areas

Methodology and Criteria for Success

The Director of RHOP will track the number of programs an participants. For the outcome to be considered achieved, there must be a 10% increase in the number of programs and participants over the previous years programs and participants.

The number of new programs and participaion rate will be tracked from September 1, 20XX – July 31, 20XX.

Result of Assessment

There was no increase, rather a 16% decrease in the number of programs presented and a 44% decrease in the number of participants from the previous academic year. The outcome was not achieved.

Speaker fees were increased from \$50.00 to \$100.00 per teaching hour prior to the 20XX-20XX academic year, which coincides with the continued and significant decrease in program requests. Further, increasing budget constraints in rural health care facilities restrict program requests to ORCA-funded programs that absorb the bulk of expenses, significantly reducing the participant registration fee.

In addition, there have been an increased number of programs held in more rural/frontier sites, greatly decreasing the average number of attendees.

Proposed Change(s): Decrease speaker fees to the original \$50.00 per teaching hour. Instability of budget and staffing issues in rural health care may prevent an increase in the number of health care providers released to attend education programs, thus we do not have a proposed improvement for increasing participation.

Increase visibility of the RHOP program through new and existing rural health care facility site visits.

Exhibit at a minimum of two rural conference sites each year

Resources Needed: Increased funding of \$1500.00 to supplement decreased speaker fees.

Timeline: The proposed changed is to be implemented in Fall 20XX.

Sample 9 – Administrative Unit, Expanded Business Opportunities Outcome – Outcome Partially Achieved, Improvement Proposed

UNIT EFFECTIVENESS PROCESS

Assessment Plan & Results Report 20XX-20XX Division of Enterprise Development

Mission/Purpose Statement

The mission of the UTA Division for Enterprise Development is to identify, create and support lifelong learning opportunities through quality programs that are timely, capitalize on University expertise and address educational needs that make our constituency more employable, ensure that life enrichment training is accessible and that our employers meet their operational goals.

Core Functions

1. Facilitate the extended relationship of the University with external communities and to initiate public service and outreach partnerships.
2. Contribute to the social, economic and cultural well-being of the citizens of Texas.
3. Provide programs of quality that meet the needs of diverse constituencies.
4. Provide educational access to under-served populations

Intended Outcome: 1

Continuing Education will experience expanded business opportunities.

Related Core Function

Related Institutional Priority/Goal : VI

Build external collaborations and partnerships which contribute to economic, social, and cultural development.

Action Steps

Establish a cooperative alliance among the UT System's Continuing Education components allowing for collaborative efforts for new business opportunities.

Methodology and Criteria for Success

CE Director will determine success based on a collaboration of two or more components in a minimum of three new business ventures. AY XX-XX will be assessed.

Result of Assessment

This outcome was partially achieved. We collaborated with UTEP on business opportunities in healthcare training. We established an informal telephone network wherein we discussed and shared ideas on the network, licenses, and profitability benchmarks.

Proposed Change(s): Partner with all other university components to offer training classes at their sites should DED become an OSHA Education Center.

Resources Needed: One time funding of \$4500 to support enhanced course offerings.

Timeline: The proposed changed is to be implemented in Spring 20XX.

Sample 10 – Administrative Unit, Administrative Outcome – Partially Achieved, No Improvements



Assessment Plan & Results Report 20XX-20XX Alumni Association

Mission/Purpose Statement

The UT Arlington Alumni Association serves as valued supporters and advocates of the University. Through a wide variety of programs and services, alumni provide a link among former students, current students, the University and the community.

Core Functions

1. Through a wide variety of programs and services, the alumni association provides a link among former students, current students, the University and the community.
-

Intended Outcome: 1

Awareness of the Alumni Association will increase.

Related Core Function

Related Institutional Priority/Goal : V

Promote The University of Texas at Arlington as an internationally recognized comprehensive research university.

Related Institutional Priority/Goal : VI

Build external collaborations and partnerships which contribute to economic, social, and cultural development.

Action Steps

1. Participation at more university and community events.
2. More communication with current students and alumni.

Assistant Director for Membership is working to provide a monthly web-based, e-newsletter to all alumni to increase awareness of the organization and promote great UT Arlington news and events.

Executive Director and Assistant Director for Membership are making a coordinated effort to be more visible on campus and at events. Created banners to use at events for sponsorships, working Texas Rangers gate for memberships, participating at orientation and graduation, and many others. Success: visibility on and off campus, which equates to increased membership and participation in the Association (30% increase in donations & memberships and 50% increase in volunteers-by the end of fiscal year 20XX).

Executive Director and Alumni Board purchased the first Alumni Center Fall 20XX. Using the building for events, meetings and graduation to provide familiarity for the organization. Executive Director working with Student Activities to use building for MavsMeet and continuing to offer building for university use. Work with university administrators to promote building on campus as well as alumni to hold chapter and/or club.

Methodology and Criteria for Success

The assessment will be made by measuring the number of individuals that request to receive information and/or the e-newsletter from the previous year to the next as well as measuring the number of donations and volunteers. The Executive Director and Assistance Director for Membership and Marketing will tally subscriptions as well as the numbers of donations and volunteers and make respective comparisons. The outcome will be considered successful if the following:

- a. 2000 additional voluntary subscribers to the e-newsletter by the end of Summer 20XX.
- b. 30% increase in donations over the previous year by September 20XX.
- c. 50% increase in volunteers over the previous year by September 20XX.

Result of Assessment

Awareness of the Alumni Association was achieved. The Out of the Blue alumni e-newsletter was released September 20XX. To date there are 21,000 subscribers, with 2300 new subscribers during academic year 20XX-XX. This number is well over the 2000 projected for the e-newsletter.

With the increased exposure, the goal of 30% increase in donations and memberships was exceeded. The increase was approximately 113%.

The number of additional volunteers only increased slightly (about 10%). However, the volunteer Alumni Board became much more involved. Twelve attended events were conducted this year compared to the 6 from the previous year. In retrospect, the outcome should have focused on increased volunteer board activity as more involved volunteers are much more important to the organization than absolute numbers of volunteers.

Although we only partially achieved the outcome as originally stated, the results of assessment exceeded our expectations and we do not feel improvements are necessary at this time. We will continue our efforts as we did in AY XX-XX.

Sample 11 – College/School, Research Outcome - Outcome Achieved, No Improvement Proposed



Assessment Plan & Results Report 20XX-20XX
College of Engineering

Mission/Purpose Statement

The mission of the College of Engineering is 1. To produce high-quality engineering graduates at the baccalaureate, master and doctoral level, 2. To perform research in the various technical disciplines comprising the diverse fields of engineering, and 3. To provide service to the engineering profession by providing opportunities for continuing education and through faculty involvement in professional societies, consulting, and interaction with industry.

Core Functions

1. Academic: Prepare high quality, high demand graduates in the engineering disciplines addressing workforce needs of industry, government, and academe while preparing students for life-long learning and successful careers.
 2. Research: Conduct applied and cutting-edge research that is sensitive to the needs of industry and society and that serve as economic engineers for the region, state and nation.
 3. Service: Engage in beneficial activities and projects at the campus, state, national and international levels in areas of faculty, student, and staff expertise.
 4. Development: Increase contributions from alumni, friends, industry, and foundations in support of scholarships, endowments, and a new building.
-

Intended Outcome: 1

(Research) Research expenditures in the College of Engineering will increase.

Related Core Function

2. Research: Conduct applied and cutting-edge research that is sensitive to the needs of industry and society and that serve as economic engineers for the region, state and nation.

Related Institutional Priority/Goal : PPVI

Build external collaborations and partnerships which contribute to economic, social, and cultural development.

Action Steps

Identify one to three interdisciplinary research clusters where UTA has or can achieve national and global prominence in three years. Current plans include:

- Biotechnology and Healthcare
- Manufacturing & Chemical Processes
- Nanotechnology

Hold Research Day in cooperation with the College of Science to explore area of collaboration, especially in these research clusters.

Methodology and Criteria for Success

Funding levels are continually monitored (monthly) by the Dean's Office through the Bureau of Engineering Research, and measured against the goal. Reports to department chairs and the faculty are made at regular intervals. The overall goal is to increase expenditures to \$25m within 3 years (20XX-20XX), so an increase of \$8m for AY XX-XX will be considered success.

Result of Assessment

This \$25m goal was met in one year. Research awards exceeded \$25 million for XX-XX academic year. We will continue to encourage and enable research-active faculty, work with central administration to further smooth the proposal and grant administration processes. Invest in the College's Center's of Excellence to enable increase of research awards and expenditures.

Further, we will reconsider our research goals and set new benchmarks.

Sample 12 – Administrative Academic Support Unit, Usage/Availability Outcome – Outcome Achieved, No Improvement Proposed



Assessment Plan & Results Report 20XX-20XX Library

Mission/Purpose Statement

The mission of the University of Texas at Arlington Library is to foster and promote quality learning, teaching and research for the university and its communities.

To support this mission, the Library:

Acquires and organizes scholarly information

Plans and creates welcoming physical and virtual spaces

Employs and maintains leading edge technology to make information access easy and convenient

Teaches information literacy and research skills to students and faculty

Collaborates with stakeholders to advance the mission of the university

Hires and develops knowledgeable staff

Core Functions

1. Identify and negotiate access to scholarly information.
2. Organize access to information for use in learning and research.
3. Encourage the success of information seekers through a panoply of high quality services.
4. Promote the effective use of information and technology by the UTA community.
5. Provide physical and digital facilities for effective research and learning.

Intended Outcome: 1

Library users will find available computers more frequently during peak use times.

Related Core Function

5. Provide physical and digital facilities for effective research and learning.

Related Institutional Priority/Goal:

Action Steps

Identify locations for adding additional public computers using previously collected usage data and space allocation reports for library facilities. Complete installation of additional furniture, computer workstations and software, and, working with OIT, the necessary additional wiring.

Add signage in close proximity of public use computers to inform users where library public computers are located in library facilities.

Methodology and Criteria for Success

Gather observational computer usage data during peak usage weeks of each month, and peak usage times of day in the fall 20XX and spring 20XX semesters to be compared with previous data collected in academic year 20XX-XX. Peak usage times have been identified as 10:00 am -10:30 am and 2:00 pm - 2:30 pm, Monday through Friday during the fall and spring semesters when classes are in session and during exam week. Peak usage days are Monday through Friday in both semesters. Peak usage weeks identified for fall semester 20XX are the first week of the semester, the week after census date, the week of Midsemester, the week after the last drop course date, and the week of finals. Peak usage weeks identified for spring semester 20XX are the first week of the semester, the week after census date, the week after spring break, the week after the last drop course date, and the week of finals. The number of occupied computers will be counted by a library staff member in the Central Library, The Architecture and Fine Arts Library and the Science and Engineering Library during the two peak usage times every day during the identified peak usage week. The data will be given to and analyzed by the Assistant to the Dean for Planning and Assessment. Comparisons will be made with the data collected in academic year 20XX-XX to determine if the frequency when all public computers are in use has decreased. Criteria for success: Frequency of unavailable public computers in the Central Library, the Arachitecture and Finie Arts Library, and the Science and Engineering Library will be reduces by 50% compared with data collected in academic year 20XX-XX.

Result of Assessment

Observational computer usage data was gathered four times a day during ten weeks during the 20XX-20XX academic year. This same data was gathered during academic year 20XX. One hundred forty-five additional public computers have been added in library facilities between academic year 20XX-XX and Spring 20XX. In Central Library during the academic year 20XX-XX sample, all public computers were occupied 30.6% of the time during mornings and afternoon peak use periods. In current sample, computers were available somewhere in the building during all peak use periods. In the Science and Engineering Library in academic year 20XX-XX, public computers were all in use 13.6% of the time in peak use periods. During the current sample all public computers in SEL were in use only 3% of the peak use periods. In the Architecture and Fine Arts Library in academic year 20XX-XX, public computers were all occupied 26.6% of the time in peak periods. During the current sample all public computers in AFA were in use 13.7% of the peak use periods. The desired outcome of reducing the frequency of unavailable public computers in library facilities by 50% using the baseline of academic year 20XX-XX was achieved.

Sample 13 – College/School, Development Outcome – Outcome Not Achieved, Improvement Proposed



Assessment Plan & Results Report 20XX-20XX
College of Liberal Arts: Dean's Office

Mission/Purpose Statement

The mission of the College of Liberal Arts is to provide a learning environment that is both broad-based and specialized. Students participating in courses in the College experience an educational process that fosters and transmits knowledge through research, scholarship, and creative activity. Departments and programs cluster into social sciences, humanities, and fine arts, and are characterized by a diversity of intellectual styles and interests. The Liberal Arts disciplines develop habits of mind: capabilities in reading, communicating and critical thinking. By addressing the meaning of human experience and expression, they liberate the imagination, produce knowledge, and create beauty.

Core Functions

1. As one of many academic components of the University, the College of Liberal Arts supports the University mission by offering both undergraduate and graduate degree programs as well as programs beyond the classroom which contribute to the comprehensive development of students. The College’s active participation in research, service, and creative activity helps our students and the larger community, achieve an understanding and knowledge of the past; develop tools for analysis, appreciation, and communication; and lead purposeful and effective lives in an increasingly complex global environment.

Intended Outcome: 1

Total amount of funding obtained from individual, group and corporate donors will increase.

Related Core Function

Related Institutional Priority/Goal : III

Enhance The University of Texas at Arlington’s research, scholarly, and creative capacity.

Related Institutional Priority/Goal : I

Provide a high quality educational experience that contributes to student academic achievement, timely graduation and preparation to meet career goals.

Action Steps

- Expand size and scope of COLA Advisory Council.
- Organize quarterly meetings with Council.
- Work actively with development officer - weekly meetings, sustained communication, development of materials.
- Actively aid in the annual phone drive.
- Promote COLA through dissemination of materials targeting potential donors.
- Increase attendance at COLA events by personally inviting potential donors and friends of COLA.

Methodology and Criteria for Success

The Dean will compare cumulative amounts of funding for 20XX-XX with those of the previous academic year. A 10% increase will be acceptable.

Result of Assessment

This outcome was not achieved. Funding actually decreased by 2% from the previous academic year. We believe this may in part be related to issues with our local, state and national economies, but we are proposed changes to improvement future levels of funding.

Proposed Change(s): The Dean will make 25% more contacts (in-person and email) during the next academic year over the current academic year (from 75 to 100) and will increase direct contact with prospects by 20% (from 30 to 36).

Resources Needed: Dean's time.

Timeline: The proposed change is to be implemented in Fall 20XX.

Sample 14 – Academic Affairs Unit, Efficiency Outcome – Assessment Data Not Available (and No Longer Relevant), Improvement Proposed

UNIT EFFECTIVENESS PROCESS

Biennial Assessment Activity Report 20XX-20XX Office of Research Administration

Mission/Purpose Statement

The Office of Research Administration includes the Office of Grant and Contract Services, Regulatory Services and Electronic Research Administration. Our Office provides comprehensive services to faculty and staff involved in research and/or sponsored projects at UT Arlington. Functions of the Office of Research Administration include: Prepare Grant Proposals, Assist in the Development of Certain Research-Related Policies and Procedures; Negotiate Research-Related Agreements; Assist Faculty in Finding and Pursuing Extramural Funding; Administer Awards; Champion the Responsible Conduct of Research; and, Foster Technology Transfer to the Private Sector.

Core Functions

1. Prepare grant proposals
2. Assist in the development of certain research-related policies and procedures
3. Negotiate research-related agreements

Intended Outcome: 1

The Institutional Research Board application processing time will decrease.

Related Core Function

2. Assist in the development of certain research-related policies and procedures

Related Institutional Priority/Goal :

Action Steps

Create second IRB and split functions of each; one focus on physical the other on mental aspects of human subjects research.

Methodology and Criteria for Success

The average time for processing an IRB application will be noted and compared to the average process time for applications after the division of the IRB functions. The outcome will be considered achieved if average application process time decreases by three weeks.

The Assistant Director of ORA will collect, analyze and report the results.

The comparisons will be made at the end of the Fall and Spring semesters.

Result of Assessment

Efficient processing of IRP protocols for the protection of human subjects in research remains a relevant outcome. However, processing time data that was being collected by former staff cannot be located. In addition, if the information could be located, it is no longer an accurate reflection of the process as new procedures were introduced during the assessment phase. The assessment results for this outcome are inconclusive.

Proposed Change(s): We propose to re-assess this outcome during the next UEP cycle. We will maintain a record of processing times in a database that will be located on a shared drive. That way, in the event of another staff change, data will remain available. While this is not an improvement to the process, we feel improving the measurement of the process will provide data essential in determining the efficiency and effectiveness of our services.

Resources Needed: The only resources that will be needed are staff time. We have the computer drive space as well as the software needed to maintain records. We estimate that it will take about two hours to design the database. In addition we estimate that it will take about five minutes per data entry with about 100 reviews to record for a total of eight hours. The design and recording time totals to about 10 hours. Estimated reallocated staff time multiplied by approximate hourly rate equals \$220.

Timeline: We plan to implement the new recording system during AY 20XX-20XX.

ANNUAL IMPROVEMENT UPDATE REPORT (formerly Form D)

The Annual Improvement Update Report (IR) (formerly Form D) is the report that documents any improvements that were actually implemented. The report is completed for each academic year. Improvements reported are to be based on information gleaned through the UEP. Any other improvements, not based on data collected through the UEP (e.g. results of departmental survey, assessment as part of reaffirmation for a professional accreditation) will be considered for inclusion on a case-by-case basis. There is a single report for each unit. In the case of academic units, the singular report is to be used for documenting improvements related to all degree/certificate programs.

Instructions for Completing Form if No Improvements Were Implemented

Even if your unit did not implement any improvements during the designated academic year, the report must be completed for your unit. You have the choice of selecting one or more of four given response and/or providing your own explanation as to why improvements were not implemented.

Instructions for Completing Form if Improvements Were Implemented

Since improvements documented on this report can be tied to any previous UEP assessment, it is important to provide contextual information about the improvement as well as details of the improvement.

- **Assessment Results that Indicated a Need for Improvement** → Briefly describe the assessment findings that prompted the improvement. Improvements may also be implemented based on assessment findings that support the achievement of the intended outcome or may be based on inconclusive assessment results. If this is the case, please describe.
- **How Need for Improvement Was Determined** → Indicate if the assessment was conducted as a part of the UEP or through another assessment initiative. Any previous UEP results can be referenced, including those from the most recently completed UEP cycle as well as those from previous UEP cycles.

Since the UEP is biennial, an assessment could have been conducted during the inactive assessment year. The form allows for description of this as well. However, it is expected that your unit is implementing improvements based on data collected through the UEP, which is the institution-wide effectiveness process. Improvements that are reported based on data collected from an assessment conducted outside of the UEP will be considered and approved for inclusion on a case-by-case basis.

- **Related Improvement(s)** → Describe the improvement that was implemented in sufficient detail that it would be clear to someone outside of the unit.
- **Semester(s) the Improvement(s) Was/Were Implemented** → Indicate the semester and year combination that the improvement(s) was/were initially implemented.
- **Estimated Value of Resources Used to Implement Improvement** → Describe the value of the improvements in actual dollars. If the improvement required faculty/staff time beyond their usual responsibilities, estimate the time spent and multiply by approximate hourly rate.
- **Source of resources used to implement improvement(s)** → Indicate the source of resources by checking the box or boxes with appropriate corresponding source.

- * You are able to add the exact number of improvements that you need for your report.
- **Samples of Form D** (sample titles are hyperlinked within the document, click on title to jump to the sample)
 - [Sample 1 – Improvement\(s\) Implemented, Unachieved UEP Learning Outcome, Academic Unit, Master’s Program](#)
 - [Sample 2 – Improvement\(s\) Implemented, Unachieved UEP Outcome, Non-academic Unit](#)
 - [Sample 3 – No Improvements Implemented, Results of Assessment Inconclusive for UEP Outcome\(s\), Educational Support Unit](#)
 - [Sample 4 – Improvement\(s\) Implemented, Unachieved UEP Learning Outcome, Academic Unit, PhD Program](#)
 - [Sample 5 – Improvement\(s\) Implemented, Assessment\(s\) Not Included in the UEP, Educational Support Unit](#)
 - [Sample 6 - Improvement\(s\) Implemented, Unachieved UEP Outcome, Non-academic Unit](#)
 - [Sample 7 – Improvement\(s\) Implemented, Unachieved UEP Administrative Outcome, Academic Unit](#)
 - [Sample 8 - Improvement\(s\) Implemented, Unachieved UEP Learning Outcome, Academic Unit, Undergraduate Program](#)

Note: The information contained in the samples is for illustration purposes only and may not represent actual assessments.

Sample 1 – Improvement(s) Implemented, Unachieved UEP Learning Outcome, Academic Unit, Master’s Program



Phase III Annual Improvement Update Report Academic Year 20XX-20XX Bioengineering

Were improvements implemented during the 20XX-20XX academic year? Yes

Assessment Result that indicated the need for improvement

For each of the outcomes listed below, our goal was 80% or more of our students scoring average or better on a survey completed by the Bioengineering faculty:

-Upon completion of the Master's degree program, the student should be able to design independent and original research in their bioengineering specialty area. (Actual outcome: 77% of our students scored average or better)

-Upon completion of the Master's degree program, the student should be able to conduct independent and original research in their bioengineering specialty area. (Actual outcome: 73% of our students scored average or better)

How Was the Need for Improvement Determined?

By an outcome assessed through the UEP.

Specified plan year: 20XX-20XX

Related Improvement(s)

All students have been encouraged to attend a Bioengineering Seminar Dr. Romero's supervision which is simultaneously broadcast at UT Southwestern to allow our Bioengineering students who attend courses and work in labs at UT Southwestern to be involved. This seminar showcases our current students' research as well as research of invited speakers from local and national industries and universities. This seminar allows our students to be more involved and knowledgeable about the research in their field and is specifically designed to aid students in designing and conducting independent research.

Semester(s) the Improvement(s) was/were Implemented

Spring 20XX

Estimated value of resources used to implement improvement(s)?

\$0.00

Source of resources used to implement improvement(s)?

Sample 2 – Improvement(s) Implemented, Unachieved UEP Outcome, Non-academic Unit



Phase III Annual Improvement Update Report

Academic Year 20XX-20XX

Development

Were improvements implemented during the 20XX-20XX academic year? Yes

Assessment Result that indicated the need for improvement

Outcomes associated with increasing the number of total donors and increasing the rate of alumni giving was not met.

How Was the Need for Improvement Determined?

By an outcome assessed through the UEP.

Specified plan year: 20XX-20XX

Related Improvement(s)

Implemented electronic solicitation in August 20XX and produced plan for ongoing e-solicitations.

1895 Society monthly renewal system was implemented to ensure timely renewal of \$1,000 and larger gifts.

Collaborative effort with University's Office of Communications led to the creating of better designed direct mail pieces.

Phoning schedule in Dial-A-Mav program was changed to allow for longer periods of time spent calling

each school/college to improve chance of reaching a prospect by phone.

Semester(s) the Improvement(s) was/were Implemented

Summer 20XX

Estimated value of resources used to implement improvement(s)?

\$7,500.00

Source of resources used to implement improvement(s)?

Reallocation of unit resources

Sample 3 – No Improvements Implemented, Results of Assessment Inconclusive for UEP Outcome(s), Educational Support Unit



Phase III Annual Improvement Update Report

Academic Year 20XX-20XX

Apartment & Residence Life

Were improvements implemented during the 20XX-20XX academic year? No

The results of our assessment were inconclusive, so we would like to re-assess the outcomes to verify that a need for change is indicated by the data.

Sample 4 – Improvement(s) Implemented, Unachieved UEP Learning Outcome, Academic Unit, PhD Program



Phase III Annual Improvement Update Report

Academic Year 20XX-20XX

Educational Leadership & Policy Studies

Were improvements implemented during the 20XX-20XX academic year? Yes

Assessment Result that indicated the need for improvement

Students were gaining ability to plan research but were not getting the experience of conducting and reporting on action research projects.

How Was the Need for Improvement Determined?

By an outcome assessed through the UEP.
Specified plan year: 20XX-20XX

Related Improvement(s)

Action Research projects are being required for all of EDAD 5399 students in their final internship class.

Semester(s) the Improvement(s) was/were Implemented

Fall 20XX

Estimated value of resources used to implement improvement(s)?

\$0.00

**Sample 5 – Improvement(s) Implemented, Assessment(s) Not Included in the UEP,
Educational Support Unit**



Phase III Annual Improvement Update Report

Academic Year 20XX-20XX

Library

Were improvements implemented during the 20XX-20XX academic year? Yes

Assessment Result that indicated the need for improvement

Feedback from the LIBQUAL+ Survey (Spring 20XX) indicated the need for more current monograph titles.

How Was the Need for Improvement Determined?

By Assessment not related to the UEP.
Please explain: This is a new survey initiated in a year outside of the assessment cycle.

Related Improvement(s)

An increase in the monograph budget has been incorporated into the 20XX-20XX Libraries Strategic Plan.

Semester(s) the Improvement(s) was/were Implemented

Spring 20XX

Estimated value of resources used to implement improvement(s)?

\$55,000

Source of resources used to implement improvement(s)?

Reallocation of unit resources

Sample 6 – Improvement(s) Implemented, Unachieved UEP Outcome, Non-academic Unit



Phase III Annual Improvement Update Report

Academic Year 20XX-20XX

Enterprise Operations & Systems

Were improvements implemented during the 20XX-20XX academic year? Yes

Assessment Result that indicated the need for improvement The updates to campus computer operating systems were not being implemented in a timely manner. This could expose those computers to malicious attacks.

How Was the Need for Improvement Determined?

By an outcome assessed through the UEP.

Specified plan year: 20XX-20XX

Related Improvement(s)

A new process has been implemented and new systems installed to push the patches to the campus computers in a more timely manner. The updates now are performed within 48 hours of the patch being released.

Semester(s) the Improvement(s) was/were Implemented

Fall 20XX

Estimated value of resources used to implement improvement(s)?

\$10,000.00

Source of resources used to implement improvement(s)?

Reallocation of unit resources

Sample 7 – Improvement(s) Implemented, Unachieved UEP Administrative Outcome, Academic Unit

UNIT EFFECTIVENESS PROCESS

Phase III Annual Improvement Update Report

Academic Year 20XX-20XX

Department of Biology

Were improvements implemented during the 20XX-20XX academic year? Yes

Assessment Result that indicated the need for improvement

Assessment indicated that our students were waiting excessively to meet with an advisor. Evaluation of the results indicated that our advisor-student ratio was below the national average.

How Was the Need for Improvement Determined?

By an outcome assessed through the UEP.
Specified plan year: 20XX-20XX

Related Improvement(s)

A new academic advisor was hired. We are still below the national average and will be requesting funds for another advising staff member for next academic year.

Semester(s) the Improvement(s) was/were Implemented

Fall 20XX

Estimated value of resources used to implement improvement(s)?

\$27,000

Source of resources used to implement improvement(s)?

New funds added to budget

**Sample 8 – Improvement(s) Implemented, Unachieved UEP Learning Outcome,
Undergraduate Program**



UNIT EFFECTIVENESS PROCESS

Phase III Annual Improvement Update Report Academic Year 20XX-20XX

Department of Finance & Real Estate

Were improvements implemented during the 20XX-20XX academic year? Yes

Assessment Result that indicated the need for improvement

One of the intended learning outcomes in the 20XX-XX assessment plan of the BBA-Finance program was the comprehension of finance principles by finance majors. During Spring 20XX, the instructor of Section 1 of FINA 4315, the capstone course for BBA Finance, graded the students' answers on an individual three-part take-home final exam. The aggregate score earned on the three parts was used for the assessment of student performance. 74.5% of the students had a satisfactory score (70% or above) on the final exam. This indicated scope for significant improvement as more than a quarter of the students had a less than satisfactory score.

How Was the Need for Improvement Determined?

By an outcome assessed through the UEP.

Specified plan year: 20XX-20XX

Related Improvement(s)

A significant amount of knowledge related to intended learning outcome is acquired by students in finance courses they take before FINA 4315. To facilitate student learning in these finance courses, we started tutorials that are conducted by Ph.D. students in finance. The tutorials are offered in FINA 3313, a core course, and FINA 3315, a finance concentration course. We expect that these tutorials will help build a solid foundation, improve the comprehension of finance principles, and lead to an improved performance in FINA 4315, the capstone course.

Semester(s) the Improvement(s) was/were Implemented

Fall 20XX

Estimated value of resources used to implement improvement(s)?

\$0.00

Source of resources used to implement improvement(s)?

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