



# UNIT EFFECTIVENESS PROCESS

## QUICK REFERENCE GUIDE TO REPORTING

Welcome to The Quick Guide, a supplement to UEP Handbook aimed at answering the WHO, WHAT, WHEN, WHERE and HOW of assessment reporting at UTA.

**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 assessment?  
See Handbook  
p. 6

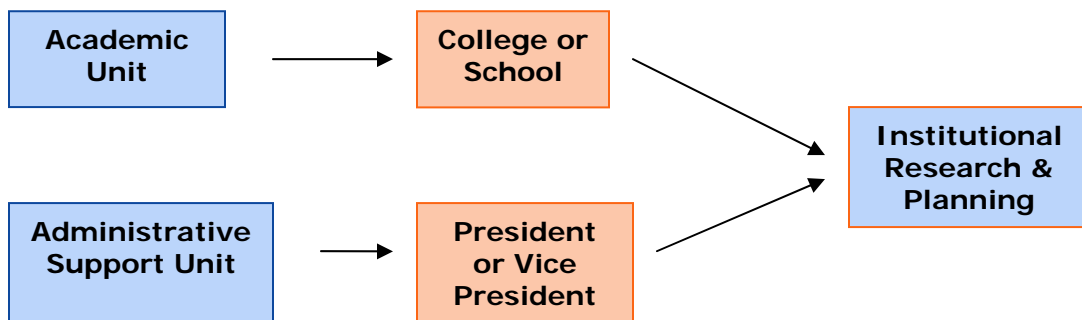
**WHAT is the Quick Reference Guide?** The Quick Guide is a supplement to the Unit Effectiveness Process Handbook. The Quick Guide contains the 2006-2008 assessment cycle calendar, samples of UEP reporting forms that include references to the UEP Handbook, and the UEP evaluation checklist.

**WHEN should I use the Quick Guide?** You should use the Quick Guide when completing forms.

Why is assessment important?  
See Handbook  
p. 3

**WHERE can I find the Quick Guide, UEP Handbook and the UEP reporting forms?** All of these are located on the Office of Institutional Research and Planning web site at [http://www.uta.edu/irp/unit\\_effectiveness\\_plans/uep.htm](http://www.uta.edu/irp/unit_effectiveness_plans/uep.htm).

**HOW do I manage the UEP reporting forms?** The UEP reports are Word Forms. You complete them by tabbing from field to field, and then you save them on your local drive as you would any other Word document. The completed forms are submitted via email. Submission deadlines are noted on the enclosed UEP cycle calendar and the hierarchy is diagramed below.



We have designed this Quick Guide 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 our office at X23365.

Pam Haws, PhD  
Assistant Vice President and Director,  
Institutional Research and Planning

Rebecca Lewis, MA  
Coordinator Outcomes Assessment  
Institutional Research and Planning

**THE UNIVERSITY OF TEXAS AT ARLINGTON  
UNIT EFFECTIVENESS PROCESS CALENDAR 2006-2008**

Phase		Date	Action	From	To
<b>PHASE I: PLANNING</b>		3/21/06	Distribution of instructions for 2006-07 UEP Planning and Assessment Cycle	IRP	Unit Effectiveness Contacts
		3/21/06 – 6/2/06	IRP meet with units to answer questions & provide assistance on developing UEP plans	IRP	All Units
		4/28/06	Annual Improvement Update Due (Form D) listing improvements implemented calendar year 2005	Unit Effectiveness Contacts	IRP
		5/15/06 (suggested date)	Cover Sheet & Assessment Plans Due (Forms A & B) (1 <sup>st</sup> Draft)	Chairs & Directors	Deans & VPs
		5/15/06 -6/2/06	Deans and VPs review the draft UEP Assessment Plans from their units and approve (Forms A & B)	Deans & VPs	Chairs and Directors
		6/2/06	Cover Sheet & Assessment Plans Due (Forms A & B) (2 <sup>nd</sup> Draft)	Unit Effectiveness Contacts	IRP
		6/2/06 – 8/4/06	Feedback on draft UEP Forms B and requested modifications	IRP	Unit Effectiveness Contacts
		8/18/06	Unit Effectiveness Assessment Plans Due (Form B) (Final Draft)	Unit Effectiveness Contacts	IRP
<b>PHASE II: IMPLEMENTATION, ASSESSMENT &amp; ANALYSIS</b>		9/1/06 – 5/14/07	Implement action steps	Unit	N/A
		9/1/06 – 8/17/07	Assess outcomes and collect data	Unit Appointees	N/A
		5/14/07	Annual Improvement Update Due (Form D) listing improvements implemented calendar year 2006	Unit Effectiveness Contacts	IRP
		1/22/07 (suggested date) – 9/28/07	Analyze and review assessment data/Develop recommendations for improvement to programs and services	Unit Appointees	N/A
		9/28/07	Assessment and Analysis Reports Due (Form C) (1 <sup>st</sup> Draft)	Chairs & Directors	Deans & VPs
		10/1/07 – 10/19/07	Deans & VPs review Assessment and Analysis Reports (Form C) from units and approve	Deans & VPs	Chairs & Directors
		10/26/07	Assessment and Analysis Reports (Form C) (2 <sup>nd</sup> draft)	Unit Effectiveness Contacts	IRP
		10/29/07 – 12/23/07	Feedback on Assessment and Analysis Reports Due (Form C) (Final Draft)	IRP	Unit Effectiveness Contacts
		2/1/08	Assessment and Analysis Reports Due (Form C) (Final Draft)	Unit Effectiveness Contacts	IRP
<b>PHASE III: IMPROVEMENT</b>		4/28/08	Annual Improvement Update Due (Form D) listing improvements implemented calendar year 2007	Unit Effectiveness Contacts	IRP

# UNIVERSITY of TEXAS at ARLINGTON

## UNIT EFFECTIVENESS PROCESS COVER SHEET 2006-2007

**Unit Name**

\_\_\_\_\_

Use official names, no acronyms – e.g. use College of Business Administration instead of COBA

**Division/College/School Affiliation** (not applicable to Colleges/Schools)

\_\_\_\_\_

**Preparer Information**

Preparer Name:

Extension:

Email:

Need to update Unit Effectiveness Contact information?

Go to:

[http://www.uta.edu/lrp/unit\\_effectiveness\\_plans/uep.htm](http://www.uta.edu/lrp/unit_effectiveness_plans/uep.htm)

**Plan Type**

There are two types of Assessment Plans, one for administrative outcomes and one for student learning outcomes.

Please indicate if the unit plan includes one or both of the following:

Form B – Administrative Outcomes

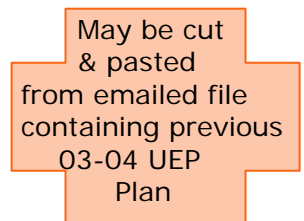
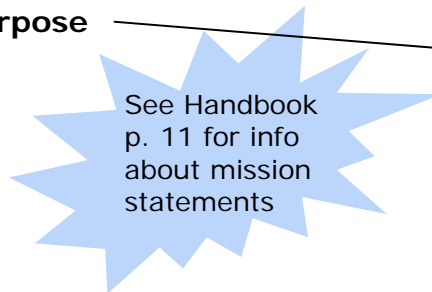
Form B – Student Learning Outcomes

WHAT		
WHO	Complete Form B Administrative Outcomes	Complete Form B Student Learning Outcomes
Academic Departments	No – Unless advising conducted at dept. level	Yes – one for each degree program administered
Schools	Yes	Yes – one for each degree program administered
Colleges	Yes	Yes – for any degree program administered by the college rather than a department within the college
Administrative Support Units	Yes	Not generally – Exceptions include student affairs units

**Degree Programs** (Academic Instructional Units)

*(Insert degree level and name of degree program. Example: B.A. in Anthropology)*

**Unit Mission or Purpose**



**Form A**

## UNIT EFFECTIVENESS PROCESS PHASE 1 – ASSESSMENT PLAN for STUDENT LEARNING OUTCOMES 2006-2007

Unit Name: \_\_\_\_\_

**Degree Program** (for Academic Instructional Units) *Please use a separate Form B for each degree program.*

Academic units at any level (department, College, School) that administer degree programs will complete a separate Form B- Student Learning Outcomes for each degree program, e.g. BS Chemistry is separate from MS Chemistry.

**Student Competencies** (Statements of knowledge, skills, attitudes, behaviors that program majors should be able to demonstrate upon completion of the degree program.)

See Handbook  
p. 11 for more  
details

**Intended Outcome 1**

**Related Student Competency** (If intended outcome is derived from student competency)

See Handbook P. 15 for  
linking competencies

**\* ALERT \*** Academic units no longer have to assess the oral competency and computer literacy outcomes. For more info, see p. 6

**Action Steps to Achieve Intended Outcome**

**Assessment Methodology**

*Include the following:*

- *full description of the planned assessment activity*
- *the criteria for success*
- *the timetable for assessment activity*
- *responsible persons (by job title, not name) and specific duty*

See Handbook for  
more info: p. 12 –  
outcomes  
p. 16 - action steps  
p. 17 - assessment  
methodology

This section is completed for each outcome. Additional pages are provided on the actual forms.

**\* Due Dates \***  
5/15/06 – 1<sup>st</sup> Draft to Deans/VPs  
6/2/06 – 2<sup>nd</sup> Draft to IRP  
8/18/06 – Final Draft to IRP  
See calendar p. 35 for more info.

### Form B – Student Learning Outcomes

UNIT EFFECTIVENESS PROCESS  
PHASE 1 – ASSESSMENT PLAN for ADMINISTRATIVE OUTCOMES  
2006-2007

Unit Name: \_\_\_\_\_

Core Functions

See Handbook  
p. 11 for more  
details

In most cases,  
academic depts.  
will not complete  
this form

Intended Outcome 1

See Handbook P. 15 for  
linking functions/strategies

Related Core Function and/or Planning Priority Strategy

Action Steps to Achieve Intended Outcome

**\* ALERT \*** Colleges/Schools must assess research, service, development & other relevant outcomes. Advising must also be assessed if it is conducted at the College/School level.

Assessment Methodology Description

Include the following:

- full description of the planned assessment activity
- the criteria for success
- the timetable for assessment activity
- responsible persons (by job title, not name) and specific duty

See Handbook for  
More info: p. 12  
outcomes  
p. 16: action steps  
p. 17: assessment  
methodology

This section is completed for each outcome. Additional pages are provided on the actual forms.

**\* Due Dates \***

5/15/06 – 1<sup>st</sup> Draft to Deans/VPs  
6/2/06 – 2<sup>nd</sup> Draft to IRP  
8/18/06 – Final Draft to IRP  
See calendar p. 35 for more info.

**Form B – Administrative Outcomes**

UNIT EFFECTIVENESS PROCESS  
PHASE II – ANALYSIS and ASSESSMENT 2006-2007

Date of Completion: \_\_\_\_\_

Unit Name: \_\_\_\_\_

Degree Program (for Academic Instructional Units only)

**\* Due Dates \***  
9/28/07 – 1<sup>st</sup> Draft to Deans/VPs  
10/26/07 – 2<sup>nd</sup> Draft to IRP  
2/1/08 – Final Draft to IRP  
See calendar p. 35 for more info.

**Use of Assessment Results**

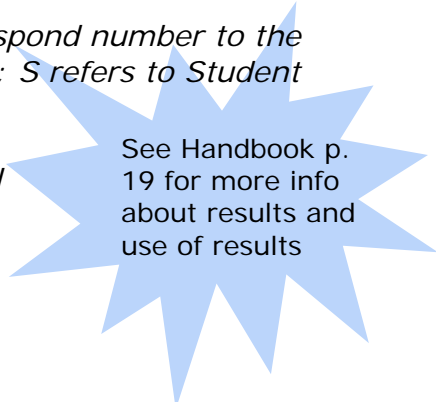
Include the following:

- explanation of how results are communicated to members of the unit
- a description of the process for engaging all members of the unit in the feedback loop

**Results of Assessment for Outcome A1  or S1**  (Correspond number to the Assessment Plan: A refers to Administrative Outcomes From B; S refers to Student Learning Outcomes From B)

Include the following:

- the degree to which the intended outcome was achieved
- a description of the population that was assessed
- the number of individuals in the population



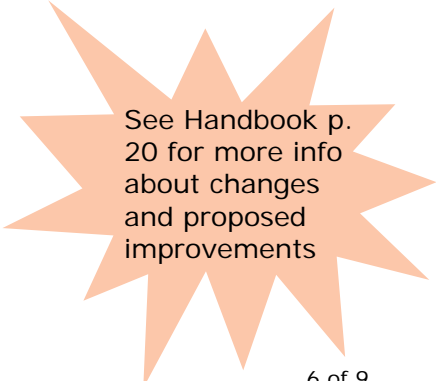
**Proposed Change(s) for Improvement**

**What specific resources are needed to implement the planned change(s)?** Include the following:

- if resources are a one-time or continuous need

**What is the timetable for implementing the planned change(s)?**

This section is completed for each outcome. Additional pages are provided on the actual forms.



UNIT EFFECTIVENESS PROCESS  
PHASE III – ANNUAL IMPROVEMENT UPDATE REPORT

Calendar Year of Improvement Implementation:

Unit Name: \_\_\_\_\_

Degree Program (for Academic Instructional Units only)

See Handbook  
p. 20 for more  
info about the  
improvement  
report

Assessment Result That Indicated a Need for Improvement  
*number*)

*(Please*

Related Improvements *(If improvement was not implemented, explain the  
reason)*

Semester(s) the Improvement was Implemented

Estimated value of resources used to implement improvement?

**\* ALERT \***  
this report is now  
to be submitted  
annually, see  
Handbook p. 20  
for more info

Source of resources used to implement improvement?

- Reallocation of unit resources
- Reallocation of school/college/division resources (prior approval required from Dean or Division Head)
- New funds generated by unit (e.g., fees, grant)
- New funds added to budget (prior approval required from VP or provost or president)

This section is completed for each assessment result that indicated a need for improvement. Additional pages are provided on the actual forms.

**\* Due Dates \***

4/28/06 - Report due for improvements implemented in 2005  
5/14/07 – Report due for improvements implemented in 2006  
4/28/08 - Report due for improvements implemented in 2007  
See calendar p. 35 for more info.

**UNIT EFFECTIVENESS PROCESS  
EVALUATION CHECKLIST**

**Evaluative Element**

<b><i>Mission Statement (Form A)</i></b>	<b>Yes</b>	<b>No</b>
1. Is the unit mission/purpose stated?	<input type="checkbox"/>	<input type="checkbox"/>
2. Does the mission/purpose state clearly the primary functions or activities of the unit?	<input type="checkbox"/>	<input type="checkbox"/>
3. Does the mission/purpose acknowledge stakeholders?	<input type="checkbox"/>	<input type="checkbox"/>
4. Does the unit mission/purpose support the division, college/school and the University mission?	<input type="checkbox"/>	<input type="checkbox"/>
<b><i>Intended Outcomes (Form B)</i></b>	<b>Yes</b>	<b>No</b>
1. Are the intended outcomes aligned with the unit mission/purpose?	<input type="checkbox"/>	<input type="checkbox"/>
2. Are intended outcomes stated concisely (one sentence) in specific measurable terms?	<input type="checkbox"/>	<input type="checkbox"/>
3. Are the intended outcomes specified as end results to be achieved (outcome) rather than actions (processes, programs, etc.) to be implemented?	<input type="checkbox"/>	<input type="checkbox"/>
4. Is there a reasonable number (5-8) of intended outcomes?	<input type="checkbox"/>	<input type="checkbox"/>
5. If applicable, do the intended outcomes identify important student learning achievements (knowledge, skills, competencies, attitudes, awareness, etc.)?	<input type="checkbox"/>	<input type="checkbox"/>
6. If applicable, does the plan incorporate cognitive/knowledge-based outcomes as well as outcomes addressing higher levels of learning?	<input type="checkbox"/>	<input type="checkbox"/>
7. Can the intended outcomes be measured during the academic year being assessed?	<input type="checkbox"/>	<input type="checkbox"/>
8. If this is a college/school level plan, is there at least one outcome related to a) research, b) service and c) development?	<input type="checkbox"/>	<input type="checkbox"/>
9. If applicable, is advising addressed by the level at which it is conducted (by either the academic department or college/school)?	<input type="checkbox"/>	<input type="checkbox"/>
10. Will assessing the intended outcomes provide meaningful information aimed at improvement?	<input type="checkbox"/>	<input type="checkbox"/>
11. Are the intended outcomes within the capability of the unit to achieve without requiring significant participation by other units?	<input type="checkbox"/>	<input type="checkbox"/>
12. If the outcomes are achieved, will they lead to improved student performance?	<input type="checkbox"/>	<input type="checkbox"/>
<b><i>Related Strategic Planning Priority, Student Competency or Core Function (Form B)</i></b>	<b>Yes</b>	<b>No</b>
1. For Student Learning: Is there a student competency listed for each intended outcome? If applicable, does the intended outcome support the specified competency?	<input type="checkbox"/>	<input type="checkbox"/>
2. For Administrative Support: Is there a core function and planning priority strategy listed for each intended outcome? Does the intended outcome support the specified function?	<input type="checkbox"/>	<input type="checkbox"/>
<b><i>Action Steps (Form B)</i></b>	<b>Yes</b>	<b>No</b>
1. Do the action steps relate to accomplishing the intended outcomes?	<input type="checkbox"/>	<input type="checkbox"/>
2. Can the action steps be implemented within the time constraints and with current resources?	<input type="checkbox"/>	<input type="checkbox"/>
3. Can the action steps be implemented without approval from administrative bodies outside the unit?	<input type="checkbox"/>	<input type="checkbox"/>

<b>Methodology (Form B)</b>	<b>Yes</b>	<b>No</b>
1. Are measures established for each intended outcome?	<input type="checkbox"/>	<input type="checkbox"/>
2. Is each method appropriate for the intended outcomes it is evaluating?	<input type="checkbox"/>	<input type="checkbox"/>
3. Are clear and detailed descriptions of assessment activities provided?	<input type="checkbox"/>	<input type="checkbox"/>
4. Is the "who, what and when" specified clearly for each assessment method? Can one tell who will collect what data, from what sources, using what methods, and in what approximate timeframe?	<input type="checkbox"/>	<input type="checkbox"/>
5. Is the timetable for implementation realistic and feasible?	<input type="checkbox"/>	<input type="checkbox"/>
6. Is specific responsibility assigned for data collection, analysis and reporting?	<input type="checkbox"/>	<input type="checkbox"/>
7. Is the assessed population specified?	<input type="checkbox"/>	<input type="checkbox"/>
8. Is there a criterion for success for each intended outcome?	<input type="checkbox"/>	<input type="checkbox"/>
9. Is there a direct link between outcomes, measures and procedures?	<input type="checkbox"/>	<input type="checkbox"/>
10. If only one measure is used, is it a direct measure?	<input type="checkbox"/>	<input type="checkbox"/>
11. Does the plan make use of existing (embedded) assessment activities?	<input type="checkbox"/>	<input type="checkbox"/>
12. Will the assessment yield information that can be used in determining to what extent the outcome is being achieved (not whether or not the action step has been completed)?	<input type="checkbox"/>	<input type="checkbox"/>
13. Are the proposed assessments likely to provide relevant information about significant aspects of the unit's programs/services that the unit can use for improvement?	<input type="checkbox"/>	<input type="checkbox"/>
<b>Results (Form C)</b>	<b>Yes</b>	<b>No</b>
1. Do the results indicate whether and to what degree the intended outcome was achieved, including a description of the data actually gathered?	<input type="checkbox"/>	<input type="checkbox"/>
2. Do the results include a description of the population that was assessed?	<input type="checkbox"/>	<input type="checkbox"/>
3. Do the results indicate the number of individuals in the population?	<input type="checkbox"/>	<input type="checkbox"/>
4. Do the results indicate which person or group analyzed the results?	<input type="checkbox"/>	<input type="checkbox"/>
<b>Use of Results (Form C)</b>	<b>Yes</b>	<b>No</b>
1. Is there evidence of a process for how results are communicated to members of the unit, including engaging all members in the feedback process?	<input type="checkbox"/>	<input type="checkbox"/>
2. Are results used for program improvement recommendations?	<input type="checkbox"/>	<input type="checkbox"/>
<b>Proposed Changes and Recommendations for Improvement (Form C)</b>	<b>Yes</b>	<b>No</b>
1. If intended outcomes are not met, does the assessment offer proposed changes and recommendations for improvement?	<input type="checkbox"/>	<input type="checkbox"/>
2. Are proposed changes and recommendations feasible?	<input type="checkbox"/>	<input type="checkbox"/>
3. Is there a link between the unmet intended outcome and proposed changes and recommendations for improvement? Is that link stated?	<input type="checkbox"/>	<input type="checkbox"/>
<b>Resources Needed for Proposed Changes (Form C)</b>	<b>Yes</b>	<b>No</b>
1. If proposed changes and recommendations for improvement are made, is the need for resources addressed?	<input type="checkbox"/>	<input type="checkbox"/>
2. Are the resources needed stated in specific terms (i.e. amount of dollars, etc.)?	<input type="checkbox"/>	<input type="checkbox"/>
3. Are the resources needed stated in terms of timeframe (i.e. one academic year, indefinitely, etc.)?	<input type="checkbox"/>	<input type="checkbox"/>
<b>Improvement Report (Form D)</b>	<b>Yes</b>	<b>No</b>
1. Is each unachieved outcome acknowledged?	<input type="checkbox"/>	<input type="checkbox"/>
2. Does the unachieved outcome have a corresponding improvement, or an explanation/justification for not implementing improvement?	<input type="checkbox"/>	<input type="checkbox"/>
3. If applicable, is there an explanation as to why the implemented improvement differs from the proposed change improvement plan?	<input type="checkbox"/>	<input type="checkbox"/>
4. Is the semester of implementation indicated?	<input type="checkbox"/>	<input type="checkbox"/>