

Assessment of Non-Academic Outcomes (Fall 2003 and Spring 2004)

Unit: Division of University Relations, Communications and Marketing—Office of Academic Publications **Date** January 28, 2004

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1. Mission

A. Unit mission: The mission of the Office of Academic Publications is to produce the undergraduate and graduate catalogs (print and electronic) for the University of North Texas while guaranteeing academic integrity, accessibility and timely delivery.

B. Relationship to the university's mission: Academic Publications' mission supports the mission of the university in the broadest sense because everything in UNT's mission is highlighted in the catalogs: research, creative activities, innovation in teaching, the strength of undergraduate and graduate programs, etc. But specifically, there are two primary areas on which the mission focuses:

1. UNT's mission states that "the university achieves high-quality instruction, scholarship and service by ...maintaining academic integrity." Academic Publications maintains integrity of catalog information.
2. UNT's mission states, "the university ...enhances access to higher education through the use of emerging information and telecommunication technologies." Academic Publications maintains accessibility and timely delivery.

II. Previous Evaluations of Unit

A. In the past five years

1. A Freshman Survey has been conducted yearly by Academic Publications since 1999-2000. Prior to the first survey, Academic Publications was considering providing the catalogs on CDs. Review of the results of that survey (and every year since then), convinced this unit not to pursue this avenue. Students overwhelmingly prefer print to CDs.

Next year, 2004-2005, a question will be added to the survey to see whether students prefer print or online better. Information from this survey has allowed us to be fiscally sound in our decisions and it has allowed us to provide the students with the materials in the formats in which they wish to receive them.

Additional questions on the survey query the students about whether receiving a catalog helped them make a decision to come to UNT; whether the four-year plans in the catalog were useful; whether they had trouble finding the online catalog; and whether the online catalog was easy to use. For those who responded to these questions, the overwhelming majority responded favorably. No changes were needed.

2. The Office of Institutional Research and Accreditation (formerly University Planning) conducts a student survey every other year that has several questions pertaining to academic publications. The University Student Survey, Spring 2000 Summary Report, indicated that the print and online versions of the catalogs were meeting the needs of students. Following are some

results: 92 percent of all students were satisfied with the “catalog”; 91 percent rated overall, print information very high; accuracy was rated at 91 percent. No changes.

3. Academic Publications also periodically surveys the other top Texas institutions (the most recent survey, summer 2003) regarding their academic publications. This information is reviewed and plays a part in determining how these publications are distributed and the manner in which certain information is presented.

4. Feedback from on-campus users is gathered throughout the year. Footnotes (and other misc. information) to four-year plans in the catalogs had to be reformatted because of printing issues so they were made into separate supplemental booklets. User feedback indicated that the supplemental booklets were not useful. Changes were made in future catalogs so that the footnote information was incorporated into the catalog, but did not interfere with the printing or binding process.

II. Statement of Expected Outcomes, Assessment Tools/Measurement, Assessment Results, Changes:

Expected outcome #1	Maintain academic integrity in the catalogs (print and electronic)
Assessment tools	<ol style="list-style-type: none"> 1. The academic integrity of the catalogs is maintained by Academic Publications staff consistently monitoring the following: <ol style="list-style-type: none"> A. The Texas Higher Education Coordinating Board Rules and Regulations (four times a year) B. THECB official degree inventory (four or more times a year) and course inventory (every two years) for the university C. UNT System Board of Regents actions (four times a year) D. SACS accreditation standards (as issued) E. University Curriculum Committee and the Graduate Council actions (after each meeting—10+ times a year) F. Faculty Senate actions (after each meeting—10+ times a year) G. Other entities that provide rules and regulations for higher education – i.e., the Texas Education Agency, etc. (as issued) 2. Several different tools are used internally (academic publications office) to track updates: <ol style="list-style-type: none"> A. Spreadsheets for UCC and GC activity throughout the year B. An updated THECB degree inventory and tracking spreadsheets with information about the current status of requests for changes in programs, degrees, etc. C. Review by departments and colleges of edited catalog text for confirmation that all curriculum actions have been correctly recorded. D. Post-mortem of catalogs after each has been delivered and distributed to address additions or updates that have come in and how to include the changes (annually). 3. Feedback from users (email and phone calls, etc.), which includes faculty, staff, students, prospective students, etc. (ongoing). 4. Questions about usability, usefulness, readability, accuracy, etc. (all parts of academic integrity) are asked of students on the Freshman

	Survey by Academic Publications and given at Freshman Orientation and the University Student Survey given by the Office of Institutional Research and Accreditation (formerly University Planning). This is conducted every other year.
Assessment results	<p>1. Feedback from users (internal and external) indicates that academic integrity is being maintained. An example:</p> <p>A. The University Student Survey, Spring 2000 Summary Report, indicates that the print and online versions of the catalogs are meeting the needs of students.</p> <p>1. The following is excerpted from the Summary Report. “Information. Among all students are satisfied with the “catalog” (92%). Brochures. Students were extremely satisfied with the “accuracy of brochures ” (91%)—this category includes the catalogs. University environment. ...Percentages in these groups are calculated only for those expressing an opinion. **Highest rated items: “catalog” (92% satisfied)</p>
Changes	<p>1. No changes at this time.</p> <p>2. Academic Publications will continue to follow all plans currently in place and to look for additional assessments that might be made to ensure the best possible results for this unit, to ensure opportunities to present materials in the catalogs to enhance student development and learning, and to continue to meet the university’s vision.</p>

Expected outcome #2	Provide access to print and electronic catalogs to current students, prospective students and their families, faculty, staff, governing boards and outside agencies
Assessment tools	<p>1. The accessibility of the online catalogs is checked on a routine basis by Academic Publications staff:</p> <p>A. Online catalogs are checked against the Dreamweaver program that validates compliance with Section 508 guidelines (yearly).</p> <p>B. Periodic consultation occurs with the accommodation labs on campus (every two years) and renderings are tested on low-end browsers (every two years) to ensure accessibility to the broadest base possible.</p> <p>2. Catalogs are printed in a large enough quantity each year to ensure that all campus users have access to a print version of the catalogs if they desire:</p> <p>A. All current students have the ability to get a catalog each year. Student catalog quantities are based on previous use and projected enrollment.</p> <p>B. Academic departments, administrative offices and centers request the number of printed catalogs they need each year. These catalog quantities are based on specific requests and</p>

	<p>are used for internal and external purposes.</p> <ul style="list-style-type: none"> C. Certain governing boards and outside agencies routinely are sent copies each year by Academic Publications staff. D. Internal tracking (inventory spreadsheet) by Academic Publications staff provides information each year for determining the number of catalogs ordered. E. Other off-campus requests are met as long as supplies are available. F. Any remaining copies near the end of the academic year are given to the Eagle Ambassadors to hand out to tour participants. <p>3. Questions about accessibility are asked of students each year on the Freshman Survey by Academic Publications and given at Freshman Orientation and every other year on the University Student Survey given by the Office of Institutional Research and Accreditation (formerly University Planning).</p> <p>4. Feedback from users (email and phone calls, etc.), which includes faculty, staff, students, prospective students, etc. (ongoing).</p>
<p>Assessment results</p>	<p>1. Printed catalog quantities have been adjusted each year based on demand from users indicated in Expected Outcome#2 . Prior to 2000 academic year, the quantities generally increased each year. Since 2000, following are the results:</p> <ul style="list-style-type: none"> A. 2000-01...graduate catalogs remained stable from previous year; undergraduate catalogs increased B. 2001-02...graduate catalogs increased; undergraduate catalogs remained stable C. 2002-03...graduate catalogs stable; undergraduate catalogs decreased D. 2003-04...graduate catalogs decreased; undergraduate catalogs remained stable E. 2004-05...graduate catalogs decreased; undergraduate catalogs decreased <p>2. Feedback from users (internal and external) indicates that accessibility is being achieved. An example:</p> <ul style="list-style-type: none"> A. Freshman Survey has been conducted yearly by Academic Publications since 1999-2000. Prior to the first survey, Academic Publications was considering providing the catalogs on CDs. Review of the results of that survey (and every year since then), convinced this unit not to pursue this avenue. Students overwhelmingly prefer print to CDs. B. Next year, 2004-2005, a question will be added to the survey to see whether students prefer print or online version better. Information from past surveys has allowed us to provide the students with the materials in the formats in which they wish to receive them

	<p>C. Tracking reports in place for several years have made it possible for Academic Publications to make fiscally sound decisions regarding quantities of print catalogs to order. These reports are reviewed annually. No catalogs are recycled. Any catalogs not used during the current academic year are provided to the Eagle Ambassadors for distribution to individuals who tour the university. This has been successful with positive responses from those who have taken tours.</p>
<p>Changes</p>	<ol style="list-style-type: none"> 1. Quantities printed each year are adjusted depending on demand for the year. 2. A CD-ROM was not produced based on user feedback from the Freshman Survey in 1999-2000. 3. Academic Publications will continue to follow all plans currently in place and to look for additional assessments that might be made to ensure the best possible results for this unit, to ensure opportunities to present materials in the catalogs to enhance student development and learning, and to continue to meet the university's vision
<p>Expected outcome #3</p>	<p>Provide timely delivery of print and electronic catalogs for the same groups mentioned in EO#2.</p>
<p>Assessment tools</p>	<ol style="list-style-type: none"> 1. Catalogs, print and electronic, are released on July 1 (or first work day in July) each year. This deadline has never been missed because of the following: <ol style="list-style-type: none"> A. Scheduling and monitoring of dates at every point in the process to ensure that deadlines are not missed for print and electronic format (ongoing) <ol style="list-style-type: none"> 1. includes deadlines for units outside Academic Publications offices 2. includes deadlines that are set by outside vendors for printing and binding the catalogs 3. includes deadlines within the offices of Academic Publications and URCM 2. Feedback from users (email and phone calls, etc.), which includes faculty, staff, students, prospective students, etc. (ongoing)
<p>Assessment results</p>	<ol style="list-style-type: none"> 1. Catalogs, print and electronic are both released on July 1 each year. This deadline has never been missed. 2. Academic Publications will review this deadline next year, in light of freshman orientations taking place in June this summer (2004), and determine whether or not the release date needs to be changed. A new contract needs to be issued for catalogs for the 05-06 academic year and any needed changes will be reflected in that contract.

	<p>3. Current feedback from users (email and phone calls, etc.) indicates that the catalogs, print and electronic, are being delivered in a timely manner to meet their needs.</p>
Changes	<p>1. No changes indicated at this time, although deadlines may change if Academic Publications determines that catalogs need to be delivered earlier for freshman orientations 2005.</p> <p>2. Academic Publications will continue to follow all plans currently in place and to look for additional assessments that might be made to ensure the best possible results for this unit, to ensure opportunities to present materials in the catalogs to enhance student development and learning, and to continue to meet the university's vision.</p>