



Office of Institutional Research & Effectiveness

Program of Institutional Effectiveness

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Institutional Effectiveness

Academic Degree Programs
Academic Departments & Divisions
Administrative Support Units
Summary Units (Academic & Non-Academic)
Institution





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Introduction

What is Institutional Effectiveness (IE)

Institutional Effectiveness is the systematic and ongoing process of collecting and analyzing data for implementing data-driven decisions as related to goals and outcomes in support of the University of North Texas Strategic Plan. In general, UNT will focus on two major categories of expected outcomes:

1. Academic Expected Outcomes (i.e. Student Learning Outcomes);
2. Non-Academic Expected Outcomes (i.e. Administrative Outcomes).

According to the Southern Association of Colleges and Schools (SACS); Institutional Effectiveness (IE) responsibilities are:

“3.3 Institutional Effectiveness

3.3.1 The institution identifies **expected outcomes**, assesses the extent to which it achieves these outcomes, and **provides evidence of improvement** based on analysis of the results in each of the following areas: (Institutional Effectiveness)

3.3.1.1 Educational programs, to include student learning outcomes

3.3.1.2 Administrative support services

3.3.1.3 Educational support services

3.3.1.4 Research within its educational mission, if appropriate

3.3.1.5 Community/public service within its educational mission, if appropriate”

(<http://www.sacscoc.org/pdf/2008PrinciplesofAccreditation.pdf>)

The Institutional Effectiveness Cycle

Institutional Effectiveness (IE) is an ongoing cycle of planning, assessment, measurement, and implementation of the data-driven decision process. UNT has designated the following timetable for the IE cycle:

- **September 1, 2009** – beginning of new academic year;
- **November 1, 2009** – all assessment units (mission/vision) and plans (expected outcomes, means of assessment, & related goals) to be entered in the automated records management system (TracDat®);
- **January 1-31, 2009** – all assessment units and plans undergo the review and compliance checklist process;
- **September 30, 2010** – all results and reports to be completed for the previous academic year;
- **October 1-31, 2010** – all data are reviewed from the previous academic year for compliance with Principles of Accreditation (SACS).

Institutional Effectiveness Levels

The University of North Texas Systems recognizes five levels of organizational structure for Institutional Effectiveness. UNT identifies these levels of organization as:

1. Institutional (UNT Systems)
2. Summary (Vice Presidents & Colleges)
3. Administrative Support Units
4. Academic Departments/Divisions
5. Academic Degree Programs

Responsibilities assigned to each level will be fully described in later sections. As an institution, UNT will provide an Institutional Effectiveness Report for all Principles of Accreditation to the SACS Regional Accreditation Office and the SACS liaison officer(s). UNT will demonstrate full and complete compliance in all areas related to Institutional Effectiveness for accreditation purposes.

Principles for Assessment of Student Learning

The American Association for Higher Education provides “9 Principles of Good Practice for Assessing Student Learning.” A copy of these assessments can be reviewed at the following link:

http://www.academicprograms.calpoly.edu/pdfs/assess/nine_principles_good_practice.pdf

“9 Principles of Good Practice for Assessing Student Learning”

1. “The assessment of student learning begins with educational values.
2. Assessment is most effective when it reflects an understanding of learning as multidimensional, integrated, and revealed in performance over time.
3. Assessment works best when the programs it seeks to improve have clear, explicitly stated purposes.
4. Assessment requires attention to outcomes but also and equally to the experiences that lead to those outcomes.
5. Assessment works best when it is not episodic.
6. Assessment fosters wider improvement when the representatives from across the educational community are involved.
7. Assessment makes a difference when it begins with issues of use and illuminates questions that people really care about.
8. Assessment is most likely to lead to improvement when it is part of a larger set of conditions that promote change.
9. Through assessment, educators meet responsibilities to students and to the public.”

(American Association for Higher Education, 1996)

UNT Program of Institutional Effectiveness

The general assumptions for the UNT Program of Institutional Effectiveness within the Office of Institutional Research & Effectiveness are:

- A. The overarching goal for the Program of Institutional Effectiveness is engineered to continually improve student learning, degree program effectiveness, and generate support for the UNT Strategic Plan;
- B. Results generated from assessment are for program, departmental and administrative support unit improvements;
- C. Results are not to be used for evaluation in matters of tenure, promotion, merit review, or any other human resource decision process;
- D. Assessment activities will be embedded in all academic and non-academic expected outcomes;
- E. The data-driven decision process relies on the measurement and assessment of all expected outcomes to validate any and all changes in degree programs, academic support services, and for the periodic realignment of the UNT Strategic Plan.

Academic Degree Programs

Assessment Unit: Mission & Vision Statements of Purpose

Mission Statement

Mission statements at the program level may reflect either the departmental mission statement or the college mission statement. The SACS liaison officer has advised UNT programs to establish, as much as possible, a unique mission statement which reflects the goals and guidance of the program. For example:

- Foundation – relationship of the program to the department/college mission;
- Role – the part the program plays in achievement of the department/college mission;
- Goals – the expected outcome from participation in the program;
- Guidance – how the participant will be guided toward the successful completion of the program.

Sample Mission Statement:

- *The degree program for Chemistry – Bachelor of Arts within the Department of Chemistry at the UNT College of Arts & Sciences was founded in order to fulfill regional, national, and international requirements for highly skilled personnel trained to work in various and ongoing chemistry related concerns. Students completing the requirements in this program will possess the skills of chemical analysis, chemical materials management, and research for chemical related fields of study. All students will complete core competencies and a practical internship prior to the conferral of the degree for Chemistry – Bachelor of Arts.*

Vision Statement

Vision Statements at the program level may reflect either the departmental vision statement or the college vision statement.

Sample Vision Statement:

- *The degree program for Chemistry – Bachelor of Arts supports the vision of the College of Arts & Sciences in attaining the goal as a national contender for instruction in the Natural Sciences by the year 2015 through increased research and partnerships in order to ensure that each program participant experiences the best possible learning environment in the discipline of Chemistry.*

Plan: Expected Outcomes, Means of Assessment, & Related Goals

Expected Outcomes – (Student Learning Outcomes –SLO's)

Student Learning Outcomes (SLO's) “describe what the students will *think* (affective), *know* (cognitive), or *do* (behavioral/performance) when they have completed a degree program” (Nichols & Nichols, 2005, p.75). SLO's should be constructed as a simple sentence. For example:

- The student will be able to apply the laws of thermodynamics to explain the heat source/output of machinery.

In alignment with the model from Nichols et al. (2005), this sample SLO states that the student will know how to apply thermodynamics to a model of machinery as related to heat source/output. Another example is one from journalism in which the student demonstrates editorial skills.

- The student will be able to edit copy as *ready for print* in a newspaper/periodical.

SLO's are simple statements about the skills bank that a student will possess once he/she completes the degree program. Each SLO should identify a singular outcome. UNT degree programs will measure 3-5 outcomes each academic year. A degree program may have more than 3-5 outcomes within their plan; however, only the outcomes which are to be measured will be considered active. An “SLO Assembler” is available in UNTranet at:

<https://untranet.unt.edu/committees/dssc/dss/Student%20Learning%20Outcomes%20Form/Forms/AllItems.aspx>.

Means of Assessment

Once the SLO is identified, a means of assessment must be constructed in order to effectively measure the outcome. A drop-down assessment category box has been provided in TracDat® with the following options:

1. Capstone Assignment/Project
2. Course Assignment
3. Course Exam
4. Exit Interview
5. Field Placement, Internship
6. Focus Group
7. Portfolio Review
8. Standardized Test
9. Survey

Once the assessment category has been identified, the assessment method needs to be defined. An example from an accounting degree program is provided.

- SLO (Name) – Technical Competence;
- SLO (Expected Outcome) – Student will demonstrate technical competence in the accounting field;
- **Assessment Category** – Course Exam;
- **Assessment Method** – Course embedded questions are pulled from written exams in ACCT 5330, ACCT 5320, and ACCT 5140.

A second example is provided from an outcome in the Criminal Justice program.

- SLO (Name) – Effective Communication;
- SLO (Expected Outcome) – Students will demonstrate an ability to effectively communicate their declarative knowledge regarding criminal justice;
- **Assessment Category** – Exit Interview;
- **Assessment Method** – Exit interviews/surveys conducted with graduating Criminal Justice majors evaluate their undergraduate experience, including the improvement of their communication skills as a direct result of their course work in Criminal Justice. Also, this provides the graduate the opportunity to offer suggestions as to how courses might better enhance communication skills.

The remaining two portions under means of assessment are assigning the *criterion* and *schedule*. All criteria should reflect a percentage or success rate ascribed to the SLO, for example:

- If 80% or more of the responding students indicate that their communication skills improved as a result of their course work in Criminal Justice, then the expected outcome has been successfully completed.

It is important to attach a rubric assigned to the criterion which describes the grade/score process. Additionally, a copy of the exit interview itself should be attached and assigned as well.

A schedule is the time frame for which the assessment will take place. For example:

- The exit interview will take place at the close of each semester.

Schedules can vary in time and frequency; yet, the assessment must take place within the academic year for which the SLO is considered to be active.

Related Goals

The UNT Strategic Plan, Expected Core Outcomes, or other alternate goals assigned to the degree program are available via check box format in the related goals section of the plan. Goals are to be checked where the SLO demonstrates symmetrical relationship(s). More than one goal may be checked for a single SLO. For example:

- Student -Centered Education Strategy 1.1 - Develop and sustain excellent academic programs, and enhance their visibility;
- Student -Centered Education Strategy 1.2 - Assure a rigorous curriculum grounded in respect for the contributions of various nationalities, cultures, backgrounds, abilities, and viewpoints, designed specifically to develop students' appreciation of diversity and capacity for in-depth critical thinking, and life-long learning.

Results

Results are report data recorded for the SLO in the active academic year. Data are recorded as tables, charts, rubrics, performance grades (not GPA), or other means of data expression as related to the SLO. For example:

- After compilation of 27 exit interviews, data show that in the 5 domains of criminal justice, 83% of the students exiting the program marked each domain as either met or exceeds expectations for student preparation in the discipline of criminal justice. A copy of the results has been attached in the document repository for review.

A drop-down menu is available in the system for *result type*. Select the option provided:

1. Criterion Met
2. Criterion Not Met
3. Inconclusive

A drop-down menu is available in the system for the *change status*. Select the option provided:

1. Change Made
2. Change Recommended
3. No Change Required

Reports

The “Unit Assessment – Four Column Report” is the preferred report generation for the degree program. For academic end of year reports, please print only “active” SLO’s in the report process.

Academic Degree Program Checklist

University of North Texas Institutional Research & Effectiveness TracDat® Degree Plan Evaluation CHECKLIST	
Academic Degree Program (Name)	
Items to be addressed in TracDat® prior to fulfillment of Degree Program requirements:	<p style="text-align: center;">ASSESSMENT UNIT TAB</p> <p>1. <input type="checkbox"/> Vision statement (November 1, 2009).</p> <p>2. <input type="checkbox"/> Mission statement (November 1, 2009).</p> <p style="text-align: center;">PLAN TAB</p> <p>3. <input type="checkbox"/> Expected Outcomes – SLO’s (November 1, 2009).</p> <p>4. <input type="checkbox"/> Means of Assessment (November 1, 2009).</p> <p>5. <input type="checkbox"/> Criterion (November 1, 2009).</p> <p>6. <input type="checkbox"/> Schedule (November 1, 2009).</p> <p>7. <input type="checkbox"/> Related Goals (November 1, 2009).</p> <p style="text-align: center;">RESULTS TAB</p> <p>8. <input type="checkbox"/> Results (September 30, 2010).</p>

Academic Departments and Divisions

Mission & Vision Statements of Purpose

Mission Statement

Mission statements at the department and division level may reflect either the college mission statement or the institutional mission statement. For example:

- **Foundation** – relationship of the department/division to the college/institutional mission;
- **Role** – the part that the department/division plays in achievement of the college/institutional mission;
- **Goals** – the expected outcome for the department/division;
- **Guidance** – how the department/division will guide the programs towards the successful fulfillment of the department/division mission.

Sample Mission Statement:

- *The mission of the professional programs in accounting at the University of North Texas are to prepare a diverse student body for careers in industry, public accounting, and the nonprofit sector primarily in the North Texas region.*

Vision Statement

Vision Statements at the department/division level may reflect either the college mission statement or the institutional mission statement.

Sample Vision Statement:

- *The vision of the professional programs in accounting at the University of North Texas is to graduate knowledgeable and highly sought accounting professionals in the North Texas service region.*

Academic Department/Division Plans

Department/Division Expected Outcomes

Administrative Outcomes (AO's) at the department/division level should be *“leading the faculty in conducting assessment activities resulting in substantive program improvement”* (Nichols & Nichols, 2005, p.58). This may be accomplished by the data-driven decision process which entails:

- What goals are to be accomplished by the department/division;
- How are the goals to be accomplished by the department/division;
- When is the goal to be completed by the department/division;
- What resources will be needed to enable the department/division to accomplish these goals.

An example of an AO from a department in the College of Business might be:

- The department will increase undergraduate and graduate enrollments by 7.5% within the next five years.

The goal is to increase student enrollment within the department with an expressed timeline of five years. Another example would be:

- Faculty will increase scholarly journal publications and presentations by 15% over the next three years.

The goal is to publish research in professional journals and through presentation at conferences.

Means of Assessment

Once the AO is identified, a means of assessment must be constructed in order to effectively measure the outcome. A drop-down box has been provided with the following options:

1. Enrollment Data
2. Frequency of Occurrence
3. Internal Audit or Report
4. Number of Complaints
5. Participation Rates
6. Supervisory Approval
7. Survey

Once the category has been identified, the assessment method needs to be defined. An example from a department in the College of Business is provided.

- AO (Name) – Student Enrollment;
- Expected Outcome – The department will experience a consistent increase in undergraduate and graduate enrollments within the next five years;
- **Assessment Category** – Enrollment Data;
- **Assessment Method** – Student Credit Hour (SCH) report prepared each semester.

A second example is provided from another department from the College of Business.

- AO (Name) – Job Opportunities;
- Expected Outcome – Students will have available a broad array of job opportunities including internships and full-time employment;
- **Assessment Category** – Frequency of Occurrence;
- **Assessment Method** – The number of students that participate in internships/co-op jobs.

The remaining two portions under means of assessment are assigning the *criterion* and *schedule*. All criteria should reflect a percentage or success rate ascribed to the AO, for example:

- At least 30% of majors will participate in internship/co-op opportunities.

It is important to note here that a rubric/tally sheet should be assigned to the criterion which clearly and succinctly describes the data collection process.

A schedule is the time frame for which the assessment will take place. For example:

- The data collection will take place at the close of each fall semester.

Schedules can vary in time and frequency; yet, the assessment must take place within the academic year for which the AO is considered to be active.

Related Goals

The UNT Strategic Plan, Expected Core Outcomes, or other alternate goals assigned to the department/division are available via check box format in the related goals section of the plan. Goals are to be checked where the AO demonstrates symmetrical relationship(s). More than one goal may be checked for a single AO. For example:

Graduate Education 1.1: Conduct a thorough assessment of current and potential graduate programs to identify those key professional and academic programs that hold the highest potential for excellence or importance to UNT and its communities

Research and Scholarship 1.2: Advance and support the research capacity of all tenure and tenure-track faculty

Results

Results are report data recorded for the AO in the active academic year. Data are recorded as tables, charts, rubrics, or other means of data expression as related to the AO. For example:

- After compilation, data show 77% of graduating seniors have contracted gainful employment within their chosen career path. A tally sheet has been attached in the document repository for review.

A drop-down menu is available in the system for *result type*. Select the option provided:

1. Criterion Met
2. Criterion Not Met
3. Inconclusive

A drop-down menu is available in the system for the *change status*. Select the option provided:

1. Change Made
2. Change Recommended
3. No Change Required

Reports

The “Unit Assessment – Four Column Report” is the preferred report generation for the Academic Department/Division. For academic end of year reports, please print only “active” AO’s in the report process.

Academic Department/Division Checklist

University of North Texas Institutional Research & Effectiveness TracDat® Academic Departments/Divisions CHECKLIST	
Academic Dept/Div	
Items to be addressed prior to fulfillment of Dept/Div requirements:	<p style="text-align: center;">ASSESSMENT UNIT TAB</p> <ol style="list-style-type: none"> 1. <input type="checkbox"/> Vision statement (November 1, 2009). 2. <input type="checkbox"/> Mission statement (November 1, 2009). <p style="text-align: center;">PLAN TAB</p> <ol style="list-style-type: none"> 3. <input type="checkbox"/> Expected Outcomes – AO’s (November 1, 2009). 4. <input type="checkbox"/> Means of Assessment (November 1, 2009). 5. <input type="checkbox"/> Criterion (November 1, 2009). 6. <input type="checkbox"/> Schedule (November 1, 2009). 7. <input type="checkbox"/> Related Goals (November 1, 2009). <p style="text-align: center;">RESULTS TAB</p> <ol style="list-style-type: none"> 8. <input type="checkbox"/> Results (September 30, 2010).

Administrative Support Units

Mission & Vision Statements of Purpose

Mission Statement

Mission statements at the Administrative Support Units (ASU) reflect the institutional mission statement or alternate goals established in conjunction to the institutional mission. For example:

- **Foundation** – relationship of the ASU to the institutional mission or alternate goal(s);
- **Role** – the part that the ASU plays in achievement of the institutional mission or alternate goal(s);
- **Goals** – the expected outcome for the ASU;
- **Guidance** – how the ASU will guide the service units toward the successful fulfillment of the institutional mission or alternate goal(s).

Sample Mission Statement:

- *The Office of Enrollment Management provides leadership for UNT to reach its goals through enrollment success. We conceptualize enrollment success through the achievement of three student-oriented goals:*
 1. *Outreach - We reach out to our community and others to increase the college-going rate in the region and the state;*
 2. *Recruitment - We shape our university with our students in mind, creating a student-centered learning environment, and attracting quality students to UNT;*
 3. *Academic Success - Enrollment success culminates in the success of our students (we guide our students to achieve academic success and timely graduation).*

Vision Statement

Vision Statements for the ASU may reflect either the institutional mission statement or alternate goal(s).

Sample Vision Statement:

- *Our vision is to provide an integrated learning and service environment that welcomes all students and guests to the University of North Texas. Through collaboration, we foster an evolving comprehensive program of essential services for our diverse university community. In an ever-changing world, we are dedicated to continual growth and life-long learning.*

Administrative Support Unit Plans

Administrative Support Unit Expected Outcomes

Administrative Outcomes (AO's) at the ASU level should answer the question "how will the unit know it is accomplishing its purpose and is providing the described services to its clients" (Nichols & Nichols, 2005, p.146). This may be accomplished by the data-driven decision process for the ASU which entails:

- "How well do our current administrative services work;
- What is the skill/knowledge we want our clients to receive from the current services offered;
- Are the students we serve learning from the current services offered;
- What is the level of satisfaction of our clients with current services offered?"

(Nichols & Nichols, 2005, p. 147)

An example of an AO from the Office of Institutional Research & Effectiveness is:

- As a mean average, the Institutional Research Office will provide a forty-eight (48) hour response time for the ad-hoc request for UNT related information at a proficiency level of eighty-five (85) percent.

The goal is to deliver an effective response time within the department at an efficiency level of 85%. Another example from Libraries is:

- Increase user awareness of current collections and services.

The goal is to increase user awareness.

Means of Assessment

Once the AO is identified, a means of assessment must be constructed in order to effectively measure the outcome. A drop-down box has been provided with the following options:

1. Enrollment Data
2. Frequency of Occurrence
3. Internal Audit or Report
4. Number of Complaints
5. Participation Rates
6. Supervisory Approval
7. Survey

Once the category has been identified, the assessment method needs to be defined. An example from a department in the College of Business is provided.

- AO (Name) – Response Time;
- AO (Expected Outcome) – As a mean average, the Institutional Research Office will provide a forty-eight (48) hour response time for the ad-hoc request for UNT related information at a proficiency level of eighty-five (85) percent;
- **Assessment Category** – Internal Audit or Report;
- **Assessment Method** – Each analyst within the office maintains a log of ad-hoc request. The office manager will tally and process both the amount of ad-hoc request and the rate at which the request were satisfied. The Director of Institutional Research will evaluate the data results for compliance with the Expected Outcome.

A second example is provided from another department from the College of Business.

- AO (Name) – Use Awareness of Collections and Services;
- AO (Expected Outcome) – Increase user awareness of current collections and services;
- **Assessment Category** – Frequency of Occurrence;
- **Assessment Method** – Compare the number of external partnerships that supported outreach activities in the current academic year with the number in the previous year.

The remaining two portions under means of assessment are assigning the *criterion* and *schedule*. All criteria should reflect a percentage or success rate ascribed to the AO, for example:

- Three additional partnerships.

It is important to note here that a rubric/tally sheet should be assigned to the criterion which clearly and succinctly describes the data collection process.

A schedule is the time frame for which the assessment will take place. For example:

- September 01, 2008 – August 31, 2009.

Schedules can vary in time and frequency; yet, the assessment must take place within the academic year for which the AO is considered to be active.

Related Goals

The UNT Strategic Plan, Expected Core Outcomes, or other alternate goals assigned to the department/division are available via check box format in the related goals section of the plan. Goals are to be checked where the AO demonstrates symmetrical relationship(s). More than one goal may be checked for a single AO. For example:

- Strategy 1.6 - Improve student engagement, satisfaction, and success by promoting communication, civility, leadership, clarification of values and identity issues, recreational/wellness activities, and active student involvement in the life of the University;
- Strategy 1.7 - Provide communications, services, and programs designed to effectively transition freshman and transfer students to campus.

Results

Results are report data recorded for the AO in the active academic year. Data are recorded as tables, charts, rubrics, or other means of data expression as related to the AO. For example:

- After compilation, data show 100% of the objective has been met. A tally sheet has been attached in the document repository for review.

A drop-down menu is available in the system for *result type*. Select the option provided:

1. Criterion Met
2. Criterion Not Met
3. Inconclusive

A drop-down menu is available in the system for the *change status*. Select the option provided:

1. Change Made
2. Change Recommended
3. No Change Required

Reports

The “Unit Assessment – Four Column Report” is the preferred report generation for the Administrative Support Unit. For academic end of year reports, please print only “active” AO’s in the report process.

Administrative Support Unit Checklist

University of North Texas Institutional Research & Effectiveness TracDat® Unit Plan Evaluation Non-Academic Unit CHECKLIST	
Administrative Support Unit	
Items to be addressed prior to fulfillment of Assessment Unit requirements:	<p style="text-align: center;">ASSESSMENT UNIT TAB</p> <ol style="list-style-type: none"> 1. <input type="checkbox"/> Vision statement (November 1, 2009). 2. <input type="checkbox"/> Mission statement (November 1, 2009). <p style="text-align: center;">PLAN TAB</p> <ol style="list-style-type: none"> 3. <input type="checkbox"/> Expected Outcomes – AO’s (November 1, 2009). 4. <input type="checkbox"/> Means of Assessment (November 1, 2009). 5. <input type="checkbox"/> Criterion (November 1, 2009). 6. <input type="checkbox"/> Schedule (November 1, 2009). 7. <input type="checkbox"/> Related Goals (November 1, 2009). <p style="text-align: center;">RESULTS TAB</p> <ol style="list-style-type: none"> 8. <input type="checkbox"/> Results (September 30, 2010).

Summary Units – Institution

Summary Unit reports are prepared at the end of the academic year, which encompass all Academic Programs, Departments/Divisions, and Administrative Support Units. These master reports provide data for the executive branch of the institution as a whole which include:

- College Deans;
- Vice Presidents;
- President;
- Board of Regents.

These reports are then used to support the process of accreditation, strategic plan renovation, academic goal evaluation, and other summary processes related to the operations of the institution.

References

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Suggested Materials

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