

The University of North Carolina at Greensboro

Self-Study Report 2000-2003

CHAPTER III

INSTITUTIONAL EFFECTIVENESS



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Institutional Effectiveness

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1. Introduction

UNCG's approach to institutional effectiveness is guided by efforts to demonstrate the fulfillment of its mission and goals by the employment of ongoing processes that are embedded in the institution's fabric. Chapter II, relating to institutional purpose, details the manner in which UNCG and its mission have evolved over the years. Section 3.0 of Chapter III indicates the structure and contexts in which planning and evaluation activities take place, the operational definition of institutional effectiveness that has evolved at UNCG, and the procedures followed in evaluating institutional effectiveness during the SACS Self-Study process. Sections 3.1, 3.2, and 3.3 each contain an analysis of strengths, weaknesses, opportunities, and threats (SWOT analysis) that points to areas where further enhancements and improvements may be realized.

Section 3.1, relating to the planning and evaluation of educational programs, describes UNCG's approach to and findings from its evaluation of educational outcomes. Analyses in this section speak to the status and use of findings in the areas of general education, the various academic majors, as well as research and service.

Section 3.2, relating to planning and evaluation in administrative and educational support services, summarizes and evaluates assessment, planning, and evaluation procedures employed by non-academic service units.

Section 3.3, relating to institutional research, depicts the array of analytic and evaluative services provided centrally by the Office of Institutional Research.

2. Planning Structures, Processes, and Evaluation Procedures (3.0)

The University of North Carolina System Planning Structure and Contexts

Planning and evaluation activities take place within the context not only of UNCG's immediate environment, but also within UNCG's status as one of the sixteen constituent campuses of the University of North Carolina system. Processes relating to academic degree planning, accountability/assessment, enrollment planning, financial planning/fiscal procedures, facilities planning, and information technology planning are often defined in large part by policies and procedures adopted by the UNC Board of Governors and administered by the Office of the President (OP) of the University of North Carolina system. Therefore, understanding the extent to which central UNC system processes vary in given areas is important in understanding the degree of freedom an individual campus may exercise.

The UNC Long-Range Plan

Chapter II has alluded to the development of a general statement of the educational mission for UNCG for publication in the UNC System's document entitled *UNC Long-Range Planning 2002-2007*. This document provides primary long-range vision for the UNC system with regard to mission, enrollment expectations, and degree program offerings. The *Long Range Planning* document, which is updated every two years, also provides an environmental scan for the state as a whole and, to a lesser extent, the individual constituent institutions. *Long-Range Planning 2002-2007* contains a General Statement of Educational Mission, lists of Program Discontinuations, Authorizations to Plan

New Programs, Previous Planning Authorizations Reconfirmed, Authorized Degree Programs by major disciplinary area, and an academic organizational chart for each of the sixteen constituent UNC System institutions, including UNCG.

Academic Program Planning

Academic program planning within the UNC System occurs throughout the year. This planning ranges from curricular review to more far-reaching academic objectives such as the creation of new degree programs. The planning and establishment of these programs, however, require approval from and follow procedures established by the UNC Office of the President (OP). The latest set of instructions, dated November 7, 2000, is contained in Administrative Memorandum No. 406 <www.northcarolina.edu/aa/reports/plan_intent/doc_index.cfm>.

The document entitled *Revised Procedures for Developing Academic Programs* contains the policies for instruction, and for planning and establishing institutes and centers.

Establishing a new undergraduate or graduate degree program is a process that takes at least two years to complete. The first stage of this process involves UNCG review and approval of the proposal. This review and approval includes the appropriate curriculum committee in the College or schools, the Undergraduate Curriculum Committee, the Graduate Studies Committee, the Graduate Administrative Board, and the Office of the Provost. The second stage, which involves seeking approval from the UNC Board of Governors through the Office of the President (OP), has different procedures for doctoral programs than for undergraduate and master's programs. For new doctoral programs, UNCG first submits the "Request for Authorization to Plan" to the OP. This request is reviewed by the Educational Planning, Policies, and Programs subcommittee of the Board of Governors. Only after approval to plan may an institution prepare the "Request for Authorization to Establish a New Degree Program," which is also reviewed at all appropriate levels on campus and submitted to the UNC President by the Chancellor. The proposal receives extensive review by the OP staff and external reviewers before receiving final approval by the Board.

The UNC Office of the President has recently streamlined the process for programs below the doctoral level. After a new baccalaureate or master's program has received campus approval at all appropriate levels, the Chancellor notifies the President that UNCG is planning the program. No planning authorization is necessary. The "Request for Authorization to Establish" document is then prepared and submitted for review in the same manner as described for doctoral programs.

Several departments have recently completed the self-examination and planning sequence. Programs approved in the period 1997-2002 are noted in Table 3.0-1.

Accountability/Assessment

The UNC Office of the President engages in a wide array of system-level assessment, accountability, and performance improvement processes that have ten major components. Key components include (1) annual monitoring of retention, graduation, and persistence rates and time-to-degree; (2) feedback reports to high schools and colleges that send new freshman and transfer students to UNC institutions; (3) biennial surveys of sophomores, seniors, alumni, and employers; (4) the compilation of performance/programming; (5) budgeting measures as part of the State's system

Table 3.0-1. New UNCG Degree Programs Approved, 1997-98 – 2001-02

CIP Code	Degree Program	Year Approved
05.0201	BA African-American Studies	2001-02
13.1001	BA Special Education	2000-01
51.1306	MS Genetic Counseling	1999-00
30.1101	MS Gerontology	1999-00
13.1001	BA Hospitality Management	1999-00
52.1201	MS Information Technology and Management	1997-98
52.1101	BS International Business	1997-98
50.0903	BM Jazz Studies	1997-98
26.0202	BS Biochemistry	1997-98
11.0701	MS Computer Science	1997-98

of program budgeting; (6) campus self-study and quality improvement processes that address the institutional effectiveness requirements of SACS; (7) annual monitoring of teaching workloads; (8) topical reports to the UNC Governing Board's Committee on Educational Planning, Policies, and Programs; (9) biennial reviews of program productivity; (10) annual reports on the training, monitoring, and evaluation of graduate assistants; and (11) visits to constituent institutions to explore ways in which assessment activities can support institutional improvement processes. Details on the UNC System level activities are noted in a report from the OP entitled *Accountability Overview and Report on Campus Visits in Academic Year 2001-2002* <www.northcarolina.edu/docs/assessment/AccOvuRptCampVis00-01.pdf>.

Biennial visits to each of the constituent campuses by the OP's staff afford an opportunity to explore viewpoints on a number of issues. Issues discussed in the OP's March 2001 visit to UNCG included: (1) Performance/ Program Budgeting (P/PB) target setting; (2) integrating institutional effectiveness plans and OP data; (3) campus views on the accuracy and relevancy of OP survey data; (4) the role of voluntary surveys versus mandatory survey evaluations; (5) the possible use of performance funding; (6) making OP survey data available at school, college, and departmental levels; (7) selecting peer institutions for benchmarking; and (8) alternative approaches to measuring student learning and teaching effectiveness. The special studies and topics carried out by the OP noted above are required of all campuses. The "campus report card" for UNCG is included as Table 3.0-2. The complete book of accountability, assessment, and P/PB reports from the March 2001 visit to UNCG is available in the SACS Self-Study Office.

The UNC Office of the President requires the reporting of substantial amounts of accountability information from its constituent institutions. However, it has focused very little attention on

Table 3.0-2. UNCG 1999-2000 Survey Ratings

UNC Greensboro 1999-2000 Survey Ratings
(Including Comparison with 1997-1998 Ratings*)

Topic 2

	Low Rating (< 66.7)			Medium Rating (? 66.7 ? 89.9)			High Rating (? 90.0)		
	Sophomores	Seniors	Alumni	Sophomores	Seniors	Alumni	Sophomores	Seniors	Alumni
Instruction									
Set high expectations							91.1	96.1	---
Respect diverse talent				72.6	85.7				---
Encourage active involvement in learning				77.6				91.1	---
Encourage student/faculty interaction				70.7	84.5				---
Provide frequent feedback				73.2	84.9				---
Encourage time & energy on coursework				85.3				94.5	---
Cooperative learning opportunities				73.8				90.0	---
Care about student success				66.9	82.1				---
General evaluation of faculty				85.3				92.5	---
Instruction in major								93.5	94.7
Overall quality of instruction				88.8	87.5				90.9
Overall education at this institution				89.6				92.4	---
Intellectual environment	55.4	62.8							---
Cognitive Skills Development									
Writing								92.3	---
Listening								91.3	---
Speaking					88.5				---
Comprehension								91.9	---
Mathematics		63.2							---
Scientific method					79.6				---
Computer					85.9				---
Analytical								93.0	---
Affective Skills Development									
Teamwork					88.3				---
Workplace diversity					88.0				---
Ethical sensitivity					83.6				---
Racial equity					81.4				---
Gender equity					80.8				---
Personal growth								94.5	---
Academic Advising									
Access to advisor				72.5	78.5				---
Sufficient time with advisor				68.2	73.6				---
Accurate information about requirements				73.1	72.6				---
Clarity of policies and procedures				73.7	74.1				---
Overall				72.7	74.4				---
Career-related Services									
Opportunity for assistance†				83.3	80.8				---
Information on career-related experiences†				76.7	74.3				---
Resources available to explore career options†				81.8	77.2				---
Information available through technology†				84.8	86.0				---
Overall				80.2	80.5				---
Orientation									
Length of session				79.2					---
Quality of programs				74.2					---
Helpfulness of staff				83.0					---
Accommodations				74.8					---
Overall effectiveness				81.1					---
Administrative Areas									
Academic labs				86.4					---
Library services							91.3	94.6	---
Technology services				88.9	88.8				---
Books and supplies	60.6								---

† The first four career-related

xx.x: 1999-00 rating is up from 1997-98 (outside the margin of error).

* Legend:

questions were used for seniors for the first time in 1999-00.

yy.y: 1999-00 rating is down from 1997-98 (outside the margin of error).

zz.z: 1999-00 rating change from 1997-98, if any, is within the margin of error.

UNC-OP ProgAssess/O/10-20-00

facilitating the development of campus-based assessment capabilities. Campus-initiated discussions aimed at improving assessment capabilities within constituent UNC institutions have been held on an annual basis since Fall 1999. The programs and lists of attendees for the series of Campus-Based Assessment Discussions, the last two of which have been hosted by UNCG, are available on a Web site maintained by North Carolina State University <www2.acs.ncsu.edu/UPA/assmt/unc_assmt_mtg>.

Enrollment Planning

The formal submission of enrollment projections for budget purposes to the UNC System takes place in accordance with schedules and procedures established by the Office of the President. Prior to 1997, budgets were derived on the basis of approved Average Annual FTE (AAFTE) enrollments for Resident and Non-Resident Undergraduate and Graduate students in accordance with the guidelines described in the Office of the President's *Budget Memorandum No. 5*. In 1998, the Office of the President changed the basis by which institutions are funded from a projected full-time equivalent student basis to a projected student credit hour by level and discipline basis. For UNCG, this means that funding is based upon changes in approved student credit hour projections within a nine-cell matrix that consists of three student credit hour levels (undergraduate, master's and doctoral) and three discipline cost levels (high, medium, and low). Funding procedures for the nine-cell matrix are noted in a User Manual entitled *Student Credit Hour Enrollment Funding Model* developed by the Finance Division of the OP.

Internally, enrollment planning activities for budget and other internal purposes are conducted by an Enrollment Planning Group coordinated by the Provost and Vice Chancellor for Information Technology and Planning under a time-table set by the OP. The Associate Provost for Enrollment Services, Associate Vice Chancellor for Institutional Planning and Research, and Associate Vice Chancellor for Financial Planning and Budgets play key roles in developing perspectives and analyses for the Enrollment Planning Task Group which also includes the Dean of the Graduate School. The Assistant Director of the Office of Institutional Research provides primary support for Enrollment Planning activities. This is done by constantly updating enrollment flow models and by providing detailed monitoring of fall and spring semester enrollment activities via reports that are distributed at the middle and end of each month from November to August.

Financial Planning/Fiscal Procedures

Budget processes for the University follow procedures developed by the Office of the President, which is charged with implementing policies adopted by the Board of Governors for the UNC system. The process by which the University budget is developed and administered has its legal basis in the State's Executive Budget Act and the Higher Education Reorganization Act of 1971. The UNC system has developed policies and procedures designed to (1) meet the System's responsibilities for presenting comprehensive financial plans to the General Assembly, (2) modify its plans in light of resources made available by the Legislature, and (3) establish and administer the annual budgets of the University.

System-wide budget requests are presented to the General Assembly through the Governor, in consultation with the Advisory Budget Commission, who has responsibility for making recommendations to the Legislature with regard to the appropriation requests from all State agencies.

The System's requests are presented in a format and on a schedule established by the Director of the Budget. Generally, appropriations may be used only for the purposes identified in the requests and recommendations or as amended by the General Assembly. However, this requirement has been modified significantly for those institutions designated as "special responsibility constituent institutions." UNCG was designated as such an institution in 1991.

The Board of Governors' planning and policy functions precede and inform the preparation of the budget request. The budget process is not intended to serve as the policy-making process for the System, but to reflect policy as determined by the missions of the individual institutions, the current edition of the *Long-Range Plan*, and special Board studies addressing policy issues. A more complete explanation of UNC System budget processes may be found at <www.northcarolina.edu/docs/finance/projects/BUDGETPROCESS.pdf>.

Facilities Planning

The context for the planning of facilities was established through a study conducted by Eva Klein and Associates in 1998 and 1999 that assessed facility needs across all 16 UNC System campuses. The study documented a vast array of facility needs that resulted in placing a \$3.1 billion bond issue before the voters of North Carolina in November 2000. The bond referendum was approved by 73% of the voters and resulted in capital budgets for new construction and renovations on the UNCG campus totaling \$160 million over the period 2001-2008. Facilities planning processes are subject to a variety of state regulations, but are less centralized than other university processes. Detailed planning involving the employment of outside consultants for move management and other assistance is currently underway at UNCG.

Information Technology

The UNC system has become heavily involved in information technology planning in recent years. The System adopted Information Technology Strategy Phase 1 and Phase 2 plans in 1998 and 1999. Phase 1 set networking standards (with funding targets), and Phase 2 set goals (with funding targets) in other IT areas. The System now has a Vice President for Information Resources and this Chief Information Officer works with the campus IT leaders to assist the campuses in IT planning. In addition, there are joint planning efforts involving MCNC and the North Carolina Research and Education Network, relating to Internet gateway and supercomputing services. In 2002, the System and the campuses will develop a new planning process to designate campuses for IT Management Flexibility. Campus telephone directors have met together for some years, but telephone service has primarily been a campus planning process.

UNCG's University-Wide Planning Processes (1995-2002)

University Planning Council

Planning activities for the period 1980-1991 were summarized in UNCG's most recent SACS Self-Study Report that concluded with a visit by a Reaffirmation of Accreditation Visitation team in March 1993. Chancellor William O. Moran announced his resignation in February 1994 and was succeeded by Patricia A. Sullivan who began her tenure in office in January 1995. Institutional definitions of planning processes are commonly derived in many higher education institutions through the actions of the President or Chancellor as well as his or her Executive staff. Indeed, this was the

case at UNCG when Chancellor Sullivan began to develop new planning procedures and processes soon after her arrival on campus.

As indicated in Chapter II, Patricia A. Sullivan was officially installed as UNCG's ninth Chancellor on October 2, 1995. The University Planning Council (UPC), chaired by Chancellor Sullivan and co-chaired by the Vice Chancellor for Information Technology and Planning, was also established in October 1995. The Planning Council's charge is spelled out on the University Web site at <www.uncg.edu/cha/UPC.html>. Chapter II further details the development of a University Vision Statement and University Planning Guidelines that were subsequently approved by the Board of Trustees in August 1996.

The UNCG Plan and Divisional Plans

Approval of the University Planning Guidelines led, in 1997, to the development of a UNCG Plan. Five primary Strategic Directions as well as related sets of Core Values and Cornerstones formed the anchors that constituted the *UNCG Plan 1998-2003* approved by the UNCG Board of Trustees and submitted to UNC President Molly Broad in February 1998. Since its adoption, the *UNCG Plan 1998-2003* <www.uncg.edu/cha/uncgplan.htm> and subsequent updates have guided the University's leadership at all levels. Each division utilized the structure of the *UNCG Plan 1998-2003* to develop a divisional plan. One of these, the Academic Affairs Plan, was particularly detailed. Through the divisional planning process, important decisions in all divisions were based on the UNCG Plan.

Areas of Focus (AOFs)

Areas of Focus are reviewed and updated at each summer retreat of the Chancellor's Executive Staff. AOFs are posted for the University community via the Web, and reported upon through annual reports at the close of the Spring semester. Compilations of a document entitled *Planning Outcomes: A Report on the Areas of University Focus* have become a key component of UNCG's emerging definition of institutional effectiveness as described below.

Evaluation of Institutional Effectiveness at UNCG

UNCG's Operational Definition of Institutional Effectiveness

The *Criteria* for accreditation contain no standard definition of institutional effectiveness that institutions must employ in evaluating themselves. This is as it should be because the purposes and missions guiding colleges and universities vary substantially from institution to institution. A central challenge for any institution engaged in a self-study process is arriving at an operational definition of "institutional effectiveness" that achieves a common meaning and understanding throughout the institution. The definition of "institutional effectiveness" noted below was shared with SACS Associate Executive Director Dr. Tom Behnberg during his initial "kickoff" visit to the UNCG campus in November 2000. The definition was also presented to a team of visitors from The University of North Carolina System in the course of its Biennial Campus Visit to UNCG in March 2001. The definition was reaffirmed at the Chancellor's Executive Staff Retreat in August 2001. The five principal components of the operational definition of institutional effectiveness at UNCG are as follows:

(1) Documented Progress toward Areas of University Focus: Each year the Office of the Vice Chancellor for Information Technology and Planning prepares a document based upon annual reports submitted to the Provost and Vice Chancellors that summarizes actions and initiatives taken in fulfillment of key strategic directions identified as priorities for the most recent year. The most recent report of progress toward 2000-2001 objectives is entitled *Planning Outcomes: A Report on the Areas of University Focus 2000-2001* <www.uncg.edu/apl/plng_outcomes_00-01.pdf>.

(2) Improvements through Use of Survey Results: The Institutional Effectiveness Research Agenda (Table 3.0-3) <<http://ire.uncg.edu/pages/surveys/surveys.htm>> notes a comprehensive series of university-wide surveys for the period 1995-96 through 2004-2005. Information from surveys conducted since the academic year 1998-99 is available to schools and departments in a drill-down format, via the OIR Web site.

(3) Improvements through Use of Departmental Profiles/Program Review Processes: Departmental profiles, consisting of an eight page summary of various departmental measures and survey results for each academic department, serve as a primary resource for the Provost and Deans in making allocation decisions. Books containing complete sets of departmental profiles are in the SACS Library. The profiles are also used as a key resource by departments engaged in program review processes.

(4) Improvements through the Use of Assessment of Outcomes in Academic and Non-Academic Areas: Sections 3.1 and 3.2 summarize progress in these areas. The academic and non-academic assessment databases provide detailed documentation of this component.

(5) Improvements through the Development of Proposals for the *UNCG Plan 2003-2008* Emerging from the SACS Self-Study Process: Proposals for the *UNCG Plan 2003-2008*, as noted below, result from the comprehensive Self-Study process itself.

Improvements through the use of survey results, departmental profiles/program review procedures, and the evaluation of learning outcomes have been central to UNCG's efforts to evaluate institutional effectiveness for many years. The first component of UNCG's institutional effectiveness plan (documented progress toward the achievement of Areas of Focus) did not exist at the time of the 1991-92 SACS Self-Study. The adequacy of annual reporting processes for all divisions involving both academic and administrative units in the documentation of progress toward the achievement of Areas of Focus is key to UNCG's efforts to determine how successful the institution has been in fulfilling its mission.

The development of Proposals for the *UNCG Plan 2003-2008* emerging directly from the present Self-Study process, the fifth component of UNCG's definition of institutional effectiveness, emphasizes the University's determination to utilize its Self-Study processes to bring about continuous self-improvement. Addition of the first and fifth components of UNCG's operational definition of institutional effectiveness has come about due in large part to the actions of Chancellor Sullivan and the UNCG Planning Council that was established in 1995. The paper entitled "Integrating Strategic Planning" presented by Chancellor Sullivan at the SACS Annual Meeting in December 2000 provides additional amplification of the perspectives that have helped to guide UNCG's planning efforts <www.uncg.edu/cha/SACS2000_files/frame.htm>.

Table 3.03. Institutional Effectiveness Research Agenda 1995-96 – 2001-02

FOCUS	Enrollment Management	Entering Undergraduate Students	Undergraduate Students	Graduate Students	Alumni Follow-up
OFFICES:	Academic Advising, Admissions, Financial Aid, Registrar, Institutional Research	Institutional Research, Schools/ Departments	Institutional Research, Schools/ Departments	Graduate School, Schools/ Departments, Institutional Research	Development, Graduate School, Institutional Research, Schools/ Departments
1995-96	<u>ASQ Plus for Matrics and Non-Matrics</u>	UNC-GA Freshman Survey (SU) SDTLI	Spartan Experience Questionnaire I (SP) UNC-GA Graduating Senior Survey (SP)		Three-year: 92-93 Graduate Degree Recipients (SP)
1996-97	Telephone Survey of Non-Returning FA95 High PGPA Freshmen	<u>UNC-GA Freshman Survey (SU)</u> Freshman & Transfers	UNC-GA Pilot Sophomore Survey (SP) UNCG Graduating Senior Survey (SP)		
1997-98		<u>CIRP (UCLA) Survey</u> <u>UNC-GA Freshman Survey (SU)</u>	<u>UNC-GA Sophomore Survey (SP)</u> <u>UNC- GA Graduating Senior Survey (SP)</u>		Three-year: 94-95 Undergraduate Degree Recipients (SP) One-year: 95-96 UNC-GA Telephone Survey of Undergraduate Degree Recipients (SU)
1998-99		<u>UNC-GA Freshman Survey (SU)</u>	<u>Spartan Experience Questionnaire II (SP)</u>		Three-five year: 94-96 Graduate Degree Recipients (SP) GA Survey of Employers of 1997-98 Undergraduate Degree Recipients (May-June)

Table 3.03. Institutional Effectiveness Research Agenda 1995-96 – 2001-02 (con't)

1999-2000	<u>ASQ Plus for Matrics and Non-Matrics</u>	UNC-GA Freshman Survey (SU)	UNC-GA <u>Sophomore Survey (SP)</u> UNC-GA <u>Graduating Senior Survey (SP)</u>		One-year: 97-98 UNC-GA Telephone Survey of Undergraduate Degree Recipients (SU)
2000-2001	Student Services Survey	UNC-GA Freshman Survey (SU)	<u>Spartan Experience Questionnaire III (SP)</u> <u>National Survey of Student Engagement (SP)</u>	<u>Graduate Student Experience Questionnaire (SP)</u>	One-year: 98-99 Undergraduate Degree Recipients (SP) Three-year: 96-97 Undergraduate Degree Recipients (SP)
2001-2002		UNC-GA Freshman Survey (SU)	UNC-GA Sophomore Survey (SP) UNC-GA Graduating Senior Survey (SP)		One-year: 99-00 UNC-GA Telephone Survey of Undergraduate Degree Recipients (SU) Three-Five Year: 96-98 Graduate Degree Recipients (FA)
2002-2003		UNC-GA Freshman Survey (SU)	Spartan Experience Questionnaire IV (SP)	Graduate Student Experience Questionnaire (SP)	One-year: 00-01 Undergraduate Degree Recipients (SU) Three-year: 98-99 Undergraduate Degree Recipients (SU)
2003-2004		UNC-GA Freshman Survey (SU)	UNC-GA Sophomore Survey (SP) UNC-GA Graduating Senior Survey (SP)		One-year: 01-02 UNC-GA Telephone Survey of Undergraduate Degree Recipients (SU)
2004-2005		UNC-GA Freshman Survey (SU)	Spartan Experience Questionnaire IV (SP)	Graduate Student Experience Questionnaire (SP)	One-year: 02-03 Undergraduate Degree Recipients (SU) Three-year: 00-01 Undergraduate Degree Recipients (SP)

Continuous UNCG Institutional Effectiveness Processes/Resources*Standing Institutional Effectiveness Committee*

The Standing Institutional Effectiveness Committee is a group consisting of an appointed representative from each College or School and administrative division within the University. In the academic area, the group is composed primarily of Associate Deans. Representation of administrative

areas is generally from Associate Vice Chancellors. The committee, which has been in existence since 1991, serves as a primary resource group for sharing UNCG, state, regional, and national information about activities, developments, and trends relating to institutional effectiveness. Meeting three to five times per academic year, the committee serves as an ongoing communications link for all areas of the University. The Institutional Effectiveness Research Agenda is developed and implemented in consultation with this group.

Institutional Effectiveness Research Agenda

The Institutional Effectiveness Research Agenda <<http://ire.uncg.edu/pages/surveys/research%20agenda.htm>> has been developed by the Office of Institutional Research in consultation with the Standing Institutional Effectiveness Committee and other relevant offices of the University. The agenda coordinates a series of All University Surveys that are carried out on a scheduled basis. Most Graduating Senior and Alumni Surveys include local question options that allow academic units to pose as many as ten or fifteen questions of their own choosing, thus complementing the planning and evaluation activities of individual schools and departments. The Institutional Effectiveness Research Agenda is maintained and updated on the Office of Institutional Research Web site at <<http://ire.uncg.edu>>.

Additional Sources of Data for Evaluation Activities

In addition to the University-wide surveys noted in the Institutional Effectiveness Research Agenda, the Office of Institutional Research assists University Committees, Academic Units, and Administrative Offices in conducting special surveys and evaluation activities. Summaries of these surveys are noted in OIR's Annual Report <http://ire.uncg.edu/pages/about_us/ann_rpt-0001.htm>.

A list of ad hoc requests to which OIR has responded in the last year provides additional detail. Ongoing assessments of learning outcomes are reflected in the Academic Affairs Annual Reports. Evaluation and planning activities of individual administrative divisions, such as process engineering are, as noted previously, also reflected in annual reports and in the annual document entitled *Planning Outcomes for 2000-2001*, published on the Information and Technology Division's Web site <www.uncg.edu/apl/plng_outcomes_00-01.pdf>.

3. Planning and Evaluation: Educational Programs (3.1)

General Education

Following a two-year, campus-wide review by a task force, the General Faculty adopted the General Education Program (GEP) on March 8, 2000 to replace the All University Liberal Education Requirements (AULER). The General Education Program (*Undergraduate Bulletin*, 2001-2002 and 2002-2003) set Student Learning Goals for all baccalaureate students and established the General Education Core (GEC) requirements, including courses in humanities and fine arts (12 hours), historical perspectives (3 hours), natural sciences (6-7 hours), mathematics (3 hours), reasoning and discourse (6 hours), social and behavioral sciences (6 hours), as well as one writing-intensive course plus four global-perspectives courses. A requirement for one speaking-intensive course will become effective in Fall 2002.

The GEC Category Committees, established in 1999-2000, developed category-specific student learning goals and course guidelines for each curricular area, as described in the *2001-2002 Curriculum Guide* (pp. 28-35). Academic departments submit proposals for courses they wish to receive credit in a particular category, noting the specific attainment of student learning goals in each course proposal. Proposals are reviewed by the appropriate category Committee and by the Undergraduate Curriculum Committee. Approved courses are subsequently listed in the *Undergraduate Bulletin* (see 2001-02 and 2002-03 *Undergraduate Bulletin*). Details of the Speaking-Intensive requirement are published in the 2002-03 *Bulletin*, as called for in the General Education Program (2002-2003 *Undergraduate Bulletin*, pp. 51-52). A comprehensive listing of General Education Program courses can be found in the semester Schedule of Courses (Fall 2001, Spring 2002, and Fall 2002 *Schedule of Courses*).

General Education Assessment Procedures

The Undergraduate Curriculum Committee is charged with general education assessment and delegates some of the responsibility for reviewing each area to the appropriate GEC Category Committees. The last section of the GEP document calls for on-going assessment of undergraduate student progress toward achieving the student learning goals set for all baccalaureate graduates by utilizing three approaches. The approaches entail (1) identifying and reviewing data from senior outcomes assessment in the academic departments which correspond to the student learning goals that might serve as useful samples of student achievement in their entire UNCG careers, (2) establishing special campus-wide reviews in one or two key goal areas to assess more thoroughly each year, and (3) continuing to review data concerning general education attainment on student and alumni surveys.

General Education Assessment Results

Due to the recent initiation of the new UNCG General Education Program, a data set of assessment results tied to student learning goals does not yet exist. Preliminary results and a description of future plans for assessment of the Program's effectiveness in supporting its learning goals are noted below.

During Fall 2001, each GEC Category Committee reexamined the student learning goals developed for its category to determine if these goals were being met, and to identify appropriate sources of such information. Each GEC Category Committee was provided with an assessment template and was asked to develop an assessment plan for that category. The GEC Chairs met in several sessions to discuss their progress and review alternatives. Table 3.1-1 summarizes the assessment plans developed for each GEC Category.

Special Projects in General Education Assessment

In Fall 2001, UNCG initiated discussions to develop special assessment projects in two areas of general education, mathematics and global perspectives. The mathematics area was selected because the response on student survey questions suggested that its goals were not being widely met. For example, on the 2000 Senior Survey, only 63% of students thought that their college experience had contributed to their mathematical skills, while in all other areas the rate was 80% or higher (See Table 3.0-2). On the 2000 Sophomore Survey, only 40% thought that UNCG had contributed "mathematical skills essential to my program/interests." Regarding global perspectives,

Table 3.1-1. UNCG General Assessment Core: Assessment Plans by Category

CATEGORY:	ASSESSMENT TOOL:	ADMINISTRATION:
1. Literature – GLT	8-item instrument covers literature read in course, qualities of literary writing, reading and writing skills	The English department has tentatively agreed to “trade off” assessment questions with the departments of Physics and Mathematics, so that their majors will answer out-of-field GLT questions. Begun spring 2002
1. Fine Arts - GFA	Developing instrument for each art category	Administration of the instrument and gathering of data for review is under development for implementation in fall 2003
2. Philosophical/ Religious/Ethical Principles - GPR	Course portfolios to include syllabus and sample exams, essays, measures of student performance	Instructors in 3 courses assemble the portfolios each semester to cover all courses in rotation. They are collected every semester and reviewed by PRP Committee on 3-5 year basis. Begun spring 2002
3. Historical Perspectives - GHP	Student portfolios	Course portfolios assembled in five courses over a number of semesters. Committee will review every 2 years. Begun spring 2002
4. Social & Behavioral Sciences – GSB	Three-item instrument keyed to category goals	Each of 8 departments with GSB courses will administer the instrument in one section each semester, rotating until all are covered. Summary data and course syllabus will go back to GSB Committee for review. Begun spring 2002 with 3 departments. Two more departments in summer 2002, then rest in fall semester
5. Mathematics & Natural Sciences – GMT & GNS	8-item instrument on basic math skills	Administered in selected sections of related courses and in several departmental end-of-year evaluations of graduating seniors. Begun spring 2002
6. Reasoning & Discourse – GRD	Instruments on library skills and critical thinking skills. Also department judgments about student abilities	Instruments in alternate years to sample students depending on funding support. Departmental judgments would ideally be from centrally administered report from Provost’s Office
7. Global & Nonwestern Perspectives – GL & G	Instrument linked to GL and GN goals	Administered in selected sections of GL and GN courses in spring 2002. An email survey is a possibility. Also seeking expanded items on sophomore, senior, Spartan Experience surveys
8. Writing Intensive - WI	Preliminary survey in spring 2002 of academic departments about their assessment of writing yielded 30 responses	In 2002 will collect and review assessment results from participating departments. Will develop a list of “best practices” and disseminate to all units
9. Speaking Intensive – SI	Portfolios of student progress with videos and written critiques, reflections, etc, in CST 105 and ENG 102	Review of portfolios by random sampling beginning fall 2002. Also working with majors to develop their SI assessment plans (exit interviews, employee surveys, etc.) to begin fall 2003

only 52% of the respondents to the 2000 Sophomore Survey thought their UNCG experiences had contributed to “understanding of and sensitivity to the world’s diversity of cultural and national experiences.” Global Perspectives were not addressed on the Senior Survey.

Special reviews for the Global and Math Perspectives have taken shape. For Global Perspectives, a special email survey of 1,000 students enrolled in courses in this category was conducted in the Spring 2002 semester. For mathematics, a survey of department heads will be conducted which will focus upon the mathematics skills students frequently lack. Student Support

Services is working with the Learning Assistance Center to purchase appropriate software for the development of such skills.

Continued Review of Student Survey Results

Several core questions on the Sophomore and Senior Surveys administered in the Spring 1998 and Spring 2000 semesters under the aegis of the Office of the President are applicable to general education. In the past, UNCG has added additional questions to the Sophomore Survey in order to be responsive to altered GEC goals. Questions worded to reflect altered GEC goals were also included in the Spring 2001 administration of the Spartan Experience Survey as well as a survey of 1999-2000 UNCG baccalaureate degree recipients conducted as part of UNCG's Institutional Effectiveness Research Agenda in Fall 2001. Survey results are closely monitored. GEC Chairs also suggested changes to survey items that were incorporated in UNCG's local option questions for the Spring 2002 Sophomore Survey conducted under the aegis of the OP.

Assessment Procedures and Educational Results in Academic Departments

UNCG is classified as a research-intensive university. As a complex institution, the University has followed a decentralized approach to the development of assessment techniques in its varied programs. Under such a condition, it is not surprising that the evaluation of assessment efforts among a diverse array of academic departments should present a formidable challenge. With each of the academic programs being guided by detailed knowledge specific to that discipline, it is difficult to assemble a review committee that can be expected to be familiar with the nuances of assessment protocols devised to meet a diverse set of methodologies. Moreover, lack of a centralized formal mechanism for on-going academic assessment means that standardized evaluation methods and benchmark data across disciplines are not readily available.

To align its review of educational results with the *Criteria*, the SACS Institutional Effectiveness Committee focused upon four major elements:

- 1) mission statement,
- 2) student learning objectives,
- 3) direct and indirect assessment mechanisms for learning outcomes, and
- 4) demonstrated use of assessment results in verifying and, when indicated, re-shaping the department's educational programs.

The Committee's analyses noted below are based upon a review of survey information relevant to these four primary elements. Five of the self-study surveys included questions deemed especially relevant to meeting the expectations stated in section 3.1 of the *Criteria*. Given the diversity of the organizational units surveyed, (i.e., the College of Arts and Sciences, six professional schools, some 49 academic departments, and the many different degree programs), nearly 2,000 responses were available for analyses. After much discussion with regard to the most appropriate levels of analyses to provide feedback to units responding to the various Self-Study instruments, the Committee focused its review and summarization of efforts upon providing feedback at the level of the academic department.

In its deliberations, the Committee expressed concern that the complexity of responses made to a variety of instruments might present a fragmented picture with regard to the extent to which on-going assessment efforts are being implemented at UNCG. In some instances, it appeared that the

relationships between some stated SACS criteria and items utilized by the Committee in its analyses were not entirely clear to all survey respondents. Therefore, a continuing concern of the Committee is that, for some departments, the key elements of the institutional effectiveness paradigm may be more evident in sources of information not reviewed by the Committee.

Academic Departmental Mission Statements

The Committee's analyses indicate that academic departments at UNCG, with few exceptions, have formulated mission statements that accurately describe their discipline-specific teaching, research, and service functions. Among competing priorities, mission statements tended to emphasize the delivery of educational programs as the most prominent departmental objective. Since faculty members in all departments are expected to contribute to the research and service objectives of their departments, these expectations were also appropriately evident in most mission statements.

The Academic Report Form requested each academic department to “provide the official mission statement or ‘clearly defined purpose’ of this academic department. It should address your department’s research and service missions as well as the purpose of its educational programs.” The Committee’s summary evaluation of responses from 49 academic departments was as follows:

Exemplary	2
Acceptable	39
In Development	5
Not Found	<u>3</u>
Total	49

An infrequent problem encountered in the review of departmental mission statements was that some statements failed to indicate the range of undergraduate and graduate degrees available in that department. For example, of the 15 College departments that offer graduate degrees in addition to undergraduate degrees, four departments did not refer to graduate education in their mission statements. Another infrequent problem was that some statements did not indicate the relative contributions of research and service to the department’s mission. Notwithstanding these infrequent problems, most UNCG academic departments have formulated appropriate mission statements.

Of the set of reviewed mission statements from 49 departments across all units of the University, eight were found to be less than acceptable in some details. Written feedback was provided to departments where responses were found to be less than acceptable and procedures were established that allowed each department to review and input revised responses into the SACS Self-Study database. This information will be updated in the Self-Study Supplement to be issued in Fall 2002.

Establishment of Student Learning Objectives

The statement of student learning objectives for a particular degree program is an essential prerequisite for communicating the specific focus of that program to students, instructors, and other stakeholders. While the Committee found that a distinct majority of academic departments at UNCG have adequately documented that they have developed program-specific learning objectives, a number of departments needed to provide further elaboration. The finding is based upon responses made by academic departments to the Undergraduate and Graduate Departmental Program Report Form that asked respondents to “list the learning goals (knowledge, understandings, skills, performance levels,

and/or competencies) which a student completing the program is expected to have attained.” The Committee’s summary evaluation of responses from 49 academic departments was as follows:

Exemplary	3
Acceptable	28
In Development	16
Not Found	<u>2</u>
Total	49

It is a reasonable expectation that different educational programs within a single academic department will share many learning objectives, but it is also reasonable to expect that distinct programs within that department will also have unique features that justify different ones. Academic departments that stated fully identical learning objectives for different degree programs did not achieve at least the “acceptable” rating level for those learning objectives. For example, the student learning objectives for a B.A. degree should not be fully identical to those stated for a B.S. degree, even within the same discipline. This problem of two degree programs sharing identical learning objectives was not uncommon, and was a contributor to many of the 16 academic departments whose objectives were rated less than “acceptable” by the SACS Institutional Effectiveness Committee.

Insight into a program’s specific focus allows the development of meaningful assessments of program-induced changes in student knowledge and competencies. Thus, a second difficulty in achieving at least an “acceptable” rating for learning objectives was encountered in a few departments where there was no apparent relationship between the stated learning objectives and the assessment methods used to gauge the effectiveness of academic programs. This type of problem was encountered for a few departments whose stated learning objectives either did not seem amenable to assessment or which addressed general competencies outside of the curriculum offered in that major. For example, some departments merely listed some of the knowledge in their fields without reference to their students’ acquisition of knowledge or competencies. A few departments stated (inappropriately) “getting a job” as a learning objective in their degree programs. Written feedback was provided to departments where responses were found to be less than acceptable in the analyses noted above and procedures were established that allowed each department to review and input revised responses into the SACS Self-Study data base.

Assessment Methods Utilized in Evaluating Outcomes of Educational Programs

The undergraduate-degree-program-based survey of assessment methods included a check-off list of 30 different methods (see Tables 3.1-2 and 3.1-3). Thirteen of these measures are generally considered to be direct measures of student learning (i.e., student performance on exams of a comprehensive scope, or required for licensing or certification). Seventeen of the measures are generally regarded as indirect measures of students’ experiences in an academic program (i.e., satisfaction surveys or interviews). The nature of a check-off list type of survey probably results in an inflated estimate of how many assessment methods are actually used with consistency, since it is

Table 3.1-2. Undergraduate Direct Assessment Methods Summary

College/School	Number of Departments in College/School Using Method													Total Depts Reporting
	Method*		c	d	e	f	g	h	i	j	k	l	m	
	a	b												
A_S	3 14%	2 9%	4 18%	2 9%	2 9%	6 27%	2 9%	14 64%	3 14%	8 36%	15 68%	12 55%	3 14%	22
B_E			1 20%			1 20%		2 40%			1 20%	5 100%		5
EDU		1 50%				2 100%		2 100%	2 100%		2 100%	1 50%		2
HES						1 20%		3 60%	1 20%	2 40%	3 60%	3 60%	2 40%	5
HHP			2 40%		2 40%	3 60%		3 60%	2 40%	2 40%	2 40%	4 80%	2 40%	5
MUS								1 100%						1
NUR			1 100%			1 100%		1 100%				1 100%		1
UN								1 100%			1 100%	1 100%	1 100%	1
University Total	3 7%	3 7%	8 19%	2 5%	4 10%	14 33%	2 5%	27 64%	8 19%	12 29%	24 57%	27 64%	8 19%	42

*Methods Key:

a comprehensive exam

b writing proficiency exam

c national exam

d GRE subject test

e certification exam

f licensure exam

g local pre/post test

h performance assessment

i video/audio tape assessment

j senior thesis/major project

k portfolio evaluation

l capstone course

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Table 3.1-3. Undergraduate Indirect Assessment Methods Summary

College/School	Number of Departments in College/School Using Method											
	Method n-x*											
	n	o	p	q	r	s	t	u	v	w	x	
A_S	6 27%	10 45%	3 14%	9 41%	7 32%	6 27%	17 77%	13 59%	18 82%	8 36%	8 36%	
B_E	3 60%	3 60%	3 60%			1 20%		5 100%	3 60%			
EDU		2 100%	2 100%			1 50%		2 100%	2 100%	2 100%	2 100%	
HES	2 40%	2 40%	1 20%	2 40%		3 60%	3 60%	2 40%	5 100%	4 80%	1 20%	
HHP		1 20%		1 20%		2 40%	1 20%	4 80%	4 80%	3 60%	1 20%	
MUS									1 100%			
NUR		1 100%		1 100%		1 100%		1 100%	1 100%	1 100%	1 100%	
UN			1 100%	1 100%						1 100%	1 100%	
University Total	29%	45%	26%	29%	17%	33%	50%	64%	81%	45%	31%	

Table 3.1-3. Undergraduate Indirect Assessment Methods Summary (con't)

College/School	Number of Departments in College/School Using Method									Total Depts Reporting
	Method*: y-g2									
	y	z	a2	b2	c2	d2	e2	f2	g2	
A_S	12 55%	8 36%	1 5%	7 32%	12 55%	14 64%	4 18%	2 9%		22
B_E	3 60%	1 20%		1 20%	1 20%	3 60%	2 40%	1 20%		5
EDU	1 50%				1 50%	1 50%	2 100%	1 50%	1 50%	2
HES	2 40%	1 20%	2 40%		2 40%	4 80%	2 40%	2 40%	2 40%	5
HHP	4 80%	1 20%	1 20%		1 20%	3 60%	4 80%	2 40%	2 40%	5
MUS										1
NUR	1 100%				1 100%	1 100%				1
UN										1
University Total	23 55%	11 26%	4 10%	8 19%	18 43%	26 62%	14 33%	8 19%	5 12%	42

*Methods Key:

n comparison with peer institution	u student satisfaction survey	b2 analysis of student grade distribution
o job placement	v student course evaluation	c2 examination of department data
p employer survey	w internship evaluation	d2 curriculum/syllabus analysis
q graduate school acceptance rates	x focus group discussion	e2 community perception
r performance in graduate school	y alumni survey	f2 community service participation
s graduation/retention rates	z tracking alumni honors/awards	g2 other indirect measure
t exit interviews	a2 identify/assess at-risk students	

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likely that most departments checked any methods they knew that they had used even once in the past decade. The Committee recognizes that a check-off list, by itself, indicates only that a particular assessment technique was employed. The list does not indicate the extent of the analyses conducted nor the degree to which results of the analyses were acted upon. This information will be updated in the Self-Study Supplement to be issued in Fall 2002.

The Undergraduate and Graduate Program Report forms asked departments to indicate the types of direct and indirect measures employed in the evaluation of departmental programs. The Committee's summary evaluation of responses from 49 academic departments was as follows:

Exemplary	3
Acceptable	35
In Development	8
Not Found	<u>3</u>
Total	49

Among the 22 undergraduate academic departments and programs in the College of Arts and Sciences, some 240 assessment methods were cited. Approximately two-thirds of the methods cited were categorized as indirect methods, such as exit interviews (used in 17 of 22 departments) and course evaluations (used in 18 of 22 departments). Among the College's departments' uses of direct assessment methods, in which the direct scholarly products of student learning are evaluated, the most

frequently reported measures were faculty evaluations of student-generated portfolios (used in 15 of 22 departments) and performance assessments (used in 14 of 22 departments).

Student course evaluations and exit interviews were the most commonly cited indirect assessment mechanisms in the College’s undergraduate programs, used by 18 of 22, and 17 of 22 departments, respectively. All five undergraduate academic departments in the Bryan School of Business rely on capstone courses to gather direct assessment information, and all use student satisfaction surveys to gather indirect information. In the School of Human Environmental Sciences (HES), three of five undergraduate departments use performance assessments, portfolio evaluations, or capstone courses for direct measures of student attainment of learning objectives. Popular indirect methods with the School of Human Environmental Sciences were student satisfaction surveys, student course evaluations, alumni surveys, and community perceptions, each of which were utilized in at least four of the five HES departments.

Summarizing assessment mechanisms for undergraduate educational programs across all units of the University, there were 448 reports of assessment uses among the University's departments. The most popular direct assessments were performance assessments and capstone courses, both used by 27 of the 42 departments. Among indirect measures, the most widely deployed mechanism is student course evaluations, used in 34 of the 42 departments.

Table 3.1-4. Graduate Direct Assessment Methods Summary

College/School Reporting	Total Number of Departments in College/School Using Method												Total Depts Reporting		
	a	b	c	d	e	Method*		f	g	h	i	j		k	l
A_S	9 56%	3 19%		1 6%		2 13%	1 6%	6 38%	3 19%	9 56%	4 25%	6 38%	9 56%	16	
B_E	1 25%					1 25%		2 50%					2 50%	1 25%	4
EDU	5 83%	1 17%	2 33%		1 17%	5 83%		2 33%	2 33%	2 33%	5 83%	1 17%	4 67%	6	
HES	3 60%		1 20%	1 20%		1 20%		4 80%		4 80%	1 20%	2 40%	3 60%	5	
HHP	2 40%		1 20%		2 40%	1 20%		1 20%		2 40%	1 20%	4 80%	3 60%	5	
MUS	1 100%							1 100%		1 100%				1	
NUR	1 100%				1 100%			1 100%		1 100%		1 100%		1	
UN					1 33%					1 33%	1 33%	1 33%	1 33%	3	
University Total	22 54%	4 10%	4 10%	2 5%	5 12%	10 24%	1 2%	17 41%	5 12%	20 49%	12 29%	17 41%	21 51%	41	

*Methods Key:
a comprehensive exam
b writing proficiency exam
c national exam
d GRE subject test
e certification exam
f licensure exam
g local pre/post test
h performance assessment
i video/audio tape assessment
j senior thesis/major project
k portfolio evaluation
l capstone courses
m other direct measure

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Table 3.1-5. Graduate Indirect Assessment Methods Summary

College/School	Number of Departments in College/School Using Method										
	Method*: n-x										
	n	o	p	q	r	s	t	u	v	w	x
A_S	4 25%	11 69%	2 13%	3 19%	10 63%	9 56%	9 56%	8 50%	13 81%	8 50%	3 19%
B_E	2 50%	3 75%	1 25%				1 25%	4 100%	3 75%	1 25%	1 25%
EDU	2 33%	5 83%	3 50%		4 67%	3 50%	2 33%	1 17%	6 100%	4 67%	1 17%
HES	2 40%	5 100%	1 20%		3 60%	4 80%	4 80%	2 40%	5 100%	5 100%	1 20%
HHP	1 20%	1 20%	1 20%		3 60%		2 40%	1 20%	3 60%	3 60%	
MUS									1 100%		
NUR			1 100%			1 100%		1 100%	1 100%	1 100%	1 100%
UN	2 67%	2 67%	2 67%		1 33%	2 67%	2 67%	3 100%	3 100%	2 67%	1 33%
University Total	13 32%	27 66%	11 27%	3 7%	21 51%	19 46%	20 49%	20 49%	35 85%	24 59%	8 20%

College/School	Number of Departments in College/School Using Method									Total Depts Reporting
	Method*: y-g2									
	y	z	a2	b2	c2	d2	e2	f2	g2	
A_S	8 50%	5 31%	5 31%	1 6% ⁴	7 4%	11 69%	5 31%	3 19%	2 13%	16
B_E	2 50%			2 50%	1 25%	4 100%	1 25%	1 25%		4
EDU	3 50%	2 33%		2 33%	2 33%	4 67%			1 17%	6
HES	2 40%	3 60%	1 20%	12 40%	3 60%	1 20%	2 40%	5		
HHP	3 60%	1 20%	1 20%	24 80%	2 40%	1 20%	5			
MUS										1
NUR	1 100%				1 100%	1 100%				1
UN				1 33%		3 100%	2 67%			3
University Total	19 46%	11 27%	7 17%	7 17%	15 37%	30 73%	11 27%	6 15%	6 15%	41

*Methods Key:

n comparison with peer institution
o job placement
p employer survey
q graduate school acceptance rates
r performance in graduate school
s graduation/retention rates
t exit interviews
u student satisfaction survey
v student course evaluation

y alumni survey
z tracking alumni honors/awards
a2 identify/assess at-risk students
b2 analysis of student grade distribution
c2 examination of department data
d2 curriculum/syllabus analysis
e2 community perception
f2 community service participation
g2 other indirect measure

w internship evaluation
x focus group discussion

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The graduate-degree-program-based survey of assessment methods included the same list used to survey undergraduate programs. Among 41 graduate programs, the most frequently reported direct measures were performance on comprehensive exams, thesis or project quality, or another direct measure appropriate to that department. The most common indirect measures were surveys of students' satisfaction with their courses and job placement. Tables 3.1-4 and 3.1-5 provide a summary of the most frequently used graduate program assessment methods.

Additional External Assessment Mechanisms

External and internal mechanisms in successful accreditation/reaffirmation reviews help to assure educational effectiveness in more than two dozen degree programs at UNCG (Table 3.1-6). Thus, for example, the curricula and effectiveness of degree programs in the School of Nursing are reviewed by the National League for Nursing Accreditation Commission, the North Carolina Board of Nursing, and the Commission on Collegiate Nursing Education. In the School of Human Environmental Sciences, the American Dietetic Association reviews two dietetic programs within the Department of Nutrition and Foodservice Systems. Teacher education programs in all units of the University are reviewed by the National Council for the Accreditation of Teacher Education and by the North Carolina Department of Public Instruction. The Bryan School of Business is accredited by The American Assembly of Collegiate Schools of Business. Successful accreditation reviews by the agencies noted above provide additional assurance that the University operates and effectively evaluates its specialized degree and certification programs.

Use of Evaluation Results

The breadth of assessment methods used at UNCG noted above builds the expectation that there exists widespread analysis and use of such information in shaping the content and delivery of educational programs. The documentation for this expectation, however, proved somewhat elusive in many departments. Departments were asked to cite specific examples of changes implemented in the last five years as a result of their evaluation findings. The Committee's summary evaluation of responses from 49 academic departments was as follows:

Exemplary	6
Acceptable	14
In Development	23
Not Found	<u>6</u>
Total	49

The Committee found that a number of departments did not include evidence of having “completed the loop” by indicating the application of evaluation findings to influence program change. In this regard, 20 of 49 departments were rated “acceptable” or “exemplary” for their documentation of using assessment data to develop their curricula.

Failure to achieve at least an acceptable evaluation with regard to “completing the loop” may possibly be due to confusion about what constitutes an appropriate response to the corresponding survey item in the academic program or department level surveys. Many departments simply listed, “See minutes of departmental meetings” and/or, “See changes in catalog copy over the past decade” as their responses to survey items asking for documentation of assessment-informed curricular

Table 3.1-6. Status of Program Accreditations (June 2002)

Status of Accreditations (June, 2002)								
AREA/PROGRAM	ACCREDITING GROUP	Application Year [New Only]	Initial Accred. (Year)	Last Reaffirmation (Mo/Sem, Yr)	Interim Report (Year)	Next/curr Self-Study (Period)	Next Team Visit (Mo/Sem,Yr)	Next Reaff. Expected (Mo/Sem,Yr)
UNIVERSITY								
University	Southern Association of Colleges and Schools (SACS)	NA	1921	Dec. 1993	1998	2000-02	February '03	Dec. 2003
Teacher Education	1) National Council for Accred. of Teacher Education (NCATE)	NA	1961	Spring, 2002	NA	2003-05	Fall 2006	Mar. 2007
	2) North Carolina Department of Public Instruction (DPI)	NA	1965	Spring, 2002	NA	2003-05	Fall 2006	Mar. 2007
COLLEGE OF ARTS & SCIENCES								
<i>Dept. of Biology</i>								
Medical Technology [programs in 3 cooperating hospitals only]	National Accrediting Agency for the Clinical Laboratory Sciences (NAACLS)	NA	NA	NA	NA	NA	NA	NA
<i>Dept. of Chemistry</i>								
B.S. Degree	American Chemical Society	NA	1968	Fall, 1999	NA	NA	NA	Fall, 2004
<i>Dept. of Mathematical Sciences</i>								
B.S. Computer Science	Computing Sciences Accreditat. Commission (CSAC)	NA	1995	Jan. 2000	NA	1999-2000	NA	2003
<i>Dept. of Political Science</i>								
M.P.A. Program	Nat. Assoc. of Public Affairs & Administration (NASPAA)	NA	1993	June, 2000	NA	2005-06	Spring, 2007	June, 2007
<i>Dept. of Psychology</i>								
Clinical Program	American Psychological Association (APA)	NA	1982	July, 1997	Approx. Feb. 2004	Approx. 2003-04	Approx. Feb. 2004	July, 2004
<i>Dept. of Theatre</i>								
B.A., B.F.A, Drama	Nat. Assoc. Schools of Theatre Accreditat. Comm. (NASTAC)	NA	1987	1999	2001	2007	Fall, 2008	2009
BRYAN SCHOOL OF BUSINESS AND ECONOMICS								
School-wide B.S. & MBA	Am. Assembly of Collegiate Schools of Bus. (AACSB)	NA	1982	Apr. 2000	Jan. 2005	1999-2009	Fall, 2009	Fall, 2009
<i>Dept. of Accounting</i>								
B.S. Accounting	AACSB	June, 2001	2002					
SCHOOL OF EDUCATION								
<i>Dept. of Counseling & Educational Development</i>								
M.S., M.S./Ed.S., Ed.D., Ph.D.	Council of Accred.of Counseling & Related Educ. Prog.(CACREP)	NA	1981	Spring, 1995			2001-2002	Dec-02
<i>Dept. of Library & Information Studies</i>								
M.L.I.S.	American Library Assoc. (ALA)	NA	1979	Fall, 1997				Fall, 2005
<i>Dept of Specialized Education Services</i>								
B.S., M.S.	Council for Exceptional Children					2004/2005	NA	2005
SCHOOL OF HEALTH & HUMAN PERFORMANCE								
<i>Dept. of Communication Science & Disorders</i>								
M.A. Speech Pathology/ Audiology	1) Amer. Speech, Hearing & Language Assoc (ASHA) 2) Coun. of Acad. Programs in Communication Sci.& Disorders	NA	1995	1998	July, 2001	NA	Spring, 2006	Spring, 2006
		NA			NA	NA	NA	NA

AREA/PROGRAM	ACCREDITING GROUP	Application Year [New Only]	Initial Accred. (Year)	Last Reaf-Firmation (Mo/Sem, Yr)	Interim Report (Year)	Next/curr Self-Study (Period)	Next Team Visit (Mo/Sem,Yr)	Next Reaff. Expected (Mo/Sem,Yr)
<i>Dept. of Exercise & Sport Science</i> M.S. in Athletic Training	Joint Review Committee on Educ. Prog.in Athletic Training (JRC-AT)	cand. 2001	2003					
<i>Dept. of Dance</i> Dance	Nat. Assoc.of Schools of Dance (NASD)	NA	2000		2001	2003/2004	2004/2005	Sept., 2005
<i>Dept. of Public Health Education</i> M.P.H.	Council on Education for Public Health (CEPH)	1998-99	2000	2000	Spring, 2002	2002/2003	July, 2003	July, 2003
<i>Dept. of Recreation, Parks, & Tourism</i> B.S. in RPT	Council on Accred.of Nat. Rec & Park Ass./Amer. Ass. For Leisure & Rec.	NA	1981	Fall 2001	NA	2005/2006	Spring, 2006	Fall, 2007
AREA/PROGRAM	ACCREDITING GROUP	Application Year [New Only]	Initial Accred. (Year)	Last Reaf-Firmation (Mo/Sem, Yr)	Interim Report (Year)	Next/curr Self-Study (Period)	Next Team Visit (Mo/Sem,Yr)	Next Reaff. Expected (Mo/Sem,Yr)
<u>SCHOOL OF HUMAN ENVIRONMENTAL SCIENCES</u>								
<i>Dept. Of Textile Products Design & Marketing</i> Amer. Apparel Mfg. Assoc.		NA	1998	1998	NA	2003	2008	Oct. 2008
<i>Dept. of Nutrition & Food Service Systems</i> UG-Didactic Prog. In Dietetics	American Dietetic Assoc. (ADA)	NA	1929	1998	2003	2006	Fall, 2007	June, 2008
G-Dietetic Internship	American Dietetic Assoc. (ADA)	NA	1989	1997	2002	2006	Fall, 2007	June, 2008
<i>Dept. of Interior Architecture</i> B.S.Interior Design	Foundations in Design Education and Research (FIDER)	NA	1983	1999	2003	2005	Spring, 2005	Fall, 2006
<i>Department of Social Work</i> BSSW Social Work	Council on Social Work Education	NA	1974	June, 1997	NA	2004	2005	June, 2005
JMSW Social Work	Council on Social Work Education	NA	2000	June, 2000	NA	2003	2004	June, 2004
<i>Dept. of Human Development and Family Studies</i> Child Care Education Program	Natl Assoc for Educ.of Young Children (NAYC)	NA	1992	1998	NA	Pending	Pending	Pending
<u>SCHOOL OF MUSIC</u>								
	National Association of Schools of Music (NASM)		1970	1992		2001-02	Spring, 2002	Spring, 2002
<u>SCHOOL OF NURSING</u>								
B.S., M.S. Nursing	National League for Nursing Accreditation Commission (NLNAC)		1970	1994			Fall, 2002	2002
B.S. Nursing	North Carolina Board of Nursing		1968	2001		2006	Fall 2006	Fall 2006
B.S., M.S. Nursing	Commission on Collegiate Nursing Education		1995	1996			Fall, 2002	2002
<u>WEATHERSPOON ART MUSEUM</u>								
	American Association of Museums		1995			2003-04	2004	2005

development. It is not clear why fewer than half of the academic departments did not cite curricular changes linked to assessment data. It is likely that professional experience provided justification for curricular changes in most instances whether or not assessment data were brought to bear on the question of curricular development. Written feedback was provided to departments where responses were found to be less than acceptable in the analyses noted above and procedures were established that allowed each department to review and input revised responses into the SACS Self-Study data base. This information will be updated in the Self-Study Supplement to be issued in Fall 2002.

Promotion and Tenure Reviews

The intradepartmental evaluation of the teaching effectiveness of individual faculty members is a substantial and systematic component of promotion and tenure considerations at UNCG. Recommended “Guidelines for the Evaluation of Teaching” are linked within the *Faculty Evaluation and Review Policies* on the Web site maintained by the Provost’s Office <<http://provost.uncg.edu/pvt/publications/personnel/evaluation.html>>.

Reliance upon effective evaluation of teaching helps UNCG to retain and reward effective instructors. Typically as part of an annual cycle to determine merit raises, most department heads or chairs review the teaching efforts of all faculty, and a departmental committee carries out post-tenure review of tenured faculty no less than every five years. Graduate teaching assistants participate in a mandatory workshop on teaching effectiveness, sponsored by the Graduate School. All of these measures contribute to the overall effectiveness of UNCG’s educational programs.

Summary

There is widespread evidence that academic departments at UNCG are guided by mission statements that correspond well with the University’s Mission Statement. Evidence for a wide breadth of assessment mechanisms was reported in all units. The two potential problem areas where there is only limited evidence for an overall program of educational assessment are: (1) the elaboration of student learning objectives, and, (2) documented usage of assessment data in guiding curricular development. Both problem areas may be due primarily to inadequate documentation, since at least 78% of the respondents in the faculty survey “agreed” or “strongly agreed” with the statement, “My department has developed a list of what it expects students completing undergraduate and graduate majors to know and be able to do,” and “agreed” or “strongly agreed” that “my department uses the results of evaluations to improve the graduate and undergraduate curricula.”

Research and Service

The Mission of the University calls for UNCG to “link the Piedmont Triad to the world through learning, discovery, and service.” The research and service missions of the University are each reflected in the five Strategic Directions of the *University Plan 1998-2003*. The Strategic Directions were also used as the central organizing elements of the *Academic Affairs Plan 1998-2003*. Annual progress toward each of these Strategic Directions, and more specifically, toward the goals developed under them, is reported in the Academic Affairs Annual Report. The “Long Form” of the Academic Affairs (AA) Plan is updated each year to reflect this cumulative activity in summary form. In addition to presenting related activities undertaken during the year, the Long Form of the AA Plan presents Key Success Indicators, a measure representing overall progress, for each goal.

Strategic Direction 2 of the *University Plan 1998-2003* states “UNCG will expand its research and infuse the excitement of scholarship into its teaching and learning.” In the Academic Affairs Plan, seven goals are listed under this Strategic Direction, focusing on such areas as increasing student participation in research, increasing external funding, and increasing space allocated to research. For example, Goal SD 2.1 states that “High quality research/inquiry will be valued and rewarded.” The Key Success Indicator calls for research expenditures in Academic Affairs to increase 15% over the 1998 base by 2003. These expenditures had increased from \$24.2 million in 1999-2000 to \$26.7 million in 2000-01. One specific initiative noted is the creation of the Scholars Travel Fund to support additional faculty travel for presentation of research. Also, Goal SD 2.6 calls for more appropriate distribution of grant and contract activity across academic units. In 2000-01 the School of Education accounted for 46.3% of all grant and contract awards. The initiative to develop targets for funding in each unit was completed in 2000-01. The Key Success Indicator calls for these targets to be met on schedule, and data supplied indicates that funding in the College of Arts and Sciences, for example, had increased from \$1.9 million in 1998-99 to \$4.1 million in 2000-01.

One of the goals under this Strategic Direction (SD 2.4) supports both the research and the service missions by calling for increased research efforts through campus centers and institutes in collaboration with “educational, environmental, health, and other public and private agencies.” Projects of the research and public service centers and institutes at UNCG are described in the biennial reports to the University of North Carolina Office of the President <<http://www4.ga.unc.edu/ci/>>. The Center for the Study of Social Issues, for example, has supported this goal through grant projects that include the Guilford Initiative for Training and Treatment Services (GIFTTS), a collection of projects to service children and their families, and NC KIDS, a statewide adoption and foster care recruitment partnership. The Key Success Indicator in the AA Plan calls for the number of faculty working on such projects through the Centers to show a 15% increase by 2003.

Most public service initiatives are pursued under Strategic Direction 4, which states “UNCG will expand its outreach in the Piedmont Triad, the state of North Carolina, and beyond.” Four of the six goals under this SD specifically address public service in the Triad region, in keeping with the Mission Statement. One goal accomplished in 1999-2000 states that the Division of Continual Learning (DCL) be designated as the coordinator of all outreach and public service activities. A highly relevant goal under this Strategic Direction states “Academic departments, centers, and institutes will increase outreach activities and expand partnerships with public and private agencies to meet research and/or service needs when the agenda is mutually beneficial to both parties.” The Key Success Indicator calls for the number of these activities to increase at least 5% for each year following the baseline year of 2000-01, when there were 172,696 individuals served in such activities, as reported in the DCL *UNCG Non-credit Outreach Activity Report FY 2000-2001* report. Under different initiatives undertaken to reach this goal, partnerships with industries, linkages with public schools, and placement of internships within the community are reported annually. Another goal calls for specific activities in support of system-wide outreach, including hosting the North Carolina Global Partnership and Gateway, accomplished in 2000. Additional goals under this Strategic Direction address the offering of credit and non-credit courses through DCL and the development of additional service learning opportunities for students.

Each academic unit bases its plan on the Academic Affairs Plan, with particular attention to those goals and initiatives that list Deans, Academic Units, or Academic Departments as facilitators

for those goals. Likewise, other areas reporting to the Provost, including DCL, the Graduate School, and Jackson Library, also develop goals based on the Academic Affairs Plan. The information that is included in the Academic Affairs Annual Report and “Long Form” update is derived from reports from all these units and represents activities pursued in keeping with their own planning processes. Setting goals to carry out the research and service missions, reporting those activities on an annual basis, and evaluating the results in terms of preset indicators of success is thus an integral part of the academic planning and reporting process at the departmental, unit, and university levels.

Planning and evaluation of research at UNCG occur in many venues. A committee headed by the Associate Provost for Research is currently leading the University in the selection of research foci that will help distinguish UNCG’s role as a research intensive university. In addition, the Associate Provost consults during monthly meetings with the UNCG Research Policies Committee, a group composed of research-active faculty and research administrators. Topics discussed during such meetings include University research foci, grant seeking and expenditure procedures, organizational structures, research’s contribution to faculty workload, and selection of new research initiatives. When initiating faculty searches, the professional schools and the College of Arts and Sciences, within their academic departments, typically discuss the nature of the applicant’s research program. When hired and under contract, a faculty member’s research productivity has a significant impact upon reappointment decisions, promotion/tenure decisions, and merit pay considerations. Centrally, the Associate Provost for Research oversees all compliance issues associated with federal and state laws.

Research and public service activities of individual faculty members are also reviewed through the faculty evaluation process described in more detail in 4.8.10 below.

Summary by Criteria

(3.1, p. 18, ll. 4-7) Planning and evaluation for teaching, research, and public service at UNCG is systematic, broadly based, interrelated, and appropriate to UNCG.

(3.1, p. 18, ll. 8-9) UNCG defines its expected educational results and describes the methods it uses to analyze the results.

(3.1, p.18, ll. 10-19) In 2000, UNCG established general education goals for its graduates. The General Education Program introduced in Fall 2001 to replace the All-University Liberal Education Requirements (AULER) is based on these goals. An assessment program is currently in the early stages of development. Improvements based upon the use of evaluative data are therefore not yet available.

Recommendation #1: Continue and strengthen efforts to develop a comprehensive assessment program to evaluate student attainment of the General Education Goals and utilize the results to improve the General Education Program and other aspects of undergraduate education.

The academic departments at UNCG have established clearly defined mission statements appropriate to collegiate education. Most academic departments have formulated educational goals consistent with their mission statements. The academic departments report that they implement a wide diversity

of assessment procedures to evaluate the extent to which educational goals are being achieved. The demonstrated use of academic assessment data to inform curricular decisions varies widely from one department to the next, as it does in the recently established program of general education, and both suffer from a lack of resources needed to facilitate assessment-informed curricular revision. Although there is evidence that UNCG uses the results of the evaluations to improve services and operations, the Committee has determined that more uniform information is needed.

Recommendation #2: Ensure that each academic department has developed an effective assessment plan, uses that plan to gather and regularly review data on the performance of its students, and documents improvements to its degree programs based on that review.

(3.1, p. 18, ll. 20-23) UNCG has developed guidelines and procedures to evaluate educational effectiveness, including the quality of student learning, and of research and service.

(3.1, p. 18, ll. 23-25) UNCG's evaluations address educational goals at all academic levels and the research and service functions of the institution.

(3.1, p. 19, ll. 4-8) Evaluations of success with regard to student achievements are appropriate to UNCG's purpose and entail a wide variety of measures including course completion, success in state-licensing examinations, and job-placements.

Examination of Strengths, Weaknesses, Opportunities, and Threats

Strengths

- The academic assessment database constructed as a resource for the Self-Study process provides the basis for the ongoing continuous improvement and sharing of approaches to assessment. (See Proposal 10)
- The revised competencies established for the speaking and writing-intensive General Education "marker courses" provide distinct learning goals on which to base future assessment of the effectiveness of these requirements.
- Several academic departments serve as exemplary models for effective assessment processes. Key UNCG faculty, staff, and administrators have substantial experience in assessment.
- Internal and external evaluation procedures utilizing annual reporting processes, external reviews, and the use of survey results are well-established features of the academic culture at UNCG.

Weaknesses

- UNCG lacks a central coordinating function and budget support to assist academic programs in developing, administering, and supporting ongoing assessment plans. (See Proposals 9, 10, and 11)
- Data collection for academic assessment often operates without benefit of clearly defined learning objectives. Constraints of time and resources tend to limit the full analyses and use of evaluation results. (See Proposal 10)

Opportunities

- Institutionally based assessment networks have begun to be developed in North Carolina, neighboring states, the region, and the nation. Knowledgeable and committed UNCG personnel have exercised leadership in developing such assessment networks and have the capability of extending such roles in the future.
- A nationwide and regional trend toward integrating assessment results from academic sources with administrative assessment results may provide a more holistic approach to improving recruitment, learning, and retention for an ever-changing student population at UNCG and in the region's colleges and universities. (See Proposals 10 and 59)
- Recent web-based technology developments may improve evaluation and instructional processes, facilitating the delivery of instruction to diverse off-campus populations. (See Proposal 10)

Threats

- The assessment efforts of the UNC Office of the President focus on survey development and accountability reports without providing support or guidance for campus-based academic assessment.

4. Planning and Evaluation: Administrative and Educational Support Services (3.2)

UNCG Divisional Planning Activities and Special Studies

UNCG's structure for administrative and educational support services consists of five major divisions headed by a Provost or Vice Chancellor, each of whom reports directly to the Chancellor. The five major divisions are Academic Affairs, Business Affairs, Information Technology and Planning, Student Affairs, and University Advancement. Selected planning activities or special studies from each of the divisions are noted below.

University-wide studies and analytical support are carried out centrally by the Office of Institutional Research. However, as noted by the range of studies and activities cited below, planning and evaluation activities in administrative and educational support areas are strengthened as well by the presence of skilled analytical personnel in the Divisions of Student and Business Affairs.

Academic Affairs

The Academic Affairs Plan is illustrative of the development of Divisional Plans in all areas of the University. The Academic Affairs planning process began in 1998 with the participation of departments in each unit. Under the *Academic Affairs Plan*, a series of goals under each strategic direction of *The UNCG Plan* were developed together with associated initiatives for their achievement. Each goal has been designated as an ongoing goal or assigned as a priority item for a particular year. Each summer, an important focus of the Deans' Retreat is the review of success in achieving the past year's priority goals as well as efforts needed to meet the priorities of the upcoming year. Since 1998-99, annual reports in Academic Affairs at both the department and unit levels have been structured according to the *Plan* outline in order to focus upon the achievement of *Plan* goals. Each summer, the Office of the Provost utilizes the annual reports of the Deans and other units in Academic Affairs to create the *Academic Affairs Annual Report*. As in Academic Affairs, the annual

reporting process for other divisions and administrative units within the University provides updates on budget allocations, progress toward implementation, and evaluation activities consistent with the Plan and the Areas of Focus designated as having high priority for the most recent year.

In addition to the *Academic Affairs Plan*, professional accreditation and departmental program review processes are primary components of the Academic Affairs evaluation process. UNCG participates in an array of professional accreditation processes on a regular basis. Criteria for accreditation and the standards for accreditation may vary considerably from one discipline to another. Nevertheless, these reviews require extensive examination of program integrity, student outcomes, and faculty competence. A list of programs, external agencies, dates of initial accreditation, reaffirmation, and next accreditation review as of June 2001 are indicated in Table 3.1-6 and is also accessible in the *UNCG Fact Book* via the web at <<http://ire.uncg.edu/pages/factbook/2001-02/PDFs/academicprograms/accreditation2001.PDF>>.

Table 3.2-1. Department Review Status Report

Unit	Review Year	Department	Prior Review
BUSINESS	2003-2004	Reaccreditation Self-Study	1998-1999
	2001-2002	Business Administration	1996-1997
	2001-2002	Information Systems & Operation Management	1996-1997
	2002-2003	Accounting	1997-1998
	2002-2003	Economics	1997-1998
COLLEGE	2001-2002	Art	1994-1995
	2001-2002	Chemistry & Biochemistry	1994-1995
	2001-2002	Mathematical Sciences	1997-1998
	2001-2002	Political Science	1993-1994
	2002-2003	Anthropology	1993-1994
	2002-2003	English	1993-1994
	2002-2003	Romance Languages	1993-1994
	2003-2004	Communication	1995-1996
	2003-2004	Biology	1995-1996
	2003-2004	Physics	1994-1995
	2003-2004	Psychology	1994-1995
	2004-2005	Sociology	1995-1996
	2004-2005	Geography	1995-1996
	2004-2005	German & Russian	1996-1997
	2004-2005	Philosophy	1996-1997
	2005-2006	History	1997-1998
	2005-2006	Classical Studies	1997-1998
	2005-2006	Broadcasting & Cinema	1997-1998
	2005-2006	Theater	1997-1998
	2006-2007	African-American Studies	
2006-2007	Archaeology		
2006-2007	Linguistics		
2006-2007	International Studies		

Table 3.2-1. Department Review Status Report (continued)

	2007-2008	Honors	
	2007-2008	Religious Studies	1998-1999
EDUCATION		Educational Research Methodology	1999-2000
	2000-2001	Specialized Education Services	
	2001-2002	Counseling and Educational Development	
	2002-2003	Library and Information Studies	
	2003-2004	Curriculum and Instruction	
	2004-2005	Educational Leadership and Cultural Foundations	1998-1999
HES	2002-2003	Social Work	
	2003-2004	Nutrition & Foodservice Systems (NFS)	1992-1993
	2004-2005	Textile Products Design & Marketing	1997-1998
	2005-2006	Human Development & Family Studies	1997-1998
	2006-2007	Interior Architecture	1999-2000
HHP	2001-2002	Exercise & Sports Science	1998-1999
	2002-2003	ESS (external review)	
	2002-2003	Communication Science & Disorders	
	2003-2004	Dance	1997-1998
	2004-2005	Public Health Education	1996-1997
	2005-2006	Recreation, Parks & Tourism	1999-2000
MUSIC	2002-2003	NASM Reaccreditation Review	
	2003-2004	NASM Reaccreditation	
	2007-2008	School-wide Review	
	2012-2013	NASM Reaccreditation Review	
	2017-2018	School-wide Review	1997-1998
NURSING	2002-2003	National League for Nursing Accrediting Comm.	1994-1995
	2002-2003	Commission on Collegiate Nursing Education	

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Departmental reviews are yet another process of on-going internal evaluation at UNCG. Table 3.2-1 indicates the schedule of departmental reviews that have taken place since 1993-94 and the schedule for such activities through 2007-08 and, in several instances, beyond. Protocols for departmental reviews are maintained in the Office of the Provost.

Business Affairs

In addition to the updating of the Business Affairs Plan with regard to progress in advancing the Areas of Focus on an annual basis, several special studies are here cited in order to indicate the representative nature of on-going planning and evaluation activities. Representative studies not including those related to annual UNC system budget development processes include the development of a Facilities Master Plan, development of a Business Affairs Outsourcing Plan, major efforts relating

to Process Reengineering, development of a Parking Services Five-Year Plan, as well as responsibility for the University Affirmative Action Plan. A brief description of each of these activities follows.

Facilities Master Plan. Long Range Facility Master Planning has been an important part of UNCG's plant development ever since the first comprehensive long range plan was developed in 1983 by the Boston and Washington offices of John Carl Warneke and Associates. That plan was exceptional in its quality and direction and has only required updates to account for adjustments to the Mission of the University and minor changes to physical construction and renovation.

The Facilities Master Plan was updated in 1995 by Moser, Mayer, Phoenix Associates in conjunction with Sasaki Associates, and again in 2001 by Perkins and Will. The most recent update is in two distinct parts. Through 2008 the plan is quite firm and incorporates the UNCG portion of new construction and renovation that is a part of the system-wide facility bond projects. The plan also looks forward to 2020 for changes that will support the academic mission, as well as student life development, and will integrate with local neighborhood and citywide planning. It should be noted that both updates have included major implementation projects that were showcase vision statements in the 1983 Warneke plan.

Outsourcing Plan. The Outsourcing Study was mandated by the North Carolina General Assembly in 1995 to study the potential for cost savings by contracting for various services with private contractors, including housekeeping and maintenance of physical facilities. A Privatization Advisory Committee consisting of the Provost, Chair of the Faculty Senate and Vice Chancellors for Administration and Planning, Business Affairs, Student Affairs, and University Advancement was formed to carry out this mandate.

Areas under review included Student Health Services, Steam Plant Operations, Solid Waste Operations, HVAC Shop, Grounds Division, Housing and Residence Life, Housekeeping Services, and Education and General Housekeeping Services. An efficiency study of each area was performed and the results submitted to the UNC system's Office of the President in October 1997. In each case, the consensus of the Committee was not to proceed with an RFP and the bidding process for outsourcing. UNCG was performing the tasks required at a lower cost than the projected outsourcing costs or within the 10% range allowed. Some specific efficiency changes were made internally to the units as a result of these studies.

Business Process Reengineering. In Fall 1995, a cross-divisional project team was established to re-engineer business processes at UNCG. Processes were reviewed and priorities established for making improvements. The Re-engineering Project Team consisted of 12 members. Work teams on each of the component pieces of the projects varied from 5 to 15 people. Also, there was an advisory group of 50 people who were representative of persons across campus involved in the actual business processes. Assistance was obtained from faculty in the Department of Communications who conducted a workshop for team building, and faculty in the Bryan School of Business & Economics who utilized special software in brainstorming and interpretation sessions. All recommendations were reviewed with the Chancellor and her staff prior to implementation.

Travel was the first process selected and significant streamlining was achieved when implemented in Spring 1996. Employment and Payroll areas were the next processes selected. Specific improvements were made relative to direct deposit of pay, laser checks and deposit notifications, implementation of manifests for timekeeping and leave reporting, and combining of payrolls in Fall 1997. The streamlining of the workflow was deferred awaiting the purchase of

software to allow implementation of on-line entry, review, and approval processes. A recommendation was made to create a Student Employment Office, but implementation was delayed awaiting availability of funding. The Student Employment Office was subsequently created in 1999, but has not yet been completely funded to handle the full array of responsibilities recommended by the Re-engineering team.

Parking Services Master Plan. The Parking Services Master Plan is a study and long range plan prepared for UNCG by Walker Parking Consultants in 1999. This plan determined parking needs and evaluated parking solutions for UNCG Parking Services through 2008. Included in the Parking Services Master Plan are: parking supply and demand analyses, future-parking conditions (utilizing enrollment projections), and a parking alternatives analysis. The Parking Services Master Plan is the primary reference for long and medium range planning for UNCG Parking. To date, this plan has been followed, with the most significant, recent accomplishment being the start of construction on the Oakland Avenue Parking Deck.

Affirmative Action Plan. The Affirmative Action Plan (AAP) is a federally mandated report that all organizations which have 50 or more employees are required to complete and have on file at all times. The AAP measures the diversity and ethnicity of the organization and compares it against the available workforce in the reasonable recruiting area to determine if the organization is underutilizing statutorily protected groups such as women, ethnic minorities, veterans, and the disabled. UNCG updates its AAP annually and reports the outcomes of the study to the AA Committee chaired by the Chancellor. It assists the University administration in determining areas of underutilization so that goals can be established to reach workforce parity with the representative population.

Student Affairs

In addition to its Annual Plan, the Division of Student Affairs is engaged in professional accreditation reviews of selected programs and an on-going internal program review process of a cyclical nature. Table 3.2-2 indicates programs within the Division of Student Affairs (e.g. Student Health Services) subject to professional accreditation standards as well as the schedule for internal program reviews within the division. The general procedures used for Student Affairs program reviews are available in the SACS Office as well as the Office of the Vice Chancellor for Student Affairs. Sample program evaluations are also available in the Office of the Vice Chancellor for Student Affairs or from the Directors of the units most recently evaluated (e.g. Student Health Service, Multicultural Affairs).

University Advancement

In addition to its Annual Plan, the Division of University Advancement is engaged in a series of special studies relating to such topics as marketing, University logo, and prospect development. Grenzenbach, an outside consulting firm, was hired to evaluate the University's constituency for giving capacity. The Development Office has been able to capitalize on the information gathered to plan strategies for contacts and to expand its pool of potential major prospects. The Annual Fund office has worked with Target Analysis, an outside consulting firm, to evaluate the last three year's program effectiveness and has applied pertinent information toward developing each year's Annual Fund plan.

University Relations has consulted with an outside marketing firm to conduct an analysis of business leaders and key donor prospects for UNCG. Based on this research and analysis, a marketing plan is being developed with key initiatives that strengthen UNCG's opportunities to stimulate business and inspire leadership.

The Alumni Affairs Association conducted a survey of its current marketing messages and programs. The results of this survey will be used to market the UNCG Alumni Association in order to increase memberships.

University Relations, with assistance from Institutional Research, is conducting a survey of the UNCG visual marks. The results of this survey will be analyzed and presented with recommendations to the executive staff, logo marketing committee, and Deans Council.

Table 3.2-2 Program Evaluation Review Schedule for Division of Student Affairs

Department	Year							
	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06
Adult Students								
Campus Recreation								
Career Services								
Disability Services								
Division Office#								
Housing & Residence Life								
Leadership & Service Training								
Multicultural Affairs								
Orientation								
Student Life								

Division Office – Administration, Conduct, Crisis Intervention, Leadership, Technology

Department subject to external review by accrediting agency

	Year							
	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06
Student Health Services (including Wellness Center & Counseling and Testing Center)	JCAHO*				JCAHO*			JCAHO*
Student Health Services Pharmacy		COLA**				COLA**		

*JCAHO--Joint Commission on Accreditation of Health Care Organizations; initial accreditation received August 2000

**COLA—Commission on Laboratory Accreditation; initial accreditation received March 2001

Information Technology and Planning (ITP)

The Division of Information Technology and Planning (ITP) is responsible for two university-wide functions: information technology and university planning. In university planning, the UNC System has long been involved in setting standards and coordinating planning. ITP's Office of Institutional Research handles institutional reporting from the campus to the System office. ITP coordinates the submission of campus material to the System office for the development, every two years, of the UNC Long-Range Planning document, and for other planning documents. ITP is responsible for the development of the campus plans (the *UNCG Plan 1998-2003* and the *UNCG Plan 2003-2008*, under development), and these include vision and mission statements. ITP is responsible for space management and records management, and has staff designated as the campus representatives to System groups dealing with facilities utilization reporting and records management.

Information Technology and Planning was responsible for development of *The UNCG Plan 1998-2003*. This process began with a drafting committee of the University Planning Council, and involved a series of focus groups and discussions with other campus stakeholders. Once the *UNCG Plan* had been adopted, ITP developed a divisional plan. Each year, ITP is responsible for development of the campus-wide Areas of University Focus - the highest priority goals for the next year - and the campus-wide Planning Outcomes - the results of work undertaken toward the prior year's Areas of University Focus. ITP also develops its own divisional share of both of these plans/reports.

ITP has worked with others on campus to develop the Space Management Plan for 2001-2008, tied to the bond-funded facilities projects. ITP will work with Business Affairs/Facilities on the hundreds of actions that will be needed to carry out this plan.

Information Technology and Planning developed an Information Technology Needs Assessment and Information Technology Plan for the period 2000-2003, and a 2001 Supplement to the Information Technology Plan. These grew out of campus-wide planning processes, and were linked closely to the UNC System's Information Technology Strategy planning process. The campus Telecommunications Infrastructure Plan was a cooperative effort of ITP and Business Affairs/Facilities and was linked closely to the UNC System's ITS Phase 1 plan. A telephone services financial plan for 2001-2004 was adopted in January 2002. A wireless communications policy was adopted in January 2002. Further details with regard to each of these plans are available on the ITP Web page at <www.uncg.edu/apl/>.

Assessment Procedures

The Committee examined responses to items from the Non-Academic Office Report Form (NAORF) survey that mirrored the must statements in the *Criteria*.

Purpose

The NAORF survey asked administrative support units to "provide the official mission statement of the office" and to "briefly explain how it reflects the Mission of the University."

In examining the responses to the NAORF item, the Committee found that most units had little or no difficulty in this regard. Some responses were too perfunctory and were found to be in need of further elaboration. The Committee's summary evaluation of responses from 51 non-academic support offices was as follows:

Exemplary	5
Acceptable	41
In Development	3
Not Found	<u>2</u>
Total	51

Goals

The NAORF survey asked respondents to “List current goals for this office and the criteria for success in determining if these goals have been reached.”

Examination of responses to the NAORF survey item indicated that goals were stated with a wide range of specificity. Some goals tended to focus upon operational goals and procedures of the unit more than the fulfillment of the office's strategic function or purpose. The expectations for attainment of goals, in some instances, needed to be stated more clearly. The Committee's summary evaluation of responses from 51 non-academic support offices was as follows:

Exemplary	7
Acceptable	35
In Development	6
Not Found	<u>3</u>
Total	51

Evaluation

The NAORF survey asked respondents to “describe the sources of information and methods of assessment your staff considers when evaluating its success at achieving its goals (e.g. client surveys, compilations of statistical data, reviews by external evaluators).” Some units cited general means of assessing goals but were not as specific as they could have been in indicating criteria or benchmarks by which progress in attaining goals could be readily determined. The Committee's summary evaluation of responses from 51 non-academic support offices was as follows:

Exemplary	2
Acceptable	46
In Development	1
Not Found	<u>2</u>
Total	51

Use of Assessment Results

The NAORF survey asked respondents to “describe the results obtained from your assessments” and to “cite examples of changes implemented in the last five years using these results.” Respondents generally had little difficulty in indicating changes that had been implemented as a result of the evaluations they had undertaken. This may be due largely to the fact that Annual Reporting processes in each division are closely tied to demonstrating progress toward the achievement of goals relating to Areas of Focus in the UCG Plan that receive special emphasis in a given year. The Committee's summary evaluation of responses from 51 non-academic support offices was as follows:

Exemplary	3
Acceptable	42
In Development	3
Not Found	<u>3</u>
Total	51

The Committee evaluated the responses made by all non-academic support units and is in the process of providing feedback to all units. If appropriate responses were not found or responses were found to be incomplete, inadequate, or in development, further information was requested by the Office of the Provost. This information will be updated in the Self-Study Report or in its Supplement to be issued in Fall 2002.

Categorization of responses as “Not Found” was due primarily to the establishment of new administrative units, changes in organizational structure, or changes in the leadership of units. Classification of responses in the “In Development” category reflected many of the same factors noted for the “Not Found” category. Despite inconsistencies found in a few responses, planning and evaluation processes appear to be operating effectively within UNCG's administrative and educational support units.

Summary by Criteria

(3.2, p. 19, ll. 9-12) In addition to providing evidence of planning and evaluation in its educational programs, UNCG demonstrates the utilization of planning and evaluation processes in its administrative and educational support services.

(3.2, p. 19, ll. 12-23) Administrative and educational support service units at UNCG have established clearly defined purposes supporting the institution's purpose, have developed and implemented procedures to evaluate the extent to which their goals are being achieved, and have utilized the results of their evaluations to improve administrative and educational support units.

Examination of Strengths, Weaknesses, Opportunities, and Threats

Strengths

- Academic support units engage in systematic planning, evaluation, and assessment activities that have led to numerous program and service improvements.
- Uniform annual reporting processes focusing upon key strategic directions and areas of focus tie divisional actions to common priorities.
- Decentralized analytic capabilities exist within Student Affairs and Business Affairs that complement the resources and capabilities of the Office of Institutional Research and allow other divisions to address areas of priority concern on a more efficient basis.

Weaknesses

- None noted.

Opportunities

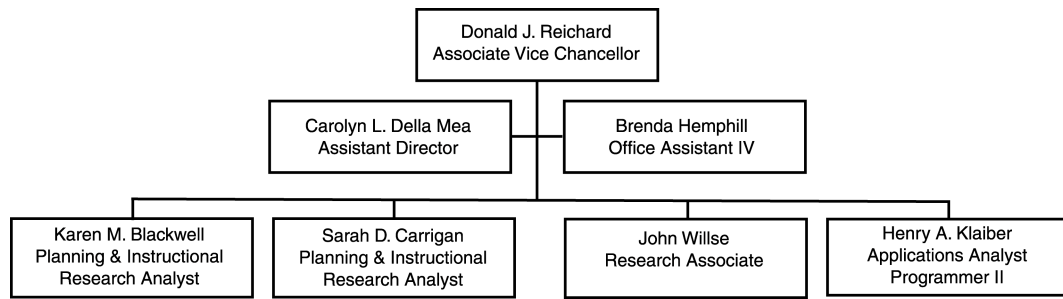
- Newer technologies allow assessment activities to be conducted on-line, in a manner that is quicker, less expensive, and easier for students.
- Better use may be made of existing and future data sources due to the increasing sophistication of data users.

Threats

- Budget cuts adversely affect the human and financial resources needed to sustain or enhance planning, assessment, or evaluation activities on a continuing or priority basis.

5. Institutional Research (3.3)

Table 3.3-1. Organizational Chart: Institutional Research



Functional Responsibilities by Position

ASSOCIATE VICE CHANCELLOR: Administrative decision support; special studies design/execution; committee/task force support; development of comparative peer institutional data; reference resource; staff coordination.

ASSISTANT DIRECTOR: Enrollment management/monitoring; admissions policies/procedures studies; design of analytical studies; assist in coordinating requests for special studies support from academic and administrative units.

OFFICE ASSISTANT IV: Office management; general support; word processing.

PLANNING AND INSTITUTIONAL RESEARCH ANALYST: Evaluation assistance in support of assessment/institutional effectiveness research; survey coordination and support; ad hoc requests; special studies.

PLANNING AND INSTITUTIONAL RESEARCH ANALYST: Development and distribution of Instructional Analysis Reports; development and submission of Personnel Data File (PDF) to UNC-General Administration [now Office of the President]; development and maintenance of OIR home page on the World Wide Web; development and maintenance of UNCG SACS Self-Study Web site; ad hoc requests.

RESEARCH ASSOCIATE: External reporting; maintain Web Fact Book/historic database; assessment of educational outcomes in disciplines and general education; internal data requests; data exchanges; special studies/ad hoc requests.

APPLICATIONS ANALYST PROGRAMMER II: Database development, manipulation, and extraction; technical programming; external reporting; special analyses/studies.

Office of Institutional Research June 19, 2001

Offices of Institutional Research were established within the University of North Carolina System in the mid 1960s and were charged with meeting the UNC system's reporting needs for information from each constituent campus. The Office of Institutional Research (OIR) at UNCG reports to the Vice Chancellor for Information Technology and Planning and is headed by an Associate Vice Chancellor for Institutional Planning and Research who came to UNCG in 1974 as Director of Institutional Research. In 1974, the full-time staff of the Office of Institutional Research consisted of a Director and a Secretary. The staff of OIR has increased over the years such that, in Spring 2002, OIR's staff consists of eight full-time individuals. An organizational chart from the most recent 2000-2001 Annual Report indicates the primary responsibilities of seven full-time staff <http://ire.uncg.edu/pages/about_us/Annual_Report_2000-01.pdf>, and is represented in Table 3.3-1.

Responsibility for providing assistance with regard to the assessment of educational outcomes in the disciplines and general education was added to the Research Associate position in 2000-01. An Assistant Director of OIR position with responsibilities for Space Management and Analysis was added in 2001-2002.

Institutional Research Role in Planning and Evaluation Processes

The mission of the Office of Institutional Research is to "collect, analyze, and disseminate information in support of institutional planning, policy formulation, and decision-making." The office reports to the Vice Chancellor for Information Technology and Planning and is university-wide in scope. The Office serves in a staff capacity for the Chancellor's Executive Staff. The assessment and evaluation functions of the Office are applied to assessing, evaluating, and documenting progress toward the achievement of university goals and, therefore, its mission. Goals enumerated for the Office of Institutional Research noted on its home page at <<http://ire.uncg.edu>> are

- To undertake special projects and studies in support of institutional decision-making;
- To meet the University's reporting obligations to UNC's Office of the President and other external and internal offices in a timely manner;
- To develop and disseminate University, School, and departmental data in support of academic and administrative unit planning and evaluation processes;
- To provide evaluation, special study, and survey research support for academic units, administrative units, and university committees; and
- To serve as a university resource in developing broad-scale perspectives on assessment, accreditation, and institutional effectiveness.

The Annual Reports of the Office of Institutional Research are available on the OIR Web site <http://ire.uncg.edu/pages/about_us/ann_rpt-0001.htm>.

Each annual report provides a summary of activities for the most recent year. Major activity headings in the 2000-2001 report included External Reporting/Internal Information Clearinghouse Activities; Decision Support; Planning Data for Academic and Administrative Unit Support; Evaluation/Survey/Special Study Assistance for Academic Units, Administrative Units, and University Committees; Assessment, Accreditation, and Institutional Effectiveness; and Data Integrity.

An array of surveys in support of institutional effectiveness is conducted on a regular, planned basis. Much effort, innovation, and institutional support go into the conduct of these surveys

and, as a result, response rates are sufficient to support the assumption that meaningful information is provided in support of decision-making. The results of these survey research efforts are circulated to a wide variety of decision-makers on campus, including academic and administrative department heads, enrollment services leaders, Executive Staff members, and the Chancellor.

Enrollment management planning depends heavily on regular monitoring of reports, special studies, and feedback regarding data integrity provided by OIR. Freshman, transfer, and graduate admissions processes are monitored on a biweekly basis throughout the fall and spring admissions cycles, resulting in an array of reports that include both applicant volume and quality indicators. These data, which are presented within a trend context, are used in making procedural and policy level decisions regarding admissions to the University.

Enrollment projections are used to set enrollment goals and to find ways to meet enrollment targets. These projections are also an integral part of the negotiations for University funding from the Office of the President.

On a limited basis, Institutional Research is expanding its role in the University's planning and evaluation process by working with the Provost's office and faculty members to develop direct outcomes measures of student learning and development in general education and the majors. OIR provides assistance in the design and conduct of surveys and assessments in all areas of University services and operations thereby contributing to the evaluation and fulfillment of the University's Mission Statement. Greater emphasis on more directly monitoring student learning has significantly expanded support of ongoing academic evaluation processes and the documentation of UNCG's progress in fulfilling its student-centered mission.

The Associate Vice Chancellor has served as Chair or Co-Chair of the Standing Institutional Effectiveness Committee since its inception in 1989. The Standing Institutional Effectiveness Committee is composed primarily of Associate Vice Chancellors from administrative areas and Associate Deans from the College and Schools and effectively links OIR to a wide range of units. The Office regularly provides reports on the results of surveys and special studies to such groups as the Chancellor's Executive Staff, the University Planning Council, and the Board of Trustees.

Collection, Analysis of Data, and Dissemination of Results

Several indicators provide support for the premise that the information developed by the Office of Institutional Research is in wide use:

- The Office of Institutional Research's Web site has been accessed by over 17,000 unique users since its inception in 1998;
- Instructional Analysis Reports developed by OIR serve as the primary source of faculty workload information utilized by the Provost. Data are collected via on-line web processes requiring participation of all academic units;
- Departmental Profiles developed by OIR serve as a primary source of information by schools, departments and the Provost in requesting and allocating new staff positions;
- Results from All University surveys conducted under the aegis of the Institutional Effectiveness Research Agenda are fed back to schools and departments via the OIR Web site at <<http://ire.uncg.edu/pages/surveys/research%20agenda.htm>>. This Web site provides drill-down capabilities for the display of data at school and departmental levels. In this regard, UNCG's efforts to make information available to school and departmental

users were cited in the Office of the President's *Accountability Overview and Report on Campus Visits 2000-01* as representing "a best practice;"

- Student Data Profile information available on the OIR Web site provides on-line access to school and departmental data for planning purposes on a variety of measures <http://elvis.uncg.edu/pages/student_data/asp/query_means_frames.asp>; and
- OIR responds to numerous ad hoc requests for information and assistance in the conduct of special surveys and analyses of data from a wide array of clients. Ninety-nine requests for ad hoc assistance were recorded in 2000-2001.

Evaluation of the Institutional Research Function

The evaluation of the effectiveness of OIR goals, products, and services takes several forms. Among these processes are (1) informal feedback from users via daily interactions, meetings of the Standing Institutional Effectiveness Committee, or called meetings to deal with topics of high priority; (2) evaluation of OIR products (e.g. Fact Book, Student Data Profile, Departmental Profiles, etc.); (3) evaluation of the achievement of OIR Key Success Indicators; (4) evaluation of client satisfaction with ad hoc services provided by OIR; and (5) formal external reviews of OIR. Some examples of each form of evaluation follow.

Informal Feedback

Daily interactions provide an important evaluation mechanism for OIR. These contacts afford constant feedback from the Associate Provosts for Enrollment Management, Special Programs, and Personnel and Budget and other administrators. Having continuous contact on a daily basis provides some assurance that OIR is aware of situations as they arise. Meetings of the Standing Institutional Effectiveness Committee provide feedback to OIR processes and allow a mechanism for discussing common issues. Called meetings dealing with issues such as data integrity, data warehousing, etc., provide valuable commentary and exchanges of information.

Evaluation of OIR Product

The *UNCG Fact Book* has been evaluated by recipients for content and ease of access for several years. Most recently, in December 2001, a special group of knowledgeable users were pulled together to make suggestions with regard to accessibility and ease of use of the electronic Fact Book. A result of this process has been a large-scale reformatting of UNCG's *2001-2002 Fact Book*. For example, the Table of Contents for 2001-2002 has been modularized to provide more direct access than was available through the linear tables used in previous years. Similarly, the development of Student Data Profile and Departmental Profile data have been altered based on user feedback.

OIR Key Success Indicators

Achievement of OIR goals is tracked through specified Key Success Indicators (KSIs) that are reported to the Vice Chancellor for Information Technology and Planning each month. These indicators are explicitly tied to OIR objectives and to the broader University cornerstones and strategic directions. They are designed to be the best measures of the mission-critical functions of the office. An expected result, or goal, stated in the same metric as the measure, provides the context for measuring success with regard to each indicator.

The objectives addressed by these measures include: (1) meeting the University’s reporting obligations to the UNC System’s Office of the President in a timely and accurate manner; (2) being responsive to requests from other offices in a timely and accurate manner; (3) conducting survey research in support of the UNCG Institutional Effectiveness Research Agenda and the Office of the President’s Accountability and Assessment agendas; (4) supporting enrollment planning through the timely dissemination of admission data and accurate enrollment projections; and (5) developing and disseminating information through the OIR Web site. Table 3.3-2 provides a sample monthly KSI report.

Table 3.3-2. Key Success Indicators for Institutional Research, January 2002

CORNERSTONE:	OBJECTIVE:	INDICATOR(S):	January, 2002	EXPECTED RESULT (GOAL):
<i>UNCG will use effective processes to deliver services to the University community.</i>	To meet the University’s reporting obligations to UNC-OP in a timely and accurate manner.	(1) <u>File</u>	<u>Due</u> <u>Submitted</u>	Files will be submitted by due date 100% of the time.
		Fall 2001 TSF (Trans Supp) PDF	1-15-02 10-27-01 11-15-01 12-14-01	
		Spring 2002 EAP1 EAP2 EAP3	1-16-02 1-16-02 1-23-02 1-23-02 1-30-02 1-30-02	
		Intercoll Athletics IPEDS Grad Rate	1-8-02 1-7-02 1-25-02 1-25-02	
	To be responsive to requests from other external and internal offices in a timely and accurate manner.	(2) <u>Requests</u>	<u>On Time</u> <u>Percent</u>	Reports/products will be completed on time 100% of the time.
	7	5 71.4%		
		(3) <u>N</u> <u>SA</u> <u>A</u> <u>D</u> <u>SD</u> <u>NA</u>		85% of respondents will return a response of SA or A with the statement “Overall, I am satisfied with the service I received.” (Note: Includes all evaluations received to date .)
		5 100%		
		SA=Strongly Agree, A=Agree, D= Disagree, SD=Strongly Disagree, NA=Not Applicable		
	To conduct survey research in support of Office of the President and University evaluation agendas.	(4) <u>Survey</u>	<u>On Time</u> <u>Percent</u>	Surveys will be conducted within the scheduled time frame 100% of the time.
		No activity this period		
		(5) (a)	<u>Curr. Resp. Rate</u> <u>Prev. Resp. Rate</u> <u>Diff.</u>	(a) Response rate for each survey ≥ that of the last administration of that survey and (b) Sufficient number of returned surveys to generalize at the 95 th confidence level within a ±5% confidence interval at the University level.
		<u>Survey</u> No activity this period		
		(b) <u>Survey</u>	<u>Conf. Level & Interval</u>	
		No activity this period		

Table 3.3-2. Key Success Indicators for Institutional Research (continued)

CORNERSTONE:	OBJECTIVE:	INDICATOR(S): January, 2002	EXPECTED RESULT (GOAL):								
<i>UNCG will increase its enrollment by actively recruiting and retaining students with the academic preparedness and potential to succeed in a rigorous academic environment. (ALSO CORNERSTONE 1).</i>	To support enrollment planning through the timely dissemination of admission data and accurate enrollment projections.	(6) Report <u>On</u> <u>Time</u> Percent Adm. Monitor 2 Enr. Indicators No t applicable in Jan.	Reports will be disseminated within 5 working days 100% of the time.								
		(7) Proj. Actual <u>Fall '01</u> <u>Fall '01</u> N/A this time period.	Enrollment projections (undergraduate continuing/returning) will be within 2% of actual enrollment 100% of the time.								
<i>UNCG will strengthen its technology resources and use them effectively in academic programs and administrative services. (ALSO CORNERSTONE 1)</i>	To develop, update, and disseminate information through the OIR Web site.	(8) Percentage of total survey responses that are submitted through the web. N/A this time period.	For each survey with a web response option, the percent of total responses which are submitted through the web will increase with each administration of the survey. (e.g Spring 2002 Sophomore Survey web/total responses will be greater than that for the Spring 2000 Sophomore Survey).								
		(9) Number of OIR web page hits for the purpose of obtaining information from OIR. Includes Fact Book, Student Data Profile, Survey Reports, etc. <table> <tr> <td></td> <td>Jan.</td> </tr> <tr> <td><u>Description</u></td> <td><u>2002</u></td> </tr> <tr> <td>Pages hit</td> <td>28047</td> </tr> <tr> <td>Visitors</td> <td>2131</td> </tr> <tr> <td>First-time</td> <td>1437</td> </tr> </table>		Jan.	<u>Description</u>	<u>2002</u>	Pages hit	28047	Visitors	2131	First-time
	Jan.										
<u>Description</u>	<u>2002</u>										
Pages hit	28047										
Visitors	2131										
First-time	1437										

Client Satisfaction with Ad Hoc Services

An evaluation instrument designed to measure client satisfaction with ad hoc services provided by OIR to UNCG individuals and units is mailed to each requester of services upon completion of each request. This instrument addresses satisfaction with the quality, timeliness, completeness, and clarity of the product provided, as well as the courteousness and helpfulness of OIR staff. Table 3.3-3 provides a copy of the evaluation instrument.

Table 3.3-3. Service Evaluation: Office of Institutional Research

Introduction: The Office of Institutional Research responds to requests for service from many areas of the University community. As you are a recent consumer of our services, we would like to request your input about the quality of service you received from our office.

The following questions seek information about the service you received from our office in response to your request of (date) for (service requested), which was provided to you (delivery method). Using the following survey form, please indicate your level of agreement or disagreement with each statement below by circling your selection from the list of responses provided. Space is provided for any comments or clarification you might wish to add.

Please return the completed form to the Office of Institutional Research, 103 Forney Building. If you have questions, please contact Dr. Carolyn Della Mea at 256-0398 or carolyn_dellamea@uncg.edu. This feedback is important to us as we strive to meet the needs of the University. Thank you for your assistance.

	<u>Strongly Agree</u>	<u>Agree</u>	<u>Disagree</u>	<u>Strongly Disagree</u>	<u>Not Applicable</u>
The information/service I received addressed all aspects of my request	SA	A	D	SD	NA
The information/service I received was of high quality	SA	A	D	SD	NA
My request was completed in a timely manner	SA	A	D	SD	NA
Information was displayed in a clear, concise manner	SA	A	D	SD	NA
Services were provided courteously	SA	A	D	SD	NA
Staff were helpful	SA	A	D	SD	NA
I was correctly referred to other offices if appropriate	SA	A	D	SD	NA
Overall, I am satisfied with the service I received	SA	A	D	SD	NA

Comments (Use back if needed):

Formal External Reviews of OIR

Two external reviews of the Office of Institutional Research have been undertaken since 1996. The first review, conducted by personnel from the Program Assessment and Public Service Division of UNC General Administration (now Office of the President) in 1996, focused primarily upon the System-wide attempt to address the additional personnel, equipment, and professional development needs of the reporting requirements of General Administration (now Office of the President). Funding for institutional research positions was obtained from the legislature for 12 of the 16 constituent UNC System campuses in 1997-98 and 1998-99. UNCG was one of four UNC System

institutions that did not receive funding because its level of operations was deemed well above average.

The campus visits made in 1996 also served to identify six major attributes of successful institutional research offices, including:

1. A clear vision of purpose and mission of the office and a plan for the efficient and systematic collection of accurate and timely data and appropriate policy analyses;
2. An adequate number of highly skilled professionals to accomplish the mission of the office;
3. Opportunities for the employees to increase their professional skills through training workshops, conferences, and seminars, and “development time” in the work place;
4. Sufficient and dependable equipment to permit the office employees to perform their jobs well;
5. Inclusion in campus chains of communication that keeps staff sufficiently informed to be in a proactive rather than a reactive mode; and
6. Ready and willing cooperation of other offices (data processing, registrar’s office, admissions office, etc.) on campus to work on efficient methods of meeting the campus’s data collection, policy analysis, and strategic planning needs.

The second formal external evaluation of the Office of Institutional Research was more extensive and follows a pattern several UNC System offices of institutional research have chosen to adopt. The evaluation visit focused upon the attributes noted above, as well as additional topics identified in the charge to the Committee. The evaluation visit utilized a three-person team that visited the campus for two days in April 2002. This visit was chaired by Dr. A. Troy Barksdale, Associate Vice President for Program Assessment and Public Service in the Office of the President of the University of North Carolina System. Dr. Barksdale, who also chaired the 1996 visit, was accompanied by Mr. Robert Fry, Assistant to the Chancellor for Planning at the University of North Carolina at Wilmington and Dr. Karen Gentemann, Director of Institutional Assessment at George Mason University.

Administrative Responsibility, Resources, and Access to Information

Administrative responsibility for conducting institutional research is assigned to Offices of Institutional Research across the University of North Carolina System. At UNCG, the Office of Institutional Research coordinates the official submission of university data to the Office of the President. The reporting schedule for the fiscal year 2001-2002 is noted in Table 3.3-4 and is available on the Office of the President’s Web site at <<http://ias.ga.unc.edu/~passess/acrobat/calendar2002.pdf>>.

Table 3.3-4. Tentative Reporting Schedule for 7/1/02 through 6/30/02

Activities	Date
1. NCHED A-9, Calendar for the Academic Year, 2001-02 (submitted on web to OP)	7/24/01
2. Summer 01: resident credit SDF, extension SDF, grade file for res.cr. & grade file for ext. for each summer term with updated course description file for 1st session for res.cr. & updated course description for 1st session for ext., student courseload & course description table files	8/15/01
3. Alumni Survey	8/15/01
4. NCHED A-3, Student Tuition, Fees, and Charges for the Academic Year, 2001-02 (submitted on web to OP)	8/16/01
5. Early Abbreviated Preliminary Files	No later than 9/20/01
6. Enrollment Projection Data	Mid-Late 9/01
7. Student courseload file for resident credit only (for fall 01)	No earlier than 10/16/01
8. Course description table file for resident credit only (for fall 01)	No earlier than 10/16/01
9. Graduated Student Subfile (SDF) due to OP - For students graduated 7-1-01 to 8-31-01, includes July and August graduates	9/22/01
10. PPB data form will be mailed to campus on August 15. Campus response to OP	9/28/01
11. Resident-Credit & Extension SDF file (for Fall 01) + signed nursing roster due to OP	10/15/01
12. OP will send out SDF reports for verification	within 1 week of clean file
13. Verification of SDF reports due to OP	10/30/01
14. Financial Aid File	11/1/01
15. Freshman Survey File due to OP	11/1/01
16. Name & Address File of UNC Fall 01 Freshman Non-Enrolled Applicants for CC System	11/1/01
17. IPEDS Institutional Characteristics 2001-02 (Campus completes on web)	9/5/01 through 11/2/01
18. IPEDS Completions 2000-01 (OP will file import data for campus)	9/5/01 through 11/2/01
19. Final enrollment numbers from SDF reported to Board of Governors	11/13/01
20. NCHED A-2, Student Housing Report, Fall 2001(submitted on web to OP)	11/15/01
21. NCHED A-6, Libraries, 2001 (submitted on web to OP)	11/15/01
22. Fall 01: PDF file due to OP	11/15/01
23. OP will send out PDF reports for verification	within 1 week of clean file
24. Verification of PDF reports due	12/15/01
25. Inventory of Facilities (building file & room file) to Jeff Hill	12/15/01
26. AAUP reports submitted to AAUP by OP	12/15/01
27. Extension (for Fall 01): Courseload file and course description file	12/29/01
28. Utilization Data (class schedule) to Jeff Hill	12/29/01
29. Fall 01: TSF (Transfer Supplemental File) for fall transfers due to OP	1/15/02
30. Athletic report to George Antonelli	Mid-Jan.02
31. Applications Data	Monthly Mid-Jan. through July 02
32. Graduation Rate Survey (GRS) Athletic Portion	1/25/02
33. Course Grade File & course description file for res.cr. SDF students (for fall 01)	1/31/02
34. Course Grade File & course description file for extension SDF students (for fall 01)	1/31/02
35. Delaware Study	1/31/02
36. Distance Education Survey (Graduate Students)	2/1/02
37. IPEDS Salaries 2001-02 (OP will file import data for campus)	12/3/01 through 2/1/02

38. IPEDS Fall Staff 2001 (OP will file import data for campus)	12/3/01 through 2/1/02
39. Spring 02: resident-credit & extension SDF file + signed nursing roster due to OP	3/1/02
40. Spring 02: Res.cr. student courseload file and course description table file	3/15/02
41. Remedial Report to UNC-OP Academic Affairs	3/15/02
42. Name & address file for '01 (Aug.00-May01) baccalaureate grads for Alumni Survey	3/30/02
43. Sophomore Survey	5/1/02
44. Spring 02: TSF (Transfer Supplemental File) for spring transfers due to OP	4/16/02
45. IPEDS Enrollment Fall 2001 (OP will file import Parts A-C for campus, campus completes Part D)	2/18/02 through 4/19/02
46. IPEDS Finance FY 2001 (campus completes on web)	2/18/02 through 4/19/02
47. IPEDS Graduation Rate Survey 2001 (OP will file import data for campus)	2/18/02 through 4/19/02
48. IPEDS Student Financial Aid Fall 2000 (campus completes on web)	2/18/02 through 4/19/02
49. Graduating Senior Survey	6/3/02
50. Campus update for Institutional Profiles	5/15/02
51. Extension (for Spring 02): Courseload file & course description file	5/31/02
52. Technical Meetings for student data and personnel data	June 29
53. Graduated Student Subfile (SDF) due to OP - For students graduated 9-1-01 to 6-30-02, includes December, May, and June graduates (If you have June graduates, submit file July 15)	6/30/02 or 7/15/02
54. Spring 02 : Course grade file & course description file for resident credit students	6/29/02
55. Spring 02 : Course grade file & course description file for extension students	6/29/02
56. Non-Degree Credit Activity File	6/1-7/16/02
57. Social security number changes file to OP	submit w/ all other files above

UNC-OP Progassess/SDF.AR004.U/6-21-01

At UNCG, the Office of Institutional Research is directed by the Associate Vice Chancellor for Institutional Planning and Research, who reports to the Vice Chancellor for Information Technology and Planning. Resources, including budget, technology, space, personnel, and other equipment, etc. are generally adequate for an office within an institution of UNCG's size and scope.

The Office of Institutional Research personnel routinely utilize record access to the data sources appropriate for the execution of their duties. Access is granted at the system table level, enabling office staff to extract data directly without any filtering by or dependence upon staff of other offices.

Table 3.3-5 provides a summary of the Office of Institutional Research budgets for the period 1996-97 to 2001-2002. Budget resources for 1999-00 and 2000-01 have been sufficient to support an array of training activities for OIR staff noted in OIR's Annual Report.

It is the SACS Self-Study Committee's view that UNCG's Office of Institutional Research plays an integral role as part of the University's planning and evaluation processes.

**Table 3.3-5. State Operating Budgets for UNCG Office of Institutional Research
1996-1997 – 2001-2002**

STATE OPERATING BUDGETS FOR UNCG OFFICE OF INSTITUTIONAL RESEARCH 1996-1997 - 2001-2002						
	1996-1997	1997-1998	1998-1999	1999-2000	2000-2001	2001-2002
101 EPA FACULTY	\$ 24,194	\$ 25,550	\$ 26,573	\$ 27,767	\$ 27,767	\$ 28,096
101 SUBTOTAL	\$ 24,194	\$ 25,550	\$ 26,573	\$ 27,767	\$ 27,767	\$ 28,096
152 SPA STAFF	\$ 37,350	\$ 39,124	\$ 40,590	\$ 41,506	\$ 43,249	\$ 43,874
152 EQUIPMENT	2,397	2,397	5,739	5,739	5,739	5,739
152 OTHER THAN PERSONNEL	8,442	26,442	21,100	21,100	21,100	21,100
152 SUBTOTAL	\$ 48,189	\$ 67,963	\$ 67,429	\$ 68,345	\$ 70,088	\$ 70,713
170 EPA ADMINISTRATORS	\$ 130,841	\$ 140,669	\$ 149,817	\$ 152,712	\$ 160,075	\$ 212,980
170 SPA STAFF	90,857	99,252	111,380	113,618	118,211	76,348
170 EQUIPMENT	116	-----	-----	-----	-----	-----
152 OTHER THAN PERSONNEL	11,216	11,332	11,332	11,332	13,132	20,410
170 SUBTOTAL	\$ 233,030	\$ 254,253	\$ 272,529	\$ 277,662	\$ 291,418	\$ 309,738
TOTAL	\$ 305,413	\$ 344,766	\$ 366,531	\$ 373,774	\$ 389,273	\$ 408,547

Source: Departmental Budgets and Position Summaries for 1996-1997 through 2001-2002.
Office of Business Affairs Annual Reports

Summary by Criteria

(3.3, p. 20, ll. 1-2) Institutional research is an integral part of UNCG's planning and evaluation process.

(3.3, p. 20, ll. 2-4) Institutional research has demonstrated effective practices in collecting and analyzing data and disseminating results.

(3.3, p. 20, ll. 4-7) Institutional research regularly evaluates the effectiveness of its institutional research processes and uses its findings for the improvement of those processes.

(3.3, p. 20, ll. 18-20) UNCG has assigned administrative responsibility for conducting institutional research, allocated adequate resources, and allowed access to relevant information.

Examination of Strengths, Weaknesses, Opportunities, and Threats

Strengths

- The Office of Institutional Research plays a primary role in developing and implementing an operational definition of the concept of institutional effectiveness for the campus, thus helping to sustain a continuously improving self-study process.
- The Office of Institutional Research serves as a leader in developing and in assisting other academic and administrative units in the utilization of web-based survey and data collection procedures.
- The Web site and data dissemination procedures adopted by the Office of Institutional Research have been cited by the UNC's Office of the President as representing "a best practice."

Weaknesses

- None noted.

Opportunities

- The capability of making school and departmental data broadly available on the Web helps develop a community of stakeholders who will make use of such information on a continuing basis, thereby improving and broadening the University's ongoing institutional effectiveness processes. (See Proposal 9)

Threats

- Recent and future state budget cuts could limit purchase of new equipment, decrease training opportunities, and diminish the Office's ability to carry out special projects.

6. Key Documents and Their Locations

Academic Affairs Annual Report 2000-2001: LIB ID 116;

[http://provost.uncg.edu/pvt/publications/general/annual reports.html](http://provost.uncg.edu/pvt/publications/general/annual%20reports.html)

Academic Affairs Plan 1998-2003: LIB ID 240; <http://www.uncg.edu/apl/divplans.html#aaf>

Academic & Non-Academic Department/Unit Missions, Goals, & Evaluation Methods: LIB ID 227

Accountability Overview and Report on Campus Visits in Academic Year 2001-2002: LIB ID 543;

www.northcarolina.edu/docs/assessment/AccOvuRptCampVis00-01.pdf

Administrative Memorandum No. 406 (Office of the President, Nov. 7, 2000) : LIB ID 541;

www.northcarolina.edu/aa/reports/plan_intent/doc_index.cfm

Biennial Reports, University of North Carolina Office of the President: LIB ID 544;

(<http://www4.ga.unc.edu/ci/>)

Business Affairs Annual Plan: LIB ID 104; www.uncg.edu/apl/divplans.html

Departmental Profiles 1996-2001: LIB ID 278, 441

Faculty Evaluation and Review Policies: LIB ID 459;

<http://provost.uncg.edu/pvt/publications/personnel/evaluation.html>

- Information Technology Plan 2001-2003*: LIB ID 565; www.uncg.edu/apl/IT_Plan_2000-03_files/frame.htm
- Information Technology Plan 2001 Supplement*: LIB ID 558;
<http://www.uncg.edu/apl/REPORTS/it2000.html>
- Institutional Research 2000-2001 Annual Report*: LIB ID 560;
(http://ire.uncg.edu/pages/about_us/Annual_Report_2000-01.pdf)
- Institutional Effectiveness Research Agenda*: LIB ID 551;
<http://ire.uncg.edu/pages/surveys/surveys.htm>;
<http://ire.uncg.edu/pages/surveys/research%20agenda.htm>
- “Integrating Strategic Planning”, presentation by Chancellor Sullivan, SACS Annual Meeting, December 2000: LIB ID 537; www.uncg.edu/cha/SACS2000_files/frame.htm
- Learning Goals & Assessment Methods for Undergraduate and Graduate Degree Programs*: LIB ID 226
- North Carolina Executive Budget Act and the Higher Education Reorganization Act of 1971*: LIB ID 548
- Parking Services Master Plan*: LIB ID 555
- Planning Outcomes: A Report on the Areas of University Focus 2000-2001* : LIB ID 233;
www.uncg.edu/apl/plng_outcomes_00-01.pdf
- Revised Procedures for Developing Academic Programs* (Administrative Memorandum 406): LIB ID 542; www.northcarolina.edu/aa/reports/plan_intent/doc_index.cfm
- Space Management Plan for 2001-2008*: LIB ID 556; www.uncg.edu/apl/ [link not yet active]
- Student Credit Hour Enrollment Funding Model* (Finance Division, UNC Office of the President, November 1999): LIB ID 547
- Student Affairs Annual Plan*: LIB ID 104; www.uncg.edu/apl/divplans.html
- Student Data Profiles*: LIB ID 562;
http://elvis.uncg.edu/pages/student_data/asp/query_means_frames.asp
- Telecommunications Infrastructure Plan*: LIB ID 558; www.uncg.edu/apl/telecomm_project.html
- UNC Long-Range Planning 2002-2007*: LIB ID 391
- UNC System Budget Processes*: LIB ID 549;
www.northcarolina.edu/docs/finance/projects/BUDGETPROCESS.pdf
- UNCG Facilities Profile and 10-Year Capital Plan*: LIB ID 454
- UNCG Fact Book 2001-2002*: LIB ID 108; <http://ire.uncg.edu/pages/factbook/2001-02/PDFs/academicprograms/accreditation2001.PDF>
- UNCG General Education Program*: LIB ID 114; <http://provost.uncg.edu/pvt/pdf-documents/geneducpgm090199-2a.pdf>
- UNCG Institutional Self-Study 1991-1992*: LIB ID 123
- UNCG Plan 1998-2003*: LIB ID 103; www.uncg.edu/cha/uncgplan.htm
- UNCG Plan 1998-2003 and Beyond: A Summary*: LIB ID 276; www.uncg.edu/cha/uncg_plan_98-03.html
- University Advancement Annual Plan*: LIB ID 104; www.uncg.edu/apl/divplans.html
- University Reporting Calendar, Office of the President*: LIB ID 561;
<http://ias.ga.unc.edu/~passess/acrobat/calendar2002.pdf>