SACS Operational Assessment Tables
Student Affairs

Table of Contents

Department Name: Student Affairs Operations (VPSA Office)

Assessment/Improvements from Fall, 2000 through Summer, 2005

What you have improved	How you have improved it (Assessment Outcomes)	How you knew it needed improving--Basis of your decision to improve (Assessment Measures)	What were your goals for improvement? (Learning Objectives)	How you will know that your improvements met your goals (Assessment Data)	How often you will check to see whether the improvements are working (Assessment Cycle)	Who will check up on improvements	What will you do if improvements are not working as you want them to work? (Closing the Loop)
More cohesive, seamless recruiting and admissions process	Merged offices of Admissions and Enrollment Services into one operational unit	Prospective students sometimes being shuffled from office to office and not being serviced appropriately; lengthy application processing; report from Jim Black, outside consultant	More streamlined, easier admissions process; better service to customers from pre-application through admission to UTD	Fewer complaints from prospects and their parents; faster processing of applications; more timely information out to prospects and applicants	Annually and periodic checks during the year	Admissions director and associate directors	Reorganize; re-work flow of information and admissions documents; acquire new CRM technologies to assist
Improved service to prospective students, applicants and current students	Created Comet One-Stop service center	Constituents were being sent all over campus for answers to questions and to deliver completed documents	To improve service to prospects, applicants and students	Fewer complaints; fewer hand-offs to other departments; more satisfied constituents	Monthly and annually	Comet One-Stop supervisor; Enrollment Management directors	Reorganize; re-train one-stop staff
Oversight of living conditions at Waterview Park	Established new Housing Operations office	Bad press that resulted in the Waterview Commission to conduct a needs assessment	Improve living conditions for residents and communication with Waterview management	Improved living conditions; fewer complaints; smoother operations; satisfaction surveys; focus groups	Monthly and annually	New Director of Housing Operations	Continue to work with Waterview management and the Utley Foundation on solutions; create housing advisory group
Scholarship award process through the University Scholarship Committee	Streamlined the process; better oversight of individual scholarship budgets; established general minimum criteria for eligibility	Time consuming process of getting all approval signatures; annual award timeline causing awards well into the spring semester; need for financial aid packages to be re-worked after scholarship awards were made; summer Scholarship Ad Hoc Study Group convened that resulted in specific recommendations	More timely awards on front end; more consistent criteria; streamlining process for committee members; ensuring use of fund balances not just budgeted revenues; ensuring awards are in compliance with original agreements for endowed scholarships	More timely awards; process passes compliance audit; financial aid office does not have to back track to rework aid packages	Annually	Scholarship Committee Chair, Financial Aid Director, Assistant VPSA, Endowment Compliance Coordinator	Better training for committee members; re-work award timeline; create a scholarship office
Fiscal management for the division	Implemented a more consistent, structured monitoring system	Budget accounts showing up on deficit reports; HR paperwork having to be sent back for corrections, which slowed the process	To eliminate deficit instances and streamline financial and HR processes; detect errors in advance of monthly reports; ensure compliance with laws and policies	Fewer or no instances on deficit reports; fewer instances of having to return HR paperwork for corrections	Monthly and annually	Assistant VP for Student Affairs	Re-train directors and administrative assistants; work with VPSA to determine the need for additional controls or redefined processes; consider centralizing administrative/ business functions for Student Affairs

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Enhanced the quality of customer service delivered through entire division	Provided more staff development related to the delivery of quality customer service; provided for more cross-training	Student complaints; conducted Mystery Shopper project to spot check delivery of customer service	Ability of staff to resolve student issues at departmental levels; fewer instances of students being passed around from department to department; faster response times to student questions/ needs	Fewer student complaints/ grievances sent to higher administrative levels; satisfied customers as measured by satisfaction surveys; more efficient usage of staff time as a result of improved processes and response times	Annually and periodic checks during the year	Departmental directors, Assistant VPSA, VPSA	Provide more training for staff on customer relations and conflict resolution; realignment of staff to place them where they are most effective; cross-training of staff across offices

Department Name: Financial Aid							
Assessment/Improvements from Fall, 2000 through Summer, 2005							
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Electronic Stafford Student Loan Acceptance	Processed changed from student completing a paper application and sending through mail to completing application and transmitting electronically to state agency. Replaced with Loans by Web.	Time involved in mailings was excessive. Applications lost in the mail was increasing due to increase in loan volume.	Eliminate the mailing time. Eliminate the lost in the mail applications Eliminate delays in sending approval notices to the state agency for loan guarantees.	When loans are awarded, data automatically updated screens within mainframe system and approvals transmitted directly to the state agency in overnight same day processing.	On a daily cycle, reports were monitoring the updates and transmissions.	James Hubener	Work with Information Resources to resolve programming issues. Resolution came within 24 hours or less of identifying problem
Loan funds received electronically from lenders	Loan funds received via paper checks were changed to receive via EFT; electronically.	Loan checks from lenders would be delayed in the mail causing delays in releasing to students.	EFT receipt of funds eliminated the delays in mail or eliminated lost checks.	Receiving EFT funds from lenders within 48-72 hours from transmission of approval to lenders	On a daily cycle, reports monitored the updates and transmissions from the state agency.	James Hubener	Work with Information Resources to resolve programming issues. Resolution came within 24 hours or less of identifying problem
Refunds electronically sent to student's personal account	Students needed to come to campus to pick up refund checks. With EFT refunds students would receive funds directly to their accts	Long lines at the Bursar's Office. Students would have to make special visits to pick up funds. Best practices at other schools	Enable students to receive funds without coming to campus.	Lines at the Bursar's Office were reduced. Students did not need to come to campus for funds.	On a daily cycle, reports were monitored	James Hubener Cathy Coursey Gina Niemann Luis Danton	Work with Accts Payable and Bursar's Office to bring resolution
Evaluation of financial aid record for documents needed to complete a file setting up for awarding	Edited so that it's quicker to send notification to student (electronic)	-Time was excessive (five to ten days). -Previous experience. -Best practices model.	To edit data within in twenty-four hours.	All documents needed to review file are requested the same evening the records are received.	Every week at beginning of cycle – yearly.	Maria Ramos	Work with Information Resources to resolve programming issue.
Loan Certification Time	Decrease time – matching process electronic	Best practices at other schools.	24 to 48 hour turn around time after awarding.	Students are able to accept and complete the student loan process the same day the award notice is received	Every week at beginning of cycle.	James Hubener	-Work with Information Resources to resolve scheduling problems
Financial aid supplemental forms	Forms available on line Decrease time in mailing forms to students	Best practices at other schools. Time delays in mailing forms to students	Reducing time it took to mail forms to students	Electronic responses back from students in obtaining forms without the need to wait for the form to be mailed	Weekly monitoring email correspondence to students	Maria Ramos	Work with James Dorman in office to revise forms
Processing Federal Pell Grant reimbursement for Pell Grant awards released to students	Automatically populate all student records needing transmission to the Dept of Education's Common Origination and Disbursement system (COD)	Manual entry of data for each student record would take 7-10 working days. Too many man hours spent. Best practices at other schools.	Reduce the time to 72 hours Day 1 run the program overnight Day 2 review the results during the day and transmit in overnight batch	Reports of updates and transmissions provide feedback on effectiveness	Process done on a 30 day cycle	Cathy Coursey	Work with Information Resources to resolve programming issues.

Department Name: Registrar

Assessment/Improvements from Fall, 2000 through Summer, 2005

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Class Schedule	Printed version is now electronic (2002).	-Newspaper -Student feedback -Rhet 1101 feedback -Student survey at cafeteria	-Provide easy access - Current & accurate information.	-Website for complaints - Monitor student feedback. -Talk to Rhet 1101 -Talk to student government	-Every Fall with Rhet 1101 - Daily on web information.	Mitzie Keeling Cary Delmark	Redesign web (2004)
Class Schedule	Ease of course search with multiple variables for class and room scheduling	-Solicited student feedback - Student emails - Rhet 1101 feedback	-Provide ease in searching for course information to include faculty evaluation, course descriptions and core curriculum search	-Monitor student feedback. -Talk to Rhet 1101 -Talk to student government - Advisor feedback - Student web surveys	-Daily on web information and through student email feedback.	Mitzie Keeling Cary Delmark	Move to new ERP student system
Academic Calendar	Consolidated into one online campus calendar.	-Too many calendars with disparate dates. -Phone calls to Registrar's Office.	- One source of calendar information. - Link university processes and procedures to date specific timelines	-Student and advisor feed back - Usage of calendar –Interaction with departments. - Student web surveys	Daily on web information	Mitzie Keeling Cary Delmark	-Communicate with Department heads - Disseminate information about updating to campus community
Registration	- Combined summer and fall registration - Began two months earlier - Online access to register	- Phone system outdated and not supported - Larger number of students enrolling in multiple sessions within terms	- Student retention - Register earlier - Easier access and timely registration online	- Increased retention - Increased number of students registering online - Feedback on bulletin boards from students and advisors	Every registration period – daily.	Jennifer McDowell	- Consult student focus groups, administration, and advisors/staff - Consult IT department for technical solutions
Undergraduate Degree Audits	- Utilize electronic degree audit for students and advisors/staff	- Manual degree audit was time consuming - Manual audits resulted in high error rate - There was a lack of communication regarding student time to degree - Student demand - State mandates	- Implement electronic degree audit for all seven schools by Spring 2003 - Improved communication to staff and students - Timely degree audits and notification of deficiencies (75 hour audits) - Mitigation of advising errors - Easy access and results for students and advisors	- Increased communication with students and advisors - Reduced number of unresolved issues at time of graduation - Increased number of students passing audits - Feedback on graduation bulletin board - Feedback in exit survey - Advisor feedback	Daily via email feedback from advisors and students and traffic on bulletin board.	Jennifer McDowell Beth Tolan Todd Elia Graduation Team Academic Advisors	- Utilize student focus groups and feedback from advisors (regular meetings) and students to ascertain issues that require response. - Revise and reprogram degree audit system. - Purchase more robust degree audit system to handle functionality issues and well as allow for more flexibility.

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Academic Records File Audit for incoming, continuing, and prior students	- Began new student file audit in 2000 - Began continuing and prior student audit to address conversion errors in 2003 - Registrar staff manually audits every file for accuracy and completeness - Track audit process and any unresolved issues in student information system -	- Negative student feedback regarding missing documents and errors on academic record - Large number of unresolved errors from SIS conversion in 1997 - Best practices in effective record keeping - Time to audit and produce transcripts	- Accurate and complete academic records - Files for all students per our retention schedule - Better cross training with Admissions to ensure accuracy and completeness of incoming file - No student complaints	- Reduced negative feedback - Increased number of records audited - Reduced errors due to increased training in Admissions	Daily via feeds from Admissions, students asking for transfer evaluation or application for graduation, and academic history audits for conversion errors.	Karen Jarrell Shella Hayes	- Continue to create reports to identify potential errors. - Evaluate training methods to ensure best outcomes.
Online Faculty Grading	- Faculty have the ability to grade online through Web for Faculty and Web CT - Eliminated student grade mailers - Midterm and final grades available exclusively online	- Manual input of grades by faculty was time consuming - Faculty did not turn in grades in a timely manner – taking weeks to submit some grades - Student complaints	- Increased grade submission by faculty - Easy and timely dissemination of grades to students - Reduced complaints from students	- Number of grades submitted - Number of grades submitted online - Number of grades manually input in Registrar's Office - Feedback from students	Every semester at midterm and final grading	Assistant Registrars	Consult IT department for technical solutions. Work with web services for solutions.
Official Transcript Requests	- Unofficial transcripts available online - Provided mechanism for online transcript requests - Provided kiosks to order transcripts - Provided on demand transcripts at front counter - Began process of sending transcripts electronically through EDI to participating partners	- Students needed faster turnaround for transcripts - Manual transcript process was time consuming - Costs to produce transcripts that were never picked up and costs to mail to student were increasing	- Secure transcript request process - Quick turnaround - On demand production - Reduced number of printed transcripts not retrieved by student - Send transcripts electronically to top feeder schools	- Reduced negative feedback - Faster turnaround - Lower costs to University - Increased EDI institutions willing to partner with UTD	Daily via in-person, email, and bulleting board feedback	Shella Hayes	Consult IT department for technical solutions. Work with web services for enhancements.

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Enhanced Records Security	- Provided FERPA training to students and staff to include implementing and supporting a FERPA module as part of University compliance training - Electronically scan, distribute (when necessary), and preserve academic record	- Poor campus knowledge and compliance with FERPA, records retention and over all security of record (numerous complaints from students and queries from advisors) - Desire to store and disseminate academic record in a secure, electronic medium, that could be accessible by those with a right to know	- Campus compliance with FERPA - Paperless office - Secure, electronic availability of academic file for advisors and departments - Medium to archive records that was not space prohibitive	- Reduced number of FERPA violations and questions - Departmental feedback regarding comfort with FERPA, records retention policies, and information retrieval and dissemination	Daily	Karen Jarrell James Casey	- Reevaluate training and consult FERPA experts within AACRAO for any changing best practices - Enhance scanning system and internal business practices
THEA Compliance and Review	- Moved THEA to the Registrar's Office - Created more detailed and efficient electronic THEA compliance review	- Students were not cognizant of THEA and TSI requirements - Students did not respond to the THEA information on Admissions letter (confused about the issue) - Every applicant was manually reviewed for THEA compliance prior to admission decision (regardless of admissibility)	- Timely and effective communication to students regarding THEA requirements and individual status for students who have THEA issues (rather than confuse those who do not have issues) - Provide more detailed information on THEA to all students but especially targeting those with THEA issues - Review only admitted students	- Reduced confusion on the part of the student - Clear guidelines for students and staff - Timely response and resolution of THEA issues and status	Daily during admissions process for every term	Primary point of contact is Rebecca Duncan in the Learning Resources Center however THEA evaluation is done in the Registrar's Office: Mitzie Keeling, Kathy Yepez	- Continue to refine and redefine process for improvements. - Take student feedback to identify areas of weakness and improvements

Department Name: Career Center

Assessment/Improvements from Fall, 2000 through Summer, 2005

What you have improved	How you have improved it (Assessment Outcomes)	How you knew it needed improving--Basis of your decision to improve (Assessment Measures)	What were your goals for improvement? (Learning Objectives)	How you will know that your improvements met your goals (Assessment Data)	How often you will check to see whether the improvements are working (Assessment Cycle)	Who will check up on improvements	What will you do if improvements are not working as you want them to work? (Closing the Loop)
Career Seminars	- Expanded the number of seminars offered each semester - Added new seminars - Updated content and presentations	- Comments on evaluation forms - Career counselors heard from students - Peer groups on campus	- Offer better preparation skills - Obtain better job search skills	- Evaluation forms - Attendance numbers	- At each seminar - Monthly reporting - Annual report	Mickey Choate Career Counselors Resume Editor Michael Doty	- Review workshop - Market workshop
Online Recruiting System	- Purchased from CSO (UTD CareerWorks) - Allowed 24 hour access for students and employers	- Evaluation forms - Complaints from students and employers	- Complete access, 24 hours, 7 days a week - An easy to use, intuitive system - Better reporting system	- Evaluation forms - Discussions with employers - Surveys of employers and students	Annually	Technology Coordinator Michael Doty	- Evaluate the current product for improvement - Evaluate other available products
Integration of the Career Development Model into the UTD curriculum	- Creation and implementation of Career Decision Making and Coop/Internship Courses in 5 of the 7 schools	- Academic Advisor requests - Student feedback - Faculty feedback	- To establish courses that better prepared the students for after graduation - Work closely with academic departments - Bridge a gap with Student Services	- Increased course offerings - Increased enrollment in the classes	- Every semester - Annually	Mickey Choate Michael Doty Deans of the schools involved	- Re-evaluate the offerings - Modifying the syllabus
Career Library Resources	- Expanded the number of volumes in the Career Center Library - Implemented Library of Congress cataloging system - Merged the search of Career Center library with UTD Main Library	- Staff reported a lack of current and quality resources - Difficulty searching for volumes	- Improve accessibility - Streamline all processes - Increase number of volumes	- Expanded resources - Increased use of the resources - Responses to student feedback surveys	Annually	Michael Doty	- Re-evaluate resources - Increase marketing efforts - Follow-up with library staff
Level of Quality Customer Service	- Coordinated efforts with other UTD career-related offices - Maintained satellite office to increase visibility - Staff sensitivity training	- Feedback from staff and students - Feedback from peers involved in other UTD career-related offices -Feedback from faculty	- Strengthen partnerships - Increased student contact - Increased face-to-face with faculty - Enhanced communication based on proximity	- Student contact hours increased - Feedback from all university departments (career-related offices, academic advisors, schools, and other student services offices) - Feedback from student surveys	- Weekly - Monthly - Quarterly - Annually	- All Career Center Staff - Michael Doty	- Evaluate the days and times of the office hours - Marketing of the Career Center and satellite office - Re-evaluate the needs of the schools - Additional staff training
Student Employment Process	- Developed Community Service opportunities for the work-study program - Strengthened communication with academic departments and with the Payroll, HR, Budget and Financial Aid Offices - Updated Student Employment Manual - Maintained organizational memberships	- Not meeting the Federal requirements - Departments not being notified in a timely manner when a student was out of funds - Steps missing in the hiring process - Compliance with the program	- Meeting Federal regulations - Early detection and intervention of discrepancies - Maintain compliance of the program	- Reconciliation balances - Reduction or elimination of payroll issues - Reduction and eventual elimination of issues with balancing the yearly FISAP report	- Every two weeks (or payroll) - Monthly - Quarterly - Annually	- Nancy Lozano - Michael Doty	- Re-evaluate processes - Coordinate reporting programs with other offices - Identify and correct discrepancies

Department Name: Career Center

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Professional Dress during Career Events	- Required professional dress (minimally business casual) for career events - Marketing efforts - Presentations during certain career seminars	- Employer feedback - Knowledge of the market - Comparisons to other schools	- To enhance the employer expectations - Create a positive image of UTD students and alumni - Increased professionalism	- Employer feedback and evaluations - Student evaluations	- Upon completion of each seminar and career event - Annually	- All Career Center Staff - Michael Doty	- Re-evaluate the consistency - Develop alternative methods to promote

Department Name: Disability Services							
Assessment/Improvements from Fall, 2000 through Summer, 2005							
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Awareness of disability issues on campus	Developed a support/social group for students with Asperger Syndrome	Anecdotal feedback from students	Provide students with disabilities a venue for discussing the challenges they face and sharing approaches to overcoming these challenges.	Students express personal satisfaction and demonstrate increased confidence in their own abilities.	Every semester.	Disability Services Specialist	Re-evaluate how support group functions and make suggestions to students on what they may consider incorporating into their sessions.
Effectiveness of services	Obtained new software for visually impaired students taking math and calculus classes	Anecdotal feedback from students	Provide students having low vision with better systems capabilities for use in math and calculus classes.	Students are surveyed regarding their satisfaction with the services they are receiving.	Annually	Disability Services Specialist	Research alternative solutions

Department Name: Greek Life

Assessment/Improvements from Fall, 2000 through Summer, 2005

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Advisement for fraternities and sororities	Re-distributed duties of Greek Life/Spirit Program to focus solely on advising fraternities and sororities	Increased number of Greek students necessitated closer advisement; increased duties for council officers à increased need for supervision	increased advisor contacts with chapter members and officers improved flow of information	more and better quality work product from students	Continuous	Stella Mulberry and Briana Lemos	re-assess staffing needs evaluate procedures at peer institutions
Assessment of Greek Life program	Hired independent consultant	Increase in Greek population; need for improved policies and procedures	viable data to incite change in Greek policies and procedures assessment plan	student input student response	Annual	Stella Mulberry and Briana Lemos	re-evaluate assessment plan re-evaluate program
Services for fraternities and sororities	Creation of Greek Center facility – meeting space, computer access, storage	Increased activity of Greek groups necessitated dedicated space for meetings and operations	high facility usage by officers and members improved quality of programs	student input student response	Continuous	Stella Mulberry and Briana Lemos	identify larger space re-configure existing space

Department Name: Housing Operations							
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This department was established in the spring, 2006 as a result of the Waterview Commission study.							

Department Name: Athletics

Assessment/Improvements from Fall, 2000 through Summer, 2005

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Athlete Welfare & Compliance Ed.	Monthly Compliance Review	Lack of Rules Knowledge	NCAA, ASC & UTD Rules Compliance	Elimination of Rule Discrepancy	Monthly	Athletic Director	Increase Compliance Training
Volleyball	Started Volleyball program	Student surveys	Increase student athlete population and program offerings.	Numbers of student athletes and number of	Annually	Athletic Director	Revise Venue
Communication & exchange of ideas and athletic issues	Student-Athlete Advisory Committee	Communication & Exchange of Athletic Information	Open lines of communication & knowledge of athletic department vision	Surveys	Annually	Athletic Director	Revise committee member and facilitation
Athlete Retention & Graduation	Academic Enhancement	Loss of Athlete due to a lack of academic monitoring	Increased Retention rates and degree programs	Increased graduation rates	Each semester and annual review	Athletic Director, Compliance Officer, Faculty Rep	Revise w/ direction from Undergrad Dean & Compliance Officer
Student Athlete Welfare	Created Champs Life Skills Program	Athlete comments; Goals set in previous years not being met; Monitoring career development problems for athletes	Provide educational opportunities for athlete. Provide personal development opportunities. Provide community service opportunities.	Student evaluations of seminars for creating resumes, etc. Track attendance at seminars. Have coaches evaluate program. Exit exam of seniors.	Yearly	Champs Life Skills Coordinator & Athletic Director	Yearly adjustments based on feedback and focus on 2 specialized areas.
External Development	Corporate Partnerships & Booster Support Golf Tournament	External Funding Projections Not Met Number & Funds were low	Increased number of Comet Club members and Corporate Partners 100+ Participants, $6000 profit	Meet projected dollars Tournament Financial Report	Semester & annual review Annually	Athletic Director and Assistant Vice President for Student Life Athletic Director	Increase fund raising events Revise Venue
Communication & exchange of ideas and athletic issues	Student-Athlete Advisory Committee	Communication & Exchange of Athletic Topics	Open lines of communication & knowledge of Athletic Department vision	Results of exit interviews	Semester & annual review	Athletic Director and selected coaches	Revise committee membership and facilitation
Athlete Retention & Graduation	Academic Enhancement	Loss of Athlete due to a lack of academic monitoring	Increased Retention rates and degree programs	Increased graduation rates	Each semester and annual review	Athletic Director, Compliance Officer, Faculty Rep.	Revise w/ direction from Undergrad Dean & Compliance Off.

Department Name: International Student Services

Assessment/Improvements from Fall, 2000 through Summer, 2005

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Communication with international prospective students	-Email all F1 students at time of admission to notify them of the documents needed for I20 issuance. - Conduct pro-active communication blitzes to inform prospective students about UTD, pre-registration requirements, advising sessions, and other information about living in Dallas. - Created and maintain prospective student web pages to address new student needs. - Hired full time staff to communicate with prospective students to decrease fluctuations in student employee availability-Standardized communication to give more consistent message from ISSO.- Offer express mail option of I20s	-High number of students was not able to receive information from UTD (I20, admission, housing, TB, etc) in time to enroll in classes.-High number of incoming emails requesting information about UTD or Dallas.	-Standardize communications so students were receiving consistent messages from the ISSO. - Provide methods for students to get the I20 as soon as possible after admission. - Increase communication flow between students and ISSO	Decrease in incoming emails requesting general information about UTD or Dallas. Increase in number of students who receive an I20 from UTD.	Each semester	Christina Spicher, Cristen Casey	Cross-train within teams, hire student employees to take part of the process, further tailor and standardize communications, etc.
Compliance with federal SEVIS regulations	Instituted initial policy committee, technical committee. Determined most appropriate software application. Audited all student files to verify SEVIS eligibility. Issued new SEVIS immigration documents for all eligible students. Held student/ faculty/ staff workshops to educate on new regulations, benchmarked with other institutions to determine SEVIS practice and policy. Held workshop for immigration service to educate local institutions on SEVIS practices. Performed site-visit. Established procedures for regular SEVIS reporting and audits between SEVIS and	Regulations published by the Department of Homeland Security. Decision of UTD administration to continue F1 student program.	Meet federal requirements by deadline. All students in SEVIS. All files audited for SEVIS eligibility. USCIS I-17 audit approved RTI lists monitored within timeline.	I-17 re-certification approved. Audits between fsa and SEVIS successful. Deadlines met for registration, completion, reduced enrollment, etc.	30 days or more frequently, depending on the assessment device	Christina Spicher, Cristen Casey	Benchmark with other institutions. Review regulations. Re-evaluate procedures. Begin reporting earlier. Change extract to fsa.

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What you have improved	How you have improved it (Assessment Outcomes)	How you knew it needed improving-- Basis of your decision to improve (Assessment Measures)	What were your goals for improvement? (Learning Objectives)	How you will know that your improvements met your goals (Assessment Data)	How often you will check to see whether the improvements are working (Assessment Cycle)	Who will check up on improvements	What will you do if improvements are not working as you want them to work? (Closing the Loop)
Processing times for ISSO immigration applications	-Cross-trained so multiple staff could process applications - Eliminated steps when possible - Streamlined processes - Captured data through technology in lieu of requiring other steps.	- Students requested exceptions to processing times. - Career Center and employers requested employment dates that required exceptions to processing times (CPT) - Semester meeting with CPT processors expressed problems with CPT processing times	- multiple processing times reduced - fewer requests for exceptions in processing times	Monitor processing time between when task was entered in fsa and when it was completed.	monthly audits	Christina Spicher, Cristen Casey	- re-evaluate to determine additional streamlining - assess student feedback from annual survey (and others) to determine importance of specific processing time to students
Quickness of students to register for classes after int'l orientation is completed	- expanded opportunities for students to submit appropriate immigration documents before orientation - cross-trained and expanded number of ISS staff able to process documents and remove orientation holds - expanded communication with prospective students about TB holds and process of turning in immigration documents - end orientation earlier in the day to allow students to meet with academic departments the day of orientation - created space for academic departments to perform mandatory academic orientations the day of int'l orientation.	- student feedback at orientation - academic department feedback	- Orientation holds removed within 1 hour of the end of international orientation. - Orientation holds removed to allow a minimum of 2 hours before registration closes for the day.	- fewer requests for late fee intervention related to ISS orientation fees - fewer requests for orientation hold exceptions	- once per semester	WHOOSH team, Cristen Casey	Re-evaluate to determine additional measures to reduce time needed to take in documents, process them, and remove the holds. Re-evaluate information given to students prior to orientation to facilitate the process.

Department Name: International Student Services

Assessment/Improvements from Fall, 2000 through Summer, 2005

What you have improved	How you have improved it (Assessment Outcomes)	How you knew it needed improving--Basis of your decision to improve (Assessment Measures)	What were your goals for improvement? (Learning Objectives)	How you will know that your improvements met your goals (Assessment Data)	How often you will check to see whether the improvements are working (Assessment Cycle)	Who will check up on improvements	What will you do if improvements are not working as you want them to work? (Closing the Loop)
International Transitional Programs	Provide additional access to information and agencies needed for students to meet regulatory requirements.	-Student feedback on orientation evaluation. -Student organization input. -Feedback from academic programs.	-Increase access to Social Security, tax information, Department of Public Safety, etc. -Limit student's need to go off campus to access these agencies. -Decrease number of students with problems related to taxes, social security numbers, etc.	-Surveys -Focus Groups - Number of participants at events - Fewer needs expressed by students and academic departments	-Annually (Surveys) -Three times a year for programs	WHOOSH team, Cristen Casey	-Re-evaluate need - Communication -Survey students -Meet with agency contacts.
ISSO Website	- More information - More timely updates - More organized/ easier to navigate	- High volume of email inquiries that could be solved with more knowledge - High number of student advising appointments/ walk ins for common questions	- decrease the volume of email inquiries for general information - increase the number of students referred to the website during scheduled advising sessions or upon initial visit to the ISSO	- Annual student survey - Survey of ISS staff to determine increase in referring students to website- Increase in number of website hits - Word of mouth/Positive feedback	Semesterly	A-Team, Cristen Casey	- Survey students to re-assess need - Discuss improvements with UTD's web services department - Survey ISS staff to determine what general information students continue to seek from the office.
UTD's International Education Week	- Formed an inter-departmental committee to plan and organize the week.- Established "tradition" events. - Established variety of events that are unique to the individual year	- It was not celebrated at UTD despite our high percentage of int'l students. - When benchmarking with other institutions of our population, we were in the minority by not celebrating it.	- hold international education week each year unless there is no student interest - have multiple offices/ departments involved in celebrating international education. - increase awareness of the contributions of international education to the US and to UTD. - have student participation that increases each year	- number of departments on int'l education week committee - number of students participating in events - the week is celebrated	Annually	WHOOSH team, Cristen Casey	Re-assess need and adjust programs.

Department Name: Judicial Affairs

Assessment/Improvements from Fall, 2000 through Summer, 2005

What you have improved	How you have improved it (Assessment Outcomes)	How you knew it needed improving--Basis of your decision to improve (Assessment Measures)	What were your goals for improvement? (Learning Objectives)	How you will know that your improvements met your goals (Assessment Data)	How often you will check to see whether the improvements are working (Assessment Cycle)	Who will check up on improvements	What will you do if improvements are not working as you want them to work? (Closing the Loop)
Students are informed of UTD discipline and conduct policy and procedures at the initial investigation meeting.	Students are provided with a hard copy of the UTD and UT System discipline and conduct policies and procedures upon arrival for initial meeting. Students complete a receipt acknowledging that they received the policies and procedure and provide current contact information.	Student allegations of not knowing the discipline and conduct policies or procedural processes.	Minimize the opportunity for litigation. Simplify administrative processes. Obtain current student contact information.	Few meritorious allegations of procedural ignorance. Minimal undeliverable returned mail addressed to students. No additional communication with the student is required when the student leaves the office after resolution.	Annually	Judicial Affairs Officer	Develop a revised method that meets approval of the UT System Office of General Counsel.
Students have all due process options available.	Selected and trained several faculty members to serve as Hearing Officers.	Local and UT System rules and procedures required that student due process options include the opportunity to have disputed facts determined by a Hearing Officer.	Students have qualified Hearing Officers available to implement rights to due process. Compliance with UT System rules.	Hearing Officers will be able to conduct discipline hearings sufficient to satisfy basic due process requirements.	Following each hearing and annually	Judicial Affairs Officer	Provide supplemental training as needed . Identify and train additional faculty to serve as Hearing Officers.

Department Name: Multicultural Center

Assessment/Improvements from Fall, 2000 through Summer, 2005

What you have improved	How you have improved it (Assessment Outcomes)	How you knew it needed improving--Basis of your decision to improve (Assessment Measures)	What were your goals for improvement? (Learning Objectives)	How you will know that your improvements met your goals (Assessment Data)	How often you will check to see whether the improvements are working (Assessment Cycle)	Who will check up on improvements	What will you do if improvements are not working as you want them to work? (Closing the Loop)
Creation of Multicultural Center	Multicultural Services to Multicultural Center	Researched other schools. State Mandates on recruitment and retention. Increase in Multicultural Students visiting offices.	Be more multi-ethnic. Improve recruitment and retention. Cultural Education. Increase quality of programming.	Focus groups. Monitor student visits. Program evaluation. Performance surveys.	Ongoing. At each event. Performance surveys.	Arthur Gregg Danny Cordova	Adjust programming. Adjust space & operations.
Multicultural Peer Advocate Program	Increased number of Advocates. Increased diversity of Peer Advocates.	Need for more diverse programming. Increase in number of diverse populations visiting Center. Increase in number of student organizations we sponsored.	Provide more assistance to a broader diverse population. Broaden cultural programs and education.	Monitor student visits. Program evaluations. Focus groups. Meet with multicultural group leaders.	Ongoing at each event.	Arthur Gregg Danny Cordova Netreia McNulty	Adjust diversity of Peer Advocate group. Increase or decrease number of Advocates as needed.
Multicultural Leadership Symposium	Moved to Friday. Changed to campus location. One half day program. Targeted UTD Students.	Low attendance. Focus group. Program evaluations. Informal surveys.	Increase attendance. Make themes relate to: culture and diversity and current issues in leadership. Focus more on campus community.	More UTD faculty, staff and student participation. Program evaluations. Attendee verbal feedback.	Annually at each event.	Danny Cordova	Modify or reformat program as feedback indicates.
Retention Efforts	Creation of Mentor Program, Go Center and G-Force. Retention letters (2.3GPA) Phoning students not re-registered in a timely manner.	State Mandate for Closing the Gaps. Lack of response to retention letters. Personal observations. University Retention Report.	Research and development retention programs. Institute programs. Positive response to phone efforts.	Initiated Mentor and Go Center programs. Development of Outreach position. Increased advising to student organizations.	Annually	Netreia McNulty Arthur Gregg	Re-evaluate and modify programs. Request additional participation by other University departments.
Center Programs	Better quality programs. More specifically targeted event.	Program evaluations. Observation of participant's response and verbal feedback.	More of an educational aspect. Increased attendance. Better marketing/publicity. Expand diversity of programs.	Program evaluations. Feedback from students and staff.	Ongoing after each program. Overall review annually	Danny Cordova	Adjust programming to better meet needs expressed by students and staff.
Multicultural Center Services	Higher Quality. More accessibility, new location, functional space, Increased student staff, upgraded office machines, expanded book/movie/resource library. Increased supply inventory and space for support of student orgs. Added meeting/study space. Offer refreshments.	Unable to accommodate student needs. Request for more space and services from students. Incompatibility of use of space with other occupants.	Better meet the needs expressed by students. Provide more support services needed to improve retention.	Tracking student traffic and usage. Positive feedback from students. Customer Service surveys. Increased spending.	Ongoing. Customer surveys twice per year.	Darla Dougherty Arthur Gregg Danny Cordova Netreia McNulty	Modify services as feasible according to student input through surveys and conversation.

Department Name: Multicultural Center

Assessment/Improvements from Fall, 2000 through Summer, 2005

What you have improved	How you have improved it (Assessment Outcomes)	How you knew it needed improving--Basis of your decision to improve (Assessment Measures)	What were your goals for improvement? (Learning Objectives)	How you will know that your improvements met your goals (Assessment Data)	How often you will check to see whether the improvements are working (Assessment Cycle)	Who will check up on improvements	What will you do if improvements are not working as you want them to work? (Closing the Loop)
Creation of Computer Lab and Services	Designated space within new center. Acquired 3 additional computers from surplus. Upgraded to 4 new computers after first year. Initiated workgroup system for monitoring use.	Student response in person and through surveys.	Create a fully functional easily accessible computer lab within the center.	Increase in number of users and traffic. Visual observation. Monitoring usage data.	Continuously through student feedback. Twice annually customer service surveys.	Darla Dougherty Danny Cordova Arthur Gregg Netreia McNulty	Increase and improve technology according to usage and student requests.

Department Name: New Student Programs

Assessment/Improvements from Fall, 2000 through Summer, 2005

What you have improved	How you have improved it (Assessment Outcomes)	How you knew it needed improving--Basis of your decision to improve (Assessment Measures)	What were your goals for improvement? (Learning Objectives)	How you will know that your improvements met your goals (Assessment Data)	How often you will check to see whether the improvements are working (Assessment Cycle)	Who will check up on improvements	What will you do if improvements are not working as you want them to work? (Closing the Loop)
Experience of students and their families at freshman orientation	Increased the number of freshman orientations from 4 to 5	Freshman attendance was over 250 students per session and that is what we define as a manageable number per session due to staffing and facilities	Maintain student attendance at 250 for each session which we have defined as a manageable amount	Number of students at each session does not exceed 250	After each session	New Student Programs Coordinator	Increase/decrease number of orientations and/or assess the usage and availability of facilities and staffing
Customer service	Offer an early weekend freshman orientation session in April	benchmarking	Offer students an opportunity to complete orientation and register early over a Saturday/Sunday not during any work days	Parents and students are satisfied with registering and being oriented over a weekend	After April session	New Student Programs Coordinator	Not offer an early option and/or incorporate positive aspects into other orientation sessions
Opportunity for Orientation Team Mentors (OTMs) to connect with each student that is assigned to their small group at freshman orientation	Increase the OTM staff from 25 to 28 (2 are Senior OTMs and 1 is a rover)	Feedback from OTMs and students helped us to identified 10 students as a manageable number for each small group	To keep our small group ratio at 10 students per 1 OTM at each session	Feedback from OTMs and/or student assessments	After each session	New Student Programs Coordinator	Reassess the ratio of OTMs to freshman students

Department Name: Recreational Sports

Assessment/Improvements from Fall, 2000 through Summer, 2005

What you have improved	How you have improved it (Assessment Outcomes)	How you knew it needed improving--Basis of your decision to improve (Assessment Measures)	What were your goals for improvement? (Learning Objectives)	How you will know that your improvements met your goals (Assessment Data)	How often you will check to see whether the improvements are working (Assessment Cycle)	Who will check up on improvements	What will you do if improvements are not working as you want them to work? (Closing the Loop)
Cutomer Service	Specific training on customer service related topics/issues/concerns	Complaints, lack of basic customer service skills from student employees, suggestion box	Lower complaints. Patron satisfaction	Survey	Yearly	Tricia Losavio	Adjust/improve training
Student Employee training	Job specific training	Lack of basic knowledge in primary work area	Improvement in job performance and knowledge. Broader knowledge of rec sports	Testing	Semesterly	Professional staff responsible for that area	Adjust training
Facilities	Added offices for Athletics, expanded the weight room and added a multipurpose room, constructed soccer fields	Student complaints and suggestions, program expansion and the growth of athletics	Athletics to have their own area to operate, more equipment/area in the w/r and a room for specific programs and outdoor field for student use	Observation	On going	Chris Gage Tricia L. Losavio	Add additional space or equipment
Sport Club program	Hired a full time professional to develop and adminsiter the program	Program was expanding and needed to be organized. Industry standards	Add structure to the sport club program according to indursty standards	Additional clubs are added to the current program, clubs are organized and adhering to policies/procedures	Yearly	Megan Thomas	Evaluate current administration and change/update if needed

Department Name: Residential Life

Assessment/Improvements from Fall, 2000 through Summer, 2005

What you have improved	How you have improved it (Assessment Outcomes)	How you knew it needed improving--Basis of your decision to improve (Assessment Measures)	What were your goals for improvement? (Learning Objectives)	How you will know that your improvements met your goals (Assessment Data)	How often you will check to see whether the improvements are working (Assessment Cycle)	Who will check up on improvements	What will you do if improvements are not working as you want them to work? (Closing the Loop)
Customer service	Increased full time staff from 1 to 3 and student staff from 15 to 28	Increased number of students living on campus	Keep the Peer Adviser to freshman ratio 1 to 35; quality supervision for the PAs; provide support and a liaison for the non freshmen	Ratios are conducive to the needs	Freshmen twice a year; non freshman ongoing	Currently Associate Dean of Students; Fall 06 Assistant Director for Residential Life	Adjust staffing numbers
Customer service	Additional Residential Life office in the freshman area	Increased number of students and staff in the freshman area	Provide easy access for the freshman to the staff	Students can receive the assistance they need without coming to the Student Union	Daily	Residential Life Coordinators	Increase office hours
Student development	Creation of a Residential Housing Association for non freshmen	Students requested this opportunity when they left the freshman area	Provide a leadership opportunity for community development for non freshmen	Opportunities provided and participation	Once a semester	Residential Life Coordinator	
Educational programming for freshmen	Revised programming requirements to include topics such as faculty involvement, alcohol, drugs, and community service	More students involved in related incidents; research on trends	To offer a diversity of programming options to meet the diversity of needs	Student assessments	Twice a year	Residential Life Coordinators	Reassess the needs of our students

Department Name: Service Learning							
Assessment/Improvements from Fall, 2000 through Summer, 2005							
What you have improved	**How you have improved it** (Assessment Outcomes)	**How you knew it needed improving--Basis of your decision to improve** (Assessment Measures)	**What were your goals for improvement?** (Learning Objectives)	**How you will know that your improvements met your goals** (Assessment Data)	**How often you will check to see whether the improvements are working** (Assessment Cycle)	**Who will check up on improvements**	**What will you do if improvements are not working as you want them to work?** (Closing the Loop)
Students engaging in service within their communities	Increased opportunities to once a month	Number of requests from students wanting more opportunities for service not connected with organizations/ benchmarking	Offer a service opportunity once a month	Number of student requests will decrease	March of each year	Service Learning Coordinator	Assess the types of opportunities we are offering
Opportunity for students to engage in service by participating in Alternative Spring Break trips	Increased from 3 to 4 trips	Number of students wanting to participate was higher than the number of spots available	Increase the number of spaces available from 24 to 32	All spaces on trips will be full/no waiting list	March of each year	Service Learning Coordinator	Increase or decrease number of trips
Student knowledge of service opportunities	Created a monthly newsletter	Students expressed a need to have more information	Communicate through a monthly newsletter a recap of past events and a list of future events/projects	Students are informed and know where to go for help	March of each year	Service Learning Coordinator	Reassess needs of the newsletter recipients
Customer service	Increase hours of student employee	Amount of walk-in traffic and phone calls for Service Learning increased	Increase availability of student employee to handle inquiries	Walk-in traffic and phone calls are being handled	Daily	Associate Dean of Students	Increase or decrease working hours

Department Name: Counseling Center

Assessment/Improvements from Fall, 2000 through Summer, 2005

What you have improved	How you have improved it (Assessment Outcomes)	How you knew it needed improving--Basis of your decision to improve (Assessment Measures)	What were your goals for improvement? (Learning Objectives)	How you will know that your improvements met your goals (Assessment Data)	How often you will check to see whether the improvements are working (Assessment Cycle)	Who will check up on improvements	What will you do if improvements are not working as you want them to work? (Closing the Loop)
Psychiatric Services	From off campus to having psychiatrists on campus	Problems with transportation; Long wait times	Easier access to psychiatric care	Monitoring number of visits	Annual Report –continuously Customer satisfaction survey - semester	Jim Cannici, Director	Add additional psychiatrists
Counseling Services	Initiated brief therapy model	Waiting lists were too long	Reduce the number of sessions; Add additional counseling slots	Counseling outcome survey; Monitor waiting time	Semester – (After five visits)	Jim Cannici, Director	Add staff
Counseling Services	Added two new psychologists	Waiting lists were too long	Reduce the number of sessions; Add additional counseling slots	Reduction in wait list; Counseling outcome survey; Monitor waiting time	Each semester	Jim Cannici, Director	Add staff
Suicide Prevention	Created/Presented Depression/Suicide workshop to all freshman RHET 1101 classes	National Statistics of Collegiate Suicide	Greater student awareness	Results of student surveys	Each semester	Jim Cannici, Director	Evaluate and revise program

Department Name: Student Development

Assessment/Improvements from Fall, 2000 through Summer, 2005

What you have improved	How you have improved it (Assessment Outcomes)	How you knew it needed improving--Basis of your decision to improve (Assessment Measures)	What were your goals for improvement? (Learning Objectives)	How you will know that your improvements met your goals (Assessment Data)	How often you will check to see whether the improvements are working (Assessment Cycle)	Who will check up on improvements	What will you do if improvements are not working as you want them to work? (Closing the Loop)
Spirit Program	The addition of Power Dancers Cheer Coaching position stabilized Processes in the program are compliant with safety standards	Student Initiative Diversified program-added new dimension Provided opportunity for additional students to participate There was yearly turnover Lack of sustained recruitment Incident occurred and policies and procedures were not followed. Skill progressions of members were not be logged appropriately	To hire a Power Dancers coach To establish a professional position To provide equitable salary Attend camps/workshops Coaches and Advisor would be certified to comply with standards and to implement a process of evaluation for squad members	The coach provided support to the squad Retention of coaches for a longer period of time Certification of coaches and advisor; skill levels attained by squad members will be documented and reviewed before performances. Yearly audit	Annually with performance appraisal and monthly Spirit Program meetings Annually with performance appraisal and monthly Spirit Program meetings Yearly attendance at camps/clinics as it relates to coaches and advisor; regularly as it relates to the squad members	Patty Atchley , Pam Hamby and D avid Clark	Coaches meetings,exit interviews with squad members Student leader input Re-evaluate and make personnel changes Check with peers at other schools Reevaluate P&P
Homecoming	Added additional activities and provided additional funding, provided "stipend" for Chair and Assist. Chair	Students requested more activities during the week , students wanted Homecoming events to be free to all students Students wanted the parade to take place on Friday afternoon	To increase campus involvement and awareness of homecoming	Parade entries increased, increased participation of students, faculty and staff, and greater attendance	Committee evaluated each event and made recommendations for the next year	Homecoming Chairs and Committees, Student leaders, Patty Atchley and Phyllis Blanck.	Meetings with student leaders, contact peers at other schools
Advisement and services for registered student organizations	Creation of Center for Student Involvement facility – increased staff presence, storage, meeting space	Low facility usage; previous configuration of space not conducive to organization operations	improved services for organizations; improved access to staff advisement	monitor usage of facility; input from students and staff; usage surveys	Continuous	Stella Mulberry	identify larger space re-configure existing space

Department Name: Student Government

Assessment/Improvements from Fall, 2000 through Summer, 2005

What you have improved	How you have improved it (Assessment Outcomes)	How you knew it needed improving--Basis of your decision to improve (Assessment Measures)	What were your goals for improvement? (Learning Objectives)	How you will know that your improvements met your goals (Assessment Data)	How often you will check to see whether the improvements are working (Assessment Cycle)	Who will check up on improvements	What will you do if improvements are not working as you want them to work? (Closing the Loop)
Student Government Staff Support	Hired a full-time staff to replace student staff	Students requested additional staff for assistance with activities and programs and day to day operations of the SG office High turnover and inconsistency with student staff Additional paperwork required that student staff could not perform Student staff could not be RUO at events/conferences	To provide better and more efficient services to the students	Stability in the office, students had staff available at all times Efficient and effective completion of office tasks and required paperwork.	Weekly meetings with student officers, senators and annual performance appraisals	Patty Atchley SG officers	Consult with other peers, at NACA and NASPA conferences Duties reassigned, reassessment of performance appraisal
Students' Attorney Program	The addition of an immigration attorney	Students were requesting information on immigration status, visas, etc. and the regular attorney could not answer the questions. Student Initiative Discussions with Director/Assist. Director of Int'lSt.office	To provide attorney services to international students	Attorney was hired and began seeing international students Monthly report of appointments. Student Satisfaction surveys	Weekly attorney satisfaction surveys Feedback from students and staff in office of Int'l Student Affairs.	Patty Atchley Student leaders	Check with other schools that have same program Meet with international student leaders Reassessment of program

Department Name: Health Center

Assessment/Improvements from Fall, 2000 through Summer, 2005

What you have improved	How you have improved it (Assessment Outcomes)	How you knew it needed improving--Basis of your decision to improve (Assessment Measures)	What were your goals for improvement? (Learning Objectives)	How you will know that your improvements met your goals (Assessment Data)	How often you will check to see whether the improvements are working (Assessment Cycle)	Who will check up on improvements	What will you do if improvements are not working as you want them to work? (Closing the Loop)
Disease Prevention healthcare	Offered Meningitis and Hepatitis B vaccinations. Offered free flu shots	Immunizations are recommended by the ACHA, CDC and ACIP	Prevention of Hepatitis B, Meningitis and Influenza	Monitoring visits to the Health Center	Continuously	Health Center staff Beverly Ballard	Market and explain to students& parents, through mailings. Review procedures More Health Ed
Student awareness of the Health Center	Marketing measures, Presentations/skits at orientations	Large differences in the numbers of students enrolling compared with number of patient visits	Get the word out to students that the Health Center is available and encourage them to use the Center	Increases in the number of patient visits Annual Report will reflect information	Continuously	Beverly Ballard	Develop other measures to inform students Hold Focus Groups Seek student input
Health Center Web page	It was redesigned to provide the pertinent information in a professional appearing format	It didn't have a professional look	Change the appearance to present information in a well organized, concise, user-friendly site	Increased usage of the website Feedback from students & parents regarding info seen on the website	We survey every new patient to determine how they learned of the Health Center	Health Center staff Beverly Ballard	Make changes to the website as indicated
Lab testing for Pap Smears	Changed contract laboratories to one that offered the more specific /accurate testing	Recommended by ACHA, Women's health providers. FDA approved Thin Prep as significantly more effective than other tests. Few abnormal test results	Offer the better testing to students Improved testing to pick up abnormalities more readily	We are seeing increases in the number of abnormal pap smears	Continuously	Renee Phillips (WHCNP) Beverly Ballard Physician	Contact the Pathologist at the lab for discussions and recommendations
Agreement with Counseling Center to provide laboratory services	Developed an agreement with the consulting psychiatrists to provide lab services for students placed on psychiatric medications	The psychiatrists just began practice at UTD and no service was available to them to request lab testing	Develop an agreement with the Counseling Center to do the lab testing for students being treated there.	The physicians will order the lab testing and the students will come to the Health Center for the tests	Quarterly to Semi-Annually	Beverly Ballard	Discuss with the physicians and the Counseling Center Director Make revisions as needed
Screening for TB	Changed the requirement to pre-enrollment	There were too many students for the Health Center to test in the short tome available	Students to get their TB testing done and submitted earlier and their hold cleared sooner allowing registration	The TB documentation forms are submitted prior to registration	Each Semester	Health Center staff Beverly Ballard	Reevaluate the procedures and adjust accordingly
Women's Healthcare	Begin offering Emergency Contraception (Plan B) to students	Students requesting it Recommendation of ACHA	Develop criteria for prescribing and dispensing Plan B	Students making appointments to request and receive Plan B	Continuous Each Semester	Health Center professional staff and nursing staff	Discontinue dispensing the medication if not utilized
Confirming eligibility for services	Incorporation of the Comet Card	Many students with former ID cards never got them validated each semester	Every student must present the Comet Card which is put through a reader	The card verifies the students eligibility for services	Continuously	Health Center Front Office Staff	Consult with Comet Card office Use SIS as backup verification method

Department Name: Health Education

Assessment/Improvements from Fall, 2000 through Summer, 2005

What you have improved	How you have improved it (Assessment Outcomes)	How you knew it needed improving--Basis of your decision to improve (Assessment Measures)	What were your goals for improvement? (Learning Objectives)	How you will know that your improvements met your goals (Assessment Data)	How often you will check to see whether the improvements are working (Assessment Cycle)	Who will check up on improvements	What will you do if improvements are not working as you want them to work? (Closing the Loop)
Health Education programming	Developed and presented new programming for students. (Such as Take Back the Night).	Surveying and having a focus group. Some programming was not present at UTD.	To provide programs to students that would be enjoyable and provide valuable information.	By holding other focus groups and collecting information from surveys.	Evaluation of each program that is presented.	Jodie Clark and the PHEDs.	Reassess the programming that is being presented to the students and alter it as needed.
Co-sponsorship of programs.	Co-sponsoring programs with all areas of student life.	Not all student groups were being reached through previous programming.	To work with other areas of UTD to reach as many students as possible.	By using follow up surveys.	Annually	Jodie Clark and the PHEDs.	Reassess the programming that is being presented to the students and alter it as needed.
Student Awareness of Health Education.	Presentation of programs to various student groups on campus.	Because of response to programming, students stating no knowledge of Health Education.	To increase participation at programming and Health Education events.	By attendance at programming and by evaluations of programming.	Post program.	Jodie Clark and the PHEDs	Reassess the needs of the students. Hold a focus group.
Health information to students, faculty and staff.	Developed Dear John	Feedback from PHEDs and frequent questions from students.	To get reinforce information to students in an interesting format.	Students and staff will share information with others.	Monthly.	Jodie Clark and the PHEDs	Reevaluate the Dear Johns and make improvements.
PHED Training Manuals.	Manuals were developed and updated.	There were no manuals to use for PHED training.	To create a manual.	PHEDs will demonstrate knowledge of material.	Continuously.	Jodie Clark	Make changes the manual as needed.
Health Education brochure.	Updated information.	The information was outdated.	To provide accurate information to the UTD campus.	By checking the accuracy of the information.	Semi-annually	Jodie Clark	Alter the brochure as needed.
Size and quality of programming.	By creating new programming	Booths were not reaching students due to a lack of interest.	To hold programs that would draw a large amount of students.	Surveying	Ongoing	Jodie Clark and the PHEDs	Reassess the programming and alter it as needed.
PHED training	By teaching the PHEDs a different health topic weekly.	PHEDs were not as knowledgeable as they needed to be on health topics.	For PHEDs to be able to answer any question asked on a topic being presented.	By measuring their knowledge.	Continuously	Jodie Clark	Continue to work with the PHEDs until they are able to grasp all of the information provided.
Advertising methods.	Increased amount of advertising. Includes: table tents, posters, flyers, Mercury ads, banners, ads on the Dear Johns and messages on the marquee.	Needed to reach as many students as possible.	To use all media outlets.	By surveying and monitoring attendance at programs.	Continuously.	Jodie Clark and the PHEDs	Continuously look for new and creative ways to advertise.
Evaluations	Developed specific evaluations for each program.	Evaluations needed to be more detailed.	To ensure that the program presented was indeed needed	When evaluation scores show the program was a success.	Continuously.	Jodie Clark and the PHEDs	Alter the evaluations as needed.
Program participation.	By offering new incentives.	Numbers were low at programs.	To increase the number of students attending to increase knowledge of health topics.	High attendance rates.	After each program.	Jodie Clark and the PHEDs	Alter programming to accommodate more students.

Department Name: Student Media

Assessment/Improvements from Fall, 2000 through Summer, 2005

What you have improved	How you have improved it (Assessment Outcomes)	How you knew it needed improving--Basis of your decision to improve (Assessment Measures)	What were your goals for improvement? (Learning Objectives)	How you will know that your improvements met your goals (Assessment Data)	How often you will check to see whether the improvements are working (Assessment Cycle)	Who will check up on improvements	What will you do if improvements are not working as you want them to work? (Closing the Loop)
Journalism education and recognition for staff members	Regular attendance at national, state press association conventions/competitions	Quality of writing and coverage in newspaper reflected little understanding of journalistic principles	Attend nat'l and state conferences, enter competitions and garner awards	Attendance and number of awards received at conferences	Annually	Student Media Adviser, Media Operating Board & Ass't Dean of Students	Look for alternate means to improve journalism education of staffers
One-on-one instruction of news writing fundamentals and style	Biweekly individual writing coaching sessions with editors and writers	Quality of writing and coverage in newspaper reflected little understanding of news writing principles	Improve understanding of news writing fundamentals and style through one-on-one instruction	Outside critiques and evaluations of newspapers by industry professionals at conferences	Annually	Student Media Adviser, Media Operating Board & Ass't Dean of Students	Look for alternate means to improve journalism education of staffers
Timeliness and relevance of newspaper within the campus community	Creation of special editions such as Orientation issue and improvement of UTD Mercury website	Newspaper reflected little commitment to timeliness and/or relevance	To create one annual special edition, experiment with weekly publication schedule and use website to enhance coverage	Develop a readership survey program and monitor web site usage statistics	Annually	Student Media Adviser, Media Operating Board & Ass't Dean of Students	Develop alternate means for delivery of timely & relevant news to the UTD community
Creation of web-based radio station	Radio UTD has consistently expanded its programming schedule and listener base, as well as its volunteer membership	Created in response to student initiative and Student Government directive	To increase listeners, awareness and provide an alternate source of music and programming for the diverse UTD community	Continually increased listenership and growth of the volunteer membership	Annually	Jay Miller	Survey student community and leadership to determine what they want from a campus radio station
Development of Radio UTD studio in Student Union	Construction of internet webcasting studio in the lower level of the Student Union – opened in Summer 2005	Radio UTD originated with little space and low visibility in original office space in EECS	Increase visibility of radio station and add to atmosphere in recreation are of the Student Union	Continually increased listenership and growth of the volunteer membership	Annually	Jay Miller	Survey student community and leadership to determine best use of space

Department Name: Student Union

Assessment/Improvements from Fall, 2000 through Summer, 2005

What you have improved	How you have improved it (Assessment Outcomes)	How you knew it needed improving--Basis of your decision to improve (Assessment Measures)	What were your goals for improvement? (Learning Objectives)	How you will know that your improvements met your goals (Assessment Data)	How often you will check to see whether the improvements are working (Assessment Cycle)	Who will check up on improvements	What will you do if improvements are not working as you want them to work? (Closing the Loop)
Appearance and usage level of Union	Renovations, new purchases, more school colors, new services	Student leader suggestions, suggestion box, surveys, professional association goals and practics	Student-focused student union	Increased usage, feedback from students	continuous	Phyllis Blanck	Discontinue purchases, re-evaluate aesthetics of building
Promotion and marketing of Union	Greater presence in lives of students; purchased electronic sign; more services and traffic	Many students never come to the union - how can we reach them?	Include and reach more students; provide needed services and opportunities for student learning	Level of traffic and building activities	Continuous and annually at data collection	Phyllis Blanck	Assess marketing tools and processes
Room reservation process	Dedicated staff person, elevated position; created on-line process	Student complaints; volume of requests	Professional event management process; satisfied customers; more orderly room reservation process	Less complaints; more efficiency	Each semester	Phyllis Blanck	Research additional ways to improve process
THE PUB: Customer Service *(logistics of ordering)*	Using a number system to locate customers and deliver food (instead of calling out orders for customers to pick up)	• Customers taking wrong items. • Difficulty hearing when orders are ready. • Orders on counter waiting. • Crowded front counter.	• Improve customer service by delivering orders • Customers receive correct orders • Fewer people standing at front counter.	• Fewer complaints • Fewer "remakes" on orders to wrong customer. • Less crowded counter	Daily.	Service personnel and management (Matt Freeman)	Re-evaluate the situation.
THE PUB: Customer Service *(speed of service)*	Installing an additional point-of-sale terminal at the front counter.	• Long lines during peak periods. • Customer comments (not having enough time to go to THE PUB and wait in line)	• Improve the speed of service, giving customers more time • Reduce number of customers in line; • Pay closer attention to each transaction.	• Fewer complaints about waiting in line. • Improved image • Increased sales from increased volume • Fewer mistakes from rushing.	Daily.	Service personnel and management. (Matt Freeman)	Re-evaluate the situation.
THE PUB: Payroll and Timekeeping Procedures	Using a software program to track labor hours instead of a paper sign-in sheet.	• Time-consuming • Employees incorrectly reporting hours.	• Control labor costs • Accuracy • Less time to process • Decrease probability of human error	• Less time to process. • Payroll expenses will decrease	Daily and semi-monthly.	Employees and management. (Matt Freeman)	Re-evaluate the situation.
THE PUB: Facilities *(convenience for students to use laptops)*	Adding additional electrical outlets in dining area.	• Inquiries • Observation	• Provide more electrical outlets to accommodate students wanting to use laptops.	• See students utilizing new outlets.	Daily.	Service personnel and management. (Matt Freeman)	Re-evaluate the situation.

Department Name: Student Union							
Assessment/Improvements from Fall, 2000 through Summer, 2005							
What you have improved	**How you have improved it** (Assessment Outcomes)	**How you knew it needed improving--Basis of your decision to improve** (Assessment Measures)	**What were your goals for improvement?** (Learning Objectives)	**How you will know that your improvements met your goals** (Assessment Data)	**How often you will check to see whether the improvements are working** (Assessment Cycle)	**Who will check up on improvements**	**What will you do if improvements are not working as you want them to work?** (Closing the Loop)
THE PUB: Policies and Procedures *(student employment)*	Creating a Student Employee Handbook	• Need to hold employees accountable • Knowledge of policies and procedures • Need to establish standards and communicate expectations.	• Provide policies and procedures affecting student employment • Consistency. • Establish standards and guidelines; hold employees accountable; apply policy fairly.	• Good performance evaluations. • Employee knowledge of expectations and consequences. • Customers receive same level of service from all employees.	• New employees receive 90-day evaluation. • Performance evaluations each semester.	Employees and management. (Matt Freeman)	Re-evaluate the situation.
COMET CARD: Rename Spending Plans	Change names from: Blaze Bucks to E-Bucks and Comet Cash to UTDollars	Need to conform to copy write laws	Select names that will not infringe on any copy write	New names were approved by New and Information. Constituents easily adopt new names	Only if required by law, student body or university administration	Paulina Schleppenbach	Work with News and Information on steps to take to secure appropriate names.
COMET CARD: Use of the card on campus	Increased number of readers on campus by collaborating with TCS and Library to implement a printing solution.	Departmental need to validate students Control printing usage and costs at Library and TCS	Expand the use of the card on campus. Provide more services to students through the card.	Equipment installation Departmental satisfaction with the process Four printing solutions at Library and 6 TCS labs.	Monthly reimbursement of funds to Library and TCS based on usage.	Paulina Schleppenbach Directors of collaborating departments	Check equipment for any malfunctions. Reevaluate location of equipment.
COMET CARD: Policies and Procedures	Wrote initial Policies and Procedures for Department	New Department P&P none established	Development and implementation of P&P for department	Completed P&P	Yearly	Paulina Schleppenbach Nancy Miller	Revise P&P
COMET CARD: Marketing and Communication	Designed and wrote text for Comet Card brochure	The need to provide information to all ID recipients on features and Terms and conditions of card	Develop and attractive and informative marketing piece	Every ID recipient receives a brochure.	Yearly	Paulina Schleppenbach Nancy Miller	Redesign and revise contents
COMET CARD: One Card System	Implementation of a one-card system	Student body request Visit to other universities Attendance to NACUBO conference	To issue a multifunction card to all students, faculty, and staff	Comparing number of cards issued to total UTD population Monitor number of complaints Ensure timely installation of equipment.	Daily monitoring of cards issued. Annual report	Paulina Schleppenbach Nancy Miller	Increase Marketing & Communication
Info Depot	Redesigned area to accommodate new card equipment and traffic flow	Insufficient counter space for equipment, storage and office area	Provide a more efficient, customer friendly work area.	Work area to accommodate all equipment. Efficient traffic flow	Each semester (during peak times)	Info Depot Manager Paulina Schleppenbach Nancy Miller	Rearrange current configuration. Request more space if needed.
Emphasis of SUAAB programming efforts	Re-structured committee program areas to meet diverse needs of students	Need to address multicultural programming; need to emphasize school spirit and traditions	increased number of events; increased participation at programs	monitor event attendance; student satisfaction surverys	annual	Kendra Sikes	re-evaulate committee structure; increase number of committee chairs
Late Night Programming	Created, expanded, and collaborated to implement diverse programs	survey to assess student interest; scheduled programs and activities according to student preferences	create programming activities late at night to attract students	attendance at events; feedback from students	Continuous	Mary Walters	improve publicity; change program offerings

Department Name: Women's Center

Assessment/Improvements from Fall, 2000 through Summer, 2005

What you have improved	How you have improved it (Assessment Outcomes)	How you knew it needed improving--Basis of your decision to improve (Assessment Measures)	What were your goals for improvement? (Learning Objectives)	How you will know that your improvements met your goals (Assessment Data)	How often you will check to see whether the improvements are working (Assessment Cycle)	Who will check up on improvements	What will you do if improvements are not working as you want them to work? (Closing the Loop)
Diversity Awareness Programming	Creating Safe Zone Project with logo and training	Complaints to counselors and staff at Women's Center	To establish a university-wide network of visible allies who are willing to provide a supportive and inclusive environment	Feedback from students via verbal and written response from evaluations/surveys	Annually to gather/compile and monitor complaints/comments	Lauren De Cillis Jen Hartman	Re-assess wording and adjust programming/ training
Recognition for women of achievement on campus	Creating an annual awards recognition program & ceremony- Spirit of Women Awards	Suggestions from my Advisory Board & e-mail requesting feedback from campus	To create a specific way to honor women who have achieved success and set positive example for others	Verbal feedback from nominators and nominees	Annually by evaluating nominators and nominees	Lauren De Cillis	Re-format awards to accommodate suggested categories
Sexual assault awareness on campus	Developing UniTeD Against Sexual Assault project and S.A.R.T.	Based on Presidential Advisory Commission on Residential Housing outcomes	To provide outreach and building awareness tools for sexual harassment and assault prevention	Through evaluation/survey feedback from events, training and counseling	Continuously	Lauren De Cillis	Expand on resource and program offerings
Fostered leadership opportunities	Offered support and mentorship to GLBT and feminist, activist-oriented student organizations	Requests from student organizations for advisement on their leadership goals	To provide opportunities for student groups to develop programs based on their own strengths and interests	By meeting with student groups and assessing their success and progress towards reaching their goals	Continuously	Lauren De Cillis	Develop new venues for students to invest in and learn from
Contributed towards the expansion and increased recognition of Gender Studies	By forming stronger working alliances with Gender Studies faculty	By meeting with Gender Studies faculty	To build and improve upon the reputation of a comprehensive Gender Studies program for students	By evaluations from students attending events related to their Gender Studies curriculum.	Continuously for each event	Lauren De Cillis	Work with Gender Studies faculty and students to expand on topics for discussion
Represented the Women's Center and the university, its history and events to the campus and community	By bringing prominent women to campus in areas of social, moral and personal development	Through comments/suggestions from our event evaluations and advisory board	To provide examples for students to learn and be inspired by. To impact and align with student enrollment and retention efforts.	By our event evaluations	Continuously for each event	Lauren De Cillis	Re-assess our program offerings and make adjustments in speakers and topics