Avoiding pitfalls with sections 6 (faculty) and 8 (student achievement)

What a reviewer will look for…

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6.1 – Full-time Faculty

- Definition of faculty roles/type
- Detailed expectations (teaching, service, research) for each type
- How is # of faculty linked to budget?
- Detailed description of how you decide the # of faculty is adequate to support the mission and goals
  - Student-faculty ratio
  - Faculty workload by college
  - Percentage of courses or SCH taught by FT and PT faculty at the institutional level (Face-to-face or internet)
  - Explain what courses are included and/or not included

6.2.a- Faculty Qualifications

- Only include instructor of record

- If the degree and/or level do not match the SACSCOC guidelines, explain in detail

- If the degree is not in the teaching discipline, explain in detail

- Include your justification "process"

6.2.b – Faculty by Program

- Look at the list of programs provided in the institutional summary. Every program should be represented in this section.
- Define what you are including in the program analysis
  - Upper division only?
  - Course type included (lecture, lab, practicum?)
- Report and discuss faculty overloads
- Discuss how you know courses taught online or at an off-site are comparable to those offered at the main campus

6.2.b cont'd

College of Education

Online or OCIS Program	Department of Counseling and Higher Education	Fall 2019 SCH	% Taught by FT Faculty	Spring 2020 SCH	% Taught by FT Faculty	Fall 2020 SCH	% Taught by FT Faculty	Spring 2021 SCH	% Taught by FT Faculty	Fall 2021 SCH	% Taught by FT Faculty
100% Online	Higher Education MEd	282	66%	249	100%	312	82%	285	68%	243	56%
	Higher Education EdD	348	88%	360	88%	432	62%	405	79%	456	93%
	Higher Education PhD	348	88%	360	88%	432	62%	405	79%	456	93%
50%+ OCIS	Counseling MEd	1,515	78%	1,575	78%	1,703	72%	1,773	65%	1,669	44%
50%+ OCIS	Counseling MS	1,515	78%	1,575	78%	1,703	72%	1,773	65%	1,669	44%
	Counseling PhD	93	100%	153	100%	150	100%	153	100%	129	100%
	Community College Leadership GAC	27	100%	60	1	0	NA	0	NA	42	100%
	Teaching and Adult Learning GAC	45	100%	105	100%	108	100%	108	100%	525	100%

- The department had one Counseling faculty move to a 50% administrative role; one went on modified service; and two faculty lines were unfilled in fall of 2021. The department interviewed candidates in spring 2022 and expects to fill the open positions for fall 2022.

Online or OCIS Program	Department of Mechanical Engineering	Fall 2019 Total SCH	% Taught by FT Faculty	Spring Total 2020 SCH	% Taught by FT Faculty	Fall 2020 Total SCH	% Taught by FT Faculty	Spring 2021 Total SCH	% Taught by FT Faculty	Fall 2021 Total SCH	% Taught by FT Faculty
	Mechanical and Energy Engineering BS	3,483	60%	3,060	33%	2,604	68%	2,333	92%	2,181	86%

- Mechanical and Energy Engineering BS- Spring 2020 was an anomalous semester for the department. One full-time faculty left at the end of 2019 and had not been replaced, one was on maternity leave, one was on sabbatical, and a fourth was a newly hired Assistant Professor with a course release. This caused a heavy reliance on part-time faculty during the spring 2020 semester, resulting in less than 50% of SCH offered by full-time faculty across the year. The department was combined with what was formerly known as the Engineering Technology department in fall 2020. The additional faculty ensure that this will not happen again.

6.2.c – Program coordination

- Include a roster

Aviation Logistics BS	Hong, Seock-jin	PhD in Economics; Toulouse 1 University Capitole, 2001. MS in Transportation Economics; Ecole Nationale des Ponts et Chaussees, 1996	Dr. Hong's area of specialization is in aviation logistics and air transport.
Logistics And Supply Chain Management BS	Sauser, Brian	PhD in Technology Management; Stevens Institute of Technology, 2005	
Operations and Supply Management BBA	Ojha, Divesh	PhD in Operations and Supply Chain Management; Clemson University, 2008	
Marketing BBA	Thompson, Ken	PhD in Philosophy, Marketing; University of Colorado, 1988	

6.3 – Faculty appointment and evaluation

- Policies and criteria must be published

- Depending on faculty role (FT/PT, Tenured/Tenure track/non-TT), evaluations may have different criteria

- Course evaluations alone are not sufficient!
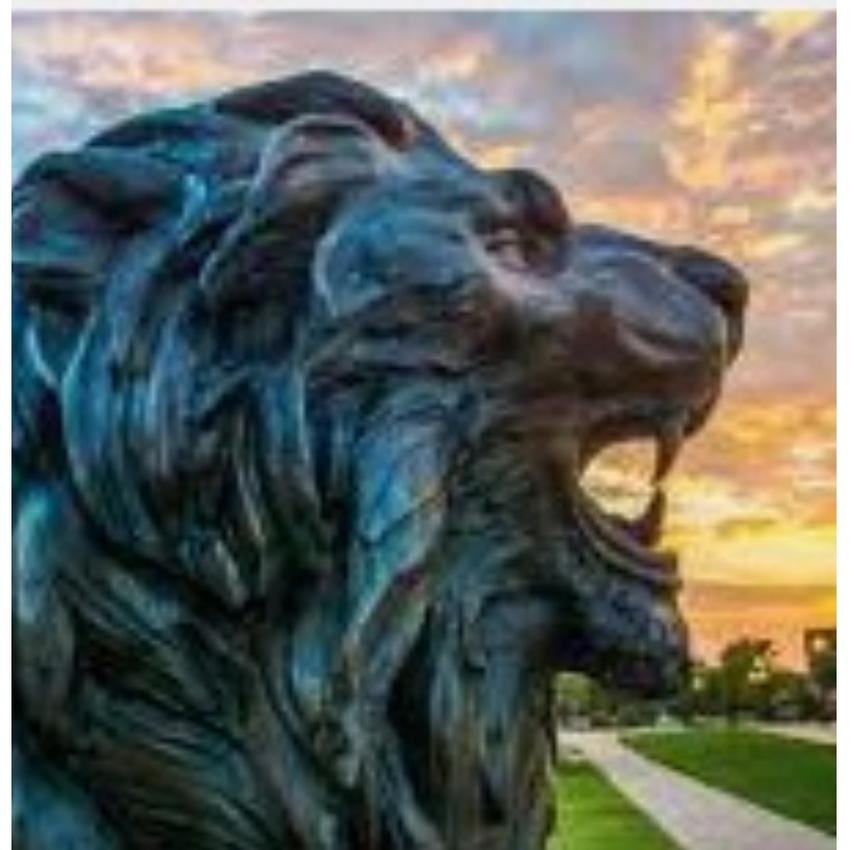
8.1 Student Achievement

- Define terms and defend your measures
- Include the goal, threshold, and actual data for each indicator of achievement

The metrics for the new 2020 UNT Strategic Plan were developed during the 2018-19 academic year (AY) and led by the Division of Planning. These metrics were established to show progress in accomplishing the plan. **UNT's thresholds of acceptability for each measure is the average of AY 2016, AY 2017, and AY 2018 data point.** AY 2016, AY 2017, and AY 2018 were the pivotal transition years

Goal	A performance target data point UNT aspires to reach in the future regarding student achievement
Outcome	Data point on student achievement measures collected annually
Thresholds of Acceptability	Minimal performance data point set to define UNT's acceptable level of achievement or minimum target

lengths are varied. UNT's graduation rates for graduate students align with peer institutions and they are proportionate to graduate program lengths at UNT. Graduation rates measure the percentage of students who complete their program at the same institution within a specified length of time. **UNT's actual trend data is provided for AY 2019 and AY 2020 for the outcomes below. Data from AY 2021 to AY 2025 represent projections to the 2025 target.**

8.1 cont'd

- You must include your Key Student Completion Indicator as identified for SACSCOC

Graduation Rate Key Student Completion Indicator (KSCI)

UNT selected the traditional IPEDS graduation rate as the Key Student Completion Indicator for SACSCOC. The IPEDS graduation rate represents cohorts of full-time, first-time degree-seeking students who, after starting UNT, graduated from UNT with 150 percent of normal time to graduate.

- Also provide a pdf of your student achievement webpage

8.2.a-c: Outcomes and improvement

- Describe and defend your process- show that it is continuous.
  - We included examples of feedback provided to IE plan owners going back to 2009 (Overkill)
- Thoroughly describe integration of online and off-sites in the process
  - Disaggregate where possible; explain where not possible
    - Plans that should have but did not provide disaggregated data or sound reasoning lost points on the review rubric
- If you use a sample, make sure it is representative
  - Reviewers may (and often do) ask for additional program reports

8.2 cont'd

- Explain how to read your reports

The outcome is in column one, the assessment method and criterion for success are located in column two. The results for three cycles are descend from newest to oldest in column three.

Expected Outcomes	Assessment Methods	Results	Use of Results for Improvement
Methodologies - Students who graduate with a BA in art history should be able to apply relevant theoretical models and methodologies. **Outcome Status:** Active **Outcome Type:** Student Learning Outcome **Start Date:** 09/01/2011	**Capstone Assignment/Project -** This outcome will be assessed by a direct measure of a substantial writing assignment within the required undergraduate methodologies course, AEAH 4800. *** Criterion:** 70% of students should achieve mastery per the attached rubric. **Schedule:** The courses is offered Fall semesters. **Related Documents:** BA Learning Outcomes Methods 2019-2020.docx	**Change Status:** No Change **Result Type:** Criterion Not Met Of the 20 students, 1 did not master, 7 were proficient, and 12, or 60% achieved mastery. The objective was not met. (05/04/2021) **Academic Cycle:** 2020 - 2021 **Related Documents:** BA Learning Outcomes Methods 2020-2021 No Names.docx	**Action Planned Next:** With a new department chair starting in fall 2021, departmental faculty will be reviewing undergraduate curriculum in its entirety. (05/04/2021)
		Change Status: Change Recommended **Result Type:** Criterion Met 21 out of 23 students, or 91% achieved proficiency. The objective was met. (08/03/2020) **Academic Cycle:** 2019 - 2020 **Related Documents:** BA Art History SACS Tallied Results.pdf	**Action Planned Next:** Faculty have determined to increase threshold for success significantly to 70% achieving mastery per the attached rubric for 2020-2021. (09/08/2020) **Status of Action:** The threshold was increased, but the objective was not achieved. (05/04/2021)
		Change Status: Change Recommended **Result Type:** Criterion Met 14 of 15 students or 93% achieved proficiency or mastery. (09/26/2019) **Academic Cycle:** 2018 - 2019 **Related Documents:**	**Action Planned Next:** Newly added component of AEAH 4800 for fall 2019 includes presentation by instructor, program coordinator, and department chair on the significance of this

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"Action Planned Next" is entered for the most recent cycle. Faculty address the action planned for a previous cycle the following year under "Status of Action".

In the example above, faculty entered results for 2020-21. They added the action they would next take to improve learning. The new chair wanted to review the curriculum before making any decisions. Faculty also addressed the planned action from the 2019-20 results. They implemented the change (increased the criterion).

8.2 cont'd

- DO NOT make a reviewer dig through reports to find an example!

Department	Program	Evidence of Seeking Improvement Based on Analysis of the Results	Report
Linguistics	Linguistics BA	SLO Improvement Description	Improvement Report
Information Science	Data Science BS	SLO Improvement Description	Improvement Report
Learning Technologies	Learning Technologies MS (online)	SLO Improvement Description	Improvement Report
Linguistics	English as a Second Language MA	SLO Improvement Description	Improvement Report
Information Science	Storytelling GAC (Online)	SLO Improvement Description	Improvement Report
Information Science	Digital Content Management GAC (Online)	SLO Improvement Description	Improvement Report
Information Science	Information Science PhD (Off-site and Main Campus)	SLO Improvement Description	Improvement Report

8.2 cont'd

Education BS faculty examine disaggregated student learning data in their Improve plan. Faculty use the same methods of assessment at both locations. One of the SLOs faculty have focused on is for students to demonstrate proficiency in planning a lesson. This includes creating goals and objectives and assessments. Faculty use a rubric to assess student's lesson plan projects. To be considered successful, 90% of students will score "proficient" or better on this assessment. During the 2019-20 cycle the main campus students performed slightly better than the UNT at Frisco students. Faculty had planned to update the rubric, but instead (because of the pandemic) focused on successfully teaching their students using remote means.

Students failed to meet the success criterion for the 2020-21 cycle at both locations. As a result, faculty plan on making the following changes to improve student learning:

- Build in more opportunities for work with their supervisor and cadre coordinators around writing high quality lesson plans during their clinical teaching experience;
- Build in opportunities during student's first two semesters of professional development courses (Blocks A and B) so that they learn to write lesson plans sooner;
- Work with (practicum) supervisors to make sure they understand how to coach a beginning teacher in writing high quality lesson plans; and
- Build into all appropriate courses opportunities for students to learn how to teach in digital environments.

Questions?

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