<div align="center">**IMPROVEMENT REPORT REFERENCE SHEET**</div>

What is the *Improvement Report*?

The ***Improvement Report*** documents improvements implemented by the administrative unit or educational program during the 2015-2017 assessment cycle. The focus of the ***Improvement Report*** is not on future improvements or planned improvements. Instead, the report is a retrospective analysis of improvements implemented during the 2017-2019 assessment cycle.

Who completes the *Improvement Report*?

All units or educational programs included in the 2017-2019 assessment cycle must submit an ***Improvement Report***. The ***Improvement Report*** will be submitted by the Assessment Coordinator for the unit or program. (If a new Assessment Coordinator has recently been appointed, then s/he may need the assistance of the previous Assessment Coordinator to complete the report).

What should be the focus of the *Improvement Report*?

Improvements reported should be derived from data collected through the institutional assessment process (i.e., unit assessment and program assessment) implemented over the 2017-2019 assessment cycle. The report should be focused on improvements that support the mission of the institution, division, college, department, program or unit.

What do we report as improvements if no data were collected and reported in Tk20 for 2017-207-2018 or 2018-2019?

This situation should be limited given that the University is no longer in its transitional assessment period. Nevertheless, if due to some unexpected factor (e.g., restructuring in the department or division), your unit or program did collect data during 2017-2018 and/or 2018-2019, the program or unit must provide an improvement report based on its own internal evaluation initiative and should be supported by available quantitative or qualitative data collected for other purposes such as state or federal reporting, specialized accreditation self-studies, and data collected for university-wide planning. Sources of data include, but are not limited to:

- ***Institutional data*** such as headcount, semester credit hour production, graduation rates, student retention, number of full- and part-time faculty, space utilization, crime statistics, accident reports, financial audits, etc.
- ***Departmental/Program data*** such as successful completion of a capstone experiences, performance on comprehensive exams, portfolios or other program assessments, satisfaction surveys, participation rates, number of recruitment events, scholarly productivity, and number of community service events/initiatives, etc.

- *External data* which may include data sets made publicly available through data warehouses or dashboards or data collected and aggregated by external agencies (e.g., licensing pass rates, workforce data, and employer satisfaction data).
- *Annual reports* submitted to divisional, college, director, chair or administrators identifying goals and accomplishments.

The **Improvement Report** should not be based solely on anecdotal data; however, anecdotal may be included. Most units/programs at UTRGV were actively engaged in developing and evaluating policies, programs, processes, organizational structures, resources and the like. As a result, more efficient processes, clearer policies, new initiatives, additional resources, etc. have been put in place to support the continuous improvement of UTRGV. If your unit/program has made any of these types of improvements, you may include them on the **Improvement Report** in addition to your data-driven improvements.

What are examples of program improvements to be included in the *Student Learning Outcome Assessment Improvement Report*?
Educational degree programs are included in the UTRGV institutional assessment process. Through the student learning outcome assessment process, educational programs are asked to evaluate student performance to determine the extent to which students are acquiring the program's expected knowledge, skills and values. Students are often assessed near the end of the program as part of a capstone experience; however, assessments may occur throughout the program experience. Through this evaluation process, educational programs should design and implement program modifications aimed at enhancing student performance. Examples of improvements made to Educational Programs, include, but are not limited to:

- New or revised courses
- New or revised instructional approaches
- New textbooks
- New teaching delivery
- Development of curriculum
- New faculty
- Faculty training
- New faculty with targeted specialization
- Program policy changes (e.g., admission requirements, progression policies)
- Technology use in the classroom
- Student's out-of-class experiences (advising, workshops, internships)
- Recognition of student accomplishments and/or performance

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What are examples of unit improvements to be included in the *Administrative Unit Improvement Report*?

Administrative units at UTRGV are categorized as either ***Academic and Student Support Service Units*** or ***Administrative Support Service Units***. Both types of administrative units are included in the UTRGV institutional assessment process.

Academic and Student Support Service Units have a student-oriented purpose or function. In Academic and Student Support Service Units, student learning outcomes, student achievement outcomes and administrative outcomes are assessed. Improvements made in Academic and Student Support Service Units are typically designed to positively impact students and the student experience. Examples of improvements made to Academic and Student Support Service Units include, but are not limited to:

- Development of new materials for advising and recruiting
- Implementation new student experiences
- Implementation of new learning opportunities
- Development of targeted programs for special populations
- Creation of committees or advisory boards
- New or revised marketing campaigns
- New or additional outreach events/experiences
- Improved or new service delivery options (e.g., create an online option)
- New or revised operational processes
- New or revised services
- New or revised workshops or trainings
- New partnerships
- New internship experiences or sites
- New policies, manuals, guides or trainings

Administrative Support Service Units have a broad institutional purpose and support the mission of the institution. In Administrative Support Service Units, administrative outcomes are assessed. Improvements made in Administrative Support Service Units are designed to positively impact the operational efficiency of the institution and to enhance the services received by all members of the campus community. Examples of improvements made to Administrative Support Service Units include, but are not limited to:

- Personnel or resource allocation changes
- Implementation of new technology to provide service or improve processes
- New or revised services
- New or revised approval processes
- New or revised administrative oversight
- Use of office space

- Development of an internal or external advisory board
- Acquisition of new resources
- New policies, manuals, guides or trainings
- New staff experiences

What do we report as improvements to our unit/program's assessment methods?
Each unit or program has developed a comprehensive assessment plan for 2017-2022. Much of what can be reported as improvements to the unit/program's assessment methods can be derived from the unit/program's comprehensive assessment plan. Some improvements might include:

- The development of a plan for assessment when one did not exist before.
- The development of a more robust plan for the assessment of the unit/program's outcomes.
- The development or revision to unit/program's mission statement.
- The development or revision of the unit or program's expected outcomes for student learning, student achievement or administrative outcomes.
- Better alignment between the mission of the unit or program or the mission of the institution and the unit/program's expected outcomes.
- Better alignment of the unit/program's expected outcomes and professional standards, state and federal regulatory bodies, etc.
- The development or revision to the measures used to evaluate the expected outcomes.
- Better alignment between the measures selected and the expected outcome statements.
- The development or revision to the plan for how, when, and by whom data will be collected.
- The development or revision to benchmarks for success.
- The development or revision to the plan for how data will be analyzed and evaluated.
- The development or revision to the plan for oversight of the unit/program's assessment activity.
- The development or revision to the plan for the dissemination of assessment results to faculty, staff, students and other constituents.
- The development or revision to the plan for faculty and staff participation in the assessment process.