

Logic Models in Assessment

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Activity – Menti.com slide open ended

- What are the assessment challenges you have in your office

What are we doing today?

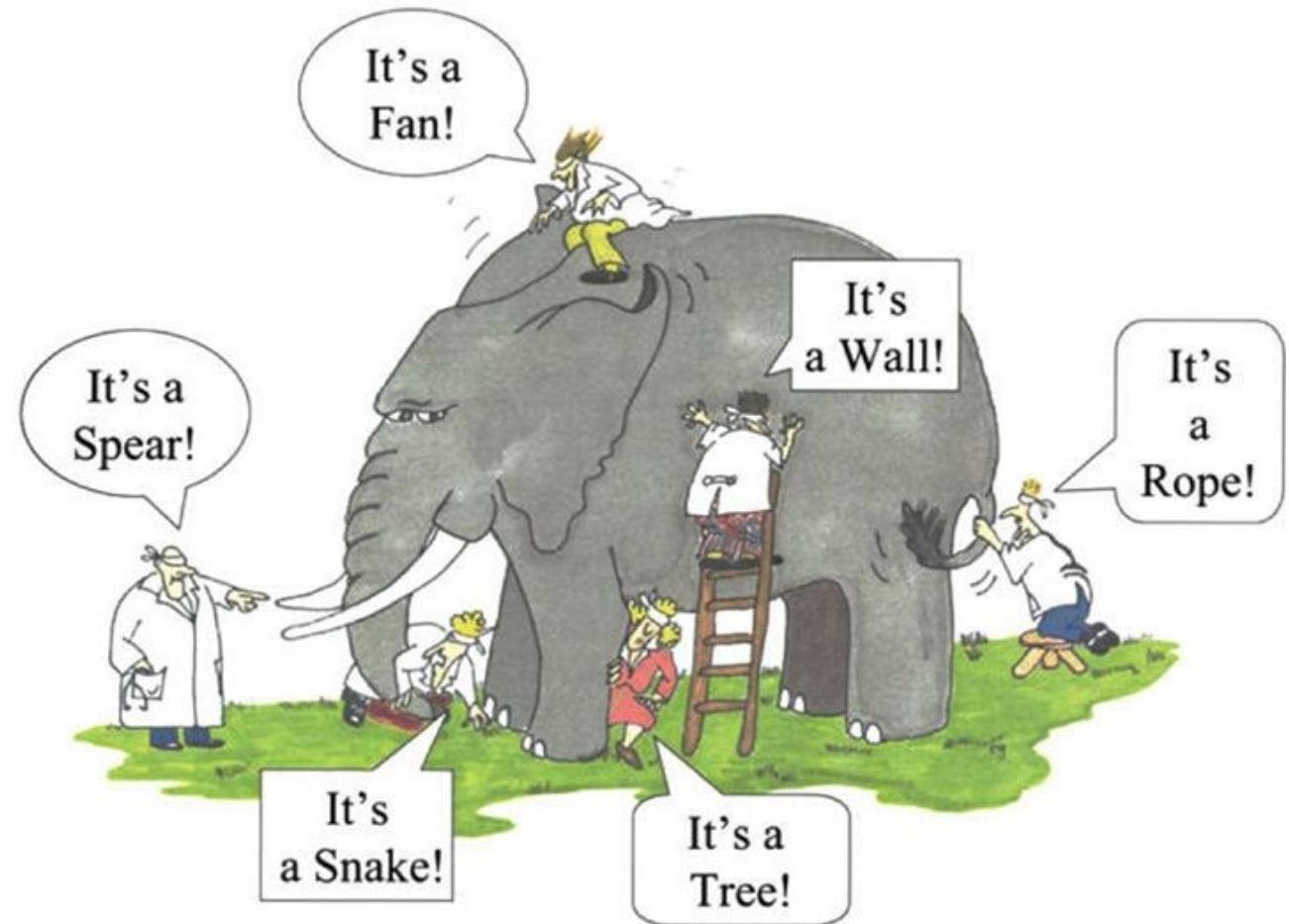
- Why logic models?
- Walk through the logic model process
- Discuss assessment tracking
- Using ecocycles to determine effectiveness

See how far the rabbit hole goes!



Why Logic Models?

- Overall Improvement
- Consensus building
- Clarifying meaning
- Funding
- Reporting
- Research
- Communicating Success
- Strategic Planning and Assessment

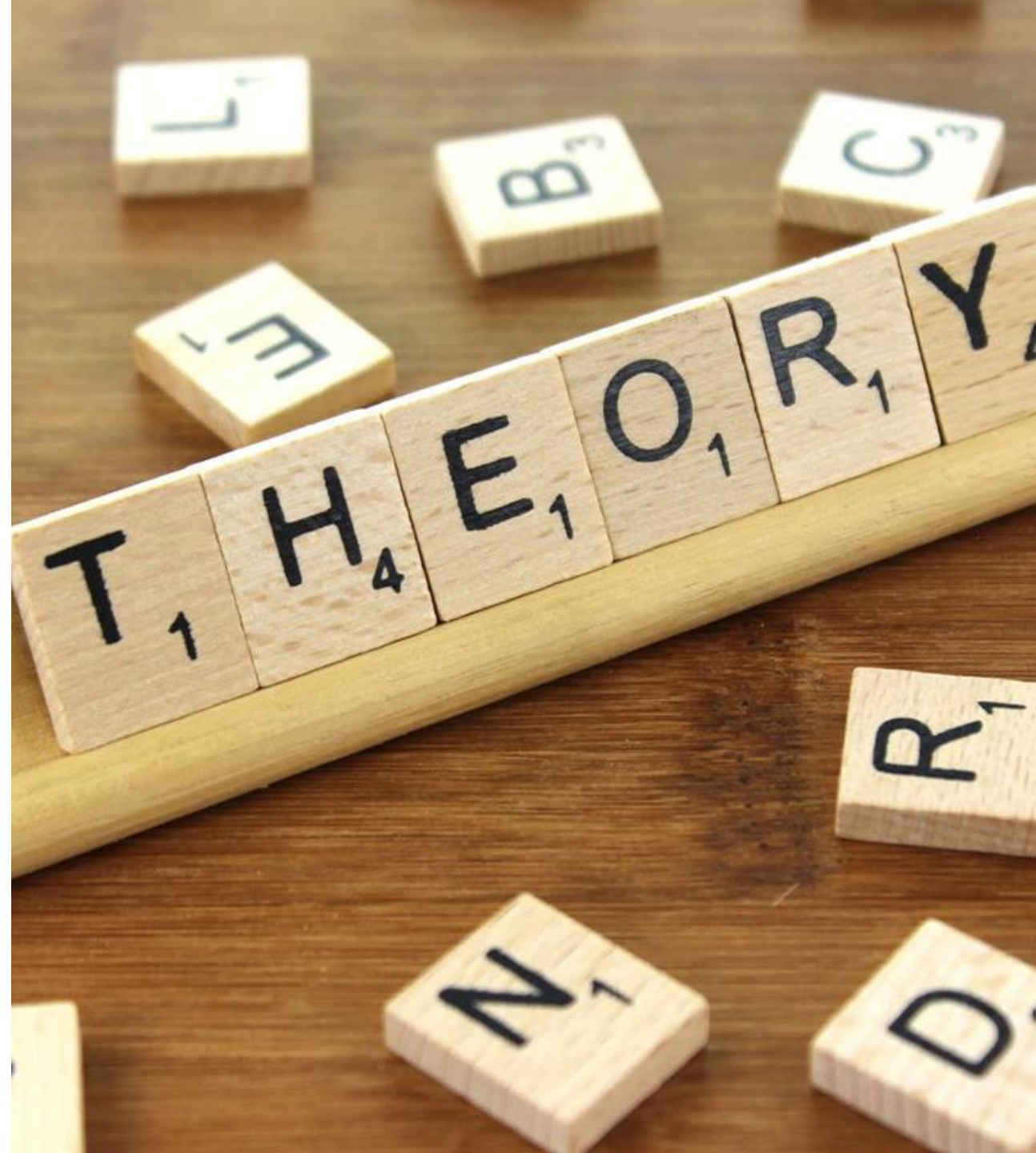




Logic Model v. Theory of Change

Program Theory

- Program theory explains how and why a program is expected to work
- Provides a logical and reasonable description of why the things you do (curriculum/activity) should lead to the intended results (achievement of the SLO).
- Should be evidence-based and research-informed



There are Three Main Types of Outcomes



Operational

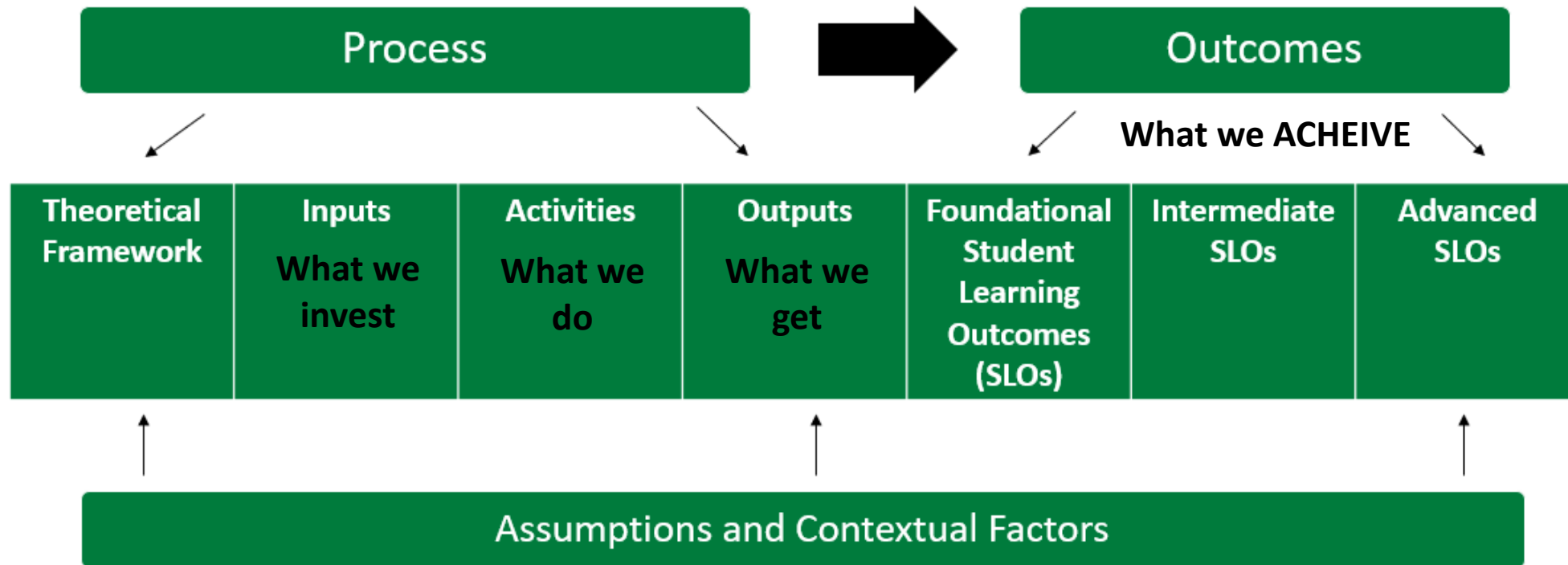


Program



Learning

What's a logic model?



Engagement Intensity

Foundational - Introductions to concepts without in-depth engagement. They often focus on the student's knowledge and attitudes and beliefs. **Engagement is mostly passive.**

Intermediate – Reinforcing/practicing learned concepts with active engagement to deepen student's knowledge, attitudes, and beliefs. **Engagement is interactive, facilitated learning.**

Advanced – Student's facilitating/teaching other students' foundational or intermediate outcomes and/or creating new projects and demonstrating in-depth knowledge of foundational and intermediate outcomes. Students will demonstrate high levels of self-agency and self-efficacy. **Engagement is lead and/or owned by the individual.**

What's a logic model?



Also Included in the Model...

Marketable Skills



Wellness Wheel

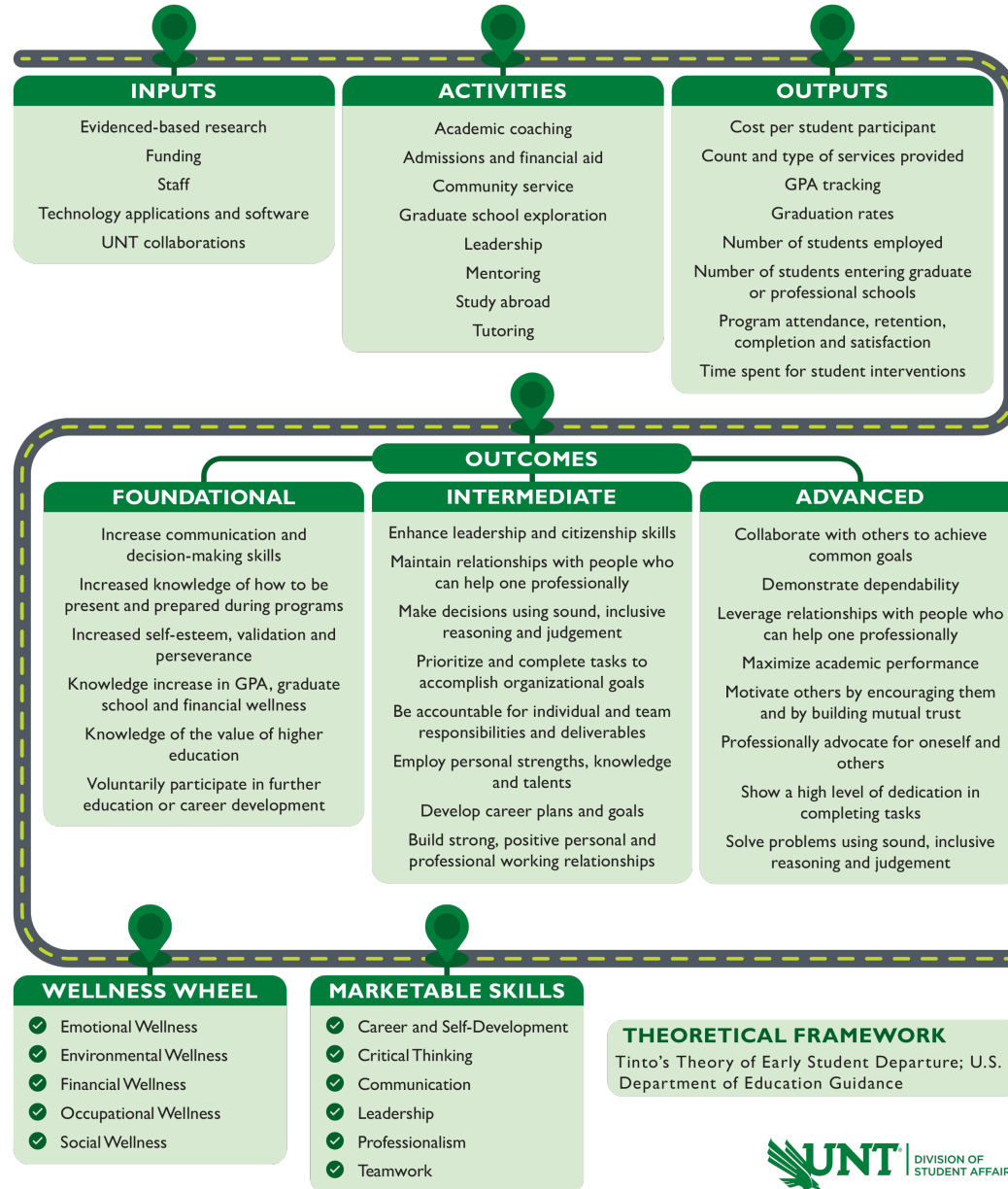


Example

TRIO STUDENT SUPPORT SERVICES

IMPACT STATEMENT

Motivating students toward postsecondary education success.



Example

WHAT IS A LOGIC MODEL?

A logic model is a planning and evaluation tool that visualizes data and tracks program evaluation plans. Logic models show linear connections between program activities and their intended student learning outcomes.

COMPONENTS

Inputs are the resources that go into a program or intervention—**what we invest**.

Activities are events undertaken by the program or partners to produce desired outcomes—**what we do**.

Outputs are the direct, tangible results of activities—**what we get**.

Outcomes are the desired results of the program—**what we achieve**. They are categorized as Foundational, Intermediate and Advanced based on the level, intensity and/or skill achievement needed to master the learning outcome.

DIVISION-WIDE THEORETICAL FRAMEWORKS

Each department within the Division of Student Affairs utilizes the following values and frameworks when teaching and measuring student learning outcomes.

UNT SYSTEM VALUES



To learn more, scan the QR code or visit untsystem.edu/about-us/values.

NACE CAREER COMPETENCIES/MARKETABLE SKILLS

The National Association of Colleges and Employers created a list of eight marketable skills employers want to see if new employees. The eight career competencies they created are:

Career and Self-Development

Critical Thinking

Communication

Diversity and Inclusion

Leadership

Professionalism

Teamwork

Technology

UNT WELLNESS WHEEL



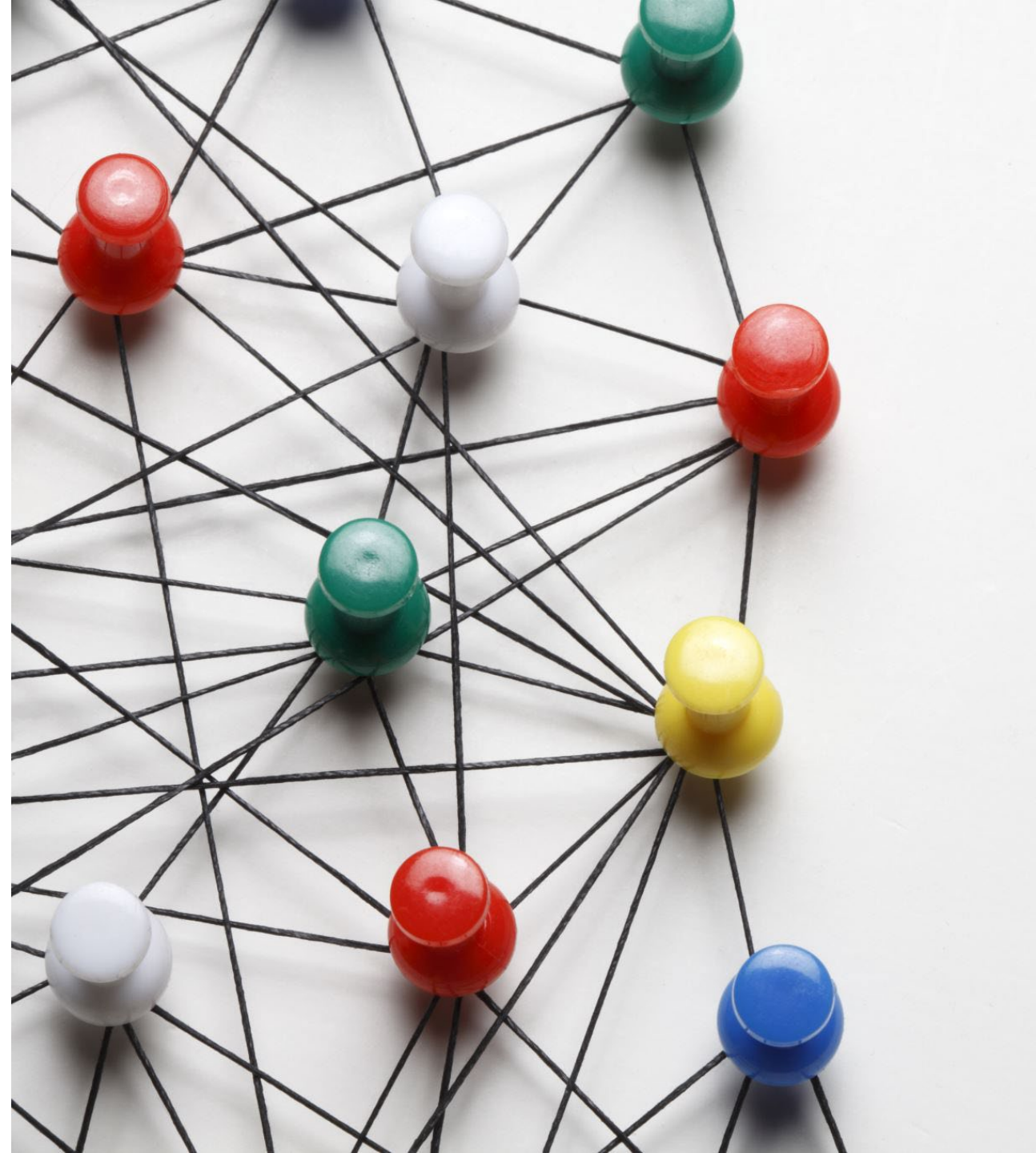
Focusing on the physical, social and mental wellbeing of our university community is a top priority. Now, more than ever, it is important to take time to care for yourselves and each other.



To learn more, scan the QR code or visit wellness.unt.edu.

Steps to Create a Logic Model

- Distinguish outputs from outcomes
- Fill in rest of logic model components
- Negotiate final model
- Next steps – discuss assessment tracking





- Choose at least 1 outcome from the logic model and build an assessment plan with staff
- Use assessment tracking maps to track program success
- Use a project management software, such as Trello or Microsoft Project to track success
- Meet with program staff to go over ATM details

ATMs created using the following sources:

1. Dr. Jane Marie Souza of the University of Rochester
2. International Center for Student Success and Institutional Accountability. (2008). *Assessment reconsidered : institutional effectiveness for student success* (1st ed.). ICSSIA.

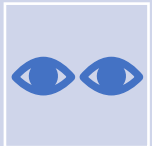
Behavior Change



What is the measurable behavior you want the student to do as a result of your program/service?



How can the learner demonstrate that they have grasped the content?



This behavior must be observable, a "performance-based" assessment.


Assessment Tracking Map (ATM)¹

Academic year: 2023-2024 Dept./Unit: We Mean Green Fund Contact: [REDACTED]

GOAL	ACTIVITY	Measure	ASSESSMENT	USE OF RESULTS	TIMELINE
Which learning outcome do you want to measure?	How do I plan to do it?	What measure will you use to collect direct assessment data?	How will I know if I am successful? What output and outcome metrics will you track?	What will I do next? Who are my stakeholders?	
Increased education about environmental sustainability and its importance on campus.	<ul style="list-style-type: none"> • Community Garden • We Mean Green Fund Committee • Campus Race to Zero Waste • Natural Dye Garden • Bee Campus 	<ul style="list-style-type: none"> • Pre/posttest surveys • Resource Fair Survey • 1-2 things you learned from this event—Zero Waste, Earthfest • Recall information from curriculum – ask a question about if they knew this information before or if they learned it in the session 	<p>Student Attendance</p> <p>Pre/posttest results</p> <p>Some come in with gardening experience—our programs target those who do not know anything about <u>garden</u> Knowledge increase through program engagement</p>	<p>Other green funds across TX</p> <p>Faculty partners</p>	<ul style="list-style-type: none"> • Community Garden <ol style="list-style-type: none"> 1. Pretest at beginning 23; posttest Beginning of Dec and May 2. Recall information for volunteers • We Mean Green Fund Committee <p><i>Pretest in August for first year and Posttest in March the second year</i></p> <p><i>Recall information for volunteers</i></p> <p><i>1-2 things you learned from this <u>event</u></i></p> • Natural Dye Garden • Bee Campus • Campus Race to Zero Waste <p><i>End of the year survey in April for anyone who attend one of these events</i></p>

*DSA Assessment: Check-ins before and after dissemination; review assessments and provide feedback

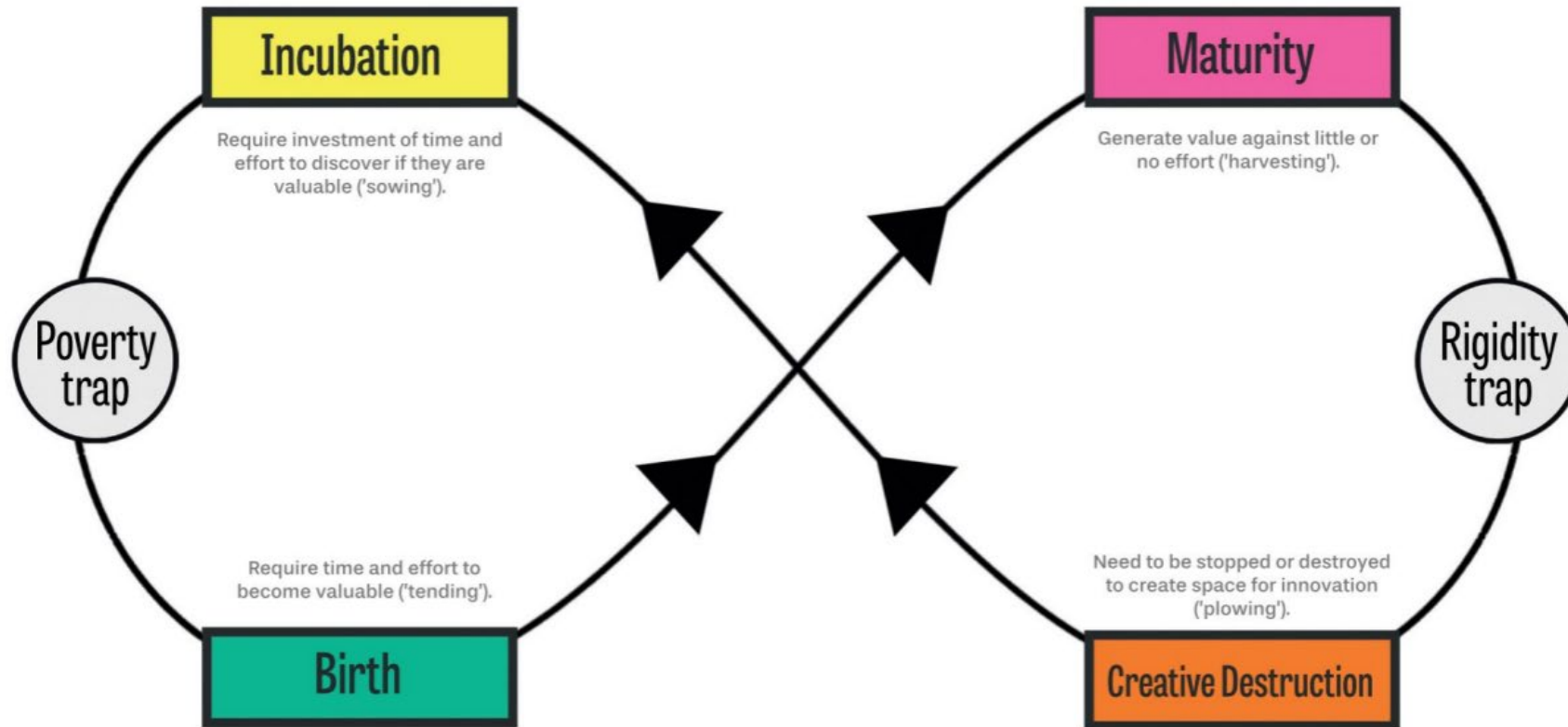
¹ This ATM was developed by Dr. Jane Marie Souza of the University of Rochester.

 Purpose: looks at the four stages of planning, development, and innovation in program design

- Balance and set priorities
- ROI – Return on Inputs
 - a. Time
 - b. Money
- Invites all team members to the table, regardless of rank
- Can be combined with budget analysis and implementation science initiatives
- Helps reveal the whole department picture and see the “forest AND the trees”

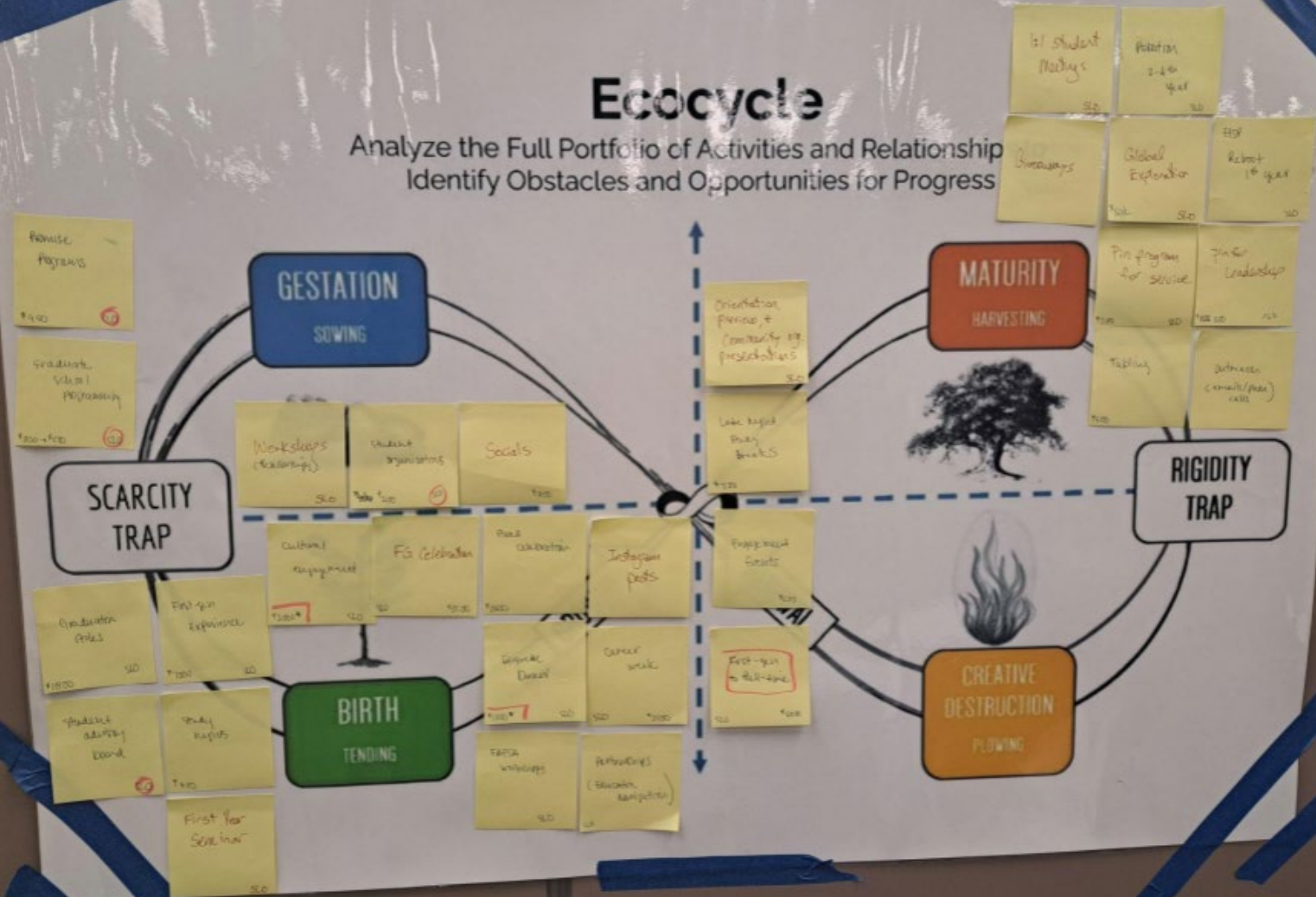
Source - Lipmanowicz, Henri and McCandless, Keith. 2013. *The Surprising Power of Liberating Structures: Simple Rules to Unleash a Culture of Innovation*. Liberating Structures Press: Seattle, WA. Pg. 295.

Ecocycle Planning



Ecocycle

Analyze the Full Portfolio of Activities and Relationship
Identify Obstacles and Opportunities for Progress





Macro Strategic Planning

- Aggregate data
- Replace, compliment, and/or supplement pre-existing reporting models

Data Visualizations Inward and Outward

- Communication and storytelling

Assessment Tracking

- Streamlining effective interventions
- Implementation Fidelity

Ecocycle

- Budget reflection
- Understanding Creative Destruction (what to stop, start, or continue doing)

Council of Academic Standards (CAS) supplemental/replacement

Data Literacy

Taking Logic Models to Scale

- Host a training to educate on logic models and level set knowledge
- Help identify outcomes with staff
- Work backwards from the outcomes to align or reimagine activities
- Excel spreadsheet with outcomes and activities
- Work out the rest of the model, including outputs, inputs, assumptions, contextual factors, wellness wheel, theoretical frameworks, and marketable skills
- Pick as many outcomes as the office can handle in the first year.
- Use those outcomes to build an assessment tracking map and schedule
- Use the Ecocycle to reflect on current and past outcomes



Thank you!



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STRATEGIC SUCCESS

APPLYING LOGIC MODELS TO TRACK AND IMPROVE STUDENT OUTCOMES





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MESSAGE FROM THE SENIOR VICE PRESIDENT

One of the most effective ways to maintain our focus on student success is through the use of logic models. By mapping out our programs and initiatives, logic models allow us to clearly see how our efforts truly contribute to the ultimate success of our students. This framework helps us maintain a direct connection between what we do and the outcomes we are striving to achieve. It ensures that every action we take, every program we implement, and every service we provide is backed by evidence and tailored to the needs of our students.

Most importantly, we must focus on aligning our outcomes with long-term student success. It's not just about supporting students today, but also about preparing them for the challenges and opportunities that lie ahead. Programs and services should not only support academic success but also equip students with essential career competencies and marketable skills—such as communication, leadership, teamwork, critical thinking, and strategic thinking—that will set them apart in the workforce. Our role is to create pathways that support both immediate academic achievements and long-term professional growth.

This approach will guide us in preparing students not only to succeed while they are here with us, but also to thrive as they transition into their careers and beyond.

Thank you for your continued dedication to our students' futures. Together, we can ensure that the work we do remains impactful, meaningful, and centered on the success of the students we serve.



Elizabeth With, Ed.D.

Senior Vice President for Student Affairs

GIVING AT THE UNIVERSITY OF NORTH TEXAS: INSPIRING LEARNERS AND LEADERS

The Division of Student Affairs (DSA) at the University of North Texas (UNT) offers co-curricular programming that develops the whole student. With 30 departments, 160+ programs and services, and 400 student organizations, DSA creates opportunities for personal and academic growth that benefit our students well beyond graduation. These initiatives are made possible through UNT's network of donors. During the 2022-2023 academic year, DSA raised \$600,000 in donations, benefiting over 40,000 students. These funds supported key areas such as the Career Center, Student Veteran Services, First-Generation Success Center, and Center for Fraternity and Sorority Life.

DSA utilizes logic models to demonstrate the effectiveness of its programming. These models also illustrate, how giving influences student success. The areas of giving also show increased student engagement, retention, and higher average GPAs, including career readiness, first-generation support, and leadership initiatives. Student Veteran Services continues to maintain its designation as a Veteran Friendly Campus and was recently recognized for the third year with the Gold VEERA Award from the Texas Veterans Commission and continues to maintain its designation as a Veteran Friendly Campus.

Donors interested in contributing to DSA programming have the opportunity to:

- ▶ Share enthusiasm for programs of interest
- ▶ Expand the program's vision or scope
- ▶ Engage as alumni, parents, and interested parties
- ▶ Make meaningful contributions

One might say UNT is not just fundraising, rather, inspiring people to give.

EXECUTIVE SUMMARY

Institutional programs and initiatives require careful assessment of the efforts involved, not only to determine success, but to maintain accountability for our students and their success. A successful program or initiative is founded on thoughtful, research-informed, selection of target outcomes, and the activities needed to achieve the outcomes that support student success. The entire cyclical process of establishing target outcomes, strategizing activities and the allocation of resources, collecting and measuring data, and making informed decisions is the assessment cycle in summary. The assessment cycle is often a very involved, systematic process that requires careful planning and timely execution during each phase. As such, a logic model is an effective tool that can guide and support each phase of the cycle.

WHAT IS A LOGIC MODEL?

Logic models are versatile tools that provide a structured, visual representation of how programs, projects or policies are intended to work. By outlining the relationships between resources, activities, outputs and outcomes, logic models help clarify the underlying assumptions and theories of change that drive initiatives. This document, which presents logic models from across the Division of Student Affairs (DSA) at the University of North Texas (UNT), is the result of an initiative carried out by the DSA Assessment team. The goals of the initiative were to train and help each programmatic area build logic models to support them and the division with the following:

- ▶ Strategic planning and assessment
- ▶ Continuous improvement
- ▶ Funding
- ▶ Reporting
- ▶ Research
- ▶ Communication

The collection of logic models contained in this document can be used to make comparisons across the division, facilitating alignment of strategies and goals within the division and with the institution to effectively support students' success through developing career competencies and marketable skills, and ensuring wellness while upholding and promoting institutional values.

Logic models help tailor programs and learning outcomes to university and divisional strategic goals.



WHAT ARE THE COMPONENTS OF A LOGIC MODEL?

Theoretical Frameworks: A theoretical framework is a structure that guides research by providing a clear lens through which to examine and interpret the subject matter. It is built upon existing theories and literature, establishing a consistent and vetted foundation for the questions, hypotheses, and methodology. This is the most important part of the model. We are lost if we cannot communicate what drives what we do.

Impact Statement: An impact statement is a mission statement, catchy phrase, or a couple of words that summarizes the program's purpose.

Inputs: The resources, contributions, and investments that go into a program.

Activities: This is what we do—programs, initiatives, or even tasks that are a regular and essential part of a program's work.

Outputs: The outputs are the direct products or immediate measurable results of program activities—what we get.

Outcomes: The specific behavioral changes or benefits that result from the program's outputs—what we achieve.

NACE MARKETABLE SKILLS

Also known as NACE Career Readiness Competencies, marketable skills are a set of eight key skills identified by the National Association of Colleges and Employers (NACE) that are essential for career success. We used seven of the eight competencies in logic model planning. These competencies are designed to help new college graduates transition smoothly into the workforce and build successful careers. The competencies are as follows:

Career & Self-Development: Proactively developing oneself and one's career through continuous learning, self-awareness, and networking.

Communication: Clearly and effectively exchanging information, ideas, and perspectives with others, both inside and outside of an organization.

Critical Thinking: Identifying and responding to needs based on an understanding of situational context and logical analysis of relevant information.

Leadership: Recognizing and capitalizing on personal and team strengths to achieve organizational goals.

Professionalism: Knowing work environments differ greatly, understanding and demonstrating effective work habits, and acting in the interest of the larger community and workplace.

Teamwork: Building and maintaining collaborative relationships to work effectively toward common goals, while appreciating diverse viewpoints and shared responsibilities.

Technology: Understanding and leveraging technologies ethically to enhance efficiency, complete tasks, and accomplish goals.

These competencies provide a framework for students to develop skills that are highly valued by employers and essential for career success. Student Affairs professionals capture these skills in much of their cocurricular planning and assessment as seen in the following logic models.

UNT SYSTEM VALUES

UNT's campus reflects our system values, and our values are reflective of our campus. They are woven into the fabric of what we do every day in support of our students. Each department within DSA utilizes these values when teaching and measuring student learning outcomes.



COURAGEOUS INTEGRITY

Model exceptional standards and act in the best interest of our community.



BE CURIOUS

Cultivate opportunities for learning, creating, discovering and innovating.



WE CARE

Champion a people-first approach to building relationships and community.



BETTER TOGETHER

Foster an inclusive environment of respect, belonging and access for all.



SHOW YOUR FIRE

Exhibit passion and pride in the experiences we create.

UNT WELLNESS WHEEL

Focusing on the physical, social and mental wellbeing of our community is a top priority at the university. Wellness involves many aspects of our lives that work together to create a balanced, happy existence. At UNT, we use the Wellness Wheel to illustrate nine interconnected dimensions of wellness: physical, social, emotional, environmental, intellectual, occupational, creative, financial and spiritual.

Because the dimensions are connected, imbalance in one area of the wheel might inhibit students from reaching holistic wellbeing. An individual can use the Wellness Wheel as a tool to focus on their wellness by identifying the dimensions in their life upon which they would like to improve. DSA uses logic models to map out specific programming in all nine areas and looks for improvement and ways to fill gaps in services.



WE HAVE LOGIC MODELS...WHAT'S NEXT?

Each DSA department will choose one student learning outcome to track for the next academic year and subsequently will add as many outcomes as the department can handle with care and rigor. The Assessment team will guide departments by creating a unique logic model for their outcome(s). Then, the team will create an Assessment Tracking Map (ATM)¹ for the outcome(s) of focus. The ATM is a guide for assessment management, implementation, and outcome tracking. Here are the components of an ATM:

GOAL	ACTIVITY	MEASURE	ASSESSMENT	USE OF RESULTS	TIMELINE
Which learning outcome do you want to measure?	How do I plan to do it?	What measure will you use to collect direct assessment data?	How will I know if I am successful? What output and outcome metrics will you track?	Who are my stakeholders?	How will I implement? What will I do next?

THE FINAL STEP – REFLECTION WITH ECOCYCLE PLANNING²

Ecocycle Purpose looks at the four stages of planning, development, and innovation in program design and helps departments reflect on what is and is not working.

Renewal or Gestation: Where ideas are kept but not acted on. These are the ideas we have at meetings that might not get focused attention or an idea that has stewed in the department for some time but never came to fruition.

Birth: Where new ideas and experiments happen! These are fairly new programs that are in the 1-to—3-year timeframe where you might not know if it is working like it should and still might need some work to meet your outcomes.

Maturity: These are well-established programs that might have been around for some time. They are signature events and programs that are assumed to have been assessed to meet the intended outcomes.

Creative Destruction: This is where programs go for many reasons, including but definitely not limited to, the program does not meet the intended outcomes; the return on investment for students is not clear; the program does not meet a strategic focus of either the institution or the department; or students are asking for something different than what we are providing, among many others.

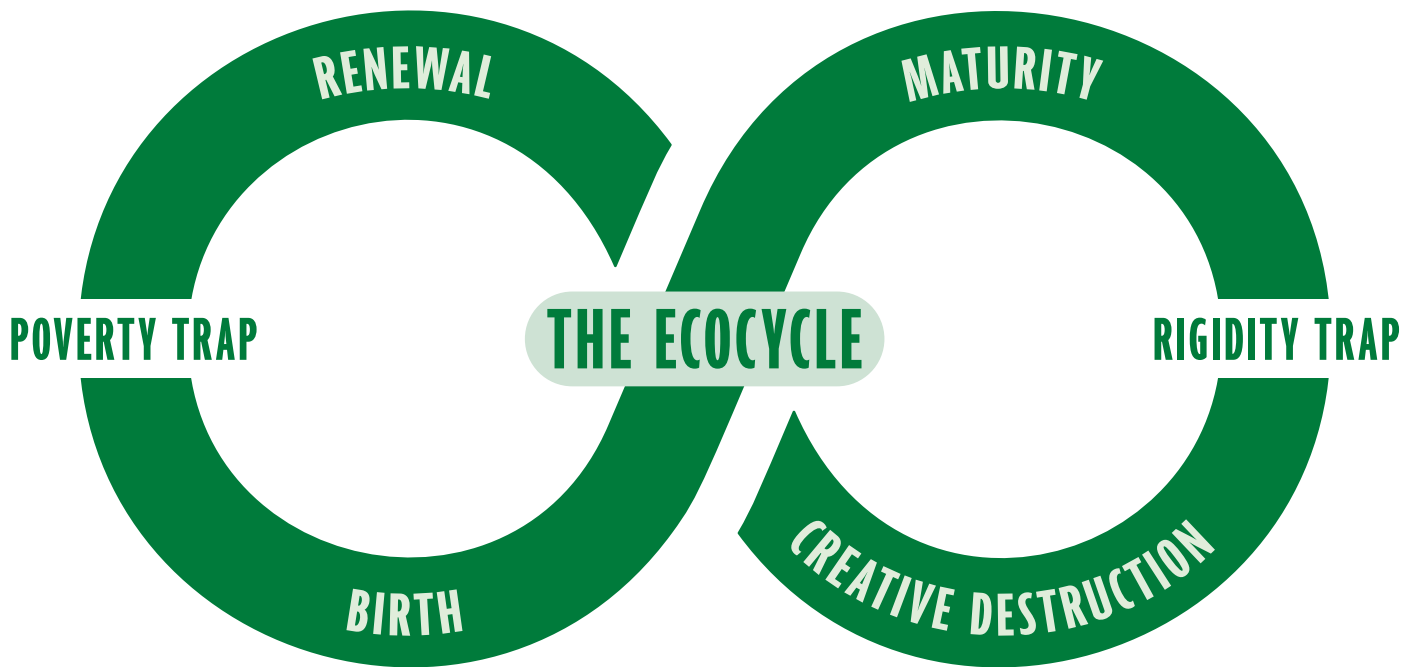
¹ This ATM was developed by Dr. Jane Marie Souza of the University of Rochester.

² Lipmanowicz, Henri and McCandless, Keith. 2013. *The Surprising Power of Liberating Structures: Simple Rules to Unleash a Culture of Innovation*. Liberating Structures Press: Seattle, WA. Pg. 295.

THE TRAPS

Poverty Trap: This trap is where ideas go when they are met with the following comments: we don't have the time; we don't have the resources; we don't have the expertise; that will never be successful here. This trap is where ideas die because of the lack of some type of resource.

Rigidity Trap: This trap is where ideas go when they are met with the following comments: we've always done it this way; this is a signature program, and we are not changing it; the director started this program and will never get rid of it. This trap is where programs and initiatives stay that should be reimagined or abandoned altogether.



By reflecting with Ecocycles, departments can:

- ▶ Balance and set priorities.
- ▶ Increase ROI – Return on Inputs –illuminate where to move funds to reinvest money and energy into what is working. Time and money are both valuable to UNT. The ecocycle helps us work smarter with less.
- ▶ Include all team members to the table, regardless of rank, creating an equitable environment where all ideas matter.
- ▶ Combine with budget analysis and implementation science initiatives.
- ▶ Help reveal the whole department picture and see the “forest AND the trees.”

The Division of Student Affairs uses logic models, assessment tracking, and ecocycle reflections to guide strategic decisions that prioritize student learning and ensure student success is truly student-centered.

DIVISION-WIDE LOGIC MODELS

DIVISION OF STUDENT AFFAIRS LEADERSHIP

IMPACT STATEMENT

Empowering students to develop critical leadership skills, fostering personal growth, community engagement, and professional readiness.

INPUTS

Staff Time
Budget
Student Volunteers
Supportive Technologies
Department Partners
Community Partners
Faculty Partners

ACTIVITIES

Trainings on personal mission, vision and values
Mission oriented decision making trainings
Conflict resolution coaching
Authentic leadership opportunities and experiences throughout DSA

OUTPUTS

Number of programs
Count of participants
Student retention
Student graduation rates
Student GPA
Demographic counts of participants

OUTCOMES

FOUNDATIONAL

Develop plans and goals for one's future
Able to list components of a mission statement
Learn to establish personal and professional boundaries
Learn how to work independently to achieve a goal
Learn to be present and prepared
Learn effective communication strategies
Learn how to work on a team to achieve a common goal
Learn the tenants of consensus-building

INTERMEDIATE

Identify areas for continual growth while pursuing and applying feedback
Show awareness of strengths and areas of development
Consistently frame communication with professionalism and respect
Show accountability for responsibilities and deliverables
Demonstrate dependability
Prioritize and complete tasks to accomplish goals
Understand how to plan, start, manage, complete, and evaluate a project
Learn how to employ active listening, persuasion, and influencing skills

ADVANCED

Serve as a student leader role model in professionalism and attitude
Teach and train peers on leadership concepts and principles such as conflict management or motivation
Achieve a level of emotional intelligence that allows you to work with anyone in an adaptive and respectful way
Professionally advocate for oneself and others
Use innovative thinking that goes beyond traditional methods
Employ personal knowledge and skills in a variety of environments
Meet ambiguity with resilience
Interact with, and respect, all people

WELLNESS WHEEL

- ✓ Emotional
- ✓ Creative
- ✓ Social
- ✓ Occupational
- ✓ Spiritual

MARKETABLE SKILLS

- ✓ Leadership
- ✓ Career & Self-Development
- ✓ Communication
- ✓ Civic Engagement
- ✓ Social Responsibility
- ✓ Critical Thinking

THEORETICAL FRAMEWORK

National Association of Colleges and Employers career readiness competencies. Social Change Model of Leadership Development. Adaptive Leadership Theory. Relational Leadership Model.

DIVISION OF STUDENT AFFAIRS STUDENT EMPLOYMENT

IMPACT STATEMENT

Engaging thousands of students through meaningful campus employment, providing essential real-world skills and experiences crucial for their professional development.

INPUTS

DSA Student Employment Availability
Supportive Staff
Career Center
Student Position Funding
UNT Partners
Employment Management Software

ACTIVITIES

Student Professional Development
DSA Staff Trainings
Candidate Interviews
Hiring Committees and Panels
Employee Orientation
Student Career Readiness Training

OUTPUTS

Student Employee Persistence
Student Employee Turnover
Student Application Totals
Student Interview Totals
Student Employee GPA
Student Employee Hours Worked

OUTCOMES

FOUNDATIONAL

Develop Customer Service Skills
Develop Interpersonal Skills
Increase Technological Literacy
Develop Time Management Skills
Professionally Represent Workplace
Develop Office Etiquette
Learn NACE Competencies
Develop Money Management Skills
Learn to Accept Constructive Criticism

INTERMEDIATE

Demonstrate Leadership Abilities
Demonstrate Office Etiquette
Engage in Public Speaking
Complete Tasks on Time Consistently
Demonstrate Respect for Others
Ability to Professionally Communicate
Demonstrate Integrity
Demonstrate Critical Thinking
Demonstrate Intellectual Competence

ADVANCED

Demonstrate Leadership
Advocate for Oneself and Others
Professionally Collaborate with Staff
Apply Effective Critical Thinking
Professionally Engage DSA Leaders
Demonstrate Professionalism
Demonstrate Accountability
Demonstrate Professional Writing Skills
Communicate with Diverse Populations

WELLNESS WHEEL

- ✓ Financial
- ✓ Occupational
- ✓ Intellectual
- ✓ Emotional
- ✓ Social

MARKETABLE SKILLS

- ✓ Career & Self Development
- ✓ Critical Thinking
- ✓ Communication
- ✓ Professionalism
- ✓ Leadership
- ✓ Technology

THEORETICAL FRAMEWORK

Student Development Theory, Tuckman Model for Leadership

PROGRAM & DEPARTMENT LOGIC MODELS

DSA ASSESSMENT

IMPACT STATEMENT

Cultivating data-driven habits across the division to strengthen our ability to deliver meaningful opportunities for student learning, development, support, and success.

INPUTS

Full time staff
 Graduate assistant
 Budget
 Software
 University and Community partners
 Access to university data
 University developed data dashboards

ACTIVITIES

Reporting
 Strategic Planning and consulting
 Logic Models
 Survey design, facilitation, analysis
 Data Analytics
 Data Tracking
 Program Evaluation
 PD and Training

OUTPUTS

Number of research partners
 GPA and Retention
 Demographic Counts
 Reports
 Logic Models developed
 Published works
 Program reviews
 Number of consulting engagements
 Annual report for DSA

OUTCOMES

FOUNDATIONAL

Increase data literacy
 Staff able to recall importance of strategic planning
 Staff able to list components of a logic model
 Provide opportunities for students to engage with assessment
 Identify UNT students stories
 Teach staff to define, recall, and identify student learning outcomes.
 Staff able to recall data concepts and theories

INTERMEDIATE

Staff practice data concepts when tracking student learning
 Staff able to demonstrate how their outcomes align with strategic plans
 Staff will use logic model to begin assessment tracking
 Collect information with UNT students about lived experiences
 Collect and understand staff input on strategic initiatives
 Enhance staff ability to write and track student learning

ADVANCED

Facilitate continuous quality improvement to ensure program and student learning outcomes
 Lead and conduct assessment projects
 Staff will align outcomes with division and university strategic plans
 Staff will update the logic model yearly and utilize it as a tool for decision making.
 Understand, describe, and visualize UNT students' stories and their lived experiences
 Co-develop assessment strategies across the division

WELLNESS WHEEL

- ✓ Intellectual
- ✓ Occupational
- ✓ Financial
- ✓ Social
- ✓ Emotional

MARKETABLE SKILLS

- ✓ Leadership
- ✓ Teamwork
- ✓ Critical Thinking
- ✓ Technology

THEORETICAL FRAMEWORK

Quantitative and qualitative methods, CAS standards, NASPA, ACPA, NACE competencies, IRB standards and processes

CAREER CENTER CAREER READINESS COURSE

IMPACT STATEMENT

Career Readiness is Life Readiness: Building students clarity, confidence, and competencies

INPUTS

Staff Time
Budget
Curriculum
Student Participants
Supportive Technologies
Department Partners
Community Partners

ACTIVITIES

1st year career course
2nd year career course
3rd year career course
Celebration events
Outreach efforts
Handshake and LinkedIn account support

OUTPUTS

Number of students enrolled
Number of students passed
Number of career coaches
Participant GPA
Participant retention
Number of resumes
Number of internships
Number of mock interviews
Number of career coaching sessions
Student satisfaction

OUTCOMES

FOUNDATIONAL

Understanding career paths
Understanding paths that relate to values, interests, & skills
Identify and utilize career readiness resources
List best-practices for professional interviews
Identify strategies to develop networking skills
Understand the importance of and demonstrate verbal, written, and non-verbal communication skills

INTERMEDIATE

Demonstrate strategic goal-setting
Demonstrate basic interview skills
Demonstrate knowledge of connections between major and career
Practice building professional network
Apply self-assessment results to personal and professional development
Able to identify career goals and articulate possible paths to achievement

ADVANCED

Ability to demonstrate strong understanding of their skills & goals
Demonstrate consistent professional communication skills
Demonstrate mastery of connections between major and career goals
Able to provide evidence of new professional networks
Able to confidently demonstrate how they are actively working to achieve

WELLNESS WHEEL

- ✓ Emotional
- ✓ Creative
- ✓ Intellectual
- ✓ Occupational

MARKETABLE SKILLS

- ✓ Career and Self-Development
- ✓ Communication
- ✓ Technology
- ✓ Professionalism

THEORETICAL FRAMEWORK

Frank Parsons Trait and Factor, Developmental self-concept theory, Tiedeman and Miller's Decision-Making Career Development Theory

CENTER FOR LEADERSHIP AND SERVICE

IMPACT STATEMENT

CLS develops learning opportunities and provides collaborative programs for students to engage as active citizens and leaders in the community.

INPUTS

Student assistants
 Student involvement
 Staff
 Community and campus partners
 Volunteers
 Funding
 Physical space

ACTIVITIES

Student Impact boards/ambassadors
 UCRS3600
 Emerging leaders
 Eaglethon
 Alternative Breaks
 UNT Serves
 Big Event
 Cesar Chavez Day of Action
 MLK Jr. Day of Service

OUTPUTS

Number of presentations
 Number of community partner projects
 Money raised
 Number of volunteer hours
 Number of service projects
 Number of student involved
 Number of collaborations/partners
 Number of students served
 Program retention
 Tracking student correspondence

OUTCOMES

FOUNDATIONAL

Knowledge of presentation skills
 Increase marketing skills
 Observe leadership coaching
 Increase community involvement
 Outline benefits of collaboration
 Knowledge of conflict resolution tactics
 Begin to identify personal strengths
 Describe self-reflections on leadership
 Understand emotional intelligence
 Recall benefits of taking responsibility
 Understand social responsibility

INTERMEDIATE

Develop communication design skills
 Demonstrate presentation skills
 Demonstrate self-reflection
 Demonstrate good decision-making
 Demonstrate understanding of ethics
 Apply personal strengths in interactions with others
 Ability to critically examine unfamiliar content
 Ability to apply knowledge gained in personal and professional life

ADVANCED

Achieve a sense of belonging
 Ability to demonstrate transformation as a result of self-reflection
 Achieve self authorship
 Ability to display self-efficacy
 Ability to apply learned leadership principles and behaviors
 Empower and teach others leadership principles and behaviors
 Enhanced civic engagement and understanding

WELLNESS WHEEL

- ✓ Emotional
- ✓ Social
- ✓ Environmental
- ✓ Occupational
- ✓ Intellectual

MARKETABLE SKILLS

- ✓ Leadership
- ✓ Communication
- ✓ Professionalism
- ✓ Teamwork
- ✓ Career and Self Development

THEORETICAL FRAMEWORK

Blooms Taxonomy, Tuckman's theory of team dynamics

FRATERNITY AND SORORITY LIFE

IMPACT STATEMENT

Add a chapter to your life!

INPUTS

Staff
Budget
Space
Technology
Community
Campus
Partnerships
Councils

ACTIVITIES

Greek Leadership retreat
Greek preview day
Greek week
Greek ambassadors
Greek graduation ceremony
Greek emerging leaders
Greek awards
Philanthropic events

OUTPUTS

Number of chapters
Number of programs
Student retention rates
Community service hours
Funds raised
Student GPA
Program attendance
Chapter score cards
Conduct standing

OUTCOMES

FOUNDATIONAL

Learn how to act in professional setting
Develop institutional understanding
Able to articulate chapter standards
Able to articulate membership benefit
Ability to meaningfully engage
Learn benefits of active membership

INTERMEDIATE

Develop sense of responsibility
Enhance networking skills
Demonstrate basic self-advocacy
Increase effective communication skills
Learn to comfortably socialize with new peers or unfamiliar groups
Demonstrate ability to lead
Demonstrate ability to think independently
Deep knowledge of chapter membership expectations

ADVANCED

Demonstrate ability to present in a conference setting with professionalism
Able to articulate how their Greek experience impacts sense of belonging
Ability to consistently communicate professionally with campus leaders
Demonstrate conflict management skills
Ability to lead meetings effectively
Ability to demonstrate critical thinking during programming

WELLNESS WHEEL

- ✓ Social
- ✓ Occupational
- ✓ Intellectual
- ✓ Financial

MARKETABLE SKILLS

- ✓ Leadership
- ✓ Professionalism
- ✓ Critical Thinking
- ✓ Communication
- ✓ Teamwork
- ✓ Technology

THEORETICAL FRAMEWORK

AFA Core Competencies

COUNSELING & TESTING

IMPACT STATEMENT

Cultivate resilience, foster personal growth, and support student success.

INPUTS

Staff
 Campus Partnerships
 Community Partnerships
 Budget
 Student Employees
 Campus Space
 Professional Development

ACTIVITIES

Individual and group therapy
 Outreach programs
 Staff/faculty/student workshops
 Wellness events
 Tabling
 Suicide prevention training

OUTPUTS

Number of individual and group sessions
 Events, trainings, and workshops
 Student retention, GPA, and graduation
 Number of appointments
 Count of outreach data (calls, website visits, etc.)
 Number of students/staff/faculty served
 CCAPS scores
 Student Surveys

OUTCOMES

FOUNDATIONAL

Increased understanding of coping skills including creating a safety plan, financial gain, taking meds, marking interventions
 Increased mental health awareness
 Define and identify sources of distress
 Build treatment plans
 Identify coping skills

INTERMEDIATE

Symptom reduction (stress/distress/depression)
 Applying coping skills
 Demonstrate management of treatment plans

ADVANCED

Positive change in symptoms
 Decreased suicidal ideation
 Practice positive wellness
 Developed coping skills
 Skilled treatment planning

WELLNESS WHEEL

- ✓ Emotional
- ✓ Occupational
- ✓ Intellectual
- ✓ Social
- ✓ Spiritual

MARKETABLE SKILLS

- ✓ Critical Thinking
- ✓ Professionalism
- ✓ Career & Self-Development
- ✓ Communication
- ✓ Resilience

THEORETICAL FRAMEWORK

Evidence- Research-Based Therapies that are Client/Student Centered (e.g., Cognitive Behavioral Therapy, etc.). Stepped Care Model.

CTS STUDENT CLINICAL TRAINING

IMPACT STATEMENT

Cultivate resilience, foster personal growth, and support student success.

INPUTS

- Full time staff
- Student staff
- Budget
- Campus partnerships
- Community partnerships
- Office space
- Supportive technology

ACTIVITIES

- Student orientation process
- Professional development
- Individual clinical supervision
- Weekly didactic seminars
- Observation and coaching
- Practicum evaluation

OUTPUTS

- Number of students in program
- Number of sessions provided
- Number of students served
- Student evaluation results
- Student feedback surveys
- Retention of students
- GPA of students

OUTCOMES

FOUNDATIONAL

- Identify personal areas of strengths and weaknesses
- Ability to develop a treatment plan in writing
- Develop efficacy in working with CTS clients
- Develop professionalism with staff and clients
- Develop knowledge and skills for competence in practice
- Demonstrate ability to serve students with rapport
- Ability to self-evaluate
- Develop legal and ethical knowledge

INTERMEDIATE

- Effectively write treatment plans
- Demonstrate efficacy in working with CTS clients
- Demonstrate professionalism with staff and clients
- Demonstrate multicultural competence in practice
- Demonstrate rapport building skills
- Demonstrate ability to assess client needs
- Demonstrate ability to conceptualize and apply research theory to practice

ADVANCED

- Consistency in effectively writing treatment plans
- Developed strong efficacy in working with clients
- Effectively assessed client needs and provide appropriate intervention strategies
- Successfully conceptualize and apply research theory to practice
- Ability to train, or support, knowledge and skills growth of peers in program

WELLNESS WHEEL

- ✓ Intellectual
- ✓ Occupational

MARKETABLE SKILLS

- ✓ Critical Thinking
- ✓ Communication
- ✓ Professionalism
- ✓ Career & Self-development

THEORETICAL FRAMEWORK

Evidence based research therapies that are client/student centered (e.g. Cognitive Behavioral Therapy, etc.), Stepped Care Model

CTS TESTING

IMPACT STATEMENT

The Professional & Academic Testing Center offers test proctoring services to members of the University as well as the broader DFW community.

INPUTS

- Full time staff
- Student staff
- Budget
- Campus partnerships
- Community partnerships
- Office/testing space
- Technology

ACTIVITIES

- Compliance for proctor training
- Mentoring student workers
- Proctoring tests
- Testing services for students, staff, faculty, and alumni
- Staff training
- Candidate interviews and selection
- Orientation

OUTPUTS

- Number of students/alumni served
- Number of staff/faculty served
- Number of testing candidates served
- Testing students retained
- Testing students' GPA
- Employee turnover/persistence
- Number of candidates interviewed
- Number of applications

OUTCOMES

FOUNDATIONAL

- List and develop effective customer service skills
- Develop interpersonal skills
- Increase computer/technology literacy
- Develop time management techniques and skills
- Communicate in clear and organized manner
- Demonstrate accountability and integrity
- Develop and share personal goals

INTERMEDIATE

- Ability to approach challenges with confidence and positive attitude
- Demonstrated ability to speak publicly
- Consistently complete tasks on time
- Demonstrated ability to communicate with diverse populations
- Demonstrate ability to think critically
- Make decisions using reasoning and judgment
- Demonstrate ability to pay attention to important details

ADVANCED

- Consistently demonstrate advanced customer service skills
- Demonstrate effective de-escalation
- Advocate for oneself and others
- Collaborate to achieve team goals
- Apply critical thinking in solving problems
- Engage in all aspects of leadership

WELLNESS WHEEL

- ✓ Financial
- ✓ Occupational
- ✓ Intellectual
- ✓ Emotional
- ✓ Social

MARKETABLE SKILLS

- ✓ Career and Self-Development
- ✓ Communication
- ✓ Critical Thinking
- ✓ Professionalism
- ✓ Teamwork

THEORETICAL FRAMEWORK

Student Development Theory, Leadership using the Tuckman Model

COUNSELING & TESTING WORKSHOPS & OUTREACH

IMPACT STATEMENT

Cultivate resilience, foster personal growth, and support student success.

INPUTS

Staff
Campus Partnerships
Community Partnerships
Budget
Student Employees
Campus Space

ACTIVITIES

Mean Green for Mental Health (tabling/presentations/lectures)
Mental Health Awareness Events(resource fairs, student org. Collaborations & presentations)
Workshops
Frisco Outreach

OUTPUTS

Increased attendance/utilization of CTS services (individual/group)
Increase in service access by Frisco students
Total attendance
Number of unique attendees

OUTCOMES

FOUNDATIONAL

Identify strategies to improve mental health/wellness/well-being.
Increased awareness of mental health support resources on campus and how to access them.
Identify creative outlets for emotional processing.
Identify emotional/workload coping skills.
Develop skills to increase resiliency.
Frisco students' increased knowledge of available services

INTERMEDIATE

Demonstrate use of and adherence to strategies to improve mental health/wellness/well-being.
Demonstrate use of creative outlets for emotional processing.
Demonstrate use of emotional/workload coping skills.
Demonstrate use of resiliency skills.

ADVANCED

Improved mental health/wellness/well-being
Improved emotional well-being and stress/workload management
Developed resiliency
Consistently engages in creative outlets for emotional processing

WELLNESS WHEEL

- ✓ Spiritual
- ✓ Occupational
- ✓ Emotional
- ✓ Social

MARKETABLE SKILLS

- ✓ Critical Thinking

THEORETICAL FRAMEWORK

Ecological Systems Theory and Wellness Model

CTS FACULTY & STAFF OUTREACH

IMPACT STATEMENT

Cultivate resilience and wellness among faculty and staff who support student success.

INPUTS

- Full time staff
- Student staff
- Budget
- Campus partnerships
- Community partnerships
- Office space
- Supportive technology

ACTIVITIES

- Counselor consultation
- CTS overview presentations to staff and faculty
- Psychoeducational presentations
- Suicide prevention training and supportive materials

OUTPUTS

- Number of attendees at presentations
- Number of attendees at workshops
- Number of individuals/groups utilizing CTS services
- Faculty and staff consultation totals

OUTCOMES

FOUNDATIONAL

- Increased awareness of mental health resources for campus community.
- Increased ability to support/consult faculty and staff health concerns.
- Develop skills to increase stress management and resiliency.
- Identify strategies to improve well-being.

INTERMEDIATE

- Demonstrate use of and adherence to strategies to improve overall well-being.
- Demonstrate knowledge and utilization of mental health resources.
- Demonstrate use of stress management and resiliency skills.
- Ability to consistently express proper protocols for addressing various health and well-being issues/topics.

ADVANCED

- Ability to train others on strategies to improve overall well-being.
- Able to articulate and manage emotional well-being through stress and workload management.
- Able to identify and facilitate strategies that support the development of resiliency.

WELLNESS WHEEL

- ✓ Spiritual
- ✓ Occupational
- ✓ Emotional
- ✓ Social

MARKETABLE SKILLS

- ✓ Critical Thinking
- ✓ Communication

THEORETICAL FRAMEWORK

Ecological Systems Theory and Wellness Model

DEAN OF STUDENTS INTERVENTION SERVICES

IMPACT STATEMENT

Improving students' physical, mental, social, and academic wellbeing.

INPUTS

Staff
Technology
Budget
Professional Development
Technology
Office space
Assessment Tools
Campus Partners
Community Partners

ACTIVITIES

Triaging incoming referrals
Student programming
Student outreach
Case management
Reporting
Ongoing education and training
Team meetings
Staff and faculty outreach and training

OUTPUTS

Total Intervention service cases
Unique students served
Number of student meetings
Promotional materials
Promotional online content
Presentations created
Advocacy and outreach correspondence
Educational materials

OUTCOMES

FOUNDATIONAL

Students know where to access the services they need
Students that engage with the office feel supported
Students connect with at least one other UNT/community service/program
Students know how to make an appointment when they need help
Demonstrate basic self-advocacy skills
Students will recognize the importance of managing time and stress to maintain academic and personal well-being

INTERMEDIATE

Development of Coping Strategies to manage stress, emotional challenges, or academic pressures
Problem-Solving navigate personal or academic obstacles with guidance from intervention services
Students will communicate their needs with university staff, peers, and faculty.
Students will create and implement academic and personal goals
Demonstrate improved self-awareness about their emotional triggers, stressors, and personal needs

ADVANCED

Students will demonstrate resilience and self-regulation strategies to maintain emotional well-being.
Students will demonstrate leadership and support peers in accessing intervention services
Demonstrate independence making informed decisions
Integrate personal learning experiences from intervention services into their long-term academic and career goals

WELLNESS WHEEL

- ✓ Emotional
- ✓ Social
- ✓ Physical
- ✓ Occupational
- ✓ Mental
- ✓ Financial

MARKETABLE SKILLS

- ✓ Communication
- ✓ Teamwork
- ✓ Research Skills
- ✓ Organization Skills
- ✓ Critical Thinking

THEORETICAL FRAMEWORK

Trauma-informed approach that prioritizes student's holistic well-being.

DEAN OF STUDENTS SURVIVOR ADVOCACY

IMPACT STATEMENT

You are not alone.
You are never to blame.
We are here to help.

INPUTS

Staff
Money
Maxient
Technology
Office space
Knowledge of campus resource
Training
OAG Grant

ACTIVITIES

Meetings with Students
Academic Advocacy
Resource Referrals
Trainings and Workshops
Parent programs
Triaging reports
Title IX/Law enforcement assistance
Tabling events
Awareness months

OUTPUTS

Number of cases
Number of advocacy letters sent
Flyers/social media graphics created
Number of people engaged in prevention programming
Know More Books
Presentations created
Notes in Maxient
Quarterly Grant Reports

OUTCOMES

FOUNDATIONAL

50% of students referred receive meeting or advocacy services in each semester
100% of referred students receive Know More Book in each semester
50% of students met with are taught grounding techniques in each semester
80% of referred survivors can identify at least one on-campus resource available to them within one semester of referral
Grant survey tracking document created

INTERMEDIATE

500 UNT employees attend a training on supporting survivors by the end of AY 25
50% of students referred during AY25 receive a survivor-focused wellness journal
60% of UNT students and employees are aware of survivor advocacy services by the end of AY 25
75% of Title IX complainants report feeling supported by campus resources during AY 25

ADVANCED

50% of UNT employees report feeling confident in supporting survivors by the start of AY 27
70% of currently enrolled students can define consent in an affirmative manner by the end of AY 26
80% of referred survivors report lower rates of PTS one year post initial referral

WELLNESS WHEEL

- ✓ Emotional
- ✓ Social

MARKETABLE SKILLS

- ✓ Communication
- ✓ Professionalism
- ✓ Career & Self-Development

THEORETICAL FRAMEWORK

Trauma-informed care. Maslow's hierarchy of Needs. Polyvagal Theory. Cycle of Abuse. Intergenerational Trauma. Unconditional Positive Regard Systems theory.

RISE CENTER

IMPACT STATEMENT

Improving students' physical, mental, social, and academic wellbeing.

INPUTS

Staff
Budget
Peer Educators
Technology
Office space
Assessment Tools

ACTIVITIES

Community wide events to educate campus community on Alcohol and Other Drugs (AOD)
Conduct presentations on AOD and SA prevention
Resource Fair Presentations/Tabling
Continuous review of current policies a
Peer education programs and activities
Peer Support Groups, Assessments, Develop recovery plans

OUTPUTS

Number of student events
Count of one on one meetings with students
Count of services rendered by type
Number of visitor swipes
Student Retention, GPA, and graduation

OUTCOMES

FOUNDATIONAL

Identify and explore consequences of harmful behavior
Define and list AOD harm reduction skills
Identify tools to help with recovery
Increased knowledge in goal setting

INTERMEDIATE

Students able to adopt/apply harm reduction skills & seek resources
Students successfully access resources and use tools to support recovery
Listing long term goals and connecting the goals to resources
Apply harm reduction skills

ADVANCED

Improve student wellbeing
Increased ability to verbalize and realize long term goals
Increased awareness of the consequences and successes of student's decisions

WELLNESS WHEEL

- ✓ Emotional
- ✓ Social
- ✓ Physical
- ✓ Occupational
- ✓ Mental
- ✓ Financial

MARKETABLE SKILLS

- ✓ Communication
- ✓ Teamwork
- ✓ Research Skills
- ✓ Organization Skills
- ✓ Critical Thinking

THEORETICAL FRAMEWORK

RISE-BASICS
motivational interviewing

DIAMOND EAGLE STUDENT RESOURCE CENTER

IMPACT STATEMENT

Promotes sustainability and offering access to nourishing food, professional clothing, graduation regalia, and educational opportunities that foster environmentally conscious behaviors.

INPUTS

Staff
 Student Employees
 Donations
 Budget
 Office space
 Campus Partners
 Community Partners
 Supportive Technologies
 Volunteers

ACTIVITIES

Food Pantry
 Mean Green Gowns for Grads
 Diamond Eagle Clothing Closet
 Sustainable Arts Garden
 UNT Community Garden
 Training and workshops
 Tabling and outreach

OUTPUTS

Total materials donated
 Total program users
 Student retention
 User GPA
 Total produce donated
 Total produce harvested
 Total workshops

OUTCOMES

FOUNDATIONAL

Students will be able to identify needed services
 Students will understand how to access basic needs to support their academic and personal well-being
 Students will become familiar with the professional attire resources and how they can aid in job preparation
 Students will gain an introductory understanding of the role of community-based support systems.

INTERMEDIATE

Demonstrate ability to effectively use resources to meet their personal and academic needs
 Gain a deeper understanding of the impacts of food waste, resource scarcity, and sustainability efforts
 Demonstrate the importance of volunteering to the community
 Develop skills in advocating for their needs by understanding and accessing available resources

ADVANCED

Demonstrate leadership participating in programs, such as food distribution, clothing drives, or community garden
 Students will take on mentorship roles to help their peers navigate the resources
 Advocate for services by collaborating with university administrators and community partners
 Utilize resources to secure internships, jobs, or graduate school placements
 Contributing to and maintaining community gardens and supporting zero-waste initiatives on campus

WELLNESS WHEEL

- ✓ Emotional
- ✓ Social
- ✓ Physical
- ✓ Occupational
- ✓ Mental
- ✓ Financial

MARKETABLE SKILLS

- ✓ Communication
- ✓ Teamwork
- ✓ Organization Skills
- ✓ Critical Thinking

THEORETICAL FRAMEWORK

Maslow's Hierarchy of Needs. Student Development Theory. Social Support Theory. Critical Pedagogy. Resilience Theory

FIRST GENERATION CENTER

IMPACT STATEMENT

The First Generation Center at the University of North Texas empowers first-gen students by providing tailored resources, support, and community engagement, fostering academic success and personal growth.

INPUTS

- Campus collaborations
- Staff and student employees
- Office space
- Website and social media presence
- Program supplies and materials
- Supportive technologies
- Funding
- Campus IT support network
- Student service fee funds

ACTIVITIES

- Student engagement & Correspondence
- Career week
- First Gen to full time program
- Etiquette dinner
- Tabling and workshops
- Student correspondence
- Student meetings
- Student Advisory Board

OUTPUTS

- Satisfaction rate
- Number served
- FGC students also in student orgs
- GPA
- Retention
- Number of presentations/trainings
- Number of programs
- Number of serve hours
- Number of mentoring students

OUTCOMES

FOUNDATIONAL

- Increase knowledge of benefits of campus involvement
- Increased ability to navigate school resources
- Able to identify future career and academic pathways
- Show awareness of strengths and areas for development
- Learn and engage with components of financial literacy
- Seek professional development opportunities
- Increase academic readiness
- Learn to be present and prepared

INTERMEDIATE

- Practice having ownership over actions
- Practice setting and developing SMART goals
- Prioritize and complete tasks to accomplish goals
- Develop plans and goals for one's career
- Assume duties and positions that will help one progress professionally
- Communicate in a clear and organized manner
- Use time management skills to complete projects and to show up to professional opportunities on time

ADVANCED

- Collaborate with others to achieve common goals
- Professional advocate for oneself and others
- Voluntarily participate in further education, training, or other events to support one's career
- Frame communications with respect to diversity of learning
- Use innovative thinking to go beyond traditional methods
- Serve as a role model to others approaching tasks with confidence and a positive attitude

WELLNESS WHEEL

- ✓ Emotional
- ✓ Social
- ✓ Intellectual
- ✓ Financial
- ✓ Occupational
- ✓ Creative

MARKETABLE SKILLS

- ✓ Communication
- ✓ Professionalism
- ✓ Career and Self-Development
- ✓ Leadership
- ✓ Time Management

THEORETICAL FRAMEWORK

Maslow's Hierarchy of Needs.

SGA FIRST YEAR COUNCIL

IMPACT STATEMENT

Achieve potential through transformational learning.

INPUTS

Participation incentives
 Student service fee funds
 Staff time
 Campus partners
 Student participants
 Space on campus

ACTIVITIES

Service events
 Social events
 Community service
 Public speaking practice sessions
 Orientation and training for future SGA involvement
 Mental health events
 Council meetings

OUTPUTS

Retention
 GPA
 Student/mentor service hours
 Mentor satisfaction
 Meeting attendance
 Number of events
 Student presentations
 Engagement activities outside of SGA
 Students involved in outreach

OUTCOMES

FOUNDATIONAL

Increased knowledge of best practices for organizing and facilitating meeting and event logistics and planning.
 Understand the importance and skills to help prioritize and complete tasks.
 Develop active listening, persuasion, and influencing skills.
 Demonstrate knowledge of how to communicate with supervisors, specialists, and others. “

INTERMEDIATE

Deploy best practices for organizing and facilitating meeting and event logistics and planning.
 Ask appropriate questions for specific information from supervisors, specialists, and others.
 Employ active listening, persuasion, and influencing skills.
 Effectively communicate actions and rationale, recognizing the diverse perspectives and lived experiences of stakeholders.
 Prioritize and complete tasks to accomplish organizational goals.

ADVANCED

Acquire an ability to plan for the future.
 Communicate in a clear and organized manner so that others can effectively understand.
 Make decisions and solve problems using sound, inclusive reasoning and judgment.
 Proactively anticipate needs and prioritize action steps.
 Demonstrate dependability (e.g., report consistently for work or meetings).
 Have an attention to detail, resulting in few if any errors in their work.

WELLNESS WHEEL

- ✓ Emotional
- ✓ Social
- ✓ Intellectual
- ✓ Financial
- ✓ Occupational
- ✓ Creative

MARKETABLE SKILLS

- ✓ Communication
- ✓ Professionalism
- ✓ Career and Self-Development
- ✓ Leadership
- ✓ Teamwork

THEORETICAL FRAMEWORK

Tinto's Theory of Student Departure (1975, 1993). Astin's Involvement Theory (1984). Social Learning Theory (Bandura, 1977). Transformational Leadership Theory (Bass, 1985)

FRISCO STUDENT SERVICES

IMPACT STATEMENT

Frisco Student Services supports students with a variety of services to enhance on-campus support, sense of belonging, academic success, and life outside of the classroom.

INPUTS

- Full time staff
- Student staff
- Budget
- Faculty partnerships
- Community partnerships
- Technology
- Software
- Campus space

ACTIVITIES

- Class presentations
- Student internships
- Student appointments
- Student Orgs
- Orientation
- Triage services
- Frisco Engage Program
- Registration campaigns

OUTPUTS

- Total students served
- Number of events
- Number of internships
- Student program satisfaction
- Student services tracking/inventory
- Graduation rates
- Student retention
- Student GPA

OUTCOMES

FOUNDATIONAL

- Students able to identify co-curricular opportunities
- Develop student knowledge of resources
- Student understanding how their major connects to career path
- Student awareness of stress points and how to address them
- Understanding standard university processes
- Develop student self-advocacy

INTERMEDIATE

- Deepen understanding of career path through professional development
- Students strengthen collaboration skills through peer to peer learning groups
- Students develop professional communication skills
- Identify behaviors that will support personal wellness
- Develop skills through programs providing leadership experiences
- Students will learn citizenship skills through community engagement opportunities

ADVANCED

- Demonstrate understanding of components needed to balanced personal and professional life
- Ability to share strategies used to achieve goals
- Students demonstrate ability to routinely engage in critical thinking to solve problems
- Students will be able to maximize their performance through deep understanding of resources
- Students demonstrate the ability to persevere when challenges arise

WELLNESS WHEEL

- ✓ Occupational wellness
- ✓ Financial wellness
- ✓ Social wellness
- ✓ Intellectual wellness
- ✓ Emotional wellness

MARKETABLE SKILLS

- ✓ Critical Thinking
- ✓ Career and Self-Development
- ✓ Professionalism
- ✓ Communication

THEORETICAL FRAMEWORK

National Association of Colleges and Employers (NACE) college and career readiness framework.
American Association of Colleges and Universities (AAC&U) High Impact Practices

STUDENT HEALTH AND WELLNESS CENTER HEALTH EDUCATION

IMPACT STATEMENT

Empowering students with essential knowledge and resources to make informed decisions, fostering a campus-wide culture of well-being and promoting healthy habits.

INPUTS

Staff
Budget
Peer Educators
Community Partners
Campus Partners
Supportive Technologies
Campus Space

ACTIVITIES

Resource Fairs and Tabling
Presentations & Workshops
Virtual Educational Modules
Health Programming
Promotion of On-Campus Services
Consultations
First Flight & Orientation
STI Testing Coordination

OUTPUTS

Number of presentations
Number of peer educators
Number of Events
Number of outreach events
Peer evaluations
Student satisfaction with programming
Number of students served
Number of attendees

OUTCOMES

FOUNDATIONAL

Increased knowledge in importance of healthy behaviors and general student health issues
Recalling benefits of active listening
Learn and apply skills for positively taking critical feedback
Increased knowledge about campus and community health resources
Recognizing and accepting my strengths and deficiencies
Understanding people's values that are different from one's own
Researching what motivates people to make decisions

INTERMEDIATE

Application of healthy behaviors
Develop long range goals
Create plans for personal career
Engaging in effective listening
Give constructive feedback
Applying theories to problems
Clarifying personal beliefs and values
Developing a personal belief system
Demonstrate skills of leading a group
Consider the welfare of others when making decisions
Engage in critical reflection

ADVANCED

Showing a sense of purpose
Professionally presenting a program
Answering difficult questions and having challenging conversations
Effectively balancing academic and personal commitments
Reevaluate previous assumptions
Critically analyze situations
Analyzing the basic elements of an idea, experience, or theory
Formulating an innovative approach to a solution or problem
Effectively manage conflict with others
Ability to motivate others
Effective communication with anyone

WELLNESS WHEEL

- ✓ Emotional
- ✓ Social
- ✓ Intellectual
- ✓ Environmental
- ✓ Occupational
- ✓ Creative

MARKETABLE SKILLS

- ✓ Career and Self-Development
- ✓ Communication
- ✓ Critical Thinking
- ✓ Leadership
- ✓ Professionalism
- ✓ Teamwork

THEORETICAL FRAMEWORK

Baxter Magolda (2001) Self-development
Learning domains from Learning Reconsidered, Council for the Advancement of Standards (CAS)

UNT HOUSING RESIDENTIAL CURRICULUM

IMPACT STATEMENT

We help students develop the practical skills necessary to live and work responsibly in a global community.

INPUTS

Staff Time
Budget
Students
Supportive Technologies
Department Partners
Campus Stakeholders

ACTIVITIES

Community circles
RA active programs
All hall programs
Student success meetings
Intentional conversations
Welcome signs, door decorations, and bulletin boards
Roommate success plans
Clifton Strengths Training

OUTPUTS

Number of residents
Number of programs
Event attendance
Resident retention
Resident GPA
Number of students involved elsewhere on campus
Number of intentional conversations

OUTCOMES

FOUNDATIONAL

Students will be able to identify and utilize campus resources that will support their success

Students will be able to examine various career choices and how they align with their major/academic plan

Students will be able to interact respectfully with those from diverse backgrounds

Students will be able to demonstrate active listening techniques

INTERMEDIATE

Students will be able to implement personal management skills

Students will be able to set and pursue career-related goals

Students will understand how they are part of an interconnected world

Students will be able to employ collaborative conflict resolution skills that promote problem-solving

Students will be able to develop and maintain positive relationships with others that contribute to a supportive community

ADVANCED

Students will demonstrate consistent autonomy in managing their daily lives

Students will actively integrate their strengths, values, and career goals to create a cohesive and strategic career plan

Students will be able to engage in meaningful interactions and collaborations within a global community

Students will be able to lead and mediate complex conversations and conflicts within diverse groups, demonstrating advanced interpersonal and conflict resolution skill

WELLNESS WHEEL

- ✓ Social
- ✓ Emotional
- ✓ Occupational
- ✓ Creative

MARKETABLE SKILLS

- ✓ Leadership
- ✓ Career & Self-Development
- ✓ Communication
- ✓ Teamwork
- ✓ Professionalism

THEORETICAL FRAMEWORK

Community Cultural Wealth (Yosso 2005). Tinto's Model of Student Retention (1975). Theory of Student Involvement (Astin 1999). Theory of Cognitive Development (Vygotsky, 1978). Hoekema's Model of Student Discipline (1994).

OFFICE OF DISABILITY ACCESS

IMPACT STATEMENT

Providing access so all students have what they need for success

INPUTS

Budget
Staff Collaborators
Faculty Collaborators
Staff
Office space
Assistive technology products

ACTIVITIES

Accommodation assistance
Outreach
Cross-campus committees
Staff and student training
Testing Center
Internship program
Modifications and content capture
Assistive tech loan program

OUTPUTS

Number of students served
Number of 1:1 meetings
Number of trainings
Number of collaborations
Student retention
Student GPA
Meeting facilitation tracking

OUTCOMES

FOUNDATIONAL

Establish basic understanding of rights
Understand accommodation process
Develop personal responsibility
Ability to assess personal barriers
Learn to participate effectively
Increase confidence in communication
Develop self-advocacy
Learn to utilize assistive technologies
Increase employee knowledge on needs

INTERMEDIATE

Demonstrate understanding of rights
Ability to independently advocate
Learn to fully access accommodations
Develop self-management techniques
Comfortable taking notes in all settings
Directly articulate limitations and needs
Demonstrate critical thinking skills
Demonstrate effective teamwork
Ability to participate with confidence

ADVANCED

Ability to help peers advocate
Assess system barriers and difficulties
Firm knowledge of rights
Demonstrate academic/social belonging
Ability to self-advocate off campus
Achieve self-awareness of strengths
Ability to advocate without ODA help
Demonstrate student lead advocacy

WELLNESS WHEEL

- ✓ Physical
- ✓ Social
- ✓ Emotional
- ✓ Intellectual
- ✓ Occupational

MARKETABLE SKILLS

- ✓ Self-advocacy
- ✓ Communication
- ✓ Social Skills
- ✓ Time management

THEORETICAL FRAMEWORK

ODA provides services in line with best practices in the field and abides by theoretical frameworks of federal and state policy such as the Americans with Disabilities Act

OTP ORIENTATION PROGRAMS

IMPACT STATEMENT

Helping new students and their families become members of the Mean Green Family.

INPUTS

Staff
Budget
Sponsorship Program
Student Employees
Facilities
Campus Partners
Supportive Technologies

ACTIVITIES

Undergraduate Orientation program
Graduate Orientation program
Online Orientation
Parent & Family Orientation
College success sessions
Campus resource fairs

OUTPUTS

New student enrollment
Parent and family participation
Parent Association memberships
Scholarships and incentives for registration

OUTCOMES

FOUNDATIONAL

Develop plans and goals for one's future career
Assume duties or positions that will help one progress professionally
Show an awareness of own strengths and areas for development
Develop institutional knowledge
Communicate in a clear and organized manner so that others can effectively understand
Act with integrity and accountability to self, others, and the organization

INTERMEDIATE

Lead small group meetings
Assist with university recruitment activities
Multi-task well in a fast-paced environment
Seek out and leverage diverse resources and feedback from others to inform direction
Use innovative thinking to go beyond traditional methods
Prioritize and complete tasks to accomplish organizational goals
Collaborate with others to achieve common goals

ADVANCED

Master public speaking skills
Engage prospective students and families
Make decisions and solve problems using sound, inclusive reasoning and judgment
Serve as a role model to others by approaching tasks with confidence and a positive attitude
Plan, initiate, manage, complete, and evaluate projects
Show a high level of dedication toward doing a good job
Practice active listening
Be accountable for individual and team responsibilities and deliverables

WELLNESS WHEEL

- ✓ Emotional
- ✓ Social
- ✓ Creative
- ✓ Occupational

MARKETABLE SKILLS

- ✓ Career and Self-Development
- ✓ Communication
- ✓ Critical Thinking
- ✓ Leadership

THEORETICAL FRAMEWORK

NODA Core Competencies
CAS Standards

OTP TRANSITION PROGRAMS

IMPACT STATEMENT

Helping students create connections with the UNT community.

INPUTS

Staff
Mentors
Student Service Fee Allocation
Sponsorship Program
Student Employees
Facilities
Campus Partners
Supportive Technologies

ACTIVITIES

Welcome week initiatives
Transfer Center programs
ACCESS Mentoring
Professional development and training

OUTPUTS

First Year student persistence
Number of students supported
Student retention
Number of programs
Number of Workshops

OUTCOMES

FOUNDATIONAL

Build connections to the university
Build relationships on campus
Display curiosity; seek out opportunities to learn
Communicate in a clear and organized manner so that others can effectively understand"

INTERMEDIATE

Engage in campus support services
Seek out and leverage diverse resources and feedback from others to inform direction
Participate in campus activities
Maintain a positive personal brand in alignment with organization and personal career values.

ADVANCED

Persist from semester to semester until graduation
Employ active listening, persuasion, and influencing skills
Make decisions and solve problems using sound, inclusive reasoning and judgment
Serve as a role model to others by approaching tasks with confidence and a positive attitude
Plan, initiate, manage, complete, and evaluate projects
Demonstrate resilience when faced with difficult feedback and/or problems

WELLNESS WHEEL

- ✓ Emotional
- ✓ Social
- ✓ Intellectual
- ✓ Environmental

MARKETABLE SKILLS

- ✓ Career and Self-Development
- ✓ Communication
- ✓ Critical Thinking
- ✓ Leadership
- ✓ Teamwork
- ✓ Resilience

THEORETICAL FRAMEWORK

NODA Core Competencies
Schlossberg's Transition Theory

PUSH

IMPACT STATEMENT

The PUSH program provides a network of support to assist students with experience in foster care in achieving success of each student, enabling them to arrive and thrive on campus.

INPUTS

Funds
Budget
Donors
Campus Partners
External Partners
Staff
Graduate Assistants
Interns
Physical Space
Materials and Supplies

ACTIVITIES

Summer bridge
Academic advising and support
Career guidance
Financial guidance
Peer and Faculty mentorship
Team and 1:1 member meetings
Community outreach
Alumni events

OUTPUTS

Number of new recruitments
Member retention
Graduation rates
GPA tracking
Number of touchpoints
Time spent with students
Increased student access to higher ed

OUTCOMES

FOUNDATIONAL

Ability to identify resources
Ability to identify helpful individuals
Ability to advocate for their needs
Ability to access campus resources
Develop time management skills
Begin to develop critical thinking skills
Develop professional communication
Develop organizational skills
Develop problem solving strategies

INTERMEDIATE

Demonstrate ability for self-advocacy
Demonstrate ability to support others
Establish and maintain resources
Ability to make commitments
Demonstrate financial responsibility
Identify career goals
Identify personal goals
Establish social networks
Demonstrate organizational skills
Demonstrate critical thinking
Demonstrate professional communication skills

ADVANCED

Lead critical thinking in group setting
Effectively apply financial skills
Able to teach money management skills
Ability to analyze complex problems
Ability to resolve complex conflicts
Ability to collaborate on shared goals
Ability to apply and interview for jobs with confidence
Demonstrates leadership with or without direction
Ability to teach other marketable skills

WELLNESS WHEEL

- ✓ Financial
- ✓ Occupational
- ✓ Intellectual
- ✓ Emotional
- ✓ Social

MARKETABLE SKILLS

- ✓ Leadership
- ✓ Critical Thinking
- ✓ Professionalism
- ✓ Communication
- ✓ Teamwork
- ✓ Career and Self-Development

THEORETICAL FRAMEWORK

Trauma-Informed best practices, Maslow's Hierarchy of Needs

RECREATION SPORTS AQUATICS

IMPACT STATEMENT

We strive to provide the kind of recreational experiences that not only support the wellness of the UNT community but inspire it.

INPUTS

Staff
Budget
Student Employees
Facilities
Campus Partners
Community Partners
Supportive Technologies

ACTIVITIES

In-services training
Instructor-level American Red Cross certifications
Swim lessons
Lifeguard service
Lifeguard certification courses
Swim Challenges
Feedback surveys

OUTPUTS

Participation numbers
Attendance count
Instructor count
Student retention
Student GPA
Program count
Lesson count and type
Student satisfaction

OUTCOMES

FOUNDATIONAL

Understanding the components of water safety
Describe and explain the benefits of full-body, low-impact exercise
Increased confidence in and around water
Show an awareness of own strengths and areas for development
Display curiosity; seek out opportunities to learn
Show punctuality when participating in and leading programs
Understand basic risk management concepts

INTERMEDIATE

Practicing water safety techniques
Demonstrate full-body, low-impact exercise
Build strong, positive working relationships with all team members
Demonstrate accountability for individual and team responsibilities
Ask appropriate questions for specific information from supervisors, specialists, and others
Communicate in a clear and organized manner so that others can effectively understand

ADVANCED

Demonstrate dependability when leading programs and facilitating lessons
Plan and facilitate curriculum that is clear and evidence-based
Lead risk management trainings and act when participants are in compromising, risky situations
Lead risk medical trainings and act when participants are in compromising, medically threatening situations
Proactively anticipate needs
Prioritize action steps
Serve as a role model to others by approaching tasks with confidence and a positive attitude

WELLNESS WHEEL

- ✓ Emotional
- ✓ Social
- ✓ Physical

MARKETABLE SKILLS

- ✓ Career and Self-Development
- ✓ Communication
- ✓ Critical Thinking
- ✓ Leadership
- ✓ Professionalism
- ✓ Teamwork

THEORETICAL FRAMEWORK

CPR/AED and First Aid training. Lifeguard training. Safety and risk management.

RECREATION SPORTS GROUP FITNESS

IMPACT STATEMENT

We strive to provide the kind of recreational experiences that not only support the wellness of the UNT community but inspire it.

INPUTS

Staff
Budget
Curriculum
Student Employees
Facilities
Campus Partners
Community Partners
Supportive Technologies

ACTIVITIES

Acquiring certifications from accredited organizations like ACE, NASM, AFAA
Learning fundamental principles of class design, choreography, and cueing
Shadowing experienced instructors
Teaching classes
Mentoring new instructors
Monthly workshops
Outreach

OUTPUTS

Student Memberships
Participation/Attendance Count
Instructor Count
Program Count
Outreach
Fitness Classes Count and Type
Student Satisfaction

OUTCOMES

FOUNDATIONAL

Increased confidence managing one's health
Personal efficacy
Recall how physical activity can reduce stress
Self-management
Recall proper fitness techniques
Identify proper gym etiquette
Recall specific technical skills needed for designated tasks
Be present and prepared

INTERMEDIATE

Practice proper fitness techniques
Practice working out to reduce stress
Explain the proper techniques
Show an awareness of ones strengths and areas for development
Communicate in a clear organized manner
Promptly inform relevant others when needing guidance with assigned tasks
Maintain a positive personal brand in alignment with organization
Demonstrate dependability
Collaborate with others to achieve common goals

ADVANCED

Assemble and organize a consistent and reliable class schedule
Problem solving when daily routines do not go as planned
Design curriculum to teach gym etiquette to group fitness participants
Effectively manage conflict and interact with and respect diverse personalities
Teach technical skills needed for designated tasks and proper technique
Create fun, safe, and social environments to increase student retention
Create a welcoming environment so students feel like they belong

WELLNESS WHEEL

- ✓ Emotional
- ✓ Social
- ✓ Physical

MARKETABLE SKILLS

- ✓ Career and Self-Development
- ✓ Communication
- ✓ Critical Thinking
- ✓ Leadership
- ✓ Professionalism
- ✓ Teamwork

THEORETICAL FRAMEWORK

ACE, NASM, AFAA certifications

CAMPUS RECREATION WEIGHT ROOM

IMPACT STATEMENT

The university's weight room aids student success by promoting physical fitness, which reduces stress, enhances brain health, and improves both overall well-being and academic performance.

INPUTS

Budget for equipment and facilities management
 Full time staff
 Student staff
 Equipment
 Physical space
 Students, faculty, and staff

ACTIVITIES

Personal training
 I:I training sessions
 Customized weight training
 Small group training sessions
 Weight Room 101
 Weight room supervision
 Fitness events
 Collaborating with campus orgs/dept.

OUTPUTS

PT packages redeemed
 Number of special events
 Number of personal trainers
 Rate of weight room utilization
 Attendance at special events
 Client satisfaction
 Retention and GPA analysis
 Demographics of users

OUTCOMES

FOUNDATIONAL

Increase confidence managing health
 Personal Efficacy
 Recall how exercise reduces stress
 Increase knowledge and awareness of self-management techniques
 Recall proper weight lifting techniques
 Identify proper gym etiquette
 Recall risk management knowledge of safe equipment use
 Positive feedback and testimonials on staff and cleanliness

INTERMEDIATE

Practice proper weight lifting technique
 Practice working out to reduce stress
 Model safe use of equipment
 Improved fitness levels through regular participation
 Enhance knowledge of techniques and wellness practices
 Model healthier habits
 Participants gain self-assurance in their ability to navigate the recreation center amenities

ADVANCED

Demonstrated academic success in correlation with consistent exercise
 Leadership development as participants become trainers or fitness ambassadors
 Health promotion through long-term engagement in fitness activities that can reduce risk of chronic disease
 Weight room establishes itself as a central hub for campus culture prioritizing physical activity and self-care

WELLNESS WHEEL

- ✓ Intellectual
- ✓ Occupational
- ✓ Financial
- ✓ Social
- ✓ Emotional

MARKETABLE SKILLS

- ✓ Time Management
- ✓ Communication
- ✓ Critical Thinking

THEORETICAL FRAMEWORK

Transtheoretical model (stages of change), Ecological model of health behaviors

CAMPUS ACTIVITIES

IMPACT STATEMENT

Promotes a sense of community and citizenship, while serving to enhance the social, intellectual and developmental growth of students while engaging with the university community.

INPUTS

- Budget
- Officers
- Staff
- Graduate assistants
- Campus and external partners
- Physical space
- Supplies
- Technology

ACTIVITIES

- Earth Fest
- Founder's Day
- Homecoming
- Mean Green Blowout
- Mean Green Fling
- Mean Green Spring Fling
- University Day

OUTPUTS

- Number of events
- Event attendance tracking
- Number of campus partners
- Number of community partners

OUTCOMES

FOUNDATIONAL

- Articulate importance of a sense of community
- Develop professionalism
- Develop social skills
- Develop effective oral communication skills

INTERMEDIATE

- Able to describe the value of a sense of community
- Demonstrate ability to seek new opportunities and resources
- Students can describe the impact campus activities have on belonging
- Students learn how to advocate for their needs and wishes

ADVANCED

- Students demonstrate knowledge of how to organize and share with campus
- Students demonstrate ability to facilitate partnerships
- Students actively advocating for and organizing campus resources

WELLNESS WHEEL

- ✓ Financial
- ✓ Occupational
- ✓ Intellectual
- ✓ Emotional
- ✓ Social

MARKETABLE SKILLS

- ✓ Career and Self-Development
- ✓ Communication
- ✓ Leadership
- ✓ Professionalism
- ✓ Teamwork

THEORETICAL FRAMEWORK

Blooms Taxonomy
Tuckman's Theory of Team Dynamics

SPIRIT GROUPS

IMPACT STATEMENT

Student Activities Spirit groups foster unity and pride, enhancing campus life by creating a lively, inclusive atmosphere.

INPUTS

Staff
Funds
Budget
Campus Partners
Student Workers
Student Leaders
Technology
Supplies

ACTIVITIES

North Texas Cheer and Scrappy
Talons
Clinics
Tryouts and Auditions
Mascot and Cheer Coaching
Bonfire
Spirit Flags
Junior Mean Green Cheer

OUTPUTS

Number of participants
Event attendance
Cheer recruitment totals
Talons recruitment totals
Number of community engagements
Persistence rates
Retention rates
GPA

OUTCOMES

FOUNDATIONAL

Develop Social Skills
Able to articulate the importance of a sense of community
Able to adhere to rigorous schedule
Develop professionalism
Develop effective oral communication skills

INTERMEDIATE

Develop leadership skills
Able to lead by example
Demonstrate sense of responsibility
Able to effectively socialize with diverse groups
Demonstrate ability to think independently
Increase organizational planning skills
Learn to balance work, life, and school
Able to advocate for their needs
Develop cultural competence

ADVANCED

Able to positively engage with community
Able to achieve a sense of belonging
Able to professionally represent UNT
Demonstrate leadership
Able to effectively engage in teamwork
Able to demonstrate critical thinking
Able to recognize and address risks
Able to effectively communicate with campus leadership

WELLNESS WHEEL

- ✓ Intellectual
- ✓ Emotional
- ✓ Social
- ✓ Physical

MARKETABLE SKILLS

- ✓ Career and Self-Development
- ✓ Communication
- ✓ Critical Thinking
- ✓ Leadership
- ✓ Professionalism
- ✓ Teamwork

THEORETICAL FRAMEWORK

Tinto's model of Student Persistence

STUDENT ORGANIZATIONS

IMPACT STATEMENT

Promotes a sense of community, while serving to enhance the social, intellectual and developmental growth of students as individuals or as members of organizations.

INPUTS

- Budget
- Officers
- Staff
- Graduate assistants
- Campus and external partners
- Physical space
- Supplies
- Technology

ACTIVITIES

- New organizational bootcamp
- Involvement advising
- Mean Green Fling
- Project CEO
- Student Org logistical support

OUTPUTS

- Number of organizations
- Number of students recruited to organizations
- Persistence rates
- Retention rates
- GPA
- Event attendance

OUTCOMES

FOUNDATIONAL

- Articulate importance of a sense of community
- Increase customer service skills
- Develop professionalism
- Develop social skills
- Develop technology skills
- Develop effective oral communication skills

INTERMEDIATE

- Develop leadership skills
- Self-advocacy
- Develop cultural competence
- Foster a sense of community
- Demonstrate curiosity
- Develop public speaking skills
- Develop organization/management skills
- Learning to balance leadership, school, and life
- Develop event planning skills

ADVANCED

- Help other student connect to UNT
- Demonstrate ability to seek and embrace development opportunities
- Peer to peer leadership skills
- Apply critical thinking in problem solving
- Demonstrate ability to manage risk
- Effectively lead in collaboration/teamwork
- Ability to translate co-curricular experiences into marketable skills

WELLNESS WHEEL

- ✓ Financial
- ✓ Occupational
- ✓ Intellectual
- ✓ Emotional
- ✓ Social

MARKETABLE SKILLS

- ✓ Career and Self-Development
- ✓ Communication
- ✓ Critical Thinking
- ✓ Leadership
- ✓ Professionalism
- ✓ Teamwork

THEORETICAL FRAMEWORK

Blooms Taxonomy
Tuckman's Theory of Team Dynamics

TEXAS LEADERSHIP PROGRAM

IMPACT STATEMENT

Fostering community wellbeing and societal growth.

INPUTS

- Funding
- Staff
- Curriculum
- Partnerships
- Facilities
- Participants

ACTIVITIES

- Mentorship
- Recruitment
- Orientation
- Curriculum delivery
- Community service
- Workshops and Events
- Conference
- Capstone projects

OUTPUTS

- Number of participants
- Number of sessions
- Number of mentors
- Hours of community service
- Attendance at workshops
- Program evaluations and satisfaction
- Alumni engagement tracking

OUTCOMES

FOUNDATIONAL

- Identify different types of leadership
- Identify value of professional networks
- See value of community partnerships
- Identify components of mentorship
- Identify career training needs
- Identify future career goals
- Identify future personal goals
- Understand value of graduate degrees
- Understand value of certifications
- Explore credentials necessary for goals
- Explore personal strengths

INTERMEDIATE

- Ability to lead in academic settings
- Ability to communicate professionally
- Demonstrate dependability
- Demonstrate preparedness
- Demonstrate to navigate change
- Foster positive working relationships
- Ability to remain open to new tech
- Ability to identify goals with timelines
- Identify personal strengths

ADVANCED

- Create curricular materials
- Present clearly at annual conference
- Consistent follow through on projects
- Show consistent time management
- Establish active listening skills
- Gather and analyze information
- Effectively state actions and rationale
- Recognize diverse perspectives
- Ability to build trust and lead
- Develop positive personal brand
- Employ personal strengths
- Ability to construct original ideas
- Mentor peers using new skills

WELLNESS WHEEL

- ✓ Social
- ✓ Intellectual
- ✓ Occupational
- ✓ Environmental

MARKETABLE SKILLS

- ✓ Career and Self-Development
- ✓ Communication
- ✓ Critical Thinking
- ✓ Leadership
- ✓ Professionalism
- ✓ Teamwork

THEORETICAL FRAMEWORK

High Impact Practices, Living Learning Community program framework, NACE marketable skills.

DSA TRIO PROGRAMS

IMPACT STATEMENT

TRIO encourages and assists qualifying pre-college students who have a desire to pursue a college degree and demonstrate college readiness.

INPUTS

UNT staff
 School district partnerships
 UB Students and Parents
 TRIO funds
 Supplies
 Facilities
 Volunteers
 Technology (Canvas, Lacai)
 GRADS curriculum
 College coach mentors

ACTIVITIES

College prep advising
 Counseling
 Career exploration
 Mentoring
 Workshops
 Test prep
 Summer bridge and field trip programs
 Academic support

OUTPUTS

Number of student contacts
 Number of workshops
 Number of participants
 Attendance at college visits
 Student persistence
 Dual credit and AP participation
 6 year graduation rates
 Students enrolling in AP courses
 HS graduation rates

OUTCOMES

FOUNDATIONAL

Gather information to assist decisions
 Develop self-awareness of strengths
 Develop personal preparation
 Understanding application process
 Develop understanding of financial aid
 Participate in self-improvement
 Able to identify resources
 Understand how to lay out goals
 Understand personal needs/strengths
 Increase career exploration awareness
 Learn testing strategies
 Increase knowledge of college benefits

INTERMEDIATE

Develop plans and goals for future
 Explore college benefits
 Understand value of college program
 Make decisions with informed info
 Analyze cost to make informed choices
 Develop self-improvement strategies
 Appropriately prioritize next steps
 Demonstrate self-advocacy
 Ability to articulate career interests
 Practice new test taking skills
 Understand benefits of higher ed
 Able to effectively explore careers

ADVANCED

Realize the value of college education
 Achieve self-advocacy in college
 Ability to support peers in their path
 Fully utilize study and testing strategies
 Demonstrate ability to successfully navigate their college careers
 Demonstrate interview skills
 Ability to develop a strong resume
 Demonstrate leadership with other students

WELLNESS WHEEL

- ✓ Environmental
- ✓ Occupational
- ✓ Intellectual
- ✓ Creative
- ✓ Social
- ✓ Financial

MARKETABLE SKILLS

- ✓ Career and Self-Development
- ✓ Communication
- ✓ Critical Thinking
- ✓ Equity and Inclusion
- ✓ Professionalism
- ✓ Teamwork

THEORETICAL FRAMEWORK

U.S. Department of Education guidance, Find the Fit, College Success Coaching (Castleman, Page, Schooley, 2014) Competitive Preference Points

TRIO

STUDENT SUPPORT SERVICES

IMPACT STATEMENT

Motivating students toward postsecondary education success.

INPUTS

Evidenced-based research
 Funding
 Staff
 Technology applications and software
 UNT collaborations

ACTIVITIES

Academic coaching
 Admissions and financial aid
 Community service
 Graduate school exploration
 Leadership
 Mentoring
 Study abroad
 Tutoring

OUTPUTS

Cost per student participant
 Count and type of services provided
 GPA tracking
 Graduation rates
 Number of students employed
 Number of students entering graduate or professional schools
 Program attendance, retention, completion and satisfaction
 Time spent for student interventions

OUTCOMES

FOUNDATIONAL

Increase communication and decision-making skills
 Increased knowledge of how to be present and prepared during programs
 Increased self-esteem, validation and perseverance
 Knowledge increase in GPA, graduate school and financial wellness
 Knowledge of the value of higher education
 Voluntarily participate in further education or career development

INTERMEDIATE

Enhance leadership and citizenship skills
 Maintain relationships with people who can help one professionally
 Make decisions using sound, inclusive reasoning and judgment
 Prioritize and complete tasks to accomplish organizational goals
 Be accountable for individual and team responsibilities and deliverables
 Employ personal strengths, knowledge and talents
 Develop career plans and goals
 Build strong, positive personal and professional working relationships

ADVANCED

Collaborate with others to achieve common goals
 Demonstrate dependability
 Leverage relationships with people who can help one professionally
 Maximize academic performance
 Motivate others by encouraging them and by building mutual trust
 Professionally advocate for oneself and others
 Show a high level of dedication in completing tasks
 Solve problems using sound, inclusive reasoning and judgment

WELLNESS WHEEL

- ✓ Emotional
- ✓ Social
- ✓ Environmental
- ✓ Occupational
- ✓ Financial

MARKETABLE SKILLS

- ✓ Career and Self-Development
- ✓ Communication
- ✓ Teamwork
- ✓ Professionalism
- ✓ Leadership
- ✓ Critical Thinking

THEORETICAL FRAMEWORK

Tinto's Theory of Early Student Departure; U.S. Department of Education Guidance

TALENT SEARCH TRIO

IMPACT STATEMENT

TRIO Talent Search encourages and assists qualifying pre-college students who have a desire to pursue a college degree and demonstrate college readiness.

INPUTS

UNT staff
 School district partnerships
 TRIO funds
 Staff time
 Facilities
 Volunteers
 Technology
 GRADS curriculum
 College coach mentors

ACTIVITIES

College prep advising
 Counseling
 Career exploration
 Mentoring
 Workshops
 Test prep
 Summer bridge programs
 Academic support

OUTPUTS

Number of student contacts
 Number of workshops
 Number of participants
 Attendance at college visits
 Student persistence
 6 year graduation rates
 Students enrolling in AP courses
 HS graduation rates

OUTCOMES

FOUNDATIONAL

Gather information to assist decisions
 Develop self-awareness of strengths
 Develop personal preparation
 Understanding application process
 Develop understanding of financial aid
 Participate in self-improvement
 Able to identify resources
 Understand how to lay out goals
 Understand personal needs/strengths

INTERMEDIATE

Develop plans and goals for future
 Explore college benefits
 Understand value of college program
 Make decisions with informed info
 Analyze cost to make informed choices
 Develop self-improvement strategies
 Appropriately prioritize next steps
 Demonstrate self-advocacy
 Ability to articulate career interests

ADVANCED

Realize the value of college education
 Achieve self-advocacy in college
 Ability to support peers in their path

WELLNESS WHEEL

- ✓ Environmental
- ✓ Occupational
- ✓ Intellectual
- ✓ Creative
- ✓ Social
- ✓ Financial

MARKETABLE SKILLS

- ✓ Career and Self-Development
- ✓ Communication
- ✓ Critical Thinking
- ✓ Equity and Inclusion
- ✓ Professionalism
- ✓ Teamwork

THEORETICAL FRAMEWORK

College Success Coaching (Castleman, Page, Schooley, 2014) Competitive Preference Points; Dept. of Education

TRIO HEB

IMPACT STATEMENT

Providing essential academic support and resources, significantly improving college access, retention, and graduation rates

INPUTS

TRIO Funding
 UNT Staff
 Target Schools
 UB Students & Parents
 UNT/Community Partnerships
 Supplies
 Volunteers
 Technology (Canvas, Lacai, etc)
 Collaborators

ACTIVITIES

SAT Bootcamp
 Student Workshops
 Rising Senior Bootcamp
 Summer Field Trips
 Parent Programming
 Lunch and Learn
 Academic Advising I:I
 College Selection & Admittance

OUTPUTS

Program Attendance
 Number of Services Offered
 Class Rank
 Retention, Persistence, and Graduation
 Dual Credit, IB, & AP Participation
 FAFSA Completions
 College Acceptances
 SAT, TSI, ACT Scores
 Total of Student Scholarship Amounts
 Community Service Hours

OUTCOMES

FOUNDATIONAL

Increase in Awareness/Knowledge in Career Exploration, Financial Literacy, & Financial Aid
 Learn basic skills for standardized test taking
 Increased knowledge about the benefits of college
 Increased knowledge of services provided by postsecondary institutions

INTERMEDIATE

Practice learned skills to improve testing scores and overall GPA
 Participate in a college tour to see and experience services and opportunities available on campus
 Realize the benefits of and apply for postsecondary education
 Recall how to be prepared for postsecondary education
 Increase knowledge on academic subjects
 Understand personality assessments and how they relate to professionalism

ADVANCED

Improved scores on standardized testing, college exams, and overall GPA
 Be accepted into, attend and graduate from a postsecondary education institution
 Display curiosity and motivation for career exploration

WELLNESS WHEEL

- ✓ Emotional
- ✓ Social
- ✓ Intellectual
- ✓ Occupational
- ✓ Creative
- ✓ Financial

MARKETABLE SKILLS

- ✓ Career and Self-Development
- ✓ Communication
- ✓ Critical Thinking
- ✓ Technology
- ✓ Professionalism

THEORETICAL FRAMEWORK

U.S. Department of Education

UPWARD BOUND TRIO

IMPACT STATEMENT

The UNT Upward Bound program helps students graduate high school and transition to college with academic support and summer programming, empowering them to thrive.

INPUTS

TRIO Funding
 UNT UB Staff
 Target Schools
 UB Students & Parents
 UNT/Community Partnerships
 AY/SC Teachers, Tutors, & RAs
 SOAR Mentors
 Facilities
 Supplies
 Volunteers

ACTIVITIES

Academic Advising
 Career Exploration
 Mentoring
 Target School Visits
 AY/SC Instruction
 Academic Tutoring
 Enrichment Activities
 Financial Literacy Education
 College Readiness Classes/Workshops

OUTPUTS

Attendance for all programs
 GPA
 High school retention, persistence, and graduation rates
 Dual credit & AP participation rates
 FAFSA completions
 College acceptances

OUTCOMES

FOUNDATIONAL

Increase in Awareness/Knowledge in Career Exploration, Financial Literacy, & Financial Aid
 Learn basic skills for standardized test taking
 Increased knowledge about the benefits of college
 Increased knowledge of services provided by postsecondary institutions

INTERMEDIATE

Practice learned skills to improve testing scores and overall GPA
 Participate in a college tour to see and experience services and opportunities available on campus
 Realize the benefits of and apply for postsecondary education
 Recall how to be prepared for postsecondary education
 Increase knowledge on academic subjects
 Understand personality assessments and how they relate to professionalism
 Participate in career exploration

ADVANCED

Improved scores on standardized testing, college exams, and overall GPA
 Be accepted into, attend and graduate from a postsecondary education institution
 Display curiosity and motivation for career exploration

WELLNESS WHEEL

- ✓ Financial
- ✓ Occupational
- ✓ Intellectual
- ✓ Emotional
- ✓ Social

MARKETABLE SKILLS

- ✓ Professionalism
- ✓ Career and Self-Development
- ✓ Critical Thinking
- ✓ Communication

THEORETICAL FRAMEWORK

U.S. Department of Education

VETERAN SERVICES

IMPACT STATEMENT

UNT's forward operating base for student success on campus

INPUTS

Staff
Campus Partnerships
Community Partnerships
Budget
Student Employees
Campus Space

ACTIVITIES

Resume Workshops
Student Organizations
One Stop Shop Management
Partnership with VFW
Tabling
Presentations about Benefits
Green Zone Training

OUTPUTS

Number of Community Service Hours
Number of Programs
Number of Trainings
Student Engagement Touch Points
Number of Student Meetings
Number of Employer Relations Engagements
Number of Referrals

OUTCOMES

FOUNDATIONAL

Be present and prepared
Increased knowledge of financial literacy
Develop plans and goals for one's future career
Identify ways to navigate higher education

INTERMEDIATE

Show a high level of dedication toward doing a good job
Use technology to improve efficiency and productivity of their work
Establish, maintain, and/or leverage relationships
Assume duties or positions that will help one progress professionally
Professionally advocate for oneself
Increased sense of belonging at UNT
Increased connection with veteran peers
Demonstrate adapting military skills to civilian life

ADVANCED

Communicate in a clear and organized manner so that others can effectively understand
Make decisions and solve problems using sound, inclusive reasoning and judgment
Inspire, persuade, and motivate self and others under a shared vision
Serve as a role model to others by approaching tasks with confidence and a positive attitude
Plan, initiate, manage, complete, and evaluate projects
Act equitably with integrity and accountability to self, others, and the organization

WELLNESS WHEEL

- ✓ Financial
- ✓ Occupational
- ✓ Emotional
- ✓ Social

MARKETABLE SKILLS

- ✓ Professionalism
- ✓ Career and Self-Development
- ✓ Critical Thinking
- ✓ Communication
- ✓ Technology
- ✓ Leadership

THEORETICAL FRAMEWORK

Astin's Student Involvement Theory.
Tinto's Theory of Student Departure. Self-Determination Theory (Deci & Ryan).

WE MEAN GREEN FUND

IMPACT STATEMENT

WMGF is a student-funded resource in support of campus environmental sustainability projects that are developed and led by students, staff, and faculty.

INPUTS

Staff Time
 Operating Budget
 Project Funds
 Campus Partners
 Student Volunteers
 Student Committee
 Physical Space
 Materials and Supplies

ACTIVITIES

Campus Race to Zero Waste
 Community Garden
 WMGF Committee
 Natural Dye Garden
 Bee Campus Committee
 Proposal Meetings

OUTPUTS

Social Media Content
 Campus Collaborations
 Retention of Student Volunteers
 Number of Student Volunteers
 Number of Returning Volunteers
 Number of Completed Student Projects
 Proposal Submitted/Accepted
 Garden Yields

OUTCOMES

FOUNDATIONAL

Increased education about zero-waste and low-waste lifestyles
 Increased education about low-waste practices and resources on campus
 Increased education about sustainability in art
 Increased education about environmental sustainability and its importance
 Ability for student volunteers to identify processes of growing food
 Recalling organic growing practices and their importance

INTERMEDIATE

Applying growing food processes
 Applying organic food growing practices
 Applying gardening processes in the sphere of sustainability and environmental stewardship
 Educate about pollinator's role in environmental improvements
 Be present and prepared
 Demonstrate dependability
 Manipulate information, construct ideas, and use technology to achieve strategic goals
 Communicate effectively with stakeholders

ADVANCED

Instilling responsibility for environment and how it connects to human life
 Write clear and concise proposals
 Implement sustainable initiatives
 Collaborate to achieve common goals
 Strategically assess program/project outcomes
 Applying a rubric when making funding decisions
 Build strong, positive working relationships with team
 Teaching responsibility for environment and how it connects with human lived experience

WELLNESS WHEEL

- ✓ Physical
- ✓ Financial
- ✓ Creative
- ✓ Intellectual
- ✓ Occupational
- ✓ Environmental

MARKETABLE SKILLS

- ✓ Critical Thinking
- ✓ Teamwork
- ✓ Leadership
- ✓ Technology
- ✓ Communication

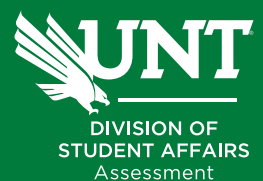
THEORETICAL FRAMEWORK

Socio-ecological systems framework -
 Interconnectivity between societies and the ecosystems they reside within.



Division of Student Affairs Assessment

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Assessment Tracking Map (ATM)¹

Academic year:

Dept./Unit:

Contact:

GOAL	ACTIVITY	Measure	ASSESSMENT	USE OF RESULTS	TIMELINE
<p>Which learning outcome do you want to measure?</p>	<p>How do I plan to do it?</p>	<p>What measure will you use to collect direct assessment data?</p>	<p>How will I know if I am successful? What output and outcome metrics will you track?</p>	<p>What will I do next? Who are my stakeholders?</p>	

¹ This ATM was developed by Dr. Jane Marie Souza of the University of Rochester.

Ecocycle

Analyze the Full Portfolio of Activities and Relationships to Identify Obstacles and Opportunities for Progress

