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2016 – 2017 Annual Report and Assessment and Outcomes Report Guidelines

Based on the OUE Assessment Committee's feedback, some revisions to last year's assessment reporting process have been made. You will submit two reports 1) an Annual Report and 2) an Assessment and Outcomes Report. These reports are separate and distinct but may contain overlapping information. The Annual Report should focus on your unit's and staff highlights, trends, and key accomplishments. The focus of the Assessment and Outcomes Report should be on the assessment of the previous year's expected outcomes as well as goal setting for the upcoming year. **Both reports are due by June 1, 2017.**

The data collected for the Annual Report and the Assessment and Outcomes Report should include **Summer 2016, Fall 2016, and Spring 2017**. If there are programs in your unit that extend before/after this period, please include those as appropriate. Information on the content and format of the reports are as follows:

I. ANNUAL REPORT GUIDELINES

This report should include the following (**and be no more than 5 pages, excluding appendices**):

1. **Table of Contents**
   Your table of contents should include the following 3 major headings:

   A. Overview, Highlights, Trends, and Key Accomplishments
   B. Staff Highlights
   C. Appendix

For units with different programs, you may list each program as a subheading under A. **(Please see Appendix A for a sample TOC).**

2. **Overview, Highlights, Trends, and Key Accomplishments**
   What were the key successes and highlights of your programs during the past year? (This is the section to demonstrate the impact you have on students you serve and to "tell your story." Examples of content to include: description of programs/activities/events that your unit coordinated or sponsored; key data, trends, and statistics from programs*, including student demographics and participation levels/attendance; historical trends, and other data as appropriate (may include tables/figures in appendices); student testimonials, quotes and/or photos could also be included. **Charts, tables, figures should always have some narrative, even if it is just one sentence, to give context to the reader.**
     (*NOTE: please do not use identifiable or individual student-level data).

3. **Staff Highlights** (Select 5 – 8 to include in your report)
   Examples of content to include: new staff members, promotions, staff accomplishments/awards, conferences attended and sessions/papers presented; campus service (committee work or related projects); please do <u>not</u> include a unit organizational chart.

Units are based on the current OUE organizational structure and are as follows:
- **Center for Academic Success**
- **Center for Academic Enrichment**
- **Center for Career Discovery and Development**
- **Center for Serve-Learn-Sustain**
- **Honors Program**

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II. ASSESSMENT AND OUTCOMES REPORT GUIDELINES

1. <u>**Mission Statement:**</u> Provide a brief description of the unit's mission and <u>its relationship to OUE and the institute's mission and strategic plan</u>. Keep in mind the following questions when formulating your unit's mission:
   - What do we do?
   - How do we do it?
   - For whom do we do it?
   - What value are we bringing?

2. <u>**Outcomes**</u>: List of the 3-5 outcomes for each program/unit, previously developed, for the 2016-17 academic year. [For units with multiple programs, they may be broken down by program (*e.g.* CAE might include outcomes for GT1000, UROP, ThinkBig, etc. as well as for the overall unit)]. These outcomes should be specific, measureable, and related to the unit and Institute's mission and goals. <mark>**See Appendix B for tips on writing outcomes.**</mark>

3. <u>**Measures**</u>: Description of ways in which the unit measured and assessed its progress in achieving its targeted outcomes, and a summary of the results of those efforts. This section includes the following:

   - Methods of Assessment - may include surveys, focus group feedback, scoring rubrics, interviews, syllabi review, etc.

   - Achievement Target - should be the quantitative or qualitative benchmark for success that are directly related to the operational goals of the program.

4. <u>**Results**</u>: specific results related to each assessment activity performed (e.g. survey results, summaries of focus group feedback, trend data on numbers of students served, etc.). Your results section should report on data from activities addressing your outcomes.

5. <u>**Use of Results for Improvement: Summary of changes (improvements) made in the programs or services as a result of the assessment efforts conducted over the past year.**</u> Also, include any changes the unit expects to make in the coming year to its operational outcomes (new outcomes, changes in targets, etc.); any changes the unit plans to make in assessment tools, methods, etc. Include evidence of feedback loops – (e.g., meetings to discuss those actions and improvement plans made as a result of the year's assessment efforts, explanation of changes to the budget, etc.).

   Be sure to address the following questions:
   - What changes were made or are going to be made?
   - Which data were used & by whom to make the decision to change?
   - How will the changes be implemented?
   - Who is responsible for each piece of the implementation?
   - Evidence of feedback loops (meetings that have taken place to discuss/monitor changes/improvements, changes that were made as a result of last year's assessment activities).

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II. GENERAL FORMATTING GUIDELINES

Please follow these formatting guidelines when writing your reports.

- Submit as a single MS Word document (<mark>please do not send PDFs unless they are images/examples of program content</mark>)
- Use Times New Roman, 15-point font for major headings (Heading 1)
- Use Times New Roman, 13-point font for subheadings (Heading 2)
- Use Times New Roman, 12-point font, 0.5" margins in the body of the report
- Label Tables and Figures: **Table x: Title; Figure x: Title (Use "Figures" for graphs, charts and "Tables" for numeric data.)**
- Use tables and figures sparingly in the body of your report. You can include supplemental tables and figures in the Appendix.

A. Appendices (up to five additional pages)

- May include more detailed tables/charts as appropriate.

III.   REPORT SUBMISSION

Please submit your unit's report (one report per unit) to Dr. Carol Thurman (carol.thurman@gatech.edu) by the dates indicated in the accompanying memo.

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APPENDIX A: SAMPLE TABLE OF CONTENTS

TABLE OF CONTENTS

APPENDIX B: TIPS ON WRITING EFFECTIVE OUTCOMES

There is a distinction between a "goal" and an "outcome".
- Goal: often the output of an office/unit/program (e.g. the product or service the unit provides)
- Outcome: the tangible benefit to those who are served by the unit
- Achievement Target: the quantitative or qualitative benchmark for success

Example:
- A goal of the GT 1000 program is to produce a course that covers topics critical to first-year student success.
- An outcome of the GT 1000 program might be: "Students who complete the course will be able to craft a resume relevant to their career ambitions."
- Another outcome might be: "Students who complete GT 1000 will report increased confidence in their ability to manage their time."
- An achievement target might be: "In a random selection of student resumes, 80% of them will score an A using the Resume scoring rubric.

Types of Outcomes:

- Student Learning Outcomes (Student-centered)
- Program Outcomes (Unit-centered)

Example:
- Students will be able to explain the 10 steps in … (Student outcome)
- Students will become aware of the Fulbright Fellowship and apply for it (Program Outcome).

When writing student learning outcomes, it may be helpful to keep the following questions in mind:

1. What do you want the student to be able to do?
2. What knowledge, skill or abilities should the ideal student participant demonstrate?
3. How will students be able to demonstrate what they learned?

For program outcomes, keep in mind the following questions:

4. What do you want your *program* to accomplish?
5. How does this program and outcome fit within OUE's mission and goals?