**Academic Year 2019-20**

**ANNUAL REPORTING TEMPLATE\*:**

**Outcomes Assessment Report (OAR)**

Administrative and Academic/Student Support Services

**Due November 13, 2020**

**\****Please copy report over from the previous cycle, and update components that were coded as yellow (Needs Improvement) or red (Incomplete). Please also be sure to update any items (e.g. Outcomes) that may have changed since the previous reporting cycle.*

**Unit or Office:**

**Report Completed By:**

**Email:**

**Is this the first OAR Report you have ever authored? No** [ ]  **Yes** [ ]

**Senior Leadership (e.g. Dean, Vice President):**

**Email:**

**Date Submitted:** Click to enter a date.

**Unit Mission Statement – INSTRUCTIONS**

Each unit or office should have its own mission statement **that aligns and reflects its unique contribution to UofL’s institutional mission**. The mission statement is a brief description of the unit or office and what it does, including its purpose, areas of service responsibility, and clients served.

**UofL Mission:**

The University of Louisville pursues excellence and inclusiveness in its work to educate and serve its community through:

1. teaching diverse undergraduate, graduate, and professional students in order to develop engaged citizens, leaders, and scholars,
2. practicing and applying research, scholarship and creative activity, and
3. providing engaged service and outreach that improve the quality of life for local and global communities.

The University is committed to achieving preeminence as a nationally recognized metropolitan research university.

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| **Your Unit or Office’s Mission Statement:**  |

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| **FEEDBACK FROM IE OFFICE ONLY:** |

**Assessment Objective 1**

**Goal #1 - INSTRUCTIONS**

A goal is a broad statement that describes the overarching long-range achievements of a unit as they relate to the unit’s mission. These goals can focus on a core service or key function of the unit. The goal is usually not measurable and needs to be further developed as a separate distinguishable outcome, that when measured appropriately, provides evidence of how well you are accomplishing your goal. The goal is primarily used for general planning and is used as the starting point to the development and refinement of an outcome.

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| **Goal 1:**  |

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| **FEEDBACK FROM IE OFFICE ONLY:**  |

**Assessment Objective 1 sment Objective 1**

**Outcome #1 (operational or student learning) - INSTRUCTIONS**

An **operational outcome** is a specific statement that describes the result or impact that a critical function, service, or process will produce. The outcome needs to align to a specific goal, address a desired level of productivity, and be measurable so that its achievement can be observed and verified with evidence.

A **student learning outcome** is aligned to a specific goal and addresses a key competency achieved through involvement with a unit/office, and describes measurable learning activities associated with the competency.

**NOTE: Please report at least one outcome for each Program Goal, but no more than three. If you provide more than one outcome, please clearly identify whether it is operational or a student learning outcome.**

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| **Outcome 1:** Operational [ ]  -OR- Student Learning [ ]  (Please select one)*Describe a result or impact that a critical function, service, or process will produce (***operational outcome***).* ***–and/or-*** *Describe a key competency that students will achieve through involvement with this unit/office (***student learning outcome***).* |

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| **FEEDBACK FROM IE OFFICE ONLY:** |

**Assessment Objective 1 ent Objective 1**

**Assessment Method #1 - INSTRUCTIONS**

Method of assessment provides specific description of the identified assessment and how it will measure the results for each outcome. Include a brief description of the process used to evaluate the quality of the unit’s work. Please include a copy of the assessment if available. More than one assessment can be reported for each outcome.

**EXAMPLES:**

**1.) For Operational Outcome:** Surveys of customer satisfaction or student learning, gap analysis; delivered services vs. actual performance, focus groups, formal feedback from advisory groups or committees, compliance with industry/national standards, benchmarking with peer institutions.
**2.) For Student Learning Outcome:** Rubric (with explanation of scale), specific exam questions related to SLO, specific questions from supervisor/internship/co-op evaluation form. Please include copy of rubric, evaluation form, etc.

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| **Assessment Method 1:** *What is the measurable process used to evaluate the unit’s quality of work?*  |

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| **FEEDBACK FROM IE OFFICE ONLY:** |

**Assessment Objective 1 ment Objective 1**

**Performance Target #1 - INSTRUCTIONS**

Performance target is a specific and quantifiable criterion (e.g. percentage satisfied with service, number of clients served, percentage of students achieving outcome) that sets the minimum acceptable performance threshold for each outcome measured**.
EXAMPLES:**

1. **For Operational Outcome: 70% of students will rate our office’s communication at a 4 or higher on our customer satisfaction survey**.
2. **For Student Learning Outcome: 70% of students will perform at ‘acceptable’ or higher on the designated rubric (attached).**

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| **Performance Target 1**: *What is the minimum threshold for achievement for this particular outcome?*  |

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| **FEEDBACK FROM IE OFFICE ONLY:**  |

**Assessment Objective 1**

**Finding #1 - INSTRUCTIONS**

Provide results of the specified assessment method and indicate whether the intended target was met. **Ex. 90% of students rated our office’s communication at a 4 or higher. Target met.**

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| **Finding 1:** *Please identify the results.* |

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| **FEEDBACK FROM IE OFFICE ONLY:**  |

**Assessment Objective 1**

**Additional Notes #1 - INSTRUCTIONS**

Please include anything you think we should be aware of with regard to this goal or any questions you may have.

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| **Additional Notes 1:**   |

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| **FEEDBACK FROM IE OFFICE ONLY:**  |

**Assessment Objective 2**

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| **Goal 2:**  |

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| **FEEDBACK FROM IE OFFICE ONLY:**  |

**Assessment Objective 2**

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| **Outcome 2:** Operational [ ]  -OR- Student Learning [ ]  (Please select one)*Describe a result or impact that a critical function, service, or process will produce (***operational outcome***).* ***–and/or-*** *Describe a key competency that students will achieve through involvement with this unit/office (***student learning outcome***).* |

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| **FEEDBACK FROM IE OFFICE ONLY:** |

**Assessment Objective 2**

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| **Assessment Method 2:** *What is the measurable process used to evaluate the unit’s quality of work?* |

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| **FEEDBACK FROM IE OFFICE ONLY:** |

**Assessment Objective 2**

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| **Performance Target 2**: *What is the minimum threshold for achievement for this particular outcome?*  |

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| **FEEDBACK FROM IE OFFICE ONLY:**  |

**Assessment Objective 2**

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| **Finding 2:** *Please identify the results.* |

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| **FEEDBACK FROM IE OFFICE ONLY:**  |

**Assessment Objective 2**

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| **Additional Notes 2:**   |

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| **FEEDBACK FROM IE OFFICE ONLY:**  |

**Assessment Objective 3**

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| **Goal 3:**  |

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| **FEEDBACK FROM IE OFFICE ONLY:**  |

**Assessment Objective 3**

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| **Outcome 3:** Operational [ ]  -OR- Student Learning [ ]  (Please select one)*Describe a result or impact that a critical function, service, or process will produce (***operational outcome***).* ***–and/or-*** *Describe a key competency that students will achieve through involvement with this unit/office (***student learning outcome***).* |

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| **FEEDBACK FROM IE OFFICE ONLY:** |

**Assessment Objective 3**

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| **Assessment Method 3:** *What is the measurable process used to evaluate the unit’s quality of work?* |

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| **FEEDBACK FROM IE OFFICE ONLY:** |

**Assessment Objective 3**

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| **Performance Target 3**: *What is the minimum threshold for achievement for this particular outcome?*  |

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**Assessment Objective 3**

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| **Finding 3:** *Please identify the results.* |

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| **FEEDBACK FROM IE OFFICE ONLY:**  |

**Assessment Objective 3**

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| **Additional Notes 3:**   |

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**Action Plan**

This provides evidence of “closing the loop”, by utilizing the assessment results indicated throughout the report to indicate strategies for continuous program improvement to enhance the operation and performance of your unit.

**Previous Action Plan - INSTRUCTIONS**

In order to truly “close the loop”, it is necessary to reflect on your action plan from the previous OAR reporting cycle, to address what, if any, improvements were made, and create an action plan to move forward based on new assessment results.

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| **Last Cycle’s (2018 – 19’s) Action Plan** (*Please provide last year’s action plan as written*)**:** |

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| **FEEDBACK FROM IE OFFICE ONLY:**  |

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| **How was your previous action plan implemented?** (*Please discuss what, if any, changes were made as a result of last year’s action plan. Please indicate how you feel these changes served to improve the program, if at all*.) |

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| **FEEDBACK FROM IE OFFICE ONLY:**  |

**“Semester with an Asterisk”: Spring 2020 Transition to Remote Programming**

Please use this space to share any relevant information and/or modifications to your annual OAR reporting process. You could, for instance, address the following topics if you would like:

 - Changes your department/program made as it relates to delivery of services

 - How tracking of outcomes shifted when the semester moved to working remotely

 - How the transition to working remotely affected assessment activities

This component will not be scored; this is simply a reflective space for you to provide a brief narrative about your assessment experience during the Spring 2020 semester.

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| **Response:** |

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| **FEEDBACK FROM IE OFFICE ONLY:**  |

**New Action Plan - INSTRUCTIONS**

Based on the results of last year’s action plan, and your findings from the current Outcomes Assessment Annual Report, how will you use these assessment results to continue to improve the efficiency and effectiveness of the office/unit, and/or continue to improve the office/unit for the enhancement of student learning? If the minimum acceptable performance thresholds are continuously being met, how might you increase the expected level of performance to continue to facilitate office/unit growth and/or student growth in their educational experience?

For example, if 75% of your students annually meet the standard for the critical thinking outcome, you could consider setting the target higher to expect 85% of your students to achieve this target in the next cycle. Additionally, if the vast majority of your students annually meet your expected target, it may be an indication that you have an opportunity to increase the rigor of the program for your students.

**2019 – 20 Action Plan (Steps for 2020-21):**  *Indicate whether each Target was or was not met, and discuss what actions will be taken.*

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| Please identify which Targets **WERE** met:Please identify action steps for each of the above targets: |

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| **FEEDBACK FROM IE OFFICE ONLY:**  |

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| Please identify which Targets were **NOT** met:Please identify action steps for each of the above targets: |

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| **FEEDBACK FROM IE OFFICE ONLY:**  |

**Additional Items (optional)**

If you wish to include additional goals, outcomes, and measures/targets/findings, please use this generic form. If you are adding a goal or measure/target/finding that align to one of the items listed above, simply note that below.

Copy this page as many times as needed.

**Goal**:

**Outcome:**

**Assessment Method:**

**Performance Target:**

**Finding:**

**Additional Notes:**