

GUIDE TO OUTCOMES ASSESSMENT PLANS AND ANNUAL REPORTS

For
Administrative Units,
Academic/Educational Support Units,
Student Services Units,
Centers and Institutes,
Research and Public Service Units

For
Administrative Units,
Academic/Educational Support Units,



THE UNIVERSITY
of NORTH CAROLINA
at CHAPEL HILL

OFFICE of INSTITUTIONAL RESEARCH and ASSESSMENT

Revised December 2018

Table of Contents

What is outcomes assessment? How does it differ from other types of evaluations or annual reports?	2
What Do Units Need to Do?.....	2
Developing an Assessment Plan.....	3
Mission Statement	3
Expected Outcomes	4
Assessment Methods	5
Performance Targets.....	6
Assessment Schedule	6
Preparing the Annual Assessment Report.....	6
Results from the Assessments Conducted and Analysis.....	6
Improvements and Enhancements Made or Other Actions Being Taken in Response to These Results	7
Additional Improvements and Enhancements Made as Part of Continuous Quality Improvement Efforts.....	9
For More Information	9
Appendix A	10
UNC-Chapel Hill’s Policy on Outcomes Assessment of Academic Programs and Non-Instructional Unit Outcomes.....	10
Appendix B.....	16
Outcomes Assessment Plan and Report Template and Example	16
Appendix C.....	25
UNC-Chapel Hill Goals and Strategic Plans For Use in Aligning Unit-Level Outcomes and Goals	25

GUIDE TO OUTCOMES ASSESSMENT PLANS AND ANNUAL REPORTS

What is outcomes assessment? How does it differ from other types of evaluations or annual reports?

Outcomes assessment involves systematically collecting and analyzing evidence to determine how well the unit is accomplishing its intended purposes and – most importantly – using the findings to improve performance. Most organizations already evaluate their services in terms of outputs. Outcomes assessment also measures the quality and impact of the unit’s services to its stakeholders or in fulfilling the University’s mission.

UNC-Chapel Hill is required by its accrediting body, the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), to engage in evaluation processes that result in continuing improvement in institutional quality and demonstrate that we are effectively accomplishing our teaching, research, and service mission. In addition to measuring institutional effectiveness, SACSCOC specifically requires institutions to document that individual campus units identify expected outcomes, assess the extent to which they achieve those outcomes, and provides evidence of improvement based on analysis of the results.

What Do Units Need to Do?

Consistent with those expectations, the University’s “Policy on Academic and Non-instructional Unit Outcomes Assessment” (see Appendix A) requires all units to develop an assessment plan and submit an annual report on its findings and how those results were used to improve the organization. These reports are collected by the dean or vice chancellor of the unit’s school or division, reviewed, and submitted to the Provost’s Office according to an annual schedule published at:

<http://oira.unc.edu/institutional-effectiveness/unit-level-assessment/annual-assessment-process-and-calendar/>

This guide contains general information on the University’s outcomes assessment process and instructions for completing your unit’s assessment plan and annual assessment report.

Reporting templates, examples, and other information on the outcomes assessment process are available on the website of the Office of Institutional Research and Assessment at:

<http://oira.unc.edu/institutional-effectiveness/unit-level-assessment/>

Visit the [Office of Institutional Research & Assessment website](#) for more information and to download easy to complete templates and useful examples.

DEVELOPING AN ASSESSMENT PLAN

An assessment plan is a description of the unit's mission, expected outcomes, methods that will be used to measure achievement of those outcomes, performance targets, and approximate frequency with which each assessment method will be carried out. This plan then becomes the basis for the annual assessment report. A copy of the Outcomes Assessment Plan and Report template is attached to this document along with a sample from a fictitious unit.

Mission Statement

The mission statement should be a brief description of the unit's mission and purpose stated in broad terms. It should reference how the work of the unit supports aspects of the University's mission (<http://unc.edu/about/mission/>), institutional priorities such as those outlined in the University's 2011 Academic Plan (<http://academicplan.unc.edu/>), or the mission or goals of the division to which the unit reports. Stakeholders that benefit from the unit's work should be mentioned, if applicable.

If you do not already have a mission statement, here is a simple way to write one:

"The mission of (name of your program or unit) is to (your primary purpose) by providing (your primary functions or activities) to (your stakeholders)." These (services, products, research findings, etc.) contribute to the University's (mission, strategic priority, etc.) by (describe how)."

A good example of a mission statement can be found on the UNC-Chapel Hill Department of Environment, Health & Safety's website (<http://ehs.unc.edu/ehs/index.shtml>):

The Department of Environment, Health & Safety supports the University's core mission of teaching, research, and service by providing comprehensive environmental, health, and safety services to the University community. This includes education through training and consultation, maintaining a safe environment through recognizing and controlling health and safety hazards, ensuring a process of regulatory compliance, and minimizing future potential liabilities.

Expected Outcomes

These are specific statements about **what should occur as a result of the core services or functions your unit performs**. If there are particular recipients, users, or beneficiaries of your services and function, be sure to reference them. Expected outcomes are fairly stable over time.

An outcome must be **measurable** so that its achievement can be observed and verified with evidence.

Focus on the **major** expected outcomes of your unit. There is no minimum or maximum number, but most units tend to have around five. Since the purpose of outcomes assessment is improvement, your expected outcomes should be somewhat aspirational, but not unattainable given existing resources. Educational support units might have student learning outcomes in addition to operational outcomes.

Examples of expected outcome statements for various kinds of units:

- *“The Budget Office will provide services that enable University departments to effectively administer and manage their state funds.”*
- *“Researchers using the Center’s services will be satisfied with the support they received from our staff in the grant proposal process and the administration of these grants once awarded”*
- *“First year students participating in the Peer Mentoring Program will improve their ability to balance their academic obligations and social interests.”*
- *“Undergraduates who apply for financial aid by the priority deadline of March 1 will have 100% of their demonstrated need met by a combination of grants, scholarships, loans, or Federal Work-Study.”*
- *“University Grounds Services will provide a clean and attractive campus environment for our students, faculty, staff, and visitors.”*
- *“Workshops offered by the Center will improve faculty and graduate students’ skills in research design and statistical analysis.*
- *“Customer requests received by the IT help desk will be promptly acknowledged and satisfactorily resolved.”*
- *“The faculty development seminars will enhance awareness of diversity issues that may affect classroom climate and students’ ability to learn.”*
- *“University customers will be satisfied with the quality of graphic design services we deliver”*
- *“The Center’s outreach programs will provide public school teachers with opportunities to update their subject area knowledge of topics covered in the middle school science curriculum.”*

Expected Outcomes are **measurable** statements about what should occur as a result of the core services or functions your unit performs.

Progress towards or completion of a strategic or long-term goal can also be treated an outcome. Examples of long-term projects in which progress might be measured annually include: a multi-year implementation of an administrative system to improve campus units’ ability to manage their budgets, extending the University’s outreach efforts by opening a new center that serves the community, or a significant redesign of services to respond to changes in institutional needs, etc.

NOTE: Beginning with the plans and reports submitted for the FY 2016-17, describe how each outcome is aligned with one of the following, as appropriate:

1. University's research goals,
2. University's public service goals,
3. Academic Plan priorities, or
4. Goals or objectives of the school or division in which the unit resides.

There will be exceptions, however, when units have unique responsibilities and there is not a good match between their outcome statements and institution or division level goals.

Assessment Methods

For each expected outcome, briefly describe the methods you use to collect data to measure your unit's performance in relation to each expected outcome. Multiple methods are strongly encouraged, and space is provided to record up to three methods per expected outcome.

Assessment methods can be as simple as reviewing operational data or feedback that you already collect in the course of your work. Some examples of assessment methods and data sources are listed below.

Methods describe **how you measured achievement of the expected outcome.**

Examples of Assessment Methods and Data Sources

Surveys of customer satisfaction	Analysis of error rates, processing time
Gap analyses; delivered services vs. actual requirements	Publications and presentations; citation counts
Focus groups, individual interviews, phone surveys	External funding awards
Formal feedback from advisory groups or committees	Percentage of target stakeholders served
Dollar value to the local economy (e.g., research)	Compliance with industry standards
Comparisons to best practices in the profession	Benchmarking with peer institutions
Funds raised in response to outreach efforts	Student success rates (e.g., employment)
Analysis of service usage	Achievement of milestones towards strategic goals
Review of website hits and downloads	Audit reports
Percentage of requests for services fulfilled	External reviews by consultants or accrediting bodies

List all of the methods that you typically use to measure your outcomes over the course of a year, but also include those that you administer only periodically. It is not necessary (and usually not feasible) to measure all of your outcomes using all possible methods every year. For example, an admissions office might analyze trends in applications every year and do a more comprehensive external marketing study every three years.

Results of customer satisfaction surveys often suggest improvements that take a couple of years to implement, so it might not be productive to survey customers every year.

Some measures might provide feedback on more than one of your unit's outcomes. For example, an office charged with enforcing federal regulations might conduct an annual audit that informs them about whether they are meeting the thresholds for compliance and about the effectiveness of their educational efforts around best practices, both key outcomes for that unit.

Performance Targets

If feasible, indicate levels of achievement or progress that are reasonable for the outcomes measured.

For example:

- *"At least 85% of the center's grant proposals will be funded."*
- *"Over 60% of students who complete the study skills workshop series should report an improvement in their ability to manage their study time six months later."*

For qualitative measures, numbers might not be relevant.

Performance Targets are set to establish **specific goals** related to outcomes.

Assessment Schedule

Assessment Schedules establish how frequently specific outcomes are measured. It is not necessary to measure all outcomes using all methods every year. For each assessment method, indicate whether it will be implemented annually or on some other schedule.

PREPARING THE ANNUAL ASSESSMENT REPORT

The assessment plan document is updated with the findings from assessments conducted and descriptions of how the results have been used for improvement.

Results from the Assessments Conducted and Analysis

Summarize briefly the major findings from assessments you have conducted during the past year to obtain feedback about the extent to which expected outcomes are being realized. Sometimes assessments do not yield useful feedback or the data were not available as expected. Report what happened and describe how the assessments will be modified to capture better data in the future.

A paragraph is usually enough to describe the results from each method used to assess an outcome. Reference other documents that contain more details, if available, and include copies when you submit your report.

Results of assessments conducted and analysis involves **summarizing data** from the assessments conducted.

Examples:

- *“Results from follow-up surveys sent to customers who filed a help desk request indicated that 80% were satisfied that the issue they had reported had been resolved. However, nearly 35% indicated that the wait time for an initial response was over 2 days, which did not meet our goal of responding to all requests within 24 hours. Analysis of the results by type of problem reported suggested that the majority of delays had occurred in desktop support services, where we have vacancies in several key positions.”*
- *“Analysis of the registration data on our participants indicates that faculty from a wider variety of disciplines took advantage of our seminars and workshops last year compared to previous years. Nearly a quarter of participants were from the health-related professions; in prior years, these events were attended almost exclusively by faculty in the humanities. This indicates that our outreach efforts are succeeding.”*
- *“Results from the 2014 retention study indicated that the gap between the graduation rates of low income students and all other students has been reduced by 10 percentage points over the three years since the implementation of this support program. We are currently ahead of schedule in achieving our goal to eliminate the gap entirely by 2018.”*
- *“Reviews of the progress of our pre-doctoral fellowship trainees supported by the Center indicated that all students in the Year 1 cohort during 2014-15 and 2015-16 successfully completed their research apprenticeship and prepared a focused research paper in collaboration with their mentors. All 40 former trainees met the goal of obtaining a post-doctoral position or a faculty position in their areas of specialization by the time of graduation. Our follow-up survey indicated that 90% of former trainees rated the Center’s professional development seminars as very important in preparing them for their early career successes.”*

Improvements and Enhancements Made or Other Actions Being Taken in Response to These Results

What actions have you taken to improve your unit’s programs or services based on evidence gathered from this assessment?

THIS IS THE MOST IMPORTANT PART OF THE REPORT.

Describe improvements and changes made in your unit in response to your assessment findings. These should be reported in the **past tense**. However, you should also report findings that are currently informing your planning efforts or improvement initiatives that are now underway. Examples:

- *“Based on the results of our analysis showing a decline in giving by alumni who had been out less than 5 years, a new campaign to communicate to recent graduates the benefits of annual giving to Carolina was developed and implemented in July 2014. Since then, the number of donors from this population increased by 20%, exceeding our target.”*
- *“The data from our request tracking system provided ample evidence that demands for our services have increased beyond the capacity of our current staff to support satisfactorily. We developed specifications for new positions that were included in our budget request this year. In the meanwhile, we hired*

Descriptions are:

- **Written in past tense**
- **Initiatives or additional support in response to findings**
- **Findings that are currently informing planning efforts or improvement initiatives**

temps which helped us reduce the backlog of requests somewhat and freed up professional staff to review responses for errors.”

- *“Since our focus groups interviews with users indicated that they preferred to access the monthly reports online, we discontinued publication of an annual report. In addition, because customers requested the ability to query data independently, we designed a self-service web reporting application to serve those needs.”*
- *“Additional workshops on study abroad opportunities have been added in response to our survey results indicating that there some students were unaware of all the different options for location and length of stay. Since many low-income students reported that they perceived study abroad to be too expensive to consider, financial aid counselors added information to new student orientation about the availability of funding and the application process.”*

Suppose the assessment results confirm that we are exceeding our goals? What should be said about improvements under these circumstances?

This is a frequently asked question. The goal of outcomes assessment is continuous improvement. If the results identify no deficiencies to address, you might describe the following, as appropriate:

The goal of outcomes assessment is continuous improvement.

- **Any initiatives taken or planned to further enhance the unit’s services.**
For example, in response to the 100% job placement rate for graduates of the pre-doctoral trainee program, the unit might report under “improvements”:
“While graduates are meeting the goals for post-doctoral employment, we added workshops on grant writing to provide the pre-doctoral trainees with additional opportunities to promote their development as researchers.”
- **How the positive assessment findings validate decisions made to improve the program or services some time earlier.**
For example:
“These findings are evidence that the improvements we made to the application process several years ago are effective in keeping applicants and their families informed about their status.”
- **If the targets for a given outcome are met or exceeded, and no changes are needed in response to the findings.**
For example:
“Students continue to meet or exceed the target for this outcome, confirming that the program is preparing them well in this area.” (Please do not say this repeatedly; reviewers are skeptical of claims that there is “no need for improvement.”)
- **Changes that you are considering or have made to the assessment methods for that outcome.**
For example:
“The survey instrument we have been administering to study abroad participants has continued to confirm student satisfaction with the quality and impact of that experience. However, we know little about students who do not study abroad, and are conducting a series of focus groups to learn why and if there are steps the University can take to encourage their participation.”

Additional Improvements and Enhancements Made as Part of Continuous Quality Improvement Efforts

Please use this section to provide examples of any other program improvements and enhancements not described above. Include the rationale for the change. Examples might include:

- Actions taken in response to plans you described in your last assessment report (under “Use of Results to Improve the Program”).
- Changes made in response to external regulations, policies, or mandates (for example, to ensure safety, reduce risk for the University);
- Improvements in response to recommendations or new requirements from accreditors, professional standards, or other quality review processes, etc.
- Progress on long-term improvement projects not included above (e.g., development of new services, ERP implementation, implementation of a strategic plan, etc.);
- Actions taken to reduce costs.

FOR MORE INFORMATION

Outcomes Assessment Report Template and Sample Reports:

<http://oira.unc.edu/institutional-effectiveness/unit-level-assessment/admin/>

Questions, assistance with developing outcomes, assessment methods, data collection support, feedback on report drafts, please contact:

Lynn Williford
Office of Institutional Research & Assessment
lynn_williford@unc.edu
919-962-1339

Links to UNC-Chapel Hill Mission and Strategic Planning Documents:

Mission Statement <http://unc.edu/about/mission/>

Strategic Planning Resources <https://oira.unc.edu/strategic-planning/>

Other Publicly Available Resources on Assessment and Institutional Effectiveness:

- Internet Resources for Higher Education Outcomes Assessment
<http://www.assessmentcommons.org/>
- University of Central Florida, UCF Administrative Assessment Handbook
http://oeas.ucf.edu/doc/adm_assess_handbook.pdf
- Emory University administrative assessment website
<http://www.oirpe.emory.edu/Assessment/Administrative%20Units%20Assessment.html>

Appendix A

UNC-Chapel Hill's Policy on Outcomes Assessment of Academic Programs and Non-Instructional Unit Outcomes



Issuing Office(s)

Office of the Executive Vice Chancellor
and Provost

Responsible University Officer(s)

Office of the Executive Vice Chancellor
and Provost

UNIVERSITY POLICY

UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL POLICY ON ASSESSMENT OF ACADEMIC PROGRAMS AND NON-INSTRUCTIONAL UNIT OUTCOMES

Introduction

PURPOSE

Consistent with its mission statement, UNC-Chapel Hill embraces "...an unwavering commitment to excellence" and as such is committed to continuous improvement informed by assessment of institutional effectiveness across all areas and levels. In addition to institution-level planning and evaluation, assessment of the outcomes of academic programs and non-instructional units is required by the University's regional accreditor, the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC).

The purpose of this policy is to articulate requirements for assessment of outcomes and use of results for improvement purposes in academic and non-academic units and to specify the roles and responsibilities for implementing and overseeing assessment processes to ensure compliance with this policy and with the requirements of SACSCOC.

This policy replaces "UNC-Chapel Hill Guidelines for Student Learning Outcomes Assessment" approved by the Executive Vice Chancellor and Provost in 2004 and last revised and approved in 2007, and codifies existing practices for assessment in non-instructional units.

SCOPE OF APPLICABILITY

This policy applies to the following types of programs and units at UNC-Chapel Hill:

- Academic degree major and stand-alone certificate programs (undergraduate, graduate, and professional);
- Administrative units that deliver institutional services;
- Academic and student support units that deliver institutional services;
- Units with a primary focus on conducting or supporting research;
- Units with a primary focus on delivering or supporting public service/engagement;
- Schools, for assessment of internal support services and school-wide research and public service/engagement outcomes.



Issuing Office(s)

Office of the Executive Vice Chancellor
and Provost

Responsible University Officer(s)

Office of the Executive Vice Chancellor
and Provost

Policy

Policy Requirements

UNC-Chapel Hill's outcomes assessment process requires programs or units to articulate expected outcomes that should occur as a result of their primary work – whether that involves enhancing student learning and educational program quality, research, public engagement, academic and student support services, or administrative operations – and then to measure their success and make improvements based on the results.

The University requires academic programs and non-academic units defined above to prepare and submit the following to the Executive Vice Chancellor and Provost, through their respective deans or vice chancellors:

- An assessment plan that contains a mission statement; expected outcomes (that include student learning outcomes for educational programs); appropriate evaluation methods or metrics to assess these outcomes; and performance targets.
- An annual assessment report describing assessments conducted, findings, analysis of results, and a description of how the results have been used to make improvements in the program or unit.

These assessment plans and annual reports are required in addition to any other evaluation-related reporting obligations, such as those for Program Review, specialized accreditation, administrator reviews, five-year reviews of centers and institutes, and sponsored research.

Standards and Procedures for Outcomes Assessment

Each plan and report must meet standards that address required elements and appropriate assessment methodology developed from best practices for assessment of institutional effectiveness in higher education. These standards, as well as procedures for reporting, submission timelines, and review and approval processes, are described in the “Standards and Procedures Related to the Policy on Assessment of Academic and Non-Academic Units” document available on the website of the Office of Institutional Research and Assessment (<http://oira.unc.edu/institutional-effectiveness/>).

Roles and Responsibilities

The Executive Vice Chancellor and Provost has overall responsibility and oversight for outcomes assessment processes for academic program and non-instructional units.

Deans and vice chancellors are responsible for ensuring that all of the academic programs and non-instructional units within their respective organizations have assessment plans, carry out assessments that meet prescribed standards, and submit annual reports that document improvements made based on assessment results.



Issuing Office(s) Office of the Executive Vice Chancellor and Provost
Responsible University Officer(s) Office of the Executive Vice Chancellor and Provost

Each dean and vice chancellor will appoint one or more Assessment Coordinators to manage internal assessment process and to serve as liaisons to the Office of Institutional Research and Assessment. Coordinators of academic program assessment must be full-time faculty members. Assessment Coordinators will be responsible for collecting and reviewing assessment plans and reports, providing feedback to faculty and staff to improve the quality of their assessments, and providing the plans and reports to the dean or vice chancellor for approval prior to submission to the Executive Vice Chancellor and Provost. Assessment Coordinators must participate in periodic training and professional development activities sponsored by the Office of the Executive Vice Chancellor.

The Office of Institutional Research and Assessment will offer training and consultation to Assessment Coordinators and program faculty about effective assessment practices. They will publish the annual calendar of due dates for plans and reports and provide templates and other assessment resources through their website. In addition to maintaining a central repository for assessment plans and reports, they will also review these documents for compliance with standards, provide feedback to Assessment Coordinators on necessary changes, and report to the Executive Vice Chancellor and Provost concerning policy compliance and opportunities for process improvement.

Definitions

Academic Program: A formal course of study that leads to a degree or a stand-alone certificate.

Non-Instructional Unit: An organization with a mission that does not include offering credit-bearing courses that lead to a degree or certificate but instead provides services and operational support in fulfillment of the University's mission.

Outcomes: Statements that describe what should occur as a result of a program or unit's work. Outcomes are often synonymous with goals and objectives; however, they are typically focused on the quality and impact of the unit's work as opposed to completion of tasks.

Student Learning Outcomes: Statements that describe what students should know, think and be able to do upon completion of an academic program.

Assessment Plan: A document that articulates the program or unit's mission, the intended outcomes of its work, methods to be used to measure these outcomes, and targets for determining success.

Assessment Report: An annual report from a program or unit that describes the outcomes measured during the past year, the findings from those assessments, and how the results were used to make decisions and improvements.



Issuing Office(s)

Office of the Executive Vice Chancellor
and Provost

Responsible University Officer(s)

Office of the Executive Vice Chancellor
and Provost

Related Requirements

EXTERNAL REGULATIONS AND CONSEQUENCES

This policy was developed to ensure UNC-Chapel Hill's continued compliance with the Southern Association of Colleges and Schools Commission on Colleges *Principles of Accreditation*, Comprehensive Standard 3.3.1, Institutional Effectiveness, page 27.

<http://www.sacscoc.org/pdf/2012PrinciplesOfAccreditation.pdf> . The consequences of failure to comply with SACSCOC requirements include sanctions and possible loss of accreditation.

UNIVERSITY STANDARDS AND PROCEDURES

See "Standards and Procedures Related to the Policy on Assessment of Academic and Non-Academic Units" on the website of the Office of Institutional Research and Assessment (<http://oira.unc.edu/institutional-effectiveness/>).

Contact Information

POLICY CONTACTS

Dr. Ron Strauss
Executive Vice Provost
ron_strauss@unc.edu, 919-962-2198

Dr. Lynn Williford
Assistant Provost for Institutional Research and Assessment, SACSCOC Liaison
lynn_williford@unc.edu, 919-962-1339

Important Dates

- Effective Date and title of Approver: March 1, 2017. Approved by Executive Vice Chancellor and Provost.
- Replaces "UNC-Chapel Hill Guidelines for Student Learning Outcomes Assessment" approved by the Executive Vice Chancellor and Provost in 2004 and last revised and approved in 2007.



Issuing Office(s)

Office of the Executive Vice Chancellor
and Provost

Responsible University Officer(s)

Office of the Executive Vice Chancellor
and Provost

Approved by:

[Name of Issuing Officer Signing the Policy]

Date

[Title of Issuing Office]

Appendix B

Outcomes Assessment Plan and Report Template and Example



THE UNIVERSITY
of NORTH CAROLINA
at CHAPEL HILL

Non-Instructional Units: Outcomes Assessment Plan and Report

Plan updated: _____ Fiscal Year Reported: _____

Department:

Contact Person:

Reports to:

Email address:

Mission:

Expected Outcome #1:

Aligned with:

Assessment Methods Used to Measure Achievement of this Outcome	Results of Assessments Conducted and Analysis	Descriptions of Improvements or Enhancements Made or Other Actions Taken in Response to These Results
Method 1: Performance Target: Assessment Schedule:		
Method 2: Performance Target: Assessment Schedule:		
Method 3: Performance Target: Assessment Schedule:		

Expected Outcome #2:

Aligned with:

Assessment Methods Used	Results of Assessments Conducted and Analysis	Descriptions of Improvements or Enhancements Made or Other Actions Taken in Response to These Results
Method 1: Performance Target:		

Assessment Schedule:		
Method 2: Performance Target: Assessment Schedule:		
Method 3: Performance Target: Assessment Schedule:		
Expected Outcome #3:		
Aligned with:		
Assessment Methods Used	Results of Assessments Conducted and Analysis	Descriptions of Improvements or Enhancements Made or Other Actions Taken in Response to These Results
Method 1: Performance Target: Assessment Schedule:		
Method 2: Performance Target: Assessment Schedule:		
Method 3: Performance Target: Assessment Schedule:		
Expected Outcome #4: (if applicable)		
Aligned with:		
Assessment Methods Used	Results of Assessments Conducted and Analysis	Descriptions of Improvements or Enhancements Made or Other Actions Taken in Response to These Results
Method 1: Performance Target: Assessment Schedule:		

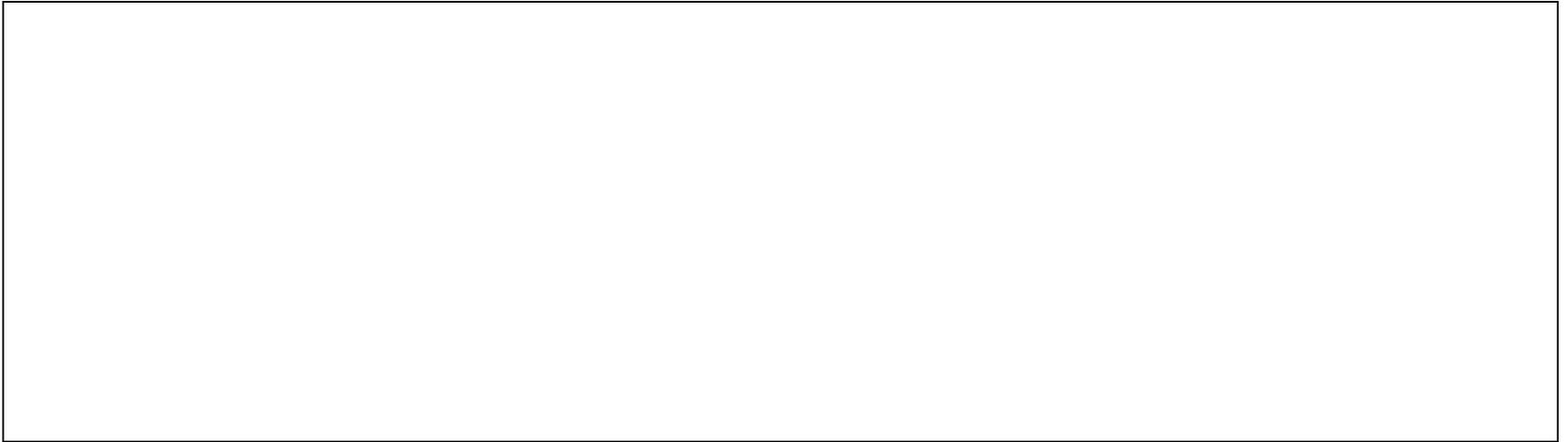
Method 2: Performance Target: Assessment Schedule:		
Method 3: Performance Target: Assessment Schedule:		
Expected Outcome #5: (if applicable)		
Aligned with:		
Assessment Methods Used	Results of Assessments Conducted and Analysis	Descriptions of Improvements or Enhancements Made or Other Actions Taken in Response to These Results
Method 1: Performance Target: Assessment Schedule:		
Method 2: Performance Target: Assessment Schedule:		
Method 3: Performance Target: Assessment Schedule:		

Additional Improvements and Enhancements Made as Part of Continuous Quality Improvement Efforts

Please use this section to provide examples of any other program improvements and enhancements not described above. Include the rationale for the change. Examples might include:

- Actions you have now implemented in response to plans you described in your last assessment report (under “Use of Results for Improvement”).
- Improvements in response to recommendations or new requirements from accreditors, the UNC System, professional standards, or other quality review processes, etc.
- Progress on long-term improvement projects not included above (e.g., development of new services, ERP implementation, development of strategic plans, etc.)

- Actions taken to reduce costs.



For assistance with completing this report, contact: Dr. Bryant Hutson, Office of Institutional Research & Assessment, bhutson@email.unc.edu

Example

Note: Not a real organization. A composite created from assessment reports submitted in prior years.



THE UNIVERSITY
of NORTH CAROLINA
at CHAPEL HILL

Non-Instructional Units: Outcomes Assessment Plan and Report

Plan updated: _____ Fiscal Year Reported: 2016-17

Department: Carolina Research and Outreach Support Center

Contact Person: Dr. Jane E. Doe, Director

Reports to: Vice Chancellor for Outreach

Email address: janeedoe@unc.edu

Mission: Our mission is to support engaged scholarship that contributes to better lives for the citizens of North Carolina and the world. The Center promotes the University’s research, teaching, and service mission by helping researchers broaden the impact of their work on society and contributing to the preparation of the next generation of leaders and researchers. We do this through providing: activities that engage our students and faculty with communities, training in research methodology and field work techniques, and opportunities for professional development and interdisciplinary collaboration.

Expected Outcome #1: The Center’s research and outreach activities in the local communities will help address challenges faced by those citizens.

(Aligned with University-level Public Service goal #2 “Apply research expertise for the benefit of North Carolina and beyond,” and #3 “Provide service that is responsive to the needs of the state and contributes to the public good.” Also aligned with University-level Research Goal #2 “To Apply Knowledge”)

Assessment Methods Used to Measure Achievement of this Outcome	Results of Assessments Conducted and Analysis	Descriptions of Improvements or Enhancements Made or Other Actions Taken in Response to These Results
<p>Method 1: Assessment of the effectiveness of the engagement of our students and faculty with communities associated with our network of field sites, through annual focus group interviews conducted by Center staff with partnering community agencies.</p> <p>Performance Target: Positive feedback on the usefulness of faculty/student projects to the community and suggestions for enhancing our outreach.</p> <p>Assessment Schedule: Annually</p>	<p>The focus group results suggested that the projects undertaken by our faculty and students have practical value for the communities they serve. Community partners reported that the activities at the three rural field sites in eastern NC focused on working with social service agencies to disseminate information to families needing eldercare were very successful. The partners described high levels of satisfaction with both the quality and relevance of the student and faculty work, and indicated that they were applying the promotional techniques used in this projects to others. Feedback received on 2 similar projects in western NC indicated that community members might not have understood the role of the faculty and students and were somewhat reluctant to work with them.</p>	<p>Based on these results, we worked with the community partners to revise strategies for communicating the purpose and goals of the projects to local citizens. The successful model used in the eastern NC projects, which included mailings, an article in the local newspaper, and a faculty/student presentation to community leaders, was adopted in the most recently implemented projects, with positive feedback. We added a student with fluency in Spanish to the team this year in order to improve our ability to communicate directly with citizens with limited English language skills.</p>

Expected Outcome #2: Faculty and graduate students are provided with skills needed to conduct applied research and to compete for external funding.

(Aligned with University-level Research Goal #4 “To prepare the next generation of researchers and students with the skills and knowledge for original inquiry in their fields of study.”)

Assessment Methods Used	Results of Assessments Conducted and Analysis	Descriptions of Improvements or Enhancements Made or Other Actions Taken in Response to These Results
<p>Method 1: Tracked enrollment in the Center’s workshops on grant writing and research/ evaluation in non-profit agencies, overall and by department and school.</p>	<p>Total annual enrollment in training courses has grown from 700 three years ago to over 1,000 this past year. Of 40 courses offered, 36 were 100% filled. Enrollments by students and faculty in STEM departments have grown from</p>	<p>To keep up with demands for seats in our courses, we added five additional courses, two on STEM-related topics. These filled up within a day of posting, and a waiting list was maintained. We also added more examples and applications</p>

Example

Note: Not a real organization. A composite created from assessment reports submitted in prior years.

<p>Performance Target: Enrollments in training courses for each training offering will exceed 70% of the stated maximum capacity.</p> <p>Assessment Schedule: Annually</p>	<p>20% to nearly 40% of all participants.</p>	<p>to science and health in our existing workshops. We are developing web- based training as a cost-effective approach to expanding our training services.</p>
<p>Method 2: Participant evaluation forms completed at the conclusion of each course.</p> <p>Performance Target: 90% of participants rate the training course as useful</p> <p>Assessment Schedule: Annually</p>	<p>Over 92% of the participants rated their training experience as “Useful” or “Highly Useful”. Specific enhancements recommended by participants included:</p> <ul style="list-style-type: none"> • Extend coverage of issues in the collection and use of sensitive individual data from community members; • Provide additional instruction on collecting qualitative data in the field • Increase hands-on training with software • Offer some evening sessions for faculty and students working in clinics and off-campus sites. 	<p>In response to user requests, we made the following changes in our training courses:</p> <ul style="list-style-type: none"> • Added a session related to IRB concerns and methods for management of sensitive data. This was so well attended that we are adding more. • Implemented a new course on collecting and analyzing administrative data from community agencies • Instructors revised their syllabi to focus more class time to hands-on practice in the computer lab rather than lectures.. Participant evaluations have reflected satisfaction with this change. • Added evening sessions to increase access. Attendance is building as students learn about the extended hours.
<p>Method 3: Annual faculty evaluation and needs assessment survey</p> <p>Performance Target: 80% will agree or strongly agree that the Center’s offerings are aligned with faculty needs; 80% will report the perception that the Center’s offerings are contributing to faculty and student professional development.</p> <p>Assessment Schedule: Annually</p>	<p>Results indicated that 75% of respondents perceived that the center’s offerings were well aligned with their needs, just short of our target of 80%. Both junior faculty and graduate students could use more training on proposal writing, particularly for agencies that fund STEM-related topics. Consistent with past years, faculty perceptions of the impact of the Center’s offerings on their skills and those of their students were generally positive (90% agreement).</p>	<p>Although our funds were quite limited this year, we introduced one new workshop on proposal writing. In response to the increasing interest of STEM researchers the course focused on the specific criteria used by NSF and NIH proposal reviewers.</p>
<p>Expected Outcome #3: The Center supports interdisciplinary research initiatives that enable faculty and students across campus to collaborate on funded research.</p> <p>(Aligned with University-level Research Goal # 1 “To create knowledge”; also aligned with Academic Plan Priority #3 “Increase interdisciplinarity in teaching, research, and public engagement.”)</p>		
<p>Assessment Methods Used</p>	<p>Results of Assessments Conducted and Analysis</p>	<p>Descriptions of Improvements or Enhancements Made or Other Actions Taken in Response to These Results</p>
<p>Method 1: Tracked the number of interdisciplinary initiatives offered each year and review trends over the most recent four-year period.</p> <p>Performance Target: Add an average of one new initiative per year.</p> <p>Assessment Schedule: Annually</p>	<p>Added two new interdisciplinary initiatives this year: the Applied Research Consortium and the Ethical Uses of Data Training Program, bringing our total number of new initiatives to 5 over the most recent 4-year period.</p>	<p>Since the Center has been meeting its annual goal for adding initiatives, we began considering other ways of supporting these opportunities. This year we attempted to broaden participation in the existing initiatives by inviting faculty and students from other campuses as well as from different departments within UNC-Chapel Hill.</p>

Example

Note: Not a real organization. A composite created from assessment reports submitted in prior years.

<p>Method 2: Tracked success in funding new interdisciplinary initiatives on campus.</p> <p>Performance Target: To increase pool of funds available to support initiatives.</p> <p>Assessment Schedule: Annually</p>	<p>The Center requested and received \$30,000 in one-time funds from the Provost's Office to sponsor a multidisciplinary seed grant proposal process this year that yielded 42 proposals from across campus. Grants were awarded to 6 projects in 4 schools, all involving multi-discipline research teams focusing on poverty in NC.</p>	<p>The quantity and quality of the proposals received and the public impact of the funded projects were so encouraging that we requested and received additional seed grant funds from the Provost's Office again this year. We also submitted a proposal to the US Dept of Education for a 5-year grant to enable us to expand the scope of our current</p>
---	---	--

Example

Note: Not a real organization. A composite created from assessment reports submitted in prior years.

		projects.
<p>Method 3: Evaluated the quality of interdisciplinary initiatives as part of the Center’s five-year external peer review using stakeholder interviews and examination of program documentation.</p> <p>Performance Target: Positive feedback from reviewers, numbers of publications and professional conference presentations.</p> <p>Assessment Schedule: Annually</p>	<p>Reviewers reported that the Center was providing excellent opportunities for researchers from different disciplines to collaborate on topics related to the University’s public service mission. Faculty interviews confirmed the value of these activities to their careers. The peer-reviewed publications and conference presentations resulting from Center- supported projects (ave. of 30/ year) is further evidence of the quality of the work produced. Reviewers encouraged the Center to revisit past projects to analyze the long-term impact on the communities that were served.</p>	<p>Based on review team recommendations, the Center offered additional funds to selected projects to support follow- up evaluations. We also rewrote our proposal guidelines and selection criteria to encourage PIs to expand their evaluation plans to include impact analyses where feasible.</p>

Additional Improvements and Enhancements Made as Part of Continuous Quality Improvement Efforts

Please use this section to provide examples of any other program improvements and enhancements not described above. Include the rationale for the change. Examples might include:

- Follow-up actions taken in response to plans you described in your last assessment report (under “Use of Results for Improvement”).
- Improvements in response to recommendations or new requirements from accreditors, the UNC System, professional standards, or other quality review processes, etc.
- Progress on long-term improvement projects not included above (e.g., development of new services, ERP implementation, development of strategic plans, etc.)
- Actions taken to reduce costs

Our recent five-year external review yielded other assessment findings that we have since used to guide improvement. The reviewers observed that centers of comparable size at peer institutions and other areas of UNC-Chapel Hill tended to have a full-time faculty leader. We successfully sought funds to raise our director’s FTE from .50 to 1.00, which had an immediate impact on our ability to do fundraising and to develop new community partnerships. The reviewers also suggested that we collaborate with other centers on campus to expand access to research opportunities for underrepresented minority students with interests in STEM fields and public service. We developed 10 new summer field experiences that are co-sponsored with the STEM Diversity Office.

We make regular reports and presentations to our Center’s Advisory Board, made up of faculty, students, and community partners. The Board meets twice a year, which gives us an opportunity to present both our strategic plans and metrics as well as to share the results of our evaluations and obtain their input on improvements we might make. The feedback from the Board provides us with multiple perspectives on the value of our work and is extremely helpful in identifying our strengths, weaknesses, and areas of opportunity. Their letters of support have also been instrumental in the success we have had in requesting additional resources from the University.

Appendix C

UNC-Chapel Hill Goals and Strategic Plans

For Use in Aligning Unit-Level Outcomes and Goals

Research University Goals

1. To create knowledge
2. To apply knowledge
3. To disseminate knowledge
4. To prepare the next generation of researchers and students with the skills and knowledge for original inquiry in their fields of study.

Public Service University Goals

1. To engage students in transformational learning experiences through service
2. To apply research expertise for the benefit of North Carolina or beyond
3. Provide service that is responsive to the needs of North Carolina or beyond and contributes to the public good.

2011 Academic Plan Themes

1. Work as an integrated university to attract, challenge, and inspire students through transformative academic experiences
2. Faculty: Prominence, Composition, Recruitment, Development, Retention, and Scholarship
3. Interdisciplinarity in teaching, research, and public engagement Principles and Priorities
4. Equity and Inclusion at Carolina
5. Engaged scholars and scholarship
6. Extend Carolina's global presence, teaching, research, and public service

The Blueprint for Next Strategies

1. Of the Public, for the Public
 - Eliminate all barriers to a great education;
 - Bring expertise to bear for the benefit of North Carolina and beyond;
 - Work for democracy: develop citizen-leaders and encourage informed public discussion.
2. Innovation Made Fundamental
 - Value and prioritize foundational research and creative practice;
 - Meet the new imperative for learning that is personalized, experiential, collaborative, data-literate;
 - Translate research into professional, commercial and societal uses; and
 - Adapt to evolving workforce and student needs.

Cross-cutting Imperatives included in the plan:

1. *Aspire to pre-eminence;*
2. *Help us serve as the economic powerhouse for the state;*
3. *Prepare our graduates for the new economy and contemporary life;*
4. *Adopt a global mindset; and*
5. *Address big societal questions.*