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**PART 1: Key Accomplishments & Challenges**

*A. Use bulleted list to identify key departmental accomplishments from 2020-21.*

*B. Use bulleted list to identify key challenges facing the department in the coming year.*

**PART 2: OUTCOMES REPORTING**

*While every department may not contribute data for every assessment priority every year, all 4 priorities should be represented in the data you provide across a five-year cycle.*

**Student Learning**

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| **Priority 1:** The department will contribute to the achievement of the University’s academic mission through the delivery of co-curricular **learning opportunities** designed to develop knowledge and/or skills.   * Learning opportunities can be characterized as educational programs, trainings, leadership positions or roles, participation in a process (e.g. honor court hearing), student employment, EDUC classes, or intentional conversations (e.g. counseling, advising, coaching appointments). |
| **INSTRUCTIONS:** This section highlights the **learning outcomes** you measured across the year.LOs are statements that identify what students will know or be able to do as a result of participation in a specific learning opportunity.  **Example Learning Outcome**:   * *After meeting with a UCS counselor, students will be able to identify at least one next step or action they can take to advance their career readiness and/or planning.*   **NOTE:** Learning Outcomes **ARE NOT** statements detailing what a department will do. For example, “UCS will deliver weekly workshops focused on career planning and development.” **IS NOT** a learning outcome. (See Support Outcomes)  **EXAMPLE DATA** for these outcomes would include:   1. Response summaries (e.g. frequency counts, means, bar charts) of program/learning opportunity specific survey items, rubrics annotated with findings, or a thematic summary of qualitative data with specific examples of comments. 2. AND/OR response summaries (e.g. frequency counts, means, bar charts) of Student Affairs Core Question designed to measure overarching Student Affairs Student Learning Priority 1:  * Through participation in (name of program, learning opportunity), I developed knowledge or skills to help me succeed at and/or after Carolina.)   Note – if you have collected data with this Core Question or a similarly worded question, you can revise Priority 1 and use it as one of your learning outcomes below. If you have used this question across multiple programs/surveys, you should identify this outcome once, and add data from individual programs to the same outcome. In highlighting data, make sure it is clear which program/learning opportunity the data is in reference to. |
| **Learning Outcome 1:**  **Data demonstrating progress toward or achievement of the outcome:**  **Specific Decisions or Actions Made Based on Data:** |
| **Learning Outcome 2:**  **Data demonstrating progress toward or achievement of the outcome:**  **Specific Decisions or Actions Made Based on Data:** |
| **Add Any Additional Learning Outcomes Measured or Tracked:** |

**PART 2: OUTCOMES REPORTING (Continued)**

**Student Support**

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| **Priority 2:** The department will contribute to the achievement of the University’s academic mission through the delivery of services that support wellbeing, resiliency and retention. |
| **iNSTRUCTIONS:** This section highlights outcomes related to supporting the wellbeing, resiliency and/or retention of students across the year.  **Examples** of Learning Support Outcome**s:**   * ***The department will employ multiple communication channels, reaching key stakeholders*.** Everyone will address this outcome utilizing the Outreach Metrics identified on the Assessment Planning worksheet submitted in Summer 2020. * *Department/Program/Service will meet requests for same day appointments 90% of the time* * *Department/Program/Service will respond to student emails within 2 working days* * *Students in recovery will perceive the department/program/service as supporting their resiliency and retention* * *Department/Program will effectively employ a peer education model to increase student engagement with wellbeing content and programming* * *will develop independent student learning through assistive technology use.*   **EXAMPLE DATA** for these outcomes would include:   1. Response summaries (e.g. frequency counts, means, bar charts) of department/program/service specific survey items, rubrics annotated with findings, performance indicators, or a thematic overview of qualitative data with specific examples of comments. 2. AND/OR response summaries (e.g. frequency counts, means, bar charts) of Student Affairs Core Question(s) designed to measure overarching Student Affairs Student Support Priority 2:  * (Insert name of DEPARTMENT/PROGRAM/SERVICE) helped me navigate a barrier or challenge to support my success at or after Carolina.   OR   * (Insert name of DEPARTMENT/PROGRAM/SERVICE) helped me improve and/or manage my health and/or well-being.   Note – if you have collected data with either or both of these Core Questions or similarly worded questions, you can copy Priority 2 and use it as one of your support outcomes below. If you have used this question across multiple surveys for different programs/services, you should identify this outcome once, and add data from individual programs/services to the same outcome. In highlighting data, make sure it is clear which program/service the data is in reference to.   1. Use the Outreach Metrics, and # of instances tracked (See Planning Worksheet) as the data for Support Outcome 1. |
| **Support Outcome 1:**  Required: The department will employ multiple communication channels, reaching key stakeholders.  **Data demonstrating progress toward or achievement of the outcome: (Outreach Metrics)**  **Specific Decisions or Actions Made Based on Data:** |
| **Support Outcome 2:**  **Data demonstrating progress toward or achievement of the outcome:**  **Specific Decisions or Actions Made Based on Data:** |
| **Add Any Additional Support Outcomes Measured or Tracked:** |

**Climate and Engagement**

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| **Priority 3:** The department will contribute to the achievement of the University’s academic mission by building and sustaining campus environments characterized by inclusivity, belonging and engagement. |
| **INSTRUCTIONS:** This section highlights **outcomes** related to climate and engagement measured across the year.  These outcomes identify what a department tends to achieve in regards to advancing inclusion, belonging and engagement within or across campus environments.    **Examples** of Learning Environment Outcomes:   * ***The department will employ multiple strategies, engaging key stakeholders*.** Everyone will address this outcome utilizing the Engagement Metrics identified on the Assessment Planning worksheet submitted in Summer 2020. * *Carolina Housing will target a hiring rate for students of color that is representative of the residential student body.* * *The Carolina Union will create a welcoming environment for all students, faculty and staff.* * *Department/Program/Service will increase the engagement of student populations demonstrating low participation rates.* * *Campus Recreation will engage X% of the campus community.* * *The LGBTQ Center will train 500 new Safe Zone allies across the academic year.* * *Individuals with diverse identities will perceive the department/program/service as responsive to their needs*   **EXAMPLE DATA** for these outcomes would include:   1. Response summaries (e.g. frequency counts, means, bar charts) of department/program/service specific survey items, rubrics annotated with findings, or a thematic overview of qualitative data with specific examples of comments. 2. AND/OR response summaries (e.g. frequency counts, means, bar charts) of Student Affairs Core Question(s):  * In (working with or participating in…Insert name of DEPARTMENT/PROGRAM/SERVICE) I felt like a respected member of the campus community.   OR   * (Insert name of DEPARTMENT/PROGRAM/SERVICE) provides a welcoming environment by modeling a commitment to equity and inclusion.   Note – if you have collected data with either or both of these Core Questions or similarly worded questions, you can copy Priority 3 and use it as one of your Climate outcomes below. If you have used this question across multiple surveys for different programs/services, you should identify this outcome once, and add data from individual programs/services to the same outcome. In highlighting data, make sure it is clear which program/service the data is in reference to.   1. Can use disaggregated participation data to demonstrate outcomes related to inclusion. If you did not have an outcome focused on DEI, you can use this data as part of Climate/Engagement Outcome 1. 2. Use the Engagement Metrics, and # of instances tracked (See Planning Worksheet) as the data for Climate and Engagement Outcome 1 |
| **Climate/Engagement Outcome 1:** Required: The department will employ multiple strategies engaging key stakeholders.  **Data demonstrating progress toward or achievement of the outcome: (Engagement Metrics)**  **Specific Decisions or Actions Made Based on Data:** |
| **Climate/Engagement Outcome 2:**  **Data demonstrating progress toward or achievement of the outcome:**  **Specific Decisions or Actions Made Based on Data:** |
| **Add Additional Climate and Engagement Outcomes Measured or Tracked:** |

**Operational Excellence**

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| **Priority 4:** The department will contribute to the achievement of the University’s academic mission through the efficient and effective implementation of administrative and/or operational processes. |
| **INSTRUCTIONS:** This section highlights **outcomes that demonstrate efficient and effective operations.** Some ways of thinking about Operational Excellence include Quality, Productivity and Customer Satisfaction. These outcomes identify how a department is performing in regards to issues of user satisfaction, compliance, human and fiscal resources management and/or development.  **Examples** of Operational Excellence Outcomes:   * *Department will retain at least 90% of newly hired staff for a minimum of 3 years.* * *At least 85% of Bonner Leaders will graduate from UNC in 4 years or less.* * *At least 90% of CHS patients will report patient satisfaction as Excellent or Very Good.* * *At least 90% of departmental purchases will be made using a preferred procurement method.* * *Department’s average number of days between job positing and offer accepted will not exceed 45 days.* * *Turn around time between request and processing will not exceed 3 working days.* * *Department will reduce overall operating costs by 2%.*   **EXAMPLE DATA** for these outcomes would include:   1. Response summaries (e.g. frequency counts, means, bar charts) of Student Affairs Core Question(s):  * I am satisfied with the quality of services(s) I received through (insert name of department/program/service)   Note – if you have collected data with this Core Questions or a similarly worded question, you can copy Priority 4 and use it as one of your Operational outcomes below. If you have used this question across multiple surveys for different programs/services, you should identify this outcome once, and add data from individual programs/services to the same outcome. In highlighting data, make sure it is clear which program/service the data is in reference to.  **Metrics suggested by EAB that may be helpful to your department in tracking Operational Excellence Outcomes:**   |  |  |  | | --- | --- | --- | | **Quality** | **Productivity** | **Customer Satisfaction** | | Error Rate | Average Turnaround Time | Satisfaction w/ Services/Processes | | Frequency of Rework | Processes Completed per FTE | Satisfaction w/ Facilities | | Average Turnaround Time | Average Time Spent per Process | Benchmark Indicators | | Number of Violations or Citations | Cost Savings | # of Complaints/Complements | |
| **Operational Outcome 1:**  **Data demonstrating progress toward or achievement of the outcome:**  **Specific Decisions or Actions Made Based on Data:** |
| **Operational Outcome 2:**  **Data demonstrating progress toward or achievement of the outcome:**  **Specific Decisions or Actions Made Based on Data:** |
| **Add Additional Operational Outcomes as Measured or Tracked:** |

**PART 3: PERFORMANCE INDICATORS**

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| **Student Leadership Positions (Include Student Employment)** | |
| **Type of position or leadership role** | **# of students holding the position or role** |
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| **Programs/Events/Initiatives Aligned with CAROLINA NEXT** | |
| **Carolina Next Strategic Initiative** | **Identify key programs/events/initiatives your department hosted, collaborated on, or supported** |
| Build Our Community Together  (Belonging & DEI) |  |
| Strengthen Student Success  (Experiential Learning, Wellbeing/Mental Health) |  |
| Enable Career Development  (Student & Staff) |  |
| Discover  (Encourage Artistic Practice) |  |
| Promote Democracy |  |
| Serve to Benefit Society |  |
| Globalize |  |
| Optimize Operations |  |

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| **Unit Specific Key Performance Indicators** | |
| **Indicator** | **Metric** |
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**PART 4: STAFF DEVELOPMENT**

Please distribute to professional staff by June 14th. The information is due by the mid July when the department submits its annual report. Thank you.

[**https://baseline.campuslabs.com/uoncach/staffdev**](https://baseline.campuslabs.com/uoncach/staffdev)

***If appropriate****, please provide the name and email of one student who has shown exemplary growth/development/accomplishment through engagement with one of your departmental programs or learning opportunities.* 