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**OFFICE OF ACADEMIC EFFECTIVENESS**

**ASSESSMENT PLANNING AND REPORTING TEMPLATE FOR ACADEMIC AND STUDENT SERVICES**

**ASSESSMENT CYCLE:**

**ACADEMIC/STUDENT SERVICES UNIT:**

**DIVISION:**

**NAME OF UNIT ASSESSMENT COORDINATOR:**

**E-MAIL ADDRESS:**

**PHONE:**

**UNIT MISSION STATEMENT**

**UNIT GOALS**

**Date Submitted Steps 1-3 (Due by):**

**Date Submitted Steps 4 – 6 (Due by):**

Contact Loraine Phillips, Ph.D. (Associate Provost Academic Effectiveness) in the Office of Academic Effectiveness with any questions.

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| Step 1: Specify Expected Outcome | Step 2: Identify Appropriate Measures/Methods | Step 3: Establish Acceptable Targets for Performance Aligned With Each Measure/Method | Step 4: Collect, Analyze, Review and Report Results | Step 5: Use Results to Improve Outcomes (Continuous Improvement Action Plan) |
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| Strategic Alignment: (Keeping the goals of the [Institute’s Strategic Plan](https://strategicplan.gatech.edu/strategic-plan-2020-2030) in mind, how does your Outcome align with the following strategic priorities?} | *Measures/Methods* |  | *Actual Results**(Specifically state actual results for each measure/method.)* | *Target Performance Level Achieved* | *Target Performance Level not achieved but improvements realized when compared to performance in previous cycle* | *Target Performance Level not achieved or performance decreased or remained the same as in previous cycle.*  |  |
| [ ]  Amplify Impact [ ]  Champion Innovation [ ]  Connect Globally [ ]  Expand Access[ ]  Cultivate Well-Being[ ]  Lead by ExampleOutcome: |  |  |  |  |  |  |  |
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| [ ]  Amplify Impact [ ]  Champion Innovation [ ]  Connect Globally [ ]  Expand Access[ ]  Cultivate Well-Being[ ]  Lead by ExampleOutcome: |  |  |  |  |  |  |  |
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| [ ]  Amplify Impact [ ]  Champion Innovation [ ]  Connect Globally [ ]  Expand Access[ ]  Cultivate Well-Being[ ]  Lead by ExampleOutcome:  |  |  |  |  |  |  |  |
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**Step 6 - FOLLOW-UP REPORT ON PREVIOUS ASSESSMENT CYCLE’S CONTINUOUS IMPROVEMENT ACTION PLAN:**

| Previous Cycle’s Outcome | Describe Actions Taken Based on Previous Cycle’s Results | Summary of Key Findings |
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**SUPPORTING DOCUMENTATION:**

**GLOSSARY OF KEY TERMS**

**Mission Statement** – A statement that describes your reason for existence. It should address **who you are**, **what you do**, and **who you do it for**.

***e.g.,*** – The mission of the Center for Career Discovery and Development (C2D2) is “to provide career education, resources, and experiential opportunities to Georgia Tech students across all majors so that they are positioned to launch and sustain satisfying careers that make a meaningful contribution to society.”

<https://career.gatech.edu/mission-vision>

**Goal** – A high level statement of what your college/school/program/department aims to accomplish in alignment with your mission.

***e.g.,*** *-* Increase and enhance the use of technology to support student learning and success.

**Outcome** – A statement that refers to a destination rather than the path taken to get there (i.e., the end rather than the means).

**Student Learning Outcome (SLO)** – Specified knowledge, skills, abilities or attitudes that students are expected to attain by the end of a program or learning activity.

**Direct Measure for SLOs** - A measure that is tangible, visible, self-explanatory, and provides compelling evidence of exactly what students have learned. The strength of this measure lies in the fact that it requires students to demonstrate what they have learned in a way that is observable and measurable.

***e.g.,*** - Standardized tests, pre and post-test, written work, performances, presentations, etc.

**Indirect Measure for SLOs** – A measure that is based upon a report of the perceived extent or value of learning experiences. This measure helps to capture the perceptions of your constituents.

*Note:* Indirect measures alone are not sufficient/appropriate for assessing student learning. When they are used, they should accompany direct measures of student learning.

***e.g.,*** - student rating on workshops attended, interviews, focus groups, satisfaction surveys, etc.

**Measures for Other Unit Outcomes** – Following are examples of other measures/methods to assess unit outcomes. Point of Contact (POC) surveys , satisfaction surveys, focus groups, telephone surveys, activity record, compliance report, external review by consultant or accrediting body, audit report, analysis of work order, time on task, gap analysis, formal feedback from advisory group, dollar value, comparison to best practice in the profession, analysis of service usage, review of website hits, student success rates, external funds awarded, analysis of error rate.

**Target for Performance** – The expected level of performance or the benchmark indicator for success. Programs/departments can use their own data to benchmark performance or consider benchmarking against aspirational peers or national sources.

**Actual Result** – A brief narrative of the specific results for each measure. The narrative should include where appropriate the specific percentage and sample size in alignment with the target for performance.

**Continuous Improvement Action Plan** – A summary of what will be done to enhance/improve the outcome. It should include who will do what by when and how.