

## 2017-2018 Annual Reporting in Campus Labs Planning

(Formerly, Compliance Assist)

### What do I put in each form?!

- ✓ Each form has a few default fields which you will not need to fill out, that are located at the end of all other fields. They are:
  - Start and End Dates
  - Providing Department
- ✓ Instructions for each field (which clarify what we are specifically asking for) are included in the form itself. You will not have to take any extra steps to see these instructions!
- ✓ Instructions are also included below for each form, including what we are specifically asking for and how to include everything (e.g. text formatting, attachments, how much or how little detail)

#### Department Profile

- ✓ This form has been carried over from last year. Make edits where applicable.

#### Department Demographic Profile - *Fill out **one** form only.*

- ✓ We ask departments to do your best in tracking student contacts made through:
  - Individual appointments, phone or email follow-ups, accommodations
  - Event, workshop, or trip attendances
  - Swipes into your facilities
  - Club or organization membership/involvement
  - Tabling or presentations
- ✓ **TOTAL number of student contacts** - the same student may be accounted for multiple times within this total number.
- ✓ **UNIQUE student contacts** – a student who had contact with your department on multiple occasions will be counted **only once** in this number (e.g., If a student swiped in at an event but also had an individual appointment in your office).
- ✓ **NOTE:** We know that not all departments have all information requested on this form, so please provide what you can.

#### Community Engagement & Service - *Fill out **one** form only.*

- ✓ Community Engagement & Service refers to all contributions that connect students, staff, or faculty to communities OUTSIDE the UT campus community.
- ✓ **Executive Summary of all Community Engagement Activities** – Do not write anything in this

text box unless you want to do so for departmental purposes.

- For accountability purposes, we ask that you attach a document or spreadsheet providing a breakdown of each Community Engagement or Service contribution initiated or supported by your department. If possible, include number of participants and hours logged for each individual event.
  - Then, just provide TOTAL numbers (of all events combined) in the field boxes within this form.
- ✓ **Community Engagement and Service Highlights** - In BULLET-POINT format, provide points of pride regarding your **no more than 3** Community Engagement or Service contributions.
- ✓ **Calculating Percentage of Growth:**  
(# logged hours 2016-17) – (# logged hours 2017-18) = A  
A ÷ (# logged hours 2016-17) = B  
B x 100 = % of increase

**Retention Initiatives** - *Fill out **one** form only.*

- ✓ **Objectives:** Check all that apply.
- ✓ **“You Spoke, We Listened”** – OPTIONAL refers to the campaign to share assessment-based changes with our student community. Attach any graphics or creative ways in which you have done this if applicable.
- ✓ **Retention Quantitative Data** –
- One bullet-point for each program/initiative on which you have retention data, using the following format:
    - "XX% students in XX program/initiative returned to UT or graduated from the previous AY" OR "XX% students who attended XX event or workshop returned to UT or graduated from the previous AY."
    - EXAMPLE: 98.5% (130 of 132) students in 16-17 Alternative Break Program returned to UT or graduated from the previous AY
  - OPTIONAL: Attach any supporting documents.
- ✓ **Retention Qualitative Data** –
- Student quotes or open-ended comments related to retention or persistence to graduation.
  - EXAMPLE: “My team leader was INCREDIBLE and has offered her help at any point in the future. I'll definitely be in contact with her. The friendships I found are very important to me because I am from another state and now feel like I'll be comfortable and see familiar faces.” – Ignite Outdoors Participant
- ✓ **Student Academic Success** –
- Provide bullet-points for any GPA data you have from students involved in your department
  - EXAMPLE: **Measure of Success** – At least 35% of all OSFL organizations will report a GPA of at least 3.0. **Outcome** – 54% of all OSFL organizations reported a GPA of at least 3.0.

**Student Development** - *Fill out **one** form only.*

- ✓ This is the form to track student employment, internship, or practicum involvement, and student involvement in professional conferences (Undergraduate AND Graduate).
- ✓ The first four fields ask for Undergraduate and Graduate students employed and then number with practicum or internship placements **within your department.**
- ✓ **Representation at Professional Conferences –**
  - Provide TWO numbers:
    - Total number of times your grad and/or undergrad students represented UT at a conference
      - EXAMPLE: if 5 graduate students attended the same conference, count that as 5 representations
    - Total number of conferences attended
      - EXAMPLE: if 5 graduate students went to the same conference, count that as 1 conference.
- ✓ **Regional/National Presentations by Graduate Students –**
  - Provide the % of graduate students who presented at a conference out of all graduate students who work within your department.
- ✓ **List all unique Graduate Programs represented by the GAs, Interns, or Practicum students in your department –**
  - This refers to what degree programs your Graduate students are in.
  - List programs out in BULLET-POINT format.  
EXAMPLE:
    - College Student Personnel
    - UT Law School
    - Counselor Education
- ✓ **Total number of unique Graduate Programs represented by GAs, Interns, and Practicum students in your Department –** count the number of bullets you have in the previous field box, and type that number here.
  - EXAMPLE: 3
- ✓ **Quantitative Data Regarding Student Development –**
  - *If applicable* – up to 3 data points from any assessments conducted with your graduate students, or employed undergraduate students.
  - OPTIONAL - Attach any supporting documents or link to Baseline.
- ✓ **Qualitative Data Regarding Student Development –**
  - *If applicable* – up to 3 data quotes from graduate students or undergraduate student employees regarding their experience working in your department.
  - OPTIONAL – Attach any supporting documents or link to Baseline.

**Staff Engagement** - *Fill out one form only.*



- ✓ Attach **provided Excel Sheet** to this form. Have each of your staff members fill out their own row in the provided Excel Spreadsheet. You may send the spreadsheet out as a GoogleSheet. Please do not change any of the fields provided.
- ✓ Once each staff member has filled out the Excel Sheet, it is set up so that you will be able to use the “sum total” feature in Excel to calculate total numbers for each item asked within the Planning Form.
- ✓ **Committee appointments** will include overlap, and that is okay!
  - EXAMPLE: 2 staff members may serve on the same committee – count that as 2 committee appointments. Include both committee chair roles and membership roles in this number.
- ✓ **Presentations** – provide the number of presentations, NOT the number of staff members who presented. We realize multiple staff or students may take part in one presentation – just count the one presentation. Please do separate presentations by who they were given to:
  - Students on campus
  - Faculty, staff, other partners on campus
  - Community partners OUTSIDE the UT campus community
- ✓ **Professional Conference Attendance** –
  - **Number of Staff Attended** – include the number of staff who have attended AT LEAST one conference (this is indicated in the form and on the excel sheet)
  - **Number of Conferences Attended** – include the TOTAL number of conferences attended by all staff members collectively
    - EXAMPLE: if one staff member attended two conferences, count it twice; and if two staff members attended the same conference, count it twice.
  - **Number of Presenters** – include number of staff who have presented AT LEAST once at a professional conference.
  - **Number of Presentations** – include the TOTAL number of presentations given at professional conferences by all staff members collectively
  - In the Annual Report, we will be able to report: “XX staff members attended professional conferences XX number of times.” And “XX staff members presented at professional conferences XX number of times.”
- ✓ **Professional Organization Memberships** – your total number will have overlap
  - EXAMPLE: if two staff members are in the same professional organization, count that as 2 memberships
- ✓ **Professional Organization Leadership Positions** – follow the same format as membership
- Academic courses taught** – Include Fall and Spring semesters 2017-2018. Only include staff members who have taught, do not include graduate students.

**Assessment Form - *Fill out AT LEAST 1 form, no more than 3.***

\*Note – For the purposes of the Division, pick your TOP Assessments (**no more than 3**) to include and complete one form per assessment. If you would like to include more assessments for departmental purposes, please do so! In this case, complete your Top 3 assessments first.

- ✓ **Form Title:** Type “Assessment Form – name of assessment.” \*IMPORTANT - include the name of that specific assessment so that you can identify it.
- ✓ **Target Population** - Describe the population for your assessment (be specific about any sub- population of students or campus/community members).
- ✓ **Program Objectives/Student Learning Outcomes –**
  - In BULLET-POINT format: Include up to 3 program objectives for assessment of programming/events, **or** up to 3 Student Learning Outcomes for assessment of student learning.
  - This captures the purpose of your assessment.
- ✓ **Data Collection Methods & Measures –**
  - In BULLET-POINT format: Describe how you collected data (i.e. Baseline survey; Focus group; other).
  - Attach your measures/survey question documents **or** link your Baseline project.
- ✓ **Project Results/Key Findings –**
  - In BULLET-POINT format: provide **no more than 5** data-points from your Assessment Results.
- ✓ **Actions Taken for Improvement –**
  - In BULLET-POINT form: Note changes or improvements made **or** tentative plans for change *based on assessment results*.
  - OPTIONAL - attach any graphics or documents used to share assessment results and changes with the public (Closing the Loop).

***This is also the only form you will relate to any other forms this year!*** With the new Planning interface, you will do this for each assessment form part of completing the form.

- Click on the “Related” tab on the top right column of your screen.
- Click “Supports (Connected Up) **+Supports**”
- A list of forms available to relate will show up in the middle of your screen.
- Choose/Click on the  for the Goal form that your current assessment form supports.
- The Goal form you select will then show up in the right column of your screen, underneath “Supports (Connected Up).”
- If you accidentally click the wrong form and want to remove the relation, click on the  by the form in the right column of the screen.

**Spotlight Submission** - *Fill out one form only.*

The purpose of this form is to give you a place to report:

- ✓ Anything that does not fit into the other forms
- ✓ **Highlights from the work (or students' work) within your department that you really want to show off in the Annual Report.**
- ✓ Please write in a concise manner – consider how you would like this information to appear in the Annual Report.
  - Please note that we will want different spotlights from last year's report to this year, so if you had something spotlighted last year it may not be spotlighted again this year.
- ✓ You may also attach a document that encompasses highlights.

**Goal Forms:**

The following forms have been carried over from last year:

- ✓ SL: Goal 1 – Student Engagement and Success
- ✓ SL: Goal 2 – Student Environment
- ✓ SL: Goal 3 – Student Learning
- ✓ SL: Goal 4 – Student Services and Communication
- ✓ SL: Goal 5 – Staff Support
- ✓ SL: Diversity Plan

For each of the above forms, please only change the following:

- ✓ **Objective Status** – update your progress toward your strategies/tactics with this year's measures of success
- ✓ **Goal Challenges** – update if necessary
- ✓ Make any other edits that you feel are necessary.

**Goal Objective KEY**

- ✓ Each Goal Form asks you to “Check all that apply” for “Goal Objectives.” The Objectives are listed in drop-down boxes on each goal form in shorthand.
- ✓ The following chart provides the shorthand for each objective in the left column (which you will see on each form's dropdown box) and the full text of each objective in right hand column.

SL: Goal 1 – Student Engagement and Success	
Shorthand	Full Definition
Obj. 1: Data Informed Practice	Consistently use and track data to inform practice that will increase student retention, engagement, and persistence.
Obj. 2: Collaboration among Departments	Demonstrate collaborate efforts among various departments to actively facilitate the progression of all students' academic endeavors, health and safety, cultural experiences, and successes outside the classroom.
Obj. 3: Additional Learning Opportunities	Enhance and generate additional opportunities for formal and informal learning experiences through student leadership, support for academic initiatives, and civic and cultural education.

<b>SL: Goal 2 – Student Environment</b>	
<b>Shorthand</b>	<b>Full Definition</b>
Obj. 1: Communication Regarding Facilities	Strengthen communication with students, faculty, and staff regarding facilities, projects, and services, and incorporate, as appropriate, input from students on how facilities and services might better meet needs.
Obj. 2: State-of-the-Art Facilities	Continuously enhance the quality of facilities for all students, staff, and faculty through ensuring accessibility, sustainability, and a commitment to the highest level of maintenance and cleanliness.
Obj. 3: Advocate for Civility and Inclusion	Design state-of-the-art spaces that address evolving student, staff, and faculty needs by maximizing space, providing the most current technology, and planning for future needs as new facilities are built, or existing buildings are renovated.
Obj. 4: Advocate Student Needs through Diversity	Advocate for student needs through the enhancement of diversity, social justice, and intercultural initiatives.
Obj. 5: Promote Civility & Inclusion on Campus	Continue to promote civility and inclusion on campus as an essential, non-negotiable attribute of being a Tennessee Volunteer.

<b>SL: Goal 3 – Student Learning</b>	
<b>Shorthand</b>	<b>Full Definition</b>
Obj. 1: Partnerships with Faculty/Academic Units	Expand partnerships and communication with faculty and/or academic units to provide more effective co-curricular programs and services to assist with increasing academic success, intellectual growth, healthy living, inclusivity and community, and student retention.
Obj. 2: Effectively Communicate Roles/Services	Communicate more effectively the roles and services of the Division of Student Life to departments and individuals within Academic Affairs.
Obj. 3: Strengthen Academic Support Initiatives	Strengthen academic support initiatives such as First Year Studies, Life of the Mind, and Light the Torch through staff participation and promotion to students and families.

<b>SL: Goal 4 – Student Services and Communication</b>	
<b>Shorthand</b>	<b>Full Definition</b>
Obj. 1: Comprehensive Branding	Support the building and implementation of a comprehensive branding and communication plan to better articulate the mission of the Division of Student Life through the use of print, social, and electronic media.
Obj. 2: Streamline Online/Physical Resources	Further Streamline online and physical “go to” resources for students, alumni, parents, faculty, and staff that highlight and integrate the services within the Division of Student Life.

Obj. 3: Consolidate/Promote Online Feedback Systems	Consolidate and promote online feedback systems to assist students in providing specific and implementable suggestions and feedback on Division services and practices.
Obj. 4: Multiple Means to Assess/Evaluate	Enhance use of data gathered through multiple means to assess, evaluate, and drive change in Division practices.
Obj. 5: Resources through Assessment Techniques	Allocate resources through assessment techniques designed to identify program, service, and/or facility needs of students, staff, faculty, and guests.

<b>SL: Goal 5 – Staff Support</b>	
<b>Shorthand</b>	<b>Full Definition</b>
Obj. 1: Empower Staff	Empower staff to identify and enhance resources by strengthening communication between staff and the Student Life Development Officer.
Obj. 2: Foster Culture of Personal Wellness	Continue to foster a culture within division departments which recognizes the importance of personal wellness.
Obj. 3: Opportunities for Career Enhancement	Create or supplement additional opportunities for career and professional enhancement for staff at all levels of the Division through departmental and campus-wide collaboration.
Obj. 4: Assessment of Staff Needs	Utilize yearly assessment of staff needs and well-being in order to enhance programs and services.
Obj. 5: Recognition and Appreciation	Strengthen recognition and appreciation opportunities for staff throughout the year.