Unit Name:	Completed by:	Plan Effective Date:
Outcome	**Methods**	

Outcome	Methods
Outcome Name: **State your Outcome** **(Formula: Who/What + Action Verb + Competency/Area of Mastery)**	**Instrument:** **Method:** **Minimum Criteria for Success:** **Target Population, Sampling Strategy & Justification for Selection:**
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*If your unit has more than the three minimum required outcomes, please complete additional form(s).

Guidelines

Writing Administrative Outcomes

Outcomes are measurable statements that describe how well a unit intends to function or to what degree it will improve its performance or the services provided.

The important question to ask is: **"What is the unit/department trying to accomplish?"**

Administrative Units should assess at least 3 outcomes per year. Stakeholder satisfaction is a common type of administrative outcome. Other types of administrative outcomes are those that focus on operational or procedural tasks.

Administrative outcomes should be:
- o Linked to the university or division goals and mission statement
- o Focused on the operational or performance level of the unit
- o Realistic in terms of the resources and support currently available within the college/division/unit
- o Measurable – feasible to collect accurate quantitative and/or qualitative data usable for making improvements to a process or the unit

Performance-Based vs Task-Based Outcomes

When defining outcomes, it may be useful to think about potential performance indicators first. Performance indicators are a means of objectively quantifying the results of programs, products, projects, or services. Whenever possible, preference should be given to ongoing performance-based outcomes over completion of one-time operational tasks. While task-based outcomes are acceptable, the focus for the majority of the outcomes should be on improving performance.

Examples

Student Affairs:
- Establish a coordinated internship and cooperative education program **(Task-based)**
- Increase employer participation in internship and cooperation education program **(Performance-based)**

Administrative and Financial Services:
- Hire and train additional campus police officers **(Task-based)**
- Decrease response times for crimes reported on campus **(Performance-based)**

Student Learning Outcomes (SLO)

Some administrative units may have an outcome that relates to student learning. For example, the library, wellness and recreation and/or some student affairs units may be responsible for teaching a course, student employees, or providing guidance to students. In this case, the outcome should be worded in a way that corresponds to student learning.

- SLOs are cognitive, practical, or affective
- SLOs:
  - Describe observable & measurable learning
  - Relate to graduating student (end of program; summative learning)
  - Reflect an important higher order concept
- Use the **WHO** + **VERB** + **WHAT** formula to write SLOs:
  - **WHO** = Graduating student
  - **VERB** = Describes the students' behavior/action
  - **WHAT** = Expected knowledge/skill student should have master

CAS Standards Alignment

The Council for the Advancement of Standard in Higher Education (CAS) has a guide for a variety of learning outcomes that you can incorporate into your assessment plans. CAS recently revised its prior student learning and development outcomes into six broad categories:

1. Knowledge acquisition, construction, integration and application
2. Cognitive complexity
3. Intrapersonal development
4. Interpersonal competence
5. Humanitarianism and civic engagement
6. Practical competence

Developing outcomes aligned to these categories helps us focus on the whole student learning experience. Administrative areas, Centers & Institutes, and Student Affairs can all benefit from assessing student learning.

Writing Assessment Methods for Administrative Outcomes

The means of assessment should describe how the unit will measure the success of the outcome. There are many methods of assessment that can be identified and used. Each outcome should have a clearly stated means of assessment specific to the outcome.

The method of assessment should be as specific as possible. Aspects of the means that should be included are as followed:

Instrument: Use the drop-down menu to select the instrument used to assess the outcome.

Method: The artifact, experience, or any other direct measure that will be assessed to determine outcome attainment.
1. Describe:
    o A description of the situation being assessed, including baseline data if available.
    o The means by which the unit will measure the outcome (survey/questionnaires, operational data, cost, time, efficiency standard, performance rating, etc.).
    o A description of where or when the outcome when be measured (point-of-service, throughout the year, end of program, etc.)
    o The target stakeholder (Students, faculty/staff, process, alumni, community partners, operational task) Explain why this measure is appropriate for assessing the particular outcome (i.e., why is this method a good way to measure the outcome?)

Minimum Criteria for Success: The minimum criteria refers to the level that will indicate success of meeting the outcome. It sets the minimum expected performance level, or desired performance level.

Target Population, Sampling Strategy and Justification for Selection:
1. Which population will you be targeting to determine whether the outcome is being attained?
2. What sampling strategy will be used to collect data from this population?
3. Why is sampling this population appropriate to determine outcome attainment?

Tips for Selecting Appropriate Assessment Methods
o Measures should be selected that are meaningful to the unit
o Data should not be difficult to collect or access
o Measures should be built on existing data collection
o Use methods that can assess both the strengths and challenges of the unit
o Identify at least one methods for assessing each outcome
    • Direct v. Indirect Measures
    • Qualitative v. Quantitative
    • Students and Faculty/Staff, or Community Partners

Think SMART

Specific - The outcome should have a clear, highly-specific endpoint.

Measurable – Be able to accurately track progress, so you can judge when a goal will be met**.**

Attainable (but **A**ggressive) – The outcome has the potential to move the program/unit forward.

Results-oriented – Describe what standards are expected.

Time-bound – Set a timeframe for your goal helps quantify it further; this will help keep your focus on track.