

Outcome Name:
State your Outcome

Instrument:
Method:

(Formula: Who/What + Action Verb + Target Area to Improve)

Minimum Criteria for Success:

Target Population, Sampling Strategy & Justification for Selection:

*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:

- Linked to the university or division goals and mission statement
- Focused on the operational or performance level of the unit
- Realistic in terms of the resources and support currently available within the college/division/unit
- 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:

- A description of the situation being assessed, including baseline data if available.
- The means by which the unit will measure the outcome (survey/questionnaires, operational data, cost, time, efficiency standard, performance rating, etc.).
- A description of where or when the outcome will be measured (point-of-service, throughout the year, end of program, etc.)
- 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

- Measures should be selected that are meaningful to the unit
- Data should not be difficult to collect or access
- Measures should be built on existing data collection
- Use methods that can assess both the strengths and challenges of the unit
- Identify at least one method 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 Aggressive) - 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.

Assessment Planning

Assessment Purpose

The purpose of this assessment is to _____ (PURPOSE)
 by assessing _____ (POPULATION) using _____ (METHOD),
 so I can _____ (USE OF RESULTS)

Success Criteria

What is your target?
 How will you know if the goal or outcome is met?

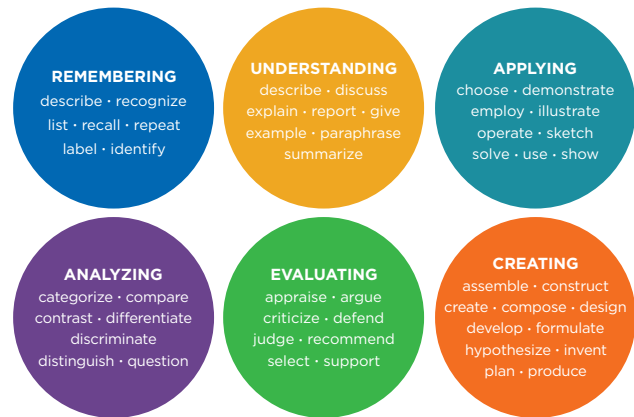
verb or action:

Additional Notes

Method Bank

Existing Data	Focus Groups	Visual Methods
Mobile Surveys	Interviews	Case Studies
Web Surveys	Portfolios	Document Analysis
Rubrics	Observations	Quick Assessments

Behavior words from Bloom's Taxonomy:



Project Timeline



Assessment Planning



For additional resources, visit www.campusintelligence.com

Tips

Identify (and use) data that already exists.
No need to do the same work twice!

Find or plan to collect baseline data so you can document change.

Keep it simple! Choose a method that is manageable so you can complete the project.

Build up your assessment toolbox by getting experience with different methods and knowing when it is appropriate to use them.

Consider both formative and summative assessment and choose those that best meet your needs.

Start with the ideal design for your assessment and then work backwards to what is possible. There is always more than one way to collect the data—use what works best for you, knowing that you can add on other methods later.

Look for opportunities to collaborate with other divisions and units.

Include stakeholders from the beginning; this builds credibility in your methods and assessment results.

Reflect on the process and results of assessment and do not be afraid to change your method. Assessment is an ongoing process.

Share your results—let others know about and learn from the work you've done.



How to Write Learning Outcomes

Activity #1: Distinguishing Between Program and Learning Outcomes

Activity #2: Learning Outcome Components Exercise

Activity #3: Writing Outcomes - Practice Makes Perfect!

How to Write Learning Outcomes

Program outcomes examine what a program or process is to do, achieve, or accomplish for its own improvement and/or in support of institutional or divisional goals; generally numbers, needs, or satisfaction-driven.

Learning outcomes examine cognitive skills that students develop through department interactions; related to measurable, transferable skill development. They are statements indicating what a participant (usually students) will know, think, or be able to do as a result of an event, activity, program, etc.

ABCD Structure of a Learning Outcome

Audience

Who does the outcome pertain to?

Behavior

What do you expect the audience to know/be able to do? (This needs to include an action verb to describe the learning, chosen from the Bloom's Taxonomy word bank on page 2.)

Condition

Under what conditions or circumstances will the learning occur?

Degree

How much will be accomplished, how well will the behavior need to be performed, and to what level?

EXAMPLE

Students who attend advising sessions will choose courses that fulfill their chosen degree requirements.

Outcome Writing - The 3 Ms:

Check your outcome against these criteria:

1. **Meaningful:** How does the outcome support the departmental mission or goal?
2. **Manageable:** What is needed to foster the achievement of the outcome? Is the outcome realistic?
3. **Measurable:** How will you know if the outcome is achieved? What is the assessment method?

Common Challenges When Writing Learning Outcomes:

- Describe program outcomes, rather than learning outcomes
- People don't use Bloom's taxonomy verbs and instead use vague terms like: appreciate, become aware of/familiar with, know, learn, value, use, understand
- Too vast/complex, too wordy
- Multiple outcomes in one learning outcome statement (the word "and" is usually a clue!)
- Not specific enough (e.g., effective communication skills)

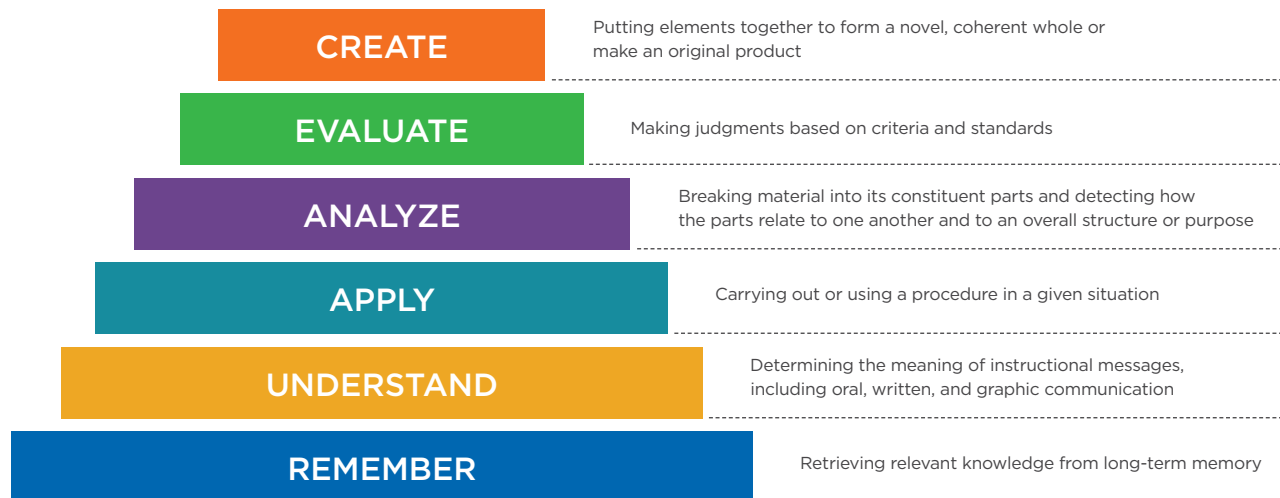
EXAMPLE

To improve this learning outcome statement:
"RAs will be more self-aware as leaders", you could change it to:

"As a result of attending RA training, RAs will be able to accurately assess the strengths and weaknesses of their leadership skills."

Bloom's Taxonomy: Cognitive Domain

The cognitive domain of Bloom's Taxonomy of Educational Objectives offers a framework for classifying learning outcomes. The framework is hierarchical in nature, beginning with a foundational layer (*Remember*) and accelerating in a stepwise manner (from *Understand* to *Apply* to *Analyze* to *Evaluate* and on to *Create*). Select from this word bank when writing your learning outcome statements.



Adapted from A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives (Anderson, L.W. (Ed.), et al., 2001)

REMEMBER	UNDERSTAND	APPLY	ANALYZE	EVALUATE	CREATE
Cite	Articulate	Compute	Calculate	Argue	Act
Define	Ask	Construct	Categorize	Assess	Arrange
Find	Characterize	Demonstrate	Compare	Check	Assemble
Identify	Clarify	Employ	Contrast	Convince	Build
Indicate	Classify	Exercise	Correlate	Critique	Compose
Label	Describe	Illustrate	Deconstruct	Debate	Construct
List	Discuss	Make	Detect	Decide	Create
Locate	Elaborate	Model	Diagram	Defend	Design
Match	Estimate	Operate	Differentiate	Determine	Develop
Memorize	Explain	Perform	Distinguish	Judge	Formulate
Name	Infer	Plot	Examine	Justify	Generate
Outline	Interpret	Practice	Experiment	Measure	Improve
Quote	Paraphrase	Present	Graph	Predict	Invent
Recall	Recognize	Produce	Integrate	Prioritize	Modify
Recite	Report	Provide	Order	Rank	Plan
Recognize	Restate	Show	Organize	Rate	Prepare
Repeat	Summarize	Sketch	Select	Recommend	Revise
Reproduce	Translate	Solve	Sequence	Reflect	Synthesize
State	Visualize	Use	Solve	Relate	Write

Activity #1: Distinguishing Between Program and Learning Outcomes

For each of the statements below, identify:

Is the statement a program or learning outcome statement?

What information is missing? How could the outcome be strengthened?

1. The Undergraduate Research Office will increase support for student attendance at regional, national, and international conferences.
2. Students will be able to demonstrate effective communication skills as a result of participating in the Leadership Program.
3. The Wellness Program will increase the number of smoking cessation seminars offered by 20% by hiring a graduate assistant to conduct the seminars.
4. Students will identify 10 behaviors and/or characteristics of healthy relationships with others after attending this seminar.
5. The number of personal solicitations focused on scholarship needs will increase.
6. Students and faculty will receive more information about co-curricular transcripts and the number of students completing transcripts will increase.

Activity #2: Learning Outcome Components Exercise

For each learning outcome, try to identify the four components:

Audience/Who

Who does the outcome pertain to?

Condition/How

Under what conditions or circumstances will the learning occur?

Behavior/What

What do you expect the audience to know/be able to do?

Degree/How much

How much will be accomplished, how well will the behavior need to be performed, and to what level?

- 1) As a result of attending five counseling sessions at the Student Counseling Center, students will be able to identify one or more strategies to cope with their problems.

Audience:

Behavior:

Condition:

Degree:

- 2) At the conclusion of the Greek Life Anti-Hazing presentation, students in attendance will be able to identify five behaviors or activities that constitute hazing.

Audience:

Behavior:

Condition:

Degree:

- 3) Faculty who attend the NSSE workshop will be able to identify three ways their work contributes to the institution scoring well on the NSSE benchmarks.

Audience:

Behavior:

Condition:

Degree:

Activity #3: Writing Outcomes - practice makes perfect!

Brainstorm...

1. Identify the overarching/broader objective or goal your outcome is going to support:
2. Identify the audience:
3. What do you want them to be able to know, think, or be able to do? (Be specific!)
4. What circumstances or context will foster the learning?
5. To what degree will the learning occur? (Be specific!)
6. How will you measure the learning?

Fill in the blanks:

Audience:

Behavior:

<will learn what>

Condition:

<under these circumstances / conditions>

Degree:

<to this level of efficiency / effectiveness>

Check yourself:

	YES	NO	NOT SURE
Is the outcome measurable?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is the outcome meaningful?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is the outcome manageable?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Would you feel comfortable/proud sharing this outcome with students, campus constituents, and external audiences?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Rewrite the learning outcome statement to address any issues:

Inventory of Suggested Non-Teaching Unit Assessment Measures

Finance and Administration:

Quantitative Measures:

- Business plan surplus or deficit
- Endowment growth/shrinkage
- Bond Rating
- Financial Ratios:
 - Operating Margin
 - Operating Margin excluding Gifts
 - Operating Cash Flow Margin
 - Direct Debt Service Coverage
 - Return on Financial Resources
- Contribution Ratios:
 - Tuition and Auxiliary Income as a % of Revenue
 - Investment Income as a % of Revenue
 - Gifts as a % of Revenue
 - Grants & Contracts as a % of Revenue
 - State Appropriations as a % of Revenue
 - Liquidity Ratio
- Select Financial Trends:
 - Administrative Costs (Institutional Support Services)
 - General Administrative Costs
 - General Institutional Services Costs
 - Maintenance & Operations Costs
 - Indirect Cost Recovery Ratios

Financial Responsibility Standards:

- Primary Reserve
- Equity Ratio
- Net Income Ratio
- Composite Score

Admissions:

Quantitative Measures:

- Number of inquiries, applications, interviews, and confirmations by program
- Inquiries, applications, interviews, and confirmations vs. enrollment management goals
- Acceptance rates by program
- Yield rates by program
- Student diversity
- Open House attendance and contribution of marketing efforts
- Costs related to the admissions process

Qualitative Measures:

- Applicant satisfaction surveys
- Admissions Process Satisfaction

- Usage of online application tracking/status tools
- Perceived access to and helpfulness of the Admissions staff

Registrar:

Quantitative Measures:

- Time to issuance of transcripts
- Time to issuance of grades
- Time to issuance of academic status letters
- Time required to complete the registration process
- Time involved with adding/dropping classes
- Time required for leave of absence
- Time required for withdrawal validations
- Incidents of (Family Educational Rights & Privacy Act (FERPA) noncompliance
- Incidents of incorrect status reporting

Qualitative Measures:

- Student satisfaction with the availability of courses
- Student satisfaction with registration procedures

Financial Aid:

Quantitative Measures:

- Number of applications processed
- Time from application receipt to disbursement
- Scholarship dollars awarded
- Number of students working for pay on campus
- Annual median student debt
- Staff-to-enrollment ratio
- A-133 audits

Qualitative Measures:

- Student satisfaction with financial aid services
- Perceived usefulness of financial counseling

Bursar:

Quantitative Measures:

- Receipts per academic term
- Percentage of errors on bills per academic term and/or academic year
- Outstanding student receivables by term (aging of accounts)
- Amount of student receivables written down/off

Qualitative Measures:

- Student satisfaction with billing and payment procedures

Alumni Relations and Development:

Quantitative Measures:

- Total voluntary support
- Number of unrestricted dollars raised vs. goals
- Number of restricted dollars raised vs. goals
- Number of alumni events and attendees
- Number of development events and attendees
- Cost per dollar raised

Qualitative Measures:

- Alumni and/or donor satisfaction surveys
- Donor participation in “cultivating” events
- Donor participation on development committees
- Awareness and perceived clarity of development mission statement(s)
- Student satisfaction with alumni services

Library:

Quantitative Measures:

- Library budget or expenditures
- Collection size
- Collection use
- Services delivered
- Staff-to-students ratio

Qualitative Measures:

- Student satisfaction with the library collection
- Student satisfaction with the library services
- Student satisfaction with the library facilities

Research and Sponsored Programs:

Quantitative Measures:

- Amount of extramural (contracts & grants) funding (and by category: federal, state, city, and private)
- Amount of internal funding
- Scores on peer reviewed research grant applications
- Number of research publications, presentations, posters, intra-program and inter-institutional collaborations
- Number of students participating in research via formal course registrations
- Number (proportion) of faculty involved in research and scholarly activity
- Number of students participating in research via volunteer efforts
- Number of square feet available for faculty research and related offices
- Number of regulatory submissions
- Number of favorable and unfavorable federal compliance reports
- A-133 audits

Qualitative Measures:

- Satisfaction surveys regarding research resources and opportunities
- Perceived satisfaction with regulatory review committee processes
- Perceived ease of access to research related forms and policies
- Faculty review of research dissertation quality
- Student demonstrations of scientific inquiry by designing, conducting, presenting, or interpreting research in their field of study

Information Technology (IT) Services:

Quantitative Measures:

- Number of security breaches
- Percentage of up time for each critical system
- Percentage of software of the latest version
- Percentage of software not at latest version upgraded during the academic year
- Number of help desk calls
- Response to help desk calls
- Number of computers, servers, switches upgraded
- Percentage of bandwidth utilized during peak periods
- Percentage of students using lecture capture and mean/standard deviation of time on system
- Number of software, workflow, wireless, bandwidth upgrades/modifications
- Number of late software, workflow upgrades/modifications
- Number and severity of audit findings
- Overall cost of operations by year and students served
- Number of hits and mean/standard deviation of time on site

Qualitative Measures:

- Student satisfaction with campus computers in general
- Student satisfaction with computer lab hours
- Student satisfaction with lab availability
- Student satisfaction with computer availability
- Student satisfaction with wireless Internet availability
- Student satisfaction with academic system availability
- Student satisfaction with off campus access to technology services e.g. the Help Desk\
- Frequency of College-related technology use

Student Affairs:

Quantitative Measures:

- Proportion of admitted students asking questions about orientation information
- Proportion of students accessing Student Affairs offices for:
 - 1) All purposes
 - 2) Student activities
 - 3) Personal Counseling
 - 4) Career services/mentorships
 - 5) Community service
- Number of complaints about an absence of professionalism

Qualitative Measures:

- Exit survey of graduating seniors
- Perceived accessibility to administration
- Student satisfaction with career planning and placement
- Student satisfaction with student participation on key committees
- Student satisfaction with personal counseling
- Student participation in student activities
- Student participation in internships
- Student volunteer work
- Student satisfaction with the overall social experience
- Student satisfaction with athletic facilities
- Student satisfaction with intramural athletic offerings
- Student satisfaction with student health services
- Student satisfaction with child care services
- Student satisfaction with services for students with disabilities
- Student satisfaction with services for international students
- Student satisfaction with services for veteran students
- Student satisfaction with the women's center
- Student satisfaction with student organizations
- Student satisfaction with the cafeteria/food services
- Student satisfaction with the leadership development program

Human Resources:

Quantitative Measures:

- Longevity of employees by years
- Costs of benefits by benefit type (health care, retirement, vacation, tuition remission, life insurance)
- Median time to fill open positions by job category and in total
- Number of internally- and externally-filed grievances and complaints
- Number of employees accessing special services
- Number of outreach sessions: harassment and diversity training, benefits fairs, retirement fairs, wellness events, employee appreciation events
- Median salary for each job category compared to peer group
- Number of upward salary adjustments made after market comparisons
- Number of career ladders defined by job categories
- Number of performance management evaluations with overall ratings of meets or exceeds expectations
- Number of promotions by job category
- Percent employee turnover by year

Qualitative Measures:

- Employee satisfaction with staff, benefits, hiring practices, training sessions, outreach sessions, employee appreciation events

Academic Standards & Evaluation:

Quantitative Measures:

- Number of students served
- Mean wait time for appointments

Qualitative Measures:

- Student expectations concerning adequate academic advisement
- Student satisfaction with academic advising
- Student satisfaction with online advisement (e.g., DegreeWorks)
- Student evaluation of academic advising

Public Safety:

Quantitative Measures:

- U.S. Department of Education crime statistics (CLERY reports)
- State crime statistics
- Safety-related activities (fire drills, student and employee orientations, etc.)
- Expenditures for security-related agendas: lighting, emergency phones, signs, sprinklers, etc.

Qualitative Measures:

- Student satisfaction with campus security
- Perception of security staff responsiveness

Campus Planning & Facilities:

Quantitative Measures:

- Size of capital budget
- Percentage of capital projects completed on time and on budget
- Comparison of electricity and fuel usage and cost by academic year
- Cost of deferred maintenance projects
- Cleaning budgets
- Square footage of additional facilities completed in the academic year
- Days to completion of maintenance requests

Qualitative Measures:

- Student satisfaction with the condition of buildings and grounds
- Cleanliness satisfaction surveys
- Housekeeping staff interactions surveys
- Temperature satisfaction surveys
- Maintenance request satisfaction surveys
- Facilities rating surveys

Media Relations:

Quantitative Measures:

- Number of clicks from online ads to the homepage during the academic year
- Comparisons of inquiries and applications
- Google Analytics data on the website
- Number of clips/media hits

Qualitative Measures:

- Student survey on how they learned about the college/what advertising they had seen
- Review of marketing materials to assure representation of diverse populations
- Evaluation of new outlets for cost/impact

Performing Arts Center:

Quantitative Measures:

- Number of productions
- Number of tickets sold (total and for each production)
- Attendance as a % of capacity (total and for each production)
- Financial data
- Development data (funding from corporations, trusts, foundations, individuals, etc.)
- Number of news stories on productions/the Performing Arts Center

Qualitative Measures:

- Students who attended an art exhibit, play, dance, music, theatre or other performance

Sources:

1. Robert G. Cuzzolino, Ed.D., "Measuring and Documenting Institutional Effectiveness in Non-Teaching Units," 2010 Annual Conference, Middle States Commission on Higher Education
2. CUNY Student Experience Surveys
3. National Survey of Student Engagement (NSSE)
4. CUNY Performance Management Process (PMP)
5. Lehman College Data Book
6. The Royal National Theatre's 2009-10 Annual Report