**Worksheet for Developing Administrative Outcomes and Assessment Plans**

**Step 1: Provide your mission.** In few sentences describe what your unit does, for whom, and how.

**Step 2:** **Articulate routine activities/tasks.** Develop a list of the routine activities/tasks/services your unit performs to meet its mission and, in turn, the mission of your division and Florida Institute of Technology. For each activity/task, name the recipient(s) of this support (i.e. the targeted ‘customer/s’).

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| **Activities/Tasks** | **To whom is this support provided? (Student, other targeted audience)** |
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**Step 3: Develop outcomes and identify evidence (data) to demonstrate achievement of outcomes.**

An outcome is a precise statement that describes the intended impact or accomplishment of an administrative unit as a result of a core service. An outcome statement is derived from a goal and, thus, describes how a unit is fulfilling a purpose outlined by that goal in a *measurable* way. Put another way, outcome statements animate goals, specifying the manner in which the goal will be met and measured.

Clear and precise outcomes statements also define specific performance expectations for a unit. In doing so, they point to the kind of data or evidence the unit will collect to ascertain the extent to which the desired outcome has been met. Outcomes should focus on the unit’s critical processes and functions and should be written with the unit’s “customers” in mind.

Three outcome/objective statements are required.

* Units with a strong learning component should have a learning outcome
* Units designated as academic or student support units –the majority of the outcomes should focus on assessing the support provided to students
	+ For example
1. One that addresses unit processes in relation to a desired quality like timeliness, accuracy, responsiveness, etc.
2. One that addresses student or other target audience *satisfaction*.

**Formula**

A general formula for writing an objective can be employed, although following this formula is not required:

**Outcome = subject + verb/action + object + modifiers**

**Administrative Outcome Example:** Increase number of applications from Brevard County students through a targeted marketing campaign.

Increase (verb) number of applications (object) of Brevard County students (subject) through a targeted marketing campaign.

 **Step 4:** **Identify Measures for Each Objective, and a Target for Each Measure**

A measure identifies evidence and methods you will use to determine whether you are achieving expected results and provide evidence that the entity is accomplishing its objectives. Measures should be quantitative and show performance compared to criteria for success in relation to expected objectives.

In collecting this evidence, the entity should learn two things: (1) whether the objective is being met, (2) where there is room for improvement toward the objective. For each objective/outcome, there must be at least one measure.

**Direct vs. Indirect**

There are two types of measures, direct and indirect.

**Direct measures** are more powerful because they provide data that correlate exactly with the objective. Direct measure explains what *specific* activity will be undertaken to show the extent to which an objective has been accomplished, and to provide information that may be used to make decisions for improvements in following years.

**Indirect measures** ask for opinion or perception about an outcome that is otherwise measurable. Student surveys, alumni surveys, and focus groups are examples of indirect measures.

**Step 5:** **Creating a Target**

Targets should flow easily from the measures that are set. Targets have a single purpose, which is to communicate clearly the level accomplishment for the particular measure. Targets must always indicate what is expected to be achieved in this single, current administrative year.

**Specific Numbers**

Targets must have specific numbers in them which indicate the level of accomplishment for the measure. Targets can indicate a number or percentage of items, people, or activities, or they can indicate a designated level of proficiency, or both.

**Targets Formula:**

**Target = Level + subject + action + object + modifiers**

**Target Example:** 90% (level) of first year experience students (target) will rate on a customer satisfaction survey (action) their Preview experience (object) as a 3 (satisfactory) or better on a 5-point scale (modifiers).

**Definitions**

It is important to note that targets must be clear not just in numbers, but in words. “Satisfactory” and “successful” are positive, but they are not commonly understood. A better way to define these concepts, is to share the rating scale. Does “satisfactory” mean 3 out of 5 points? Does successful mean fewer than 5 mistakes? Define a target so that the meaning is easily understood.