

A decorative graphic on the left side of the slide consisting of two overlapping parallelograms. The front parallelogram is blue and the back one is a light green color. Both are tilted at an angle.

# Developing Goals and Outcomes for Administrative Units



# SACSCOC

## Standard 8.2

The institution **identifies** expected outcomes, **assesses** the extent to which it achieves these outcomes, and **provides evidence of seeking improvement** based on analysis of the results.



# Unit Goal

**Unit Goals** are broad statements that describe the overarching long-range intended outcomes of an administrative unit. Each Goal is aligned to a Pillar of Success to ensure that they support the Institution's Mission/Goals.



# Pillars of Success

1. High-Demand, Market-Driven Programs
2. Selective, Competitive Recruitment and Enrollment of Ambitious and Talented Students
3. Robust Student Experience
4. Graduates Who Are Gainfully Employed or Admitted to Graduate School
5. Advancement Activities Leveraged to Further the University's Mission
6. Engaged and Supportive Alumni
7. Financially Stable and Operationally Efficient
8. Facilities Positioned for Growth and Efficient Utilization
9. Employer of Choice
10. Highly-Valued Community Partner



# Tips for Writing Goals

- Think about what your unit is trying to accomplish
- Collect any existing goal statements such as those from the Academic Catalog, existing mission statements, submissions to external agencies (e.g. SACSCOC), etc.
- Review other administrative unit's goals at [Lander](#) and at other universities.
- Use this [worksheet](#) to help your unit develop goals
- Typically 2-4 goals are sufficient



# Examples of Goals

- To provide a safe environment for the campus community.
- Improve student success in online courses
- To demonstrate the ability to enhance the living/learning environment by providing and maintaining easy-to-use, readily available, and forward-thinking technical infrastructure for the University community.
- To build community awareness of Lander University's programs and initiatives; and to strengthen engagement of students, employees, alumni, donors, prospective students and community members through regular distribution of information via press releases and social media platforms.
- Provide a quality safe living learning environment for Lander University Resident Students.

## Unit Goal

### ✶ Goal 1

**Unit Goals** are broad statements that describe the overarching long-range intended outcomes of an administrative unit. They support the Institution's Mission/Goals.

#### Pillar of Success Supported

- ☐ High-Demand, Market-Driven Programs
- ☐ Selective, Competitive Recruitment and Enrollment of Ambitious and Talented Students
- ☐ Robust Student Experience
- ☐ Graduates Who Are Gainfully Employed or Admitted to Graduate School
- ☐ Advancement Activities Leveraged to Further the University's Mission
- ☐ Engaged and Supportive Alumni
- ☐ Financially Stable and Operationally Efficient
- ☐ Facilities Positioned for Growth and Efficient Utilization
- ☐ Employer of Choice
- ☐ Highly-Valued Community Partner

*Choose the Pillar of Success that your goal best aligns with.*



# Outcome

**Outcomes** are specific, **measurable** statements that reflect the broader goals. They will primarily describe what the unit is going to do and what its impact will be on students and other key stakeholders (alumni, parents, employers, etc.).





# Types of Outcomes

## Operational Outcomes:

Most administrative units measure Operational Outcomes which describe the level of performance of an operational aspect of a program or office (ex. number of services provided, timeliness of a process).

## Student Learning Outcomes:

Some units may measure Student Learning Outcomes which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences (ex. Student Wellness Program may measure student knowledge of healthy habits.)



# Tips for Writing Outcomes

- Goals are broad statements, while outcomes are precise, specific and clear statements about the intended accomplishments of an administrative unit.
- The objective is to describe one behavior per outcome. The specificity and clarity of these statements will help develop effective assessments to measure whether or not you have achieved your mission and goals.
- Typically 3 outcomes per goal are sufficient.



# Outcomes should be S.M.A.R.T.

## **Specific**

The outcome is associated with key processes and services provided to students, parents, employers and faculty members. The outcomes should be distinctive to the unit that is conducting assessment.

## **Measurable**

The intended outcome should be one for which it is feasible to collect accurate and reliable data.

## **Aggressive but Attainable**

The following is a collection of questions that might help you to formulate and define aggressive but attainable outcomes for your administrative unit.

- What types of things are you striving for?
- What types of directions do you want to move in?
- What would you like to accomplish over the next \_\_year(s) and why?

## **Results-oriented**

The outcome should aid in identifying where program improvements are needed.

Describe where you would like to be within a specified time period (e.g., 10% increase in funding within one year, 90% satisfaction rating for next year, 10% improvement in student performance within two years).

## **Time-bound**

The outcome should indicate the timeframe for assessment, e.g., every spring term.



# Examples of Outcomes

## Operational Outcomes:

- Increase sales at athletic events.
- Provide timely response to calls
- Lower the current student loan default rate
- Provide and maintain faculty laptops to meet current need

## Student Learning Outcomes

- Counseling services enhanced knowledge integration.
- Student experiences with campus recreation increased their knowledge of recreation/fitness and health/wellness.

## Outcomes

### Outcome 1

**Outcomes** are specific, **measurable** statements that reflect the broader goals. They will primarily describe what the unit is going to do and what its impact will be on students and other key stakeholders (alumni, parents, employers, etc.).

Most administrative units measure **Operational Outcomes** which describe the level of performance of an operational aspect of a program or office (ex. number of services provided, timeliness of a process).

Some units may measure **Student Learning Outcomes** which describe knowledge, skills, and values that students are expected to gain as a result of their educational experiences (ex. Student Wellness Program may measure student knowledge of healthy habits.)

What type of Outcome would you like to add? \*

Operational Outcome



Enter Outcome \*



# Performance Targets


- The desired level of performance you want to see that represents success at achieving your outcome.
- Performance Target for “Met”: The anticipated level of achievement for this Outcome to be considered "Met".
- What score is needed for you to meet your expectations? What score is needed for you to partially meet your expectations? What score says that you did not meet your expectations?

**Performance Target for "Met" \***

A large, empty rectangular text box with a thin grey border, intended for the user to enter the performance target for the 'Met' status.

*The anticipated level of achievement for this Outcome to be considered "Met".*

**Performance Target for "Partially Met" \***

A large, empty rectangular text box with a thin grey border, intended for the user to enter the performance target for the 'Partially Met' status.

*The anticipated level of achievement for this Outcome to be considered "Partially Met".*

**Performance Target for "Not Met" \***

A large, empty rectangular text box with a thin grey border, intended for the user to enter the performance target for the 'Not Met' status.

*The anticipated level of achievement for this Outcome to be considered "Not Met".*



# Explain Your Outcome Results

- Comments/Narrative
- Resources Needed to Meet/Sustain Results,
- Explanation of How Resources Will Be Used

This is where you analyze your results, show you are seeking improvement, and document changes made related to your results.

Very important to SACSCOC!



### Comments/Narrative \*

*Analyze your results and show you are seeking improvement. If this is an outcome you have used in the past, please provide a narrative that includes an analysis of historical data and current data. Include evidence of improvement or clarification of why improvement has not been accomplished.*

### Resources Needed to Meet/Sustain Results

*Include estimate of cost.*

### Explanation of How Resources Will Be Used

[+ Add Outcome](#)



# Goal Summary

- Goal Summary/Comments
- Changes Made/Proposed Related to Goal

Analyze your results from each outcome and relate them to your goal. This makes the full connection back to the Pillars of Success and Mission of the University.

## Goal Summary

### Goal Summary/Comments \*

*Analyze your results and show you are seeking improvement. If this is a goal you have used in the past, please provide a narrative that includes an analysis of historical data and current data. Include evidence of improvement or clarification of why improvement has not been accomplished.*

### Changes Made/Proposed Related to Goal \*

*Describe changes that will be made in response to assessment results. Essential to "close the loop".*

### Upload Files (if needed)

Upload

or drag files here.

+ Add Goal

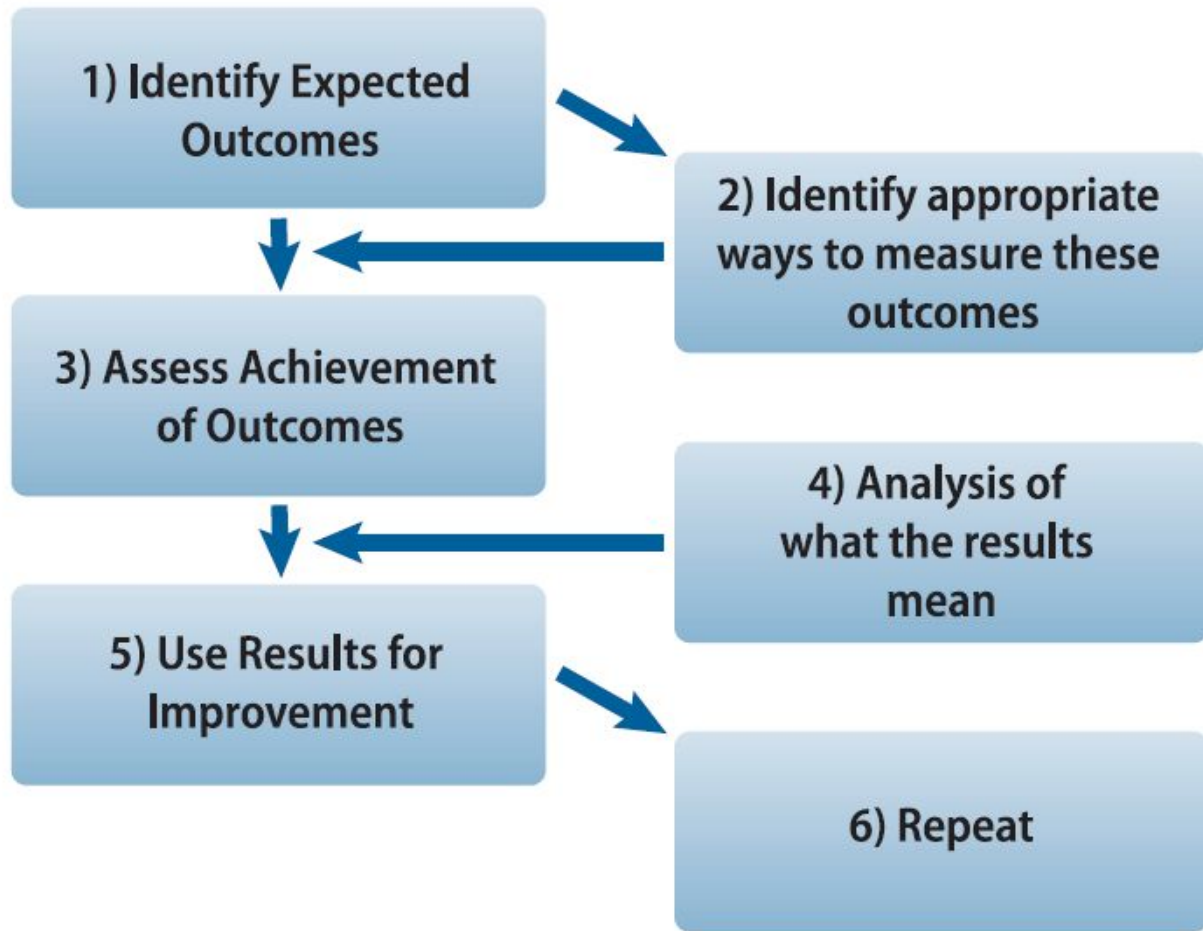
Submit


Save



# What does SACSCOC expect?

- At the time of its review, the institution is responsible for providing evidence of “seeking improvement.”
- The institution should be using the data to inform changes based on evaluation of its findings.
- Plans to make improvements do not qualify as seeking improvement, but efforts to improve a program that may not have been entirely successful certainly do.





# Common Assessment Report Issues

- Plans for improvements with no actual improvements
- No improvements or changes made at all. “No changes made at this time”
- Changes/improvements made but not related to results
- Consistently meeting targets being set. Indicates continuous improvement is not happening.



# Questions?

Email Me: [tjohnston@lander.edu](mailto:tjohnston@lander.edu)

Additional Videos:

- [Overview of Assessment for Administrative Units](#)
- [Completing and Submitting your Assessment Report](#)