**DRAFT Worksheet for Developing Administrative Goals, Outcomes and Assessment Plan**

**Step 1: Provide your mission.** In few sentences describe what your unit does, for whom, and how. If your unit doesn’t yet have a mission, proceed to Step 2[[1]](#footnote-1).

**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 UC Merced. 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? (Customer)** |
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**Step 3: Develop service goals.**

Goals are broad statements that describe priorities and intentions of an administrative unit; what the unit intends to do in broad brushstrokes.[[2]](#footnote-2) In doing so, goals describe the core functions through which the mission is achieved. Service Goals (1) identify the recipients of the service and (2) describe a core service/function of a unit. They may also describe (3) intended measurable qualities of the service (e.g. timeliness). Alternatively these qualities may be described through the associated outcomes statements (see step 4).

Ex. *Service Goal for Academic Personnel*: For Senate and non-Senate faculty, facilitate merit and tenure review processes, providing logistical support and policy and process expertise.

*To develop your unit’s service goals*, review the list of tasks and customers generated in step 2 and group tasks by similar purpose and/or by customer. For each grouping, draft an overarching goal statement that describes the service delivered through the listed tasks/activities. A unit might expect to have 3 to 5 service goals. Complex units will have more.

**Step 4: 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. [[3]](#footnote-3)

Generally, a minimum of two outcomes statements are necessary:

1. One that addresses unit processes in relation to a desired quality like timeliness, accuracy, responsiveness, etc.
2. A second that addresses customer *satisfaction*.

To develop outcomes, for each service goal complete the following statement:

**The [insert unit name] will have met service goal [insert goal #] when we see that….**

Example*. The Office of Academic Personnel will have met Goal 1 when we see that….*

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|  | **Outcomes** | **Source of data** | **Frequency of data collection** | **Person responsible for data collection: title and name** |
| Process: accuracy | 0% of dossiers are returned because they are incomplete or otherwise do not meet the requirements of policy or practice. | Case log | Ongoing. | Analyst, B.P. |
| Process: timeliness | 95% of cases are submitted, reviewed and decisions rendered in keeping with established timelines. | Case log | Ongoing. | Specialist, J.D., |

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| Satisfaction | 100% of Senate and non-Senate faculty report being *satisfied* or *highly satisfi*ed with support for developing and submitting their dossiers. *Some intended qualities of support*: responsive; guidance is timely, clear, and actionable; resources are readily available and helpful; steps and timelines are clear. | Survey | Ongoing: Individual faculty members at conclusion of case review process. | Director, J.D. |

For each service outcome, identify the source of data or evidence for assessing the degree to which the outcome was achieved, when data will be collected, and the person responsible for the data collection and analysis on behalf of the unit.

**Step 5:** **Complete the assessment plan by developing timelines**. (a) Develop a timeline for the *annual* process of assessment and (b) identify the year a given goal’s outcomes will be reviewed/assessed with the work summarized in a report. Currently, units are [scheduled](http://assessment.ucmerced.edu/node/86) for periodic review, once every seven years; an annual report is not due the year of the review, leaving six annual assessment cycles between each periodic review.

1. An example of an annual process for completing assessment cycle in relation to [annual report submission date](http://assessment.ucmerced.edu/node/86).

\_\_\_\_\_\_\_\_\_\_\_\_\_ Annual date by which assessment data analyzed and summarized

\_\_\_\_\_\_\_\_\_\_\_\_\_ Annual date findings discussed by unit and responding actions identified

\_\_\_\_\_\_\_\_\_\_\_\_\_ Annual date by which actions are implemented

\_\_\_\_\_\_\_\_\_\_\_\_\_ Annual date by which report is submitted to VC or Dean for review

\_\_\_\_\_\_\_\_\_\_\_\_\_ Annual date by which VC or Dean forwards report to PROC ([annual report submission date](http://assessment.ucmerced.edu/node/86))

1. An example of a Multi-year Assessment Plan.

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| **Year** | **Goal (and outcomes) Assessed** |
| 2015-16 | Goal 1 |
| 2016-17 | Goal 2 |
| 2017-18 | Goal 3 |
| 2018-19 | Goal 4 |
| 2019-20 | Goal 5 |
| 2020-21 | Goal 6 |

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| **Goal** | **Outcome** | **Source of Data** | **Frequency of data collection** | **Person responsible for data collection: title and name** | **Year Goal Reviewed/Assessed** |
| 1. For Senate and non-Senate faculty, facilitate merit and tenure review processes, providing logistical support and policy expertise. | 100% of Senate and non-Senate faculty report being *satisfied* or *highly satisfi*ed with support for developing and submitting their dossiers. *Some intended qualities of support*: responsive; guidance is timely, clear, and actionable; resources are readily available and helpful; steps and timelines are clear. | Survey | Ongoing: Individual faculty members at conclusion of case review process. | Director, J.D. | 2015-16 |
| 0% of dossiers are returned because they are incomplete or otherwise do not meet the requirements of policy or practice. | Case log | Ongoing. | Analyst, B.P. |
| 95% of cases are submitted, reviewed and decisions rendered in keeping with established timelines. | Case log | Ongoing. | Specialist, J.D., |
| 1. …… |  |  |  |  | 2016-17 |

**Example Multi-year Assessment Plan**

1. Consider developing a mission after completing step 3 of this document. [↑](#footnote-ref-1)
2. Appendix A. [UC Merced Policy for Annual Assessment and Periodic Review of Administrative Units](http://assessment.ucmerced.edu/sites/assessment.ucmerced.edu/files/page/documents/admin_annual_assessment_periodic_review_policy_7.22.11_post_0.pdf). [↑](#footnote-ref-2)
3. Appendix A. [UC Merced Policy for Annual Assessment and Periodic Review of Administrative Units](http://assessment.ucmerced.edu/sites/assessment.ucmerced.edu/files/page/documents/admin_annual_assessment_periodic_review_policy_7.22.11_post_0.pdf). [↑](#footnote-ref-3)