



**Institutional
Effectiveness and Research**

A&M-COMMERCE

Outcomes-Oriented Goal Writing for the Assessment of Administrative and Academic Support Services

2021 Assessment Institute

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Agenda

- I. What are goals and why do support units need them?
- II. Process: Developing relevant goals
- III. Utilizing a Taxonomy of Goals
- IV. Process: Guided goal writing
- V. Conclusion and Contact Information



Founded in 1889
A&M University System
Public, Research Doctoral
11,624 students

195 assessment units
118 Academic Programs
77 Support Units

Accreditation Requirements

7.3

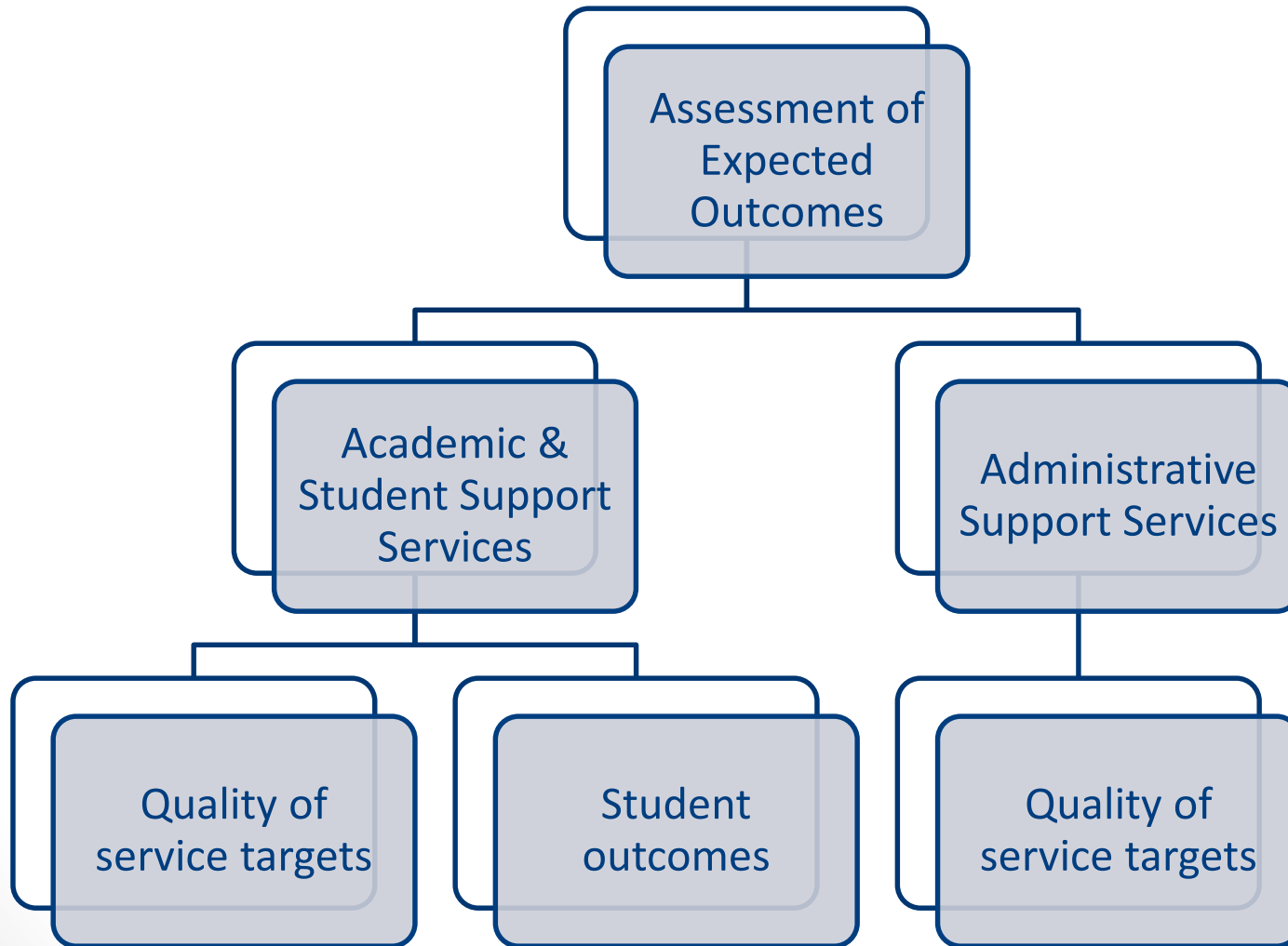
The institution identifies expected outcomes of its administrative support services and demonstrates the extent to which the outcomes are achieved.
(Administrative effectiveness)

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 in the areas below:

- a. **Student learning outcomes for each of its educational programs.**
(Student outcomes: educational programs)
- b. **Student learning outcomes for collegiate-level general education competencies of its undergraduate degree programs.**
(Student outcomes: general education)
- c. **Academic and student services that support student success.**
(Student outcomes: academic and student services)

Types of Expected Outcomes





With a range of types of administrative and academic/student support services needing to assess an array of types of outcomes, how do we help these areas develop meaningful goals for assessment?

A&M-Commerce IE Plans

Goal
Statement

Goals	Assessment Methods
<p>Service Satisfaction - Visitors to University dining locations will be satisfied with the service they receive.</p> <p>Goal Status: Active</p> <p>* Planned Assessment Cycle: 2019 - 2020, 2020 - 2021</p> <p>Start Date: 03/19/2020</p>	<p>Survey - Dining Services will distribute a survey via Qualtrics in November of each academic year to all faculty, staff, and students. The survey will assess satisfaction and feedback on dining services and food offerings. The Director of Dining Services is responsible for distributing the survey and collecting the results.</p> <p>Satisfaction questions will be rated on a four point scale: 1= Very Dissatisfied; 2= Dissatisfied; 3= Satisfied; 4 = Very Satisfied</p> <p>* Standard of Success: 80% of survey respondents will indicate that they are "Satisfied" or "Very Satisfied" with the service they receive at on-campus dining locations.</p>

Method of
Assessment

Standard of
Success

Why are goals important?

- Guide strategic planning for the unit
- Identify achievable quality improvements
- Create a framework for assessing overall effectiveness of the unit

“Assessment gives us several ways to gather, interpret, and use data to provide information we need to take appropriate action.” (Walvoord, 2010)

What is a goal?

A goal is considered an observable and measurable outcome that assesses a particular process, service, or experience.

It represents an impact or quality improvement the unit would like to see as a result of its actions
(Outcome)

A goal is NOT what you do but rather the desired *intended effect* of what you do.

Focusing on Outcomes

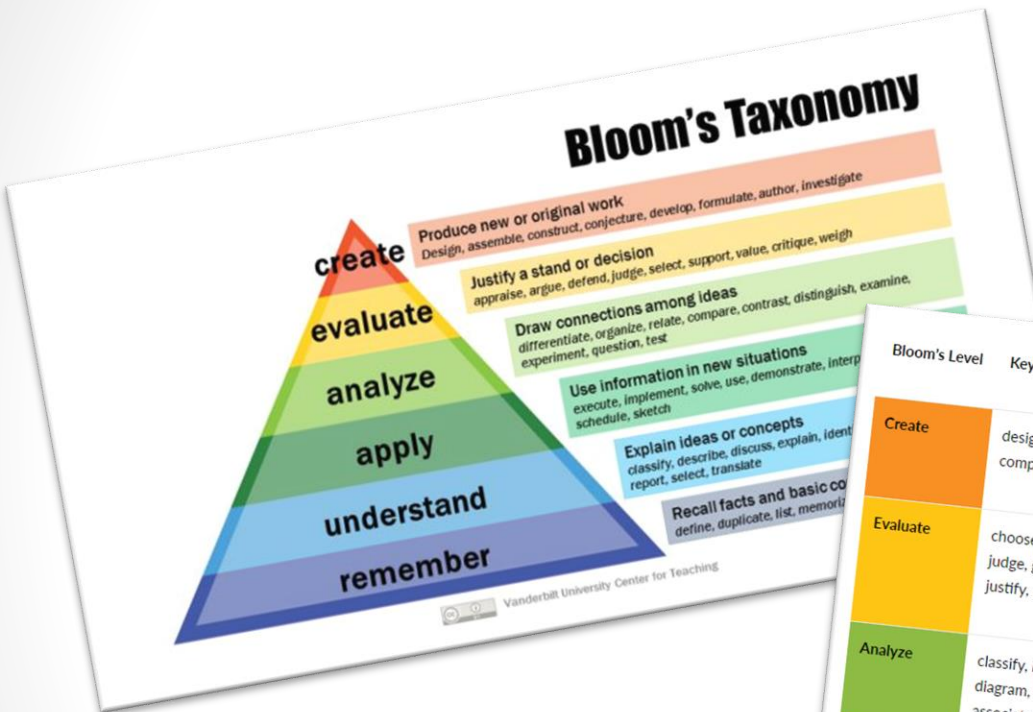
Outputs

- Describe and count what the unit does
- Outputs are delivered through the unit's processes, services, and experiences

Outcomes

- A level of performance or achievement
- Describes the impact or quality of a unit's processes, services, or experiences

Taxonomies



Bloom's Level	Key Verbs (keywords)	Example Learning Objective
Create	design, formulate, build, invent, create, compose, generate, derive, modify, develop.	By the end of this lesson, the student will be able to design an original homework problem dealing with the principle of conservation of energy.
Evaluate	choose, support, relate, determine, defend, judge, grade, compare, contrast, argue, justify, support, convince, select, evaluate.	By the end of this lesson, the student will be able to determine whether using conservation of energy or conservation of momentum would be more appropriate for solving a dynamics problem.
Analyze	classify, break down, categorize, analyze, diagram, illustrate, criticize, simplify, associate.	By the end of this lesson, the student will be able to differentiate between potential and kinetic energy.
Apply	calculate, predict, apply, solve, illustrate, use, demonstrate, determine, model, perform, present.	By the end of this lesson, the student will be able to calculate the kinetic energy of a projectile.
Understand	describe, explain, paraphrase, restate, give original examples of, summarize, contrast, interpret, discuss.	By the end of this lesson, the student will be able to describe Newton's three laws of motion in her/his own words
Remember	list, recite, outline, define, name, match, quote, recall, identify, label, recognize.	By the end of this lesson, the student will be able to recite Newton's three laws of motion.

Support Unit Taxonomy of Goals

This taxonomy can be used to consider what actions the support unit may engage in and what indicators of the effectiveness of those actions they may wish to measure to assess desired outcomes – answering the questions: What do we do and what would it look like to do it more effectively? These categories are intended to be representative of but not exclusive to all of the processes, services, and experiences of support units.

OUTPUTS: What is your unit going to do?			
Areas of Action	Definition	Sample Verbs	Sample Behaviors
Maintain records, processes, or facilities	Processes overseen or monitored by the unit	Maintain, monitor, collect, oversee, manage, comply	Maintain faculty records
Perform tasks	Tasks performed by the unit	Submit, record, track, enroll, process, complete, implement, prepare, organize	Process financial transactions
Provide services and resources	Services developed and offered by the unit to constituents	Develop, offer, provide, advise, train, instruct, educate, counsel, assist	Provide assistance to graduate students in the enrollment process
Resolve problems	Efforts to resolve complaints, disputes, or problems for constituents	Resolve, adjudicate, improve, support	Resolve customer service complaints
Communicate information	The communication, distribution, and promotion of relevant information to constituents	Communicate, promote, market, publicize, share, distribute	Promote unit services to the university community
Create relationships and partnerships	Efforts to bring in new constituents and stakeholders to serve or to partner with in unit activities	Recruit, establish, partner with, network, create, build, cultivate	Establish partnerships with industry internship providers

OUTCOMES: What is the desired impact or quality improvement of your unit's action?			
Effectiveness Indicators	Definition	Key Question	Sample Behaviors
Quality	Improvements in the quality of the process/experience/service – flaws or errors resolved and value improvements made	How will the process/experience/service have more value because of this?	The error rate will be reduced
Efficiency	Processes are streamlined, resources are conserved, and productivity is increased	How will the process/experience/service operate more efficiently because of this?	The application process will be streamlined to eliminate redundancies
Timeliness	Time to completion is reduced and timeframes or relevant deadlines are achieved	How will relevant timeframes be positively impacted by this?	The report will be submitted prior to the agency deadline
Cost	Operating or student costs are reduced or optimized	How will costs be positively impacted by this?	Expenditures will be reduced by 5%
Reach	Increases are made in the number of people reached, impacted, or served by the process/experience/service	How many people/processes/entities will be impacted by this?	The number of student research presentations will increase by 15%
Perceptions	Changes are made in perceptions of or attitudes about the unit's processes/experiences/services	How do constituents view the process/experience/service?	95% of students will rate the academic advising they received as "Satisfactory" or "Very Satisfactory"
Behavioral changes	Services offered produce intended behaviors	What student/faculty/staff behaviors will change because of this?	Staff will follow safety procedures when operating university equipment
Learning outcomes	Services offered produce intended learning outcomes	What knowledge should students/faculty/staff be able to demonstrate because of this?	Students will be able to apply money management principles to their personal finance

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<i>Effectiveness Indicator</i>	<i>Definition</i>	<i>Key Question</i>	<i>Sample Behavior</i>
Behavioral changes	Services offered produce intended learning outcomes	What student/faculty/staff behaviors will change because of this?	Staff will follow safety procedures when operating university equipment

<i>Effectiveness Indicator</i>	<i>Definition</i>	<i>Key Question</i>	<i>Sample Behavior</i>
Learning outcomes	Services offered produce intended behaviors	What knowledge should students/faculty/staff be able to demonstrate because of this?	Students will be able to apply money management principles to their personal finance

Provide recreational programming to students, faculty, and staff

A. Output

B. Outcome

Maintain student academic records

A. Output

B. Outcome

Participation rates in the residential life safety program will increase

A. Output

B. Outcome

Students who attend leadership development training will be able to identify one or more crisis resolution strategies

A. Output

B. Outcome

Implement training programs to support global social justice initiatives

A. Output

B. Outcome

Students in the STEM living and learning community will be retained at a higher rate than the general first time, full time student population

A. Output

B. Outcome



Sample formulas for writing goals

Formula #1:

[Description of desired impact or quality improvement]

Outcomes related to:
Quality
Efficiency
Timeliness
Cost
Reach

Formula #2

[Constituents] who [description of constituents' participation in Unit's services] will [verb describing impact or quality improvement]

Outcomes related to:
Perceptions
Behavioral Changes
Learning Outcomes

Sample formulas for writing goals

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Formula #2

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Students who attend leadership development training will be able to identify one or more crisis resolution strategies

Guided goal writing

3 Guided Questions

- What is the overall purpose of the unit? (*mission*)
- What does the unit do to support this purpose? (*output*)
- What additional impact or quality improvement would the unit like to see as a result of those actions? (*outcome*)



Quality

Efficiency

Timeliness

Cost

Reach

Perceptions

Behavioral change

Learning outcomes

Example #1 – Study Abroad

What is the overall purpose of the unit? (mission)

- To enrich teaching & learning and student preparedness for a global workforce through exposure to cross-cultural learning experiences

What does the unit do to support this purpose? (output)

- Organize study abroad trips for students

What additional impact or quality improvement would the unit like to see as a result of its actions? (outcome)

Cost

- Increase the percentage of study abroad travel costs covered by grant funding

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- Organize study abroad trips for students

What additional impact or quality improvement would the unit like to see as a result of its actions? (outcome)

Reach

- Increase the number of students who participate in study abroad travel

Example #2 – Marketing & Public Relations

What is the overall purpose of the unit? (mission)

- Act as a source of communication on behalf of the university

What does the unit do to support this purpose? (output)

- Respond to external news media inquiries

What additional impact or quality improvement would the unit like to see as a result of its actions? (outcome)

Timeliness

- All inquiries from the news media will be answered in a timely manner.

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- Respond to external news media inquiries

What additional impact or quality improvement would the unit like to see as a result of its actions? (outcome)

Behavioral change

- News outlets contacting the university for information will utilize the media inquiry contact form.

Example #3 – Campus Dining

What is the overall purpose of the unit? (*mission*)

- Provide quality food and exceptional service to the university community

What does the unit do to support this purpose? (*output*)

- Operate dining services at three on-campus dining locations

What additional impact or quality improvement would the unit like to see as a result of its actions? (*outcome*)

Perceptions

- Visitors to University dining locations will be satisfied with the service they receive

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What does the unit do to support this purpose? (output)

- Operate dining services at three on-campus dining locations

What additional impact or quality improvement would the unit like to see as a result of its actions? (outcome)

Quality

- The internal audit food inspection pass rate will be 90% or higher.

3 Tools for Outcomes-Oriented Goal Writing

Taxonomy of Goals

Support Unit Taxonomy of Goals

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OUTCOMES: What is the desired impact or quality improvement of your unit's action?

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Timeliness	Time to completion is reduced and deadlines or relevant deadlines are positively impacted by this?	How will relevant timeliness be positively impacted by this?	The request will be submitted prior to the agency deadline
Cost	Operating or student costs are reduced or optimized	How will costs be positively impacted by this?	Expenditures will be reduced by 1%
Reach	Increases are made in the number of people reached, engaged, or served by the process/experience/service	How many people/processes/activities will be impacted by this?	The number of student research presentations will increase by 15%
Perceptions	Changes are made in perceptions or attitudes about the unit's process/experience/service	How do constituents view the process/experience/service?	95% of students will rate the students advising they received as "satisfactory" or "very satisfactory"
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Sample Formulas for Writing Goals

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3 Guided Questions

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- What is the overall purpose of the unit? (*mission*)
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Final Considerations

Can the goal be used to identify meaningful areas to improve?

Do the goals accurately reflect the strategic planning of the unit?

Contact Information



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Check out the resources on our webpage:

www.tamuc.edu/ie

Assessment Institute:

<https://assessmentinstitute.iupui.edu/>