Quick Guide for Developing Phase I Plans - Non-Academic Units

THE ANNUAL PLANNING & ASSESSMENT PROCESS MUST BE:

- ❐ Mission related, collaborative activity, done institution-wide

- ❐ An ongoing process that serves as a formative means of assessing the department's/unit's strategic plan and the Division's strategic plan in support of the institution's strategic plan

- ❐ Research-based and involve a systematic gathering, analyzing, and interpreting data to determine how well our performances matches our expectations.

- ❐ Use the resulting information to understand and improve or programs and services

STEP I: ESTABLISHING MEASURABLE OBJECTIVES TO ACHIEVE THE DEPARTMENT'S VISION

As shown below, administrative objectives can be defined as learning outcomes statements, process statements, or satisfaction statements. Each unit should develop **3 -5** annual objectives.

TYPE	PURPOSE	EXAMPLES OF AES UNIT OBJECTIVE
PROCESS STATEMENTS	Focused on desired **quality** of key functions and services (i.e. timeliness, accuracy, efficiency, volume, responsiveness, compliance, etc.)	1. Accounting office will reduce vendor statement processing time from 7 to 4 hours. 2. Registrar's office will shorten response time for transcript requests from 7 to 4 days.
OUTCOME STATEMENTS	Focused on how the services or educational support have impacted/changed a student (faculty or staff as well) in terms **of knowledge, skills, or attitude/values**	1. 80% of graduates seeking employment will have the ability to write an acceptable career resume. 2. 75% of students seeking summer internship opportunities will be able to access and use online experiential learning search tool provided by Career Center.
SATISFACTION STATEMENTS	Focused on levels of overall satisfaction with the services provided	1. Increase student satisfaction with the overall online registration process from 70% to 80% by AY 2013. 2. 80% of graduates using Career Center will be satisfied with their job advisement services.

NOTE:

- ❐ *Student learning outcomes are most appropriate for services that aim to increase students' knowledge or understanding of specific concepts.*
- ❐ *It is not uncommon to find a mixture of process, outcome, and satisfaction statements in one unit.*

CONSIDER USING A GENERAL FORMULA WHEN WRITING THE OBJECTIVES:

Objective = Target (Audience) + Action Verb + Purpose + Activity (Modifier) + Timeframe

Example:

- *Increase the student's satisfaction level with the overall experience in the resident halls to a 3 (satisfactory) or above on a 5 point scale for at least 75% of the residential students.*
- *Increase graduate student enrollment by 3.3% or 24 students for AY 2016-2017. Baseline: AY 2015-16 Enrollment Count 716.*
- *The Office of the Registrar will shorten the average response time for student transcript requests from 7 to 4 business days.*

T.V.P.A.T.

	Target (Audience)	Action Verb	Purpose (Focal Area)	Activity (Modifier)	Timeframe
Examples	Residential Students	Increase	Overall Experience Satisfaction	3 or above	annually
	Graduate Students	Increase	Enrollment	3.3% of 716 or 24 students	AY 2016-17 or Fall 2016
	Students	Shorten/reduce	Transcript request time (processing)	3 Business Days	Annual

THE AES UNIT OBJECTIVE SHOULD BE SMART:

- The objective should be **S**pecific to the unit
  - The unit/department objective should be associated with **key processes and services provided to students, parents, employers and faculty members**
  - The unit/department objective should be distinctive to the unit that is conducting assessment

- The objective should be **M**easurable and result oriented
  - The unit/department objectives should be **quantifiable statements** that can be used to determine progress towards the overall mission
  - The **collection of accurate and reliable data** should be **feasible** for unit/department objectives
  - The unit/department objectives should produce results that can assist with program/service/unit improvements

- The objective should be **A**ttainable and realistic
  - Consideration should be given to the **available resources** (e.g., staff, technology, assessment support, institutional level surveys, etc.) in determining whether the objectives are attainable and the collection of data for each objective is a realistic expectation
  - There should be an aggressive but realistic **level of improvement expected**
  - Careful consideration should also be given to the timeframe established to achieve the expected unit/department objectives

- The objective should be **R**elated and is it relevant to unit's mission
  - The unit/department objectives should focus on **intentions** that are **critical to the unit/department and its mission statement**
  - The unit/department objectives should aid in identifying where **program/services/units improvements** are needed
  - The unit/department objectives must be tied to either the division strategic plan or the overarching University strategic plan

- The objective should be **T**ime-bound
  - Describe where the department/unit would like to be within a **specified time period and when the assessment should be done**

    EXAMPLES: 10% increase in funding within one year
    90% satisfaction rating for next year
    10% improvement in student performance within 12 months

Baseline Data: If the department/unit has previously measured an objective, this data should be used as the *baseline* for setting targets/benchmarks for the next year.

Virginia State University
Office of Planning and Institutional Effectiveness (OPIE)

INCLUDE THE FOLLOWING FOR EACH OBJECTIVE:

- Specific tasks to be completed
- Primary participants
- Tangible results
- Associated cost
- Completion time for each task

Objective:

IMPLEMENTATION STRATEGY, BUDGET, AND TIMETABLE					
SPECIFIC TASKS TO BE COMPLETED	**PRIMARY PARTICIPANTS**	**TANGIBLE RESULTS**	**ASSOCIATED COST**	**TIME FRAME**	
				FROM	**TO**

STEP 2: ESTABLISH THE MEANS OF ASSESSMENT:

The *Means of Assessment* includes the assessment tool, method and criteria for success. The ***tools*** and ***methods*** are considered ***measures for each objective*** and the "***criteria for success***" is a **benchmark or target for each measure**. These measures and target will allow the department/unit to determine if the expected results are achieved.

MEANS OF ASSESSMENT COMPONENTS	DESCRIPTION	PURPOSE
TOOLS	Measures for each objective	Gather evidence related to the intended objective outcome
METHODS		Provide useful information regarding the achievement of expected results or levels of performance
CRITERIA FOR SUCCESS	Benchmark or target for each measure	Serves as an indicator for the expected results or levels of accomplishment

NOTE:

❐ Direct or indirect assessment measures can be used; however all objectives must have at least one direct measure

❐ State the criteria/benchmark in terms of reasonable percentages, percentiles, averages or other quantitative measures

❐ The criteria should have a specific target number that indicates the level of accomplishment. This can include a level of proficiency, or number or percentage of people, activities, or items, or a combination of the two

  ○ ***Example 1***: Students wait time for registration will **decrease 20%**

  ○ ***Example 2***: at least **75% of the students** living in the resident halls will report a level of satisfaction with the overall experience at a **3 (satisfactory)** or above on a 5 point scale

STEP 3: DEVELOP A COMPREHENSIVE PLAN FOR DATA COLLECTION:

❐ Determine:

  ○ **What** data will be collected

  ○ **How** the data will be collected (all assessment tools)

  ○ **Where** the data will be collected from

  ○ **When** the data will be collected

  ○ **Who** is responsible for collecting the data