

**2020-21 Outcomes Assessment Reporting Steps  
Administrative and Academic/Student Support Services**

The chart below indicates the key components of the assessment process, definitions of those components, and outlines steps for assessment reporting.

| <b>Mission Statement</b>   | <b>Goals</b>   | <b>Outcomes</b>  | <b>Assessments</b>  | <b>Targets</b>  | <b>Findings</b>   | <b>Action Plan</b>   |
|--|--|--|---|---|---|--|
| Brief description of the unit  | Broad statement  | Specific statement   | Brief description of the assessment method  | Specific and quantifiable criterion   | Results of the specified assessment                       | Brief description of the implication of the assessment results for the unit  |
| Includes its purpose, areas of service, and clients served                 | Describes the long-range achievements of the unit              | Describes the result or impact that a critical function/ service/process will produce or student competency achieved | Describes the process used to gather data to measure the unit's performance and the quality of its work         | Sets the minimum acceptable performance standard                              | Provides evidence whether the target was achieved         | Describes "closing the loop" with clear, specific next steps for the unit in response to the findings                                  |
| Aligns with UofL's mission   | Used for general planning                                      | Addresses a desired level of productivity or achievement   | Aligns to a specific outcome  | Aligns to a specific measure  | Aligns to a specific target                               |  |
|  | Starting point to the development and refinement of an outcome | Is measurable and aligns to a specific goal  |   |   |   |  |
| <b>Steps for Assessment Reporting</b>                                      |  |  |   |   |   |  |
| Write a clear and concise statement  | Identify at least 3 goals but no more than 5 goals             | Identify at least 1 outcome per goal   | Identify at least one assessment method for each outcome  | Identify a target for each assessment method                                  | Identify a finding for each assessment method             | Identify each unmet performance target and indicate action for improvement   |
| Describe the unit's purpose  | Describe what the unit will achieve for each goal              | Describe the results that will be accomplished by the unit for each outcome  | Provides specific description of the identified assessment and how it will measure the results for each outcome | Indicates the appropriate threshold for achievement of each outcome assessed. | Indicate the results from the assessment for each outcome | If all targets were met, describe how the expected level of performance will be increased to facilitate continuous program improvement |
| Identify any unique features and specific population(s) served by the unit | Serves as a starting point to develop outcomes                 | Ensure that the outcome is measurable  | Examples: Surveys, benchmarking, industry standards   | Can be expressed as a %, a number, a rating, a range of scores                | Indicate whether target was met for each assessment.      | This provides the evidence of improvement based on analysis of results   |
| Align the unit's mission to the university's mission                       | Align each goal to a the unit's mission                        | Align each outcome to a specific goal  | Align each assessment to a specific outcome   | Align each target to an assessment  | Align each finding to a target                            | This is "closing the loop"   |