Expected Outcomes
Specific statements about what should occur as a result of the core services or functions your unit performs.

- An outcome must align with university mission and strategic plan, while demonstrating movement toward unit-specific improvement.
- An outcome must be measurable so that its achievement can be observed and verified with evidence.
- Educational support units might have student learning outcomes instead of, or in addition to, operational outcomes.
- Progress towards or completion of a strategic or long-term goal can be written as an outcome.

Measures
Assessment methods should align with outcomes and measure achievement.

- Administrative and indirect measures include: activity volume, benchmarking, document analysis, evaluations, focus groups, graduation/retention rates, job placement data, surveys
- Direct measures (student learning) include: authentic performances/demonstrations, exams, evaluations, juried activities with outside panels, portfolios, pre/post tests, presentations, projects

Targets
Criteria for success are quantifiable performance targets geared toward improvement

- Aspirational, but attainable
- Meaningful
- Developed based on structure of assessment method being used

Examples – Research

O: Increase number and diversity of research grant applications
M: Annual analysis of application submissions (number and type)
T: 2 more than 2013-14 year, including at least one in each of the following categories: research, outreach and training, innovation and model development

O: To conduct basic and applied research projects that involve a multidisciplinary group of faculty, staff and students
M: Review of project reports, percentage of multidisciplinary groups
T: 60% of all projects will be multidisciplinary

Examples – Community/Public Service

O: Increase visibility by providing community service
M1: Tally events, presentations, publications, workshop, training
T1: 3 events, 2 presentations, 1 publication, 1 workshop, 1 training
M2: Participation on committees, boards, task forces
T2: All staff members will serve in at least one professional organization

O: Promote understanding of coastal and environmental issues concerning the Mississippi River Delta plain and similar systems around the world
M: Track number of teacher science education workshops, K-12 workshops/field trips, media talks, and service on advisory panels and boards.
T: 5% increase over last year tallies

Examples – Student Work

O: Train doctoral students to be effective researchers in Materials and Nanoscience
M: Track student success in the dissemination of their scientific work
T: Each student in the program should have at least one presentation at a national meeting or one first author publication prior to graduation

Examples – Learning

O: Students will demonstrate the ability to organize and manage survey research process and analyze data
M: Final evaluation completed by center/director
T: 80% of students will achieve overall score of satisfactory or above

O: Students will demonstrate application of historical method skills in real world setting
M: Internship evaluation completed by site supervisor
T: 80% of students will score satisfactory or above on all items

Results
Summary of findings and relevant data
- Reported in aggregate form (program or unit rather than individuals)
- Maintain anonymity of all participants
- Offer cogent analysis
- Exhibit multiple years of data to illustrate improvement
- Include supporting documentation

Closing the Loop
Action plans - implementation and documentation of changes made as a result of findings
- Clearly based on findings, map back to outcomes and measures
- Clearly state changes implemented and include plan for tracking success

ACTION ITEMS – DUE FEBRUARY 5

Fall 2014 Cycle
- Report findings for all measures
- Upload supporting documentation to Document Management file
- Create closing the loop action plans based on data

Spring 2015 Cycle
- Review IE plan
- Make changes to ensure quality components
- SLO’s, measures, targets