



What is an Administrative Unit Outcome?

September 17, 2012

President's Cabinet



Definitions

- What is an outcome?

- From discussion:

- Larger vision
 - Measureable
 - Broader focus with longer timeline
 - Related to student learning outcomes

Other considerations:

Link to standards and/or ILOs;
outcomes that are attributed to the
standards should be rephrased to be
more direct.

Such as: Specificity to one area of
focus (assess facilities and budget
as separate outcomes).

- What is an objective?

- From discussion:

- Specific tasks to help meet outcomes
 - Measureable

Could assess outcomes
incrementally (i.e. 5-yr project with
6-month targets)

Could assess outcomes
cyclically, not necessarily
every year, but still on a
regular cycle.



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Learning Outcomes

- Consider different types of learning:
 - Knowledge
 - Skills
 - Attitude
 - Behavior

From discussion:
Use classroom paradigm—what do you want
people to gain from your area and how will
you know it's happening?
Think of assessment like a classroom
assignment or test—what should people be
able to state, do, believe?



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Anatomy of an Assessing an AUO

- Statements should be: (From conversation)
 - Specific: What is your intended outcome?
 - Attainable: Is it reasonable?
 - Measurable: How is it being assessed?
 - Relevant: Does it serve the needs of the college?
- Consider: (From conversation)
 - Active not static verbs: How will assessment be measured? How will you know the outcome is occurring?
 - Time frame: When is assessment occurring?



The AUO Cycle

- Identify outcome statement(s): knowledge, skills, abilities and behaviors (BASK) members of the campus community should develop as a result of the functions served by your area.
- Identify assessment method: How will you know BASK is occurring?
- Share results with campus community.
- Seek feedback from campus constituents.
- Reflect on assessment results.
- Develop action plan for next cycle.
- Remember: AUOs as outcome statements and not just solely satisfaction measures.





An AUO Example

- Outcome: The LRC redesign will accommodate all student learning styles, so students can learn about their learning style and the strategies best suited to academic success.
- Assessment Method: Students who use the LRC after the redesign will be: a) surveyed to determine any changes in their learning strategies, and b) tracked to determine course success with the year of using LRC services.





Another AUO Example

- Outcome: Information about construction timelines for renovations and new builds allows faculty and staff to implement schedule changes with limited disruption to student learning (schedules and services).
- Assessment Method: Faculty and staff from affected areas in 2012-13 will be surveyed quarterly to determine: a) timeliness of construction information; b) accuracy of construction information; and c) changes to schedules and services resulting from construction information.

