



**CERRITOS
COLLEGE**

Administrative Units: How to Write Administrative Unit Outcomes

January 27, 2023



**INSTITUTIONAL EFFECTIVENESS, RESEARCH,
PLANNING, AND GRANTS**

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Administrative Unit Outcomes

What is an Administrative Unit Outcome?

Administrative Unit Outcomes (AUOs) are concise statements which describe what an administrator, faculty, staff or student will experience, receive, or understand as a result of a given service. AUOs can relate to the operations and processes of the unit, and may include a consideration of demand, quality, and efficiency and effectiveness. Outcomes may also relate to intended behaviors that a student having used services provided by the administrative unit should demonstrate. AUOs provide data and evidence of a users reaction that has occurred as a result of receiving your service.

What is the purpose of Administrative Unit Outcome?

Outcomes are part of the college's institutional effectiveness and student success efforts. AUOs are exclusive to non-instructional departments, programs, and services at the College. Administrative departments may not offer classes or directly teach students but provide the vital services that make learning possible. Administrative Unit Outcomes provide a way to articulate how a department impacts others and, when measured and assessed, gives information that will help it improve. The assessment will vary based on the size of your office and nature of the users that you serve. All departments on campus are involved in trying to get better. This is a formalized way of capturing that process.

Core Attributes of AUOs

AUOs are specific to the unit's mission and service area and should be feasible to achieve in the performance review period. AUO statements often mention the quality of a service or the satisfaction of clients with a specific process or service provided by the unit.

There are five (5) core attributes are essential to ensure the AUO statement will yield actionable data allowing for improvement.

Alignment

AUOs must be aligned to your units' goals. Do not confused unit goals with activities or tasks; goals are the outcomes you would like to achieve because of performing a task or activity.

Central

AUOs must be central to your unit. They should be specific to the services your unit provides in order to impact your specific user's experience.

Feasible

Is your AUO realistic? Evaluate the resources needed to accomplish and assess your AUO. Take into consideration staff, time, technological, and other resources you will need. Is it likely that the process could be accomplished or not?

Meaningful

How important is the AUO to the unit? It is recommended that you select something that your unit is curious about, something that will make a positive impact for your students or clients, and something you will be interested in starting and completing.

Measurable

AUOs must be measurable to yield actionable data. To help ensure the AUO is measurable, it may be helpful to refer to action verbs. See Appendix B for Bloom's Taxonomy of Measurable Verbs.

Developing your AUOs using the SMART Method

The acronym 'SMART' stands for Specific, Measurable, Attainable, Relevant, and Timely.

Specific

The outcome is associated with key processes and services provided to students, parents, employers, and faculty members. The outcomes should be distinctive to the unit that is conducting assessment.

Measurable

The intended outcome should be one for which it is feasible to collect accurate and reliable data.

Attainable

The following is a collection of questions that might help you to formulate and define aggressive but attainable outcomes for your administrative unit.

- What types of things are you striving for?
- What types of directions do you want to move in?
- What would you like to accomplish over the next year(s) and why?
- In terms of Outcomes, what would the "perfect" unit or administrative unit look like?
- Does the outcome allow for variation in services provided?

Relevant

The outcome should aid in identifying where program improvements are needed. For example,

describe where you would like to be within a specified time period (e.g., 10% increase in funding within one year, 90% satisfaction rating for next year, 10% improvement in student performance within two years). If you have previously measured an outcome, it is helpful to use this as the baseline for setting your target for next year.

Time-Bound

The outcome should indicate the timeframe for assessment (e.g., every spring term).

Structure of an AUO

The following is a sample structure of an administrative unit outcome statement. An AUO is written as a simple sentence with the following three parts:

[Users of the services] [will (do something)] [to (do something else)]

See Appendix C for an AUO worksheet and checklist.

Sample AUOs

The following are samples of AUOs. Note how they fit the pattern above.

Counseling Unit: Students will be satisfied with online counseling services which ties directly to their goal that the Counseling department will: Develop and implement counseling interventions to enhance retention and student success.

Library: The library patrons will be able to successfully use the library's physical and electronic services, information tools, and resources, to find and evaluate information, and accomplish academic endeavors in the pursuit of formal and informal learning.

Instructional Division Offices: Students and faculty will be provided with information, problem solving tools, structure and resources from the Division Offices in order to facilitate the instructional process and improve student success.

Business Office: The College community will transact and receive financial information for critical decision---making based on timely, accurate fiscal services provided by the Business Services Office.

Facilities Planning and Plant Operations: The College community will learn and work in a safe, clean, efficient and updated environment as a result of grounds, maintenance and custodial services.

Vice President of Student Services Office: Student Services deans, directors, faculty directors,

and staff utilize the communication, leadership development, advocacy and fiscal oversight support of the Vice President's office to improve their programs and services to facilitate student success.

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Appendix A. Cerritos College Mission, Vision, Values, and Goals

Mission

Cerritos College provides its diverse student population with high-quality, comprehensive instructional programs and support services through clear, equity-minded pathways to their educational goals. In doing so, the college develops culturally competent students with the knowledge, skills, and values that prepare them to be productive members of their local and global communities.

Vision

Cerritos College will provide innovative learning opportunities and support services that will close persistent educational achievement gaps.

Values

We have strong core values:

- Support and promote student success
- Promote excellence in teaching, learning, and service
- Support innovation and creativity to enhance and enrich learning
- Celebrate diversity in people, philosophies, cultures, beliefs, programs and learning
- Promote respect and trust in all people regardless of background, including students, community members and employees
- Foster integrity
- Develop nurturing and supportive partnerships with our educational, business and industry communities
- Support comprehensive curricular offerings
- Promote inclusiveness in a collaborative decision-making process

Goals

GOAL A

Highlight clear educational and career pathways for ALL students and providing the programs, guidance and support they need to achieve their educational goals in a timely manner.

GOAL B

Ensure all educational programs are aligned with industry trends and labor market needs. Strengthen partnerships with high schools, universities and strategic business and industry to build a complete pathway to completion.

GOAL C

Develop an organizational culture that supports professional growth for all employees, collaboration, institutional memory, and leadership continuity.

GOAL D

Raise awareness about who we are and convey that message effectively, both internally and externally. Improve information transfer between all of our on-campus constituent groups as well as with our community.

GOAL E

Continue with the ongoing modernization of campus buildings and information technology to ensure that all facilities and IT systems on campus meet the industry standard.

GOAL F

Enhance organizational effectiveness by streamlining and simplifying College systems and processes. Diversify revenue sources to maximize discretionary funding opportunities which will support programs of excellence.

Appendix B. Bloom's Taxonomy Action Verbs

Definitions	Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
Bloom's Definition	Remember previously learned information.	Demonstrate an understanding of the facts.	Apply knowledge to actual situations.	Break down objects or ideas into simpler parts and find evidence to support generalizations.	Compile component ideas into a new whole or propose alternative solutions.	Make and defend judgments based on internal evidence or external criteria.
Verbs	Arrange Define Describe Duplicate Identify Label List Match Memorize Name Order Outline Recognize Relate Recall Repeat Reproduce Select State	Classify Convert Defend Describe Discuss Distinguish Estimate Explain Express Extend Generalized Give example(s) Identify Indicate Infer Locate Paraphrase Predict Recognize Rewrite Review Select Summarize Translate	Apply Change Choose Compute Demonstrate Discover Dramatize Employ Illustrate Interpret Manipulate Modify Operate Practice Predict Prepare Produce Relate Schedule Show Sketch Solve Use Write	Analyze Appraise Breakdown Calculate Categorize Compare Contrast Criticize Diagram Differentiate Discriminate Distinguish Examine Experiment Identify Illustrate Infer Model Outline Point out Question Relate Select Separate Subdivide Test	Arrange Assemble Categorize Collect Combine Comply Compose Construct Create Design Develop Devise Explain Formulate Generate Plan Prepare Rearrange Reconstruct Relate Reorganize Revise Rewrite Set up Summarize Synthesize Tell Write	Appraise Argue Assess Attach Choose Compare Conclude Contrast Defend Describe Discriminate Estimate Evaluate Explain Judge Justify Interpret Relate Predict Rate Select Summarize Support Value

For more on Bloom's Taxonomy of Measurable Verbs, please see:

<https://www.utica.edu/academic/Assessment/new/Blooms%20Taxonomy%20-%20Best.pdf>

Appendix C. Administrative Unit Outcomes Worksheet

Identify the key service(s) your unit provides to the Cerritos College community. The service(s) should be a fundamental function of your unit, and what you deem to be the most valuable.

The following chart should be used to help draft your AUOs.

Outcome	Users of the services	will (do something)	to (do something else)
Components	Describe the users of your department's services	Describe what they will do with your services	Describe how that will improve student learning and success
1			
2			
3			

Now take the information you have written above and put it into one sentence. Remove unnecessary words and keep it simple:

Outcome #1:

Outcome #2:

Outcome #3:

Checklist for an Administrative Unit Outcome

1. Have you used action verbs in describing your AUOs?
2. Is it written as an outcome rather than departmental goal?
 - Language indicates the BIG PICTURE rather than nuts and bolts.
 - Describes what the users can DO as a result of your services.
3. Is the AUO appropriate for the department?
 - Represents a fundamental result or outcomes of working with the department.