Logic Model Template for writing Administrative Outcomes

Mission/purpose:			
College Goal related to Outcome:			
Service Area Goal related to the outcome:			
Activities/Strategies	Stakeholders/ Participants	Outputs	**Outcomes**
What activities/strategies do we engage in to accomplish our mission?	*Who benefits from these activities/strategies?*	*What do we produce from these activities? What are the tangible products of our activities?*	*What changes/gains or benefits do our stakeholders receive as a result of these activities and outputs?*

Assessment Planning Template for Administrative Units

Outcome (Annual)	Measures	Target	Finding	Action Plan

Assessment Planning Information			Assessment Reporting Information	
Outcomes/ Objectives	**Measure(s)**	**Achievement Targets**	**Findings**	**Action Plan and Implementation Tracking**
	Assessment Plan: **What** data/evidence will be collected to address the outcome? Good practice: Direct and indirect measures (see glossary below) Type of direct evidence that demonstrates the outcome (such as survey, headcount, rubric, quiz). Assessment data should be meaningful to your team. **Where/from whom** will that data come from? (Ex: from students who attend orientation sessions; students in ACA 090; faculty who attend PD sessions, etc.) If using a representative sample, describe the sampling strategy (Ex. Random sample of 100 student responses among 500 responses). **When** will data/evidence be collected to address the outcome? (Ex. – in October and March each year). **How** will data/evidence be collected? (Ex. - Team collects evidence, funnels data to Team Lead who records/organizes data for team review). Collection should be manageable. **Who** is responsible for collecting the data/evidence? - Team approach works best **Who** is responsible for reflecting on evidence and developing action plans for improvement? – Team approach works best.	What is the standard of performance/ level of proficiency expected? Should be based on something, such as best/standard practices or levels of proficiency established for department or division. If first time assessment, use reasonable target for baseline.	**Describe results**, provide actual assessment data (number assessed, number proficient, %, ect.). **If appropriate, report data:** • by semester, include prior years ; • by method of delivery (online vs face-to-face) and • by campus location **Compare results against the target**. Did it meet target? If not, why? **Compare results to previous assessments** **Describe improvements or declines over time**. **Provide a conclusion** based on the information about what the data mean - what has been learned from the assessment? **Highlight improvements**, if any (not a requirement). **Attach evidence/documents** Prove the statements you make with evidence of assessment activities, and evidence of improvements.	**Action Plan:** **What will be modified/changed** or implemented as a result of the assessment findings? How will you use the results of these assessments to improve outcomes next time? Be sure to connect action plans to outcomes. **Important** – improvements/changes must be made based on assessment findings. (see attached options examples) **Important - Budget** What resources, if any, do you need to carry out action plan? Very important to document. **Close the loop: Implementation Status and Description**: **Update Status every semester**: Planned, In-Progress, Finished – provides the status of the implementation of your action plans **Follow-up on past action plans every semester:** "close the loop" by providing implementation details – what actions were actually implemented, when, by who? What improved as a result of these actions? Provide evidence of the implemented actions and evidence of improvement. **Attach evidence/documentation** of actions and improvement. Prove the statements you make with evidence.