What should be demonstrated?
Outcome Description: Describe the Outcome to be demonstrated. For instance, describe skills or knowledge to be demonstrated by students, or expectations of operational performance.
Outcome Title: Short and descriptive, the Outcome Title allows you to easily distinguish one Outcome from another in a list.
Outcome Type: Outcomes might be identified as course-, program-, or institutional-level student learning outcomes, or as operational outcomes.
Program: Outcomes are organized into Programs, which might represent programs of study, cross-curricular programs, or non-academic service delivery areas.
Operational Status: If you follow a staged assessment cycle, you can identify when an Outcome is in the planning, data collection, results analysis, or other stage.

Why is this being assessed?
Institutional Goals: Use the Institutional Goals framework to house your institution's strategic, academic, infrastructural, and other high level plans. You can then identify if the Outcome will provide indicator data for one or more of these plans. The View Activity by Institutional Goals page provides a high-level view of all Outcomes tied back to each plan.
Program Goals: You can create goals for the program on the Program Dashboard Page, and then tie Outcomes back to one or more Program Goals.
Stakeholders: Identify the Stakeholder population being assessed.

How will this be measured?
Program Courses: If assessing student learning, identify the Course(s) within which the Outcome will be assessed, as well as the level of performance (Skill Level) expected within each Course.
Measures: Identify the means of assessment for the Outcome by adding one or more Measures.

What does success look like?
Rubrics: Describe the criterion for success, establish the target for performance, and build the data collection template when you create one or more Rubrics for each Measure.

What was observed?
Measurements: Faculty and staff can enter observations using the Rubric as the data template. Measurements for student learning outcomes are associated with the Class (course section) where the data were collected.
Weighted/Effectiveness Score: When data is added for a Measurement, the actual score is compared to the target established for the Rubric to provide a Weighted or Effectiveness Score, shown as a percentage. Scores below 100% indicate that the target has not been met. Scores at or above 100% indicate that performance is meeting or exceeding expectations. Multiple Measurements roll up to the Rubric, factoring in the sample size for each Measurement. Rubrics roll up to Measures, which roll up to the Outcome.

What do the data mean?
Intended Results/Status Reports/Actual Results: Use the Intended Results, Status Reports, and Actual Results sections to describe your expectations and interpretations of reported data. The sections are commonly relabeled to create the template used by your institution.

How will outcomes be improved?
Use of Results: Describe plans for improving Outcomes in the Use of Results section.
Associated Objectives: You might more fully flesh out your plans for improvement by writing an Objective in the Planning Module, which will also allow you to request Enhanced Budget. Associate such Objectives to the Outcome for easy reference.
Document Management: Upload documents supporting findings, plans for improvement, or any other aspect of the Outcome to the Document Management section.

Does this outcome support accreditation?
Associated Standards: Demonstrating assessment and the use of results for improvement is a critical aspect of accreditation. Tie Outcomes to Standards within the Accreditation Module so that you can use them to provide evidence of assessment.
ASSESSMENT

Empower Your Planning Process

Strategic Planning Online

Copy Data

Original Planning Year: 2012-2013 (Current)  2013-2014

Destination Planning Year: 2012-2013 (Current)  2013-2014

To add an additional Planning Year to the following Outcomes, select the Planning Year from the Destination Planning Year dropdown, select the Outcome(s) that require an additional year by selecting the appropriate checkbox, and select "Add Year."

My Programs

<table>
<thead>
<tr>
<th>English, DA</th>
<th>English Title</th>
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<tbody>
<tr>
<td>99</td>
<td>ENGL 1: Exploring Critical Approaches</td>
</tr>
<tr>
<td>67</td>
<td>ENGL 2: Exploring Critical Approaches</td>
</tr>
<tr>
<td>60</td>
<td>ENGL 3: Exploring a Literary Tradition</td>
</tr>
<tr>
<td>70</td>
<td>ENGL 4: Literary Research</td>
</tr>
<tr>
<td>71</td>
<td>ENGL 7: Writing Fiction</td>
</tr>
<tr>
<td>72</td>
<td>ENGL 9: Writing Fiction</td>
</tr>
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</table>

CMH Measure Title | Minimum Title
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<th></th>
<th></th>
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<tbody>
<tr>
<td>72 ENGL 1101: Common Writing Assignment</td>
<td></td>
</tr>
<tr>
<td>60 ENGL 1102: Basic Writing Skills</td>
<td></td>
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<td>73 ENGL 1103: Present Ideas and Information</td>
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<td>74 ENGL 1104: Effective Use of Both Voice and Physical Delivery</td>
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</table>

Rubric Details

<table>
<thead>
<tr>
<th>Projected Result</th>
<th>Actual Result</th>
<th>Weighted Result</th>
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</thead>
<tbody>
<tr>
<td>75 %</td>
<td>70 %</td>
<td>93.3 %</td>
</tr>
</tbody>
</table>

Rubric Details

- Projected Result 75 %
- Actual Result 70 %
- Weighted Result 93.3 %
- Planning Year 2012-2013

Weighted Score

- 93.3 %
- 50%
- 30%
- 20%
- 10%

- 1.0 Credit
- 0.00
- 0.00
- 0.00
- 0.00

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