ADMINISTRATIVE ASSESSMENT CHECKLIST
Examples provided are fictitious.

I. UNIT PURPOSE: WHY DOES THE UNIT EXIST?

The Unit Purpose statement is succinct, indicates the unit's primary functions/activities, identifies the stakeholders the Unit serves, and conveys how the unit advances the mission of the College. A Unit should have one unit purpose statement.

> EXAMPLE: The Office of Admissions works to recruit, admit and enroll a population of academically prepared and diverse students that reflect the goals outlined in the College's Strategic Plan.

- ☐ Succinct
- ☐ Indicates primary function
- ☐ Identifies stakeholders
- ☐ Conveys how it advances the mission of the College

II. OUTCOMES: WHAT IS THE UNIT TRYING TO ACHIEVE?

Unit Outcomes are equivalent to a unit-based goal. Most Units will have 3-5 Unit Outcomes. A Unit Outcome clearly describes what the unit is trying to accomplish. It is measurable, connected to Tasks, and links to Objectives in the Strategic Plan.

> OUTCOME FORMULA: Objective= Target/subject+ verb/action+ object+ modifiers
> EXAMPLE: The Office of Admissions will continue to geographically diversify the first-year student class.

- ☐ 3-5 Outcomes are identified
- ☐ Describes what the unit is trying to accomplish
- ☐ Measurable
- ☐ Connected to Tasks
- ☐ Aligned to one or more of the 25 Objectives in the College Strategic Plan

III. TASKS: HOW WILL THE UNIT ACHIEVE THE OUTCOME?

Unit Tasks describe actions or strategies that work to achieve a Unit Outcome. One Unit Outcome may be accompanied by multiple Tasks. Tasks should result in measurable results and, when applicable, should capture SPIF/Budget requests.

> EXAMPLE: Grow population of first year students from outside of New Jersey.

- ☐ Connect clearly to unit outcome
- ☐ 1-5 tasks are identified per Unit Outcome
- ☐ Will yield measurable results

IV. MEASURES: WHAT EVIDENCE WILL SUPPORT THE UNIT'S WORK?

Measures are the sources of evidence that capture if a unit outcome is being met. Measures should be reliable sources of data that are accessible to unit members. A Unit's plan should feature a combination of direct and direct measures.

> EXAMPLE: Ramapo College Fact Book: Place of Origin of All first-time degree seeking students

- ☐ Reliable Source of Evidence
- ☐ Accessible Source of Evidence
- ☐ Direct (quantitative)
- ☐ Indirect (qualitative)

V. TARGETS: HOW WILL THE UNIT KNOW IT IS BEING EFFECTIVE?

Targets are the yardstick by which a task is measured. Targets are SMART: Specific, Measurable, Aggressive but attainable, Results-oriented, and Time-bound. Targets connect clearly to Unit Tasks.

> TARGET FORMULA= Level +subject+ action +object+ modifiers+ measure
> EXAMPLE: 8% of the incoming freshmen class will reside outside of New Jersey as verified by the Ramapo College Fact Book: Place of Origin of All first-time degree seeking students.

- ☐ Specific
- ☐ Measurable
- ☐ Aggressive but Attainable
- ☐ Results-oriented
- ☐ Time-bound
- ☐ Connected to Unit Tasks

VI. FINDINGS: WAS THE UNIT EFFECTIVE?
Findings reflect the Target language and indicate if the Target was not met, partially met, or met.

> EXAMPLE: Met. 9% of the incoming freshmen class , 92 students, in 2018 were from outside of New Jersey as verified by the Ramapo College Fact Book: Place of Origin of All first-time degree seeking students.

☐ Reflect Target Language
☐ Denote if the target was not met, partially met, or met

VII. USE OF RESULTS: WHAT DID THE UNIT LEARN?
The "Use of Results" is where, in the planning cycle, we aim to "close the loop." The Use of Results should capture what was learned from the Findings *and* how the Findings were used to achieve, maintain, modify, or discontinue the outcome. When applicable, the Use of Results may capture a relevant Action Plan for the next planning cycle.

> EXAMPLE: Of the 92 out-of-state students, 30% of them were from Pike County, PA and came from 4 of the high schools there. As a result of this, Admissions will maintain the outcome of continuing to geographically diversify the first year student class and will formalize partnerships with these and other high schools in the Pike County area.

☐ Addresses what was learned from the finding
☐ Describes how a Finding was used to achieve, maintain, modify, or discontinue the outcome

ADMINISTRATIVE PLANNING AND ASSESSMENT FLOWCHART

UNIT PURPOSE
- **WHAT IS THE PUPOSE OF THE UNIT?**
- The Office of Admissions works to recruit, admit and enroll a population of academically prepared and diverse students that reflect the goals outlined in the College's Strategic Plan.

OUTCOME
- **WHAT IS THE UNIT TRYING TO ACHIEVE?**
- The Office of Admissions will continue to geographically diversify the first-year student class.

TASK
- **HOW WILL THE UNIT ACHIVE THE OUTCOME?**
- Grow population of first year students from outside of New Jersey.

MEASURE
- **WHAT EVIDENCE WILL SUPPORT THE UNIT'S WORK?**
- Ramapo College Fact Book: Place of Origin of All first-time degree seeking students

TARGET
- **HOW WILL THE UNIT KNOW IT IS BEING EFFECTIVE?**
- 8% of the incoming freshmen class will reside outside of New Jersey as verified by the Ramapo College Fact Book: Place of Origin of All first-time degree seeking students.

FINDING
- **WAS THE UNIT EFFECTIVE?**
- Met. 9% of the incoming freshmen class , 92 students, in 2018 were from outside of New Jersey as verified by the Ramapo College Fact Book: Place of Origin of All first-time degree seeking students.

USE OF RESULTS
- **WHAT DID THE UNIT LEARN?**
- Of the 92 out-of-state students, 30% of them were from Pike County, PA and came from 4 of the high schools there. As a result of this, Admissions will maintain the outcome of continuing to geographically diversify the first year student class and will formalize partnerships with these and other high schools in the Pike County area.