

Community College of Philadelphia

# **AES (Administrative, Educational, and Support) Assessment Plan Development Workbook**

*Office of Institutional Effectiveness  
Updated 2/7/2023*

## **Overview**

### **About AES Assessment**

AES (Administrative, Educational, and Support) Assessment is an assessment framework for all non-teaching units, overseen by the Office of Institutional Effectiveness at the Community College of Philadelphia.

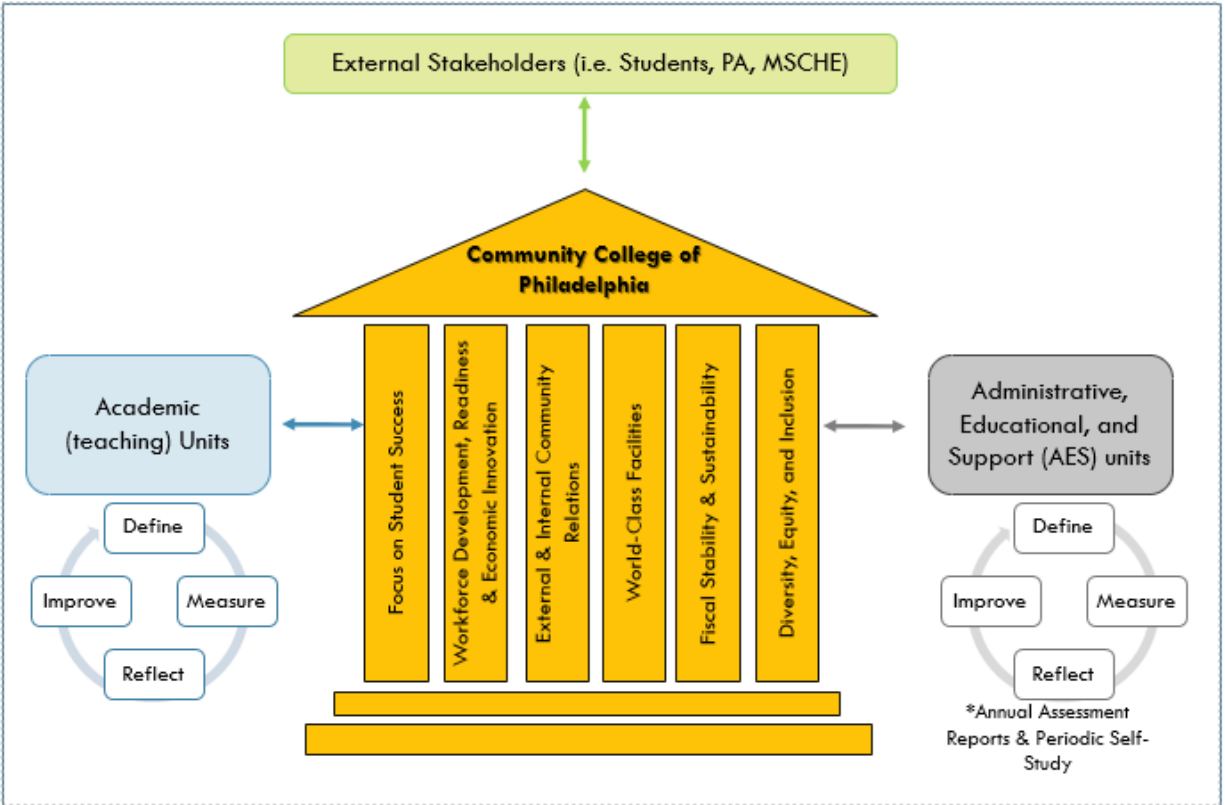
### **About the AES Evaluation Cycle**

Assessment at Community College of Philadelphia is focused on continuous improvement and allows for the College to demonstrate institutional effectiveness to our external stakeholders and partners. Both teaching and non-teaching units participate in assessment activities that are aligned with the College's Pillars of Success. The AES evaluation cycle consists of unit plan development, and annual assessment reporting. Assessment plans are intended to assist the units in defining goals and outcomes to be measured, whereas the annual report allows units to reflect on performance and document improvements in support of the unit's divisional goals and priorities as outlined in the division's strategic plan and the College's goals and priorities outlined in the College's strategic plan.

Alignment of the AES unit goals and support outcomes with the Division strategic plan and the College's strategic plan is an important aspect of AES assessment.

### **About the AES Assessment Plan Development Workbook**

The AES Assessment Plan Development Workbook is intended to support AES units at Community College of Philadelphia in the development of an assessment plan in support of the AES evaluation cycle. The Workbook consists of five parts, some of which require "ACTION" on the part of the unit.



1 Assessment Structure at Community College of Philadelphia

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## **Part 1: Developing or Affirming AES Unit Mission**

An important aspect of the AES Assessment process is the development or affirmation of the AES unit's mission. Prior to the development of a unit plan, a mission review must occur to ensure that it is clear what the unit does, who the unit serves, and what results a unit expects.

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### **Developing or Affirming your Mission**

- State the core mission and purpose of the unit.
- Identify the stakeholders, that is, the primary group(s) you serve or the group(s) that benefits from your services.
- Include the key services you provide in support of the College's mission.

As a part of this process, it is important to include feedback from those in your unit and those that are stakeholders. A simple survey or focused interview with stakeholders can assist in the collection and analysis of this feedback. As an example below, units may want to ask stakeholders for their impressions on the following:

- (1) What does the unit do?
- (2) Who does the unit serve?
- (3) How does the unit make a difference?

The unit can then identify the top themes from each question and incorporate that into a new mission or ensure the current mission aligns with the identified themes.

**ACTION: Identify the unit's top themes**

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What do you do?	Who do you serve?	How do you make a difference?

**ACTION: Incorporate themes into a mission**

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**EXAMPLE: Unit Missions****Office of Development, Division of Institutional Advancement**

*To build relationships and encourage constituents to make financial investments toward the achieving the purposes and priorities of Example College.*

**Office of Financial Aid**

*The mission of the Office of Financial Aid is to ensure that every eligible Example College student has access to the financial resources needed to attain a post-secondary education.*

**Department of Public Safety**

*The Public Safety Department is here to foster the mission of the college by providing a safe, secure, and comfortable environment for students, faculty, staff, and visitors. All members of the Public Safety Department are expected to respect each individual and treat each individual with professionalism and civility while maintaining the rules and guidelines that will ensure the safety and security of all persons at the college.*

## Part 2: Developing AES Unit Goals

In this section of AES Assessment Plan Development, units will begin to develop goals.

**GOALS** are broad statements that describe the overarching, long-range, ongoing areas of focus of an AES unit. These goals are usually **not measurable** and will be further developed and operationalized as outcomes, that when measured appropriately, will provide evidence of how well you are accomplishing your goals. Goals are primarily used for general planning and are used as a starting point for the development and refinement of outcomes. (Adapted from University of Central Florida, Assessment Manual, James Nichols)

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### AES Unit Goals Should:

- Respond to the questions, “What are the broad areas of work typically handled by the unit?”, “To what ends does the unit accomplish its work?”
  - If you were to put the major functions of your unit in 2-5 “buckets,” you should have one Goal statement per bucket.
- Be linked clearly to the Unit’s mission statement.
- Be directly aligned to one or more pillars of the College’s Strategic Plan and to Divisional Goals.
- Be long-standing, overarching, general statements that can be used for continual improvement over multiple years. Goals, in this sense, will often not be able to be “accomplished,” but rather serve as “North stars” that guide operations and planning.

### Writing Goals

- Goals are broad statements about the desired ends to which a unit aspires—a vision for how the unit will fulfill its mission.
- While they provide direction for the unit in setting its objectives, goals are less precise than clearly measurable outcomes. ([see Part 3: Developing Support Outcomes](#))
- AES goals may include broad language such as:

- Provide a quality experience,
- Operate efficiently, or
- Maintain a positive climate for student development

These goals focus on the key functions of the unit (e.g., the application process, orientation service, facility maintenance, educational support, etc.)

STEP 1: For each key function or service associated with your mission ask how the College:

- Operates more efficiently as a result of your contribution
- Can support students because of your contribution(s)
- Benefits from utilizing your contribution(s)

STEP 2: In what ways does your unit make a difference in successful **outcomes** for students, other stakeholders, or other administrative units?

STEP 3: Summarize these key functions and important differences as AES Unit goals statements. There should typically be 2-5 goals to ensure sufficient time for appropriate evaluation. Ensure that these goals align with your Division and the College's strategic plans.

#### ***EXAMPLE: Unit Goals***

Office of Development

- **Increase and broaden Annual Fund support**

Office of Creative Services

- **Enhance the value and credibility of the College's image**

Library

- **Provide information literacy and instruction across the College's curriculum**
- **Provide a positive user experience to the College community**



## ACTION: Develop 2-5 Unit Goals

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<b>Goal 1:</b>	<b>Strategic Plan Alignment (choose 1 or more pillars):</b>					
	<b>SE</b>	<b>WF</b>	<b>CR</b>	<b>FC</b>	<b>FS</b>	<b>DEI</b>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Student Experience	Workforce Development, Readiness and Economic Innovation	External and Internal Community Relations	World-Class Facilities	Financial Stability and Sustainability	Diversity, Equity and Inclusion
	<b>Divisional Planning Goal Alignment:</b>					

<b>Goal 2:</b>	<b>Strategic Plan Alignment (choose 1 or more pillars):</b>					
	<b>SE</b>	<b>WF</b>	<b>CR</b>	<b>FC</b>	<b>FS</b>	<b>DEI</b>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Student Experience	Workforce Development, Readiness and Economic Innovation	External and Internal Community Relations	World-Class Facilities	Financial Stability and Sustainability	Diversity, Equity and Inclusion
	<b>Divisional Planning Goal Alignment:</b>					

<b>Goal 3:</b>	<b>Strategic Plan Alignment (choose 1 or more pillars):</b>					
	<b>SE</b>	<b>WF</b>	<b>CR</b>	<b>FC</b>	<b>FS</b>	<b>DEI</b>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Student Experience	Workforce Development, Readiness and Economic Innovation	External and Internal Community Relations	World-Class Facilities	Financial Stability and Sustainability	Diversity, Equity and Inclusion
	<b>Divisional Planning Goal Alignment:</b>					

<b>Goal 4:</b>	<b>Strategic Plan Alignment (choose 1 or more pillars):</b>					
	<b>SE</b>	<b>WF</b>	<b>CR</b>	<b>FC</b>	<b>FS</b>	<b>DEI</b>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Student Experience	Workforce Development, Readiness and Economic Innovation	External and Internal Community Relations	World-Class Facilities	Financial Stability and Sustainability	Diversity, Equity and Inclusion
	<b>Divisional Planning Goal Alignment:</b>					

<b>Goal 5:</b>	<b>Strategic Plan Alignment (choose 1 or more pillars):</b>					
	<b>SE</b>	<b>WF</b>	<b>CR</b>	<b>FC</b>	<b>FS</b>	<b>DEI</b>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Student Experience	Workforce Development, Readiness and Economic Innovation	External and Internal Community Relations	World-Class Facilities	Financial Stability and Sustainability	Diversity, Equity and Inclusion
	<b>Divisional Planning Goal Alignment:</b>					

## Part 3: Developing Objectives/Support Outcomes

There can be no assessment without defined support outcomes. AES Objectives, or Support Outcomes should respond to the following questions:

- “How does the Unit work toward this goal?”
- “What service is being provided?”
- “What value is being added to the service or program?”

Objectives/Support Outcomes are:

- Unique to the AES Unit
- Derived from the goals
- Focused on the delivery of services, processes, activities, or functions to students, faculty or staff

AES Objectives/Support Outcomes should also:

- Be specific enough to provide for assessment of progress over several years (repeated measures)
- Must be measurable in using qualitative or quantitative measures
- Communicate value and evaluation captures

Following the S.M.A.R.T. acronym, outcomes should be:

- **Specific:** States exactly what is expected using concrete action verbs
- **Measurable:** Requires a measurable result
- **Attainable:** Is achievable yet reasonably stretches the unit
- **Realistic:** Is reasonable and appropriate for the unit's services/work
- **Timely:** Incorporates current professional/disciplinary expectations

There are many tasks that a unit might accomplish during the year that are not necessarily appropriate assessment goals or support outcomes. Assessment is about **continual improvement** and involves setting targets that might not be immediately attainable. Here are some examples of tasks that typically do not qualify as assessment outcomes (but they might be appropriate action plans when assessment targets/criteria are not met):

- Hiring a staff member
- Regular job tasks
- Professional development opportunities, workshops, etc.
- Course approval or curriculum review
- Anything involving a faculty/staff vote
- One and done tasks


Hint: If you have to say “Yes/No” as a numeric criterion, then it’s likely not an appropriate objective/support outcome. These examples may be shared in the “Findings,” “Discussion,” “Action Plan,” or “Budget Implications” sections rather than forcing them into an assessment outcome.

Objectives/support outcomes express what the Unit will do as an action or activity and begin with an action verb. Use the following charts of action verbs to help you articulate the desired support outcomes for your AES Unit goals. The action verbs associated with each level or domain will help you to shape a relevant outcome.

## Objective/Support Outcome Verbs



## Support Outcome Verbs



<b>Delivery</b>	<b>Maintenance</b>	<b>Management</b>	<b>Development</b>	<b>Integration</b>	<b>Analysis</b>
Allocate	Administer	Approve	Arrange	Advise	Analyze
Communicate	Check	Advocate	Acquire	Assist	Appraise
Deliver	Collect	Align	Advance	Collaborate	Audit
Designate	Ensure	Appoint	Build	Connect	Compare
Distribute	Execute	Assign	Compose	Consult	Edit
Implement	Expedite	Authorize	Construct	Cooperate	Evaluate
Inform	Inspect	Coordinate	Create	Counsel	Examine
Install	Maintain	Designate	Design	Demonstrate	Forecast
Issue	Obtain	Determine	Develop	Encourage	Interpret
Offer	Operate	Direct	Devise	Engage	Investigate
Perform	Prevent	Navigate	Establish	Explain	Measure
Present	Procure	Organize	Generate	Guide	Monitor
Provide	Receive	Plan	Grow	Instruct	Predict
Report	Regulate	Respond	Identify	Motivate	Project
Submit	Schedule	Select	Increase	Protect	Research
Transfer	Secure	Supervise	Initiate	Serve	Review
Transmit		Utilize	Institute	Support	Summarize
		Verify	Integrate	Train	Survey
			Originate		Test
			Produce		

### ***EXAMPLE: Unit Support Outcomes***

#### **Example Support Outcomes**

Goal: Increase and broaden Annual Fund support

- SO 1: **Increase** total annual fund contributions.
- SO 2: **Improve** overall Pledge Fulfillment rate.
- SO 3: **Implement** a Volunteer Appreciation Plan.

Goal: Facilitate and support the college community to successfully transfer to other institutions

- SO 1: **Increase** student awareness of transfer options through transfer programs and services

Goal: effectively manage the facilities and equipment necessary for students to safely participate in the athletic program

- SO 1: **Collaborate** with campus partners to ensure the facilities schedules support student success and are properly maintained.
- SO2: **Coordinate** the use and maintenance of all equipment and uniforms utilized to provide a safe athletic program

**ACTION: Review your Goals and create 1-3 objectives/support outcomes for each**

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**Goal 1:**

Objective/Support Outcome:

Objective/Support Outcome:

Objective/Support Outcome:

**Goal 2:**

Objective/Support Outcome:

Objective/Support Outcome:

Objective/Support Outcome:



**Goal 3:**

Objective/Support Outcome:

Objective/Support Outcome:

Objective/Support Outcome:

**Goal 4:**

Objective/Support Outcome:

Objective/Support Outcome:

Objective/Support Outcome:

**Goal 5:**

Objective/Support Outcome:

Objective/Support Outcome:

Objective/Support Outcome:

## **Part 4: Developing Assessment Methods (Measures)**

Support outcome assessment methods (measures) can utilize either qualitative or quantitative methods. They can include evaluations and activities already in use, as well as others the unit would like to establish. They should be tied directly to a specific objective/support outcome, to be clear about what assessments are to be used to measure each outcome. When describing Measures in the AES plan or report, you should include enough detail about the source of your information that another person in your unit could locate that information if you were unavailable.

### **Direct measures evaluate actual performance**

- Student/user satisfaction
- Retention
- Time
- Costs
- Demand, quality, efficiency, effectiveness
- Captured through operational data

### **Indirect measures evaluate the perceived performance**

- Perceived timeliness
- Self-report surveys and questionnaires
- Captured through:
  - Surveys
  - Observations
  - Performance ratings
  - Focus groups

## **Community College of Philadelphia examples of direct and indirect resources:**

### **Direct**

- Library Circulation Statistics
- Computer Usage Statistics
- Number of Admissions Applications
- Admission Yield
- Percent of Alumni Giving
- Annual Fund Receipts
- Net Tuition Revenue
- Event Attendance
- Endowment Performance
- Response Time to Requests for Service
- Facility Usage Statistics
- Counts of Students Served

### **Indirect**

- Questionnaires (Students, Employers, Faculty/Staff, Alumni, etc.)
- Campus Crime Statistics
- Cost-Saving Statistics
- Student satisfaction surveys
- Attitudinal surveys (CCSSE, Noel Levitz)
- Retention statistics

**The Support Outcome Criteria for Success (Benchmark)** is your performance target.

The benchmark is used to assess achievement. Benchmarks should be set at a level that is “ambitious but achievable,” or represent what performance would look like during an especially “good” year for that measure. For the first year of implementing a new measure, the benchmark may need to be established by the initial round of data collection.

***EXAMPLE: Support Outcome Assessment Methods (Measures)***

**Office of Development, Division of Institutional Advancement**

Goal 1: Increase and broaden Annual Fund support

- SO 1: Increase total annual fund contributions.
  - **SO 1 Measure: Track YTD progress toward the goal on monthly gift reports.**
  - **SO 1 Benchmark: See a 10% increase in annual fund contributions.**
- SO 2: Increase number of individual donors among parents and alumni.
  - **SO 2 Measure: Compare YTD numbers of donors (parents and alumni, etc.) with last year's totals.**
  - **SO 2 Benchmark: Increase the number of donors by 5% annually.**
- SO 3: Improve overall Pledge Fulfillment rate.
  - **SO 3 Measure: Compare YTD pledge fulfillment rate with last year's rate.**
  - **SO 3 Benchmark: Increase pledge fulfillment rate by 2% year-over-year.**
- SO 4: Develop a Volunteer Appreciation Plan.
  - **SO 4 Measure: Implement a Volunteer Recognition event.**
  - **SO 4 Benchmark: Have one Volunteer Recognition events within two years.**

**ACTION: Establish your Support Outcome Assessment Method (Measure)**

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<b>Goal 1:</b>		
<b>Objective:</b>	Measure	Benchmark/Target
<b>Objective:</b>	Measure	Benchmark/Target
<b>Objective:</b>	Measure	Benchmark/Target

<b>Goal 2:</b>		
<b>Objective:</b>	Measure	Benchmark/Target
<b>Objective:</b>	Measure	Benchmark/Target
<b>Objective:</b>	Measure	Benchmark/Target

<b>Goal 3:</b>		
<b>Objective:</b>	Measure	Benchmark/Target
<b>Objective:</b>	Measure	Benchmark/Target
<b>Objective:</b>	Measure	Benchmark/Target

<b>Goal 4:</b>		
<b>Objective:</b>	Measure	Benchmark/Target
<b>Objective:</b>	Measure	Benchmark/Target
<b>Objective:</b>	Measure	Benchmark/Target

<b>Goal 5:</b>		
<b>Objective:</b>	Measure	Benchmark/Target
<b>Objective:</b>	Measure	Benchmark/Target
<b>Objective:</b>	Measure	Benchmark/Target



## **ACTION: Submit your AES Assessment Plan**

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The assessment plan is complete once the Unit's Mission, Goals, Support Outcomes and the Support Outcome Assessment Method (Measure) and Criteria for Success (Benchmark) are complete. All of the information provided in the "ACTION" sections of this AES Assessment Plan Development Workbook provides for a final AES Assessment Plan. Please keep a copy for your records and provide a final copy via email to [egordon@ccp.edu](mailto:egordon@ccp.edu), [abirge@ccp.edu](mailto:abirge@ccp.edu), and [sadanu@ccp.edu](mailto:sadanu@ccp.edu).

It is advised that you please read [Part 5: AES Assessment Annual Reports](#) to better understand the annual reporting process. If at any point there are questions or concerns concerning AES assessment please feel free to [contact us](#).

## Part 5: AES Assessment Annual Reports

The AES Annual Reports (due **September 30<sup>th</sup>** of each year) allow for the unit to assess your goals and support outcomes and write a brief reflection. A template is available to use for this report. Below is an example of the AES Annual Report Template:

AES Annual Outcomes Assessment																																				
2021-2022 Report																																				
Due September 30, 2022																																				
<b>Unit Name:</b> Click or tap here to enter text.																																				
<b>AES Report Completed by:</b> Click or tap here to enter text.																																				
<b>Date Submitted:</b> Click or tap to enter a date.																																				
<b>Annual Outcomes Report Year:</b> Spring 2021-Spring 2022																																				
<b>Mission Statement:</b> Click or tap here to enter text.																																				
<table border="1"> <thead> <tr> <th colspan="2">Goal 1: Click or tap here to enter text.</th> <th colspan="6">Strategic Plan Alignment (choose 1 or more pillars):</th> </tr> <tr> <th colspan="2"></th> <th>SE</th> <th>WF</th> <th>CR</th> <th>FC</th> <th>FS</th> <th>DEI</th> </tr> </thead> <tbody> <tr> <td colspan="2"></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td colspan="2"></td> <td>Student Experience</td> <td>Workforce Development, Readiness and Economic Innovation</td> <td>External and Internal Community Relations</td> <td>World-Class Facilities</td> <td>Financial Stability and Sustainability</td> <td>Diversity, Equity and Inclusion</td> </tr> </tbody> </table>					Goal 1: Click or tap here to enter text.		Strategic Plan Alignment (choose 1 or more pillars):								SE	WF	CR	FC	FS	DEI			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			Student Experience	Workforce Development, Readiness and Economic Innovation	External and Internal Community Relations	World-Class Facilities	Financial Stability and Sustainability	Diversity, Equity and Inclusion
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		Student Experience	Workforce Development, Readiness and Economic Innovation	External and Internal Community Relations	World-Class Facilities	Financial Stability and Sustainability	Diversity, Equity and Inclusion																													
<b>Objective:</b> Click or tap here to enter text.	<b>Measure</b> Click or tap here to enter text.	<b>Benchmark/Target</b> Click or tap here to enter text.	<b>Findings/Results</b> Click or tap here to enter text.	<b>Action Plans/Next Steps</b> Click or tap here to enter text.																																
	<b>Discussion/Analysis</b> Click or tap here to enter text.		<b>Budget/Resource Implications</b> Click or tap here to enter text.																																	
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	<b>Measure</b>	<b>Benchmark/Target</b>	<b>Findings/Results</b>	<b>Action Plans/Next Steps</b>																																

The Annual Report includes all elements of the AES Assessment Plan, plus:

### Findings/Results

The actual results of assessment activities. While you may attach or reference other documents, a brief summary will suffice for the purposes of the AES assessment report. Findings should align directly with measures and benchmarks in terms of data sources, units, and level of detail analyzed. Findings should be reported for **each Measure** that was completed during the assessment cycle.

### Discussion/Analysis

Describe the context for the findings. Summarize the discussions that have occurred within the unit, or with other related units, as a result of analyzing the results. It may be helpful to reference meeting minutes or notes here, or include additional anecdotal or qualitative data related to the findings.

### **Next Steps/Action Plans**

Briefly summarize what action plans will be put into place next year to address the findings and discussions. If benchmarks have been met, describe what the unit will continue or will focus on to reproduce or improve results. If benchmarks have been partially met or have not been met, describe what will need to change (either internally, externally, or both) in order for benchmarks to be met in the following year. This is also an appropriate place to discuss planned changes to the assessment plan itself, which may yield more accurate or actionable data.

### **Budget/Resource Implication**

Address any implications, positive or negative, that findings and/or action plans may have for the coming year's budget. This is a good place to reference any budget requests that have been submitted or are planned; AES reports with data may be included with budget requests to inform the justification narrative.

### **Previous Year Follow up**

Address the current results or status of action plans that were developed for the previous cycle's AES plan (FY 2020) and implemented during this most recent cycle. Were the plans feasible and reasonable to implement? Did they have the intended impact? If so, will they continue being enacted, and does the unit have a plan to assess them in an ongoing way? If not, what will be changed, added, or dropped? How have these actions and results impacted other unit activities or projects? How have they impacted unit resources or budget?

- Please keep a copy for your records and provide a final copy via email to [egordon@ccp.edu](mailto:egordon@ccp.edu), [abirge@ccp.edu](mailto:abirge@ccp.edu), and [sadanu@ccp.edu](mailto:sadanu@ccp.edu).

# Appendix

## Glossary

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- **AES Unit:** Administrative, Educational, Student Support Services Unit is defined as units at the College that support student learning and the environment for student learning
- **Assessment:** Assessment is a recurring process of inquiry and improvement in which clearly articulated Support Outcomes are measured against pre-established performance criteria. Results may meet or exceed or fall short of expectations. These disparities lead to analysis, evaluation, and proposed action.
- **Discussion/Analysis:** Describe the context for the findings. Summarize the discussions that have occurred within the unit, or with other related units, as a result of analyzing the results. It may be helpful to reference meeting minutes or notes here, or include additional anecdotal or qualitative data related to the findings.
- **Evaluation:** A cumulative reflection on the extent to which outcomes were achieved. Units will determine how well they are accomplishing goals by measuring efficiency, effectiveness, satisfaction, resource allocation, and other items.
- **Findings/Results:** The actual results of assessment activities. While you may attach or reference other documents, a brief summary will suffice for the purposes of the AES assessment report. Findings should align directly with measures and benchmarks in terms of data sources, units, and level of detail analyzed.
- **Goal:** A broad statement that describes the key functions of an AES unit, along with a basic description of desirable qualities for those functions. This is the primary level of organization for the assessment plan. It should be written broadly enough that it can remain in place for several years, but each goal statement should cover one distinct area of the unit's work. A goal statement should provide clear direction

in organizing the AES plan but may not be directly measurable; measurement will be defined in the next steps. Each unit should develop at least 2-3 goal statements.

- **Measures/Outcome Measures/Means of Assessment:** A brief statement describing what information sources will be used in order to determine unit performance on the related objective. This should include enough information that anyone in the unit would be able to locate the relevant data or knowledge.
- **Mission Statement:** a formal summary of core contributions and services of the unit to the College
- **Objective/Support Outcome/ Outcome:** Objectives are unique to the AES unit, derived from the goals to which they align, and focused on how exactly the goal is accomplished by the unit. They communicate the delivery of services, processes, activities, or functions to students, faculty, or staff, and include an indication of desirable value, quality, or evaluation.
- **Target/Benchmark:** The target or desired level of performance on the measure. This should be aligned directly with the relevant measure, and it should be ambitious but achievable.

## AES Assessment Cycle

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### Year 1

- Develop Unit Plan (Consists of Unit Mission, Goals, Support Outcomes, & Measures/Benchmarks)
  - Submit Plan to the Office of Institutional Effectiveness by Spring Break  
**(March 7, 2022)**
- Create annual assessment report during the summer period
- Submit annual assessment report to the Office of Institutional Effectiveness by  
**September 30, 2022**

### Years 2+

- Reaffirm or revise AES assessment plan during the Spring semester
- Create annual assessment report during the summer period
- Submit annual assessment report to the Office of Institutional Effectiveness by  
**September 30**

## AES Contacts

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For more information or assistance throughout the AES process please contact:

- Elizabeth Gordon (egordon@ccp.eu)
- Amy Birge (abirge@ccp.edu)
- Sesime Adanu (sadanu@ccp.edu)