

# DEFINING OPERATIONAL OUTCOMES

Assesstival Of Learning – Fall 2016 Kimberly Yousey-Elsener, PhD. Office of Assessment and Retention elsenerk@Hartwick.edu 205 Bresee Hall

## **GOOD ASSESSMENTS:**

- Provide useful information
- Are focused, simple and cost effective
- Give us reasonably accurate, truthful information
- Systematic, transparent and consistent
- Fair and ethical
- Qualitative and well as quantitative

(Suskie, 2006, p. 22-23)





Define the purpose

Share/use information

Identify outcome

Review, analyze and interpret results

Connect with programs/services

Gather data

## Learning outcomes

 Examine what a student (or other stakeholders) is to know, think or be able to do, as a result of the program, course, service.

## Operational outcomes

 Examine what a program or process is to do, achieve or accomplish for its own improvement; generally needs/satisfaction driven.



#### Based on your purpose/topic

- 1. What priority, purpose or goal are you focused on?
- 2. Is that operational or learning?
- 3. If it's learning do you have a specific learning experience that can be tied to this goal?



# DRAWING FROM A FRAMEWORK...



#### WHAT OUTCOME DO YOU NEED?

- Diagnose or clarify problems
- Compare courses of action
- Justify a decision/action
- Be held accountable by external sources
- Inform daily practice
  - Manage meaning, culture, motivation



## CONNECTING OUTCOMES AT THE INSTITUTIONAL LEVEL

#### Hartwick College: Organizing Principle and Strategic Framework

#### Maximize Financial Performance

- · Implement strategic budgeting
- Increase community participation in budget process
- · Create incentives for cutting waste
- Monitor critical indicators and benchmark performance

#### Improve Student Experience and Satisfaction

- · Increase graduation rate
- · Maximize student satisfaction
- Align capital projects with student and learning needs

Assessment

Assessment

#### Maximize the Academic Program

- · Fully implement assessment plan
- Fully integrate experiential learning programs
- Implement external review cycle across all programs
- Fully implement the new curriculum

#### We will be the best at melding a liberal arts education with

Assessment experiential Assessment learning

Assessment

#### **Expand Our Financial Base**

- · Maximize annual revenue
- Comprehensive fundraising campaign
- Explore alternative sources of revenue

#### **Maximize College Governance**

- Board leadership and succession plan
- Develop a generative approach to governance
- Focus Board work on critical, cross-institutional issues
- Strengthen information flow and cooperation

#### Maximize Employee Performance

- · Annual performance reviews
- Establish merit system linked to performance
- · Improve longevity and celebrate it
- Focus on best practices
- · Celebrate success

#### Improve College's Image and Reputation

- · Clarify our brand
- Fulfill the promise
- Increase visibility
- Promote student success to all constituents
- · Strengthen affinity with alumni



## CONNECTING OUTCOMES AT THE INSTITUTIONAL LEVEL

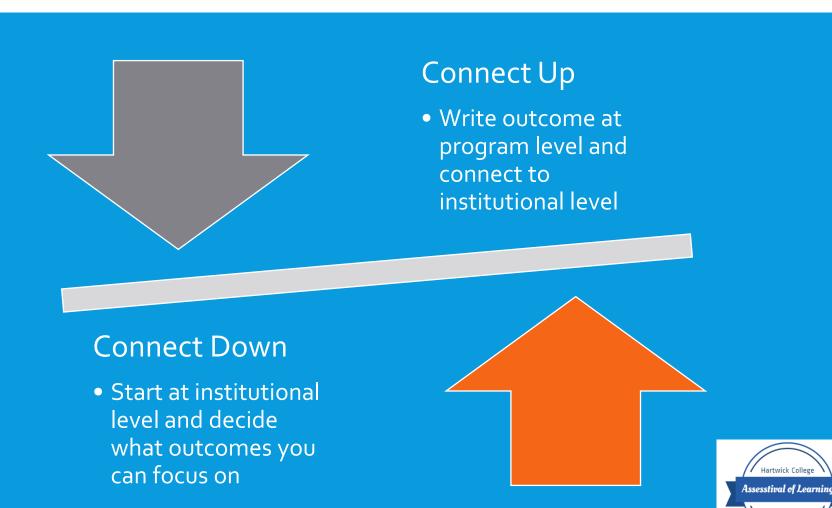
Hartwick College General Education Student Learning Outcomes: Our Commitment to the Liberal Arts in Practice

LO 1.1	Communi	cate e	ffect	ively	y in v	vritten	English.	
						-		

- LO 1.2 Communicate effectively in spoken English.
- LO<sub>2</sub> Communicate in one non-native language.
- LO3 Express relationships in formal logical or mathematical language and interpret relationships so expressed.
- LO4 Identify and evaluate the consequences of individual and collective values, beliefs, ideas and actions.
- Develop, test, and evaluate hypotheses using appropriate information and methods.
- LO6 Produce interpretive or problem-solving creative work.
- LO<sub>7</sub> Apply knowledge through practical experience.



### STRATEGIES FOR CONNECTING....



Fall 2016



#### Based on your purpose/topic

- 1. What priority, purpose or goal are you focused on?
- 2. Is that operational or learning?
- 3. If it's learning do you have a specific learning experience that can be tied to this goal?
- 4. How does that connect with Hartwick's institutional goals and/or LAiP outcomes?



## **GETTING STARTED**



## WRITING SPECIFIC AND MEASURABLE OUTCOMES (S.M.A.R.T.)

- **Specific** means that anyone can read your outcome and know exactly what you are hoping to accomplish.
- Measurable means that you can look at it and say, "This is how I plan to prove it."
- Achievable means you can accomplish this outcome in a specific time and place.
- Relevant means it is valuable to find out this information.
- **Time Sensitive** means that the outcome is happening within a specific period of time.

### THE BIG QUESTION...

What do you hope will be the result or what will change at the end of the time period?

HINT: Be specific and avoid strategies

(e.g., we are going to recruit students (strategy) vs. we are going to meet budget targets)



### ONE POPULAR FORMULA ...

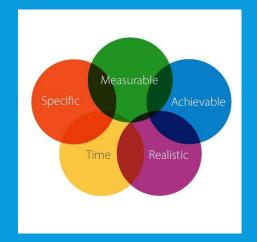
- Audience: who will be participating
- Behavior: action verb what will be the result
- Condition: this could also be timeframe or the experience
- Degree: to what extent will something be accomplished





### ANOTHER POPULAR FORMULA...

- Timeframe: By the end of the semester...
- Office/service to change: Parking Services...
- Action Verb: will increase
- Intended results/reason: satisfaction by 10%





### LET'S TRY ONE...

- Audience:
- Behavior:
- Condition:
- Degree:





#### **IMPROVE IT!**

Hartwick will improve faculty and staff diversity.

By the end of the academic year, the Office of Academic Affairs will increase faculty diversity by 10%.



#### **IMPROVE IT!**

## Assessment plans will be evaluated

By the end of the Fall semester, 65% of all assessment plans will be rated as a level 3 or higher on the assessment plan rubric.



#### TIPS AND POINTERS

Beware of "and" — it usually means 2 outcomes in one

Watch for trigger words that we think are specific but they aren't – effective, improve, assess

Check back to your original purpose – many operational outcomes end up being strategies

Always check to make sure the outcome is something you can have control over or an effect on (e.g., retention and GPA are difficult!)



## WORKSHEET TIME...

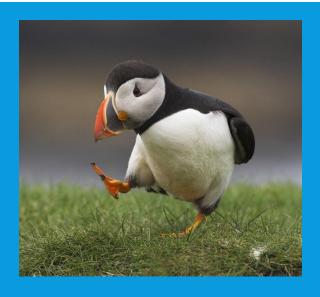








# CREATE A PLANTO MEASURE YOUR OUTCOME



### **COMING NEXT....**





#### Assesstival of Learning

Fall 2016

Finding Your Purpose Monday, August 1st 10:00-11:30 am Golisano 301



Defining Learning Outcomes Tuesday, August 2nd 10:00-11:30 am Golisano 301



Constructing Assessment Plans Thursday, August 4th 10:00-11:30 am



Defining Operational Outcomes Wednesday, August 3rd 10:00-11:30 am Golisano 301



Setting Targets & Using Metrics Friday, August 5th 10:00-11:30 am Golisano 301



Assessment Plan Writing/Feedback Session Set aside some time to write your assessment plan, get feedback, ask questions, etc. Friday, August 5th 1:00-3:00 pm - Golisano 301



Unable to attend a session?

Materials will be available on the Assessment Website after August 1st