



DEFINING OPERATIONAL OUTCOMES

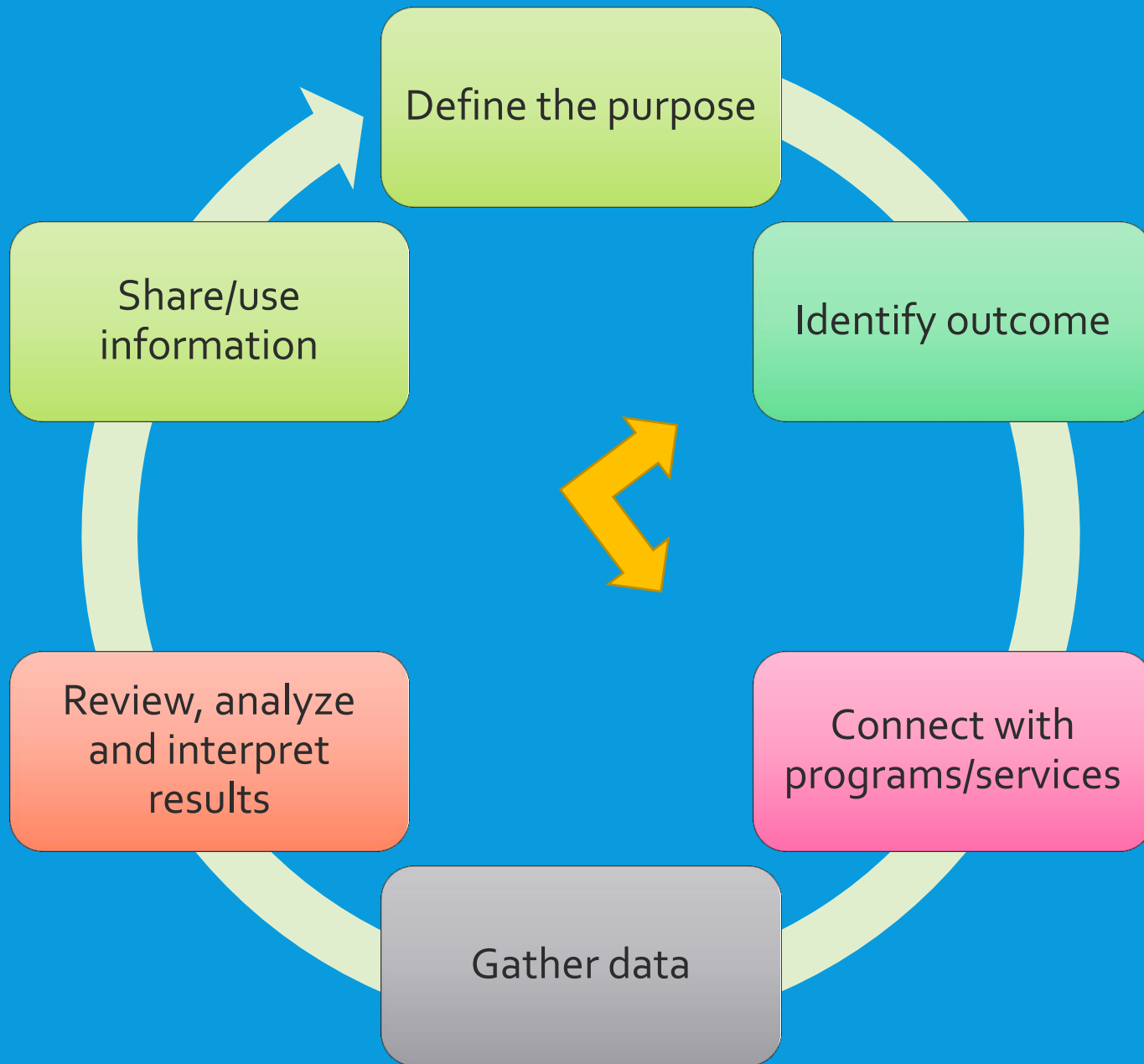
Assesstival Of Learning – Fall 2016
Kimberly Yousey-Elsener, PhD.
Office of Assessment and Retention
elsenerk@Hartwick.edu
205 Bresee Hall

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)





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...



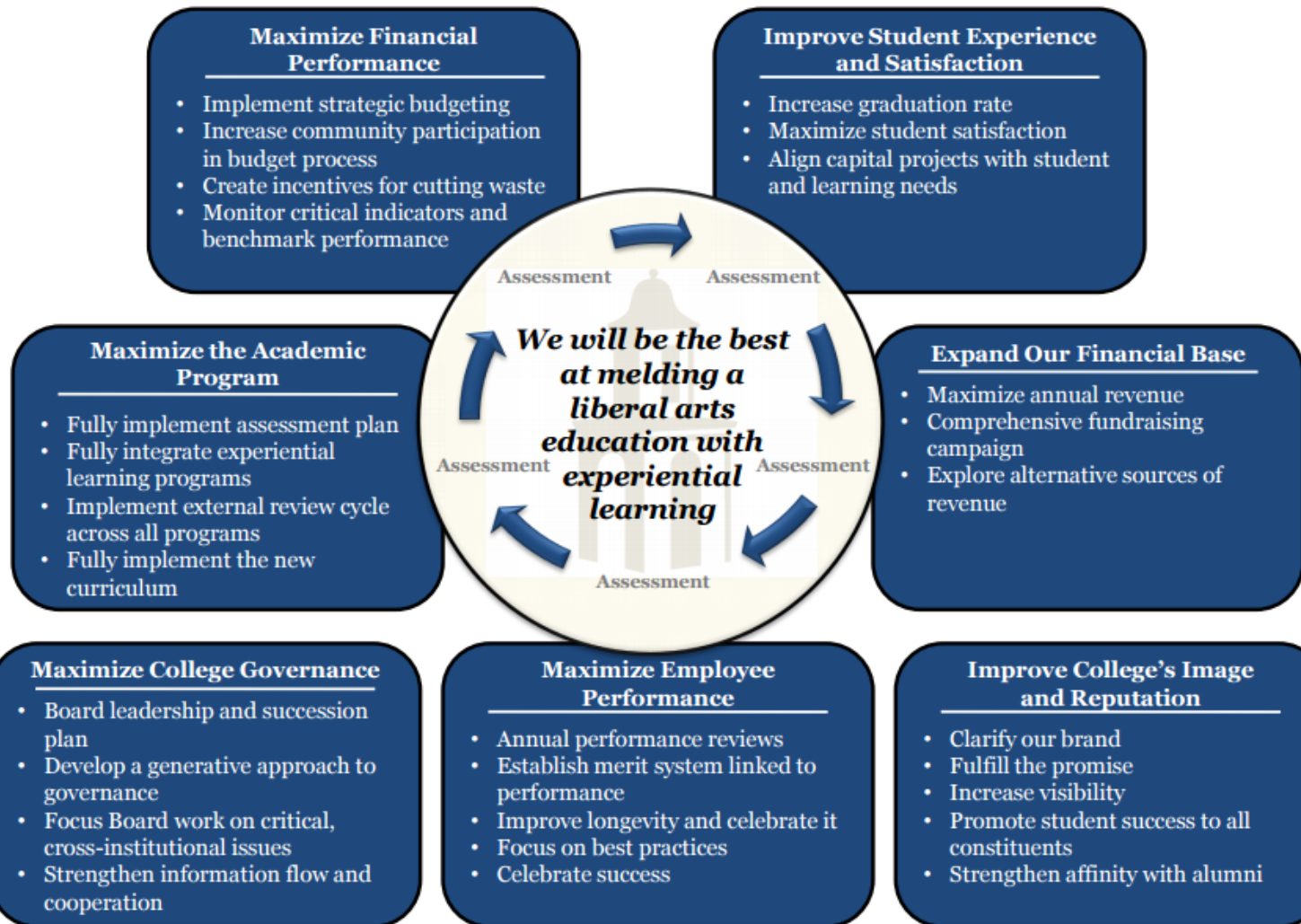
WHAT OUTCOME DO YOU NEED?

- 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

(Knapp, et. all, p. 7)

CONNECTING OUTCOMES AT THE INSTITUTIONAL LEVEL

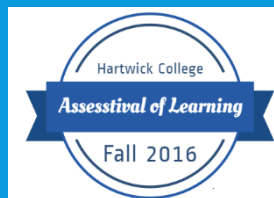
Hartwick College: Organizing Principle and Strategic Framework



CONNECTING OUTCOMES AT THE INSTITUTIONAL LEVEL

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

- LO 1.1 Communicate effectively in written English.
- LO 1.2 Communicate effectively in spoken English.
- LO2 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.
- LO5 Develop, test, and evaluate hypotheses using appropriate information and methods.
- LO6 Produce interpretive or problem-solving creative work.
- LO7 Apply knowledge through practical experience.



STRATEGIES FOR CONNECTING....



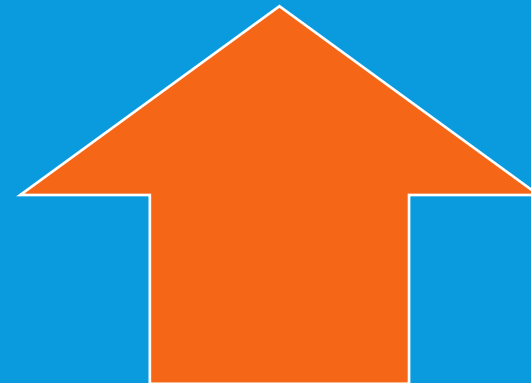
Connect Up

- Write outcome at program level and connect to institutional level



Connect Down

- Start at institutional level and decide what outcomes you can focus on





Based on your purpose/topic

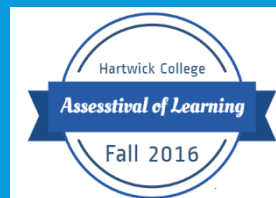
1. What priority, purpose or goal are you focused on?
2. Is that operational or learning?
3. If it's learning – do you have a specific learning experience that can be tied to this goal?
4. How does that connect with Hartwick's institutional goals and/or LAiP outcomes?

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)



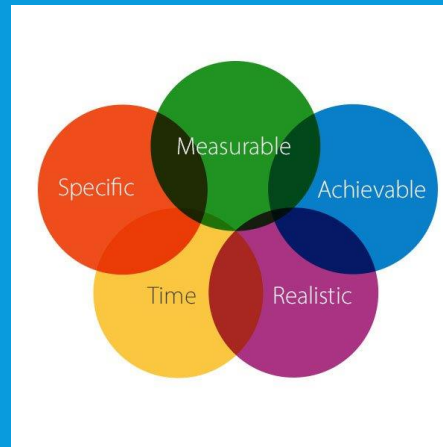
ONE POPULAR FORMULA ...

- **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...

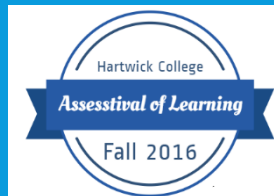
- Audience:
- Behavior:
- Condition:
- Degree:



IMPROVE IT!

Hartwick will improve faculty and staff diversity.

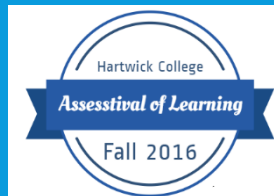
By the end of the academic year, the Office of Academic Affairs will increase faculty diversity by 10%.



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...



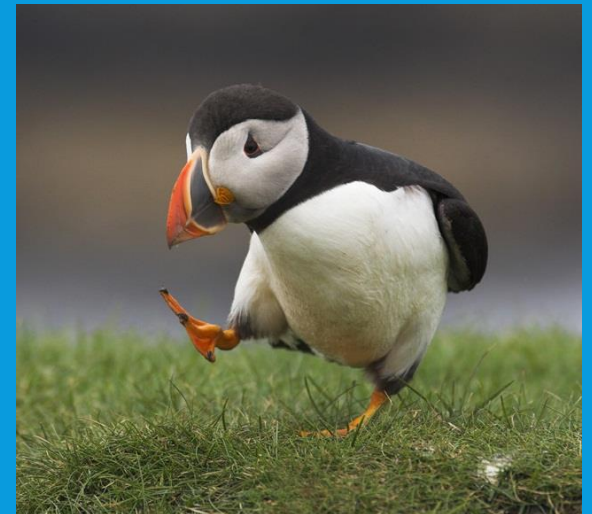


“Good Feedback
Is the **KEY**
to Improvement”

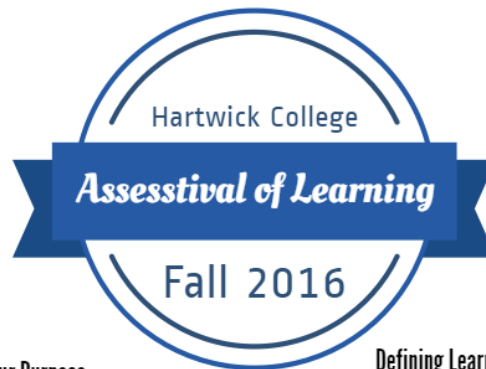
NEXT STEPS



CREATE A PLAN TO
MEASURE YOUR OUTCOME



COMING NEXT....



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
Golisano 301



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