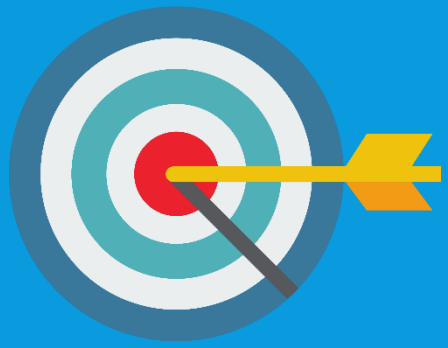

SETTING TARGET & USING METRICS

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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)

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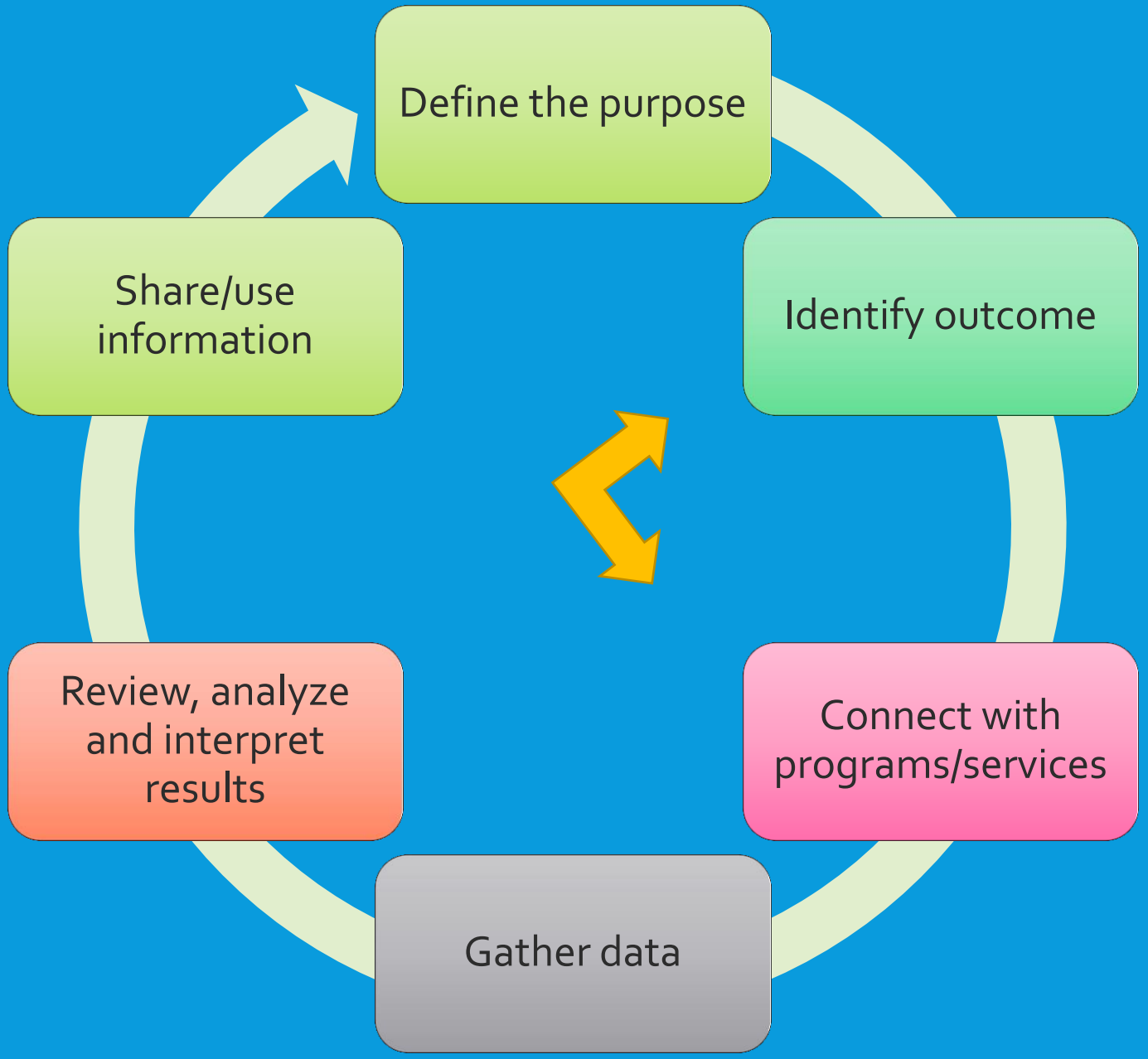
Define the purpose
Identify outcome
Connect with programs/services
Gather data
Review, analyze and interpret results
Share/use information

HARTWICK'S ASSESSMENT PLAN

Learning Assessment Report
Hartwick College

Department or Program: XXXXXX

Planning Date: _____ **Reporting Date:** _____	**Administrator (Chair):** _____
Hartwick College Mission: Hartwick College, an engaged community, integrates a liberal arts education with experiential learning to inspire curiosity, critical thinking, creativity, personal courage and an enduring passion for learning.	
Department/Program Mission: The mission of the XXXX Department is to	

Assessment Plan AY _____		**Assessment Results AY**_____	
Department/Program Goals (attach details for each goal)	**Assessment Procedures** (attach rubric or assessment instrument)	**Assessment Results Summary** (attach data summary/analysis)	**Use of Results**
Goal 1	**Method:** **Target:** **Assessor:** xxxxx faculty **Timing(frequency):**		
Goal 2	**Method:** **Instrument**:		

BUT THAT'S NOT WHAT I'VE SEEN…

DASHBOARDS - WHAT ARE THEY?

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WHAT DO THEY DO?

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WHAT DO THEY LOOK LIKE?

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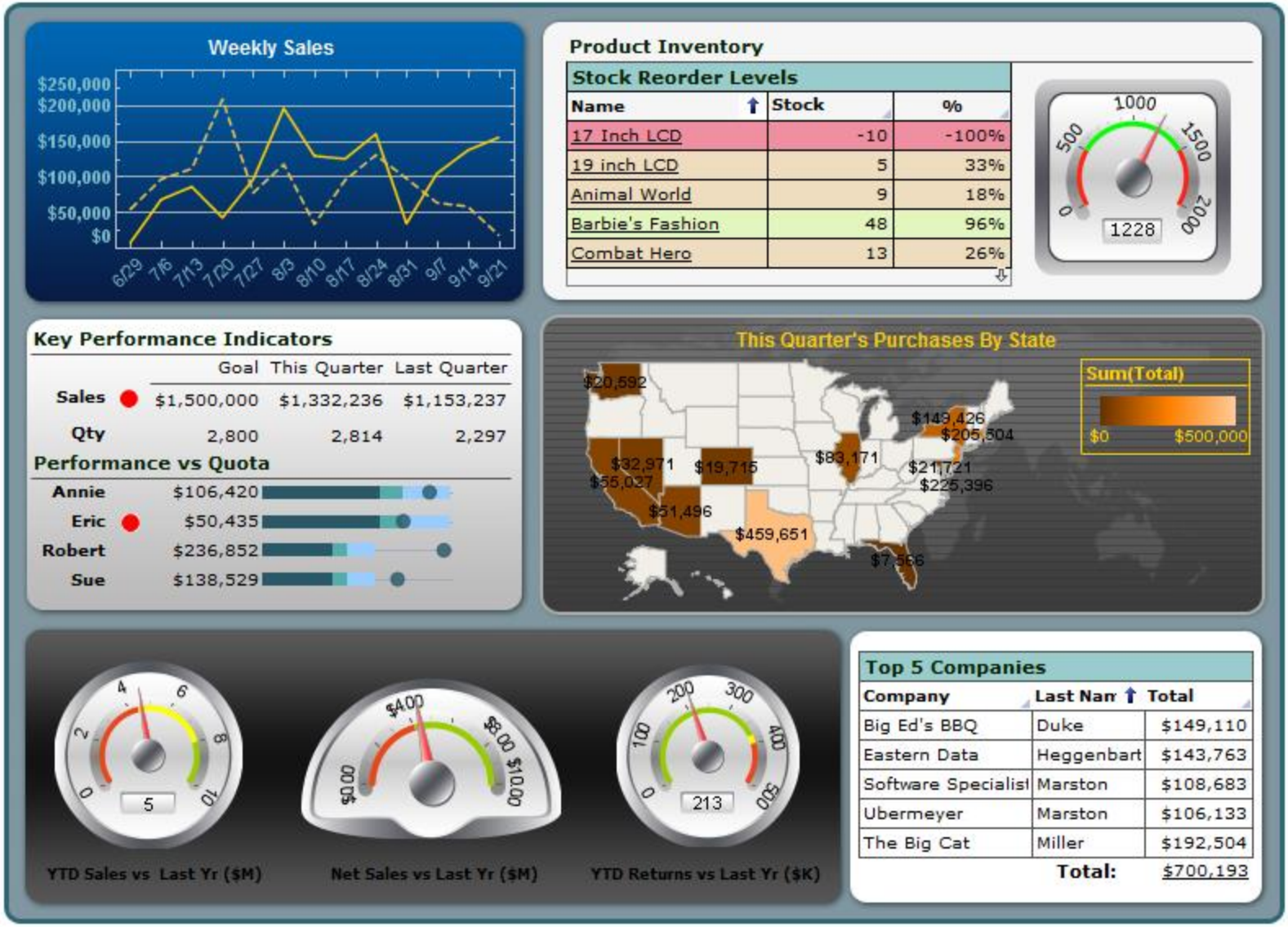
WHERE DO THEY COME FROM?



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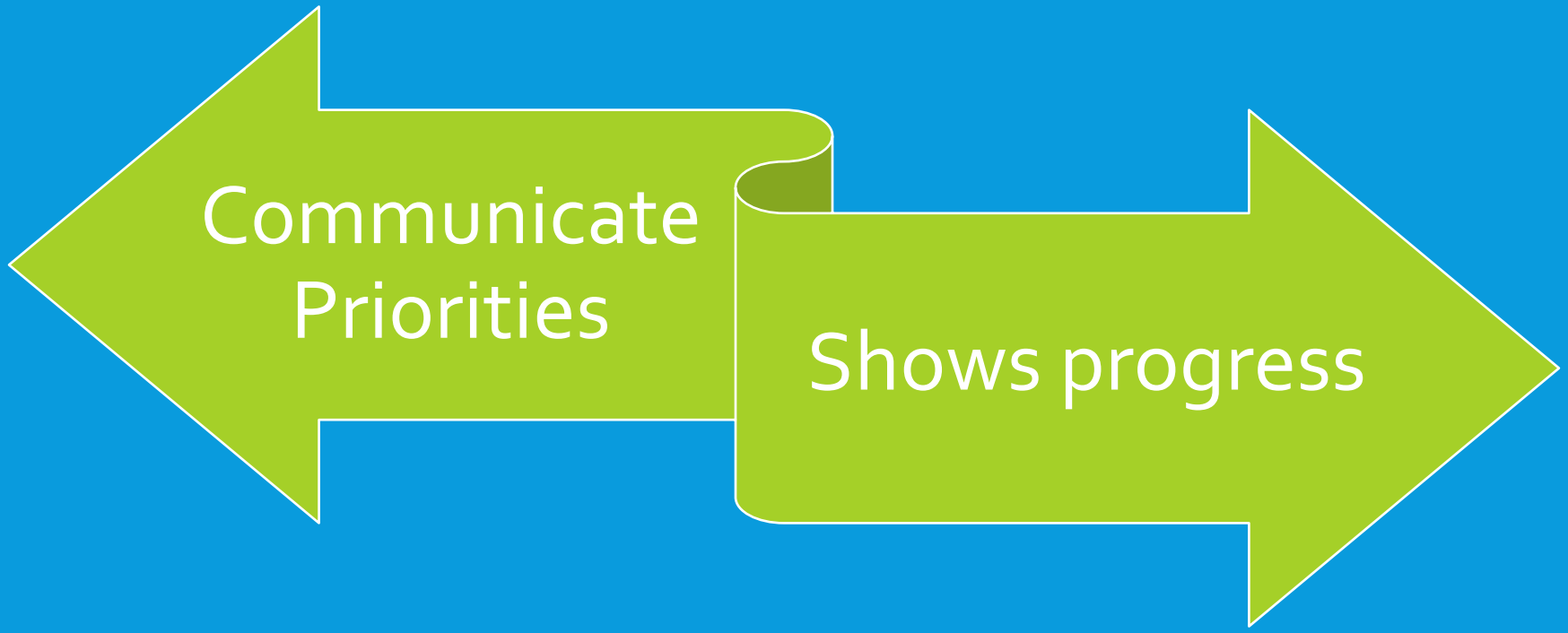
HOW ARE THEY USED?



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WHAT'S USUALLY INCLUDED IN THEM?

- Financial/resource allocation
- Customer/operational & program outcomes
- Internal Business Process/key stats
- Learning and Growth/learning outcomes

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SO DO I HAVE TO DO THAT?

Dashboard with targets and goals can be helpful in some areas but not all so they are not required for assessment

However, setting targets on assessment plans are required

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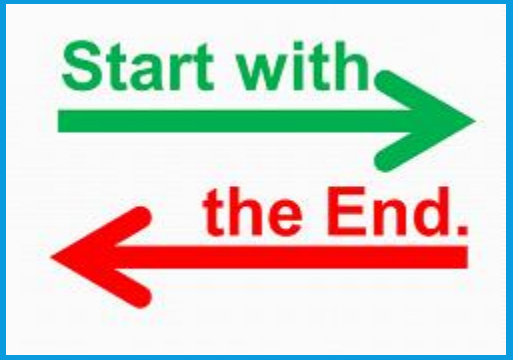
BEFORE YOU CAN SET A TARGET

PURPOSE

OUTCOME
92
93
94
95
96
97
98
99
100
101

PURPOSE

- What do you want to discover?
- What sources of evidence can you draw on?
- Slow down to think about:
  - What do you want to learn about?
  - Who do you need to get the information from?
  - How do you want to assess (or learn)?
  - When is a good time to capture that information?
- Without asking these questions results risk being less than useful



(Maki, 2010, p. 8)

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OUTCOMES…

- **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

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SETTING TARGETS

CONSIDER TIMEFRAME

- One target with a specific timeframe
- More ambitious target, longer time frame with milestones to track progress

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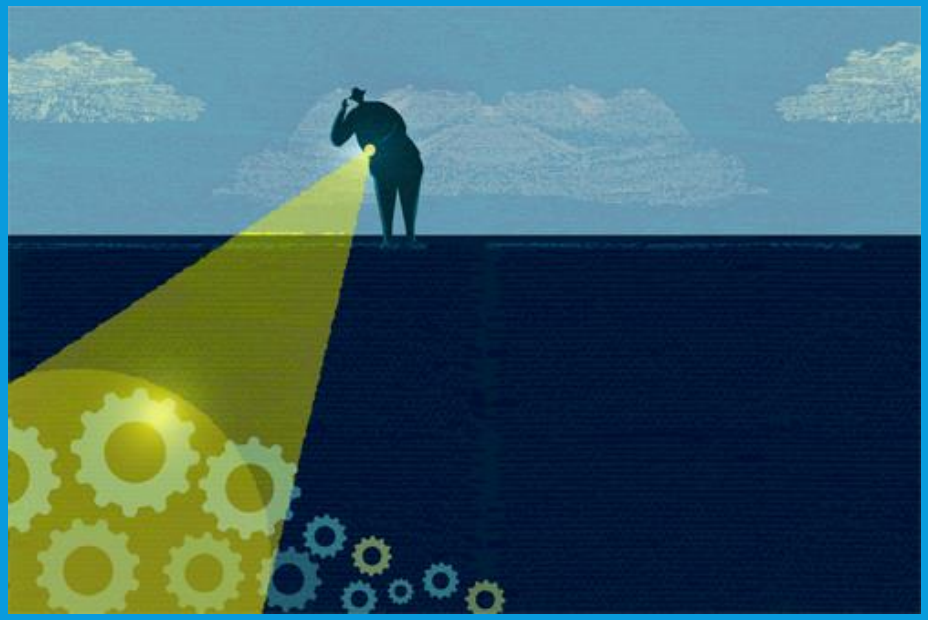
STRATEGY 1: LOOKING AT PAST DATA

- Allows you to see where you have been
- Set reasonable targets based on past experiences
- What is reasonable?
  - Decide if you want to aim higher or stay the same



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STRATEGY 2: CHECK FOR EXTERNAL STANDARDS

- Leadership plan?
- Retention plan?
- Professional standards?
- Academic discipline standards?
- Benchmarks?

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STRATEGY 3: NO DATA SO TAKE AN EDUCATED GUESS

- What is too high?
- What is too low?
- Where's the happy medium? You can always change it next time around.

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THEN ADD IN…

"Wise leaders are likely to take more [than data] into account as they frame a response to the challenges they face" (Knapp, et. all, p. 5)

"No matter how systematic and comprehensive the data gathering, several other factors are always likely to influence decision making including interests, ideologies and institutional context" (Knapp, et. all, p. 6)

Knapp, M.S., Swinnerton, J.A., Copland, M.A., Monpas-Huber, J. (2006). *Data informed leadership in education.* Retrieved from: http://depts.washington.edu/ctpmail/PDFs/DataInformed-Nov1.pdf

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TIPS TO REMEMBER

- Set a target a run with it, if you find it's not working you can change it later
- Remember targets are looked at, so setting too low or too high could work against you
- If in doubt, try to find a benchmark or standard, even if it's from somewhere else

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WORKSHEET TIME…

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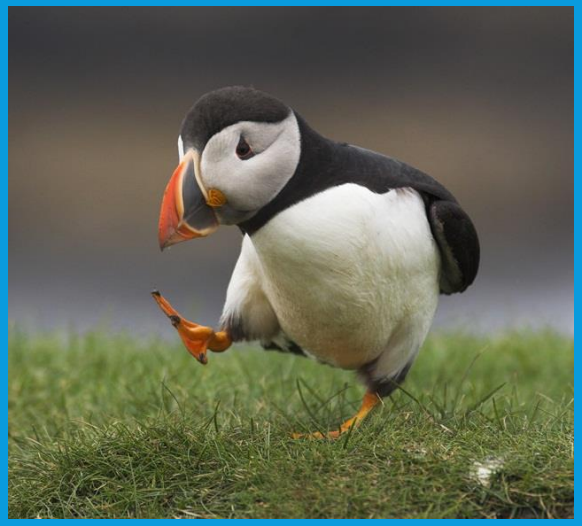
"Good Feedback
Is the KEY
to Improvement"

CARRY OUT THE PLAN AND GET READY TO REPORT



COMING NEXT….

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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