Syracuse University

Time to Revise!
Part 2: Creating Strong Targets

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Institutional Effectiveness and Assessment (IEA)

Thinking About Learning

Responsibility for "learning" doesn't always take the same form. That is, either your program/unit is:

- producing it and/or

- facilitating it and/or

- supporting it.

Source: http://yykjg.com/qep/savannahstate/files/fb/fb39e642-f612-4737-bed3-a78c4451cf4b.pdf

Let's review some definitions...

Goals address the long-term aims and purposes of the program/unit, are broadly stated, meaningful, achievable, and provide a framework for identifying objectives. Goals align to mission.

Objectives state what the unit strives to accomplish to achieve each goal. Objectives are specific, measurable, and attainable and may focus on efficiency, effectiveness and impact.

Targets are numerical criteria and focus on the impact of the objective and success achieved through strategies.

Benefits of Setting Targets

- Establish expectations of objective achievement

- Clarify performance expectations

- Provide motivation for greater levels of achievement

- Encourage reflective practice

- Improve program/unit coherence (staff reach consensus on what is success)

How to Measure Impact/Success: Data Sources for Targets

Direct

- Admission and enrollment data
- Annual reports
- Applications
- Attendance records at workshops and events
- Budget figures
- OT, unit logs, and other tracking mechanisms
- Donations
- External evaluation/data
- Incident reports
- Recruitment and hiring statistics
- Service, program, or event offering rates
- Website and social media activity

Indirect

- Surveys
- Focus groups
- Interviews

TIP ▶ Be specific about how you will gauge success or impact.

A target includes the following three aspects:

- a level (e.g., a metric the unit aspires to achieve or prior year metrics or baseline data)

- a subject/object (e.g., students, faculty, staff, report, or satisfaction level)

- a modifier (e.g., percentage increase, decrease, maintained performance or timeframe)

Let's look at some examples.

It is important to consider the alignment of each phase 1 element of your assessment and action plan.
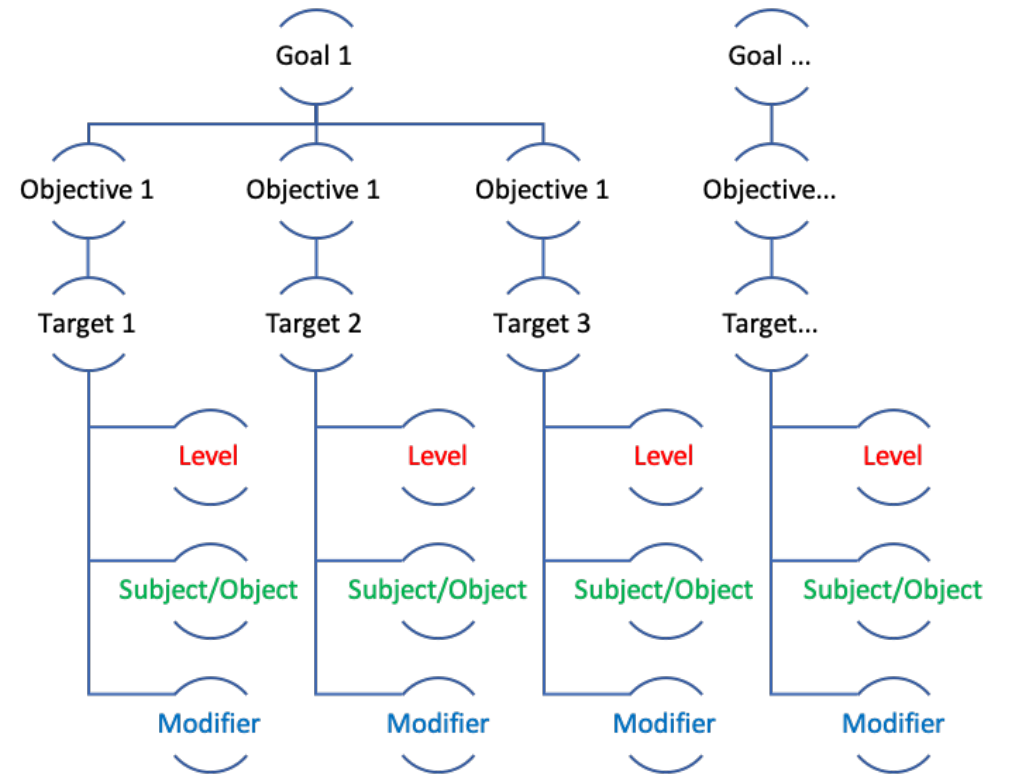
Example

Goal: Build faculty, staff, and student engagement in assessment through professional development, research, and recognition opportunities.

Objective: Increase engagement in professional development opportunities for staff in the assessment role.

Strategies:

- Review progress report responses to identify staff needs
- Develop advertisement for the workshops
- Create presentations and handouts for workshops
- Secure logistics for workshops
- Create feedback form to evaluate workshop

Example Targets

We provide workshops and would like to see **more staff** attend.

Ok, this is a start!

Increase staff participation in workshops by 25%.

Better

Increase staff participation in workshops by 25% from last year's attendance (30 participants in 2018).

Best

Another Example

Workshop participants will apply what they learned.

Alright, but let's build on this!

Workshop participants will apply what they learned by documenting it in their **2019-20** annual progress report.

Better

85% of workshop participants' **annual progress reports** will have **increased application of assessment skills and strategies from 2018-19 to 2019-20**.

Best

Identify Aspects of a Target

- We will use Zoom polling to check our ability to recognize effective target statements.

- If you are not seeing the poll, please allow pop-ups in your settings.

TIP ▶ Set a realistic target.

To determine appropriate levels of success, look at:

- past information about the program/unit/student performance
- benchmark data from elsewhere (e.g., national studies)
- the literature
- professional/discipline specific expectations
- pilot testing the measure

Remember! An assessment and action plan is dynamic, and targets can be adjusted.

Let's practice…
(Target Worksheet)

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Questions?

Remember the Assessment Working Team is here to help!

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