TEXAS TECH UNIVERSITY
HEALTH SCIENCES CENTER™
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Office *of* Institutional Research *and* Effectiveness

Identifying Expected Outcomes For Your Effectiveness Plan
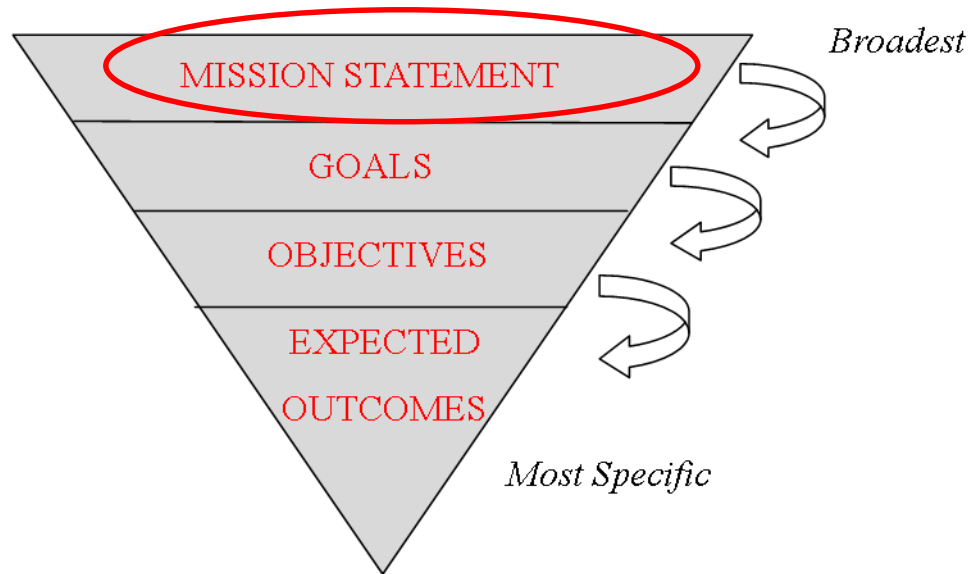
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Training Objective

This training session is designed to assist staff and faculty

in developing **Expected Outcomes**

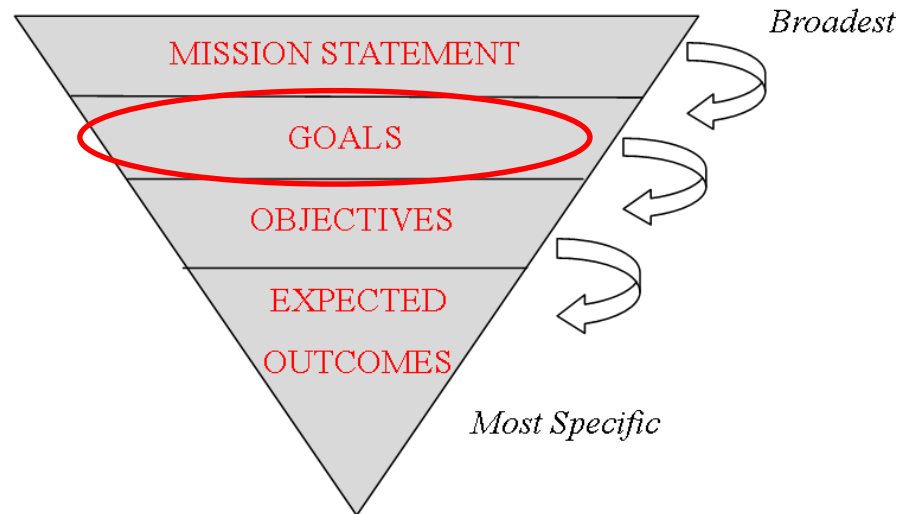for Institutional Effectiveness (IE) Plans

Effectiveness Planning:
Developing a Mission Statement

- A brief statement of the **core values and principles** which communicate a sense of **purpose and direction**
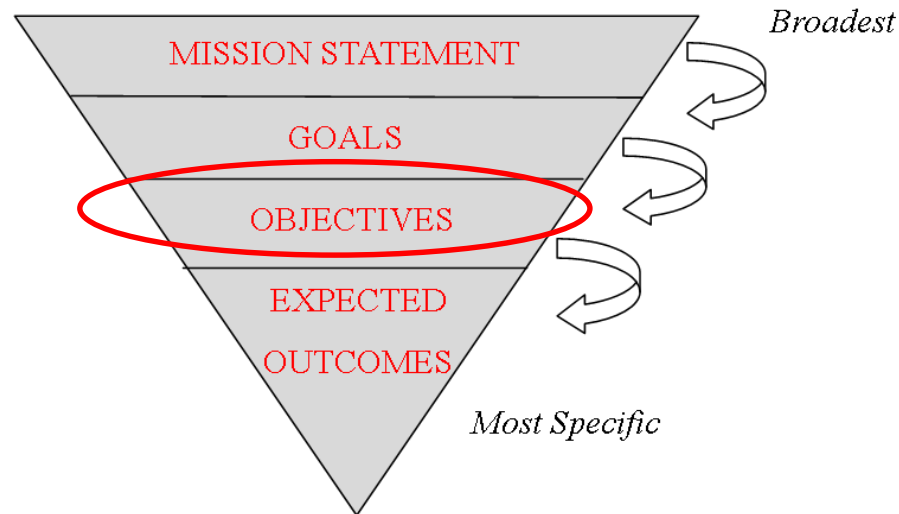
Effectiveness Planning: Determining Goals

- Goals turn the mission into statements that communicate desired programmatic **end-results**
- Goals turn broad, long-range concepts (core values/overall purpose) into usable statements that describe **what you want your program/department to achieve**

Effectiveness Planning: Determining Objectives

- After goals have been developed, specific objectives are determined to communicate *how* **you will pursue your goals**
- Objectives are the specific **action steps** we need to take to achieve our goals

Effectiveness Planning: Determining Objectives
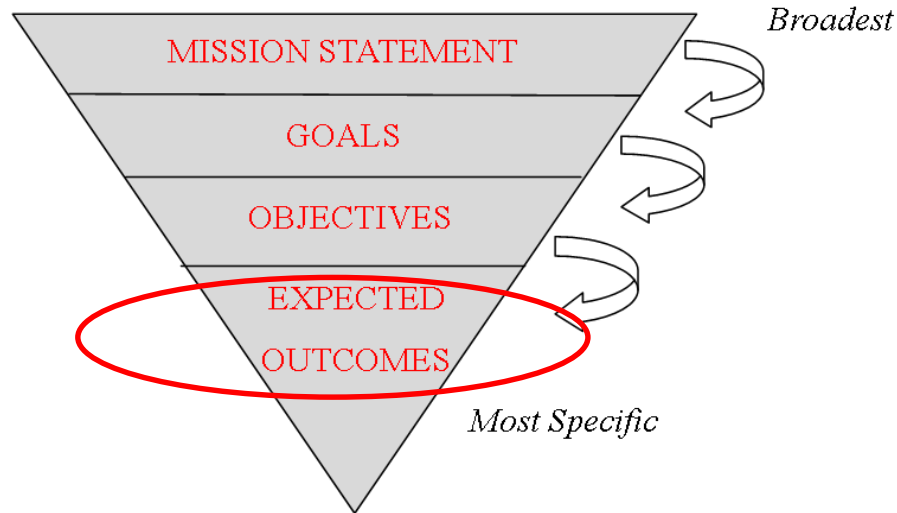
- Outcomes describe **results that you expect** from your intended work and activities
- Outcomes describe **what you want your customer/learner to achieve**

Expected Outcomes

- Describe consequences and results of our work and activities

- Describe the changes that will occur in participants/customers/learners
  - *Expected Outcome*s are statements that describe what we expect participants/customers/learners to learn and achieve

- Describe the changes that will occur at a programmatic/operational level
  - *Expected* outcomes describe what we expect the program/department/office to achieve and produce

Various Type of Outcomes

- **Operational/Programmatic Outcomes:**
  - Focus on processes or products that result from your activities
  - Focus on benefits to the program/department/organization

- **Customer/Student Learning Outcomes:**
  - Focus on what the customer/learner will know, be able to do, or achieve as a result of your program's/departments activities
  - Focus on the benefits to the customer/learner

Programmatic/Operational Outcomes

Both educational programs and administrative units may have programmatic/operational outcomes, such as:

- Increased efficiency of a process or service
- Improved satisfaction with services
- Increased participation in a process
- Decreased attrition
- Enhanced visibility on campus
- Reduced cost for operation
- Increased graduation or completion rates
- Increase in pass rates
- Products, new processes (outputs)

Learning Outcomes

Typically focus on the following:

- Acquired knowledge

- Demonstrating understanding

- Ability to utilize a process

- Applying a technique

- Mastering a skill

Learning outcomes should be expected for "customers" of administrative units, not just for learners in educational programs

Focus for Administrative Plans

- Using a Customer Service Perspective
- All of our units are providing some type of service
  - What are the services you are providing? (your objectives)
  - Who benefits from your services? Who are your "customers"? (students, staff, faculty, campus community?)

- **Ask yourself: What are the results of the service?**
  - *How will "customers" benefit?*
  - *What will "customers" learn or be able to do?*
  - *What will "customers" achieve as a result of your service?*

Examples of Customer Learning Outcomes

- Faculty and staff will utilize evaluation tools to develop institutional effectiveness plans for ongoing evaluation and planning
- Faculty will be able to use classroom technology effectively to enhance student learning experiences.
- Staff will understand the rules and regulations related to campus parking and traffic.
- Students will better understand how to navigate the financial aid process.
- Students with disabilities will know what type of support services are available to them.

Focus for Educational Program Plans

- Student learning outcomes should focus on the most important outcomes of the educational program

- They should be program-specific

- However, they should NOT focus on:
  - Individual courses within a program
  - Sessions, sections, or lessons within specific courses

Think Big Picture!
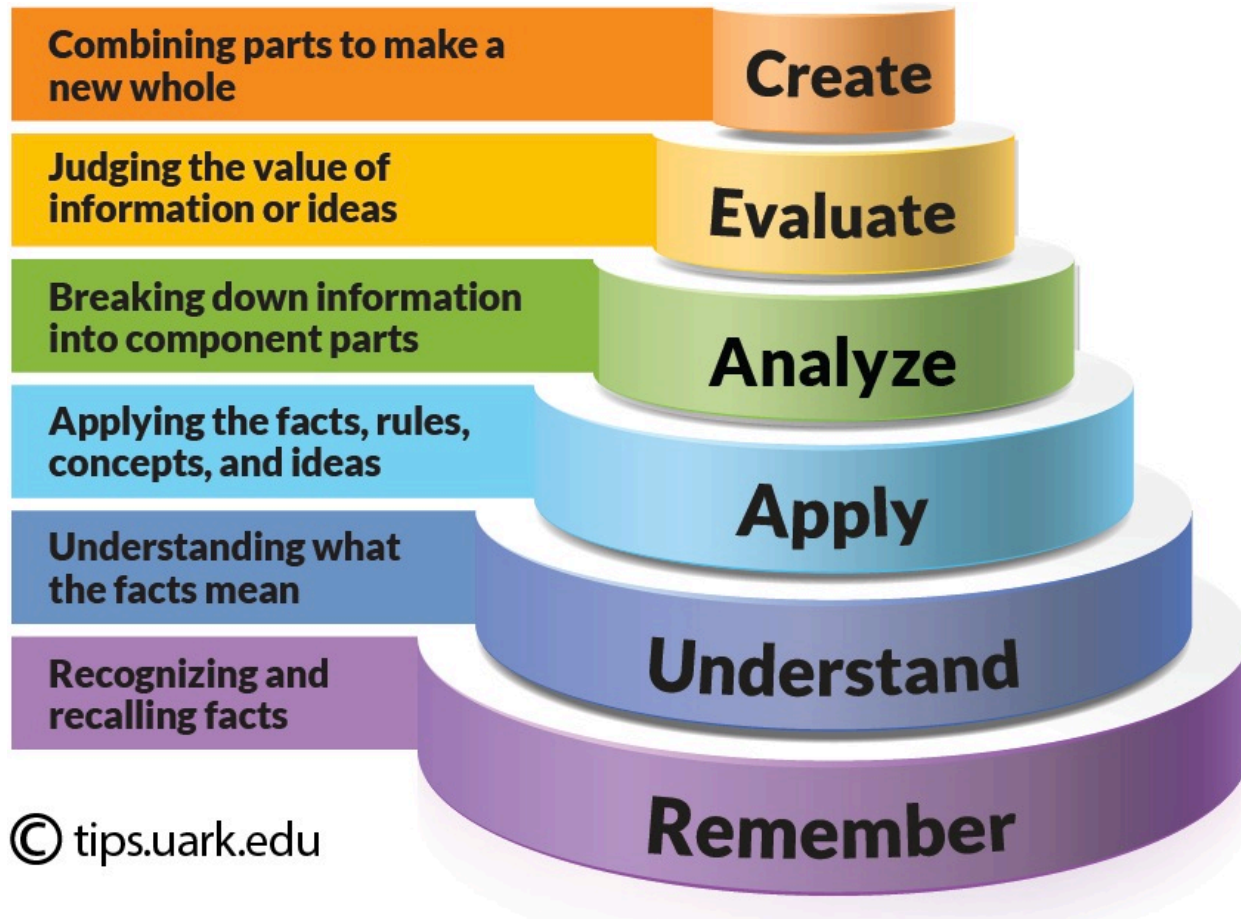**Think Program Outcomes!**

Examples of Student Learning Outcomes

- Students will demonstrate effective communication skills in their interaction with patients and other health care professionals.

- Students will be able to define and explain the fundamental principles of patient-centered care.

- Students will accurately apply the scientific method to empirically solve biomedical research problems.

Bloom's Taxonomy

Combining parts to make a new whole — **Create**

Judging the value of information or ideas — **Evaluate**

Breaking down information into component parts — **Analyze**

Applying the facts, rules, concepts, and ideas — **Apply**

Understanding what the facts mean — **Understand**

Recognizing and recalling facts — **Remember**

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Concrete Action Verbs for Effective Learning Outcomes

Active verbs developed based on Bloom's Taxonomy

Knowledge	Understand	Apply	Analyze	Evaluate	Create
define	explain	solve	analyze	reframe	design
identify	describe	apply	compare	criticize	compose
describe	interpret	illustrate	classify	evaluate	create
label	paraphrase	modify	contrast	order	plan
list	summarize	use	distinguish	appraise	combine
name	classify	calculate	infer	judge	formulate
state	compare	change	separate	support	invent
match	differentiate	choose	explain	compare	hypothesize
recognize	discuss	demonstrate	select	decide	substitute
select	distinguish	discover	categorize	discriminate	write
examine	extend	experiment	connect	recommend	compile
locate	predict	relate	differentiate	summarize	construct
memorize	associate	show	discriminate	assess	develop
quote	contrast	sketch	divide	choose	generalize
recall	convert	complete	order	convince	integrate
reproduce	demonstrate	construct	point out	defend	modify
tabulate	estimate	dramatize	prioritize	estimate	organize
tell	express	interpret	subdivide	find errors	prepare
copy	Identify	Manipulate	survey	grade	produce
discover	indicate	Paint	advertise	measure	rearrange
duplicate	Infer	Prepare	appraise	predict	rewrite
enumerate	relate	produce	Break down	rank	role-play

Most Importantly...

- Learning outcomes should state what the customer/student should know or be able to do

NOT

- What the program/department/office or what instructors will do or provide (those are your objectives)

Structure of an Outcome

- Should describe the *intended* outcomes, not actual outcomes
  - We are planning, we have not measured anything yet…
- Should use an introductory phrase
- Should be clear and simply stated
- Should not be "bundled"
  - Example: Task force members will develop unit plans for the ongoing evaluation of effectiveness <u>and</u> collect data to monitor progress on stated objectives and outcomes.
- Should be measurable
  - However, should not specify a quantifiable target

Introductory Phrase

Common phrasing to introduce the expected outcome, before getting to the heart of the outcome statement

- *"Upon successful completion of the program, students will be able to…*
- *"After completing the program, the learner will demonstrate…*
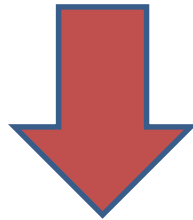
- *…communicate effectively through verbal and written discourse"*
- *…conduct comprehensive physical examinations appropriate to patient concerns, symptoms, and history.*

Simple, Clear, Separated

Avoid:
- Bundled, compounded outcome statements
- "Students will engage in campus-wide student events, and will be able to access information on student organizations."

Better:
1. Students will engage in campus-wide, organized student events and activities.
2. Students will be able to access information on student organizations in the Student Handbook and on the Student Services website.

Measurable Without Specifying Quantitative Targets

<u>Avoid</u>:

- Confusing expected outcomes with *targets*
- "Satisfaction with student services will increase by averaging at least a 4.5 level of satisfaction on all survey items."

<u style="color:red">Better</u>:

Students will provide ongoing and systematic satisfaction feedback about Student Support Services.

Checklist for Expected Outcomes

- Do the outcomes align with the objectives, goals, and the mission statement?
- Do they describe the expected, and not the actual outcomes?
- Are they simply and clearly stated?
- Are they written to avoid joining two elements in one single statement?
- Is it possible to collect accurate and reliable data for each?
- Do they avoid specific, quantifiable targets?
- Taken together, do the learning and operational/programmatic outcomes accurately reflect the key results of the operations or service offered by your program/department?

Developing Expected Outcomes For Your Effectiveness Plan:

- Remind yourself of your mission: what is your overall purpose?
- Review your objectives
  - What are the specific activities/action steps?
- Next, develop outcomes based on your objectives
  - Remember, outcomes focus on changes we expect to happen
  - Outcomes can be of various types
    - Learning outcomes
    - Operational outcomes
  - It is recommended that you develop one expected outcome per objective

Next Steps

- Please use the provided worksheet to develop your unit's expected outcomes
  - Right here, right now
- Share this workshop presentation and materials with colleagues, organize development of expected outcomes in area/division
- Submit completed worksheets to OIRE by **Friday, December 11**
- Next meeting topics:
  - Choosing appropriate *Metrics/Measures*
  - Determining *Specific Targets*