



TEXAS TECH UNIVERSITY
HEALTH SCIENCES CENTER™

Developing Effective Targets for Academic and Administrative Plans

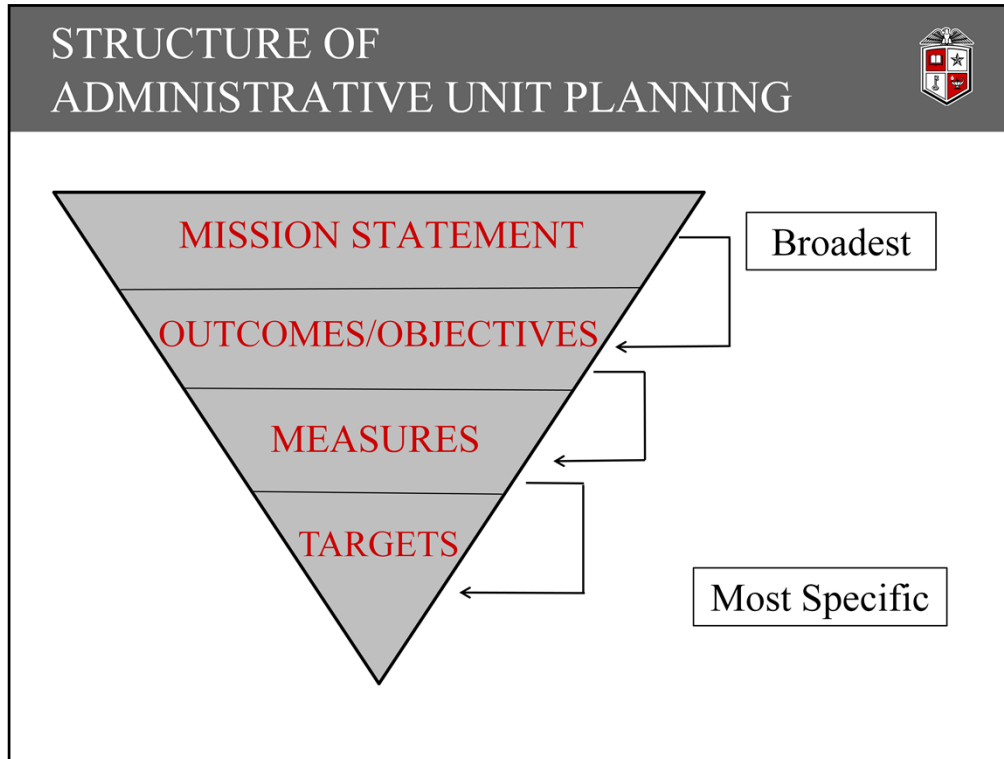
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Hello! My name is Leslie Collins, and I am the primary administrator for Weave at the Texas Tech University Health Sciences Center. This presentation is one in a series of Weave training sessions that you can find on the Office of Institutional Planning and Assessment's website. You can find the link to view the other presentations, on the last slide of this presentation.

In this presentation, we will be discussing how to develop effective Achievement Targets for your TTUHSC Weave plans.



If you watched other presentations in this series, this slide will look familiar.

Your program or department's assessment plan should be structured like an upside-down pyramid. What I mean by that, is that you should first begin with the broadest section – the Mission Statement. A mission statement is a brief statement of the general values and principles which guide the program or department goals. After the Mission Statement is constructed, Outcomes/Objectives can be developed to expound upon those values and goals to turn broad, long-range concepts into usable statements of desired outcomes. In other words, Outcomes/Objectives are more specific statements that reflect the broader goals.

Then after Outcomes/Objectives are established, even more specific Measures and Targets should be developed to align with each Outcome/Objective, so that you end up with an upside-down pyramid scheme that is all aligned and cohesive.

You can see that the Targets are the most specific and detailed section of the Planning Phase portion of your Weave plans.

TARGETS



- For each Measure, you need to establish an Achievement Target. In other words, **how or when will you know if you've been successful?**
- These Targets can offer directionality.
 - An increase or decrease.
- These Targets can specify something quantifiable.
 - A percent, rating, or score.
- Targets should change to reflect improvement over time.
- Sometimes it may be best to state an anticipated date for completion if no other Targets seem appropriate.

Again, the Target, is the most specific element of the Planning Phase. It answers the question, “How or when will you know if you’ve been successful?” It usually involves a specific number: like a percent, rating, or score.

Unlike Outcomes/Objectives, Targets can offer directionality and should specify something quantifiable because they should be much more specific.

Remember, an Outcome/Objective is a statement that reflects a broad, long-range goal or value of your program or department. The Measure is the evidence of the progress you’ve made toward achieving that Outcome/Objective. And the Target is the very specific annual goal that you’re hoping to hit during a Weave cycle.

Unlike Outcomes/Objectives, Targets are something that should definitely change year to year. They should change to reflect improvement over time. This is how you show improvement and adaptation to what your assessment results from the previous cycle have shown.

Sometimes it may be best to state an anticipated date for completion if no other Targets seem appropriate. We will go over some examples in the next few slides.

TARGETS



<u>Excellent (3)</u>	<u>Acceptable (2)</u>	<u>Developing (1)</u>
<ul style="list-style-type: none"> • All describe specific criteria for success. • Appropriately challenging and attainable in the given timeframe. • The context for each target is provided, as relevant. • Each measure has a related target. 	<ul style="list-style-type: none"> • All describe specific criteria for success. • Some appear to be minimally challenging or unattainable in the given timeframe. • If relevant, the context for targets is incomplete. • Each measure has a related target. 	<ul style="list-style-type: none"> • A few describe vague or unclear criteria for success. • The context is not provided for some targets. • Targets are not provided for some measures.



This slide is taken directly from the rubric used to evaluate each Weave plan. These are the criteria used to determine a score under the “Targets” category for both Academic Programs and Administrative Units.

In order for a Weave plan to score a 3 in the Targets category:

1. Each Target must describe specific criteria for success. Again, a Target is usually a specific number, percentage, or score. It is much more specific than an Outcome/Objective.
2. Each Target must be appropriately challenging and attainable in the given time frame. Your Targets should be chosen based on what is best for your department, but it should also be challenging and should be based on the annual timeframe of the Weave cycle.
3. If a particular number you choose for your Target may seem strange to an outside reader, we suggest that you provide some context as to why you chose that particular number. For instance, if your Target states, “20% of students will pass a certification exam,” you must realize that to an outsider, that number may seem incredibly low. In this case, provide your reader with some context and explain why you chose that percentage, what the national average is, or any other relevant information. Not all Targets will require this sort of context, but in order to score a 3 in this category a context must be provided for each Target, as relevant.

4. Finally, each Target must be tied to an appropriate Measure. Make sure your Target can actually be assessed as indicated by your Measures.

You can see that a plan will score a 2 in the Targets category if the Targets are either minimally challenging or unattainable in the given timeframe, or if necessary context for your Targets is incomplete. A score of a 1 will be earned if Targets describe vague or unclear criteria for success, there is no context provided, or if some Targets are missing.

TARGETS: Academic Program Examples



- At least 80% of students will pass the Commission on Rehabilitation Counselor Certification Exam.
- The average first time pass rate on the USMLE Step One will be at or above the national average.
- Students will achieve at or above the 6th percentile on each of the 6 NBME Shelf Exams.
- The average rating will be above average or outstanding (4 or above) on employer/supervisor evaluations.

This slide provides some examples of appropriate Targets for Academic Program plans. It is important to note that in order to score a 3 in the Targets category, some of these examples would need to be followed up with relevant context.

They all describe specific criteria for success, are appropriately challenging, and are attainable in the given annual time frame.

It is also important that these Targets be evaluated and re-assessed each year. Based on the Findings of the previous years, specific numbers in the Targets may need to change. For instance, if the Target is an 80% pass rate in 2013-2014 and the Findings in that cycle indicate a 90% pass rate, the Target for the 2014-2015 cycle should probably be increased in order for it to remain appropriately challenging.

TARGETS: Administrative Unit Examples



- The Institute's Research Group will successfully submit at least three grant applications by August 31, 2015.
- Eighty-five percent (85%) of new TTUHSC employees hired will have completed the required Institutional Compliance Orientation training within 60 days of hire.
- Development, completion and submission of MP1-related forms to the THECB by the required deadline on an annual basis.
- On August 31, 2015, 100% of required Conflict Management Plans for TTUHSC researchers will be up-to-date and on file with the Research Integrity Office.

This slide provides a few examples of appropriate Targets for Administrative Units.

As I mentioned earlier, sometimes an anticipated date of completion will be an appropriate Target for an administrative plan. The first example does this while describing specific criteria for success.

Each example also gives relevant and specific details showing how the department will know if they have been successful.

OFFICE OF INSTITUTIONAL PLANNING & ASSESSMENT: EXAMPLE



Mission

The mission of the Office of Institutional Planning and Assessment at the Texas Tech University Health Sciences Center is to promote institutional effectiveness through ongoing, systematic planning and assessment efforts in order to support faculty and staff in achieving the institutional mission.

Outcome/Objective

Assessment plans: Faculty and staff will be able to develop effective assessment plans for their respective areas.

(Linked to TTUHSC Strategic Plan elements: 1.2 and 5.4.)

Measure

Review of assessment plans: All assessment plans will be reviewed using a **locally developed rubric**. Rubric criteria will relate to the effectiveness of each unit's Mission Statement, Outcomes/Objectives, Measure/Target levels, Findings, and Analysis.

(Source of Evidence: Administrative Measure – other.)

Target

All assessment plans for educational programs and administrative units will be reviewed on an annual basis by a cross-disciplinary group of peers. On a scale of 0 to 21, the average **score will be at least 15**. (Using the rubric designed for these reviews, 12-17 points corresponds with an Acceptable ranking.) Results of all reviews will be communicated to members of the President's Executive Council and appropriate faculty and staff.

Here is the consistent example I have used throughout these Weave training presentations. This is an example pulled directly from our office's Weave plan.

Here, you can see that our Outcome is that faculty and staff will be able to develop effective assessment plans for their respective areas. We will measure this Outcome by using a locally developed rubric that evaluates the effectiveness of each Weave plan.

Our specific Target here is that the average score will be at least a 15 out of 21.

You can see that we have used many specifics. We gave details as to how often assessment plans will be reviewed, a specific score we are hoping to hit, and other important details. We have given some context here so that our readers understand the bigger picture of why this Target was chosen. This Target may change each year depending on our Findings. For instance, if we continually see an average score of 20, a Target of 15 is no longer effective.

COMMON MISTAKES TO AVOID



- Simply restating the Outcome/Objective as a Target
- Failing to put Targets in context for the reader
- Combining a Target with a Measure description



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For both Academic and Administrative plans, there are a few common mistakes to avoid.

1. The first mistake is to simply restate the Outcome/Objective as the Target. The Target should be much more specific than your Outcome/Objective while still aligning with it. For example, if you state your Outcome as “Students will communicate effectively,” it doesn’t need to be repeated as as a Target. The Target should take the Measure into consideration, and be developed from the Measure used. If you are measuring effective communication with a rubric, the Target could be a specific average score from the rubric that you want students to achieve.

2. Another common mistake is failing to put Targets in context for the reader. If you say, “Students will score a 4,” readers don’t understand the full picture. Is it a score of 4 out of 5? Out of 10? Is it on a Likert Scale? Did you choose 4 because the national average is 4? Be as specific as you can, and spell it out assuming that your reader is not experienced in your area. Explain why you’ve chosen the number that you have and, in this case, what the scale of the rubric is.

1. Also, a common mistake is combining a Target with a Measurement description. For example, if you state your Measure is “90% participation in the program,” you are combining your Target with your Measure. In this case, the Measure could be a method of documenting participation in a particular program, and the Target could be “90%

participation.”

ADDITIONAL RESOURCES



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Visit www.ttuhsc.edu/oipa/weave for more Weave resources!

Remember to visit the OIPA website for more training presentations on how to develop effective Mission Statements, Student Learning Outcomes for Academic Plans, Outcomes/Objectives for Administrative Plans, Measures, Findings, and Analysis Questions. Please contact me at any time with questions or concerns about developing Achievement Targets for your Weave plan! I am happy to help in any way I can!

Thank you for watching!