How to Create an Assessment Success Story:
The Ohio State University’s Organizational Effectiveness Model
Presenters

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Overview

• Why Assess?
• Organizational Effectiveness Model
  • Steps 1 to 4
• Reflection and Change
  • Step 5
Why Assess?

• Demonstrate what you’re doing works
• Answer important questions with data
• Reflect on answers and implement change
Organizational Effectiveness Model

- Student Life Goals
- Department Goals
- Major Activities
- Expected Outcomes
- Performance Indicators
- Outcomes-Based Assessment
- Reflection and Intentional Change
Organizational Effectiveness Model

**Step 1:** What are the overarching things you do?

  = MAJOR ACTIVITIES

**Step 2:** What do you want to achieve or accomplish?

  = EXPECTED OUTCOMES
Major Activities

1. **Student Life Goals**
   - **Department Goals**
     - **Major Activities**
       - **Expected Outcomes**
         - **Performance Indicators**
         - **Outcomes-Based Assessment**
   - **Reflection and Intentional Change**

Step 1
Major Activities

• Brief snapshots
• 3-5 per department

Example: Department X focuses on (1) educating students, (2) providing personalized health services, and (3) producing health-related research
Expected Outcomes

Step 2

- Student Life Goals
- Department Goals
- Major Activities
- Expected Outcomes
  - Performance Indicators
  - Outcomes-Based Assessment
  - Reflection and Intentional Change

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Expected Outcomes

• Support Major Activities
• Outline anticipated results
• Follow an ABCD method
• 1-3 Outcomes per Major Activity
ABCD Method

A: Audience (who)
B: Behavior (what)
C: Condition (because of what)
D: Degree (to what extent)

Example: As a result of participating in X program (C), students (A) will be able to recognize (B) three ways (D) to get involved at OSU.
Organizational Effectiveness Model

**Step 3:** What evidence shows that you are reaching your outcomes?  
= PERFORMANCE INDICATORS

**Step 4:** Which aspect of your work do you want to highlight through a more detailed assessment?  
= OUTCOMES-BASED ASSESSMENT
Performance Indicators

Step 3

Student Life Goals

Department Goals

Major Activities

Expected Outcomes

Performance Indicators

Outcomes-Based Assessment

Reflection and Intentional Change
Performance Indicators

- Management Tools
- Data about Tasks
- Support Expected Outcomes

Example: Students indicated that they Agreed or Strongly Agreed 94% of the time with the statement: “I feel safe in my residence hall.”
Outcomes-Based Assessment

Step 4

- Student Life Goals
- Department Goals
- Major Activities
- Expected Outcomes
- Performance Indicators
- Outcomes-Based Assessment
- Reflection and Intentional Change
Outcomes-based Assessment

- One outcome
- In-depth research
- Qualitative or Quantitative

Example: Housing Outcomes Measurement & Evaluation Survey (HOME)
Example: Commuter Focus Groups
Outcomes-Based Assessment

1. Student Life Goals
2. Department Goals
3. Major Activities
4. Expected Outcomes
5. Performance Indicators
6. Outcomes-Based Assessment
7. Reflection and Intentional Change

Step 5
Reflection & Intentional Change

- Review Outcomes-based Assessment (4)
- Analyze Performance Indicators (3)
- Assess Expected Outcomes (2)
- Reflect on Major Activities (1)
- Institute change (5)
- Repeat assessment process
Organizational Effectiveness Model

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  - Performance Indicators
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