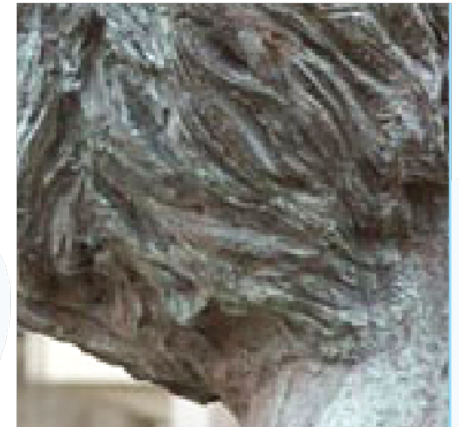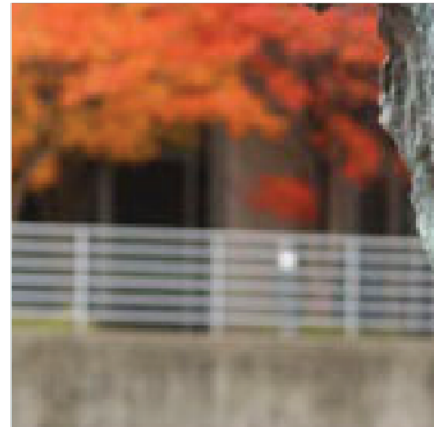# Goal & Outcome Writing

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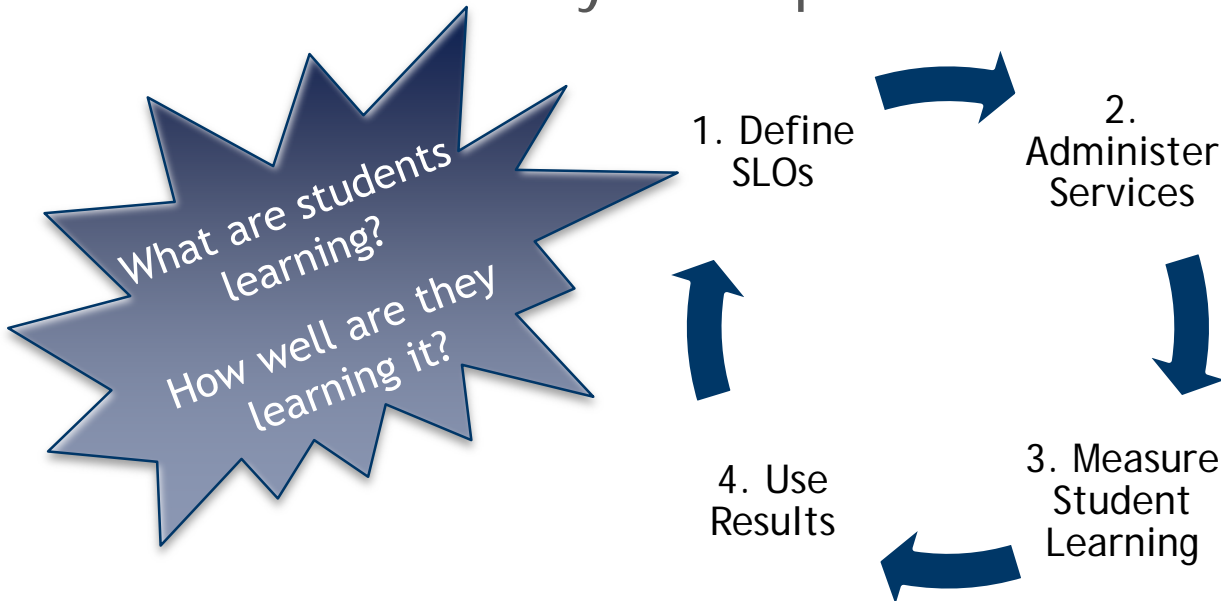Old Dominion University
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Why Do I Care?

- Student learning is inherent in your job.
  - How do you want students to be transformed as a result of your work?
  - How do you know if they have been?

- To understand your impact:

Super Brief Version of Assessment Cycle

What are students learning?
How well are they learning it?

1. Define SLOs

2. Administer Services

3. Measure Student Learning

4. Use Results

Assessment: Two Ways

- Accountability:
  - Incentive: Look as good as possible no matter performance

- Improvement
  - Incentive: Find & report deficiencies so they may be remedied

Since we care about our students and the time and energy we are investing in them, we want to think about MORE than just accountability!!!

What are Goals?

- **Goals:** Broad, general expectations of student learning outcomes
  - Know, understand, determine, appreciate, grasp, become familiar

- **Outcomes:** Specific, measureable statements of what students should know, think, do, or how they should change developmentally, as a result of your services
  - Distinguish between, choose, assemble, adjust, identify, solve, apply, list

Examples

Goal: Students will see themselves as part of the ODU community

Objective: Upon completion of the first-year orientation, students will demonstrate a significant increase in sense of belonging to the ODU community.

Objective: Upon completion of the first-year orientation, students will sign-up to participate in at least one organization.

Why Are Learning Outcomes Needed?

- Provide clarity & focus for your services and programs

- Highlight learning and development priorities

- Assist learners in understanding expectations

- Describe the performance to be measured

- Provide a means for assessing success of students/programs/services

What is a Learning Outcome?

"Learning outcomes are statements of what a learner is expected to know, understand and/or be able to demonstrate after completion of a process of learning."

– ECTS Users' Guide, p. 47

Focus on:

- what the student has achieved (not the intentions of the instructor/staff/teacher)
- what the learner can demonstrate at the end of an activity/session

Classifications of Outcomes

- Cognitive *What do you want students to know?*
  - Bloom's Taxonomy

- Affective, attitudinal, developmental
  What do you want students to think or care about?
  - Abstract constructs (emotions, attitudes, values)

- Behavioral *What do you want students to be able to do?*
  - Volunteering, engaging, sharing, attempting, etc.

Ease of Assessment

How Do I Tie Outcomes to Assessments?

- Outcomes should dictate the type of assessments you administer, not vice versa

- Action verb indicates measurement

- Example:
  - Demonstrate: performance assessment
  - Identify: multiple choice or matching

Every outcome MUST be measured, but doesn't have to be every single year!

ABCD Method

A = Audience
Who are your learners?

B = Behavior
What do you expect them to be able to do?

C = Conditions
Under what circumstances or context will the ?

D = Degree
How well must the behavior be performed? To what level?

ABCD Method: Example 1

Audience:	Students receiving alcohol violations
Behavior:	Will not receive another alcohol-related offense
Condition:	Upon completion of the Abuse & Misuse program
Degree:	For one year

Outcome: Upon completion of the Abuse & Misuse program, students receiving alcohol violations will not receive another alcohol-related offense for one year.

ABCD Method: Example 2

Audience:	First-Time Freshmen
Behavior:	Join a group or sign up to partake in an activity with a group
Condition:	After attending the involvement fair
Degree:	At least one

Outcome: After attending the involvement fair, first-time freshmen will join at least one group or sign up to partake in an activity with a group.

ABCD Method: Example 3

Audience:	On-campus students
Behavior:	Demonstrate preparedness to be an "active bystander" for the welfare of others
Condition:	After attending HRL activities
Degree:	2 or higher on Active Bystander Preparedness rubric

Outcome: After attending HRL activities, on-campus students will be able to demonstrate preparedness to be an "active bystander" for the welfare of others by scoring at least a 2 on the Active Bystander Preparedness rubric.

ABCD Method: Example 4

Audience:	Students
Behavior:	Order a transcript though the online ordering service
Condition:	As a function of going thought the admissions process
Degree:	Without assistance

Outcome: As a function of going though the admissions process, students will be able to order their transcript though the online ordering service without assistance.

Easy Formulas

1. Given [Conditions] the [Audience] will [Behavior] by [Degree].

2. [Audience] will [Behavior] to [Standard] when provided [Conditions].

3. The [Audience] will [Behavior]. The task must be performed under the following conditions: [Conditions]. The following standards must be met: [Standards].

Outcome Characteristics

GOOD:

- Student Centered

- Reasonable

- Measureable

- Define Success

BAD:

- Vague

- Use of Gibberish

- Non-Student Focused

Thanks for your attention!

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