

## Goal & Outcome Writing

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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?





# What are Goals?



- „ **Goals:** Broad, general expectations of student learning outcomes
  - „ Know, understand, determine, appreciate, grasp, become familiar
- „ **Outcomes:** Specific, measurable statements of what students should know, think, do, or how they

# 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.”

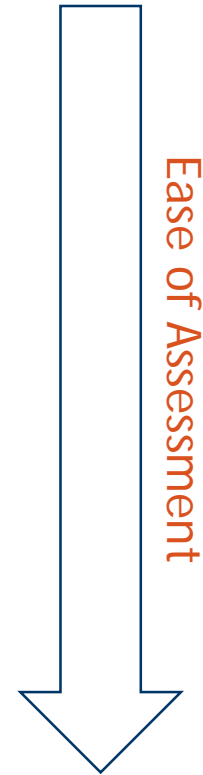
- ECTS Users' Guide, p. 47

## 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.





# 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



# 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



**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

**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





# References

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