

# GOALS VS. OUTCOMES

## Primary Issue with AC Goal Statements

- Goal statement included too many different measurable components (i.e. goal paragraph)
- Goal statement represented an outcome or multiple outcomes

## Reminder:

Goal – Broad overlying statement of what you want to accomplish

Outcome – More specific statement aligns with goal

- **Who?** – The students
- **Will...** – analyze, solve, etc.
- **What?** – The effects of the civil war, an algebraic equation with two unknowns, etc.
  - Other considerations: Attainment Target, measurement standard, and how measured

# GROUP DISCUSSION – MISSION ALIGNMENT

## PSYCHOLOGY

**Mission:** The mission of the Department of Psychology is to promote the understanding of self and others in a multi-cultural environment and to develop research and communication skills. We prepare students for careers requiring a strong liberal arts foundation with an emphasis on an understanding of intrapersonal and interpersonal dynamics and empirical methodology, and we prepare students for graduate study in Psychology.

### Learning Goals and Outcomes:

#### **Goal 1: To graduate students who apply psychological concepts and theories**

- 1.1. Students will describe major concepts and theories in Psychology
- 1.2. Students will apply major concepts and theories to describe or explain psychological phenomena

#### **Goal 2: To graduate students who demonstrate sound research methodology**

- 2.1. Students will design basic research studies
- 2.2. Students will explain ethical issues relevant to psychological research.
- 2.3. Students will conduct literature reviews in psychology

#### **Goal 3: To graduate students who demonstrate communication skills**

- 3.1. Students will write papers in APA style
- 3.2. Students will give formal oral presentations on psychological topics

# AC CURRICULUM MAP – GET HANDOUT (TEMPLATE WILL ALSO BE SENT VIA EMAIL)

**Goal #1: To graduate students who demonstrate communication skills**

<b>Program-Specific Courses</b>	<b>PLO #1:</b> Students will compose APA-style papers	<b>PLO #2:</b> Students will produce oral presentations on psychological topics
<b>Course 1</b>		
<b>Course 2</b>		
<b>Course 3</b>		
<b>Course 4</b>		

Once courses added, the key that would be used to evaluate the courses is shown below:  
I = Introduced; D = Developed & Practiced with Feedback; M = Demonstrated at Mastery

# SMART GOALS

**Remember:** Be SMART when you write goals or outcomes/objectives.

Even though AC is not attaching the specific target/benchmark, evaluation method, etc. to your goals and program learning outcomes (PLOs) in your curriculum maps, you still need to think through...can/could my goals/outcomes be measured?

- S = Specific (target specific area for improvement)
- M = Measurable (quantify progress)
- A = Attainable (define how it can become true)
- R = Realistic (represents substantial, but realistic progress)
- T = Timely (has a time frame)

## PART II: Identify Program Outcomes

**Task:** By the end of fall 2015, each component area should identify student learning outcomes that relate to identified program goal(s) and map them to each course within the component area.

### **What are Student Learning Outcomes (SLOs)?**

What learners will know or do expressed as knowledge, skills, expertise, attitudes, or behaviors.

### **Student Learning Outcome Format**

**“By the end of the program. . . (implied)**

**1. \_\_\_\_\_ % of**

70%

80%

**Realistic Program Attainment Target**

(Percent of Students that Will Attain Set Criterion for Success)

**2. WHO? The student(s)**

**3. WILL . . .** (Verb must be measureable and match level of critical thinking desired.)

Analyze

Distinguish

Compare/contrast

Solve

Perform

Evaluate

**4. WHAT?**

the effects of the American Civil War

between ineffective and effective teaching strategies

the similarities and differences of viruses and infections

an algebraic equation with two unknowns

a creative dance

the effects of immoral conduct on the outcome of political elections

**Student Learning  
Outcome (SLO)**

**Note:**

Should be stated in syllabus

**5. AS MEASURED/DEMONSTRATED**

Earning 70% accuracy

Earning 5 out of 7 possible points

Correctly answering 3 out of 4 questions

Earning a score of 4 on a rubric scale of 1-6

**Criterion for Success**

(Acceptable Level of Individual Student Performance)

**6. HOW? On . . . “**

a written examination

an essay

a performance

an oral presentation

**Assessment Measure and Methods**

(Name or Method and How Scored)

**Sample SLO (Components 2-4):**

*The student will analyze the effects of the American Civil War on society.*

**NOT a sample SLO**

*The student will appreciate the great art of the world. (What is meant by “appreciate” or “great art of the world”?)*

**Source:** TAMU – Texarkana; <http://tamut.edu/academics/Core-Curriculum-Assessment-Plan-2012.pdf>