Goals are very broad statements of what students should know or be able to do and/or what a program/service will accomplish. What are your objectives? Objectives are concrete ways that we will meet our goals through our program processes and student learning and development. They may at times be very similar to goals or they may be more specific. They will describe what the program will do or what the student will do. You can have more than one objective per goal.

What are your program and learning outcomes? Outcomes are specific statements derived from objectives; they help clarify and define the meaning of the objective. Outcomes **essentially take an objective and bound it to a place, time, group of participants, and a level for performance.** Outcomes are specifically about what you want the end result of your efforts to be, the changes you want to occur. Learning outcomes are changes in students’ knowledge, skills, attitudes, and habits of mind that result from involvement in a program or activity. It describes what you want the student to know and do. Program outcomes, on the other hand, are the changes you want to see in programs and services. Outcomes are statements of what you will assess. An outcome consists of three components:

<table>
<thead>
<tr>
<th>Goals</th>
<th>Objectives (can have more than one objective per goal)</th>
<th>Outcomes</th>
<th>Type of outcome is this (check most relevant)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Develop Leadership, Citizenship, Diverse and Global Perspectives</strong></td>
<td>Foster student leadership skills</td>
<td>(Students in the SALP Leadership program) (will demonstrate leadership skills) by (successfully completing a leadership skills inventory, as indicated by a score of at least 80% correct).</td>
<td><strong>X</strong></td>
</tr>
<tr>
<td><strong>Develop Leadership, Citizenship, Diverse and Global Perspectives</strong></td>
<td>Increase diversity</td>
<td>(The Women’s Resource Center) will (increase the diversity of its volunteers) by (___% to reflect the diversity of the PSU).</td>
<td><strong>X</strong></td>
</tr>
<tr>
<td><strong>Students will find meaning and value in Learning Center programs and are our best advertisement.</strong></td>
<td>Increase student employees’ perceptions of themselves as leaders at PSU</td>
<td>(Student employees) will (report ___% increased perceptions of their leadership abilities) as (evidenced by the changes in their self reflections from the beginning to the end of the academic year)</td>
<td><strong>X</strong></td>
</tr>
<tr>
<td><strong>The Learning Center will be a place students deliberately seek as a resource.</strong></td>
<td>The Learning Center will implement an effective social media campaign</td>
<td>(The Learning Center) will (develop and implement an effective social media campaign) (as measured by students’ input and feedback through focus groups and surveys)</td>
<td><strong>X</strong></td>
</tr>
</tbody>
</table>

- **Audience (A)** Person doing or program expressing
- **Behavior (B)** What person will do or report or what program will do or report
- **Condition (C)** for success
Remember: An outcome must be measurable, meaningful and manageable. It must specify a target audience. It must provide you with evidence you need.

Once our outcomes are determined, we then articulate the standard for performance or success. We do this for both program and learning outcomes. How does one know where to set the bar for success? We can set performance levels using various sources: 1) past performance on the same outcomes (e.g., student performance on an inventory from the previous year); 2) benchmark data; 3) review of the literature; and 4) pilot-testing a measure.

**Factors to consider in determining what to assess**

1. It is possible to have a number of activities that occur under any one goal.
2. You will not want to assess every activity under that goal. So how do you decide which activities are most relevant to assess?
   a. Length of intervention: When it comes to measuring program impact, typically, the longer the intervention the greater the likelihood of achieving the outcomes we hoped. For example, if an outcome is to increase student leadership skills, then a program that lasts one day versus two hours has a greater likelihood of increasing student leadership skills.
   b. Number of participants*: all things being equal, if you have a program with 10 participants and a program with 100 participants (and they are of the same length of time) then assessment in the larger program is typically recommended.
   c. Cost/benefit: If you have programs and services that are particularly costly to implement (in terms of staffing, materials, time, etc), then you would want to assess those to make sure that resources are being used most appropriately and that you are getting your best return on investment.

*Quantitative data collection typically involves a larger n, assessment is efficient and of a shorter duration, and provides more breadth than depth.

*Qualitative data collection typically involves a small n, assessment is more time consuming and of longer duration, and provides more depth than breath.