

## Outcome Development Tool

Directions: Answer each of the five questions by writing either statement “a” or “b.” Combine each of the five statements to create your outcome.

1. Who is expected to grow?
  - a. State which students are included
    - i. Example: Students (generally)
    - ii. Example: Special Program Students (UMOJA students, DRC students, Honors Students, etc.)
    - iii. Example: Students by Type (new students, returning students, Students who receive support from...).
  
2. What growth is expected?
  - a. State what students should learn or how they should grow.
    - i. Example: Select highest level of Bloom’s Taxonomy applicable.
    - ii. Example: Students should be able to evaluate potential transfer universities to, Students should be able to apply their personal strengths and weaknesses to, Students should be able to create a plan to, etc)
  
3. Where and/or with whom is growth expected to occur?
  - a. State who the student will engage with.
    - i. Examples: Educational Advisor, Clerk, Recruitment Specialist, Mentor, etc.
  - b. State where the student will engage at.
    - i. Examples: Financial Aid Office, Career Center, Unity Zone, Engagement Center, Veteran’s Center, etc.
  
4. What number of interactions/frequency is necessary to support growth?
  - a. State the number of times students should attend to be included in the dataset.
    - i. Examples: After attending the workshop **one time**, after meeting with an Educational Advisor **five times**, After completing a series of **three** trainings, After applying for graduation **one time**, etc.
  - b. State the frequency students should attend to be included in the dataset
    - i. Examples: After meeting with an academic counselor **once per semester**, after attending **two fieldtrips per year**, etc.
  
5. Why is this particular growth/learning important/expected?
  - a. State the value of growth
    - i. Example: to clarify the path, to enter the path, to stay on the path, to ensure learning, to prepare for career and transfer, to establish independence, etc.

**Outcome:**

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Adopted from: <https://www.presence.io/blog/a-brief-guide-to-writing-learning-outcomes/>

Example from Presence:

“Imagine I’m an academic advisor who works with undergraduate students. When I meet with students, I help them schedule courses each term in consideration of graduation requirements and their academic interests”.

Who is expected to grow? Undergraduate students.

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What growth is expected? Ability to identifying courses for their schedule.

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Where and/or with whom is growth expected to occur? After meeting with an academic advisor at least once.

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What number of interactions/frequency is necessary to support growth? At least once.

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Why is this particular growth/learning important/expected? Students need to meet program requirements to graduate.

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Undergraduate students will be able to identify courses for their schedule to meet program requirements after meeting with an academic advisor at least once.