

# Measurable Objectives With Target Outcomes

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Indiana University  
2007 Enhancing Minority Attainment Conference:  
Designing and Implementing Campus Diversity Plans

November 30, 2007



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## Agenda

- ▶ Morning
  - ◆ Desired quality of measurable objectives and rubric-based review of campus objectives
- ▶ Afternoon
  - ◆ Coverage of the dimensions and re-review of objectives in light thereof



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## **Review/Refinement of Measurable Objectives**

- ▶ Get a sense of what others are considering
- ▶ Provide basic definitions and concepts to use as a rubric for reviewing, revising and/or creating measurable objectives
- ▶ Let you “have at it”
- ▶ Float among you
- ▶ Answer questions/address issues



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## **Leadership & Commitment**

- ▶ Sufficiency of human, physical, fiscal resources for diversity-related efforts
- ▶ Visibility and clarity of goals
- ▶ Cultural competence of leadership (training, evaluation, reflection in practice)
- ▶ Evaluation/Assessment/Reviews
- ▶ Valuing through rewards, recognition, salary equity
- ▶ Communication and dissemination within and outside campus (talks, documents, plans, brochures)
- ▶ Representation among leadership (also representational)



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## Curricular/Co-Curricular Transformation

- ▶ Presence in curriculum: major, gened, courses (syllabi)
- ▶ Cultural competence of instructors/Multiculturalism in curriculum and instruction
- ▶ Diversity/cultural competence/as demonstrated learning outcome
- ▶ International experiences/exposure/competencies
- ▶ Representation in traditionally under-represented programs and activities
- ▶ Academic support programs for preparation and success of under-represented groups
- ▶ Equity in access, retention, graduation, overall and in programs with largest gaps
- ▶ Diversity/Equity/Multiculturalism in research and engagement



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## Campus Climate

- ▶ Cultural competence in orientation, faculty/staff development
- ▶ Accessibility of campus (affordability, physical access, identification-removal of barriers)
- ▶ Perception of treatment/Attitudes towards diversity/others/diversity initiatives
- ▶ Intergroup interaction/relations
- ▶ Climate assessment to identify and target deficiencies
- ▶ Presence of and participation in programming related to diversity, equity, multiculturalism
- ▶ Campus ambience, décor, collections
- ▶ Involvement of (input from) all sectors of campus in governance/decision-making



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## Representational Diversity

- ▶ Representation of students, staff, faculty, leadership, professionals by:
  - ▶ Race/ethnicity, age, religion, gender orientation, income...
- ▶ Equity in access, progress, success (students, faculty, staff)
- ▶ Representation in business partners (vendors), collaborations, and partnerships
- ▶ Collaborations with feeders (minority serving institutions, Ivy Tech)



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## Definitions: Objective

- ▶ A desired end point in development
- ▶ A certain situation that systems try to reach
- ▶ An end toward which effort is directed and on which resources are focused to achieve an organization's strategy
- ▶ A finding that is measurable by the examiner and not dependent on the subject's statement



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## Definitions: Measurable

- ▶ An identifiable property of an object, set, or event that is subject to being measured
- ▶ Having the capacity to be measured
- ▶ Measure
  - ◆ How much there is of something you can quantify
  - ◆ A standard used to communicate progress on a particular aspect of a program
  - ◆ A reference point against which things can be evaluated
  - ◆ The criteria, metric or means to which a comparison is made with output



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## Measurable Objectives Include...

From the learning objectives literature...

- ▶ The conditions under which the desired result is to be performed
- ▶ An action verb that identifies an observable behavior
- ▶ The criteria for determining how well and when the behavior will be performed



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## Measurable Objectives are...

- ▶ Clear, not vague
- ▶ Succinct, not verbose
- ▶ One dimensional not multiple-barrelled



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## Criteria for Evaluating Objectives

- ▶ The goal is of sufficient interest or relevance
  - ◆ Is completing an activity or putting in place a program a sufficient objective?
- ▶ Requires a high or improved level of performance
- ▶ Achievable
- ▶ Measurable
  - ◆ Has a clear outcome
  - ◆ Describes the desired degree, extent, level, or quality of that outcome



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## Rubric for Today's Exercise

- ▶ Clarity of desired outcome
  - ◆ nonexistent, low, medium, high
- ▶ Importance/relevance of goal
  - ◆ low, medium, high
- ▶ Level of challenge/achievability
  - ◆ low, medium, high, ridiculous
- ▶ Measurability
  - ◆ outcome clarity (l, m, h)
  - ◆ timeframe clarity (l, m, h)
  - ◆ target specificity: explicit value/milestone (y/n)