

# The A-E Method for Writing Objectives

## Rationale

Continuous improvement requires:

- an understanding of your unit's mission, services and products, and the audiences it serves,
- some data describing how well your unit is performing, and
- objectives specifying your planned improvement.

The A to E method for writing objectives is one approach to incorporating these three components into a well-designed objective, or continuous improvement goal statement.

## The A-E Method for Writing Objectives

A = Audience (Target Audience)

Who? ..... Who are your internal or external stakeholders? Who are the audiences or participants your unit serves? Is your audience students in a class, people who visit your unit, end users of your unit's products or services, students in a program, colleagues in different units, community members ....

B = Behavior (Expected Behavior)

What? ..... What activities or behaviors do you expect your audience or participants to perform? These behaviors will be overt and observable.

C = Conditions

When or where? ..... Under what circumstances or conditions will the desired behavior be performed? After what intervention or new program will your audience or participants be expected to improve their performance?

D = Degree

How much? ..... To what degree of mastery do you expect the behavior to be performed? To what level of competency, effectiveness, or satisfaction will the behavior or activities actions be performed? What is the minimum level of performance that will be acceptable? The performance will be a direct indication of the effects of the intervention or learning program.

E = Evaluation

How measured? ..... What tool or methodology will be used to measure the desired behavior? The measure will be appropriate, and practical to use.

**Schemas for Writing an Objective (or Outcome) Statement = C + A,B + D,E -or- C + D,A,B, + E**

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## Examples Using the A-E Method for Writing Objectives

**Schemas for Writing an Objective (or Outcome) Statement = C + A,B + D,E -or- C + D,A,B, + E**

### *For an Administrative Unit*

A = Employees

B = will take safety precautions

C = after college-wide safety awareness program

D = burglaries decrease by 20%

E = number of burglaries reported the six-month period month before the program and the number reported for the six month period following the program

**Outcome Statement** = After implementation of a college-wide safety awareness program, employees will take safety precautions, and burglaries will decrease by 20%, as measured by the number of burglaries reported the six-month period month before the program and the number reported for the six month period following the program.

A = Faculty and staff TIPS users

B = will use TIPS to obtain data

C = after online tutorial on how to use TIPS is developed and available

D = number of TIPS users increased by 20%

E = number of TIPS users in one-year period prior to offering online tutorial compared to one-year period after training is made available on the Professional Development website

**Outcome Statement** = After an online tutorial on how to use TIPS is developed and available, the number of faculty and staff using TIPS to obtain data will increase by 20%, as measured by the number of TIPS users in the one-year period prior to offering online tutorial compared to one-year period after training is made available on the Professional Development website.

### *For an Academic and Student Support Unit*

A = Black students

B = complete a program of study in three years

C = participating in Men of Distinction (MOD) program

D = percentage of Black students completing a program in three years increased by 20%

E = percentage of program completions in three years for Black students in MOD compared to Black students not in MOD

**Outcome Statement** = After participating in the Men of Distinction (MOD) program, the percentage of Black students completing a program of study in three years will increase by 20%, as measured by percentage of program completions in three years for Black students in MOD compared to Black students not in MOD.

### *For an Instructional Unit*

A = Students in introductory gymnastics course

B = walk the entire length of a standard balance beam raised to standard height

C = at the end of the fifth week of classes

D = steadily and without falling off within a six second time span

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E = gymnastics instructor evaluates performance using rubric developed by instructors in the field.

**Outcome Statement** = At the end of the fifth week of classes, students in the introductory gymnastics course will walk the entire length of a standard balance beam raised to standard height, steadily and without falling off within a six second time span, as evaluated by a gymnastics instructor using a rubric developed by instructors in the field.

A = Students in the study skills course

B = note-taking in classroom

C = completion of unit on note-taking

D = correct usage of three different methods of note-taking

E = peer students review notes from second and tenth class meetings using rubric developed by instructors in the field

Outcome Statement = Upon completion of a unit on note-taking, students in the study skills course will perform note-taking in the classroom and demonstrate correct usage of three different methods of note-taking, as evaluated by peer student reviews from second and tenth class meetings using rubric developed by instructors in the field.

## References for ACC's ABCDE-Method for Writing Objectives

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