Workshop objectives

Upon completion of this workshop, participants will be able to:

• Articulate goals
• Write measurable objectives
• Distinguish between goals and objectives
OEE Series: Assessment Process

Step 1: Articulating Goals And Objectives
Step 2: Mapping And Metrics
Step 3: Benchmarks And Timelines
Step 4: Data Collection, Analysis, and Reporting
Step 5: Closing The Loop
<table>
<thead>
<tr>
<th>School or College</th>
<th>Department</th>
<th>Degree Program</th>
<th>Program Goals</th>
<th>Accomplishments</th>
<th>Improvements</th>
<th>Evidence that Prompted Improvement</th>
</tr>
</thead>
</table>

**Program Learning Objective 1:** Upon completion of the degree, students should be able to…

<table>
<thead>
<tr>
<th>Location in Curriculum Map (Course Name)</th>
<th>Assessment Method</th>
<th>Timeline/Frequency</th>
<th>Benchmark</th>
<th>Results/Findings</th>
<th>Actions/Improvements</th>
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</table>
Brief introductions:

- Name
- Department
- Area for goals & objectives?
- Question to be answered?
Goals
1. Goals

- What the program is providing to the students. This can be a broad statement related to the mission and orientation of the program or unit.

- OEE suggests developing 3-6 goals.
Goals examples:

• Our program will provide students with the opportunity to engage with different cultures, ideas, institutions, and means of expression to enable the critical examination of their own perspectives.
• Our program will provide students with strategies to support personal development, encourage interaction with off-campus communities, and build interpersonal and leadership skills.
Goals
A department or program will:

• Expose (students to ideas)
• Facilitate (student understanding)
• Foster (characteristics in students)
• Guide (students in understanding or accomplishing something)
• Help (students do or understand something)
• Highlight (an academic area, particular knowledge, or particular skills)
• Broaden (their perspectives)
• Introduce (ideas or skills)
• Invite (students to do or learn something)
• Offer (experiences, perspectives)
• Point toward (resources for students)
• Present (material)
• Promote (ways to do things, the value of particular knowledge or skills)
• Provide (information, skills, experiences, resources)
• Teach (information, skills)
2. Objectives (Program learning objectives or PLOs)

• What students should know or be able to do at the conclusion of a program, course or activity.
• Should be a measurable statement.
• OEE suggests developing 3-6 learning objectives.
SMART Objectives

- Specific
- Measurable
- Attainable
- Relevant
- Time-bound

The objective is clear and unambiguous.

Specific objectives are narrow in scope (whereas goals are broader and more encompassing).
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Objectives should give specific, concrete criteria that measures student progress toward the attainment of the outcome.
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Objectives should stress knowledge, skills or attitudes (values) that are realistic and attainable.
SMART Objectives

• Specific
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The objective should be relevant to the subject or activity that is being measured. The student should see the relevance in what they’re being expected to learn.
SMART Objectives

• Specific
• Measurable
• Attainable
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• Time-bound

Objectives should focus on a time for completion; how long should it take the student to complete the objective?
Objectives examples:

- Students will be able to apply computer-programming language to solve practical engineering problems.
- Students will be able to communicate scientific ideas effectively in both written and oral formats.
What about outcomes?

- What the students actually learned
- Similar to findings
Important to note:

- Objectives and outcomes are often interchangeable.
- The term “outcomes” is commonly used in accreditation efforts.
- Simply put-
  - Objectives - what you want the students to be able to do.
  - Outcomes - what your data says the students are able to do.
**Using Bloom’s Taxonomy**
Learning objectives should align with the level or setting of the institution, program (undergraduate, graduate, doctoral), course (introductory course, culminating course), and discipline or subject matter. Bloom’s taxonomy can serve as a helpful tool to select a verb to fill in the blank in the learning objective “formula” above that is appropriate for its context.

**Step 1. Determine audience and timeline.**
Learning objectives are concise extensions of the phrase, “By completing the [degree/certificate/ program], students will be able to__________.”

**Step 2. Select a measurable verb to describe what you want students to engage in.**

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**Step 3. Include additional supporting details to provide**

Examples: Students will be able to...

- create a measurable learning outcome using Bloom’s Taxonomy as a framework.
- evaluate organizational decisions based on business ethical principles.
- compare works of art from the Impressionism and Post-Impressionism eras.
- apply the quadratic equation to an algebra word problem.
- describe the basic theories in developmental psychology.
- identify elements in the periodic table.
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What’s wrong with these objectives:

1. Students will understand of how to solve an algebraic equation
2. Students will appreciate a poem
3. Students will be familiar with terms and vocabulary
4. Students will know about the nutritional needs of older adults
5. Students will be exposed to knowledge and business ethics
6. Students will learn the steps of the scientific method
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Differences between goals and objectives

Goals:

• What your dept./program provides to the students
• Generally refer to the ambitions you have for your students

Objectives:

• What students are able to demonstrate as a result of your goals
• Are the specific and measurable skills and/or competencies demonstrated by your students
Goals?

A. Students will be exposed to an enhanced program structure and curriculum.
B. Students will be able to analyze statistical data using appropriate statistical tests.
C. Students in the program will learn about the history of sociology and examine the many types of social patterns of interest to sociologists.
Objectives?

A. Students will be able to evaluate evidence to determine and implement best practice.

B. The program offers students experiences in carrying out undergraduate-level sociological research and helps students develop skills in thinking sociologically.

C. Students will be exposed to central concepts and theories of sociology, both classical and contemporary.
Stony Brook University

Your turn...Goals
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Your turn...Objectives
Think about the ideal graduate from your program. Brainstorm a list of the essential things those students should know, be able to do and value by the time they complete your program.
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Additional tips
Tips for getting started

• Existing material review
  o Review current material which may shed light on program goals and objectives; e.g., catalog descriptions, program review reports, mission and vision statements, accrediting agency documents, etc.
  o List five to seven of the most important goals and/objectives identified in the sources listed above. Prioritize the list of in terms of their importance to your program and their contribution to a student’s knowledge, abilities, attitudes, and values.
Tips for getting started continued...

• Review course syllabi, assignments, tests, and any additional materials and categorize the instructional materials into (i) recall or recognition of factual information, (ii) application and comprehension, or (iii) critical thinking and problem solving.
  o From this inventory, determine the goals and objectives which are taught and use them as a starting point for determining program goals or objectives

• Review other programs’ goals
  o Often broad overarching goal statements are quite similar from program to program and from institution to institution. Looking at what is in use elsewhere can reaffirm or serve as a starting point for brainstorming.
Alignment

• Institutional learning objectives should guide the development of College/School objectives
  • Which should then guide department objectives
    • Which should then guide program objectives
      • Which should then guide course objectives
Questions?
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krista.gottlieb@stonybrook.edu
EducationalEffectiveness@stonybrook.edu