



Stony Brook University

# Articulating Goals & Objectives

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# 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

School or College	
Department	
Degree Program	
Program Goals	
Accomplishments	
Improvements	
Evidence that Prompted Improvement <input type="checkbox"/>	

<b>Program Learning Objective 1:</b> Upon completion of the degree, students should be able to...	
Location in Curriculum Map (Course Name)	
Assessment Method	
Timeline/Frequency	
Benchmark	
Results/Findings	
Actions/Improvements	

# Brief introductions:

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



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# Goals

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# 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.

School or College	
Department	
Degree Program	
<b>Program Goals</b>	
Accomplishments	
Improvements	
Evidence that Prompted Improvement	

# 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)



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# Objectives

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## 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.

Program Learning Objective 1: Upon completion of the degree, students should be able to ...	
Location in Curriculum Map (Course Name)	
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## SMART Objectives

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

The objective is clear and unambiguous.

Specific objectives are narrow in scope (where as goals are broader and more encompassing).

# SMART Objectives

- Specific
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Objectives should give specific, concrete criteria that measures student progress toward the attainment of the outcome.

# SMART Objectives

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

Objectives should stress knowledge, skills or attitudes (values) that are realistic and attainable.

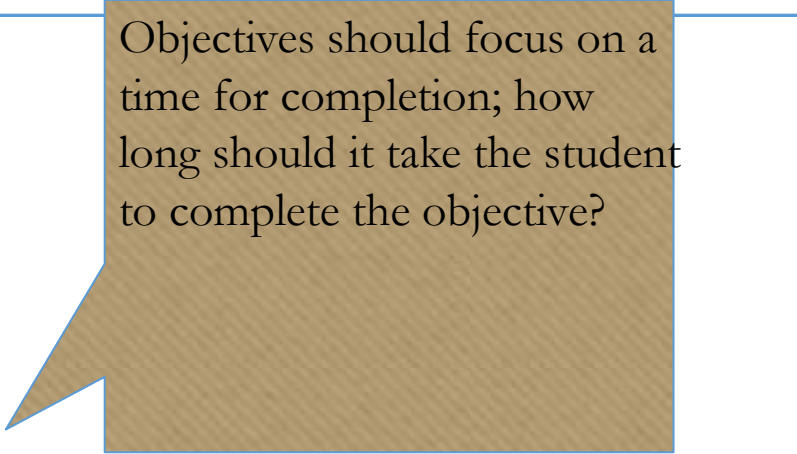
# SMART Objectives

- Specific
  - Measurable
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  - **Relevant**
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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
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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.

	Remembering	Understanding	Applying	Analyzing	Evaluating	Creating
Measurable Verbs	arrange, define, detail, duplicate, find, identify, indicate, label, list, locate, order, pronounce, recall, recognize, recite, state	associate, categorize, clarify, classify, decipher, describe, examine, explain, generalize, paraphrase, summarize, translate	apply, calculate, carry out, compute, conduct, demonstrate, determine, discover, employ, execute, graph, implement, operate, perform, solve, use, utilize	analyze, break down, categorize, classify, compare, contrast, differentiate, discern, dissect, distinguish, investigate, question	argue, assess, choose, conclude, convince, critique, debate, defend, discredit, evaluate, judge, justify, persuade, rate, recommend, solve, validate, verify	assemble, assimilate, build, change, combine, compose, construct, create, design, develop, formulate, generate, hypothesize, invent, produce, synthesize, theorize, write

## 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.*
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- ...**identify** *elements in the periodic table.*

# 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.



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# Your turn...Goals

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# Your turn...Objectives

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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

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# Tips for getting started

- Existing material review
  - 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.
  - 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.
  - 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
  - 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



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**Questions?**

**Contact us at**

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