

Developing Program Goals and Measurable Objectives

Taskstream Log in Instructions

Goals and Objectives can be entered into Taskstream workspace(s) at the start of each assessment cycle.

- **Go to**> www.inside.manhattan.edu
- **Select**> Quick Link at the top right corner of inside Manhattan page
- **Select**> purple and blue Taskstream Icon
- **Enter** Jaspynet Credentials
- You may arrive at the LAT platform after you log in
- **Select**> Go to AMS button in top right corner of LAT homepage (next to log out)
- On the AMS homepage access your participating area workspace

Goals

Goals are statements of general expectations of outcomes which can be broad and vague.

Objectives

Objectives are specific expected or intended outcomes which are timebound and measurable.

Student learning objectives are statements of what students should be able to do, or how they should change developmentally, as a result of instruction or program.	Program objectives are statements of what the program or unit will accomplish in support of student learning, program goals, and the College's Mission.
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- Objectives are the means of achieving goals
 - **Goals** = where you want to go
 - **Objectives** = how you're going to get there

ABCD Method for Writing Objectives

The four parts of a well written objective include:

- ✓ **A** = Audience; What population are you assessing?
- ✓ **B** = Behavior; What is expected of the participant?
- ✓ **C** = Conditions; Under what circumstances is the behavior to be performed?
- ✓ **D** = Degree; How well must the behavior be performed? To what level?

Example:

- **Audience:** Students
- **Behavior:** Develop a positive attitude
- **Condition:** Given the opportunity to work in groups
- **Degree:** 2-point increase on survey
- **Objective:** Given the opportunity to work in groups, students will develop a positive attitude towards working in groups, as measured by a two-point increase on an attitudinal survey given at the beginning and end of the course.

Process objectives describe the activities/services/strategies that will be delivered as part of the program. Process objectives, by their nature, are usually short-term.

Example of a process objective: By (November 1st / April 1st), (90%) of students who received a mid-term grade of D or F will be contacted by their academic advisor for counseling.

Outcome objectives specify the intended effect of the program or end result of a program. The outcome objective focuses on what students will know or will be able to do as a result of your program/activity.

Example of an outcome objective: Upon completion of the career and life planning course, 90% of students will be able to correctly match a list of MC majors to appropriate career choices.

Activity versus Objective- **Objectives** are statements that describe the results to be achieved and help monitor progress towards program goals. **Activities** are the actual events that take place as part of the program.

Goal: Students will understand the concepts that contribute to career decision-making.

Activity: Educate students on MC majors and careers through presentations by professionals, field visits, and relevant course readings.

Process objective: By (November 1st / April 1st), (90%) of students have participated in one field visit, attended two presentations and completed three relevant course readings.

Outcome objective: Upon completion of the career and life planning course, 90% of students will be able to correctly match a list of MC majors to appropriate career choices.

Example Goals and Objectives

Goal: Students will understand the concepts that contribute to career decision-making.

Objective 1: Upon completion of the career and life planning course, students will be able to match a list of MC majors to appropriate career choices.

Objective 2: Upon completion of the career and life planning course, students will be able to state their own “work personality” as measured by the Work, Abilities, Values, and Interests (WAVI) Inventory.

Don't forget the Mission!

Program objectives should always agree with the program's mission and philosophy. Objectives are the vehicle for measuring the different components of the mission and philosophy. Since mission statement and philosophy should highlight the most important aspects of a program, they are natural focuses of assessment

Remember to Make Assessment Meaningful!

- Think about why you go to work every day.
- How do you want your students to be transformed as a result of your program?
- Ask yourself: What is the intended result of the program in terms of the participant?