Year One
Session Two: Articulating Program Goals

Remember...

• “How well do we accomplish our educational intentions?”

• “How do we know?”

(Adapted from Maki, 2004)
Assessment Cycle

Mission / Educational Objectives

Identify Priorities / Goals / Outcomes

Year One

Maki, 2004

Crafting a Plan...Cornell Matrix

<table>
<thead>
<tr>
<th>Cornell Educational Objectives</th>
<th>Department / Program Goals</th>
<th>Intended Student Outcomes</th>
<th>Assessment Methods</th>
<th>How Info Is Used / Changes Made</th>
</tr>
</thead>
<tbody>
<tr>
<td>One: Be able to acquire, analyze, interpret, and communicate knowledge; possess skills including, but not limited to, writing, reading comprehension, critical thinking, quantitative reasoning, information literacy, and oral communication;</td>
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Goals? Outcomes?

- "**Goals** state what you, your colleagues, or your institution aim to achieve."
  - Program-centered

- "**Learning outcomes**...are the knowledge, skills, attitudes, and habits of mind that students take with them from a learning experience."
  - Participant-centered

~ Suskie (2004)

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| **Two:** Understand the methods and practices of the natural sciences, social sciences, arts, and humanities;  
  • as a result of their experiences with various methods of inquiry, graduates will recognize and apply different disciplinary and interdisciplinary forms of thinking;  
  • as a result of their experiences with a major or concentration, graduates will possess depth of understanding and research skills in at least one method of inquiry;  
  - Every Biology major will successfully complete a core curriculum of 5 courses and a set of 3 electives.  
  - Over the course of their junior and senior years, at least 75% of majors will attend a science-oriented conference.  
  - 100% of graduating seniors will have participated in community service.  
  - (Biology): "Graduating seniors will be able to conduct original scientific research and present it in writing and orally to a scientific audience." (Walvoord, 2004) |
| **Three:** Possess intercultural knowledge and recognize global perspectives;  
  - 50% of students will study off-campus  
  - "Students will demonstrate the ability to perceive any given event from more than one cultural viewpoint." (Global Learning for All, 2009) |
| **Four:** Integrate and transfer knowledge and skills from one setting to another;  
  - |
| **Five:** Be cognizant of their responsibility for individual, civic, and social choices  
  - 100% of graduating seniors will have participated in community service  
  - |

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11/17/2009
Writing Program Goals

- Focus on what the program/department aims to achieve.
- Be specific.
  - Define terms.
  - Articulate time frames.
- Use action verbs.
- Be realistic.

Examples

Over the next five years, the Biology Department will:
- offer a core curriculum of 5 progressive courses;
- offer a slate of 6 electives, from which majors must select 3;
- secure funding to send 10 students per year to the National Biology Conference.
Examples

The Office of Civic Engagement seeks to:

- cultivate *new* collaborative relationships with 5 community action organizations in the Cedar Rapids / Iowa City / Mount Vernon area;
- establish a mechanism for routine communication with *existing* community action organization collaborators;
- increase volunteer placements by 25% over the previous year.

Individual Exercise – Part I

- Think about your office / program / department.

- Make a list in your own words of *what the program is aiming to achieve.*
Individual Exercise – Part II

- Select one item.
  - Write a program goal for that item.

OR

- Review your program goals to determine whether/how well they capture this item. Revise as needed.

Small Group Exercise

- Share your program goals.
- Offer constructive feedback to one another.
  - How clear is the goal, as stated?
  - How might the goal be strengthened?
Small Group Exercise

With Goals
- Share goals with one another.
- Offer feedback.
- Consider possible revisions.

Working on Goals
- Write *draft* goals – individually or collectively – for your department / program.
- Share “aims” and goals with one another.
- Offer feedback.
- Consider possible revisions.

Questions & Concerns
Next Time

Writing Good [Learning] Outcomes Statements

November 5th
3:30-4:45 p.m.
Hedges

Next Time

Before:
- Document your draft goals. Or, if you have made revisions, document your revised goals.
- Share your draft and/or revised department / program goals with your colleagues.
- Seek program consensus on the set of goals.

Preparation:
- Identify whether your department / program has documented intended outcomes.
- Bring documented outcomes with you.
- Consider outcomes – learning, service, etc.