

## Goals & Objectives for \_\_\_\_\_ Program

With alignment of courses that address each objective

Goals & Objectives Upon successful completion of the _____ program, the student will	Courses with related objectives
1. 1.1 a) b) 1.2 a) b) c) 1.3 a) 1.4 a) b)	1.1  1.2  1.3  1.4
2. 2.1 a) b) c) 2.2 a) 2.3 a)	2.1  2.2  2.3
3. 3.1  etc . . .	3.1

- Add rows as needed.
- The number of subdivisions under each goal depends on program needs.
- Whole number goals are the ones that will show up in the catalogue and should represent categories of performance that students will demonstrate. The next level (2.1, 3.2 , etc.) should describe the more specific behaviors that students will exhibit. And the last level (a, b, etc.) should list things that teachers can measure and document via classwork. These last two levels are not for external publication but are necessary for in-house discussion, clarity of program intentions, and identification of opportunities for aggregate assessments that can help with program improvement.
- The drafts distributed at the Program Coordinators' meeting offer examples.
- The courses listed in the right column should include only those in the program curriculum, and their course outcomes should reflect an intention to address the program objectives with which they're aligned. This reflection may be somewhat indirect, but it should be identifiable and capable of being pointed out to those who might not immediately see it.
- The members of the Assessment Implementation Team are eager to help.