

YU Assessment Tip of the Month!
April 2016

Please share with your faculty:

Assessment question: What is the difference between student learning **goals** and student learning **objectives**?

Student learning goals are broad conceptual statements about what you want students to learn or be able to do as a result of their learning experience. Since goals are still at the conceptual level, they are not directly measurable. *Tip: Use verbiage from Bloom et al.'s cognitive, affective or psychomotor taxonomies if helpful to specify desired levels of performance.*

- **Cognitive:** (know/understand, remember, apply, analyze, evaluate, create)
- **Affective:** (receive, respond to, value, organize, internalize)
- **Psychomotor:** (imitation, manipulation, precision, articulation, naturalization)

Student learning objectives are measurable performance indicators of the larger overarching goal.

- **Objectives should:**
 - Be student-centered
 - Be specific to one goal
 - Use action verbs (e.g., see terminology associated with different categories in [Bloom's taxonomies](#) if helpful)
 - Be measurable
- **Types of objectives include:**
 - **Cognitive objectives:** What students should know
 - **Affective objectives:** What students should care about
 - **Behavioral objectives:** What students should be able to do

Remember to continuously reflect on your student learning goals and objectives and make revisions when needed! Student learning goals and objectives are not set in stone. As programs and courses naturally undergo change in terms of their curricula, requirements, and instructional and assessment methodologies, it is important to continually reflect on student learning goals and objectives to make sure they are aligned with, and reflective of, current course and program experiences and expectations. Periodically meet with program faculty to review current student-learning goals and objectives and make necessary refinements and revisions. If you have examples that you would like to share of how your program has recently reflected on, and revised student learning goals and objectives please email them to me, and I will feature those examples on [YU's Learning Assessment Website](#).



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Check Out: “[Assessing & Revising Learning Objectives](#)” from Missouri State Faculty Center for Teaching and Learning. *This website site provides excellent tips about why and when to revise current objectives, and how to assess the effectiveness of current objectives.*

Reminder: Please begin to consider your end-of-semester assessment activity reports. Timely and thoughtful completion and submission of these reports are critical for maintaining University compliance with MSCHE assessment standards. These reports will provide substantial evidence in our progress report to MSCHE which is due this coming October. If you would like to discuss any aspect of your program assessment activities, I would be happy to meet with you. Please email me so that we can schedule a time. Thanks very much.