

PROGRAM GOALS GRID

Below is the program goals form that ultimately will align program goals with courses whose objectives address the goals. It shows sample entries from programs that have developed working drafts. Note that the two programs sampled show different approaches to the question of how to clump competencies within goals. Variety of this sort is necessary and useful, but in some cases more uniformity will emerge as programs confer and discover common goal areas or borrow useful categories from each other. The course column may precipitate some changes in course objectives to clarify connections between the program and course levels.

Goals & Objectives	Courses with related objectives
<p>Upon successful completion of the _____ Program, the student will</p> <p>From Paramedic Studies Program (which defines three goals representing cognitive, psychomotor, and affective categories, arranging all performance standards accordingly)</p> <p>1. Demonstrate the ability to comprehend, apply, and evaluate clinical information relevant to his/her role as EMT-Paramedic:</p> <p style="padding-left: 20px;">1.1 Successfully complete comprehensive, summative exams</p> <p style="padding-left: 40px;">a) Achieve a passing score on exam administered at the end of the program</p> <p style="padding-left: 40px;">b) Achieve a passing score on the National Registry Written exam</p> <p style="padding-left: 20px;">1.2 Correlate patient presentation, care, and outcome with the pathophysiology of the disease process</p> <p style="padding-left: 40px;">a) Present a research project based on care rendered to a patient who required ALS intervention</p> <p style="padding-left: 40px;">b) Achieve a passing score on the project</p> <p style="padding-left: 20px;">1.3 Satisfy employer with student's knowledge base and ability to administer appropriate care.</p> <p style="padding-left: 40px;">a) Achieve a satisfactory score on employer survey</p> <p style="padding-left: 20px;">1.4 Demonstrate satisfaction with EMT-Paramedic knowledge</p> <p style="padding-left: 40px;">a) Achieve a satisfactory score on graduate self-survey</p>	<p>1.1</p> <p>1.2</p> <p>1.3</p> <p>1.4</p>
<p>From Liberal Arts Program (which defines six goals including the traditional distribution requirements)</p> <p>4. Demonstrate competence with information sources and technology.</p> <p style="padding-left: 20px;">4.1 Determine information needs by framing appropriate questions</p> <p style="padding-left: 20px;">4.2 Use a variety of search methods to locate information</p> <p style="padding-left: 40px;">a) Use library databases, internet, and professional sources</p> <p style="padding-left: 20px;">4.3 Critically analyze and evaluate information.</p> <p style="padding-left: 40px;">a) Filter information and distinguish among facts, points of view, and opinions</p> <p style="padding-left: 40px;">b) Assess authority, accuracy, relevancy, and comprehensiveness of information</p> <p style="padding-left: 20px;">4.4 Cite sources using accepted academic principles and format</p>	<p>4.1</p> <p>4.2</p> <p>4.3</p> <p>4.4</p>

FORM FOR WORKING DRAFT

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.