

## How to Develop Goals

*Goals* emanate from the unit's mission and vision statements. Goals are usually stated in broad qualitative terms and define the directions in which the unit intends to move during the planning period.

### How many goals should I have?

Minimum of 3

### The Goals Grid A Tool for Clarifying Goals

Do We Have It?	No	I Achieve	II Avoid
	Yes	III Preserve	IV Eliminate
		Yes	No

Do We Want It?

The Goals Grid is a simple, easy-to-use tool for developing goal clarity. It prompts us to think about our goals in an organized fashion and from four different perspectives. The Goals Grid is just a framework for thinking and perhaps asking some questions about your goals.

In short, The Goals Grid helps answer some very basic questions:

1. What are we really up to here?
2. Do we have all the bases covered?
3. What are we overlooking?
4. Have we adequately thought this thing through?
5. How do our various goals relate to one another?
6. What do the patterns tell us about our willingness to risk or change?
7. Are we in conflict with others?



## **Developing student-learning goals: Where do you start?**

Developing agreed upon department-specific student learning goals is not always a quick and easy task. Departments vary in the extent to which the faculty share a common disciplinary framework or epistemology. Before actually writing or revising department goals, try some of the following activities:

***Have open discussions with department faculty on one of the following topics or similar topics:***

- Describe the ideal student in your department at various phases throughout the program. Then ask: What does this student know? What can this student do? What does this student care about?
- List the achievements you implicitly expect of graduates in each major field.
- Describe your alumni in terms of such achievements as career accomplishments, citizenship activities, and aesthetic and intellectual involvement.

***Collect and review instructional materials:***

- Try sorting materials by the type of learning each one is designed to promote: recognition/recall, comprehension/simple application, critical thinking/problem-solving. Use any of the following: syllabi, course outlines, course assignments, tests, and textbooks.

***Collect and review documents that describe your department and its programs:***

- Such documents could include the following: Brochures, catalogue descriptions, accreditation reports, and mission statements.

***Use the 25 percent problem to refine or reduce a set of goal statements:***

- Imagine that you want to reduce program or course material by 25%. What goals would you keep and which would you discard?

*Adapted from the Ball State University, Assessment Workbook (1999)*

## **Writing Goal Statements**

- Goals statements should be *one sentence* in length
- Goals statements should use the “*To...*” Format
  - Example: To promote and support a climate that respects and celebrates diversity.
- Goal statements should answer the question: What do you want to accomplish within the next 3-5 years?
- Goal Statements should use *Action Words*

## **Example Goal Statements for Academic Units**

- ✚ To support and promote current and innovative scholarship among faculty and students
- ✚ To promote awareness of and services for those with disabilities
- ✚ To increase College level development activities and resource enhancement effectiveness
- ✚ To support the student in the acquisition of professional knowledge and skills necessary for the delivery of health and human sciences

### **Example Goal Statements for Non-Academic Units**

- ✚ Increase the office's communication with the campus community regarding equal opportunity issues and developments.
- ✚ Recruit and enroll underrepresented undergraduate and graduate students needed to have diversity as a part of our campus.
- ✚ Provide prompt software problem resolution

### **How do I enter my Goals into TracDat?**

*Access the TracDat Manual Online:*

[www.oie.eku.edu](http://www.oie.eku.edu)