

Project Goal(s) and Objectives

What is a goal?

A goal is a broad statement of what you wish to accomplish. Goals are broad, general, intangible, and abstract. A goal is really about the final impact or outcome that you wish to bring about.

- The goal should be linked back to your need statement.
- The goal might use visionary words such as develop, decrease, deliver, establish, improve, increase, produce, and provide.

What is an objective?

An objective represents a step toward accomplishing a goal. In contrast to the goal, an objective is narrow, precise, tangible, concrete, and can be measured.

- Objectives should be stated in quantifiable terms.
- Objectives should be stated in terms of outcomes, not process.
- Objectives should specify the result of an activity.
- Objectives should identify the target audience or community being served.
- Objectives need to be realistic and capable of being accomplished within the grant period.

Measurable Objectives

An objective is what you want to accomplish; measurable refers to whether or not you will be able to reasonably demonstrate (through quantifiable or qualifiable data) that you have accomplished it. So first, you have to decide what you can accomplish within the scope of this project, and second, you have to determine what appropriate measure you will use to assess this.

Not measurable:

Determine whether or not grade inflation exists at UVU.

Measurable:

Determine whether or not grade inflation exists at UVU by collecting and analyzing data on semester-end grades given in all 2-year and 4-year degree programs at UVU over a five year period. (You'd have to demonstrate that you did, in fact collect data for all 2-year and 4-year degree programs for that time period.)

Not measurable:

Motivate parents of Wee Care children to read to them.

Measurable:

60% of children in Wee Care will be read to by parents, grandparents, or an older sibling a minimum of 4 times each week for at least 15 minutes and a log of reading activity will be submitted monthly.

Objectives with Outcomes & Target for Change

II. PROJECT DESIGN (Interpreter Training Program Proposal, 2005)

A. Project Goal and Objectives

Project Goal: To train a sufficient number of qualified interpreters throughout the region in order to meet the communications needs of individuals who are deaf or hard-of-hearing and individuals who are deaf-blind, and to increase awareness of and sensitivity to Deafness-related issues among hearing people.

Objective 1: Establish an Advanced Certification Program at UVSC as part of a comprehensive B.A. program in ASL & Deaf Studies that retains and improves its existing Novice-Level Training.

Activities:

- a. Create a Local Partner Network who will provide oversight and direction to the program.
- b. Finalize approval for a B.A. program in ASL & Deaf Studies at UVSC with an emphasis area in advanced certification preparation.
- c. Recruit and hire a full-time Project Coordinator, a full-time Instructor/Interpreter Training Mentor; and a part-time Project Lab Director/Administrative Assistant.
- d. Develop and implement new courses for the Advanced Certification Program and Deaf Studies.
- e. Develop and implement mentored practicum and immersion programs.
- f. Enhance the Sign Language Interpreter Lab to meet the needs of interpreting students.
- g. Recruit new students to the Interpreting Emphasis and Advanced Certification Programs of the new B.A. of ALS & Deaf Studies program.

Intended Outcomes: Within 4 years of funding awarded from the U.S. Department of Education, at least 30 UVSC students will be awarded Novice-Level Certification (state or national), 40 awarded Intermediate-Level Certification, and 5 awarded Master-Level Certification, and be professionally engaged in sign language interpreting. This number will increase by a minimum of 20% in the subsequent year of funding. We intend to establish a sustainable program that, over a 10 year period, will increase the net number of working interpreters in Utah by about 260 to reach a pool of 500 working in both the public and private sectors (see Table 2).

<http://www.uvu.edu/sponsoredprograms/pdfs/ProjectGoalandObjectives.pdf>

Table 2: intended number of interpreters in Utah by 2016

	Current number of interpreters	Projected number of interpreters
Master	13	75
Intermediate	61	175
Novice	108	20
Temporary	46	50

TOTAL	238	500
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Target for change: Individuals from Utah (and the surrounding region) intent on becoming sign language interpreters for people who are deaf, hard-of-hearing, and/or deaf-blind will have an in-depth broadly based Bachelor's level training program available where none currently exists. The long-term target for change is that Utah will reach at least the minimum number of required interpreters (500) to meet the communications needs of individuals who are deaf or hard-of-hearing and individuals who are deaf-blind over a ten year period.

Process Objectives / Outcome Objectives

Table 1: Project Goals and Objectives (From *Philosophy in the Schools* proposal, 2005)

<p>Project Goal: Develop, implement, and evaluate a curricular model for increasing high school teacher and student access to Philosophy, philosophical topics and methodologies that build critical thinking and moral reasoning skills, and increase student understanding in a broad range of core courses.</p>
<p>Process Objectives</p> <ol style="list-style-type: none"> 1. Develop and implement a curriculum to teach 70 current teachers, prospective teachers, and teacher trainers innovative and effective strategies for integrating philosophical topics and methods, including Ethics, into the curriculum.
<ol style="list-style-type: none"> 2. Develop, compile, and disseminate curriculum materials and ideas to be used by other educators and publish some of these, along with a resource guide for participating teachers and interested others at the summer seminar and on an interactive web site.
<ol style="list-style-type: none"> 3. Develop measurement tools to assess the efficacy of the teacher development curriculum and of the methodologies advocated in this project on teacher understanding, teacher performance, and student skill acquisition.
<p>Teachers' Outcome Objectives</p> <ol style="list-style-type: none"> 1. 85% of participating teachers will demonstrate an understanding of the philosophical underpinnings of their disciplines as taught in the summer seminar, by scoring at least 85% or higher on a knowledge assessment post-test, demonstrating a significant improvement over a similar pre-test. 2. Teachers will modify or create 4 lessons plans that teach basic philosophical concepts of their disciplines and that present these concepts in a way that engages students higher order thinking skill; the lesson plans of 85% of the teachers will be assessed as competent in meeting this objective. 3. Teachers will demonstrate the use of philosophical methods of discourse in executing their lesson plans in such a way that students= higher level thinking skills are developed; the lesson execution of 85% of the teachers will be assessed as competent in meeting this objective.
<p>Students' Outcome Objectives</p> <p><i>Students, as a class, in 10 randomly selected classrooms where teachers are program participants, will demonstrate a 60% or greater improvement in each of following skills, as demonstrated in the analysis of taped classroom discussions (pre and post measures):</i></p>

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| 1. Build critical thinking and moral reasoning skills, including the capacity to draw inferences and deductions from a variety of texts, and to understand underlying concepts. |
| 2. Develop greater capacity to ask and seek answers to existential/meaningful questions. |
| 3. Develop discussion skills as demonstrated by participation in thoughtful conversations. |
| 4. Enhance emotional intelligence, including both self-awareness and awareness of others. |
| 5. Help students develop a voice in exercising judgment on matters of importance. |

Ambitious & Attainable Objectives

The Department of Education's TRIO programs require that applicants explain why their objectives are both ambitious and attainable. We have found that including this information in the narrative, even when not required, increases the competitiveness of a proposal.

From the TRIO Student Support Services proposal, 2009

Objective A - PERSISTENCE

A. PERSISTENCE RATE: *60% of all participants served by the SSS project will persist from one academic year to the beginning of the next academic year or graduate and/or transfer from a 2-year to a 4-year institution during the academic year.*

Relates to Purpose: This objective relates to the TRIO SSS program purpose of increasing the retention rates of eligible students.

Addresses the Needs: UVU's SSS eligible students are not being retained at UVU for a variety of reasons. These reasons include: a) under prepared academically; b) lack of comprehensive and ongoing one-on-one academic and financial aid counseling; d) lack of sufficient financial aid counseling; e) lack of individualized tutoring and mentoring; f) lack of personal hardiness; lack of financial literacy; and g) lack of adequate social support. By requiring and/or providing services to meet these needs, the UVU SSS project can increase participants' retention rates.

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Clearly Described, Specific, & Measurable: This objective is clearly described and will

be measured by tracking the retention of each entering year's cohort from the beginning of each academic year to the beginning of the next academic year utilizing UVU's SCT Banner integrated, relational database system. The annual report generated by this system will indicate clearly whether or not 60% of students have been retained, excluding students who have graduated or transferred to another 4-year institution of higher education.

Ambitious & Attainable: As explained in the needs section, the year-to-year retention rate for UVU students at large is **48.8%**. The retention rate for SSS eligible students is **45.6%** with the retention rate for some eligible remedial populations dropping to **36.8%**. Since the institution has struggled to raise retention, and since the remedial needs of students will be a consideration in their being accepted to the program, the goal of 60% retention is a very ambitious goal. This objective is attainable because of the comprehensive array of services which will be offered to project participants targeting their particular needs. Depending on the individual needs of each project participant, appropriate and specifically targeted services will be offered to help them persist in school.

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