How do objectives and goals differ from learning outcomes?

Student learning outcomes build upon, but are different from, course or program objectives and goals because they represent a new perspective.

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Outcomes</th>
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<tbody>
<tr>
<td>Objectives represent valuable skills, tools, or content (nuts and bolts) that enable a student to engage a particular subject.</td>
<td>SLOs represent overarching products of the course.</td>
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<tr>
<td>Objectives focus on content and skills important within the classroom or program: what the staff and faculty will do. Often termed the input in the course.</td>
<td>Outcomes express higher level thinking skills that integrate the content and activities and can be observed as a behavior, skill, or discrete useable knowledge upon completing the class.</td>
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<td>Objectives can often be numerous, specific, and detailed. Assessing and reporting on each objective for each student may be impossible.</td>
<td>An assessable outcome is an end product that can be displayed or observed and evaluated against criteria.</td>
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“Outcomes demonstrate an understanding and application of a subject beyond the nuts and bolts which hold it together; objectives represent the nuts and bolts.” (BC Chemistry Prof).

Course Goal – the purpose of the course.

- The goal of this general art course is to cultivate a sense of aesthetic significance through analysis of problems and interpretations as they apply to a variety of disciplines
- The goal of this general education biology course is to help students acquire and retain relevant biologic knowledge/information, teach them to think/apply this knowledge, and stimulate them to continue learning in the field.
- The goal of this nutrition course is to prioritize key nutrition behaviors, identify health and nutrition needs, and integrate these behaviors into health interventions, educational training, and policy.

Course Objectives – the specific teaching objectives detailing course content and activities. (see examples for the nutrition course)

- Review nutritional recommendations and components.
- Discuss differences in nutritional requirements associated with sex, age, and activity.
- Describe causes and consequences of nutritional problems.
- Explain complications of underlying physiologic conditions (e.g. diabetes & mal-absorption).
  Identify key factors involved in correcting nutritional behaviors.
- Describe resources and strategies to treat nutritional disorders.

Course SLO – This is an outcome that describes what a student will do at the end of this nutrition course.

- A student will be able to analyze a documented nutritional problem, determine a strategy to correct the problem, and write a draft nutritional policy addressing the broader scope of the problem.