



American  
University  
*of Armenia*

Հայաստանի  
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Համալսարան

# Aligning Assignments (to Student Learning Outcomes)

November 16, 2017

This **Aligning Assignments** workshop is intended to support faculty in identifying and clearly linking assignments and course activities to student learning outcomes.

The workshop will focus on graded and ungraded assignments and activities as well as scaffolding.

During this workshop, faculty will:

- **Recognize** program student learning outcomes and course-based student learning outcomes
- **Explicitly and clearly link** assignments that provide an opportunity for students to learn and demonstrate attainment of course-based learning outcomes



Ensuring that course assignments and activities build the skills and knowledge intended in our course is key to assuring that the AUA degree has **meaning, quality and integrity.** (Really.)



# Ask Yourself

- What skills and knowledge is your course intended to develop?
- What types of assignments will allow students to demonstrate accomplishment of a desired student learning outcome?
- What skills and knowledge does an assignment help develop?
- What student learning outcomes does an assignment address?



# Agenda

## Quick Review

- Developing Courses – A process
- Goals, Outcomes? What is the difference?
- Program Student Learning Outcomes - PSLOs
- Course-based Student Learning Outcomes – CSLOs

## Alignment of PSLOs and CSLOs – Hands on

- Reviewing Program Goals, Program Student Learning Outcomes
- Aligning Assignments to SLOs
- Reviewing Curriculum Map
- Aligning Assignments



# Developing courses

Remember. Developing courses is a **process**

- Review **AUA Mission Statement**
- Review **Course Description**
- Review **Program Goals and Student Learning Outcomes**
- Review **Curriculum Map**
- Benchmark
- Discuss with **faculty**
- Review University **Policy** on Course Syllabus Format and **Template**
- Draft **Course-Based Student Learning Outcomes (SLOs)** – that **align** with Program Student Learning Outcomes
- Draft an **outline/schedule** – Topics and content to be covered by week
- Draft **Assignments and Assessment Methods** –align with SLOs
- Draft Syllabus
- Review Final Draft with Program Chair / Dean



# Goals, Outcomes: What is the difference?

**Goals** and Objectives generally describe an intended purpose. (The purpose of the program. The purpose of the course)

**Program Goals** describe the intended purpose of the academic program

**Student Learning Outcomes (SLOs)** describe the learning that students will achieve.

What will the learner **know** or **be able to do**?



# Program Goals & Student Learning Outcomes

Let's Review.

What are the program goals for your program?

What are the program student learning outcomes (SLOs)?





# Student Learning Outcomes

## Bloom's Taxonomy

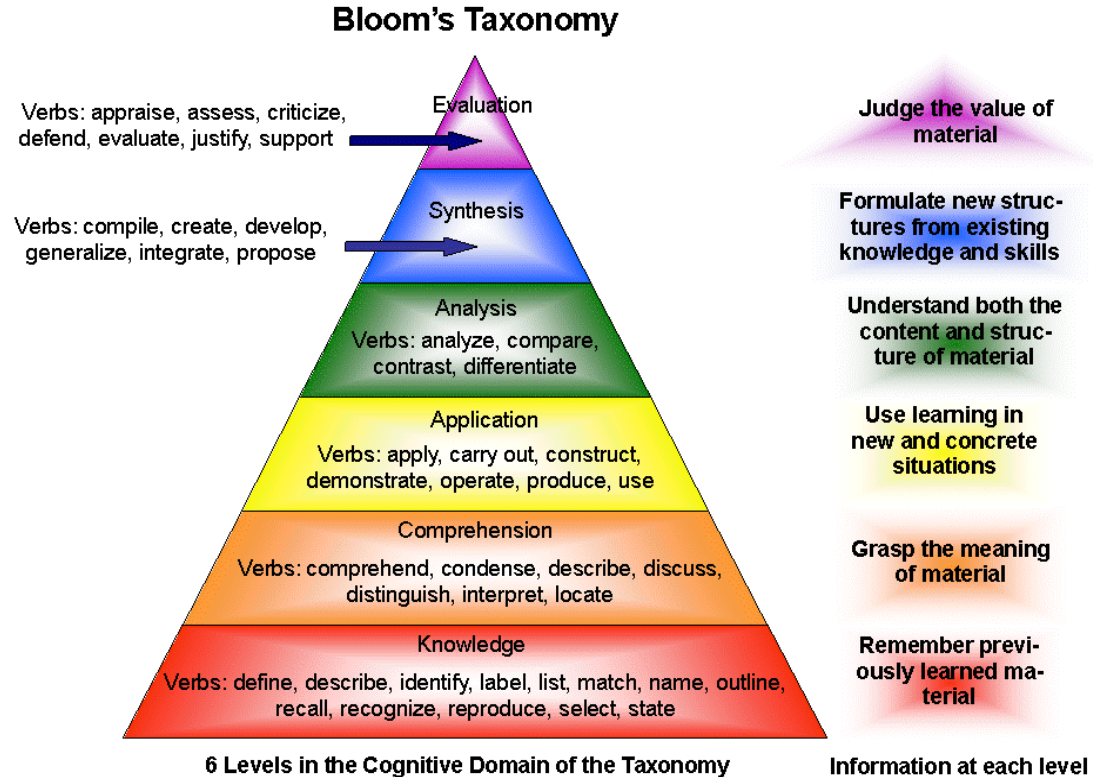
The language of a student learning outcome?

“Student should be able to

**ACTION VERB**

Something”

*Remember: Concise  
Doable  
Measurable*



# Course-Based SLOs

What will students **know or be able to do** as a result of/ at the end of a course?

What **skills** will students build?

What **knowledge** will students develop?

**How will students demonstrate this learning?**

Think: What do you want your students to learn, know, do or understand?

How will students develop this skill or knowledge?

What **assessment** is best used to demonstrate learning?



# Course-based SLOs

An Activity



What activities and assignments provide an opportunity for students to learn?

What activities and assignments provide an opportunity for students demonstrate accomplishment of a desired student learning outcome?



# Curriculum Map

A curriculum map describes:

- \* how a course fits into the rest of the program
- \* the student learning outcomes the course intends to address and at what level

***Excerpt from General Education Program Curriculum Map – Subject to Change***

- 4.1 Produce and deliver written and oral presentations, and communicate with specialists and non-specialists using appropriate media and technology.
- 4.2 Think critically and creatively, conceptualizing real-world problems from different perspectives.
- 4.3 Work productively in diverse teams and solve problems collaboratively.
- 5.1 Use common software and information technology to pursue inquiry relevant to their academic and professional fields, and personal interests.
- 5.2 Weigh evidence and arguments, and appreciate and engage in diverse modes of inquiry characteristic of historical, cultural, political, economic, and quantitative disciplines.
- 5.3 Properly document and synthesize existing scholarship and data, keep current with developments, conduct independent research, and discover and learn new material on their own.

	<b>4.1</b>	<b>4.2</b>	<b>4.3</b>	<b>5.1</b>	<b>5.2</b>	<b>5.3</b>
Freshman Seminar 1	B	B	B	B	B	B
Freshman Seminar 2	I	I	I	B	B	B
Armenian Language and Literature 1	B	B	B	B	I	I
Introduction to Philosophy	B	B			B	B
Basics of Healthy Lifestyles	B	B			B	B
Introduction to Environmental Studies		B	B		B	
Geopolitics of Europe	A	A			A	



# Course Based SLOs – Mapping to Program Goals and Program SLOs



# Assignments and Assessment

- Are the assessment methods aligned with student learning outcomes?
- Are the assessment methods varied? (*Do students have ample opportunity to learn and demonstrate learning?*)
- Are the assignments weighted appropriately?



(Graded and ungraded) Assignments should provide an opportunity for students to **both learn and demonstrate learning.**

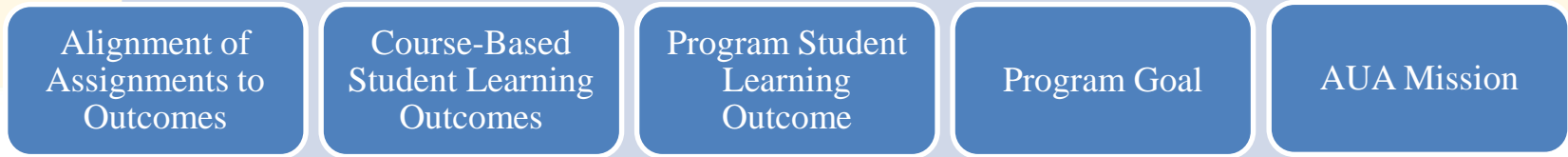




# Think

- What assessment tools will be used (rubrics)?
- Do you provide formative and summative assessment to students? How often?
- Is there an opportunity for students to provide feedback to the instructor?





- Assignments and assessment should be aligned with course-base student learning outcomes
- Student Learning Outcomes (SLOs) describe what students will be able to do at the end of the program or a specific course.
- SLOs are concise, doable, and assessable.

**“Student should be able to”**

**ACTION VERB** (see Bloom’s Taxonomy)

*something*

