

Developing Course-Based Student Learning Outcomes



AMERICAN UNIVERSITY OF ARMENIA

June 25, 2013

Remember: Developing a Course is a *Process* – and so is Developing Student Learning Outcomes



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

AUA Mission Statement



How does your program or your course reflect AUA's Mission?

*As an institution of higher learning, the American University of Armenia provides **teaching, research, and service** programs that **prepare students and enable faculty and researchers to address the needs of Armenia and the surrounding region for sustainable development**, in a setting that values and develops **academic excellence, free inquiry, integrity, scholarship, leadership, and service to society.***

Student Learning Outcomes



Student Learning Outcomes (SLOs)

describe

what students **will be able to do** at the end of

the **program** - program student learning outcomes

or

a specific **course** - course-base student learning outcomes

Student Learning Outcomes



How do Student Learning Outcomes help:

students?

faculty?

the program?

the university?

First Step for Developing Course-Based Student Learning Outcomes



- *Review AUA Mission Statement*
- *Review Program Goals and Program Student Learning Outcomes*
- **Review Course Description**
 - Identify 2-3 things that students should be able to do at the end of your course
- Review **Curriculum Map**
- Benchmark
- Discuss with **faculty**
- Review University **Policy** on Course Syllabus Format and **Template**
- Draft **Course-Based Student Learning Outcomes** –
that **align** with Program Student Learning Outcomes
- Draft an **outline** – Topics and content to be covered by week
- Draft **Assignments and Assessment Methods** –
that align with Student Learning Outcomes
- Draft Syllabus
- Review Final Draft with Program Chair / Dean

Next Step for Developing Course-Based Student Learning Outcomes



- *Review AUA Mission Statement*
- *Review Program Goals and Program Student Learning Outcomes*
- *Review Course Description*
 - Identify 2-3 things that students should be able to do at the end of your course
- **Review Curriculum Map**
- Benchmark
- Discuss with **faculty**
- Review University **Policy** on Course Syllabus Format and **Template**
- Draft **Course-Based Student Learning Outcomes** –
that **align** with Program Student Learning Outcomes
- Draft an **outline** – Topics and content to be covered by week
- Draft **Assignments and Assessment Methods** –
that align with Student Learning Outcomes
- Draft Syllabus
- Review Final Draft with Program Chair / Dean

Curriculum Map



A curriculum map identifies **how each course fits into the rest of the program**, **what outcomes** a course should address and at **what level**, and the sequence of courses.

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.

| | <i>4.1</i> | <i>4.2</i> | <i>4.3</i> | <i>5.1</i> | <i>5.2</i> | <i>5.3</i> |
|--------------------------------|------------|------------|------------|------------|------------|------------|
| Freshman English 1 | B | B | B | B | B | B |
| Freshman English 2 | I | I | I | B | I | B |
| Armenian Lang / Lit 1 | I | I | I | | I | |
| Armenian History 2 | I | I | | | A | I |
| Intro to Philosophy | B | I | I | | I | |
| Modern American History | I | I | B | I | I | B |
| Health and Nutrition | I | I | | | I | B |
| Intro to Environmental Studies | I | I | | | I | B |

Course-Based Student Learning Outcomes



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

Student Learning Outcomes should be

**Concise,
Doable, and
Assessable (Measurable)**

Student Learning Outcomes



What is the **language** of a student learning outcome?

“Student should be able to”

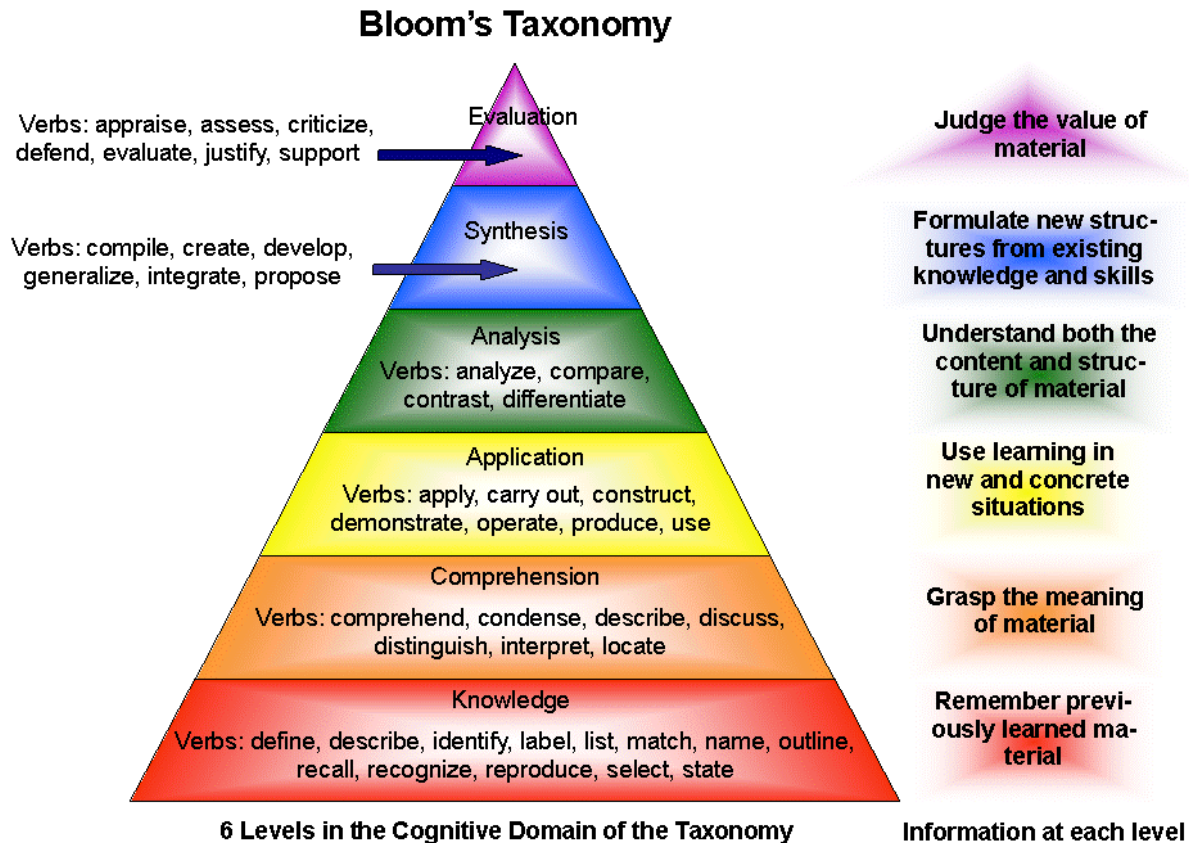
ACTION VERB

something

Remember: Concise, Doable, Assessable

Student Learning Outcomes

Bloom's Taxonomy



Student Learning Outcomes

Bloom's Taxonomy – Action Verbs

| Definitions | Knowledge | Comprehension | Application | Analysis | Synthesis | Evaluation |
|---------------------------|---|---|--|---|---|---|
| Bloom's Definition | Remember previously learned information. | Demonstrate an understanding of the facts. | Apply knowledge to actual situations. | Break down objects or ideas into simpler parts and find evidence to support generalizations. | Compile component ideas into a new whole or propose alternative solutions. | Make and defend judgments based on internal evidence or external criteria. |
| Verbs | <ul style="list-style-type: none"> • Arrange • Define • Describe • Duplicate • Identify • Label • List • Match • Memorize • Name • Order • Outline • Recognize • Relate • Recall • Repeat • Reproduce • Select • State | <ul style="list-style-type: none"> • Classify • Convert • Defend • Describe • Discuss • Estimate • Explain • Extend • Generalized • Give example(s) • Identify • Infer • Locate • Paraphrase • Predict • Recognize • Rewrite • Review • Select • Summarize • Translate | <ul style="list-style-type: none"> • Apply • Choose • Compute • Demonstrate • Discover • Dramatize • Illustrate • Interpret • Manipulate • Modify • Operate • Practice • Predict • Prepare • Produce • Schedule • Show • Sketch • Solve • Use • Write | <ul style="list-style-type: none"> • Analyze • Breakdown • Calculate • Categorize • Compare • Contrast • Criticize • Differentiate • Discriminate • Distinguish • Examine • Experiment • Identify • Illustrate • Infer • Model • Question • Relate • Select • Subdivide • Test | <ul style="list-style-type: none"> • Arrange • Assemble • Collect • Combine • Compose • Construct • Create • Design • Develop • Explain • Formulate • Plan • Prepare • Rearrange • Reconstruct • Reorganize • Revise • Rewrite • Summarize • Synthesize • Tell | <ul style="list-style-type: none"> • Appraise • Argue • Assess • Choose • Compare • Conclude • Contrast • Defend • Describe • Discriminate • Estimate • Evaluate • Judge • Justify • Interpret • Relate • Predict • Rate • Summarize • Support • Value |

Student Learning Outcomes



Effective Course-based Student Learning Objectives:

- **Describe** what students **will learn** in the course
- Are **aligned** with program goals and program objectives
- Use **action verbs** that specify definitive, observable behavior
- Are **assessable** through one or more indicators
- Are **doable, realistic** and **achievable**
- Use **concise** language

Remember: Concise, Doable, Assessable

Course Based Student Learning Outcomes – Mapping to Program Goals and Program SLOs



Freshman English 1 – *Subject to Change*

| Program Goals | Program Student Learning Outcomes | Course-Based Student Learning Outcomes |
|---|--|--|
| <p>Program Goal 4: <i>Develop articulate, conscientious leaders and problem solvers who are committed to contributing to their fields and society.</i></p> | <p>4.1 Produce and deliver written and oral presentations, and communicate with specialists and non-specialists using appropriate media and technology. (B)</p> | <p>a. Recognize and adhere to AUA’s standards for academic excellence and integrity. b. Express ideas and opinions orally and in writing with increased confidence, fluency, and accuracy. c. Produce writing including well-structured paragraphs, letters, and short narrative essays (1-3 pages) using the different stages of the writing process, including choosing a topic, brainstorming, outlining, drafting, soliciting feedback, revising, and editing.</p> |
| | <p>4.2 Think critically and creatively, conceptualizing real-world problems from different perspectives. (B)</p> | <p>d. Identify perspectives and values of author, speaker, or oneself and intended audience(s).</p> |
| | <p>4.3 Work productively in diverse teams and solve problems collaboratively. (B)</p> | <p>e. Contribute to class discussions by actively and respectfully listening and sharing ideas and opinions. f. Reflect upon one’s own work and contribution to the class and identify action steps for improvement. g. Provide constructive feedback on written work and class participation.</p> |
| <p>Program Goal 5: <i>Provide students with a broad foundation of knowledge and skills and cultivate a commitment to life-long learning.</i></p> | <p>5.1 Use common software and information technology to pursue inquiry relevant to their academic and professional fields, and personal interests. (B)</p> | <p>h. Identify and utilize library and library resources to find information relevant to coursework.</p> |
| | <p>5.2 Weigh evidence and arguments, and appreciate and engage in diverse modes of inquiry characteristic of historical, cultural, political, economic, and quantitative disciplines. (B)</p> | <p>i. Summarize and evaluate opinions and arguments made by a range of speakers and identify which ones are well-reasoned and well-supported.</p> |
| | <p>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)</p> | <p>j. Identify and utilize university resources including the library, Center for Academic Excellence, and writing lab that support academic and personal discovery, development, and autonomy (e.g. build vocabulary, study skills, note-taking, writing enrichment, information retrieval). k. Paraphrase, quote, cite and synthesize information and arguments from different sources.</p> |

Final Steps for Developing Course-Based Student Learning Outcomes



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

Assignments and Assessment



Are the assessment methods **aligned** with student learning outcomes?

Are the assessment methods **varied**? (Do students have ample ways to learn and demonstrate learning?)

Are the assignments **weighted** appropriately?

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?

Summary



- 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
- Assignments and assessment should be aligned with course-base student learning outcomes

Where can you turn for resources and support?



Program Chair

Dean

Office of Assessment/IRO/Accreditation

- * Online resources, especially: iro.aua.am/faculty-workshops/
- * One on one (or group) support