

Aligning Assignments (to Student Learning Outcomes)



**AMERICAN UNIVERSITY OF ARMENIA
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Aligning Assignments with Student Learning Outcomes is intended to support faculty in **identifying and clearly linking assignments** to student learning outcomes to help students understand the learning process and value of their work.

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 demonstrate accomplishment of course-based learning outcomes

Ask Yourself



What skills and knowledge is a 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
- **Aligning Assignments to SLOs**
 - Reviewing Program Goals, Program Student Learning Outcomes
 - Reviewing Curriculum Map
 - Aligning Assignments



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

Remember: Developing a Course is a *Process*



- 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** –alignment w/ PSLOs
- 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

*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.***

Goals, Objectives, Outcomes



Goals and **Objectives** generally describe an intended purpose.

Outcomes describe significant learning that learners will achieve.

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

Program Goals and Student Learning Outcomes



Let's Review.

What are the **program goals** for your program?

What are the **program student learning outcomes**?

Course-Based Student Learning Outcomes



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?

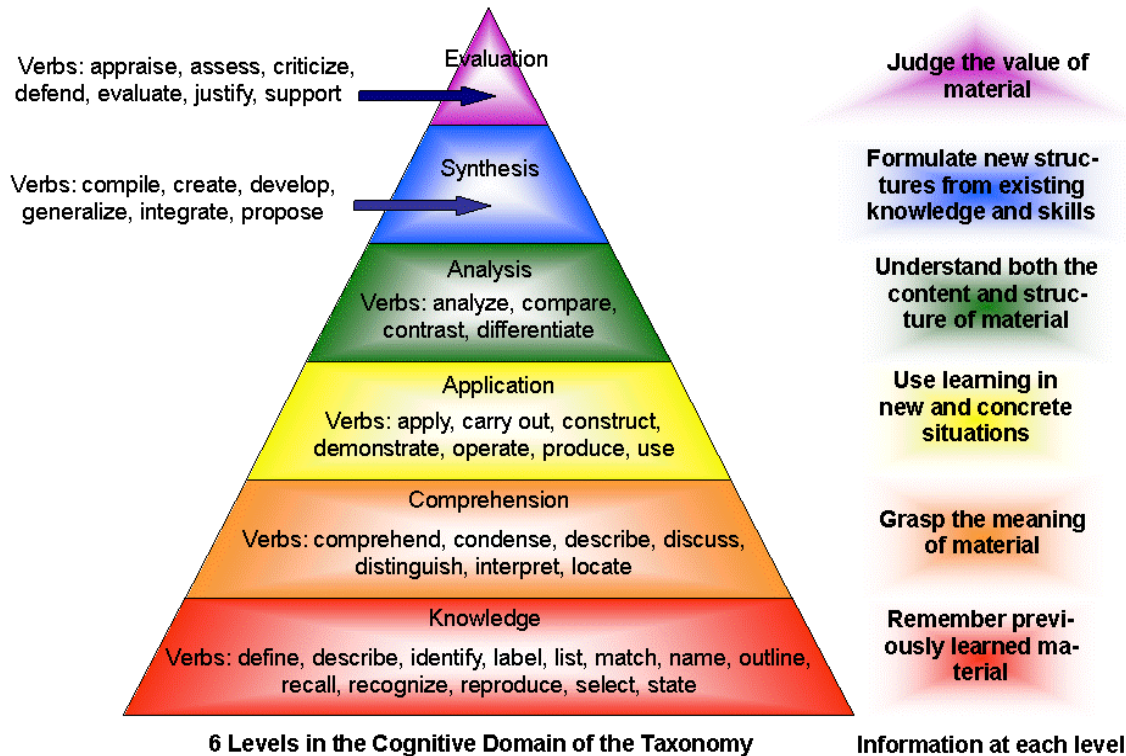
Think: What do you want your students to learn, know, do or understand?

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

Student Learning Outcomes

Bloom's Taxonomy

Bloom's Taxonomy



The language of a student learning outcome?

“Student should be able to

ACTION VERB

Something”

*Remember:
Concise
Doable
Measurable*

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

- 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
Intro to Environmental Studies	I	I			I	B

Course-based Student Learning Outcomes



An activity

Program Goals

Program Student Learning Outcomes

Course-based Student Learning Outcomes

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>

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?

Course-based Student Learning Outcomes



An activity

(Graded and ungraded) Assignments should provide an opportunity for students to *demonstrate* accomplishment of this outcome.

Freshman English 1 Assignments Alignment with Course-Based Student Learning Outcomes - Subject to Change

Assessment Weights for Assignments	Program Student Learning Outcomes (SLO)	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.										
	SLO	4.1			4.2	4.3			5.1	5.2	5.3	
	Level	Beginner			Beginner	Beginner			Beginner	Beginner	Beginner	
	Course-Based Learning Outcomes	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, , and accuracy.	c. Produce writing including well-structured paragraphs, summaries, letters, and short essays (expository and narrative) using the different stages of the writing process, including choosing a topic, brainstorming, outlining, drafting, soliciting feedback, revising, and editing.	d. Identify perspectives and values of author, speaker, or oneself and intended audience(s).	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 class and identify action steps for improvement.	g. Provide constructive feedback on written work and class participation.	h. Identify and utilize library and library resources to find information relevant to coursework.	i. Summarize and evaluate opinions and arguments made by a range of speakers and identify which ones are well-reasoned and well-supported.	j. Identify and utilize university resources including the library, academic resource center, 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.
10%	Online Dialogue Journals (5 per semester)	X	X		X							
5%	Description Assignment	X	X	X	X	X						
5%	Paragraph Assignment	X	X	X	X	X						
5%	Summary Assignment	X	X		X				X			
10%	Comparison/Contrast Essay	X	X	X	X				X			
20%	Synthesis Essay	X	X		X			X	X		X	
15%	Narrative Essay	X	X	X	X			X				
20%	Class Contribution Evaluations	X	X		X	X	X					
4%	Center for Student Success Assignments	X								X	X	
4%	Writing & Math Center Assignments	X	X	X			X			X	X	
2%	Library Assignment	X						X		X	X	

Think about

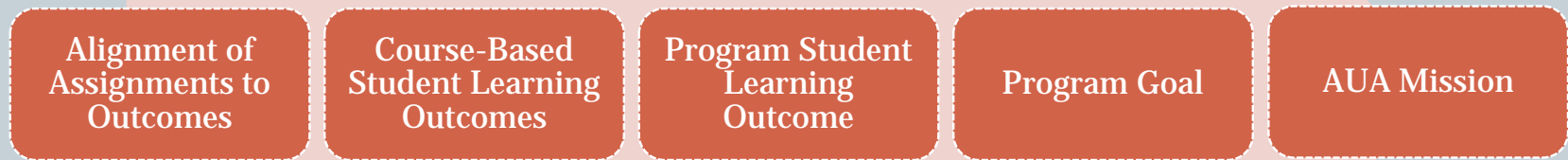


What assessment tools will be used (**rubrics**)?

Do you provide **formative** and **summative** assessment to students? How often?

Is there an opportunity for students to provide feedback to the instructor?

Summary



- Assignments and assessment should be aligned with course-based 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

Where can you turn for resources and support?



Program Chair

Dean

Office of Assessment and Accreditation

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