

Developing Course-based Student Learning Outcomes

July 26, 2017

About this workshop

This workshop will focus on developing **course-based student learning outcomes**. Throughout this workshop we will:

- review the **difference between program student learning outcomes and course-based student learning outcomes (SLOs)** and how they are aligned with one another
- introduce **Bloom's Taxonomy** as one of the guides to help create **concise, measurable, doable SLOs**
- **develop course-based SLOs** which align with program SLOs
- think about **aligning assignments** with SLOs

Workshop learning outcomes

At the end of the workshop you will (should) be able to:

- **describe** the difference between course-based and program SLOs
- **develop** course-based SLOs which align with program SLOs and program goals and which are concise, doable, and measurable
- **align** assignments with student learning outcomes
- **explain** how SLOs contribute to program assessment, review, and improvement

Developing a Course is a Process

Like writing, developing a course is a **process** which:

- takes time
- does not always start at square one
- is not always orderly
- is iterative

Developing a Course 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

As we develop course-based SLOs we will focus on:

- Mission
- Course Description
- Program Goals and Student Learning Outcomes
- Curriculum Map
- University Policy on Course Syllabus Format and Template
- **Course-Based Student Learning Outcomes (SLOs) – that align with Program Student Learning Outcomes**
- Assignments and Assessment Methods –alignment with SLOs

The AUA Mission

The American University of Armenia aims to have an impact on students and the community as a center of academic excellence, innovation, inquiry, and diversity that contributes to the further development and advancement of Armenia, the region and the world through teaching and scholarship, fostering creativity, integrity and community service.

Course Description

What does a course description tell?

Course descriptions contain information about:

- credit hours (expected work load)
- pre- or co- requisites
- course content
- course-based student learning outcomes

*See: Course Descriptions for AUA Catalog policy
<http://policies.aua.am/policy/35>*

Student Learning Outcomes (SLOs)

What is an SLO?

An SLO defines what a student **should know or be able to do** at the end of the course or program.

Students will be able to ...

... do what through the program or course?

If you can answer that, you can develop a student learning outcome (an SLO).

Program Goals & Student Learning Outcomes

What are your Program Student Learning Outcomes?

Where can you find them?

How does the course align with Program Goals and Student Learning Outcomes?

Think about this for a moment...

Curriculum Map

What is a Curriculum Map?

A curriculum map:

- describes how a course fits into the rest of the program
- explains what outcomes the course intends to address and at what level

These are Program Goals		PG1: Equip students with <u>knowledge</u> and skills in and across the main functional areas of business.			PG2: Develop creative and <u>critical thinking</u> and decision making skills for complex business problems, supported by the appropriate use of analytical and quantitative techniques.			PG3: Prepare students for careers and <u>advanced studies</u> in a wide range of business disciplines.			PG4: Develop articulate, conscientious <u>leaders</u> and problem solvers who are committed to contributing to their fields and society.			PG5: Provide students with a broad foundation of knowledge and skills and cultivate a commitment to <u>life-long learning</u> .			
These are Program Student Learning Outcomes		Define and describe fundamentals of Accounting, Finance, Economics, Marketing and Communications, Operations, Organizational Behavior and Management, Information Technology, and Quantitative Methods	Apply relevant theoretical frameworks and tools from these areas to business situations.	Integrate knowledge across functional areas to formulate and implement business decisions.	Identify and analyze business opportunities and challenges, and recommend evidence-based solutions.	Appropriately collect and select data, apply analytic techniques, and develop well-reasoned conclusions.	Exercise independent judgment, and design creative and innovative strategies to obtain competitive advantage.	Perform business tasks with the interpersonal skills and professional demeanor demanded in business settings.	Identify and address the strengths and weaknesses of a team, and work effectively in interdisciplinary and multicultural teams.	Appropriately weigh the ethical, legal and social concerns of stakeholders in business decision making taking into account corporate responsibility, environmental sustainability and the regional and global nature of business.	Engage in advanced study and career advancement in their chosen fields of business.	Produce and deliver written and oral presentations, and communicate with specialists and non-specialists using appropriate media and technology.	Think critically and creatively, conceptualizing real-world problems from different perspectives.	Work productively in diverse teams, and solve problems collaboratively.	Use common software and information technology to pursue inquiry relevant to their academic and professional fields, and personal interests.	Weigh evidence and arguments, and appreciate and engage in diverse modes of inquiry characteristic of historical, cultural, political, economic, and quantitative disciplines.	Properly document and synthesize existing scholarship and data, keep current with developments, conduct independent research, and discover and learn new material on their own.
Important to pay attention to the intended level: B=Beginner; I=Intermediate; A=Advanced		1.1	1.2	1.3	2.1	2.2	2.3	3.1	3.2	3.3	3.4	4.1	4.2	4.3	5.1	5.2	5.3
Applied Statistics	BUS 110	B			B											B	
Business Math or Calculus 1	BUS 109	B		B		B					B					B	
Business Communications	BUS 177			I	I				I	I		I		I			
Introduction to Business	BUS 101	B			B		B	B		B		B	B	B	B		B

Program Goals, Program Student Learning Outcomes, and Course-Based Student Learning Outcomes

An Activity

What Program Student Learning Outcomes is your course mapped to?

Write them down.

Student Learning Outcomes should be:

- concise
- measurable
- doable

Program Goals, Program Student Learning Outcomes, and Course-Based Student Learning Outcomes

An Activity

Think about your course and the Program Student Learning Outcomes your course is mapped to?

How does your course help build this skill or knowledge?

What specifically should student be able to do in your course to build this skill or knowledge?

Program Goals, Program Student Learning Outcomes, and Course-Based Student Learning Outcomes

Activity continued

Think about your course and the Program Student Learning Outcomes your course is mapped to?

How does your course help build this skill or knowledge?

What specifically should student be able to do in your course to build this skill or knowledge?

What is the language of a student learning outcome?

“Student should be able to”

ACTION VERB

something

Remember: Concise, Measurable, Doable

Focus on student behavior.

Verbs to avoid

Understand

Appreciate

Know about

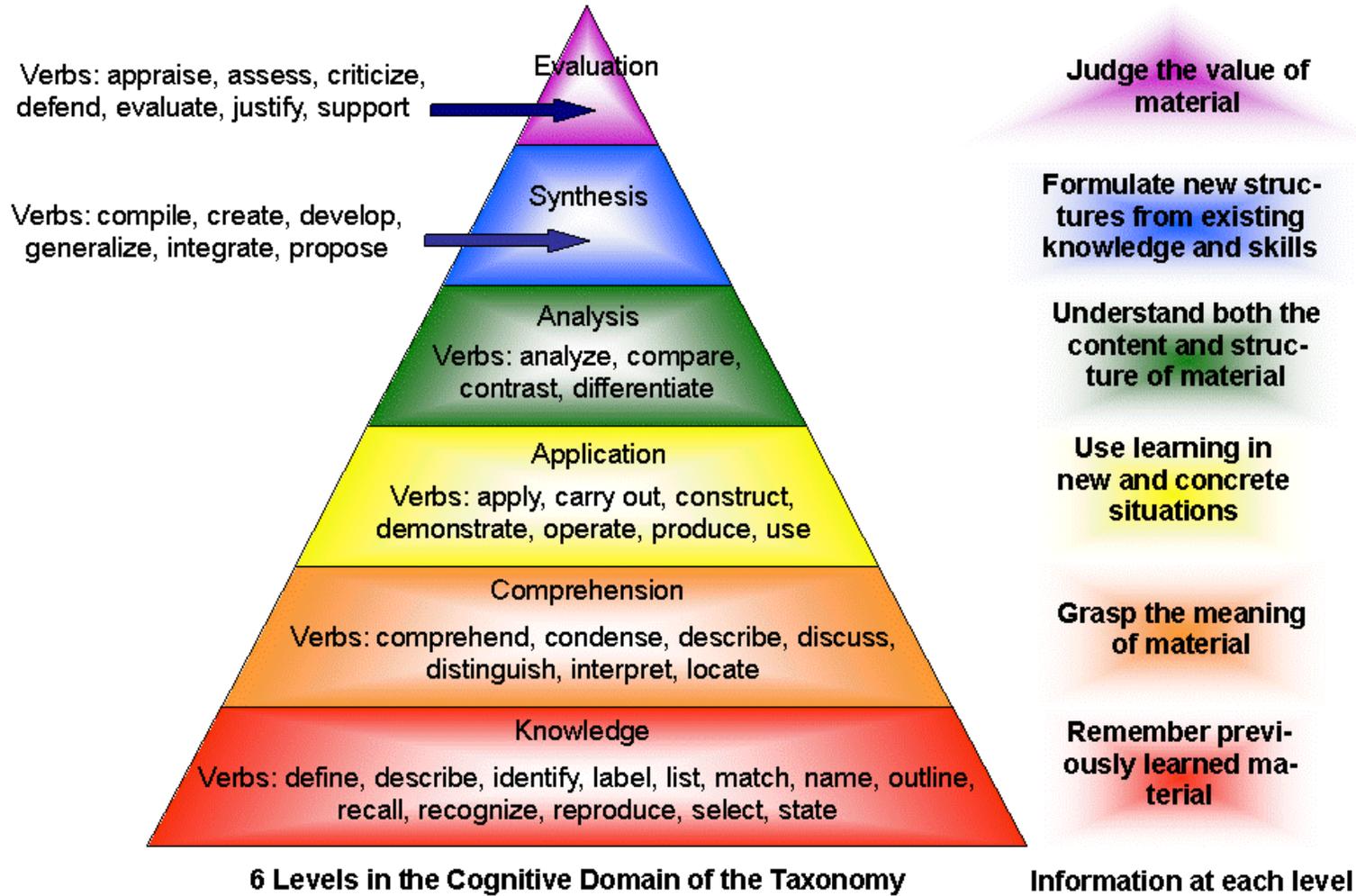
Become familiar with

Learn about

Become aware of

Why would we want to avoid these verbs?

Bloom's Taxonomy



Effective Course-based SLOs:

- Describe what students should know or be able to do at the end of the course
- Are aligned with program goals and program student learning outcomes
- Use action verbs that specify definitive, observable behavior
- Are assessable through one or more indicators (activity, assignment)
- Are realistic and achievable
- Use concise language

Remember: Concise, Measurable, Doable

Alignment table

University Mission	Program Goal	Program Student Learning Outcomes Students will be able to:	Course-based Student Learning Outcomes In this course, students will be able to:	Activity/Assignment
<p>[The American University of Armenia aims to have an impact on students and the community as a center of academic excellence, innovation, inquiry, and diversity that contributes to the further development and advancement of Armenia, the region and the world through teaching and scholarship, fostering creativity, integrity and community service]</p>	<p>[For example Program Goal 4: Develop articulate, conscientious leaders and problem solvers who are committed to contributing to their fields and society.]</p>	<p>[For example: 4.1 Produce and deliver written and oral presentations, and communicate with specialists and non-specialists using appropriate media and technology. (Beginner Level)]</p>	<p>[For example: Produce writing including, summaries and short essays (expositive and narrative) using the different stages of the writing process, including choosing a topic, brainstorming, outlining, drafting, soliciting feedback, revising, and editing.</p>	<p>[For example: Summary Assignment (graded); Comparison and Contrast essay (graded)]</p>

Assignments, Activities and Assessment

Pay attention to the possible need to scaffold.

If you expect students to write a research paper, ask yourself, “do students know how to write a research paper.” Would mini-assignments be useful?

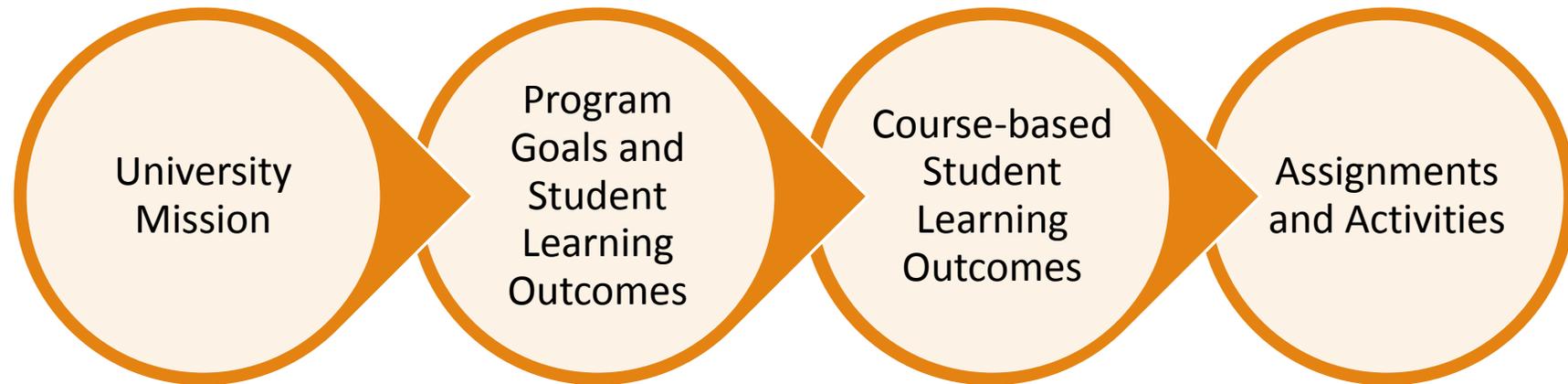
Again. The process. The curriculum map is a good place to start and reviewing course descriptions and syllabi for any prerequisites and follow up courses.

Program Goals, Program Student Learning Outcomes, Course-Based Student Learning Outcomes, and Assignments and Activities

An Activity

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

Guiding Principles



Support

Faculty brown bag discussions and **workshops** for faculty on topics such as:

- Developing student learning outcomes
- Aligning course-based student learning outcomes to program student learning outcomes
- Aligning activities and assignments to course-based student learning outcomes

Syllabi preparation open office hours (and by appointment)

Colleagues: Dean, program chair, other faculty members

Office of Assessment, Accreditation and Institutional Research

Online resources: <http://iro.aua.am/teaching-and-learning-resources/>

American University of Armenia

www.aua.am