

# Aligning Student Learning Outcomes

## Program Goals and Learning Outcomes

The following chart shows alignment between course-specific learning outcomes and program learning outcomes and goals as identified in Program Curriculum Map.

<b>Freshman English 1</b>		
<b>Program Goals<sup>1</sup></b>	<b>Program Student Learning Outcomes<sup>2</sup></b> <i>[When students graduate the program, <u>students will be able to...</u>]</i>	<b>Course-Based Student Learning Outcomes<sup>3</sup></b> <i>[When students complete this course, <u>students will be able to...</u>]</i>
<b>Program Goal 4:</b> <i>Develop articulate, conscientious leaders and problem solvers who are committed to contributing to their fields and society.</i>	4.1 Produce and deliver written and oral presentations, and communicate with specialists and non-specialists using appropriate media and technology. (B)	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.
	4.2 Think critically and creatively, conceptualizing real-world problems from different perspectives. (B)	d. Identify perspectives and values of author, speaker, or oneself and intended audience(s).
	4.3 Work productively in diverse teams and solve problems collaboratively. (B)	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.
<b>Program Goal 5:</b> <i>Provide students with a broad foundation of knowledge and skills and cultivate a commitment to life-long learning.</i>	5.1 Use common software and information technology to pursue inquiry relevant to their academic and professional fields, and personal interests. (B)	h. Identify and utilize library and library resources to find information relevant to coursework.
	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)	i. Summarize and evaluate opinions and arguments made by a range of speakers and identify which ones are well-reasoned and well-supported.

<sup>1</sup> Program goals are assessed through program student learning outcomes and define the big picture learning that should be achieved by the end of the program (e.g. leadership, problem solving, life-long learning).

<sup>2</sup> Program student learning outcomes break down program goals into measureable outcomes and are generally identified by levels (e.g. beginner level (B), intermediate level (I), and advanced level (A)). Program student learning outcomes should be addressed by one or more core courses, and courses should be sequenced to ensure logical progression from beginner to advanced levels for each program student learning outcome (see curriculum map).

<sup>3</sup> Course-based student learning outcomes specify how each course will address the program student learning outcome (e.g. program student learning outcome 4.1 refers to writing competency whereas course-based student learning outcome 4.1.c specifies what type of writing students will learn to do during a particular course). Course-based student learning outcomes may differ from course to course and address different aspects of a particular program student learning outcome.

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## Aligning Course-Based Student Learning Outcomes & Assignments

The following outline shows alignment between assignments and course-specific learning outcomes as well as program learning outcomes and goals.

*Explicitly and clearly linking course outcomes to assignments helps students understand the learning process and the value of their work. It is equally important to explain how small assignments might help students successfully complete a larger assignment (research project, presentation, final paper). What skills does an assignment help develop? What types of assignments will allow students to demonstrate learning? What outcomes does an assignment address? **This worksheet aims to help faculty clearly link assignments with student learning outcomes.***

**Program Goal # 4** Develop articulate, conscientious leaders and problem solvers who are committed to contributing to their fields and society.

**Program Student Learning Outcome # 4.1** Produce and deliver written and oral presentations, and communicate with specialists and non-specialists using appropriate media and technology. (B)

**Course-based student learning outcomes that reflects the program student learning outcome:**

- 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.

**Assignments that demonstrate accomplishment of this course-based student learning outcome:**

**Assignment 1:** Individual Paragraph, Due Week 3, 5%

Write 1 paragraph (5-7 sentences) answering one of the following questions:

- What is the purpose of your education?
- What is the purpose of this class?

Upload the original paragraph to Moodle. Revise the paragraph and upload to Moodle. Write a short reflection (1 paragraph) explaining how the original paragraph has been improved.

**Assignment 2:** Group Paragraph, Due Week 4, 5%

With assigned group, write 1 paragraph (5-7 sentences) answering the following question:

- How can you/we make AUA a “we” place instead of a “they” place?

Upload the original paragraph to Moodle. Revise the paragraph and upload to Moodle. Write a short reflection (1 paragraph) about this collaborative writing experience and explain how the original paragraph has been improved.

**Assignment 3:** Writing Lab Assignments, Due Week 9 and 13, 5%

After the in-class training (week 6), students are required to familiarize themselves with the Writing Lab website and sign up for two writing lab sessions. The first writing lab appointment should be scheduled between weeks 7-9, and the second appointment should be scheduled between weeks 10-13.

After the one-on-one session with a writing lab mentor, students are required to write a note to the instructor about how the draft evolved as a result of the workshop (e.g. what changes were made, how did those changes improve the assignment, what did the student gain from the writing lab session).

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The instructor will also receive a brief note from the writing lab mentor confirming that the student attended the writing lab appointment and outlining what the student and mentor worked on. *Please see Writing Lab Assignments Rubric.*

**Assignment 4:** Letter, Due Week 9, 15%

Complete the 7 stages of the writing process in order to write a letter (2 pages) answering the following prompt:

- Choose an author you have read in class. Write a letter to the selected author explaining what value is most important to or for young people in Armenia. Draw on opinions and arguments made by a range of speakers and authors to support your choice of value.

Students are required to meet with a librarian in week 7 (*see library assignment*). As part of the writing process, students are required to provide constructive feedback on a peer's draft in week 8 and meet with a writing lab mentor between weeks 7-9 (*see writing lab assignment*). *Please see Letter Assignment Rubric.*

**Assignment 5:** Narrative Essay, Due Week 13, 20%

Complete the 7 stages of the writing process in order to write a short narrative essay (3-5 pages) answering the following prompt:

- Identify a value that has influenced your life either as a learner or as an emerging leader. Use examples from your own life to illustrate how that value has impacted you and your choices.

As part of the writing process, students are required to provide constructive feedback on a peer's draft in week 11 and meet with a writing lab mentor between weeks 10-13 (*see writing lab assignment*).

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Assessment Weights for Assignments		Student Learning Outcomes			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.									
		Student Learning Outcomes			4.1	4.2	4.3		5.1	5.2	5.3			
		Level (B = Beginner; I = Intermediate; A =Advanced)			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, 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.	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).
List of Assignments														
8%	Class Participation Self-Evaluations (4 per semester)	X	X			X	X	X						
4%	Class Participation Peer-Evaluation (2 per semester)	X	X			X	X		X					
5%	Class Participation Final Reflection Assignment	X	X			X		X						
10%	Online Dialogue Journals (5 per semester)	X	X			X								
5%	Individual Paragraph Assignment	X	X	X		X		X						
5%	Group Paragraph Assignment	X	X	X		X	X	X	X					
5%	Center for Academic Excellence Assignment	X										X	X	
5%	Library Assignments	X							X			X	X	
5%	Writing Lab Assignments	X	X	X				X				X	X	
15%	Letter Assignment	X	X	X		X			X	X	X	X	X	
20%	Narrative Essay Assignment	X	X	X		X			X		X	X	X	
5%	Book of Inspiration Assignment	X											X	