

# Preparing Course and Program CCRs: Writing Measurable Student Learning Outcomes; Preparing ALCs & ALPs

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# The Jargon of CCRs

- Student Learning Outcome (SLO)
- Academic Learning Compact (ALC)
- Academic Learning Plan (ALP)
- Curriculum Change Request (CCR)

# Components of a Course CCR

- General Information
- Current Course Information (supplied)
- Nature of Program Curriculum Request
- Rationale
- Articulation
- Proposed Course Information
- Credit Hour Information
- **Student Learning Outcomes**
- Topics
- Texts
- Grading/Evaluation

# Components of a Program CCR

- General Information
- Current Course Information (supplied)
- Nature of Program Curriculum Request
- Rationale
- Program Student Learning Outcomes
- Articulation
- Proposed Program Information

# What are Student Learning Outcomes?

Statements that describe what students will be able to *know, do, or value* as a result of their educational experience.

Descriptions of knowledge, skills, abilities, and values attained by students in language that clearly implies a measurable student behavior or quality of student work.

# Program Student Learning Outcomes

Overarching concepts that span several courses,  
*not* individual course learning outcomes taken  
from each syllabus

- Describe what students should think, know and be able to do when they finish your program
- Measurable (behavioral)

# Course Student Learning Outcomes

More specific learning outcomes that describe learning in an individual course

Course SLOs described in the CCR should be included in the course syllabus

- Describe what students should think, know and be able to do when they finish the course
- Measurable (behavioral)
- Aligned to course topics, assignments, exams, and other graded work

Instructors may include *additional* SLOs to reflect the flavor of their course focus

# Writing Measurable Student Learning Outcomes

Focus on student behavior and work products

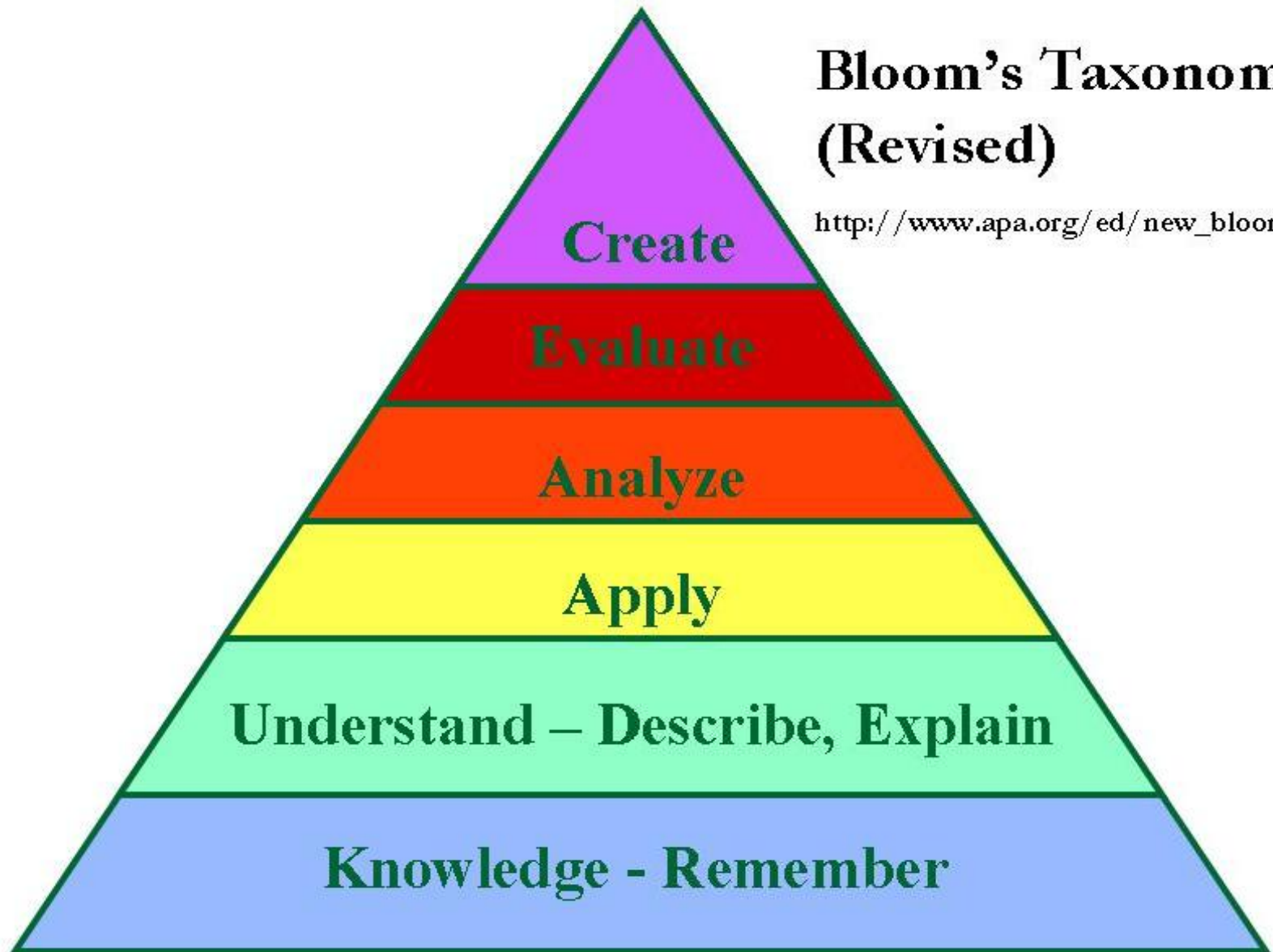
Describe the ***behaviors, activities, or products*** that will be used to determine that understanding or learning has occurred

What will students be able to ***do*** or ***produce*** as a result of learning that occurs?

**See TIP Sheets #1 - 9 on the CUTLA web for advice on writing Student Learning Outcomes.**

# Bloom's Taxonomy (Revised)

[http://www.apa.org/ed/new\\_blooms.html](http://www.apa.org/ed/new_blooms.html)



Based on an APA adaptation of Anderson, L.W. & Krathwohl, D.R. (Eds.) (2001)

## Action Words for Bloom's Taxonomy

<b>Knowledge</b>	<b>Understand</b>	<b>Apply</b>	<b>Analyze</b>	<b>Evaluate</b>	<b>Create</b>
define	explain	solve	analyze	reframe	design
identify	describe	apply	compare	criticize	compose
describe	interpret	illustrate	classify	evaluate	create
label	paraphrase	modify	contrast	order	plan
list	summarize	use	distinguish	appraise	combine
name	classify	calculate	infer	judge	formulate
state	compare	change	separate	support	invent
match	differentiate	choose	explain	compare	hypothesize
recognize	discuss	demonstrate	select	decide	substitute
select	distinguish	discover	categorize	discriminate	write
examine	extend	experiment	connect	recommend	compile
locate	predict	relate	differentiate	summarize	construct
memorize	associate	show	discriminate	assess	develop
quote	contrast	sketch	divide	choose	generalize
recall	convert	complete	order	convince	integrate
reproduce	demonstrate	construct	point out	defend	modify

# Problematic Language in SLOs

Words that *do not* produce measureable SLOs:

- Know
- Understand
- Appreciate

These are laudable goals, but how would you demonstrate that these have occurred?

Solution:

Identify behaviors and activities or describe the quality of products that would provide evidence for these outcomes.

# Refining SLOs to Describe Measurable Student Behavior

## Original SLO:

Explore in depth the literature on an aspect of teaching strategies.

## Evaluation of this language:

***Exploration*** is not a measurable activity but the quality of the ***product of exploration*** would be measurable.

## Improved SLO:

Write a paper based on an in-depth exploration of the literature.

# Examples:

## Measurable and Unmeasurable SLOs

### **Not Measurable**

Demonstrate an historical knowledge of the symphonic, string orchestra, and chamber ensemble repertoire

Recognize a need for lifelong learning and plan for personal and professional growth

### **Measurable**

Describe the historical development of the symphonic, string orchestra, and chamber ensemble repertoire

Describe and adopt a plan for ongoing professional development and lifelong learning.

# Examples:

## Measurable and Unmeasurable SLOs

### **Not Measurable**

Demonstrate a readiness for advanced level digital multi-media coursework

A working knowledge of linear algebra to solve linear equations using matrix-vector formulation.

### **Measurable**

Employs digital multi-media and techniques required for progression to advanced level coursework.

Use matrix-vector formulations to solve a variety of linear equations

# Examples:

## Measurable and Unmeasurable SLOs

### **Not Measurable**

Demonstrate an in-depth understanding of one specific software engineering process.

Demonstrate an understanding of key nutritional concepts.

### **Measurable**

Completes a detailed study of one specific software engineering process.

Identify, define, and explain key nutritional concepts.

# Program CCRs Must Include SLOs for each of the Following Domains

## Content

- discipline knowledge and skills

## Critical thinking

- skill in analysis, synthesis, use of evidence

## Communication

- speaking, writing

## Integrity/values

- academic integrity, discipline-specific ethical issues

## Project management

- self-regulation, team work skills

# Student Learning Outcomes on Program CCRs

Program CCRs should include the program SLOs that appear in the program ALC (undergraduate programs) or ALP (graduate programs)

Existing Programs – **no changes** in program SLOs

- Copy & paste program SLOs from ALC or ALP into the CCR

Existing Programs – **revised** program SLOs

- Initiate a revision of the program ALC or ALP to reflect the new program SLOs.

New Program CCRs

- Describe program SLOs in all 5 domains
- Develop an ALC or ALP for the new program

# Useful Web Resources

APA Cyberguide on Assessment

[http://www.apa.org/ed/guide\\_outline.html](http://www.apa.org/ed/guide_outline.html)

North Carolina State University

University Planning & Analysis Index of Assessment  
Resources

<http://www2.acs.ncsu.edu/UPA/assmt/resource.htm>

University of Washington

<http://depts.washington.edu/learning>

# CUTLA Web Resources on SLOs, ALCs, ALPs, and Assessment

TIP Sheets

<http://uwf.edu/cutla/Tipsheet.cfm>

ALC Policies & Procedures

[http://uwf.edu/cutla/assessment\\_documents.cfm](http://uwf.edu/cutla/assessment_documents.cfm)

Assessment Resources Page

<http://uwf.edu/cutla/Assessres.cfm>