

CCR Submission Workshop: Preparing and Reviewing CCRs

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CCR Submission Workshop

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Learning Outcomes

- Describe the **components of a CCR** for new and revised courses and degree programs
- **Write student learning outcomes that are measurable**
- Describe the role of student learning outcomes in CCRs and in **Academic Learning Compacts** and **Academic Learning Plans**
- Describe the **characteristics of student learning outcomes** for courses, degree programs, and different levels of student work (undergraduate and graduate)
- Construct a **curriculum map** that describes the contribution of courses to program learning outcomes

CCR Basics

Student Learning Outcome (SLO)

Academic Learning Compact (ALC)

Academic Learning Plan (ALP)

Curriculum Change Request (CCR)

Deadline for Submissions:

July 15, 2011


Accessing CCRs in ARGUS

Log-in Screen for Argus

My Office Tab

CCR is located under Course and Scheduling Tasks

<https://argus.uwf.edu/cp/home/displaylogin>

Click on  **Login to CCR System** to create a new CCR

Need Help?

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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

Written in language that **clearly implies a measurable student behavior or quality of student work produced**

Program Student Learning Outcomes

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

Role in the CCR process

- Provide one or more program SLOs for **each of the 5 learning domains**
- Written in **measurable language**
- Written in clear language that can be understood by an individual outside the discipline

Program CCRs, ALCs, and ALPs Must Include SLOs for each of the Following Domains

Content

- discipline knowledge and skills

Critical thinking

- skill in analysis, synthesis, and use of evidence; problem solving

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

Course Student Learning Outcomes

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 observable **student behavior** and **work products** that can be evaluated

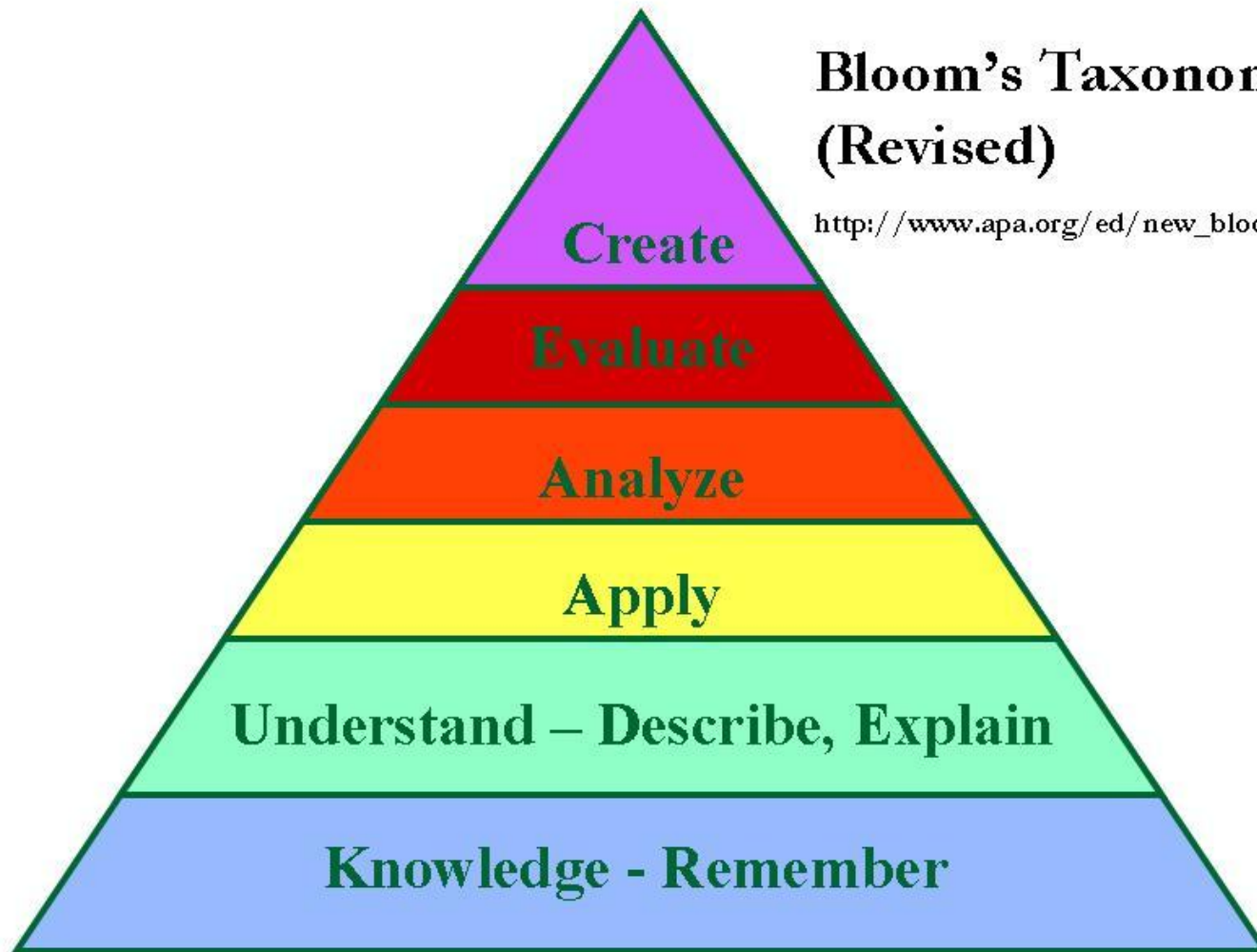
Describe the *behaviors, activities, or products* that will be used to determine that understanding or learning has occurred

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

CUTLA web page on writing student learning outcomes for course syllabi: <http://uwf.edu/cutla/writingslo.cfm>

Bloom's Taxonomy (Revised)

http://www.apa.org/ed/new_blooms.html



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


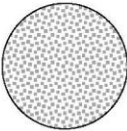

Action Words for Bloom's Taxonomy					
Knowledge	Understand	Apply	Analyze	Evaluate	Create
define	explain	solve	analyze	reframe	design
identify	describe	apply	compare	criticize	compose
describe	interpret	illustrate	classify	evaluate	create
label	paraphrase	modify	contrast	order	plan
list	summarize	use	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

<http://uwf.edu/cutla/SLO/ActionWords.pdf>

Full list is available on the CUTLA Web site: <http://uwf.edu/cutla/>

Academic Skills Develop Over Time

Types of Learners

Beginning		Simplistic Absolute “Learners of Received Knowledge” Regard teachers as experts who dispense truths to be gathered and stored
Developing		Expanded Complex “Learners of Subjective Knowledge” Accept multiple opinions but not well-prepared to evaluate or differentiate between opinions
Advanced		Multiplistic Tentative Contextualized “Learners of Procedural Knowledge” Uses the tools of the discipline to evaluate arguments and evidence

**General Education
Lower Division Courses**



Based on Perry (1970), Clinchy (1990), & Bain (2004)

Questions for Evaluating SLOs

Is the outcome *measurable*?

Do the collection of outcomes represent learning that is appropriate for the course level?

- Even graduate level courses will require some SLOs written at the level of Knowledge and Understanding
- Consider the difficulty and challenge posed by content as well as the level of Bloom described

Problematic Language in SLOs

Words that ***do not*** produce measurable SLOs:

- Know
- Understand
- Appreciate

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

Solution:

Identify ***behaviors and activities*** that could be observed and measured 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

Curriculum Map

Graphic display / matrix that describes where learning outcomes occur in the curriculum

Matrix Columns: courses in discipline required for the program

Matrix Rows: learning outcomes identified for the program

Matrix Cells: description of critical learning experiences, level of learning, presence of a course SLO, or embedded assessment

Simple Curriculum Map

	Introductory Course	Research Methods	Advanced Content Course A	Laboratory/ Practicum Course	Advanced Content Course B	Advanced Content Course C	Advanced Content Course D	Capstone Course
Content								
SLO 1	X		X		X			X
SLO 2		X				X		X
SLO 3	X						X	X
SLO 4		X		X				X
Critical Thinking								
SLO 5		X			X		X	
SLO 6		X		X				X
Communication								
SLO 7			X					X
SLO 8		X		X		X		
Integrity / Values								
SLO 9	X	X	X					X
SLO 10		X		X				X
Project Management								
SLO 11			X	X				X
SLO 12		X				X		X

X represents the presence of one or more course SLOs on syllabus that align with the program SLO identified in the row

Curriculum Map Based on Assignments or Embedded Assessments

	Introductory Course	Research Methods	Advanced Content Course A	Laboratory / Practicum Course	Advanced Content Course B	Advanced Content Course C	Advanced Content Course D	Capstone Course
Content								
SLO 1	Exam Questions		Exam Questions		Term Paper			Project Rubric
SLO 2	Exam Questions				Exam Questions		Exam Questions	Project Rubric
SLO 3	Exam Questions	Exam Questions				Exam Questions		Project Rubric
SLO 4	Exam Questions	Exam Questions		Lab Reports			Exam Questions	Project Rubric
Critical Thinking								
SLO 5		Term Paper			Exam Questions			Project Rubric
SLO 6				Exam Questions				Project Rubric
Communication								
SLO 7		Term Paper		Term Paper				Project Rubric
SLO 8						Term Paper		Project Rubric
Integrity / Values								
SLO 9		Term Paper		Term Paper		Term Paper		Project Rubric
SLO 10								
Project Management								
SLO 11				Peer Evaluations				
SLO 12								Project Rubric

Curriculum Map Based on Level of Student Learning Expected

Curriculum Audit for Degree Program
Identifies courses in which the syllabi include course SLOs related to program SLOs (level of learning is also noted)

Domain of Learning	Introductory Course	Methods Course	Required Course 1	Required Course 2	Required Course 3	Required Course 4	Capstone Course
Content SLO 1	Introduced		Introduced	Reinforced		Reinforced	Mastery / Assessed
Content SLO 2		Introduced		Reinforced	Introduced	Reinforced	Mastery / Assessed
Content SLO 3	Introduced		Introduced		Reinforced		Mastery / Assessed
Critical Thinking SLO 1		Introduced			Introduced	Reinforced	
Critical Thinking SLO 2		Introduced		Introduced			Mastery / Assessed
Communication SLO 1		Introduced		Reinforced			Mastery / Assessed
Communication SLO 2			Introduced				Mastery / Assessed
Integrity / Values SLO 1	Introduced	Reinforced			Reinforced		Mastery / Assessed
Integrity / Values SLO 2		Introduced					
Project Management SLO 1		Introduced		Reinforced			Mastery / Assessed
Project Management SLO 2				Introduced			Mastery / Assessed

Curriculum Audit for Degree Program

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Content SLO 1	Introduced		Introduced	Reinforced		Reinforced	Mastery / Assessed
Content SLO 2		Introduced		Reinforced	Introduced	Reinforced	Mastery / Assessed
Content SLO 3	Introduced		Introduced		Reinforced		Mastery / Assessed
Critical Thinking SLO 1		Introduced			Introduced	Reinforced	
Critical Thinking SLO 2		Introduced		Introduced			Mastery / Assessed
Communication SLO 1		Introduced		Reinforced			Mastery / Assessed
Communication SLO 2			Introduced				Mastery / Assessed
Integrity / Values SLO 1	Introduced	Reinforced			Reinforced		Mastery / Assessed
Integrity / Values SLO 2		Introduced					
Project Management SLO 1		Introduced		Reinforced			Mastery / Assessed
Project Management SLO 2				Introduced			Mastery / Assessed

Assessment Questions Addressed with a Curriculum Map

- Are outcomes addressed in a logical order?
- Do students get practice in a skill before they are expected to demonstrate mastery?
- Do some outcomes get covered more than others?
- Are there gaps?
- Do all required courses contribute to at least one program SLO?
- Are there logical places to embed assessment based on existing assignments?

Questions?

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