Aligning Program and Course Learning Outcomes to the Student Learning Experience: A Guide for Faculty

What are Program Learning Outcomes and Student Learning Outcomes?

)

.

What are the key characteristics of well-designed <u>student</u> learning outcomes?

.

.

.

.

.

).

.

.

What are some common problems with student learning outcomes?

.

)

.

.

What is curriculum mapping?

.

)   .

.

.

What is the value of curriculum mapping?

.

.

.

What does a sample curriculum map look like?

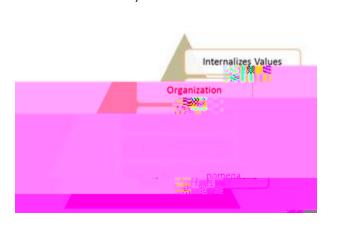| **		2	3

The Relationship Between Learning Outcomes and Levels of Learning

.

.

.

'

)   .

Affective domain Taxonomy

73)

.

)   ):

Affective Domain Category		Example and Key Words (verbs)

Internalizes Values (characterization):
 	
    .
 	
    .
 	
    '
 	
).
		Examples:
		                        .
		
		                    ).
		
		            .
		
		                .
		
		                    .
		
		            .
		Key Words:

Organization: Examples:

.

.

.   .

.

.   72.

Psychomotor domain taxonomy

72)

.

.

.   )

):

Psychomotor Domain Category	Example and Key Words (verbs)

Origination:
 	
.
 	
.
	Examples: .
	                                                    .
	                                        .
	
	Key Words:
	
	                            .

Adaptation:

Complex Overt Response (Expert):	Examples:
	.
.	.
	.
.	Key Words:
.	
	.
.	
Mechanism):	Examples: .
	. .
.	Key Words:
	.
Guided Response:	Examples:
	. .
.	
.	.
	Key Words:
Set: .	Examples:
.	. '
'	.
).	). :
	.
	Key Words:
	.
Perception (awareness):	Examples: .
.	
.	

Diagnosing an SLO

.

.

Examples of Student Learning Outcomes (SLOs)

A. From a Kinesiology program:

     PLOs :

            SLOs:

.   ;
2.   ;
3.   ;
.   ;
.   ;
6.   ;
7.   ;
.   .

B. From a Business program:

     PLOs :

            SLOs:

.
          .
2.   '
       .
3.
.   .
.
6.   .

C. From a Communications program:

PLOs   :

SLOs:

.

.

2.

.

3.

Curriculum Alignment

Course outcomes	Relevant activities	Relevant assignment	Relevant assessment strategies
Analyze			analysis
Critically		/	on critical reflections
Identify			are identified
Critically evaluate	. . .		A comprehensive written critique of each of the elements
Compare and contrast)			that demonstrate compare/contrast for the content learned
Develop and present			development and presentation)

Sources

.   .