Construction and Alignment:
Making the Most out of Your Course Syllabi

California State University, Long Beach

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Facilitator

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Assessments….

Hybrid of Suskie (2009) , the CIRTL Teaching as Research (TAR) framework, and Backward Design (McTighe & Wiggins, 1998)

SomeQualities of a Meaningful, Useful PLO

1. Written from perspective “Students will be (or are) able to….”
2.

As
So

At

1.

2. Given your goal,

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Note: Objectives= Outcomesat someinstitutions

based on

Note: Objectives= Outcomesat someinstitutions

Note: Objectives = Outcomes at UCM

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*UDGXDWHV ZLOO EH

- :HOO SUHSDUHG ZLWK FRPPXQLFDWLRQ QXPHUDF\ DQG FULWLFDO WKLQNLQJ VNLOOV WR VXFFHVVIXOO\ MR SXUVXH DGYDQFHG VWXG\
- &ULWLFDOO\ DQG HWKLFDOO\ HQJDJHG LQ JOREDO DQG ORFDO LVVXHV
- .QRZOHGJHDEOH DQG UHVSHFWIXO RI WKH GLYHUVLW\ RI LQGLYLGXDOV JURXSV DQG FXOWXUHV
- $FFRPSOLVKHG DW LQWHJUDWLQJ WKH VNLOOV RI D OLEHUDO HGXFDWLRQ ZLWK GLVFLSOLQDU\ RU SURIHVV
- 6NLOOHG LQ FROODERUDWLYH SUREOHP VROYLQJ UHVHDUFK DQG FUHDWLYH DFWLYLW\

'LYLVLRQ RI $FDGHPLF $IIDLUV
&DOLIRUQLD 6WDWH 8QLYHUVLW\ /RQJ %HDFK
%HOOIORZHU %RXOHYDUG /RQJ %HDFK &DOLIRUQLD

California State University, Long Beach
Student Learning Outcomes Relationships
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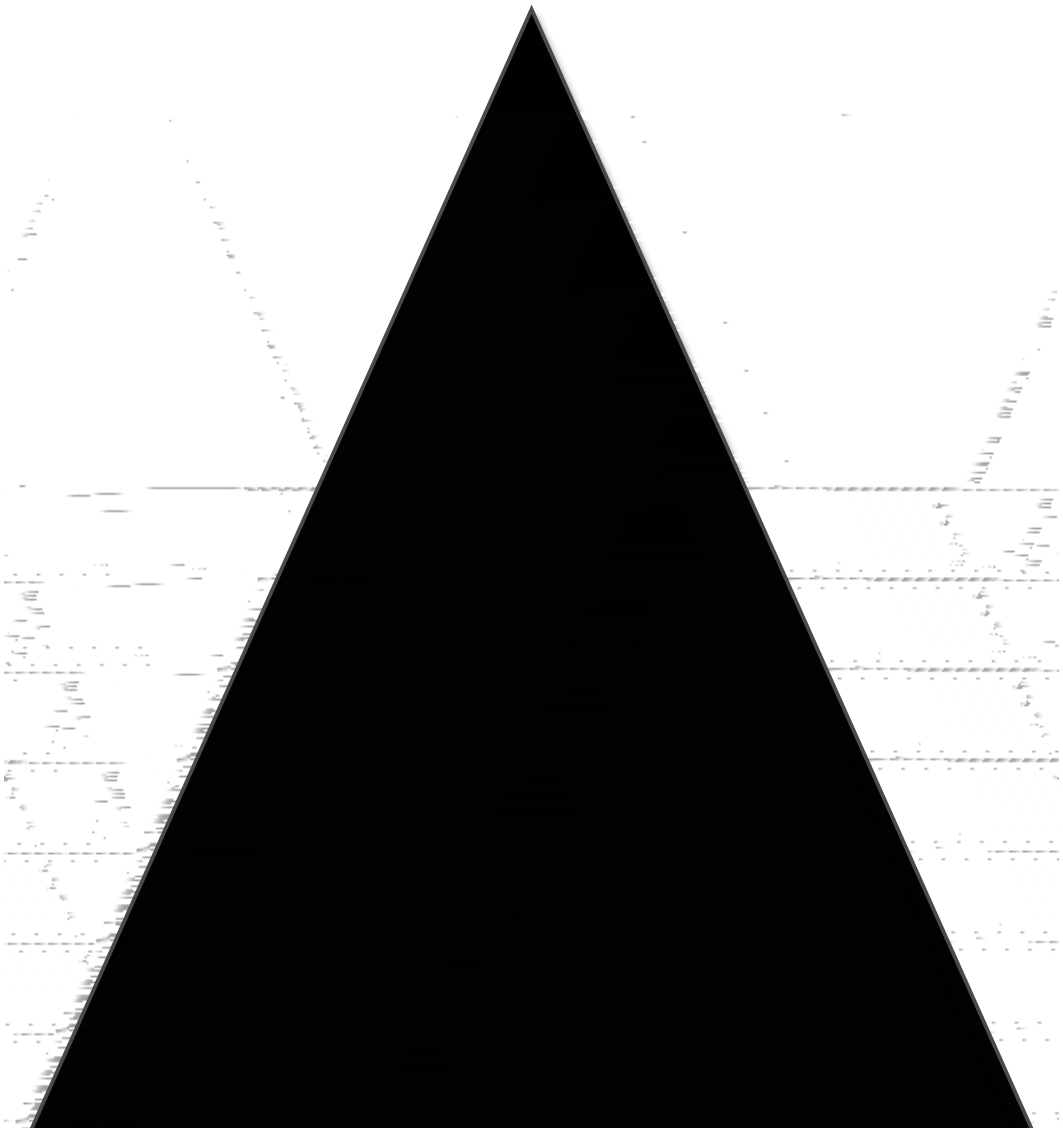
University Mission Statement
California State University Long Beach is a diverse, student-centered, globally-engaged public university committed to providing highly-valued undergraduate and graduate educational opportunities through superior teaching, research, creative activity and service for the people of California and the world.



Institutional Learning Objectives
Foundational & General
(http://www.csulb.edu/divisions/aa/assessment/institutional_ob

LEAP Learning outcomes
Both for GE courses and "regular" courses
Builds on ILOs
(http://www.csulb.edu/divisions/aa/ge/ http://www.aacu.org/leap/vis

Program-level Outcomes
Builds on LEAP and ILOs
Specific to each program / department
Should be posted at:

LEARNING OUTCOMES
LEARNER

Use the chart below to map your own courses in relation to your Program Learning Outcomes (PLOs). Where do your courses introduce, reinforce, or expect mastery of the PLOs?

Courses	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5

Curriculum Maps

Mary Allen[1]
Emeritus, California State University Center for Teaching and Learning

The Curriculum Map

- Focuses faculty on curriculum cohesion
- Guides course planning
- Allows faculty to identify potential sources of embedded assessment evidence
- Allows faculty to identify where they might close the loop

Let's analyze some curriculum map patterns

I = Introduce learning outcomes are introduced at a basic level.
D = Develop students are given opportunities to deepen their knowledge and skills.

C. Norfolk State University – as described in Cuevas, N.M., Matveev, A. G. and K.O. Miller. Mapping General Education Outcomes in the Major: Intentionality and Transparency. AACU Peer Review. Winter 2010. Pp. 10-15.

Introduced (I)	Students are not expected to be familiar with the content or skill at a collegiate level. Instruction and learning activities focus on basic knowledge, skills and/or competencies and entry level complexity. Only one (or a few) aspect of a complex program outcome is addressed in a given course.
Emphasized (E)	Students are expected to possess a basic level of knowledge and familiarity with the co or skills at the collegiate level. Instruction and learning activities concentrate on enhancing and strengthening knowledge, skills, and expanding complexity. Several aspects of the outcome are addressed in a given course, but these aspects are treated separately.
Reinforced (R)	Students are expected to possess a strong foundation in the knowledge, skill or compe at the collegiate level. Instruction and learning activities continue to build upon previous competencies with increased complexity. All components of the outcome are addressed in the integrative contexts.
Advanced (A)	Students are expected to possess an advanced level of knowledge, skill or competency collegiate level. Instruction and learning activities focus on the use of the content or skills in multiple contexts and at multiple levels of complexity.

D. Bellevue Community College, Washington

0	Course does not include instruction on the outcome
1	Includes some instruction or practice and assessment of the outcome
2	