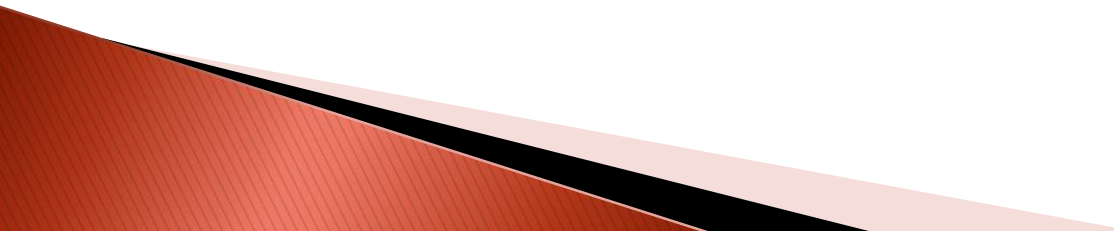


# The Role of CUE: Reviewing Course Level Student Learning Outcomes

# Maintaining the Integrity of the General Education Program

- ▶ Charge: Review courses for inclusion on the University's list of courses which can be used to satisfy General Education Program requirements.
  - ▶ Each category has 2–4 objectives (broad statements) to describe what the students should learn in the course(s).
  - ▶ The language provided: Each course in the X category will provide instruction and guidance that help students to:
- 

# GEP Rubric for New Courses

- ▶ Departmental Review: Items 1–9
- ▶ College Curriculum Committee and CUE Items 10–15

\*\* Faculty are always welcome to have Office of Assessment review the outcomes in advance.

# SACS

- ▶ **Standard 2.7.3:** The courses do not narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession.
- ▶ **Resource Manual:** Courses in each of these specific areas introduce a breadth of knowledge and reinforce cognitive skills and affective learning opportunities for each student. Therefore, it is important that courses selected by students do not focus on skills, techniques, and procedures *specific to that student's occupation or profession.*

# Mapping




- ▶ There should be at least one course outcome that maps to each objective (except the co-reqs)
- ▶ As a member of CUE, you are looking for three things regarding outcomes:
  - Content
  - Form
  - Measure

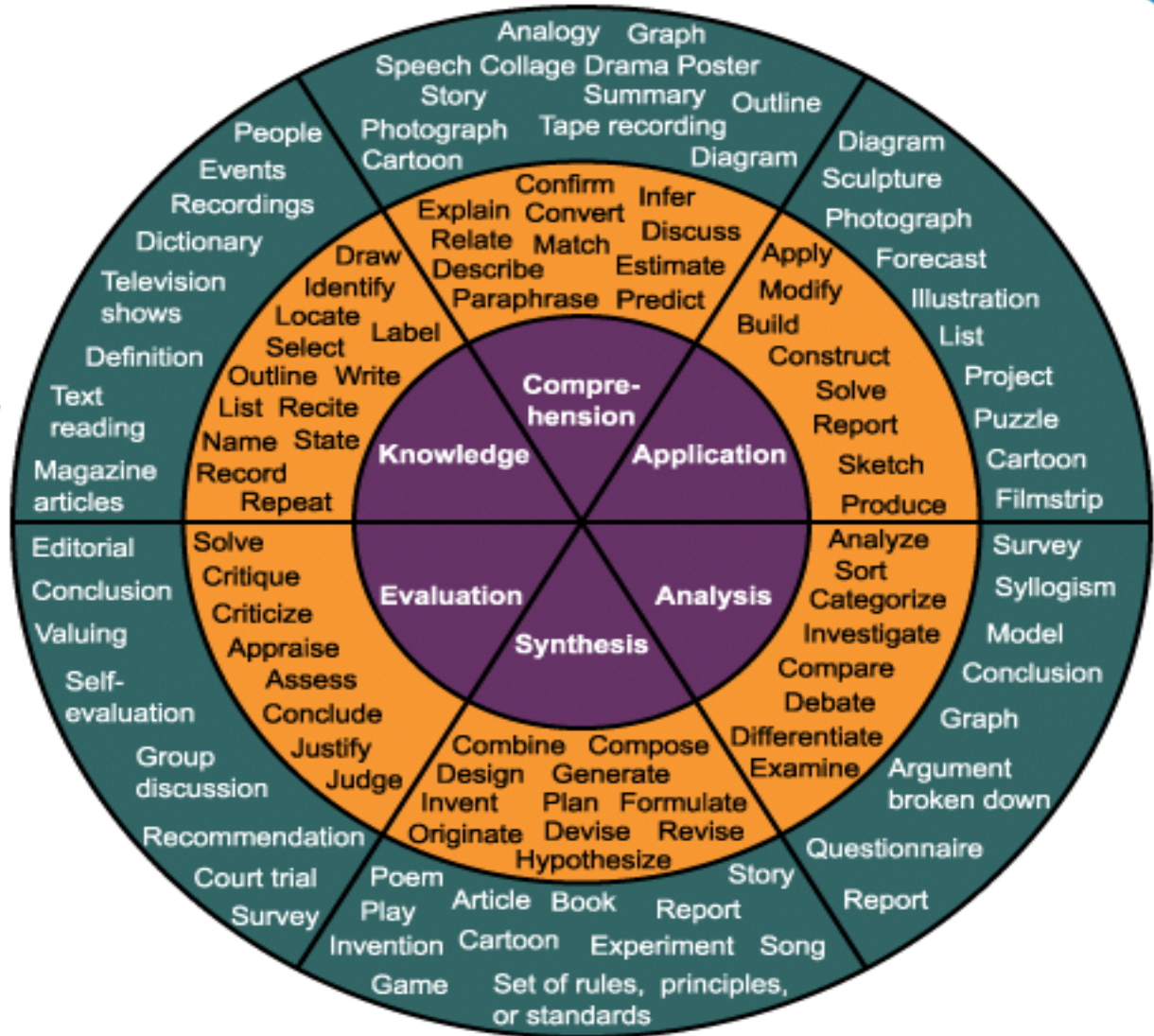
# Form and Content

- ▶ Student learning outcomes should:
  - Be end result—what the student will know or be able to do. “Students will....
  - Be specific statements that map clearly to the identified GEP objective. (CONTENT)
  - Be measurable. (See Blooms Taxonomy Handout)
    - Verb
      - Students will apply....
      - Students will compare and contrast...
      - Students will predict...
      - Students will create..
      - Students will defend....
    - Content



# Verb Wheel Based on Bloom's Taxonomy

-  Domain
-  Appropriate verbs
-  Student products



# Measure

- ▶ There should be at least one measure listed for the outcome(s) that would demonstrate to the faculty member if a student learned the material.
  - ▶ Direct evidence of learning
  - ▶ Include a formal measure
  - ▶ Example questions or format are helpful
    - ▶ This is particularly important if the outcome suggests that a test or quiz will be used as a measure.



# Using clear language

- ▶ Example of vague outcome:

“Students will **understand [demonstrate an understanding of]** the causes of the War of 1812.”

- ▶ Example of outcome with clearer language:

“Students will be able to **discuss** the causes of the War of 1812.”

# Helping faculty prepare for CUE

Options:

Use your experience with CUE:

- Walk through the rubric with the faculty member individually
- Work with your department/college curriculum committee when they review the course with the rubric

Contact Stephany Dunstan or Carrie Zelna to review the course in advance

