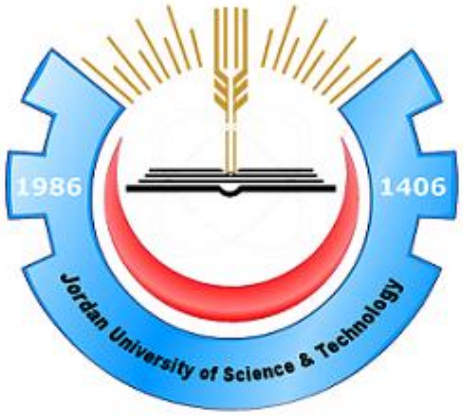


# Writing Effective Course Learning Outcomes

## Faculty of Computer Information Technology

2016 - 2017

*"we excel to promote IT education"*

## Course Learning Outcomes

Each course as part of its design and approval should include a set of clearly-written, focused learning outcomes which describe what students should be able to do at the completion of the course. Experience has shown that 4-8 is usually a good number of CLOs as less than 4 may signify that not enough is being accomplished in a course and more than 8 is often indicative of learning outcomes that are too granular and do not focus on the essential learning in a course. Pragmatically, an overabundance of CLOs can make the process of aligning them to program learning outcomes far too complicated to be meaningful or effective.

Make sure that your SLOs statements are **S.M.A.R.T**.

- **S**pecific-Outcome is focused on a specific category of student learning. If it is too broad it will be difficult to measure.
- **M**easureable- Data can be collected to measure student learning.
- **A**ttainable- The outcome is attainable given the educational experience.
- **R**esults-Focused- The program outcome is aligned with Divisional Student Learning Outcomes.
- **T**ailored- Outcome is specifically tailored to the program.

Good CLOs:

- begin with an introductory phrase indicating what students will be able to do at course completion;
- can be assessed by course assessment strategies;
- are understandable to students;
- use an appropriate action verb;
- contain the key course content which are the focus of the learning;
- are written to the appropriate level of accomplishment.

Examples of well-written CLOs:

- A course in a BSc Information Technology: A successful student in this course will be able to code the interactive components of a mock customer service portal in Java.

CLOs should be aligned to the PLOs.

# Program Learning Outcomes

PLOs are usually adopted form accreditation bodies and QA agencies. For instance according to the ABET, The CS program must enable students to attain, by the time of graduation:

A. An ability to apply knowledge of computing and mathematics appropriate to the program's student outcomes and to the discipline
B. An ability to analyze a problem, and identify and define the computing requirements appropriate to its solution
C. An ability to design, implement, and evaluate a computer-based system, process, component, or program to meet desired needs
D. An ability to function effectively on teams to accomplish a common goal
E. An understanding of professional, ethical, legal, security and social issues and responsibilities
F. An ability to communicate effectively with a range of audiences
G. An ability to analyze the local and global impact of computing on individuals, organizations, and society
H. Recognition of the need for and an ability to engage in continuing professional development
I. An ability to use current techniques, skills, and tools necessary for computing practice.

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