

Standard you are applying: Standard 2

Standard	Detail	Met/Not Met	Evidence	Suggestions for Improvement	Additional Comments
<p>General Standard 2 – Learning Objectives (Competencies): Learning objectives or competencies describe what learners will be able to do upon completion of the course.</p>					
<p>2.1 The course learning objectives, or course/program competencies, describe outcomes that are measurable.</p>	<p>Alignment: The concept of alignment is intended to convey the idea that critical course components work together to ensure that learners achieve the desired learning outcomes. Measurable course and module/unit-level learning objectives or competencies form the basis of alignment in a course. Other elements of the course, including those addressed in Specific Review Standards 2.2, 3.1, 4.1, 5.1, and 6.1, contribute to the accomplishment of the learning objectives or competencies.</p> <p>Measurable course learning objectives or competencies precisely and clearly describe what learners will learn and be able to do if they successfully complete the course. Course objectives or competencies describe desired learner mastery using terms that are specific and observable enough to be measured by the instructor. At some institutions, learning objectives or competencies may be called “learning outcomes.” See the Glossary for a distinction between these two terms. If the Course Worksheet indicates institutionally mandated learning objectives/competencies are used in the course, see Special Situations at the end of this Annotation for directions.</p> <p>Examples of measurable learning outcomes or competencies: Upon completion of the course (module/unit), learners will be able to:</p> <ol style="list-style-type: none"> 1. Select appropriate tax strategies for different financial and personal situations. 2. Develop a comprehensive, individualized wellness action program focused on overcoming a sedentary life-style. 3. Demonstrate correct use of personal protective equipment. 4. Articulate personal attitudes and values related to the use of medical marijuana. 	<p>Met</p>	<p>Overall a good set of objectives that are measurable.</p> <p>However, this course objective is not easily measurable.</p> <ul style="list-style-type: none"> - Familiarize self with Albertus course management system, MyAlbertus portal, and history 	<p>Instructor did a good job of listing objectives, however some further detail is needed in one of the objectives.</p> <p>A suggestion might be to consider how we will know when a student is familiar with the tools mentioned, and state that as the objective.</p>	

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	<p>5. Apply microeconomic principles to explain why environmental problems occur.</p> <p>6. Create original musical compositions using computer technology.</p> <p>7. Analyze a business situation to determine an information management need.</p> <p>Examples of learning outcomes or competencies that are not measurable: Upon completion of the course (module/unit), learners will be able to:</p> <ol style="list-style-type: none"> 1. Understand the nature of reasoning. 2. Demonstrate understanding of the role of digital marketing. 3. Know basic statistical vocabulary and appropriate data collection methods. 4. Learn the basic elements of a media production software interface. 5. Be aware of the grammar conventions of standard American English. 6. Realize the significance of recent advances in genetic research. 7. Demonstrate an appreciation of contemporary art. <p>These types of learning outcomes are very difficult, if not impossible, to measure. Reviewers, look for measurable learning objectives or competencies that describe what learners will be able to do once they “understand” or “know” or “realize” a concept in the course. For example, a learning objective or competency that calls for the learner to “understand the nature of reasoning” could become a measurable learning objective or competency by recommending that “understand” be replaced by the verb “explain”: “Explain the nature of reasoning.” In a course in which learners are expected to demonstrate “core competencies,” such as analytical skills or ability to express themselves effectively in writing or in other forms of communication, the course includes a reference to these foundational, core objectives or competencies in addition to objectives or competencies that relate to course-specific mastery of content. For instance, if the institution has a writing-across-the curriculum requirement, the instructor of a</p>				

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	<p>course in economics may be expected to evaluate the effectiveness of learners' writing as well as their mastery of principles of economics.</p> <p>Accordingly, objectives or competencies related to writing effectiveness will be included in the course. In addition to measurable objectives or competencies, a course may have objectives or competencies or desired outcomes that are not easily measured, such as increased awareness of, sensitivity to, or interest in certain issues or subjects, or ability to work as a team member on a group project. Such objectives or competencies cannot be substituted for measurable objectives or competencies when determining whether Specific Review Standard 2.1 is met.</p> <p>In order for the Specific Review Standard to be met, a majority (85%) of the course-level objectives or competencies must be measurable.</p> <p>Special Situations: In some cases (check the Course Worksheet), the course objectives or competencies are institutionally mandated, and the individual instructor does not have the authority to change them. If the institutionally mandated learning objectives or competencies are not measurable, make note of it in your recommendations. Write specific suggestions for improvement that can be used at the institution level to frame objectives or competencies in terms that are measurable. If the course objectives or competencies are institutionally mandated, then the reviewer may need to consider Specific Review Standard 2.1 in conjunction with Specific Review Standard 2.2, as follows:</p> <p>Specific Review Standard 2.1 is MET under either of the following circumstances:</p> <ol style="list-style-type: none"> 1. The course objectives or competencies are measurable, whether set by the institution or by the instructor. 2. The institutionally mandated course objectives or competencies are not measurable, but the instructor-written module/unit-level 				

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	<p>objectives or competencies are measurable and aligned with the course objectives or competencies.</p> <p>Specific Review Standard 2.1 is NOT MET under any of the following circumstances:</p> <ol style="list-style-type: none"> 1. There are no stated course objectives or competencies. 2. The course objectives or competencies set by the instructor are not measurable. 3. The institutionally mandated course objectives or competencies are not measurable, and the instructor-written module/unit-level objectives or competencies are either not measurable or not present. <p>If Specific Review Standard 2.1 is not met, it is not possible to complete the course review. If you determine this Specific Review Standard is "Not Met," consult with the Team Chair before proceeding with your review. In such a case, the review is suspended and the Team Chair consults the Course Representative to clarify whether or not the matter can be quickly addressed so the review can continue.</p>				
<p>2.2 The module/unit-level learning objectives or competencies describe outcomes that are measurable and consistent with the course-level objectives or competencies.</p>	<p>Alignment: The concept of alignment is intended to convey the idea that critical course components work together to ensure that learners achieve the desired learning outcomes. Measurable module/unit-level learning objectives or competencies form the basis of alignment in a course because they are consistent with the course-level objectives or competencies (2.1). Objectives or competencies explain how learners will be assessed (3.1). Instructional materials (4.1), learning activities (5.1), and tools used in the course (6.1) contribute to the accomplishment of the learning objectives or competencies.</p> <p>Learning objectives or competencies at the module/unit-level align with and are more specific than course objectives or competencies. The module/unit-level learning objectives or competencies describe learner mastery in specific, observable terms and in smaller, discrete pieces. The objectives or competencies precisely describe the specific competencies, skills, and knowledge learners are able</p>	Met	<p>Learning objectives are stated in the syllabus. There are also weekly objectives for each course week mentioned under each section in eLearning, and also listed in the syllabus. These weekly objectives align with the overall course objectives.</p>	<p>In addition, While the learning objectives are listed very well, it may benefit the student to describe what the parenthetical notes mean at the end of each objective i.e. (W1/W3/All). This was not immediately clear and as each objective is listed out under each week, it may be confusing to students as to what these notations are describing in regard to the objectives.</p>	

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	<p>to master and demonstrate at regular intervals throughout the course. The module/unit-level objectives or competencies may either implicitly or explicitly be aligned with the course-level objectives or competencies. If alignment is not clear, consult with Subject Matter Expert on the team to determine alignment.</p> <p>Here is an example of a set of module/unit-level objectives or competencies that aligns with a course objective or competency:</p> <table border="1" data-bbox="413 480 1225 876"> <thead> <tr> <th data-bbox="413 480 817 553">Course Objective or Competency</th> <th data-bbox="817 480 1225 553">Module Objectives or Competencies</th> </tr> </thead> <tbody> <tr> <td data-bbox="413 553 817 876" rowspan="3">Upon completion of this course, learners will be able to apply the rules of punctuation.</td> <td data-bbox="817 553 1225 659">1. Learners will write sentences that correctly use commas, semicolons, and periods.</td> </tr> <tr> <td data-bbox="817 659 1225 764">2. Learners will use apostrophes when, and only when, needed.</td> </tr> <tr> <td data-bbox="817 764 1225 876">3. Learners will use double and single quotation marks correctly in quoted material.</td> </tr> </tbody> </table> <p>Module or unit objectives or competencies may be written by the instructor or may come from one or more of the instructional materials. Regardless of origin, module or unit objectives or competencies must be measurable. At some institutions learning objectives or competencies may be referred to as “learning outcomes.”</p> <p>Specific Review Standard 2.2 is MET under either of the following circumstances:</p> <ol style="list-style-type: none"> 1. The module or unit-level objectives or competencies are measurable and aligned with the course objectives or competencies. 2. The institutionally mandated course objectives or competencies are not measurable, but the instructor-written module/unit-level objectives or competencies are measurable and aligned with the course objectives or competencies. 	Course Objective or Competency	Module Objectives or Competencies	Upon completion of this course, learners will be able to apply the rules of punctuation.	1. Learners will write sentences that correctly use commas, semicolons, and periods.	2. Learners will use apostrophes when, and only when, needed.	3. Learners will use double and single quotation marks correctly in quoted material.				
Course Objective or Competency	Module Objectives or Competencies										
Upon completion of this course, learners will be able to apply the rules of punctuation.	1. Learners will write sentences that correctly use commas, semicolons, and periods.										
	2. Learners will use apostrophes when, and only when, needed.										
	3. Learners will use double and single quotation marks correctly in quoted material.										

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	<p>Specific Review Standard 2.2 is NOT MET under any of the following circumstances:</p> <ol style="list-style-type: none"> 1. There are no stated module or unit-level objectives or competencies. 2. The module or unit-level learning objectives or competencies set by the instructor are not measurable. 3. The institutionally mandated course objectives or competencies are not measurable, and the instructor-written module/unit-level objectives or competencies are measurable but do not align with the course objectives or competencies. <p>If Specific Review Standard 2.2 is NOT MET, it is not possible to complete the course review. If you determine this Specific Review Standard is "Not Met," consult with the Team Chair before proceeding with your review. In such a case, the review is suspended and the Team Chair consults the Course Representative to clarify whether or not the matter can be quickly addressed so the review can continue.</p>				
<p>2.3 Learning objectives or competencies are stated clearly, are written from the learner's perspective, and are prominently located in the course.</p>	<p>The course and module/unit-level learning objectives or competencies are stated clearly and prominently in the online classroom. The learning objectives or competencies are written in a way that allows learners, including non-native speakers, to easily grasp their meaning and the learning outcomes expected. The use of educational or discipline jargon, unexplained terminology, and unnecessarily complex language is avoided.</p> <p>The course-level objectives or competencies are typically articulated in the course introduction or syllabus. Module/Unit-level learning objectives or competencies are prominently stated in the corresponding module or unit so they are available to the learner from within the online classroom.</p> <p>Confirm all three parts of the Specific Review Standard are met. If only one part of the Specific Review Standard is met, the Specific Review Standard is not met. Blended Courses: In addition to being provided in the face-to-face classroom, the learning objectives or competencies are stated in the online classroom.</p>	<p>Met</p>	<p>The objectives are written from the learner's perspective, evidence is this objective's use of 'your' when referring to the learner.</p> <p><i>Demonstrate how your learning style relates best to certain study skills</i></p>	<p>The objectives are very well thought out and detailed at the week level, which is excellent.</p>	

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<p>2.4 The relationship between learning objectives or competencies and learning activities is clearly stated.</p>	<p>Confirm that the connection between the learning objectives and assigned learning activities is clearly explained. Making explicit the relationship between learning objectives or competencies and learning activities enables learners to understand that achieving the stated learning objectives or competencies is the reason they are being asked to complete the required learning activities.</p> <p>The learning activities should not be seen as arbitrary or unconnected; their purpose in the course is explained in terms of the learning objectives or competencies.</p> <p>Examples of course components that clarify the relationship:</p> <ol style="list-style-type: none"> 1. A course map shows how the learning objectives or competencies connect to the learning activities. 2. A module or unit introductory page is provided with a summary or overview of module- or unit-level learning objectives or competencies, related course-level learning objectives or competencies, and course activities (learning activities, assessments, and use of instructional materials). 3. An explanation is provided for how the course-level and module- or unit-level learning objectives or competencies are met through each learning activity. 4. A numbering system demonstrates the relationship between course level objectives or competencies, module- or unit-level objectives or competencies, and learning activities. <p>A course map or numbering system is not required for this Specific Review Standard to be met. However, if a course map or numbering system is used in the course, the review team verifies that the course design reflects the mapping or numbering system accurately for the entirety of the course.</p> <p>Reviewers, consider both the course and module or unit learning objectives or competencies in your review of this Specific Review Standard. Look for information indicating which learning activities, instructional materials, assignments, and assessments support specific learning objectives or competencies. Learning objectives or</p>	<p>Not Met</p>	<p>The reason the course does not meet the standard is because it does not clearly explain the connection between the learning objectives and assigned learning activities.</p>	<p>Could more explanation be added to connect the weekly activities to the objectives, perhaps even a sentence or two description for each week?</p> <p>A student may see the list but not be making the connection between the material/activities and the weekly objectives, so it might help to state it clearly in a short paragraph.</p>	

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	<p>competencies are usually reiterated throughout the course with their corresponding learning activities. "Learning activities" are those activities that help learners meet the learning objectives. All "learning activities" are "course activities"; however, not all "course activities" are "learning activities." Some activities, like downloading software or creating presence through introductions, would be "course activities" that are not necessarily "learning activities."</p> <p>See Specific Review Standard 4.2 regarding instructions to learners on how to use the instructional materials to meet the learning objectives or competencies. The relationship between course objectives or competencies and learning activities is discussed in Specific Review Standard 5.1 as well.</p>				
<p>2.5 The learning objectives or competencies are suited to the level of the course.</p>	<p>Expected content mastery is appropriate to the type and level of the course. Taxonomies that describe levels of learning can be helpful to reviewers in determining whether the objectives or competencies correspond to the level of the course.</p> <p>For example, while the course may start with objectives or competencies that are lower in the cognitive realm, as the course proceeds they progress to a higher level that is suited to the level of the course (introductory, intermediate, or advanced) for that topic. In addition to content-specific objectives or competencies, introductory courses may address core learning skills. Core learning skills, including critical thinking, information literacy, and technology skills, are typically those that transcend an individual course and are integrated across the curriculum. Core learning skills are sometimes called "core competencies."</p> <p>Reviewers, examine the course and module or unit learning objectives or competencies for the course as a whole to ensure they describe knowledge and skills that correspond to the course level. It is important to note that lower-division courses will not exclusively include taxonomies from the lowest cognitive levels, and upper-division or graduate level courses will not exclusively use taxonomies from the highest cognitive levels. For example, a</p>	<p>Met</p>	<p>The content and learning type is appropriate for the level of course. The course, Preparation for College Study, is an introductory level course. The activities outlined move from simply 'identifying formats of papers' in week three, to 'recognizing when to use techniques and adjusting based on success and learning styles' in week six, so that shows a progressive competency approach.</p>	<p>Great job in designing the course overall to match the level of learning and competency expected at this level.</p>	

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	<p>Speech 101 course might start with a lower-level learning objective like “Distinguish between a persuasive and informative speech” and progress to a higher-level one such as “Deliver a persuasive speech” within the same course.</p> <p>Evaluating content mastery expectations may be difficult for reviewers whose expertise is not in the course discipline. Reviewers should apply professional judgment, experience, and their understanding of taxonomies of learning to determine if the stated learning objectives or competencies are suited to the course level. Reviewers with questions about the alignment of learning objectives or competencies with the level of the course should consult with the Subject Matter Expert on the review team.</p>				