

Coastal Carolina University

Academic Affairs Committee

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Examples of Student Learning Outcomes:

Student Learning Outcomes are the things that students will be able to *do* because they took your course. They are useful for many reasons, among which are:

- They answer the question: Why is it important for students to take your course?
- They allow easy comparison of the outcomes of two different courses, especially for transfer of credit. For example, is “Principles of Physics” at Northern Virginia Community College the equivalent of “Essentials of Physics” at Coastal? (They’re not...)
- They help gauge how well a student has mastered a subject.

They are *not* course objectives or a list of topics. For example, these statements from an old Physics syllabus are *not* student learning outcomes:

The goals of this course are for students to learn the concepts of classical physics in an inquiry-based, technology-rich setting, and to learn to apply them to problems in their major disciplines and in their everyday life. To this end, the students should become familiar and comfortable with the concepts of Kinematics, Newton’s Laws, Work, Energy, Momentum, Collisions, Rotations and Torque.

The following are some examples of student learning outcomes from courses here at Coastal. Some are brief, others are more detailed.

COMM 410 – Community, Communication and Health

Upon completion of this course, the student should be able to

1. Create, implement, and evaluate clear, effective and creative health communication messages;
2. Consider, assess, and reflect on the roles among university, community, family, and individual as institutions that constrain and enable social change and cultural phenomena;
3. Analyze, criticize, and effectuate audience motivation and media advantage;
4. Continue to hone written and oral communication, research, and cognitive skills.



COASTAL CAROLINA UNIVERSITY

HIST 338 - Modern Ireland

This course provides an overview of three hundred years of Irish struggles for identity, unity, partition, and independence through their political, economic, cultural, religious, regional and social manifestations.

- Students will be able to explain how the following events are woven together to constitute the conventional narrative of Irish history: early English colonization; the rising of 1798; the Act of Union; Georgian Ireland; the Potato Famine of the 1840s; various Home Rule movements; Gaelic revival; the Easter Rising; political partition, "the Struggles;" and membership into the European Economic Community.
- Students will demonstrate the ability to discuss Ireland's history within a greater European context in terms of comparative domestic developments and competing poles of foreign interest.
- Students will demonstrate the ability to use Web-CT to access instructional materials not provided through the campus bookstore.

Educational outcomes will be measured via weekly written essays and a final research paper.

MUS 334B - Instrumental Conducting

At the conclusion of this course, the student will be able to :

1. begin a composition that starts on a beat other than count one or on an incomplete beat.
 2. sub-divide simple and compound meters in a clear fashion.
 3. perform a fermata successfully with a caesura, with a slight pause, and without a release in sound.
 4. utilize both hands, head, and eyes as effective cueing gestures.
 5. incorporate the expressive gestures (dynamics, tenuta, staccato, legato, and gesture of syncopation) into a readable baton technique.
 6. utilize an independent left hand to cue, contour phrases, and control gradual dynamic changes.
 7. transpose parts from a written score in order to determine "concert pitch".
 8. transpose parts from one transposing instrument to another transposing instrument.
 9. conduct asymmetrical time signature changes confidently and clearly.
 10. develop a systematic approach to learning a score.
 11. develop a philosophy that allow one to effectively plan and execute a rehearsal that promotes an atmosphere for music making,
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ARTH 450 – Ashes to Art

When a student has successfully completed this course, he/she should be able to:

Basic Photoshop:

- Scan images and documents using the appropriate mode and resolution
- Define resolution, image size and canvas size as they pertain to printed images and images displayed on a computer monitor, and explain how to modify these parameters within Photoshop
- Define color saturation, explain how changing it will affect the appearance of an image, and explain how to modify it within Photoshop
- Define RGB and HSB levels. Explain how these combine to form colors in the human eye, and explain how to modify these within Photoshop
- Define layers, paths, path histories and silhouetting and explain how they are used within Photoshop
- Explain what Imageready is and when you should utilize it instead of Photoshop

Dreamweaver:

- Design and implement a multi-layered internet page using tables, manipulating borders, background design, Jinks, image retrieval and storage

Panoweaver:

- Stitch panoramas together
- Determine fore and aft limitations, rotation speed and rotation limits
- Clean stitching-seams in Photoshop

Tourweaver:

- Insert linkable hotspots
- design site and live location maps
- design shell, skin and integrated buttons
- Basic principles of 2-D design:
 - When a student has successfully completed this course, he/she should be familiar with these basic concepts and how they pertain to web design (and Art History):
 - Color, symmetry & asymmetry, balance, line, shape, form, space, volume, perspective, composition



Basic research skills:

When a student has successfully completed this course, he/she should be able to perform advanced searches for information and imagery commensurate with upperclassperson status:

- Use Interlibrary Loan
- Use various online tools, including Art Index, Art Index Retrospective, Library of Congress Online, ArtStor, J-Stor, etc.
- Use traditional paper sources

MSCI 301 - Physical Oceanography

When a student successfully completes MSCI 301, he/she should be able to:

- Apply the Simple Equation of State to a water parcel to determine its density and predict how differences or changes in the density will affect its behavior.
- Identify what forces are acting on a water parcel in any real-world situation, determine how that parcel moves, and predict what changes would occur in with changes in the situation.
- Identify what heat fluxes are going into and out of a water parcel in any real-world situation, and determine its short-term temperature change and predict its long-term temperature changes.
- Describe the upper- and lower-layer circulation of the ocean, and be able to analyze oceanographic data to identify and trace water masses by their distinctive characteristics.
- Explain the causes of and processes influencing the upper and lower layer circulation of the ocean, and analyze and predict what effect changes in those processes would have on the ocean's circulation.
- Interpret figures, graphs and images used in oceanography for the correct physical meaning. Select and analyze an appropriate oceanographic data-set to solve real-world problems, using graphic or numerical methods.
- Explain the processes by which gravity waves (including wind waves and tides) are generated and propagate, analyze and predict how changes in conditions would change the resulting waves.
- Explain the ocean/atmosphere interactions that produce phenomena such as hurricanes, ENSO, NAO, and global climate change, and analyze how future changes in these interactions may impact human society.
- Explain how ocean, atmosphere and terrestrial forces affect the circulation of coastal waters, describe how that circulation impacts the coastal and near-shore environment, and predict how changes in that circulation would affect those environments.

