



## Conversations with Course Designers: Creating Measurable Course Outcomes

**Catherine Haras, MLIS; Executive Director; Center for Effective Teaching and Learning; California State University, Los Angeles** [00:00:15] So what do you do when faculty say, I just can't change my syllabus?

**Beverly Bondad-Brown, PhD; Director of Academic Technology; Center for Effective Teaching and Learning; California State University, Los Angeles** [00:00:21] Yeah. So, typically I hear that when they say we cannot at all change course objectives and sometimes those are not even measurable. So, we typically will suggest to still have those in the syllabus because policy requires that, but to maybe edit some of the objectives to make them measurable. I typically will say these are my goals for you for this course, and I'll make those statements measurable objectives so that you still have, again, what's required by the institution. But you're making them a little bit more measurable so that students can see what you're, you know, you're trying to achieve.

**Catherine Haras, MLIS** [00:00:55] So, I know what you're thinking of, you're thinking of that discipline X that is accredited and has like eighteen course goals that they put in instead of actually sublimating some of those as sub objectives, say modular level objectives.

**Beverly Bondad-Brown, PhD** [00:01:13] I mean, when there are thirteen outcomes for a course, that's really just hard to assess, to practice, to align with.

**Catherine Haras, MLIS** [00:01:20] And that's hard on everyone. That's as hard on the instructor as it is on the students because you'll have to keep track of what you, which goals you are and are not measuring and how could you practice all those? So, here's, here's what I know we often tell faculty to do. We say, I'll bet you that of those thirteen, there is a difference in scale and that only three five of them are really big. And somehow, I'd like to hear your feedback on this, somehow, I feel that those five that are really big are global in this true sense of the word in that they go beyond content. They're usually about some habit of mind, some, some way of being some skill associated with the discipline that's very large and, and capacious. Whereas there are others that might be much more finite, but could, but you can reorder under that big goal. So maybe taking the most important five and just reordering them and then the ones that are less or smaller in scope, those can come under those goals and treat it another way.