

# Instructions for Writing Measurable CWE Learning Objectives

You, as the instructor, need to write the CWE learning objectives. No student or employer should be expected to write objectives to meet the State's standards.

Learning objectives should be directly tied to the student's program of study (associate degree or certificate of completion). Keep in mind that learning objectives are often determined by the type of site and the employer (duties or responsibilities that the employer is willing to allow the student to perform). Given the time and resources available, the learning objectives should represent reasonable expectations for the student which could be completed by the end of the term. The language needs to be concise and clear so the objectives are easily understood by the student and the employer or supervisor. There are three parts to each objective: the learning goal, the activities, and the evaluation. **Each learning objective should be written so it is measurable. (See the list of measurable action verbs below.)** You will need to describe each part of the objective as follows:

## *The Learning Goal:*

**What will the student learn at the CWE site (be specific)? Goals should be phrased in terms of new skills and knowledge the student will acquire as a result of the CWE experience. Think of this as a course outcome.**

Example: Student will produce product (part) on Haas CNC milling machine.

## *The Activities:*

**What activities (duties or tasks) or behavior will the student perform at the CWE site that will accomplish the learning objective? Describe the tasks and behaviors in which the student will engage at the site in order to learn the goal. These should be measurable. Think of this as it relates to activities you do with your students when you want to assess their performance.**

Example: Design product using *Solidworks* software, program product using *Mastercam* software, and produce product on Haas CNC.

## *The Evaluation:*

**Who will evaluate the student's work? How will the student, employer, and instructor know that the learning goal (skill) has been acquired? How will the student's work be evaluated? This may be an observed activity, a discussion between the supervisor and the student, or any other process that allows the student to demonstrate his/her new abilities. Think of this as the assessment.**

Example: Site supervisor will inspect the product to print specifications.

## MEASURABLE ACTION VERBS:

Recognize	Apply	Present	Revise	Repair
Assess	Evaluate	Report	Solve	Replace
Prioritize	Identify	Summarize	Administer	Restore
Analyze	Develop	Design	Audit	Fabricate
Create	Define	Illustrate	Balance	Utilize
Discuss	List	Invent	Calculate	Improve
Construct	Compose	Perform	Determine	Increase
Articulate	Direct	Photograph	Prepare	Reinforce
Describe	Participate	Plan	Manage	Establish
Market	Test	Conduct	Assist	Measure
Contribute	Interview	Organize	Produce	Compute
Maintain	Monitor	Operate	Compile	Estimate
File	Distribute	Train	Chart	Assemble

# Examples of Learning Objectives

**Learning Goal:** Student will learn the proper cleaning and maintenance of fire hydrants.

**Activities:** Clean, clear, and check hydrants for proper operation.

**Evaluation:** Supervisor will observe the student performing the activities and check the hydrant for proper operation.

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**Learning Goal:** Student will develop customer service skills to increase sales.

**Activities:** Greet and direct customers to products, qualify customer needs, problem solve, make sales presentations, and close sale.

**Evaluation:** Sales performance will be observed and evaluated by supervisor. Student sales should increase.

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**Learning Goal:** Develop proficiency in filing and records management.

**Activities:** Store, retrieve, purge, and maintain documents using the alphabetic storage method.

**Evaluation:** The site supervisor will observe and evaluate the accuracy of the work.

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**Learning Goal:** The student will understand agency procedures for processing new clients.

**Activities:** Observe the intake process with five new clients, read procedure manuals for processing new clients, and discuss intake process with supervisor.

**Evaluation:** Accurately describe the intake process to supervisor.

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**Learning Goal:** The student will answer a multi-line business phone in a professional manner.

**Activities:** Greet customers when answering the phone, transfer calls, and take accurate messages.

**Evaluation:** The site supervisor will observe the student answering the phone and obtain feedback from employees and customers.

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**Learning Goal:** The student will establish confidence and assume greater assertiveness in initiating interactions with colleagues and clients that may generate feelings of intimidation for the student.

**Activities:** Establish contact and conversation with 2 agency representatives or clients and conduct an interview to obtain information based on the direction of the site supervisor.

**Evaluation:** The site supervisor will evaluate the content and quality of information obtained and reported on by the student.

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**Learning Goal:** The student will gain proficiency in technical trouble shooting.

**Activities:** Gather information from customers pertaining to related issues and analyze the customer's equipment using the trouble shooting check list provided by the supervisor.

**Evaluation:** Work performance will be evaluated and observed by the site supervisor.

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**Learning Goal:** The student will learn to verify proper operation of lab test equipment and learn how to maintain the equipment.

**Activities:** Replace fuses, check test leads for continuity, verify operation of measurements on scopes and function generator signals.

**Evaluation:** The site supervisor will evaluate and observe the work performance.