

ASSESSING STUDENT LEARNING OUTCOMES

Dr. Gloria Shenoy
Director of Assessment at UTD

February 2016



GOALS

Outcomes of today:

CREATE assignments that clearly state the task, purpose, and criteria

RECALL both formative and summative assessments that can be used in the classroom

PLAN courses backwards, starting with the desired results

THE EXCELLENT STUDENT

- What can they do?
- What do they know?

How do you know?
(that they know or can do these things)





TEACHING & LEARNING

TRANSPARENCY IN TEACHING

MARY-ANN WINKELMES, UNLV, 2015

EXAMPLE: PSYCH 101

- What is the task?
-
-

EXAMPLE: PSYCH 101

- What is the task?
- What is the purpose of the assignment?
-

EXAMPLE: PSYCH 101

- What is the task?
- What is the purpose of the assignment?
- How do you know if you're doing the project well?


TRANSPARENCY IN TEACHING

**TASK
PURPOSE
CRITERIA**

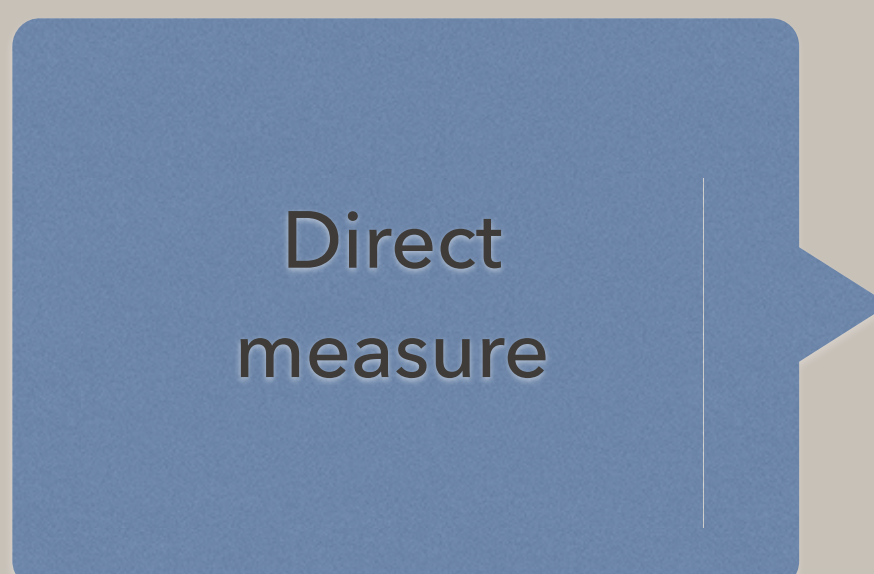
DIRECT
INDIRECT
SUMMATIVE
FORMATIVE

I can name the capital of Texas:

- Strongly agree
- Agree
- Disagree
- Strongly disagree



Indirect
measure



Direct
measure

The capital of Texas is
_____.

Licensure exams

Student survey on
instruction

Portfolio evaluation

Video of performance

Capstone

Alumni survey

Final paper

Course grades

Graduation rates

Essay test question

Oral presentation

Faculty survey

Case analysis

Class project

Minute Paper

Licensure exams

Student survey on
instruction

Portfolio evaluation

Video of performance

Capstone

Alumni survey

Final paper

Course grades

Graduation rates

Essay test question

Oral presentation

Faculty survey

Case analysis

Class project

Minute paper

SUMMATIVE
FORMATIVE

Licensure exams

Student survey on
instruction

Portfolio evaluation

Video of performance

Capstone

Alumni survey

Final paper

Course grades

Graduation rates

Essay test question

Oral presentation

Faculty survey

Case analysis

Class project

Minute paper

Licensure exams

**Student survey on
instruction**

Portfolio evaluation

Video of performance

Capstone

Alumni survey

Final paper (draft)

Course grades

Graduation rates

Essay test question

Oral presentation

Faculty survey

Case analysis

Class project

Minute paper

Licensure exams

Student survey on
instruction

Portfolio evaluation

Video of performance

Capstone

Alumni survey

Final paper

Course grades

Graduation rates

Essay test question

Oral presentation

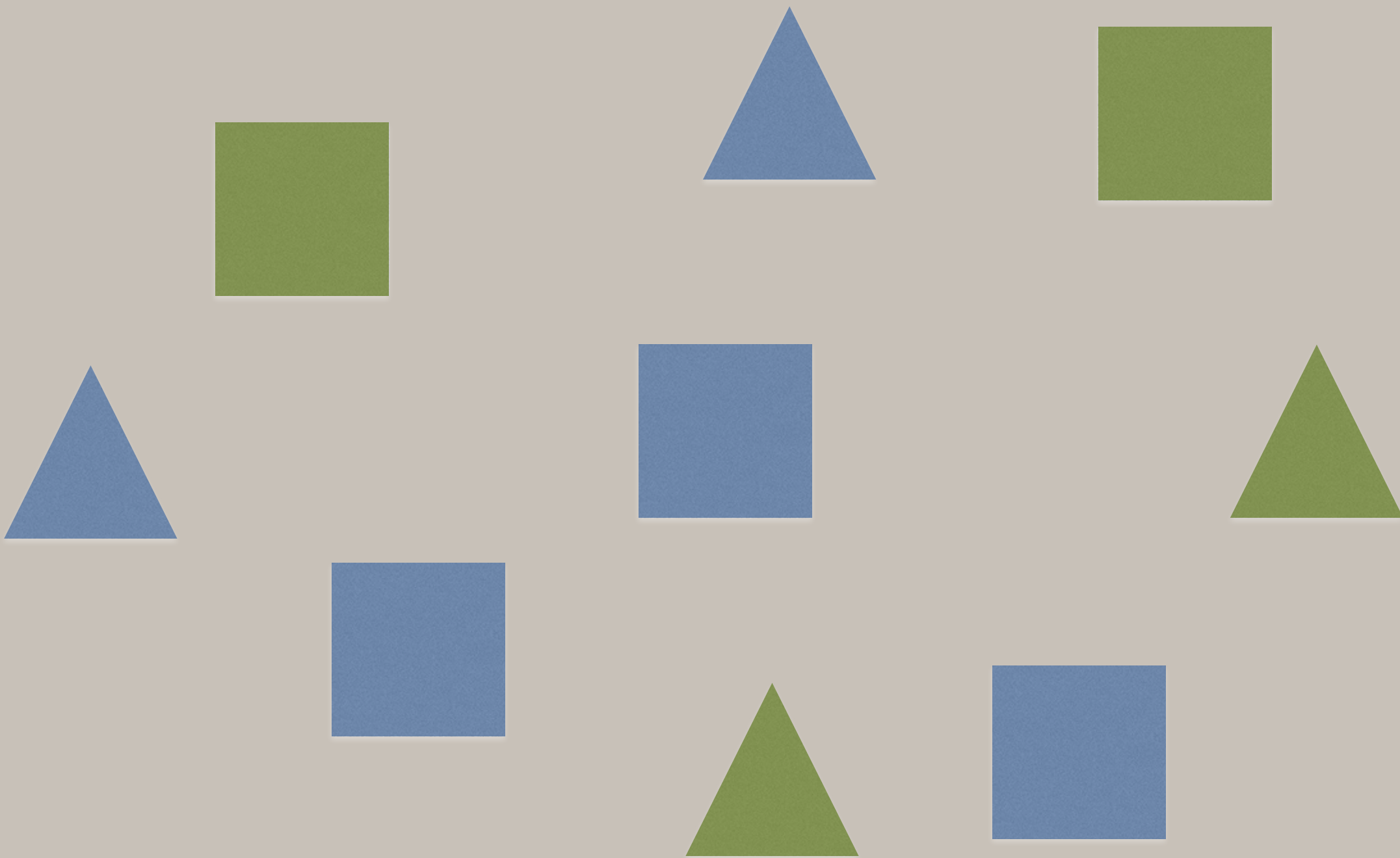
Faculty survey

Case analysis

Class project

Minute paper





KEY

OR

SIGNATURE

ASSIGNMENT

DQP Assignment Library

Search for an assignment by a keyword using the search box or by clicking on any specific tag.

Search By:

Title



Search

Academic Disciplines and Assignment Characteristics

- | | | |
|--|---|--|
| <ul style="list-style-type: none">• Spreadsheet• Research methods• Presentation• Online course• Library assignment• Health Sciences• Exam• Community engagement• Arts and humanities | <ul style="list-style-type: none">• VALUE rubrics• Self-assessment• Program assessment• Physical sciences• Life sciences• History and social sciences• General education• Education• Business | <ul style="list-style-type: none">• Writing assignment• Sequenced/scaffolded assignments• Reflection• Portfolio• Mathematics and computer science• Introductory course• Group project• Engineering• Capstone |
|--|---|--|

DQP Proficiencies

- | | |
|--|--|
| <ul style="list-style-type: none">• Use of information resources• Quantitative fluency• Ethical reasoning• Communicative fluency• Broad and Integrative Knowledge• Analytic Inquiry | <ul style="list-style-type: none">• Specialized Knowledge• Intellectual Skills• Engaging diverse perspectives• Civic and Global Learning• Applied and Collaborative Learning |
|--|--|

ALIGNMENT

CURRICULUM PLANNING

1. Create or adapt course content
2. Plan assignments and test
3. Determine grading procedures
4. Translate course content into instructor objective

CURRICULUM PLANNING

1. Identify desired results
2. Determine acceptable evidence
3. Plan main learning experiences
4. Sequence course content around activities

	CLO1	CLO2	CLO3	CLO4	CLO5
Class 1					
2		x			
3	x				
4		x			
5			x		
6	x		x		
7	x		x		
8			x		
9					
10		x			
11			x		x
12					x
13					x
14	x				x
15		x	x		
HW1	x				
HW2		x		x	
HW3		x			x
Exam 1	x				
Exam 2		x	x		
Final				x	x

PROGRAM LEARNING OUTCOMES

Course	PLO1	PLO2	PLO3
100	I, D		I
101		I	D
102	D		D
200			D
201	D		
230		D, M	M
280			
290	M	D, M	M

I: INTRODUCED

D: DEVELOPED AND PRACTICED

M: DEMONSTRATED AT THE MASTERY APPROPRIATE FOR GRADUATION

MARY J. ALLEN AT SACS CONF 2015

Course	PLO1	PLO2	PLO3
100	I		
101	D, M		
102		I, D, M	
200		D, M	
201			
230			I
280			I, D, M
290			I, D, M

I: INTRODUCED

D: DEVELOPED AND PRACTICED

M: DEMONSTRATED AT THE MASTERY APPROPRIATE FOR GRADUATION

MARY J. ALLEN AT SACS CONF 2015

Course	PLO1	PLO2	PLO3
100	I	I	I
101	D	D	D
102	D	D	D
200	D	D	D
201	D	D	D
230	D	D	D
280	D	D	D
290	M	M	M

I: INTRODUCED

D: DEVELOPED AND PRACTICED

M: DEMONSTRATED AT THE MASTERY APPROPRIATE FOR GRADUATION

MARY J. ALLEN AT SACS CONF 2015

STUDENTS

- See how courses fit together
- Information for planning course sequence
- Guide learning expectations

FACULTY

- Our program v. my course
- Course planning
- Building on prior student learning
- Supporting learning outcomes
- Orient new faculty/instructors into the program

PROGRAM

- Ensure students have opportunities to develop and master LO
- Promote shared understanding with all instructors
- Identify where evidence of learning can be collected and used



save the date:
WINKLEMES WORKSHOP
CENTER FOR TEACHING & LEARNING
THURSDAY, APRIL 7th from 12-1:30pm

other upcoming workshops:
March 9th: Learning Outcomes
April 13th: Using Collected Data
August 11th & 12th:
2 day seminar on assessment

