

ASSESSING STUDENT LEARNING OUTCOMES

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Outcomes of today:

DESCRIBE how to plan courses backwards, starting with the desired results

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

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

THE EXCELLENT STUDENT

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

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





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

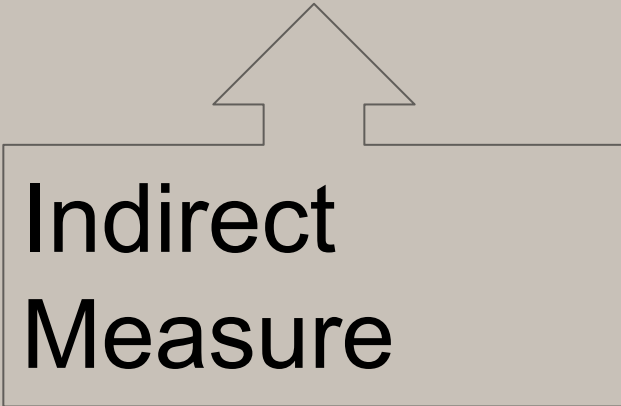
TASK PURPOSE CRITERIA

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

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instruction**

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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

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

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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

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BENEFITS to STUDENTS

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

BENEFITS to FACULTY

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

BENEFITS to 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

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LEARNING OUTCOMES WORKSHOP

December 10 at 10am (Reading Day)

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