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

MARY-ANN WINKELMES, UNLV, 2015
DIRECT
INDIRECT
SUMMATIVE
FORMATIVE
I can name the capital of Texas:

- Strongly agree
- Agree
- Disagree
- Strongly disagree

The capital of Texas is ___________.

Direct measure

Indirect measure
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.

### Academic Disciplines and Assignment Characteristics
- Spreadsheet
- Research methods
- Presentation
- Online course
- Library assignment
- Health Sciences
- Exam
- Community engagement
- Arts and humanities
- VALUE rubrics
- Self-assessment
- Program assessment
- Physical sciences
- Life sciences
- History and social sciences
- General education
- Education
- Business
- Writing assignment
- Sequenced/scaffolded assignments
- Reflection
- Portfolio
- Mathematics and computer science
- Introductory course
- Group project
- Engineering
- Capstone

### DQP Proficiencies
- Use of information resources
- Quantitative fluency
- Ethical reasoning
- Communicative fluency
- Broad and Integrative Knowledge
- Analytic inquiry
- 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
<table>
<thead>
<tr>
<th></th>
<th>CLO1</th>
<th>CLO2</th>
<th>CLO3</th>
<th>CLO4</th>
<th>CLO5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>8</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>9</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>11</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>12</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HW1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>HW2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>HW3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exam 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exam 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Final</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
PROGRAM LEARNING OUTCOMES
<table>
<thead>
<tr>
<th>Course</th>
<th>PLO1</th>
<th>PLO2</th>
<th>PLO3</th>
</tr>
</thead>
<tbody>
<tr>
<td>100</td>
<td>I, D</td>
<td></td>
<td>I</td>
</tr>
<tr>
<td>101</td>
<td></td>
<td>I</td>
<td>D</td>
</tr>
<tr>
<td>102</td>
<td>D</td>
<td></td>
<td>D</td>
</tr>
<tr>
<td>200</td>
<td></td>
<td></td>
<td>D</td>
</tr>
<tr>
<td>201</td>
<td>D</td>
<td></td>
<td></td>
</tr>
<tr>
<td>230</td>
<td></td>
<td>D, M</td>
<td>M</td>
</tr>
<tr>
<td>280</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>290</td>
<td>M</td>
<td>D, M</td>
<td>M</td>
</tr>
</tbody>
</table>

**I:** INTRODUCED  
**D:** DEVELOPED AND PRACTICED  
**M:** DEMONSTRATED AT THE MASTERY APPROPRIATE FOR GRADUATION  

MARY J. ALLEN AT SACS CONF 2015
<table>
<thead>
<tr>
<th>Course</th>
<th>PLO1</th>
<th>PLO2</th>
<th>PLO3</th>
</tr>
</thead>
<tbody>
<tr>
<td>100</td>
<td>I</td>
<td></td>
<td></td>
</tr>
<tr>
<td>101</td>
<td>D, M</td>
<td></td>
<td></td>
</tr>
<tr>
<td>102</td>
<td></td>
<td>I, D, M</td>
<td></td>
</tr>
<tr>
<td>200</td>
<td></td>
<td>D, M</td>
<td></td>
</tr>
<tr>
<td>201</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>230</td>
<td></td>
<td>I</td>
<td></td>
</tr>
<tr>
<td>280</td>
<td></td>
<td>I, D, M</td>
<td></td>
</tr>
<tr>
<td>290</td>
<td></td>
<td>I, D, M</td>
<td></td>
</tr>
</tbody>
</table>

I: INTRODUCED  
D: DEVELOPED AND PRACTICED  
M: DEMONSTRATED AT THE MASTERY APPROPRIATE FOR GRADUATION
<table>
<thead>
<tr>
<th>Course</th>
<th>PLO1</th>
<th>PLO2</th>
<th>PLO3</th>
</tr>
</thead>
<tbody>
<tr>
<td>100</td>
<td>I</td>
<td>I</td>
<td>I</td>
</tr>
<tr>
<td>101</td>
<td>D</td>
<td>D</td>
<td>D</td>
</tr>
<tr>
<td>102</td>
<td>D</td>
<td>D</td>
<td>D</td>
</tr>
<tr>
<td>200</td>
<td>D</td>
<td>D</td>
<td>D</td>
</tr>
<tr>
<td>201</td>
<td>D</td>
<td>D</td>
<td>D</td>
</tr>
<tr>
<td>230</td>
<td>D</td>
<td>D</td>
<td>D</td>
</tr>
<tr>
<td>280</td>
<td>D</td>
<td>D</td>
<td>D</td>
</tr>
<tr>
<td>290</td>
<td>M</td>
<td>M</td>
<td>M</td>
</tr>
</tbody>
</table>

I: INTRODUCED  
D: DEVELOPED AND PRACTICED  
M: DEMONSTRATED AT THE MASTERY APPROPRIATE FOR GRADUATION
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