

USING STUDENT LEARNING OUTCOMES ASSESSMENT

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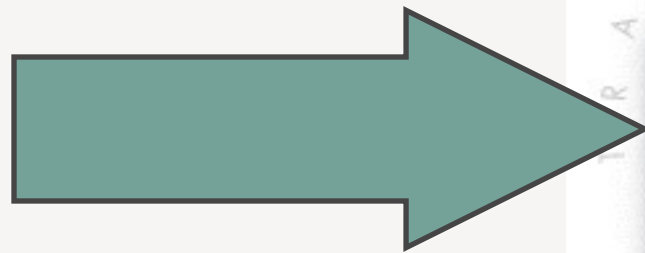
April 2016

**USING SLO
ASSESSMENT**

CLOSING THE LOOP

**CONTINUOUS
IMPROVEMENT**



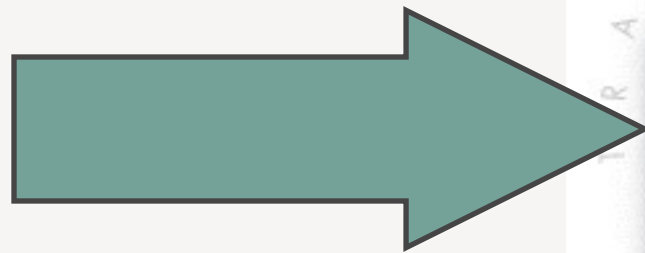




FUNDAMENTAL QUESTIONS:

- Is this [class, program, activity] working?
- Are our students prepared?
- Are our students learning?
- How can we get better?

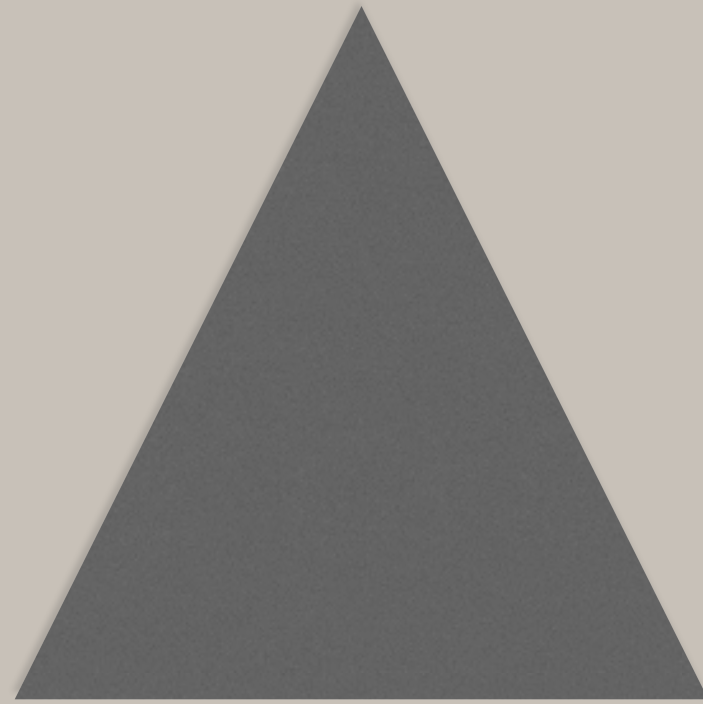




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CLOSING THE LOOP

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CHANGE

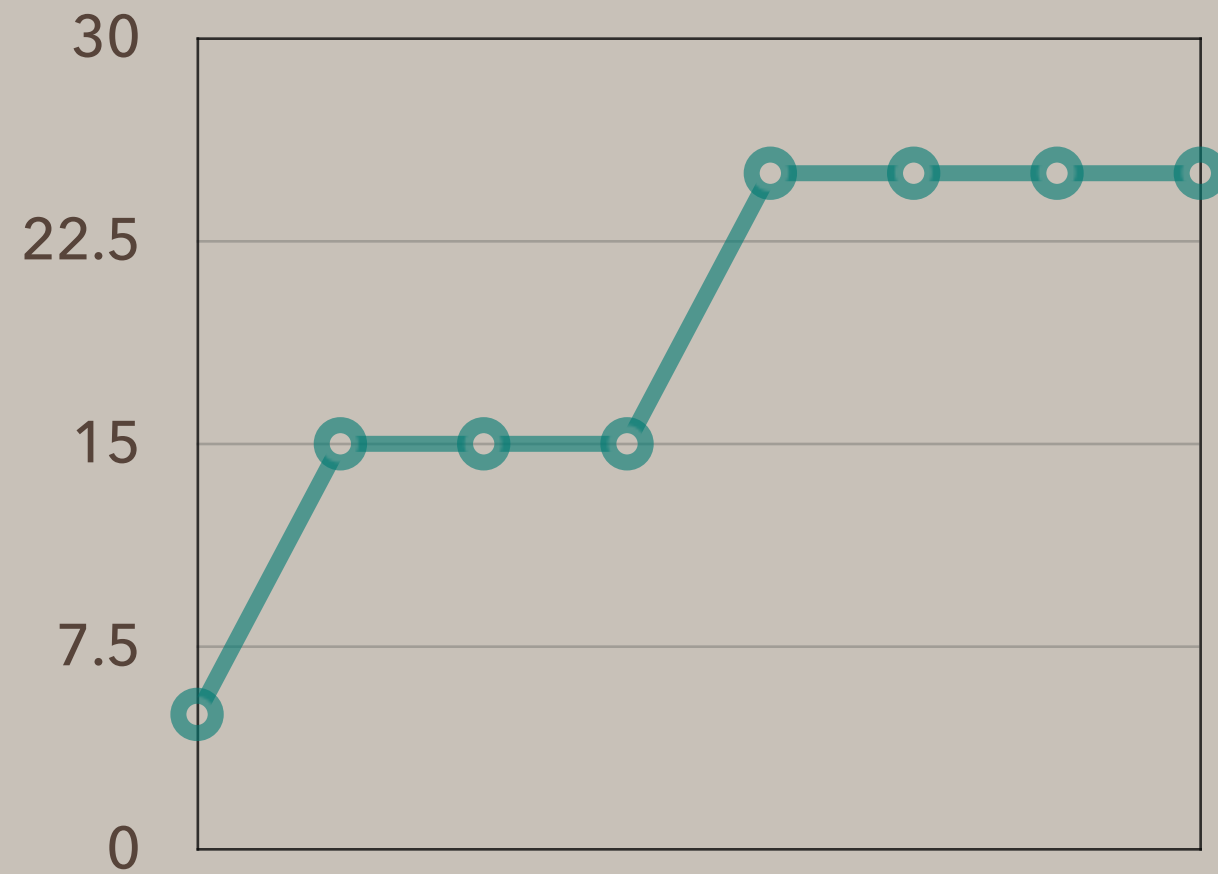
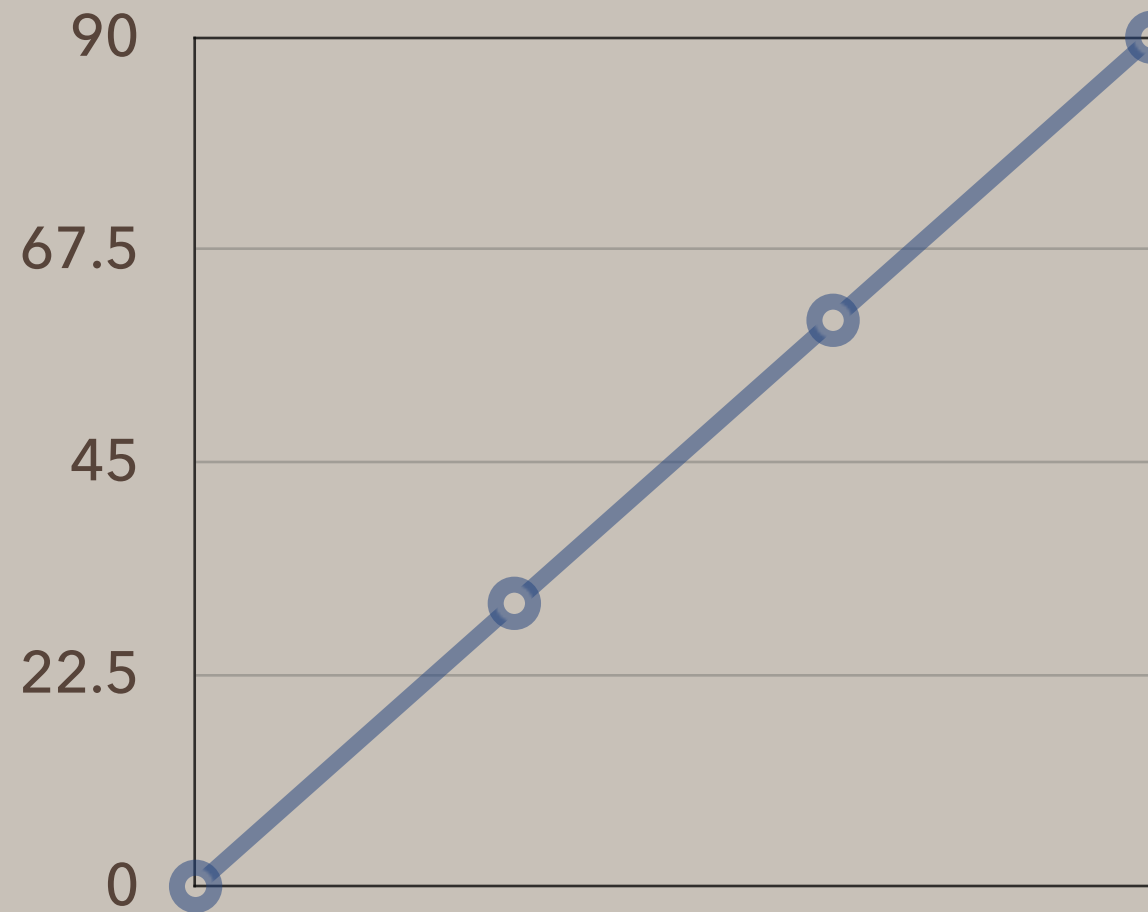
Outcomes of today:

EXPLAIN what “close the loop” and “continuous improvement” means, specifically in terms of student learning outcomes assessment

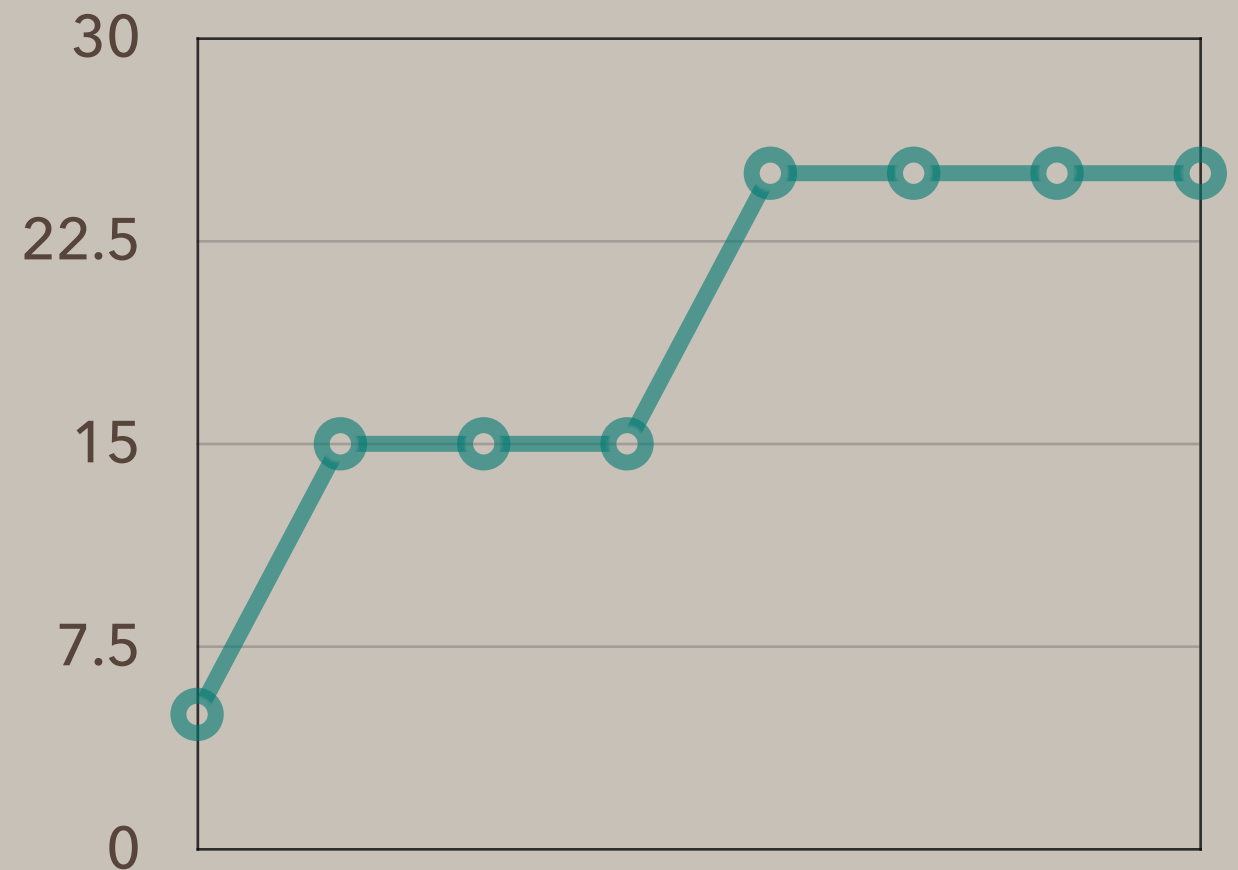
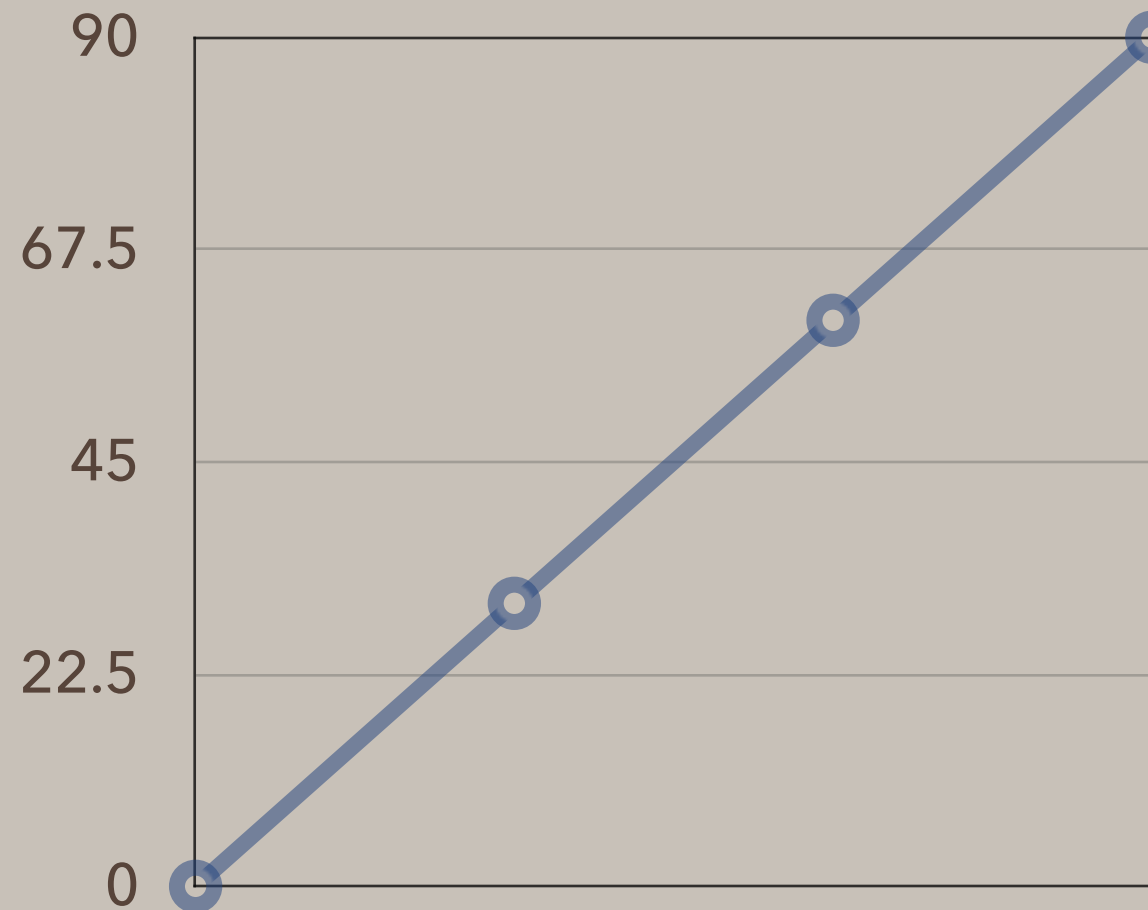
DECIDE between the different framework about use that makes sense for your class/program

DETERMINE and **EXAMINE** ways you can use the data you collect at the classroom and program level

IMPROVEMENT



IMPROVEMENT



CONTINUOUS?

**USE
FRAMEWORKS**

INSTRUMENTAL

- Decisions made

CONCEPTUAL

- New insight

AFFIRMATION

- For internal or external use

PROCESS

- Change in how assessment is done

PEDAGOGY

- Changing something in the class: HOW/WHAT

CURRICULUM

- Changing something in the program

STUDENT SUPPORT

FACULTY SUPPORT

APPRECIATIVE INQUIRY

DEFINITION

DISCOVERY

DREAM

DESIGN

DESTINY



IMPLEMENTATION FIDELITY

List of features to meet outcomes				
Class 1-10 final papers				
Research class: Hypothesis				
Data gathering				
Capstone paper: data analysis				
Conference proposal				

List of features to meet outcomes	Adherence			
Class 1-10 final papers				
Research class: Hypothesis	yes			
Data gathering	no			
Capstone paper: data analysis				
Conference proposal				

List of features to meet outcomes	Adherence	Quality		
Class 1-10 final papers				
Research class: Hypothesis				
Data gathering	no	last minute change		
Capstone paper: data analysis				
Conference proposal				

List of features to meet outcomes	Adherence	Quality	Exposure	
Class 1-10 final papers				
Research class: Hypothesis				
Data gathering				
Capstone paper: data analysis			not offered for 2 semesters	
Conference proposal				

List of features to meet outcomes	Adherence	Quality	Exposure	Responsive-ness
Class 1-10 final papers				
Research class: Hypothesis				
Data gathering				
Capstone paper: data analysis				summer session
Conference proposal				

*learning
outcomes
high*

fidelity low

fidelity high

*learning
outcomes
low*

*learning
outcomes
high*

Program: Effective!

fidelity low

fidelity high

*learning
outcomes
low*

*learning
outcomes
high*

Program: Effective!

fidelity low

fidelity high

*Not sure;
not working though*

*learning
outcomes
low*

*learning
outcomes
high*

Program: Effective!

fidelity low

fidelity high

*Not sure;
not working though*

*Modifications
needed*

*learning
outcomes
low*

*learning
outcomes
high*

*Not sure;
something is working*

Program: Effective!

fidelity low

fidelity high

*Not sure;
not working though*

*Modifications
needed*

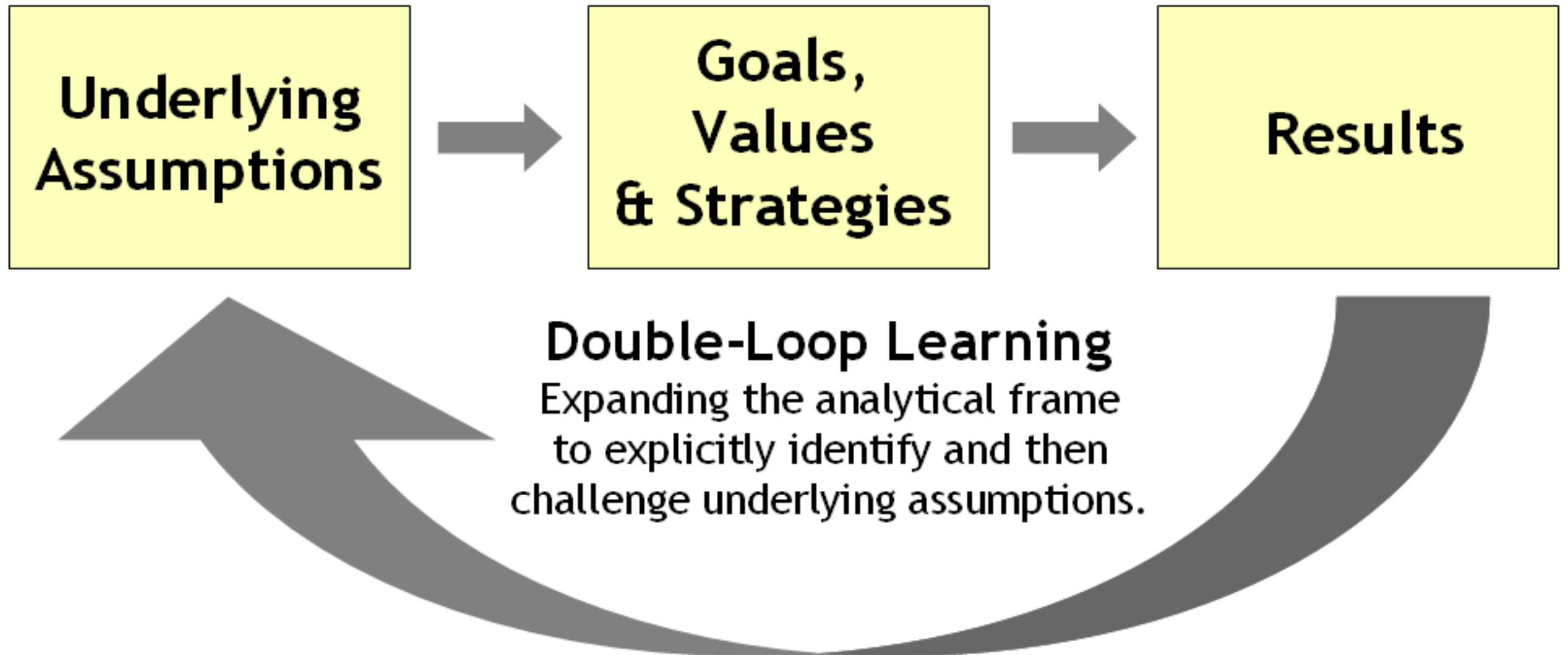
*learning
outcomes
low*

DOUBLE LOOP LEARNING

TAGG, 1997

Most Learning (Single-Loop)

Improvement within an existing system that rests on unchallenged assumptions that are implicit and unchallenged.



STORIES WE CAN TELL:

- What's happening now?
- Compared to where you've been?
- What is the sequel?

Outcomes (Overview)

Student of the Doctor of Philosophy in Software Engineering program will be able to:

1. Broad knowledge in computer science, detailed in software engineering: Students will be able to demonstrate a broad knowledge of computer science and a focused understanding of their area of expertise.
2. Conduct Original Research: Students will be able to perform original research in software engineering.
3. Communicate effectively: Students will be able to communicate technical content effectively both orally and in writing.
4. edit new objective

OUTCOME #1: Broad knowledge in computer science, detailed in software engineering: Students will be able to demonstrate a broad knowledge of computer science and a focused understanding of their area of expertise.

#	Assessment Measure	Results	Plan
1	edit new measure	edit new result	edit new plan

SUMMARY OF OUTCOME #1

A) DISCUSSION OF RESULTS

B) DISCUSSION OF MODIFICATIONS/RECOMMENDATIONS (CLOSING THE LOOP)

upcoming workshops:

Summer: 10 minute teaching and learning
tips videos for 10 weeks (10 in 10)

August 11th & 12th:

2 day seminar on assessment
(contact me if you would like to come)