ASSESSMENT WORKSHOP: CREATING OUTCOMES
OUR GOAL FOR TODAY

- You’ll leave with new / updated DLOs for your program
- You’ll (start to) develop a sense of how you might later assess those DLOs
- You’ll have a chance to workshop your ideas, if you’d like
- You’ll have your assessment questions answered
AGENDA FOR TODAY

- Why DLOs?
- Getting a sense of where everyone is in the process, and then, as needed:
  - Sharing examples of DLOs
  - Thinking about how to strengthen existing DLOs
  - Thinking about curriculum maps
  - Starting to think about assessment (+ September workshop recording)
WHY ARE WE FOCUSED ON DLOS?

- DLOs = degree learning outcomes
- DLOs let our students know what we expect them to be able to do by the time they graduate
- We want our students to be intentional about their courses / degree progress / skill development, which is where DLOs come in
- For grad programs, they’re also a kind of marketing: What will students get from their degree? Is the program a good fit for them?
WHERE IS EVERYONE IN THE PROCESS?

- Program doesn’t have DLOs
- Program has DLOs but they need revision (may not be easily measurable, may be out of date, etc.)
- Program has DLOs but no curriculum map
- Program has DLOs and a map but not a plan to assess them
- Program has DLOs and a map and an assessment plan
WHAT MAKES A STRONG DLO?

- Should be specific, observable, and measurable
- To that end, some verbs are stronger than others,
  - For now, don’t worry about the verbs. Just write down what your students should be able to do by graduation
- Once you have a list, we can think about how you’d actually measure them and revise to strengthen
EXAMPLE: WEAKER VS. STRONGER

- “Understand the main methods in the field”: what does that mean, though?
  - Evaluate [outcome of interest] using [specific method]
  - Assess primary source texts in [subfield]
  - Contrast [schools of thought in the field]
  - Apply [method] to [big project / goal in the program]
HOW MANY DLOS SHOULD YOU HAVE?

- There’s no set number, but 5-6 is a good target.
- If you’ll need to assess every DLO over a 5-year period, the more you have, the more work you’ll have to do each year.
- If your program currently has a huge list of DLOs, be careful about combining them.
  - It might be easier to start some of them from scratch, particularly if there’s overlap.
EVALUATE YOUR DLOS

Once you have a list, take a look at all of your DLOs:

- Can you think of at least one way you’d determine whether students had accomplished it?
- Would a new student reasonably understand what it means?
MAKING A CURRICULUM MAP

- Create a table with DLOs in columns and courses in rows
  - You could reverse these, but it’s probably easier to visualize a long list of classes in rows vs. columns
- If your program has different subfields, etc., you may want to divide classes into 2+ tables vs. put them all in one

<table>
<thead>
<tr>
<th>Course 1</th>
<th>Text of DLO 1</th>
<th>Text of DLO 2</th>
<th>Text of DLO 3</th>
<th>Text of DLO 4</th>
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<td>Course 2</td>
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<td>Course 4</td>
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FILLING IN YOUR CURRICULUM MAP

- For each course: would a student be at an introductory, intermediate, or advanced level with the DLO?
- The three terms you use may vary (e.g. beginning / proficient / mastered)
- In a grad program, you may have a number of courses that go through multiple stages, vs. undergrad courses where lower-division courses tend to be more introductory, etc.
### FILLING IN YOUR CURRICULUM MAP

- For the terms “introduced,” “practiced,” and “mastered,” we could fill in I / P / M accordingly:

<table>
<thead>
<tr>
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<th>Text of DLO 1</th>
<th>Text of DLO 2</th>
<th>Text of DLO 3</th>
<th>Text of DLO 4</th>
<th>Text of DLO 5</th>
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<td>I</td>
<td>I, P</td>
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</tbody>
</table>

- This step should probably be a group effort
LOOKING OVER YOUR MAP

- Does every course have some connection to at least one DLO?
  - If not, you may want to think about 1) whether you’re missing an important DLO and 2) what role that course plays in your program

- Does every DLO have at least one I/P/M (or your 3 letters) in its column?
  - If not, you may want to think about whether there’s a gap in the curriculum that needs to be filled, whether through a new assessment or a new course
Your assessment plan will need to include all DLOs and a brief description of how you’ll assess each (which classes? will you use existing assignments?)

Assessment doesn’t have to be complicated or unhelpful! Think about the process as a way to learn things about your program, gain evidence in favor / against possible changes, and so on.

The September assessment workshop recording covers how assessment can use things you’re already doing and become more of a group effort.