
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- ▶ Program has DLOs but they need revision (may not be easily measurable, may be out of date, etc.)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

	Text of DLO 1	Text of DLO 2	Text of DLO 3	Text of DLO 4	Text of DLO 5
Course 1					
Course 2					
Course 3					
Course 4					

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:

	Text of DLO 1	Text of DLO 2	Text of DLO 3	Text of DLO 4	Text of DLO 5
Course 1	I, P	I, P	I		
Course 2	P		P, M	P, M	P, M
Course 3		I	I	I, P	
Course 4				I	I, P

- ▶ 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

ASSESSMENT PLANS

- ▶ 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