Assessing for Value: Equity, Quality, & Student Learning

Gianina Baker, Ph.D.
Assistant Director, National Institute for Learning Outcomes Assessment
About Me
Goals for today:

- Become aware of NILOA and our resources
- See different assessment definitions
- Understand relationship between equity and assessment
- Reflect on your current practice
NILOA is a research and resource-development organization dedicated to documenting, advocating, and facilitating the systematic use of learning outcomes assessment to improve student learning.

- Surveys
- Web Scans
- Case Studies
- Focus Groups
- Website
- Occasional Papers
- Resources
- Newsletter
- Presentations
- Transparency Framework
- Featured Websites
- Accreditation Resources
- Assessment Event Calendar
- Assessment News
- Measuring Quality Inventory
- Policy Analysis
- Environmental Scan
- Degree Qualifications Profile
- Tuning

www.learningoutcomesassessment.org
Discover, Assess, Distribute.

The National Institute for Learning Outcomes Assessment makes learning outcomes visible and useful to the public.

NILOA Updates

Welcome to the NILOA Updates!

Thank you for helping to make this new transition from the old website. Our new website is designed to be more user-friendly while still allowing assessment needs. As you make your way through our website, you’ll start to see some changes and improvements that you like the most.

New to Assessment?

First time exploring the field of assessment? Fear not. We put together a collection of open-access resources introducing the basics of assessing student learning. We recommend starting here, and then exploring and supplementing these resources with materials that are relevant to your specific practice questions and audiences.
Is college worth it? Goldman Sachs says not so much

By Brooke Metz 6:30 am EST December 10, 2015

Is College Worth It? Clearly, New Data Say

David Leonhardt @bleonhardt MAY 27, 2014

Opinion

College May Not Be Worth It Anymore

Money

Why College Is Still Worth It Even If Costs Too Much

Lit Weston / Reuters  Oct 5, 2015
Institutions of higher education are increasingly asked to show the value of attending, i.e., impact in relation to cost; employment—what is the value of a degree and what does it represent in terms of learning? Public and policy makers want assurance of the quality of higher education. Regional and specialized accreditors are asking institutions to show evidence of student learning and instances of use.
A majority of college students work — many full time — while supporting themselves through school.

49% of college students are financially independent from their parents.

24% of college students have children or other dependents.

64% of college students work, and 40% of them work full time.

6% of college students serve or have served in the U.S. armed forces.

37% of college students are 25 or older, and 46% are first-generation college goers.

9% of college students are first-generation immigrants.

42% of college students are students of color.

Today’s Student

CURRENT STUDENT EXPERIENCE OF HIGHER EDUCATION
HOW WE WORK and ORGANIZE OUR DATA

Courses

Assignments

Programs

General Ed

Co-Curriculum

Employment

Starting Institution

Transfer Institution
A Quick Assessment

- I have been leading assessment efforts for several years
- This is my first year in an assessment role
- This is my first day in an assessment role
- I hope I don’t have to lead assessment
- What is assessment, anyway?
Coming to Terms

Assessment is...

- Finding out whether my students are learning what I think I’m teaching (a faculty member at a long-ago workshop)
- A systematic process for understanding and improving student learning (Angelo, 1995)
- An integral component of learning (Alverno College)
- The systematic collection, review, and use of information about educational programs undertaken for the purpose of improving learning and development (Palombo & Banta, 1999)
- “…. any effort to gather, analyze and interpret evidence/data that describes institutional, divisional or departmental effectiveness” (adapted Upcraft & Schuh, 2001)
- “ an ongoing process aimed at understanding and improving student learning” (AAHE, 1995)
- Your additions? How do you describe assessment?
Integrated Institution-Wide Assessment
EIA Designation:
1. Effectively communicating a coherent narrative of institution-level assessment of student learning
2. Communicates work to various audiences by connecting multiple points of evidence

http://learningoutcomesassessment.org/TransparencyFramework.htm
Co-sponsors: VSA Analytics, the National Institute for Learning Outcomes Assessment (NILOA), and the Association of American Colleges and Universities (AAC&U). VSA is a joint initiative of the American Association of State Colleges and Universities (AASCU) and the Association of Public & Land-grant Universities (APLU).
Co-sponsors: VSA Analytics, the National Institute for Learning Outcomes Assessment (NILOA), and the Association of American Colleges and Universities (AAC&U). VSA is a joint initiative of the American Association of State Colleges and Universities (AASCU) and the Association of Public & Land-grant Universities (APLU).
Co-sponsors: **VSA Analytics**, the National Institute for **Learning Outcomes Assessment (NILOA)**, and the **Association of American Colleges and Universities (AAC&U)**. VSA is a joint initiative of the **American Association of State Colleges and Universities (AASCU)** and the **Association of Public & Land-grant Universities (APLU)**.
# Improvement and Accountability

## Table 1

**Two Paradigms of Assessment**

<table>
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<th>Strategic Dimensions</th>
<th>Assessment for Improvement Paradigm</th>
<th>Assessment for Accountability Paradigm</th>
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</thead>
<tbody>
<tr>
<td><strong>Intent</strong></td>
<td>Formative (Improvement)</td>
<td>Summative ( Judgment)</td>
</tr>
<tr>
<td><strong>Stance</strong></td>
<td>Internal</td>
<td>External</td>
</tr>
<tr>
<td><strong>Predominant Ethos</strong></td>
<td>Engagement</td>
<td>Compliance</td>
</tr>
</tbody>
</table>

## Application Choices

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Instrumentation</strong></td>
<td>Multiple/Triangulation</td>
<td>Standardized</td>
</tr>
<tr>
<td><strong>Nature of Evidence</strong></td>
<td>Quantitative and Qualitative</td>
<td>Quantitative</td>
</tr>
<tr>
<td><strong>Reference Points</strong></td>
<td>Over Time, Comparative, Established Goal</td>
<td>Comparative or Fixed Standard</td>
</tr>
<tr>
<td><strong>Communication of Results</strong></td>
<td>Multiple Internal Channels and Media</td>
<td>Public Communication</td>
</tr>
<tr>
<td><strong>Uses of Results</strong></td>
<td>Multiple Feedback Loops</td>
<td>Reporting</td>
</tr>
</tbody>
</table>
Direct Measures

- ETS Proficiency Profile & Major Field Tests
- ACT Collegiate Assessment of Academic Proficiency (CAAP)
- Collegiate Learning Assessment (CLA)
- Competency and content tests (e.g., nursing, education)
- VALUE rubrics
- Demonstrations and performances
- Other examples of authentic student learning (e.g., writing samples)
- Signature work/culminating projects
Indirect Measures

- National Surveys of Student Engagement (NSSE/CCSSE/AUSSE/SASSE)
- Beginning College Survey of Student Engagement (BCSSE)
- Faculty Survey of Student Engagement (FSSE)
- Cooperative Institutional Research Program (CIRP)
- Your First College Year (YFCY)
- Noel Levitz Student Satisfaction Inventory
What would happen if we went from this?

Institutional or Program Improvement
ACCREDITATION/ PROGRAM REVIEW PROCESS

1. Identify Assessments
2. Gather Results
3. Package Results
4. Write Outcomes
5. Submit Reports
To this?

Learning Improvement
IMPROVEMENT PROCESS

- Communicate Expectations to Learners
- Collect Student Work
- Determine Extent of Learning
- Strategize New Student Success Plans
- Name Expectations for Learning
Assessment Today

1. Most institutions have statements of student learning aligned throughout the institution.

2. Greater use of authentic measures of student learning (classroom assignments, rubrics, capstones)

3. Strong focus on more support for faculty

4. Communicating information about student learning remains a target of opportunity.

www.learningoutcomesassessment.org
Finding from NILOA’s Survey of Provosts 2017

“Assessment continues to be driven by both compliance and improvement, with an emphasis on equity.”
Don’t just tell a different version of the same story. 
Change The Story!

Equality vs. Equity

In the first image, it is assumed that everyone will benefit from the same supports. They are being treated equally.

In the second image, individuals are given different supports to make it possible for them to have equal access to the game. They are being treated equitably.

In the third image, all three can see the game without any supports or accommodations because the cause of the inequity was addressed. The systemic barrier has been removed.
Background

- **NILOA Case Study:** North Carolina A&T State University: A Culture of Inquiry
- **NILOA Case Study:** Texas A&M International University: A Culture of Assessment INTEGRATEd
- **NILOA Report:** Using Assessment Results: Promising Practices of Institutions That Do It Well
  - Becoming more transparent with assessment processes and results and with sharing promising practices externally. North Carolina A&T State University’s desire to communicate to students and the higher education community at large led to opportunities for student involvement in assessment through the Wabash Provost Scholars Program.
Background


Four main findings:

1. Assessment work at Minority-Serving Institutions is focused primarily to serve internal interests and needs.
2. External pressures drive the assessment work of MSIs, even though they are more likely to use assessment results for internal improvement.
3. While driven by the same external factors, and using results in similar fashion, sub-categories of MSIs employ different approaches to assess student learning.
4. While driven by similar ends, subcategories of MSIs use assessment to address different institutional needs and interests.

- Knowing who [their] students are and will be
- Committing to frank, hard dialogues about the climate for underserved students ... with the goal of effecting a paradigm shift in language and actions
- Investing in culturally competent practices that lead to success of underserved students—and of all students
- Setting and monitoring equity-minded goals—and devoting aligned resources to achieve them
- Developing and actively pursuing a clear vision and goals for achieving the high-quality learning necessary [for] careers and [for] citizenship, and therefore essential [for a bachelor’s] degree
- Expecting and preparing all students to produce culminating or Signature Work at the associate (or sophomore) and baccalaureate levels to show their achievement of Essential Learning Outcomes, and monitoring data to ensure equitable participation and achievement among underserved students
- Providing support to help students develop guided plans to achieve Essential Learning Outcomes, prepare for and complete Signature Work, and connect college with careers
- Identifying high-impact practices (HIPs) best suited to your students and your institution’s quality framework of Essential Learning Outcomes, and working proactively to ensure equitable student participation in HIPs
- Ensuring that Essential Learning Outcomes are addressed and high-impact practices are incorporated across all programs, including general education, the majors, digital learning platforms, and co-curricular or community-based programs
- Making student achievement—including underserved student achievement—visible and valued (2015a, 5–10)
1. To meet the goal of improving student learning and authentically documenting what students know and can do, a culturally responsive approach to assessment is needed.

2. There is an assumption at play within the field of assessment that while there are multiple ways for students to learn, students need to demonstrate learning in specific ways for it to count.

Research Question: How consequential can assessment be to learning when assessment approaches may not be inclusive of diverse learners?
“To be consequential, assessment information needs to be **actionable**, **focused** on the needs and interests of end users, **embedded** in the ongoing work of teaching and learning, **available** in understandable forms, **customized**, and **supported** by institutional leaders.”
“Assessment, if not done with equity in mind, privileges and validates certain types of learning and evidence of learning over others, can hinder the validation of multiple means of demonstration, and can reinforce within students the false notion that they do not belong in higher education.” (Montenegro & Jankowski, 2017)
“…that while learners may take multiple paths to and through learning, they must demonstrate their knowledge and skills in the same way.” (p. 5)
What is needed is not to help learners conform to the ways of higher education, thus reinforcing inequities and expectations based on ideologies the students may ascribe to, but to empower students for success through intentional efforts to address inequality within our structures, create clear transparent pathways, and ensure that credits and credentials are awarded by demonstration of learning, in whatever form that may take.” (p. 16)
Fostering culturally responsive assessment

1. Student Learning Outcome Statements
2. Assessment Approaches
3. Use of Assessment Results
Fostering culturally responsive assessment

Student Learning Outcome Statements

# COSMA

- Program-Level Student Learning Outcomes Matrix

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## Program-Level Student Learning Outcomes Matrix – Academic Year 2017 – 2018

<table>
<thead>
<tr>
<th>Identify Each Student Learning Outcome and Measurement Tool(s)</th>
<th>Identify the Benchmark</th>
<th>Total Number of Students Observed</th>
<th>Total Number of Students Meeting Expectation</th>
<th>Assessment Results: Percentage of Students Meeting Expectation</th>
<th>Assessment Results: 1. Does not meet expectation 2. Meets expectation 3. Exceeds expectation 4. Insufficient data</th>
</tr>
</thead>
</table>

**SLO 1** - Develop critical thinking models that include qualitative and quantitative techniques and be able to analyze and solve problems using these models in an ethical context.

- **Internship Evaluation (indirect)**
  - 80% of students will receive scores of 4 or higher

- **Senior Capstone Project (direct)**
  - 80% of students will receive scores of 80/100 or higher

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**SLO 2**

**Measure 1**

**Measure 2**

---

**SLO 3**

---
Specific, actionable learning outcome statements makes *implicit* learning outcomes *explicit*.

Instead of . . .

“The student will gain an appreciation for the rich diversity of the world’s cultures.”

Consider . . .

“The student will identify significant issues affecting countries, or cultures, present quantitative evidence of the challenges through tables and graphs, and evaluate the activities of NGOs or inter-governmental initiatives in addressing that issue.”
Specific, actionable learning outcomes should be *demonstrable* proficiencies.

**Instead of . . .**

“The student develops an awareness of the importance of collaborative work.”

**Consider . . .**

“The student negotiates a strategy for group research or performance, documents the strategy so others may understand it, implements the strategy, and communicates the results.”
Specific, actionable learning outcomes must be assessable.

Instead of . . .

“The student understands the ethical dimensions of his or her discipline.”

Consider . . .

“The student analyzes competing claims from a recent discovery, scientific contention, or technical practice in terms of benefits and harms to those affected, articulates the ethical dilemmas inherent in the tension of benefits and harms, and (a) offers a clear reconciliation of that tension informed by ethical principles OR (b) explains why a reconciliation cannot be accomplished.”
Envisioning the future

- Work Ready Skills
  - Employability Skills
  - Soft Skills
  - Work Critical Skills
- We have to start rethinking roles
  - Advisory Boards
Learning Frameworks

- Learning frameworks allow us to all agree on the learning we are striving and designing towards, not how we will get there, but to align our practices.
- It sets us up to allow students and others to put forward evidence to be validated by shared evaluative criteria.
- How should learning outcomes frameworks be used to reflect and inform cocurricular professional development programs and experiences for students who are considering multiple career pathways?

Common Learning Frameworks:
1. Degree Qualifications Profile: DQP
2. LEAP Essential Learning Outcomes: LEAP ELOs
3. Tuning (History, Communications, etc.)
4. Employability Skills Framework
5. Common Employability Skills (NACE)
6. CHAMPS Life Skills
7. COSMA Learning Outcomes
8. Common Core State Standards
9. Beta credential framework
10. Your own institutional learning outcomes
11. Council for the Advancement of Standards (CAS)
12. International frameworks
Student Transformative Learning Record (STLR)

College students grow and transform through both academic and non-academic experiences while at the University of Central Oklahoma (UCO). Students' academic transcripts display their aptitude in their Discipline Knowledge, but how can they track and display their growth in other important areas?

UCO's Student Transformative Learning Record (STLR) is a second transcript that records students' growth and Transformative Learning across the other themes of UCO's Core Six Themes displayed below.

For example, students might:
- learn how to work well in teams with whose conceptions differ from their own;
- develop leadership skills as president of a student organization;
- improve their ability to interact positively and appropriately with co-workers, customers, and others from different countries and cultures in their classes;
- find out how to contribute as productive citizens to their local communities, the nation, and the world through volunteering;
- or might practice solving unsolved problems and devise creative solutions while doing independent research.

Students reflect on their experiences, then receive feedback from a trained faculty or staff member. Students share these experiential artifacts in different venues of self-reflections that they can share with potential employers, graduate schools, or others to highlight their most employable strengths.

STLR - Because College is About More Than a Degree.

By Tenet | Transformation | Integration | Exposure | Not Achieved
--- | --- | --- | --- | ---
Global & Cultural Competencies | The experience led to the student's new identity as a global citizen, and she/he now seeks interactions and growth from diverse communities and cultures. | The student's perspective has expanded to value different cultural worldviews and she/he is able to articulate a sense of identity in a global context. | The student displays an openness to learning about global and cultural differences and/or took part in an activity where she/he was exposed to worldviews of other cultures. | The student has not yet provided evidence of openness to or awareness of the concepts listed in exposure for this tenet. |
# IUPUI Experiential and Applied Learning Record

IUPUI validates all achievements presented on this Record and it is an official University document. Assessment occurs within each program responsible for the achievement and validation occurs in the Office of the Registrar. Each achievement is maintained in a centralized system. Students do not personally enter any information onto this record. Each Achievement is tied to an IUPUI Principle of Co-Curricular Learning as reflected at the bottom of the record. Note that achievements reflected by semester may have occurred during only a portion of the semester.

## Summary of IUPUI Achievements

<table>
<thead>
<tr>
<th>Principle</th>
<th>Diversity</th>
<th>Global</th>
<th>Internship</th>
<th>Leadership</th>
<th>Research</th>
<th>Service</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time</td>
<td>3 Semesters</td>
<td>3 Semesters</td>
<td>560 Hours</td>
<td>2 Semesters</td>
<td>400 Hours</td>
<td>180 Hours</td>
</tr>
</tbody>
</table>

## Achievement Timeline

### 2013 and Before
- **2013**
  - Pharmaceutical Research - Spring
  - Sam H. Jones Community Service Scholar - Fall
  - Information Technology Intern - Fall

### 2012
- **2012**
  - Sam H. Jones Community Service Scholar - Spring
  - Alternative Break Trip Leader - Fall

### 2011
- **2011**
  - Sam H. Jones Community Service Scholar - Community Service Leader - Spring
  - Undergraduate Research Opportunity - Fall

### Spring 2013
- **Spring**
  - IU Simon Cancer Research

### Fall 2013
- **Fall**
  - Habitat For Humanity
  - Multicultural Leadership Program
  - Undergraduate Research Conference

### Spring 2014
- **Spring**
  - Habitat For Humanity
  - Honors Research
  - Undergraduate Research Conference

### Fall 2014
- **Fall**
  - Honors Research

### Spring 2015
- **Spring**
  - Sam H. Jones Community Service Scholar - Service Corps

### Summer 2015
- **Summer**
  - Accounting Intern
  - Diversity Scholars Research

### Fall 2015
- **Fall**
  - Multidisciplinary Undergraduate Research
  - Sam H. Jones Community Service Scholar - Community Service Leader

## IUPUI Principles of Co-Curricular Learning

<table>
<thead>
<tr>
<th>Principle</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Communication</td>
<td>2</td>
</tr>
<tr>
<td>Critical Thinking</td>
<td>2</td>
</tr>
<tr>
<td>Depth/Breadth/Adaptiveness</td>
<td>2</td>
</tr>
<tr>
<td>Integration of Knowledge</td>
<td>10</td>
</tr>
<tr>
<td>Interpersonal Development</td>
<td>3</td>
</tr>
<tr>
<td>Intrapersonal Development</td>
<td>4</td>
</tr>
<tr>
<td>Understanding Society &amp; Culture</td>
<td>1</td>
</tr>
<tr>
<td>Values &amp; Ethics</td>
<td>6</td>
</tr>
</tbody>
</table>

Official record page 1 of 2 created on <mm/dd/yyyy>
## ELON EXPERIENCES TRANSCRIPT

**Global Engagement • Internships • Leadership • Service • Undergraduate Research**

Elon University validates all information presented on a student's Elon Experiences Transcripts. Validation occurs within each program coordinator for the experiences and is hierarchically maintained in a centralized system. Students do not personally enter any experiences into their Elon Experiences Transcript. The Elon Experiences Transcript is an official document of their university.

<table>
<thead>
<tr>
<th>Name: Jane Sally Doe</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree: AB - Bachelor of Arts</td>
</tr>
<tr>
<td>Major(s): English, Minor(s): Political Science</td>
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</table>

<table>
<thead>
<tr>
<th>STUDY ABROAD</th>
<th>SEMESTER</th>
<th>SEMESTER</th>
</tr>
</thead>
<tbody>
<tr>
<td>Winter 2012</td>
<td>Studies in Costa Rica/ELR</td>
<td>Semestere</td>
</tr>
<tr>
<td>Winter 2013</td>
<td>Science in London/ELR</td>
<td>Semestere</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>VOLUNTEER SERVICE</th>
<th>HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 2013</td>
<td>Elom Service Day</td>
</tr>
<tr>
<td>Spring 2013</td>
<td>Cummings High School</td>
</tr>
<tr>
<td>Spring 2013</td>
<td>Service Learning</td>
</tr>
<tr>
<td>Fall 2012</td>
<td>Blood Drive</td>
</tr>
<tr>
<td>Spring 2012</td>
<td>Boone and Dolly Club</td>
</tr>
<tr>
<td>Fall 2012</td>
<td>Alpha Chi Omega</td>
</tr>
<tr>
<td>Fall 2012</td>
<td>Alpha Chi Omega</td>
</tr>
<tr>
<td>Fall 2012</td>
<td>Habitat for Humanity</td>
</tr>
<tr>
<td>Spring 2013</td>
<td>ElomTHON</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>LEADERSHIP</th>
<th>SEMESTER</th>
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<tbody>
<tr>
<td>Spring 2011</td>
<td>Resident Student Association</td>
</tr>
<tr>
<td>Fall 2011</td>
<td>Alpha Chi Omega</td>
</tr>
<tr>
<td>Spring 2012</td>
<td>Alpha Chi Omega</td>
</tr>
<tr>
<td>Fall 2012</td>
<td>SEAMES</td>
</tr>
<tr>
<td>Spring 2013</td>
<td>SEAMES</td>
</tr>
<tr>
<td>Spring 2013</td>
<td>Orientation</td>
</tr>
<tr>
<td>Fall 2012</td>
<td>Alpha Chi Omega</td>
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<tr>
<td>Winter 2013</td>
<td>Vice-President</td>
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<table>
<thead>
<tr>
<th>INTERNSHIPS/CO-OP</th>
<th>HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer 2012</td>
<td>Washington Center Internship</td>
</tr>
<tr>
<td>Spring 2012</td>
<td>Internship with Gallup</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>UNDERGRADUATE RESEARCH</th>
<th>SEMESTER</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 2012</td>
<td>Elom Research Forum</td>
</tr>
<tr>
<td>Fall 2012</td>
<td>Research in English</td>
</tr>
<tr>
<td>Fall 2013</td>
<td>Research in English</td>
</tr>
<tr>
<td>Spring 2014</td>
<td>Research in English</td>
</tr>
</tbody>
</table>
Experiential Learning Requirement

As part of Elon University’s academic requirements, all students must complete at least two experiences that fulfill their Experiential Learning Requirement (ELR). These experiences are presented on both a student’s academic transcript and Elon Experiences Transcript, but are officially maintained as part of their academic transcript.

To fulfill Elon’s ELR, students engage in a process that includes preparation, action, and reflection to develop the habits of mind required to transfer knowledge between experiences and classes. Elon University’s mission is to develop students as socially responsible global citizens. The ELR can be met through deep engagement and reflection in any of the five Elon Experiences.

The Elon Experiences Transcript maintains a record of student experiences beyond the ELR. Most ELR experiences will appear on the Elon Experiences Transcript, however, not all items featured on the Elon Experiences Transcript earn credit toward the ELR.

Elon Experiences

Experiential learning prepares students for lives of meaningful work and service through out-of-the-classroom experiences. By engaging students in opportunities that integrate knowledge and experience, experiential learning fosters an understanding and lifelong appreciation for learning.

Elon’s five signature experiential learning programs, the Elon Experience, include the following:

1. Global Engagement: Study Abroad/Study USA
2. Internships
3. Leadership
4. Service
5. Undergraduate Research

Collectively, these programs reflect important values that add to the total college experience and prepare students as lifelong learners and global citizens.

1. Global Engagement: Study Abroad/Study USA

The Isabella Cameron Global Education Center is home to Elon’s nationally recognized study abroad and study USA program. Elon is #1 in the country among master’s-level institutions for the percentage of students who study abroad. Study abroad and study USA experiences completed during a semester or winter-term and other non-credit global engagement experiences are validated by the Global Education Center and included on the Elon Experiences Transcript.

2. Internships

Elon’s Student Professional Development Center connects students with internships opportunities in the community and across the country. Students prepare for professional roles through these experiences and as a result are more likely to be hired upon graduation. Internship and Co-Op experiences completed for core credit are included on students’ Elon Experiences Transcript in addition to internships submitted by students and validated with employers by the Student Professional Development Center.

3. Leadership

The Center for Leadership provides advanced leadership programming and training open to all students. The Center also works with a broad range of student organizations and validates key leadership positions for the Elon Experiences Transcript. All leadership experiences validated as part of the Elon Experiences Transcript reflect that students have been leading other students.

4. Service

The Kernodle Center for Service Learning and Community Engagement supports course connections and individual student connections to service opportunities in the community. Each year students, faculty, and staff demonstrate Elon’s strong commitment to service through their work in the community. Service experiences with community partners, through Elon courses, campus organizations, or completed independently are submitted to the Kernodle Center by students or organization leaders for validation and inclusion on the Elon Experiences Transcript.

5. Undergraduate Research

Students work collaboratively with a faculty mentor on research projects. These research experiences prepare students for graduate school and employment opportunities. All research experiences validated by the Undergraduate Research Program for inclusion on the Elon Experiences Transcript are research activities beyond what is completed as part of regular coursework.
The Difference Student Affairs Makes

When we asked students to think of a specific, critical incident or moment that had changed them profoundly, 4 of 5 chose a situation or event outside the classroom.

“At perhaps no time in recent decades has student affairs been more central to a quality university experience and the learning therein. Yet we also face unprecedented economic challenges that are almost ubiquitous at national, state, and local levels. As a result, and in stark contrast to its centrality, student affairs as a profession and function within typical higher education settings is perhaps in more danger than ever before of being reduced, collapsed with other functions, or eliminated entirely.” (Bresciani, 2012, p. 1)
Fostering culturally responsive assessment
Your director of assessment presents assessment of student learning results. Your immediate reaction is…

- “Yeah those assessment results sound great, but your n is too small.”
- “Sure these results could be actionable, but how did you collect the data?”
- “This form doesn’t capture what I do in my class.”
- “I complete the report and I have no idea where it goes.”
- “Is what I am doing working for my students?”
- “Assessment is something that should be done with students, not to them.”

www.learningoutcomesassessment.org
## COSMA Operational Effectiveness Goals Matrix

<table>
<thead>
<tr>
<th>Identify Each Operational Effectiveness Goal and Measurement Tool(s)</th>
<th>Identify the Benchmark</th>
<th>Data Summary</th>
<th>Assessment Results: 1. Does not meet expectation 2. Meets expectation 3. Exceeds expectation 4. Insufficient data</th>
</tr>
</thead>
<tbody>
<tr>
<td>OEG 1 - To optimize enrollment and retention</td>
<td>Graduation/retention rates from registrar’s office</td>
<td>Senior graduation survey</td>
<td>OEG 2</td>
</tr>
<tr>
<td>OEG 2</td>
<td>Measure 1</td>
<td>Measure 2</td>
<td></td>
</tr>
<tr>
<td>OEG 3</td>
<td>Measure 1</td>
<td>Measure 2</td>
<td></td>
</tr>
<tr>
<td>OEG 4</td>
<td>Measure 1</td>
<td>Measure 2</td>
<td></td>
</tr>
<tr>
<td>OEG 5</td>
<td>Measure 1</td>
<td>Measure 2</td>
<td></td>
</tr>
</tbody>
</table>

**Explanation of course action for intended outcomes not realized:**

| **www.learningoutcomesassessment.org** | 52 |
Law of initiative fatigue

Number of old, continuing and new initiatives

Time, resources and energy of staff

Enthusiasm

Overload

Burnout
Figure 14. Extent of involvement in national, regional, and local learning related initiatives.
Assignments as Assessments

Faculty are working to create a curriculum that intentionally builds in *integrated learning opportunities over time for students to apply* and practice as well as transfer their knowledge and skills through assignments, in and out of courses.

“We all have these things that we’re subconsciously looking for when we grade assignments...that we’re regularly disappointed with. And then you get to poking around in your assignments and realize that nowhere in there did you ever really ask them to demonstrate those things.”
Mapping has emerged as a key strategy for examining the alignment of the different elements of learning environments towards shared learning outcomes as well as to better understand where to assess and document learning.

Mapping is about the process of seeing relationships.

By mapping collectively and collaboratively, those involved are able to unpack assumptions about their own and others’ roles and contributions to the learning of students.
Mapping Tools

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>General Education Courses</th>
<th>Major Courses</th>
<th>Activities and Experience That Provide Support</th>
<th>Possible Careers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Outcome 1</td>
<td>General education courses that support the learning outcomes</td>
<td>Courses that address specific outcomes</td>
<td>Co-curricular elements that support specific outcomes</td>
<td>Possible career paths related to the map</td>
</tr>
<tr>
<td>Learning Outcome 2</td>
<td><a href="http://www.learningoutco">http://www.learningoutco</a>...</td>
<td>Courses that address specific outcomes</td>
<td>Co-curricular elements that support specific outcomes</td>
<td>Possible career paths related to the map</td>
</tr>
</tbody>
</table>

Have you been involved in mapping activities?
University of Iowa

**IOWA GROW®**

**Four quick questions**

Iowa GROW® conversations are guided by four quick questions:

1. How is this job fitting in with your academic?
2. What are you learning here that’s helping you in school?
3. What are you learning in class that you can apply here at work?
4. Can you give me a couple of examples of things you’ve learned here that you think you’ll use in your chosen profession?

**Why GROW®?**

Research on student employment shows that students value the real-world work skills, such as time management, conflict resolution, and decision-making. What they may not see is their classroom learning and their jobs. While some connections are readily natural (e.g., graphic design major working on a marketing team), others require a bit more thought and deliberate attention. Supervisors are very important assets in helping students make these connections between work and school.

Supervisors regularly check in with student employees on work flow, tasks, and assignments. They’re taking one-on-one or two to three times a week to see how employees are doing in classes, and even asking them to relate what they’re learning on the job to course work or vice versa can be all it takes to help get some connections flowing.

It is our hope that with the tools and information provided here, you can instill a similar conversational program with your student employees. We have provided the details of Iowa GROW® and some resources to help you design and implement the intervention in your setting.

[https://vp.studentlife.uiowa.edu/priorities/grow/](https://vp.studentlife.uiowa.edu/priorities/grow/)

---

University of Wisconsin-Madison

**WiGrow**

**Program Overview**

The WiGrow program aims to make student employment on campus a high-impact practice through intentional integration and reflection. WiGrow was initiated by the Student Employment Initiative, a committee comprised of directors for various divisions across the university, as part of the Vice Chancellor for Finance and Administration (VCSFA)/State Plan for 2009-2014. The purpose of the Student Employment Initiative is to evaluate and identify the impact that employment has on the achievement of the University of Wisconsin-Madison’s Embraced and the Essential Learning Outcomes. The program is an adaptation of IOWA GROW®, a similar program that has been successfully implemented at the University of Iowa. WiGrow was implemented in VCSFA units in 2013 and Division of Student Life (DSL) units in 2016.

The current audience for the WiGrow program is UW-Madison VCSFA and DSL units. Eligible units for participation program are those with student employees enrolled as undergraduate or graduate at UW-Madison. Student super and student employees are the primary participants of the program with administrative representatives in each unit overseeing the execution of the program.

[https://www.talent.wisc.edu/home/HideATab/WiGrow/tabid/418/Default.aspx](https://www.talent.wisc.edu/home/HideATab/WiGrow/tabid/418/Default.aspx)
Transparency in Assignments

Transparency in Teaching and Learning: https://www.unlv.edu/provost/teachingandlearning

Purpose
• Skills you’ll practice by doing this assignment
• Content knowledge you’ll gain from doing this assignment
• How you can use these in your life beyond the context of this course, in and beyond college

Task
• What to do
• How to do it (Are there recommended steps? What roadblocks/mistakes should you avoid?)

Criteria
• (Are you on the right track? How to know you’re doing what’s expected?)

Annotated examples of successful work
• (What’s good about these examples? Use the checklist to identify the successful parts.)
Examples

Metro State College of Denver
Curriculum Mapping Template
2008-09

<table>
<thead>
<tr>
<th>Learning Objective 1</th>
<th>Learning Objective 2</th>
<th>Learning Objective 3</th>
<th>Learning Objective 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>XXX1234</td>
<td>XXX2345</td>
<td>XXX3456</td>
<td>XXX4567</td>
</tr>
<tr>
<td>XXX5678</td>
<td>XXX6789</td>
<td>XXX7890</td>
<td></td>
</tr>
</tbody>
</table>

Each required course should be linked with at least one Learning Objective and one level* by entering the appropriate letter(s) in the relevant cell. Programs are free to include other courses as appropriate.

Levels - These are stated from the student's perspective and tied to Bloom's Taxonomy as much as possible.
V = discover (gain knowledge, comprehend information)
P = practice (apply knowledge gained to real situations, analyze issues and questions)
D = demonstrate (prepare a work product - exam, paper, presentation, etc. - that represents knowledge gained, application of same and synthesis or evaluation of knowledge and ideas)

* a course might be identified as offering students the opportunity to do more than one level
<table>
<thead>
<tr>
<th>Content</th>
<th>Introductory Course</th>
<th>Research Methods</th>
<th>Advanced Content Course A</th>
<th>Laboratory / Practicum Course</th>
<th>Advanced Content Course B</th>
<th>Advanced Content Course C</th>
<th>Advanced Content Course D</th>
<th>Capstone Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLO 1: Disciplinary knowledge base (models and theories)</td>
<td>Introduced</td>
<td>Reinforced</td>
<td>Reinforced</td>
<td>Reinforced</td>
<td>Reinforced</td>
<td>Mastery / Assessed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SLO 2: Disciplinary methods</td>
<td>Introduced</td>
<td>Reinforced</td>
<td>Reinforced</td>
<td>Reinforced</td>
<td>Reinforced</td>
<td>Mastery / Assessed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SLO 3: Disciplinary applications</td>
<td>Introduced</td>
<td>Reinforced</td>
<td>Reinforced</td>
<td>Reinforced</td>
<td>Reinforced</td>
<td>Mastery / Assessed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Critical Thinking</td>
<td>Introduced</td>
<td>Reinforced</td>
<td>Reinforced</td>
<td>Reinforced</td>
<td>Reinforced</td>
<td>Mastery / Assessed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SLO 4: Analysis and use of evidence</td>
<td>Introduced</td>
<td>Reinforced</td>
<td>Reinforced</td>
<td>Reinforced</td>
<td>Reinforced</td>
<td>Mastery / Assessed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SLO 5: Evaluation, selection, and use of sources of information</td>
<td>Introduced</td>
<td>Reinforced</td>
<td>Reinforced</td>
<td>Reinforced</td>
<td>Reinforced</td>
<td>Mastery / Assessed</td>
<td></td>
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</tr>
<tr>
<td>Communication</td>
<td>Introduced</td>
<td>Reinforced</td>
<td>Reinforced</td>
<td>Reinforced</td>
<td>Reinforced</td>
<td>Mastery / Assessed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SLO 6: Written communication skills</td>
<td>Introduced</td>
<td>Reinforced</td>
<td>Reinforced</td>
<td>Reinforced</td>
<td>Reinforced</td>
<td>Mastery / Assessed</td>
<td></td>
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</tr>
<tr>
<td>SLO 7: Oral communication skills</td>
<td>Introduced</td>
<td>Reinforced</td>
<td>Reinforced</td>
<td>Mastery / Assessed</td>
<td></td>
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</tr>
<tr>
<td>Integrity / Values</td>
<td>Introduced</td>
<td>Reinforced</td>
<td>Reinforced</td>
<td>Reinforced</td>
<td>Reinforced</td>
<td>Mastery / Assessed</td>
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<tr>
<td>SLO 8: Disciplinary ethical standards</td>
<td>Introduced</td>
<td>Reinforced</td>
<td>Reinforced</td>
<td>Mastery / Assessed</td>
<td></td>
<td></td>
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<tr>
<td>SLO 9: Academic integrity</td>
<td>Introduced</td>
<td>Reinforced</td>
<td>Reinforced</td>
<td>Mastery / Assessed</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Project Management</td>
<td>Introduced</td>
<td>Reinforced</td>
<td>Reinforced</td>
<td>Mastery / Assessed</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>SLO 10: Interpersonal and team skills</td>
<td>Introduced</td>
<td>Reinforced</td>
<td>Reinforced</td>
<td>Mastery / Assessed</td>
<td></td>
<td></td>
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<tr>
<td>SLO 11: Self-regulation and metacognitive skills</td>
<td>Introduced</td>
<td>Reinforced</td>
<td>Reinforced</td>
<td>Mastery / Assessed</td>
<td></td>
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</tbody>
</table>

Center for University Teaching, Learning, and Assessment
Sample Curriculum Map (Level of Skill)
http://uwf.edu/cutla/
<table>
<thead>
<tr>
<th>Content</th>
<th></th>
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<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>SLO 1: Disciplinary knowledge base (models and theories)</td>
<td>Exam Questions</td>
<td>Exam Questions</td>
<td>Exam Questions</td>
<td>Exam Questions</td>
<td>Exam Questions</td>
<td>Capstone Portfolio</td>
<td></td>
</tr>
<tr>
<td>SLO 2: Disciplinary methods</td>
<td>Exam Questions</td>
<td>Exam Questions</td>
<td>Exam Questions</td>
<td>Capstone Portfolio</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SLO 3: Disciplinary applications</td>
<td>Exam Questions</td>
<td>Exam Questions</td>
<td>Class Project</td>
<td>Term Paper</td>
<td>Capstone Portfolio</td>
<td></td>
<td></td>
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<tr>
<td>Critical Thinking</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SLO 4: Analysis and use of evidence</td>
<td>Term Paper</td>
<td>Lab Paper</td>
<td>Class Presentation</td>
<td>Term Paper</td>
<td>Capstone Portfolio</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SLO 5: Evaluation, selection, and use of sources of information</td>
<td>Annotated Bibliography</td>
<td>Term Paper</td>
<td>Lab Paper</td>
<td>Term Paper</td>
<td>Capstone Portfolio</td>
<td></td>
<td></td>
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<tr>
<td>Communication</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>SLO 6: Written communication skills</td>
<td>Reflection Essays</td>
<td>Class Presentation</td>
<td>Poster Session</td>
<td>Class Presentation</td>
<td>Term Paper</td>
<td>Capstone Portfolio</td>
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</tr>
<tr>
<td>SLO 7: Oral communication skills</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Integrity / Values</td>
<td></td>
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<td></td>
<td></td>
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</tr>
<tr>
<td>SLO 8: Disciplinary ethical standards</td>
<td>Reflective Paper</td>
<td>IRB/ACUC Proposal</td>
<td>Reflective Paper</td>
<td>Capstone Portfolio</td>
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<tr>
<td>SLO 9: Academic integrity</td>
<td>Class Assignments &amp; Exams</td>
<td>Exams &amp; Term Paper</td>
<td>Class Assignments &amp; Exams</td>
<td>Class Assignments &amp; Exams</td>
<td>Exams &amp; Term Paper</td>
<td>Capstone Portfolio</td>
<td></td>
</tr>
<tr>
<td>Project Management</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>SLO 10: Interpersonal and team skills</td>
<td>Peer Review of Team Skills</td>
<td>Project Client Feedback</td>
<td>Peer Review of Team Skills</td>
<td>Capstone Portfolio</td>
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<td>Class Assignments &amp; Exams</td>
<td>Class Assignments &amp; Exams</td>
<td>Class Assignments &amp; Exams</td>
<td>Exams &amp; Term Paper</td>
<td>Capstone Portfolio</td>
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</tbody>
</table>

Center for University Teaching, Learning, and Assessment  
Sample Curriculum Map (Assignments & Embedded Assessments)  
http://uwf.edu/cutla/
# Mapping Tools

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>Prior Learning</th>
<th>Courses</th>
<th>Other Required Courses, Recommended Electives</th>
<th>Activities and Experience That Provide Support</th>
<th>Work-Based Learning Experiences</th>
<th>Certifications and Licensures</th>
<th>Possible Careers</th>
<th>Learner Identified</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Outcome 1</td>
<td>Prior learning that is accepted in relation to specific outcomes</td>
<td>Courses that address specific outcomes</td>
<td>Other courses that support and reinforce specific outcomes</td>
<td>Co-curricular elements that support specific outcomes</td>
<td>Employment and other experiences that reinforce specific outcomes</td>
<td>Possible certifications connected to the outcomes</td>
<td>Possible career paths related to the map</td>
<td>Elements identified by learners as supporting learning outcomes</td>
</tr>
<tr>
<td>Learning Outcome 2</td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

*Note: The table is filled with placeholders for the sake of the example.*
Learning Away Photo Contest

Nature's Beauty; Alek Kohn; Summer 2017 experience in the Dominican Republics

Entries:

• The photo contest is available to all UMR students who completed a learning away experience (for credit or not-for credit as part of their UMR experience) during Fall 2016, Winter Break 2016/2017, Spring 2017, or Summer 2017.

OVERVIEW

This Learning Life is a campus-wide competition celebrating the Illini learning community on our beautiful Urbana-Champaign campus. We want to see what learning looks like through your eyes! We invite you to sharpen your visual communication skills, and get prizes and recognition for it, and also get that great, personal image that will help you stand out from the crowd.

Digital storytelling has become an essential skill to communicate ideas clearly and effectively. We hear from employers all the time that they are seeking people across all disciplines who have that creative mindset. Whether you’re in mechanical engineering or crop sciences, social work or microbiology, business or modern languages, if you know how to tell a story, reveal something of your inner world in a single image, or think critically about the great human endeavor to know that is learning, we want to give you the opportunity to challenge yourself. We hope your insights and perspectives will also inspire a greater awareness of the intrinsic value of the on-campus experience, here at Illinois.

All currently enrolled UIUC students are invited to enter an image, a caption and a brief narrative text to accompany the image. Entries will be judged by a multidisciplinary panel for:

• Relevance to the This Learning Life themes
• Originality
• Visual Impact

High expectations for performance
Extended investment of time and effort
Experiencing diversity
Frequent feedback
Public demonstration of competency
Faculty and peer interaction
Reflecting and integrating learning
Relevance of learning through real-world applications

High-Impact Educational Practices

First-Year Seminars and Experiences
Many schools now build into the curriculum first-year seminars or other programs that bring small groups of students together with faculty or staff on a regular basis. The high-quality first-year experiences place a strong emphasis on critical inquiry, frequent writing, information literacy, collaborative learning, and other skills that develop students’ intellectual and practical competencies. First-year seminars can also serve as bridges with cutting-edge questions to scholarship and with faculty mentors’ own research.

Undergraduate Research
Many colleges and universities now emphasize courses and programs that help students explore careers, life experiences, and problems different from their own. These studies—which may address US diversity, world cultures, or both—often explore “ Already familiar” such as social, economic, and political inequality or continuing struggles among the global forces of human rights, freedom, and power. Frequently, research projects are augmented by experiential learning in the community and/or by study abroad.

ePortfolios
ePortfolios offer an alternative or a supplemental basis of higher-impact educational programs, and higher education has developed a range of ways to implement them for teaching and learning in traditional programs, and career development. ePortfolios enable students to electronically collect their work over time, reflect upon their personal and professional growth, and then select their favorite records. Such records are portfolios, or “products” of the ePortfolio process. ePortfolios in collaboration with other high-impact practices provide opportunities for students to make connections between various educational experiences.

Service Learning, Community-Based Learning
In these programs, field-based “experiential learning” with community partners is an instructional strategy—and often a required part of the course. This idea is to give students direct experience with issues they are studying in the curriculum and web-sensing others to analyze and solve problems in the community. A key element is that these projects and courses have to both apply what they are learning in real-world settings and offer the students opportunities to see their service experiences. These programs would give students the opportunity to build their community is an important college outcome, and that working with community partners is good preparation for citizenship, work, and life.

Internships
Internships are another increasingly common form of experiential learning. The idea is to provide students with direct experience in a work setting—a real-world setting that mirrors the one they will see on the job. Internships offer the benefit of supervision and training from professionals in the field. If the internship is taken for course credit, the student completes a project or paper that is approved by a faculty mentor.

Capstone Courses and Projects
Whether they are called “senior seminar” or other similar, these culminating experiences empower students nearing the end of their college careers to make sense of how what they have learned. These projects might be a research paper, a presentation, a portfolio of “best work,” or a suitable of artwork. Capstones are offered in departmental programs and, increasingly, in general education as well.

Diversity/Global Learning
Many colleges and universities now emphasize courses and programs that help students explore careers, life experiences, and problems different from their own. These studies—which may address US diversity, world cultures, or both—often explore “ Already familiar” such as social, economic, and political inequality or continuing struggles among the global forces of human rights, freedom, and power. Frequently, research projects are augmented by experiential learning in the community and/or by study abroad.

Reflection and Learning
Reflection and learning are central to the high-impact practices described above. These practices are not just about learning new content, but also about how that learning is applied to real-world situations.
Fostering culturally responsive assessment

Use of Assessment Results
Learning Outcome Assessment
Communication Continuum

Compliance posting of outcomes & select (favorable) results

Oversharing of easy to measure outcomes & results, just to do something

More tailored posting of outcomes, by program/major experience & results for different audiences

Nuanced, tailored framework for communicating outcomes, improvements, in comprehensive, student-focused, culturally responsive way

More complete picture of all the places learning occurs, posting outcomes in student affairs/services & results for different audiences
<table>
<thead>
<tr>
<th>Institution-Focused</th>
<th>Learner-Centered</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning assessed for a sample of students</td>
<td>Learning demonstrated for every student</td>
</tr>
<tr>
<td>Normative approach</td>
<td>Responsive approach</td>
</tr>
<tr>
<td>Summative</td>
<td>Formative</td>
</tr>
<tr>
<td>Structured (seat time)</td>
<td>Adaptive/flexible offerings</td>
</tr>
<tr>
<td>Implicit outcomes and connections</td>
<td>Explicit outcomes and connections</td>
</tr>
<tr>
<td>Individual courses</td>
<td>“our courses”</td>
</tr>
<tr>
<td>Silos/territories</td>
<td>Integrated and collaborative</td>
</tr>
<tr>
<td>Learning occurring in the institution</td>
<td>Learning happening everywhere</td>
</tr>
</tbody>
</table>
Another Way to Think about It:  
Assessment as Good Questions about T&L

- What do **we** want our students to know and be able to do?
- What opportunities do **we** provide for developing these abilities? Are our courses “aligned”?
- How do **we** know if and how well students are achieving course and program goals? What is the evidence?
- How do **we** use that evidence to strengthen teaching, course design, curriculum, and other aspects of the student experience?
- How can **we** work together on these questions, building a collaborative culture of evidence and improvement?
HOW WE NEED TO WORK

Courses
Assignments
Programs
General Ed
Employment
Co-Curriculum
Transfer Institution
Starting Institution
Equity-Minded Assessment entails the following actions:

- Check biases and ask reflective questions throughout the assessment process to address assumptions and positions of privilege.
- Use multiple sources of evidence appropriate for the students being assessed and assessment effort.
- Include student perspectives and take action based on perspectives.
- Increase transparency in assessment results and actions taken.
- Ensure collected data can be meaningfully disaggregated and interrogated.
- Make evidence-based changes that address issues of equity that are context-specific.
NILOA/CAS Call for Case Study Participants: Equity in Assessment

- Provide examples of practices that ensure assessment of student learning is applicable, responsive, and fair to all student populations.

- Institutions engaged in equitable assessment efforts and interested in sharing processes and practices through a case study.
Historically Black College and University (HBCU) Collaboration for Excellence in Educational Quality Assurance (CEEQA).

"...seeks to help address accountability measures while being true to HBCU missions and culturally relevant assessment approaches"
NILOA Principles of Local Practice

1. Develop specific, actionable learning outcomes statements.
2. Connect learning outcomes with actual student demonstrations of their learning.
3. Collaborate with relevant stakeholders, beginning with the faculty.
4. Design assessment approaches that generate actionable evidence about student learning that key stakeholders can understand and use to improve student and institutional performance.
5. Focus on improvement and compliance will take care of itself.
Questions

Email us: niloa@education.illinois.edu

National Institute for Learning Outcomes Assessment
University of Illinois at Urbana-Champaign
51 Gerty Drive, Suite 196 CRC, MC-672
Champaign, IL 61820

Assignment Library: www.assignmentlibrary.org
Degree Qualifications Profile: www.degreeprofile.org
NILOA Website: www.learningoutcomesassessment.org
Join Our Email List: goo.gl/DDU56q