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



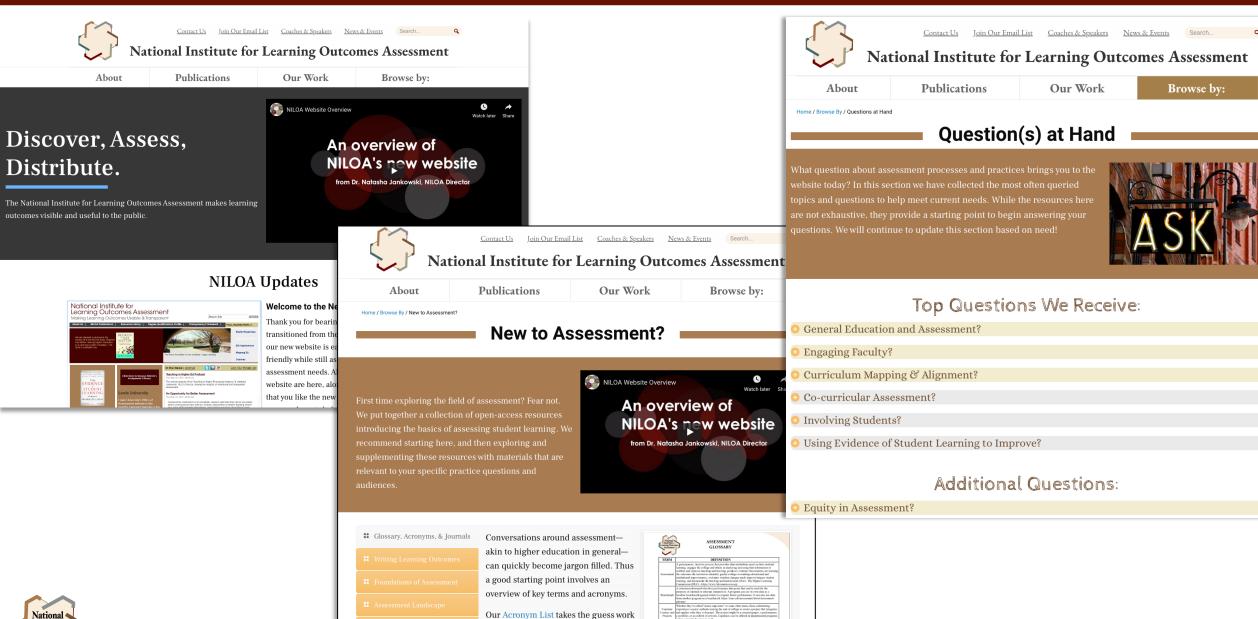
National Institute for Learning Outcomes Assessment (NILOA)

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



out of what the acronyms for which

accrediting agencies and assessmentrelated organizations stand. It is not an

Is college worth it? Goldman Sachs says not so much

By Brooke Metz 8:30 am EST December 10, 2015



EVERYDAY ECONOMICS

Is College Worth It? Clearly, New Data Say



Why College Is Still Worth It Even The Why College Is Still Worth It Even The Costs Too Much Liz Weston / Reuters Oct. 5, 2015

COMMENTARY



An Insider's Take on Assessment: It May Be Worse Than You Thought

By Erik Gilbert | JANUARY 12, 2018



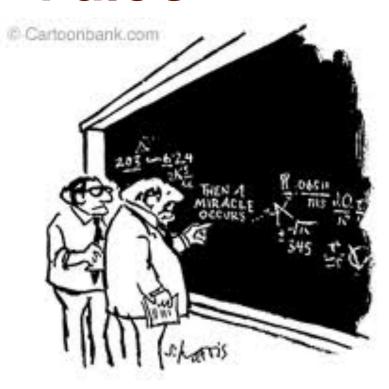
es

Opinion

College May Not Be **Worth It Anymore**



Value



"I think you should be more explicit here in step two."

Institutions of higher education are





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.

IDENTITY

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



9%

of college students are first-generation immigrants.

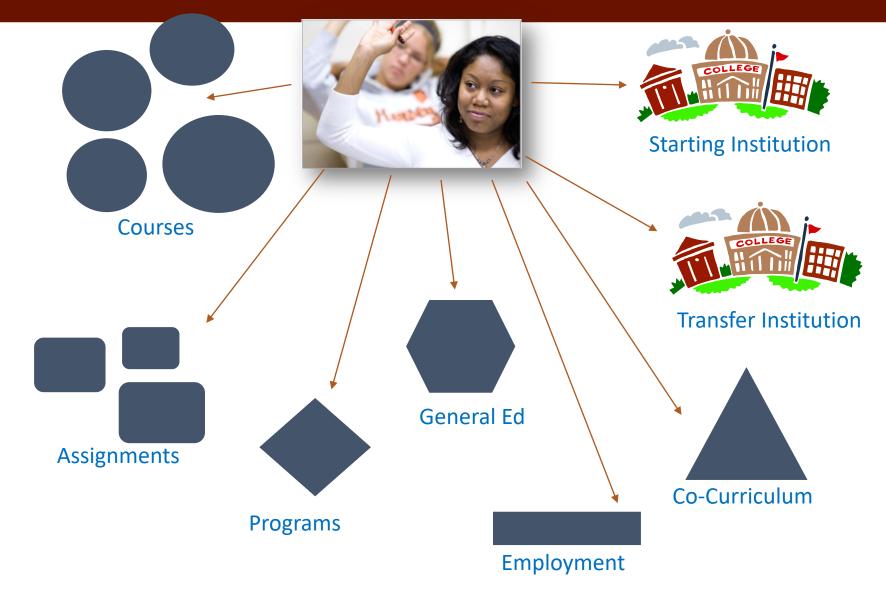


42%

of college students are students of color.

Today's Student

https://www.luminafoundation.org/files/resources/todays-student-infographic-2.pdf

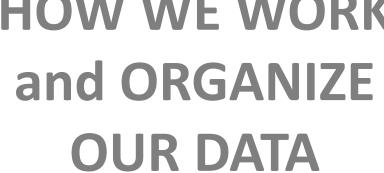




CURRENT STUDENT EXPERIENCE OF HIGHER EDUCATION









Programs

General Ed









A Quick Assessment

- I have been leading assessment efforts for several years
- This is my first year in an assessment role
- This is m
- I hope I
- What is



nt



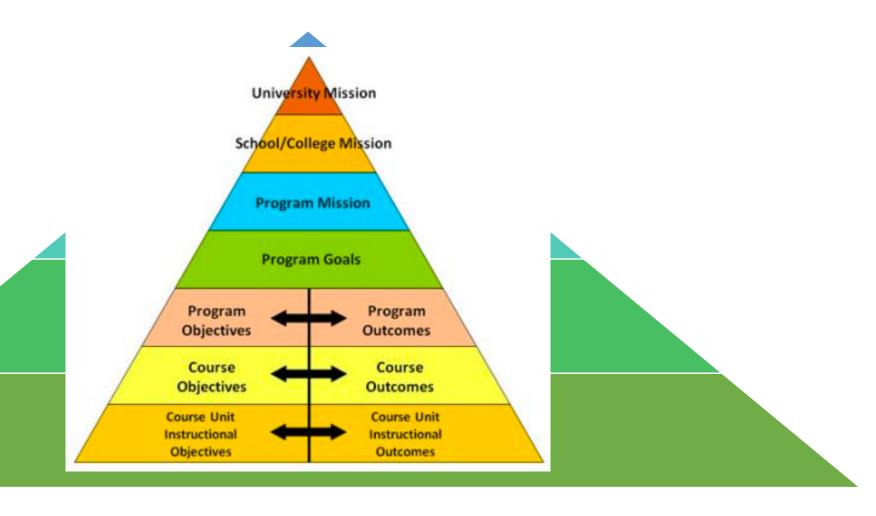
Coming to Terms

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:

- 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





EXCELLENCE IN ASSESSMENT 2018 Designees











Co-sponsors: <u>VSA Analytics</u>, the National Institute for <u>Learning Outcomes Assessment (NILOA)</u>, and the <u>Association of American Colleges and Universities (AAC&U)</u>. VSA is a joint initiative of the <u>American Association of State Colleges and Universities (AASCU)</u> and the <u>Association of Public & Land-grant Universities (APLU)</u>.





Co-sponsors: <u>VSA Analytics</u>, the National Institute for <u>Learning Outcomes Assessment (NILOA)</u>, and the <u>Association of American Colleges and Universities (AAC&U)</u>. VSA is a joint initiative of the <u>American Association of State Colleges and Universities (AASCU)</u> and the <u>Association of Public & Land-grant Universities (APLU)</u>.





Co-sponsors: <u>VSA Analytics</u>, the National Institute for <u>Learning Outcomes Assessment (NILOA)</u>, and the <u>Association of American Colleges and Universities (AAC&U)</u>. VSA is a joint initiative of the <u>American Association of State Colleges and Universities (AASCU)</u> and the <u>Association of Public & Land-grant Universities (APLU)</u>.



Improvement and Accountability

Table 1

Two Paradigms of Assessment

	Assessment for Improvement Paradigm	Assessment for Accountability Paradigm
Strategic Dimensions		
Intent	Formative (Improvement)	Summative (Judgment)
Stance	Internal	External
Predominant Ethos	Engagement	Compliance
Application Choices		
Instrumentation	Multiple/Triangulation	Standardized
Nature of Evidence	Quantitative and Qualitative	Quantitative
Reference Points	Over Time, Comparative, Established Goal	Comparative or Fixed Standard
Communication of Results	Multiple Internal Channels and Media	Public Communication
Uses of Results	Multiple Feedback Loops	Reporting





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

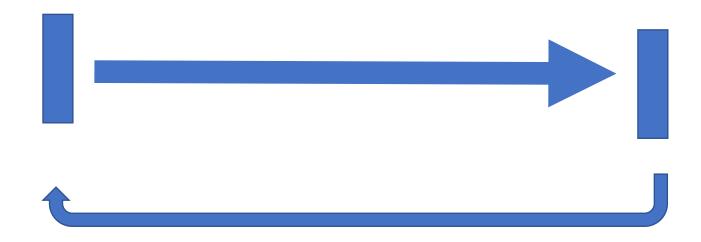


Indirect Measures

- ➤ 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



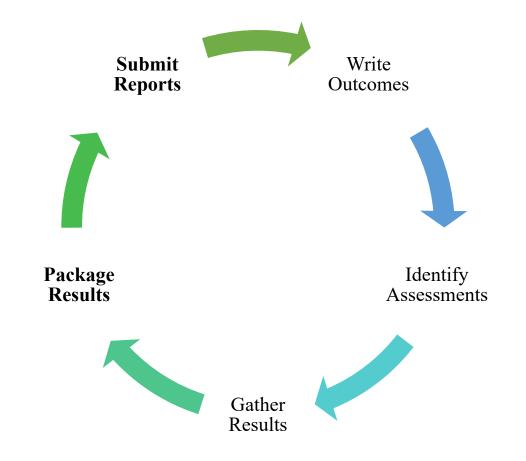
What would happen if we went from this?



Institutional or Program Improvement

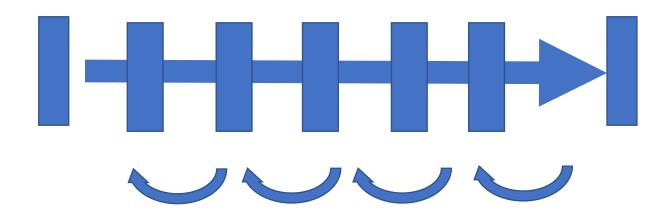


ACCREDITATION/ PROGRAM REVIEW PROCESS





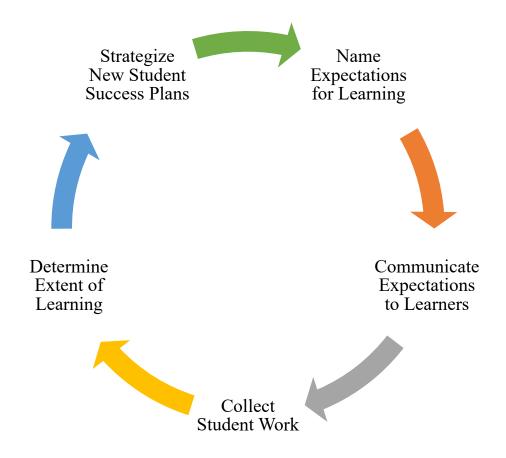
To this?



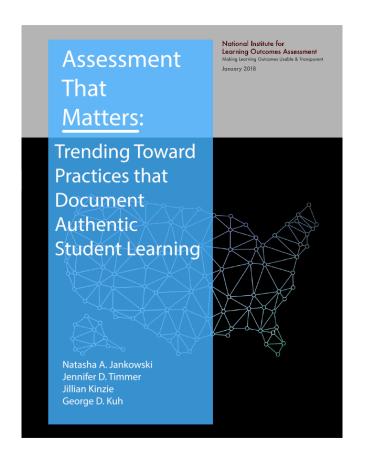
Learning Improvement



IMPROVEMENT PROCESS







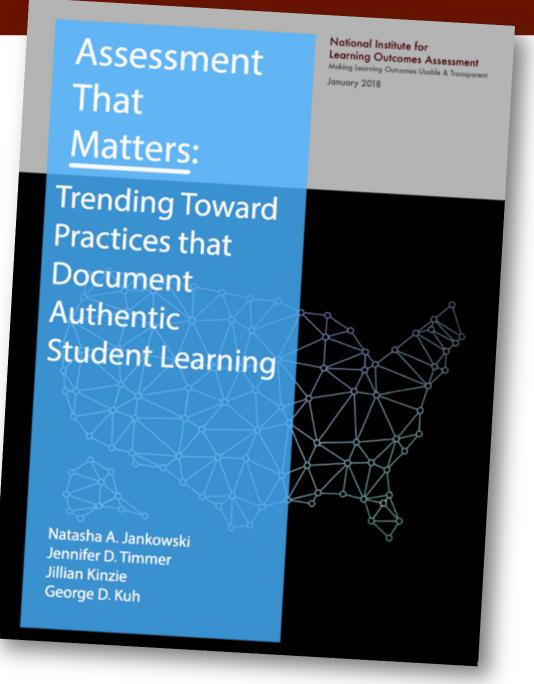
Assessment Today

- Most institutions have statements of student learning aligned throughout the institution.
- 2. Greater use of authentic measures of student learning (classroom assignments, rubrics, capstones)
- Strong focus on more support for faculty
- 4. Communicating information about student learning remains a target of opportunity.



Finding from NILOA's Survey of Provosts 2017

"Assessment continues to be driven by both compliance and improvement, with an emphasis on equity."

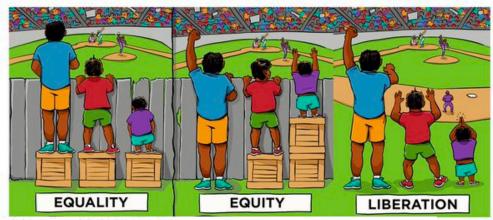








Don't just tell a different version of the same story. Change The Story!







EQUALITY VERSUS EQUITY



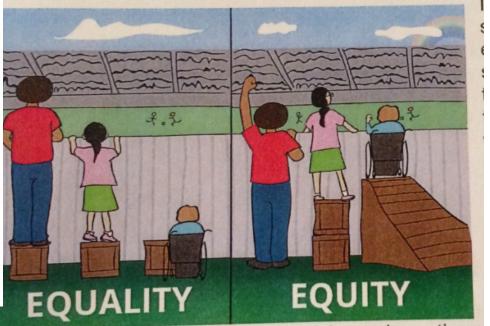
In the first image, it is assumed that everyone will benefit from the same supports. They are being treated equally.



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

NILOA Report: <u>Focused on What Matters: Assessment of Student Learning Outcomes at Minority-Serving Institutions.</u>

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.



AAC&U's Committing to Equity and Inclusive Excellence: A Campus Guide for Self-Study and Planning (2015)

- 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,² 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)



NILOA Occasional Paper 29

Key Points:

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.

National Institute for Learning Outcomes Assessment

January 2017

Equity and Assessment: Moving Towards Culturally Responsive Assessment

Erick Montenegro and Natasha A. Jankowski



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."

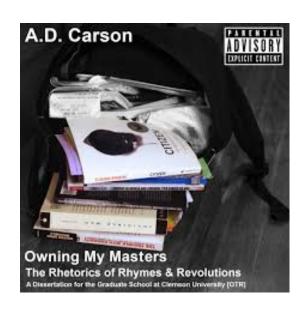
Consequential Assessment

(Kuh, Ikenberry, Jankowski, Cain, Ewell, Hutchings, & Kinzie, 2015)



"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)

DANCE YOUR PH.D.



"...that while learners may take multiple paths to and through learning, they must demonstrate their knowledge and skills in the same way." (p. 5)



excellence



Culturally Responsive Assessment Concepts (Montenegro & Jankowski, 2017)

Uses appropriate language for ALL Mindful of the student students when population it serves developing learning outcomes Develops and dges student Students tools approp s in planning different stu nases Intentional in using assessment results to improve student learning

"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

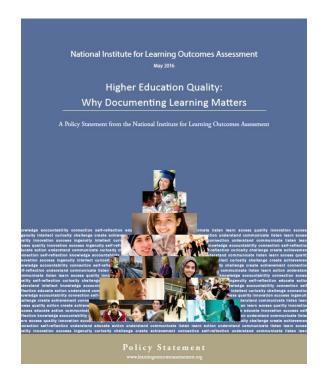
Use of Assessment Results



Fostering culturally responsive assessment



Student Learning Outcome Statements





National Institute for Learning Outcomes Assessment. (2016, May). *Higher education quality: Why documenting learning matters*. Urbana, IL: University of Illinois and Indiana University, Author.

COSMA

 Program-Level Student Learning Outcomes Matrix

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

	Aca	idenne i e	$a_1 \ 2017 - 2$	010	
Identify Each Student Learning Outcome and Measurement Tool(s)	Identify the Benchmark	Total Number of Students Observed	Total Number of Students Meeting Expectation	Assessment Results: Percentage of Students Meeting Expectation	Assessn Result 1. Does no meet expectatio 2. Meets expectatio 3. Exceed expectatio 4. Insufficient
SLO 1 - Develop crit	cical thinking me	odels that includ	le qualitative and q	uantitative technic	
analyze and solve pro	blems using the	ese models in an	ethical context.		
<mark>(nternship</mark>	80% of				
Evaluation	students will				
(indirect)	receive				
	scores of 4 or				

higher Senior Capstone 80% of Project (direct) students will receive scores of 80/100 or higher SLO₂ Measure 1 Measure 2 SLO₃



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 intergovernmental 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."

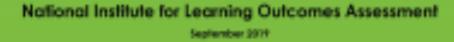
Consider . . .

"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

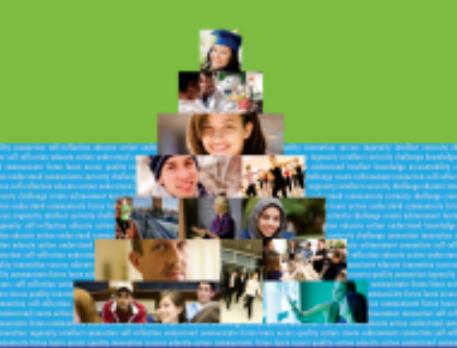
- Work Ready Skills
 - Employability Skills
 - Soft Skills
 - Work Critical Skills
- We have to start rethinking roles
 - Advisory Boards



Co-Designing Assessment and Learning: Rethinking Employer Engagement in a Changing World

Jason A. Tyszko & Robort, G. Sheets

Economic by Norselts A. Innbowski.







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:

- 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
- Council for the Advancement of Standards (CAS)
- 12. International frameworks





FUTURE STUDENTS

CURRENT STUDENTS

PARENTS

FACULTY AND STAFF

ALUMNI AND FRIENDS

VISITORS AND FANS

📥 🎎 Share

Transformative Learning * Student Transformative Learning Record (STLR)



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 like a second transcript that records students' growth and Transformative Learning across the other five of UCO's Central Six Tenets pictured below.

For example, students might:

- learn how to work well in teams with people whose opinions 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 unscripted 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 store these experiential artifacts in different versions of ePortfolios 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.















Center for Excellence in Transformative Teaching & Learning

- Transformative Learning Home
- Student Experiences
- The Central Six
- **Journal of Transformative Learning**

Student Transformative Learning Record (STLR)

STLR-Tagged Activities

How STLR Works

Marketing

Results and Reporting

Frequently Asked Questions

Contact Information

- **Masonic Endowment Award**
- 2018 Transformative Learning Conference

Transformative Learning in the News

Wall Street Journal ranks UCO 6th in Student Engagement

STLR receives a WCET 2016 W

STLR part of Comprehensive 5 project

UCO has a link to Canada, Edn

TL at UCO in Civitas Learning 1

About STLR-



COMPREHENSIVE LEARNER RECORD

ADVANCED TRAINING ABILITY KNOWLEDGE GROWTH (:0:)

By Tenet

Global & Cultural

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.

Transformation

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.

Integration

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

Exposure

cultures.

The student has not yet provided evidence of openness to or awareness of the concepts listed in exposure for this tenet.

Achieved

Not





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.

Student Information

Name <Student Primary Name.....>

Student ID <Student ID #>

Most Recent MS in Crim Jus and Pub Sfty

Major

Summary of IUPUI Achievements



IUPUI Principles of Co-Curricular Learning

Undergraduate Research Opportunity - Fall

Core Communication
Critical Thinking
Depth/Breadth/Adaptiveness

Integration of Knowledge
Interpersonal Development
Intrapersonal Development

Understanding Society & Culture
Values & Ethics





Global Engagement

- <experience info
- <city, state/province/territory, country> 2 Semesters





Diversity



- Coordinator Disability Awareness Week IUPUI, Indianapolis IN - 60 Hours
- Diversity Experience Title that takes up a really
- whole lot of room on page Someplace, Indianapolis Indiana - 50 Hours
- Multicultural Leadership Empowerment Program
- 40 Hours
- Diversity Experience Title #2 takes up a really whole lot of room on page Carbondale, IL - 25 Hours

Research Hours



Official record page 2 of 2 created on <mm/dd/yyyy> for <student name> <student ID>

- Fraternity Treasurer, Phi Delta Theta IUPUI Indianapolis IN USA - 4 Semesters - Fraternity Vice President, Phi Delta Theta IUPUI, Indianapolis IN USA - 2 Semesters

Service Hours





ELON EXPERIENCES TRANSCRIPT

GLOBAL ENGAGEMENT * INTERNSHIPS * LEADERSHIP * SERVICE * UNDERGRADUATE RESEARCH STUDY ABBOAD/STUDY USA

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

Name: Jane Sally Doe Degree: AB - Bachelor of Arts Major(s): English Minor(s): Political Science

	STUDY ABROAD			LEADERSHIP	
Winter	2012 Studies in Costa Rica/ELR	Semester		011 Resident Student Association	Vice-President
Winter	2013 Science in London/ELR	Semester		011 Alpha Chi Omega	New Member Educat
			Spring 20	012 Alpha Chi Omega	New Member Educat
			Fall 20	012 SPARKS	Peer Educator
			Spring 20	013 SPARKS	Peer Educator
	VOLUNTEER SERVICE		Spring 20	013 Orientation	Head Staff
Spring	2011 Elon Service Day	4 hours	Fall 20	013 Alpha Chi Omega	Vice-President
Spring	2011 Cummings High School	3 hours	Spring 20	014 Alpha Chi Omega	Vice-President
Spring	2011 ElonTHON	24 hours	IVD		
Spring	2011 Service Learning	40 hours			
Fall	2011 Blood Drive	0.5 hour			
Spring	2012 Boys and Girls Club	1 hour			
Spring	2012 Alpha Chi Omega	6 hours		UNDERGRADUATE RESEARCH	
Fall	2012 Alpha Chi Omega	2 hours	Spring 20	012 Elon Research Forum	
Fall	2012 Alpha Chi Omega	3 hours		012 Research in English	
Fall	2012 Habitat for Hummanity	3 hours		013 Research in English	
Spring	2013 ElonTHON	24 hours		014 Research in English	
oprang	EVIJ BIOHIHON	LLI ET HOULD	Spring 2	Total Control of the	
	INTERNSHIPS/CO-OPS				
Summer	2012 Washington Center Internship	160 hours			
Spring	2012 Washington Center Internantp 2012 Internahip with Gallup	260 hours			
apring	zoiz incernantp with Gallup	260 hours			



Elon University

Office of the University Registrar Campus Box 2106

Elon, NC 27244 Phone: 336-278-6677 FAX: 336-278-6672 Email: registrar@elon.edu

Elon University website: www.elon.edu

History

In 1889 the N.C. General Assembly issued a charter for Elon College. In 1923 the College sustained a major fire and was rebuilt in 1923-1926. Elon College became Elon University in 2001. The Elon University chapter of Phi Beta Kappa was chartered in 2010.

Accreditation

Elon University is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award bachelor, master, doctor of physical therapy, and juris doctor degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097 or call 404-679-4501 for questions about the accreditation of Elon University, to file a third-party comment at the time of Elon University's decennial review, or to file a complaint against Elon University for alleged non-compliance with a standard or requirement. For normal inquiries about Elon University including admissions requirements, financial aid, educational programs, etc., contact Elon University at 336-278-2000.

Elon Experiences Transcript

The Elon Experiences Transcript allows students to present a record of their participation in the five Elon Experiences.

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

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 Experiences, include the following:

- 1. Global Engagement: Study Abroad/Study USA
- Internships
- Leadership
- 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 Cannon 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 internship 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 course 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.

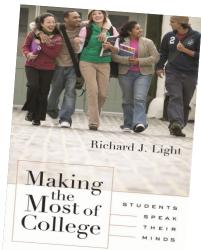
5. Undergraduate Research

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."



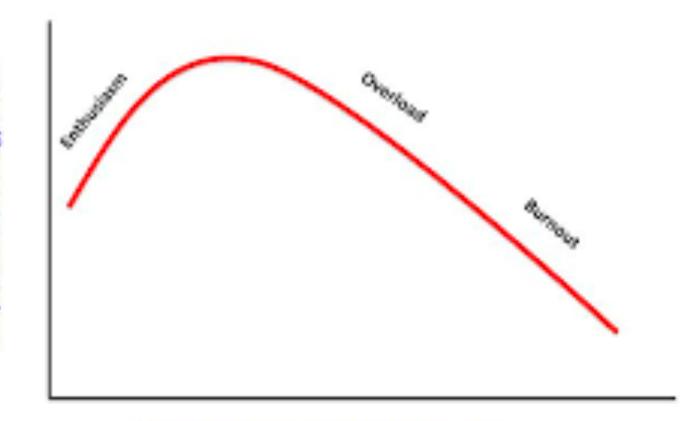
51

Program-Level Operational Effectiveness Goals Matrix **Identify Each Operational** Identify the **Data Summary Assessment Results:** Effectiveness Goal and 1. Does not meet Benchmark Measurement Tool(s) expectation 2. Meets expectation 3. Exceeds expectation 4. Insufficient data OEG 1 - To optimize enrollment and retention Graduation/retention rates from registrar's office Senior graduation survey OEG 2 Measure 1 Measure 2 OEG 3 Measure 1 Measure 2 OEG 4 Measure 1 Measure 2 OEG 5 Measure 1 Measure 2 **Explanation of course action for intended outcomes not realized:

COSMA Operational Effectiveness Goals Matrix

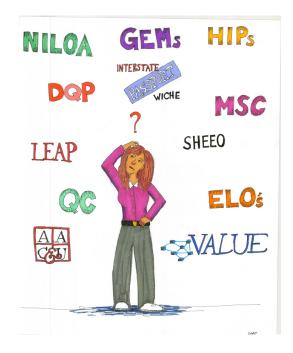
Time, resources and enemy of start

Law of initiative fatigue



Number of old, continuing and new initiatives





aacu.org/faculty

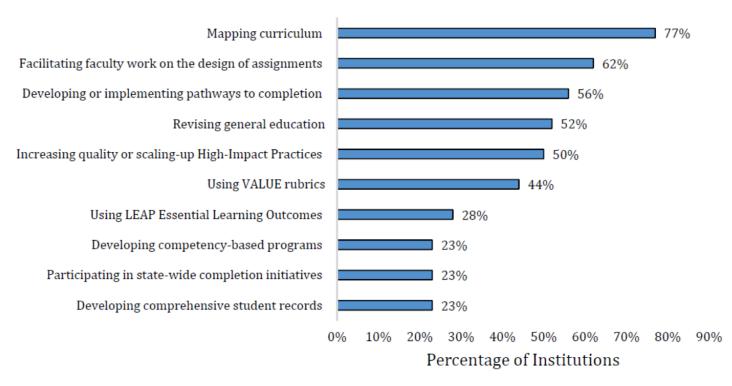


Figure 14. Extent of involvement in national, regional, and local learning related initiatives.



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

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.

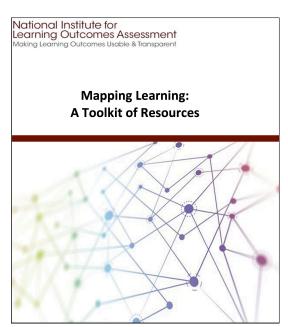
By mapping collectively and collaboratively, those involved are able to *unpack assumptions* about their own and others' roles and contributions to the learning of students.



Mapping Tools

Activities Learning **General Education** Major **Possible** Outcomes Courses Careers and **Experience** That Provide Support Learning General education Courses that Co-curricular Possible Outcome 1 courses that support address elements that career paths related to the the learning specific support outcomes outcomes specific map outcomes Learning Outcome 2

NILOA Resource: Mapping Toolkit



http://www.learningou

Figur

Have you been involved in mapping activities?



University of Iowa



https://vp.studentlife.uiowa.edu/priorities/grow/

University of Wisconsin-Madison



OTM Home | WiGrow Home | WiGrow Program Overview | WiGrow Student Supervisor Resources | WiGrow Student Employee Resou

Program Overview

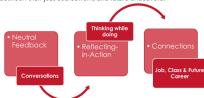
The WiGrow program aims to make student employment on campus a high-impact practice through intentional intentional intentional reflection. WiGrow was initiated by the Student Employment Initiative, a committee comprised of directors fron various divisions across the university, as part of the Vice Chancellor for Finance and Administration (VCFA) Strate Plan for 2009-2014. The purpose of the Student Employment Initiative is to evaluate and intensify the impact that semployment has on the achievement of the University of Wisconsin-Madison Experience and the Essential Learnir Outcomes. The program is an adaptation of IOWA GROW, a similar program that has been successfully implement the University of Iowa. WiGrow was implemented in VCFA units in 2013 and Division of Student Life (DSL) units in

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

2015-2016 Process Summary

Program Structure

Supervisors provide neutral feedback to student employees through one structured conversation each semester. Conversations encourage student employees to reflect-in-action while working, which helps them to make connect between their job, coursework, and future endeavors.



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

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.

	Learning Objective 1	Learning Objective 2	Learning Objective 3	Learning Objective 4
XXX1234				
XXX2345				
XXX3456				
XXX4567				
XXX5678				
XXX6789				
XXX7890				

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 sai and synthesis or evaluation of knowledge and ideas)

 st a course might be identified as offering students the opportunity to do more than one level



· ·								
	Introductory Course	Research Methods	Advanced Content Course A	Laboratory / Practicum Course	Advanced Content Course B	Advanced Content Course C	Advanced Content Course D	Capstone Course
Content							•	
SLO 1: Disciplinary knowledge base (models and theories)	Introduced		Reinforced		Reinforced	Reinforced	Reinforced	Mastery / Assessed
SLO 2: Disciplinary methods		Introduced		Reinforced		Reinforced		Mastery / Assessed
SLO 3: Disciplinary applications	Introduced		Reinforced		Reinforced		Reinforced	Mastery / Assessed
Critical Thinking								
SLO 4: Analysis and use of evidence		Introduced		Reinforced	Reinforced		Reinforced	Mastery / Assessed
SLO 5: Evaluation, selection, and use of sources of information	Introduced	Reinforced		Reinforced		Reinforced		Mastery / Assessed
Communication								
SLO 6: Written communication skills	Introduced	Reinforced		Reinforced		Reinforced		Mastery / Assessed
SLO 7: Oral communication skills		Introduced	Reinforced		Reinforced	Mastery / Assessed		
Integrity / Values								
SLO 8: Disciplinary ethical standards		Introduced		Reinforced	Reinforced			Mastery / Assessed
SLO 9: Academic integrity	Introduced	Reinforced	Reinforced	Reinforced		Reinforced		Mastery / Assessed
Project Management								
SLO 10: Interpersonal and team skills			Introduced		Reinforced		Reinforced	Mastery / Assessed
SLO 11: Self-regulation and metacognitive skills	Introduced			Reinforced	Reinforced	Reinforced		Mastery / Assessed

Center for University Teaching, Learning, and Assessment http://uwf.edu/cutla/ Sample Curriculum Map (Level of Skill)



	Introductory Course	Research Methods	Advanced Content Course A	Laboratory / Practicum Course	Advanced Content Course B	Advanced Content Course C	Advanced Content Course D	Capstone Course
Content								
SLO 1: Disciplinary knowledge base (models and theories)	Exam Questions		Exam Questions		Exam Questions	Exam Questions	Exam Questions	Capstone Portfolio
SLO 2: Disciplinary methods		Exam Questions		Exam Questions		Exam Questions		Capstone Portfolio
SLO 3: Disciplinary applications	Exam Questions		Exam Questions		Class Project		Term Paper	Capstone Portfolio
Critical Thinking								
SLO 4: Analysis and use of evidence		Term Paper		Lab Paper	Class Presentation		Term Paper	Capstone Portfolio
SLO 5: Evaluation, selection, and use of sources of information	Annotated Bibliography	Term Paper		Lab Paper		Term Paper		Capstone Portfolio
Communication	•							
SLO 6: Written communication skills	Reflection Essays			Lab Paper		Term Paper	Term Paper	Capstone Portfolio
SLO 7: Oral communication skills			Class Presentation	Poster Session	Class Presentation	Class Presentation		
Integrity / Values								
SLO 8: Disciplinary ethical		Reflective		IRB/ACUC	Reflective			Capstone
standards		Paper		Proposal	Paper			Portfolio
SLO 9: Academic integrity	Class Assignments & Exams	Exams & Term Paper	Class Exams	Class Assignments & Exams	Class Assignments & Exams	Exams & Term Paper	Exams & Term Paper	Capstone Portfolio
Project Management	Project Management							
SLO 10: Interpersonal and team skills			Peer Review of Team Skills		Project Client Feedback		Peer Review of Team Skills	Capstone Portfolio
SLO 11: Self-regulation and metacognitive skills	Class Assignments & Exams			Class Assignments & Exams	Class Assignments & Exams	Exams & Term Paper		Capstone Portfolio



Mapping Tools

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



LEARNING



Student Life

Study Away from Rochester

Learning Away Photo Contest

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



Kuh & O'Donnell (2013), Ensuring Quality & Taking High-Impact Practices to Scale.

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 highest-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 involve students with cutting-edge questions in scholarship and with faculty members' own research.

d into a variety of courses or a vertically as advanced integrative community (see mes—e.g., technology ty of curricular and

courage integration of th "big questions" that or more linked courses as vith their professors. opic and/or common i. Some deliberately link ature service learning.

struction and across the s are encouraged to ifferent audiences in ted practice "across the s as quantitative cy, and, on some

rojects

arning to work and rpening one's own s of others, especially nees. Approaches range assignments and

Undergraduate Research

Many colleges and universities are now providing research experiences for students in all disciplines. Undergraduate research, however, has been most prominently used in science disciplines. With strong support from the National Science Foundation and the research community, scientists are reshaping their courses to connect key concepts and questions with students' early and active involvement in systematic investigation and research. The goal is to involve students with actively contested questions, empirical observation, cutting-edge technologies, and the sense of excitement that comes from working to answer important questions.

Diversity/Global Learning

Many colleges and universities now emphasize courses and programs that help students explore cultures, life experiences, and worldviews different from their own. Thes studies—which may address U.S. diversity, world cultures, or both—often explore "difficult differences" such as racial, ethnic, and gender inequality, or continuing struggles around the globe for human rights, freedom, and power. Frequently, intercultural studies are augmented by experiential learning in the community and/or by study abroad.

ePortfolios

ePortfolios are the latest addition to AAC&U's list of high-impact educational practices, and higher education has developed a range of ways to implement them for teaching and learning, programmatic assessment, and career development. ePortfolios enable students to electronically collect their work over time, reflect upon their personal and cademic growth, and then share selected items with others, such as professors, advisors, and potential employers. Because collection over time is a key element of the ePortfolio process, employing ePortfolios in collaboration with other high-impact practices provides 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. The idea is to give students direct experience with issues they are studying in the curriculum and with ongoing efforts to analyze and solve problems in the community. A key element in these programs is the opportunity students have to both apply what they are learning in real-world settings and reflect in a classroom setting on their service experiences. These programs model the idea that giving something back to the 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—usually related to their career interests—and to give them the benefit of supervision and coaching from professionals in the field. If the internship is taken for course credit, students complete a project or paper that is approved by a faculty member.

Capstone Courses and Projects

Whether they're called "senior capstones" or some other name, these culminating experiences require students nearing the end of their college years to create a project of some sort that integrates and applies what they've learned. The project might be a research paper, a performance, a portfolio of "best work," or an exhibit of artwork. Capstones are offered both in departmental programs and, increasingly, in general education as well.









Fostering culturally responsive assessment





Use of Assessment Results



Learning Outcome Assessment Communication Continuum

Compliance posting of outcomes & select (favorable) results

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

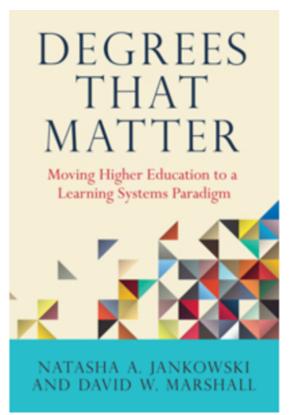
Nuanced, tailored framework for communicating outcomes, improvements, in comprehensive, student-focused, culturally responsive way

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

More complete picture of all the places learning occurs, posting outcomes in student affairs/services & results for different audiences



Learning Paradigm -> Learning Systems Paradigm



Institution-Focused	Learner-Centered
Learning assessed for a sample of students	Learning demonstrated for every student
Normative approach	Responsive approach
Summative	Formative
Structured (seat time)	Adaptive/flexible offerings
Implicit outcomes and connections	Explicit outcomes and connections
Individual courses	"our courses"
Silos/territories	Integrated and collaborative
Learning occurring in the institution	Learning happening everywhere



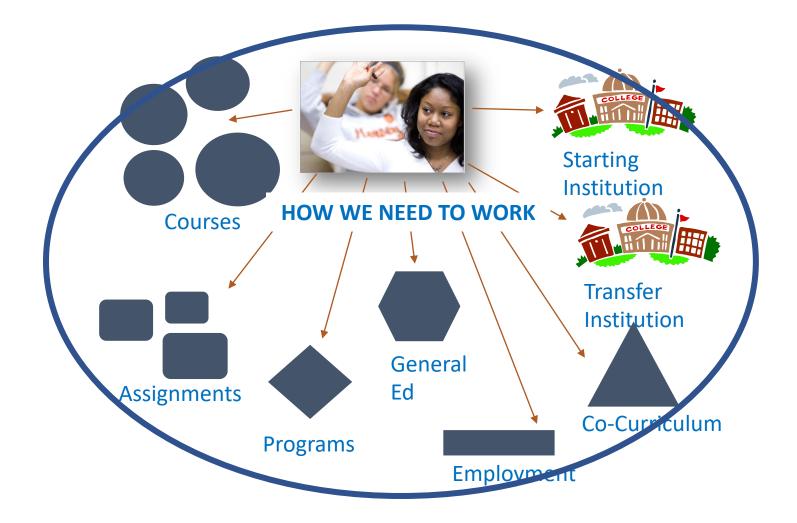
69

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 <u>we</u> provide for developing these abilities? Are our courses "aligned"?
- How do <u>we</u> know if and how well students are achieving course and program goals? What is the evidence?
- How do <u>we</u> 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?



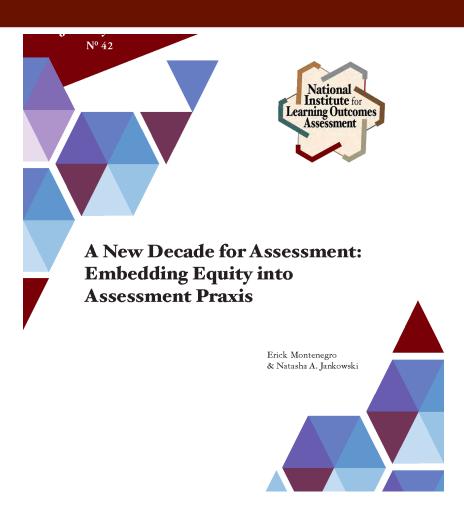






Equity-Minded Assessment entails the following actions:

- 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.



Latest NILOA Occasional Paper



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





Assessment, Accountability, and Student Learning Outcom at Historically Black Colleges and Universities

Verna F. Orr

November 2018

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



- Develop specific, actionable learning outcomes statements.
- 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: <u>www.learningoutcomesassessment.org</u>

Join Our Email List: goo.gl/DDU56q





