General Education Outcomes and NILOA’s Transparency Framework

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Transparency: Current Climate

- Increased interest in sharing more information from a widening variety of audiences
- Accountability
- Ratings and rankings
- Comparability
- Quality Assurance
- Disclosure

About “getting it out there” for “whomever is interested”
Reporting

- Ends up being a data dump
- More information is not always better
- Responsive to demands, not proactive

We haven’t told our story well.
Transparency Defined

- Transparent Process
- Transparent Information
- Organizational Transparency (openness, trust)

Jankowski & Provezis (2012)

- Making meaningful, understandable information about student learning and institutional performance readily available to internal and external audiences.
General Education Core: Assessment Overview

Program assessment is essential to ensure that our programs meet professional standards, continue to improve toward academic excellence, strengthen our various higher learning accreditation requirements, and best serve our students. Student mastery of the baccalaureate General Education Core competencies is to be achieved and demonstrated in the senior capstone course.

Undergraduate Core Competencies

- **Critical Thinking**
  Analysis, synthesis, and evaluation of information and ideas from multiple perspectives

- **Knowledge Integration**
  Fusion of information and concepts from multiple disciplines

- **Effective Communication**
  Competence in oral, visual, and written language; use of resources and technology for communication

- **Social Responsibility**
  Application of knowledge and skills gained from the undergraduate experience for the advancement of a diverse society

- **Information Literacy** is an essential skill that supports each of the competencies and must permeate every component of the General Education Core. Information literacy is a set of abilities requiring individuals to recognize when information is needed and have the ability to locate, evaluate, and effectively use the information. It enables learners to master content and extend their investigations, become more self-directed, and assume greater control over their learning. ([Information Literacy Rubric](#))

Rubrics

The General Education Coordinating Committee has transformed the definitions of the four Baccalaureate
Overview

A perspective of assessment at CLU is portrayed in CLU’s Assessment System diagram:

The diagram shows how:

- We structure data collection and gather direct and indirect evidence of educational effectiveness at various levels of the University;
- Communication and reflection occur through meetings and events;
- This reflection leads to informed decision making and planning; and
- This action returns the cycle to begin the system again.
Assessment Resources

Assessment Vocabulary

Communication about assessment and student learning outcomes sometimes uses multiple terms to refer to the same concept, or the same term with different meanings. A list of commonly used vocabulary terms and definitions related to assessing student learning outcomes is helpful so that everyone is able to speak a common language.

The terms used in this dictionary were selected from regional accreditation and state assessment guidelines, from selected presentations at the Assessment Forums of the American Association for Higher Education; from a group of policy makers, government officials, assessment practitioners, testing company representatives; and from Center for Assessment and Research Studies faculty and graduate students at James Madison University.

Glossary of Common Assessment Terms
Source: James Madison University's Online Dictionary of Student Outcome Assessment

Assessment Tools and Methods

Currently, the following tools and methods are used for assessment of students by Hocking College. The following documentation describes these tools and methods:

- Types of Assessment Measures
- Triangulation of Data Wheel
- Hocking College Success Skills

Institutional Assessment (IA) Rubrics

- IA Learning & CT Skills
- Institutional Assessment Rubric CCCGA
- Institutional Assessment Rubric Ethics
- Institutional Assessment Rubric for Communicates Effectively
- Institutional Assessment Rubric for Math
- Institutional Assessment Rubric for Human Relations Skills
- Institutional Assessment Rubric for Science
- Leveling Document
- Levels for Rubric Handout
- Oral Presentation Rubric
Assessment matters
High-quality assessment is the first step in improving student learning. Through the use of both direct and indirect sources of evidence of student performance, assessments guide collective actions for improvements in teaching, academic supports, and curricula.

A culture of assessment
The Office of Assessment believes in a cooperative approach focused on student-centered learning. Within a culture of trust and shared responsibility, faculty and student life professionals—with participation from students, administrators, alumni and K-State constituents—develop and implement ongoing and systematic assessment strategies to understand what, how much, and how students learn in order to continuously improve learning outcomes. To assist faculty, the Office of Assessment provides support, resources, and training to help department and unit faculty develop and implement assessment practices tailored to their own needs. Read more about the culture of assessment at K-State.
Evidence of Student Learning

EXPECT MORE than a degree

At Capella University, we don’t just say our programs are relevant to our graduates’ careers—we prove it. Our academic programs are built on specific, measurable expectations, or learning outcomes that deliver the skills you need to succeed in your field. We also publish career outcomes—research on how our graduates are performing professionally.

LEARN HOW OUTCOMES IMPROVE EDUCATION

HOW WE CREATE AND MEASURE LEARNING OUTCOMES

We work with faculty and employers to learn what's needed to succeed, which defines learning outcomes for each program; courses are designed to deliver those outcomes.

During the final stages of the program, instructors assess students' demonstrated proficiency of the learning outcomes and record each student's achievement.

We then publish outcome reports, showing our students' demonstrated proficiency. We use the reports to continuously improve our programs.

At graduation and after, we survey our alumni about their satisfaction with Capella and their professional achievements, and publish the findings.

WHAT DOES THIS MEAN FOR YOU?

Our Learning and Career Outcomes helps you before, during, and after your program.

- You know what learning outcomes each of our programs delivers, so you can make an informed choice about enrolling at Capella
- You'll understand why you're taking each course, what you should expect to learn, and how it applies to your degree and career
- When you graduate, you can move ahead professionally with confidence, advanced skills, and new abilities
Examples of Excellence

Click on the videos to hear how our faculty used excellent assessment practices in their classrooms.

Faculty Collaboration Strengthens Results:
Jennifer led a faculty committee to implement a study which yielded critical information for department-wide curricular improvement.

Assessment Planning For Student Success:
Craig and his colleagues designed assessments to drive specific student learning and to provide useful information for verifying student success.

College-wide Outcomes Can Be Used In The Classroom:
Jerri used the college-wide outcomes rubric development guide to build scoring tools for her regular classroom assignments.
Student Affairs

DIVISION OF STUDENT AFFAIRS
Assessment

FREQUENTLY ASKED QUESTIONS
DSA ASSESSMENT
DSA ASSESSMENT REPORTS
ASSESSMENT AT MARQUETTE
INSTITUTIONAL RESEARCH & ANALYSIS

Division of Student Affairs: Your Voice

Your Voice Matters

The information students provide us on surveys and feedback forms is invaluable. We care what you think and want to help make the most of your Marquette experience. There are a number of important surveys out this semester. Maybe you just completed one. When you get that invitation to participate, we hope you’ll consider taking part. When you say it, we listen!

What does Marquette do with all that information from the surveys I complete?

Departments in the Division of Student Affairs and other co-curricular units collect information regularly and use it to make improvements to programs and services. The scrolling box at the right describes just a handful of the many changes that the voices from you and the students who came before you have helped bring about.

Want to know more? Executive summary reports from some of the larger surveys can be found here. If you’d like to know how a specific department uses information from students in making decisions, contact any member of the Student Affairs Assessment Team.

Even MUSG collects data regularly to improve its programs and better represent your voice. Here are some summaries from recent larger surveys they’ve conducted: 2013, 2011, 2009, 2007, and a special advising survey in 2007.

What about assessing the effectiveness of my major and academic experiences?

The faculty for every major at Marquette have articulated a set of goals they have for what students will learn through their courses (called “learning...
Challenges

• Pressures of “looking good”
• Fears of misuse of results and sharing of data
• Focus has been on reporting
• Data archive/data dump
• Password protection
• Navigation

Insider-to-insider reporting
What if instead of...
communicate
Instead…

• we focused on being transparent to students on the intent of our general education curriculum?
• we helped students to see the design and purpose and not the checklist?
• we considered what counts as evidence to different audiences and what should?
• we communicated to specific audiences?
• we shift the discourse?
• we help others make sense of the data?

What if transparency didn’t mean access to information, but clearly communicated information?
What if, instead of having information that only those internally can find or with insider language and knowledge can discern, we invite people into a dialogue, or meaning making conversation with us?

What if we told a story?
What if instead of responding, we reframed the arguments?
What you want to say.

What they're interested in.

Relevance
We are educators.

We should educate and start/inform conversations with meaningful, targeted information.
We should not fear the misuse of data (although this fear is very real), instead we should focus on the framing and context of the information we communicate with others.

What if we said why we think what we are doing, at this time, works for these students, here?
To learn more

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