

2017 Assessment Conference

Facilitating Conversations
that Matter

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Reclaiming Assessment: Unpacking the Dialogues of our Work

NATASHA JANKOWSKI, PHD

DIRECTOR, NATIONAL INSTITUTE FOR LEARNING
OUTCOMES ASSESSMENT

2017 DREXEL UNIVERSITY ANNUAL ASSESSMENT
CONFERENCE



National Institute for Learning Outcomes Assessment

Making Learning Outcomes Usable & Transparent



NILOA

NILOA's mission is to discover and disseminate effective use of assessment data to strengthen undergraduate education and support institutions in their assessment efforts.

- SURVEYS ● WEB SCANS ● CASE STUDIES ● FOCUS GROUPS
- OCCASIONAL PAPERS ● WEBSITE ● 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 ● LEARNING SYSTEM

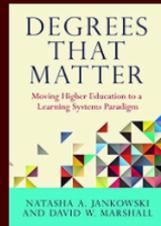
www.learningoutcomesassessment.org

National Institute for Learning Outcomes Assessment

Making Learning Outcomes Usable & Transparent

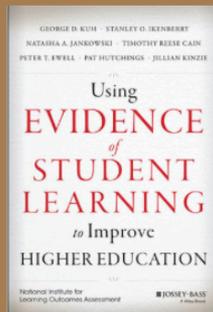
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We are pleased to announce the release of a new NILOA book, *Degrees that Matter: Moving Higher Education to a Learning System Paradigm*. The book is available now.



We are pleased to announce the release of a new NILOA book this month, *Degrees that Matter: Moving Higher Education to a Learning System Paradigm*. To read more about the book click [here](#).

- [2017 EIA Release](#)
- [New Book](#)
- [New Paper!](#)
- [Equity Responses](#)
- [NILOA Newsletter](#)



[Click here to browse NILOA's Assignment Library.](#)

Bucknell University

The Bucknell University's Assessment website is this month's Featured Website in the categories of Communication and Creativity.

[Featured Website Archive](#)



NILOA Calendar						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

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Congratulations to the 2017 Excellence in Assessment (EIA) Designees!

Mon, Aug 21, 2017 - 08:30 am

Five colleges and universities were named the **2017 Excellence in Assessment (EIA) designees**, recognizing their commitment to the comprehensive assessment of student learning outcomes as a means to drive internal improvement and advance student success: **Bowling Green State University; James Madison University; Middlesex Community College; Rio Salado College; and Southern Connecticut State University**. One institution, James Madison University, received the designation of Sustained Excellence in Assessment. Please join us in congratulating the **2017 EIA Designees!** Application materials for the 2018 EIA Designation will be available in November.

New Issue of Change: The Magazine of Higher Learning

Mon, Aug 21, 2017 - 08:00 am

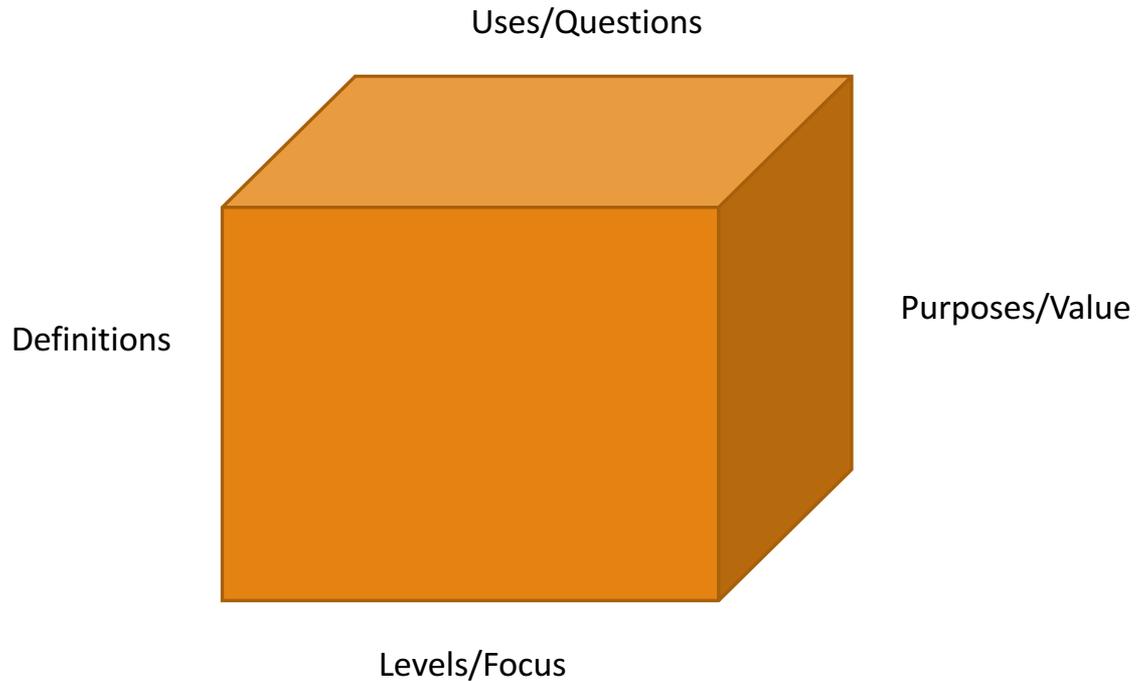
We invite you to peruse the most recent issues of *Change: The Magazine of Higher Learning* volume 49 **Issue 2** and **Issue 3**. Included in these issues are *Symbolic Translation and What Our Work Requires* by Clifford Adelman, and *Reframing Student Success in College: Advancing Know-What and Know-How* by Jillian Kinzie and George Kuh, respectively.

Summer 2017 issue of Research & Practice in Assessment

Mon, Aug 21, 2017 - 08:00 am

The Summer 2017 issue of *Research & Practice in Assessment* is now available. Included in this issue are the articles "Examining Construct Validity of the Quantitative

Assessment Cube of Misunderstandings



Added Layers

Behind each side of the cube there are:

1. Theories about how students learn
2. Beliefs around what can be assessed
3. The “best” or “proper” means to assess student learning
4. How to warrant arguments about what students know and can do as a result of education

All with no agreements, leading to disputes built around unclear assumptions that impact practice with people dismissing other sides – **remember assessment is a field and it’s a field that moves.**

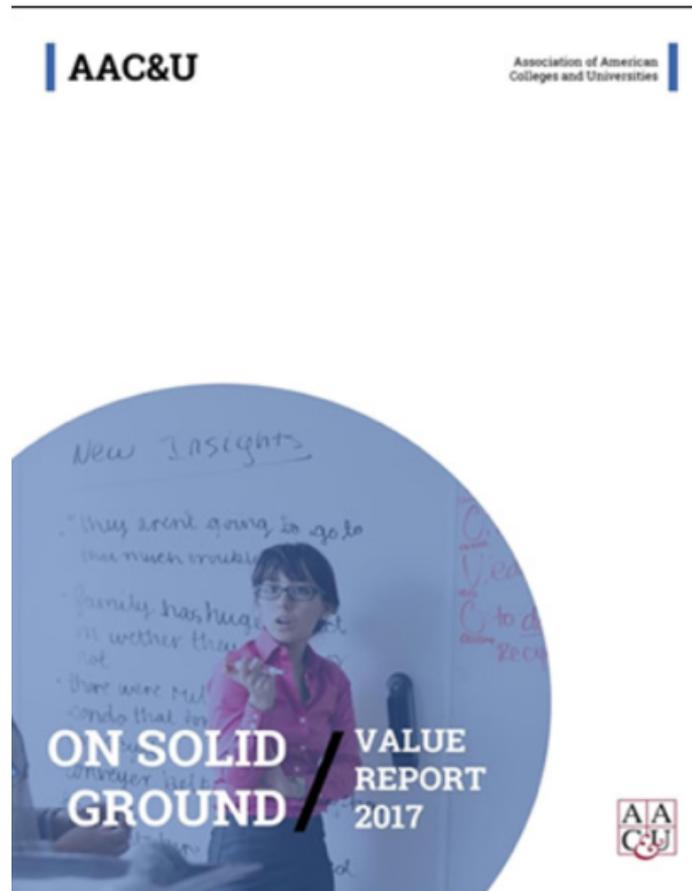
Three Schools of Thought

Measurement

Compliance (Reporting)

Teaching and Learning (Improvement)

VALUE report



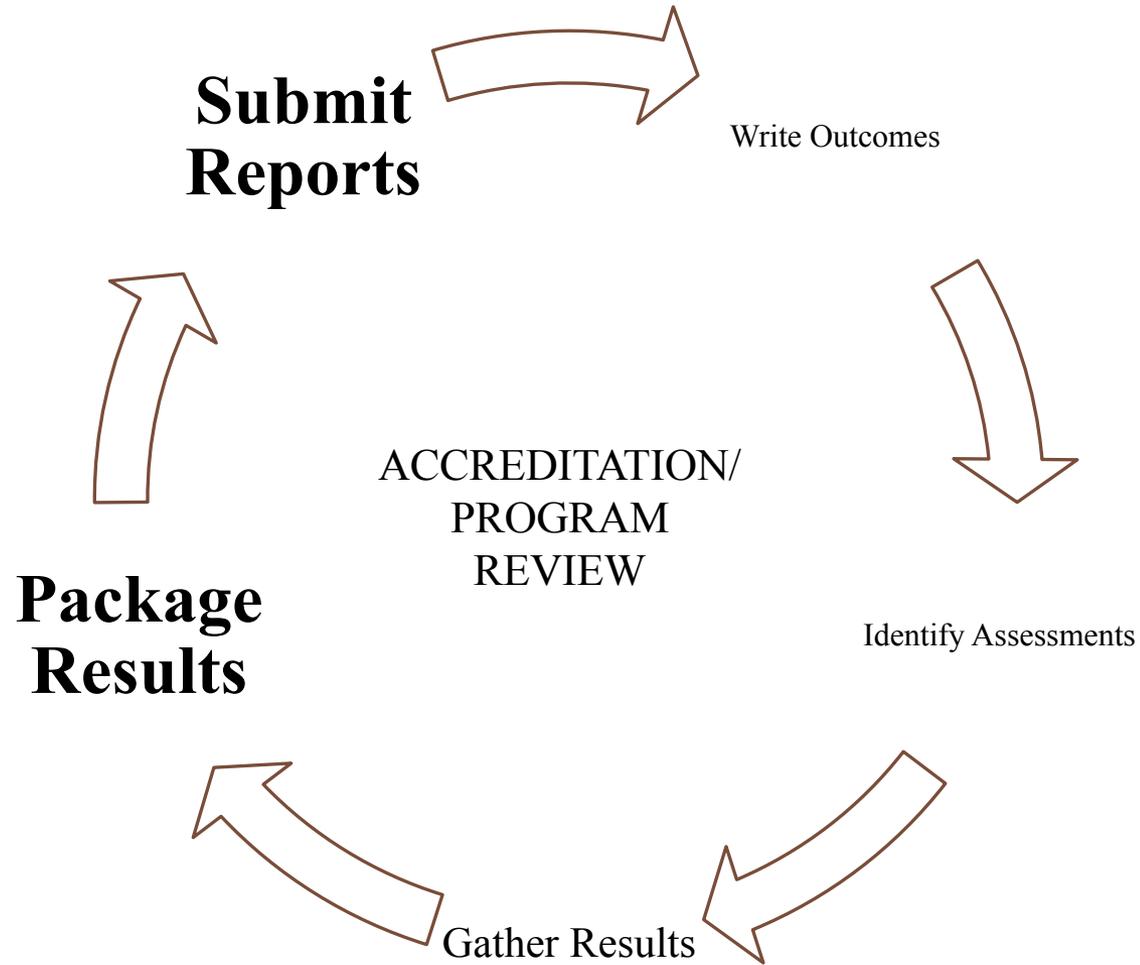
Compliance

Documenting institutional quality assurance through reporting frameworks

Is assessment destroying the liberal arts? ~Karin Brown

- Bureaucratic
- Laborious
- Time consuming
- Separated from teaching and learning
- Add on
- Accountability and quality assurance
- Reporting and archive
- Lots of data collection, minimal use





GEORGE D. KUH · STANLEY O. IKENBERRY
NATASHA A. JANKOWSKI · TIMOTHY REESE CAIN
PETER T. EWELL · PAT HUTCHINGS · JILLIAN KINZIE

Using
EVIDENCE
of
STUDENT
LEARNING
to Improve
HIGHER EDUCATION

National Institute for
Learning Outcomes Assessment

JOSSEY-BASS
A Wiley Brand

But where are the students...?



Teaching and Learning

Focus on pedagogy, understanding of student experience, informing program improvement, embedded in curricular design and feedback, builds student agency

Does continuous assessment in higher education support student learning?
~Rosario Hernandez

- Driven by faculty questions regarding their praxis – is what I am doing working for my students?
- Improvement oriented
- Focus on individual students
- Students as active participants – not something done to them
- Formative
- Feedback
- Collaborative
- Assessment for learning
- Adaptive and embedded

Strategize
New Student
Success
Plans

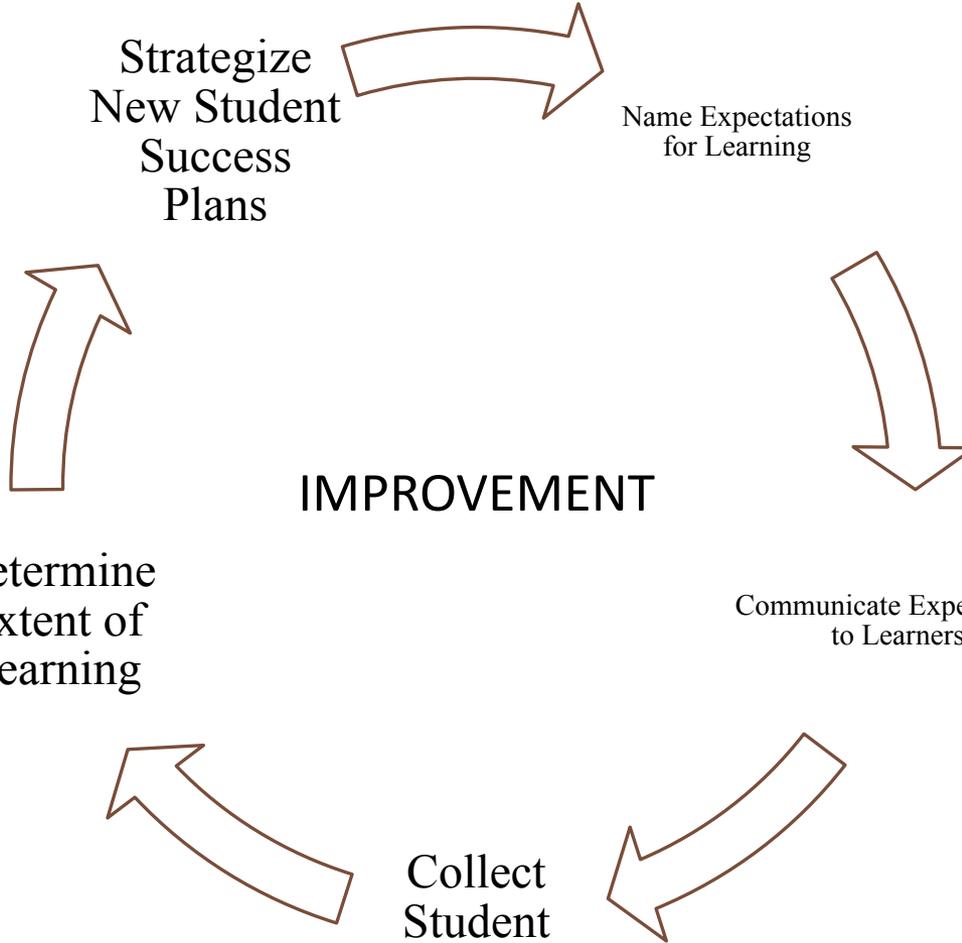
Name Expectations
for Learning

IMPROVEMENT

Determine
Extent of
Learning

Communicate Expectations
to Learners

Collect
Student
Work



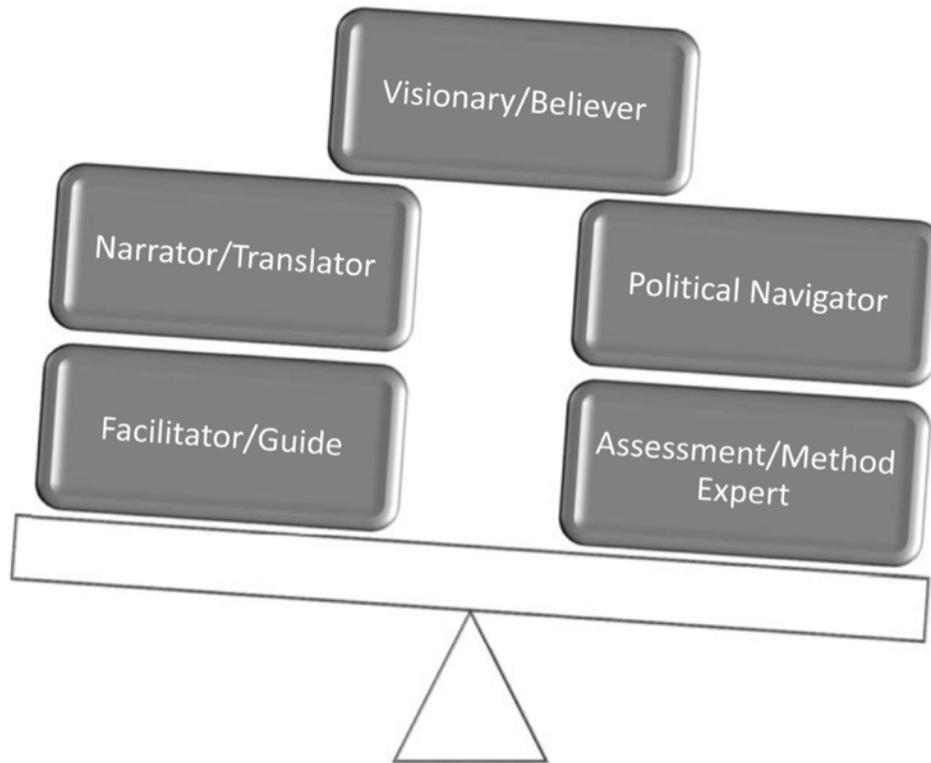
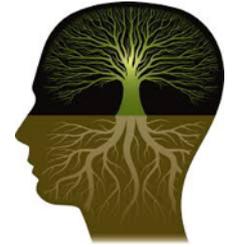


FIG. 1 Representation of assessment practitioner roles.



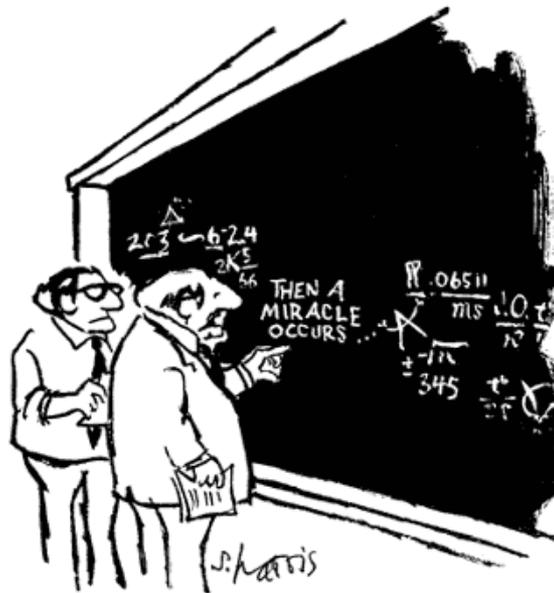


Epistemology

Assessment is fundamentally about epistemology – what does it mean to say a student knows or fails to demonstrate that they know something? How do we know students have learned? How can we say that students are learning or acquired knowledge? But what are our epistemologies and beliefs about learners and how students learn?

What does good assessment look like for us?

Why do we think that what we are doing, for these students, will lead to enhanced learning, at this time?



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

Want our assessment processes to be...

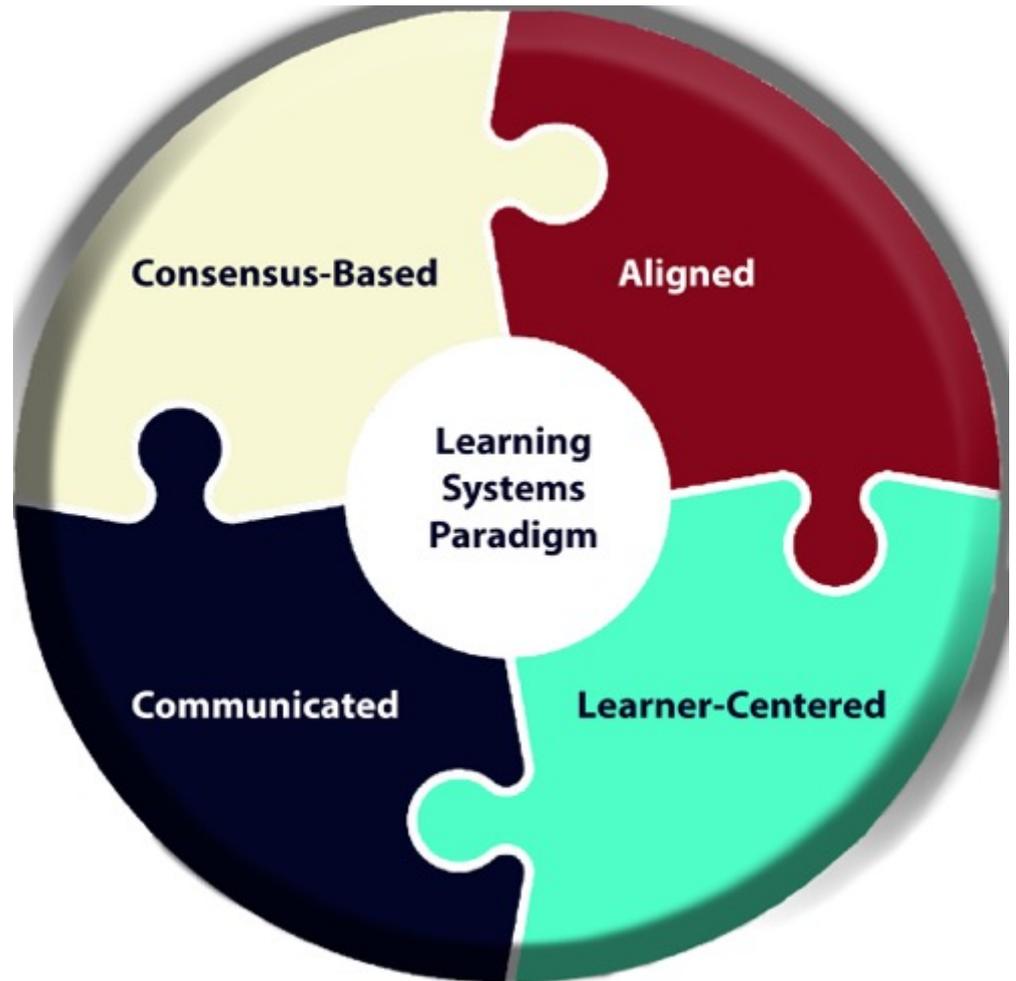
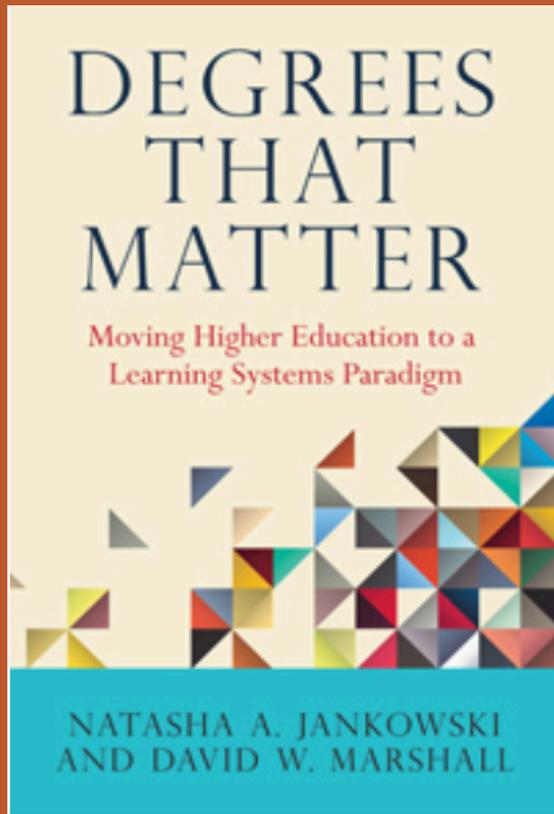
Meaningful

Manageable

Learner focused

Leads to improvement

The Learning Systems Paradigm



Transparency

Awareness of Learning Outcome Statements



Alignment

How do courses build towards mastery through repetition and increasing expectations for particular outcomes?

How do assignments and activities elicit student demonstrations of a specific learning outcome?

How do individual faculty contribute to this collective work in their courses?



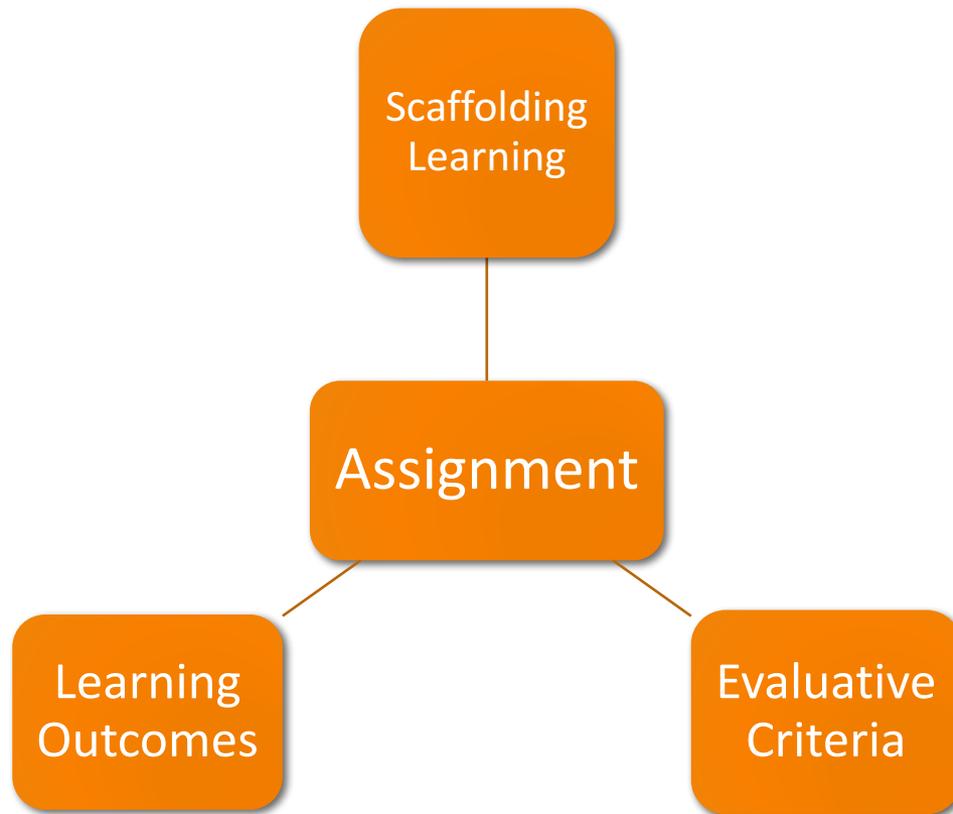
Selective Attention Test

Instructions
**Count how many times the
players wearing white pass
the basketball.**

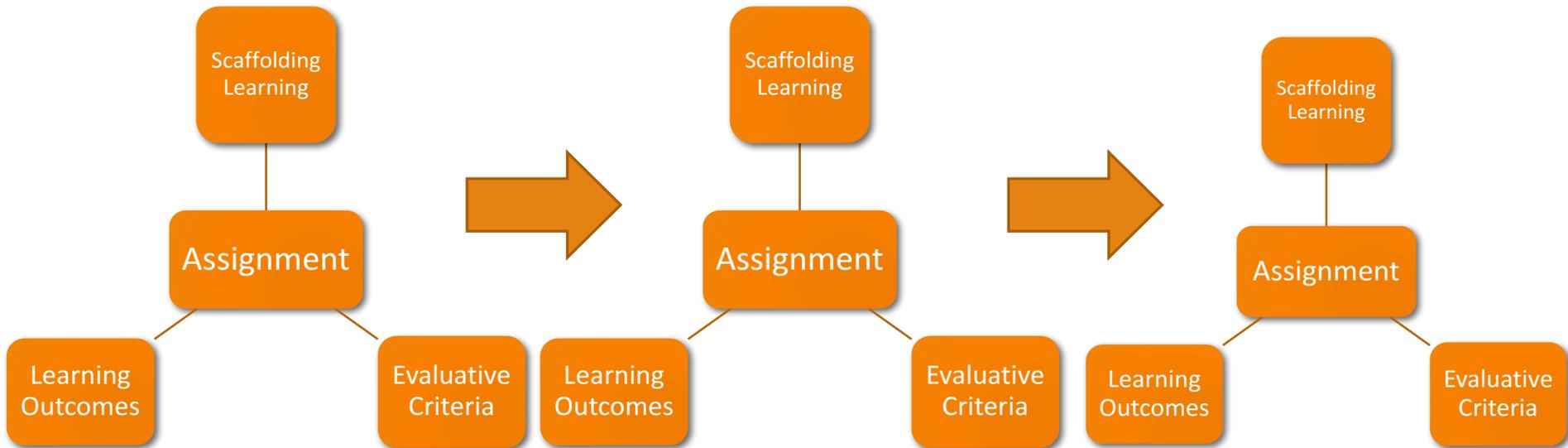


The video player interface includes a progress bar at the top of the control area, a play button, a next button, a volume icon, a timestamp of 0:07 / 1:21, a closed captions icon, a settings gear icon, a full screen icon, a comment icon, and a share icon.

Alignment within courses



How assignments connect



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.)

Rubrics

Do we share our rubrics or criteria with students and actively engage them in the review process?

Rubric Criteria	Student Evaluation	Faculty Feedback
Rubric Content	Stipulate why gave score did	Faculty stipulate why gave score did
	Stipulate what they need to do to advance	Targeted feedback to improve

Connection Points



To ensure student success, it's how all of the pieces connect together to support collective development of active and engaged learners.

UNPACKING RELATIONSHIPS

INSTRUCTION AND STUDENT OUTCOMES



Natasha A. Jankowski

Director, National Institute for Learning Outcomes Assessment

Excellence in Assessment Designations



National recognition program for campus assessment leaders at two levels

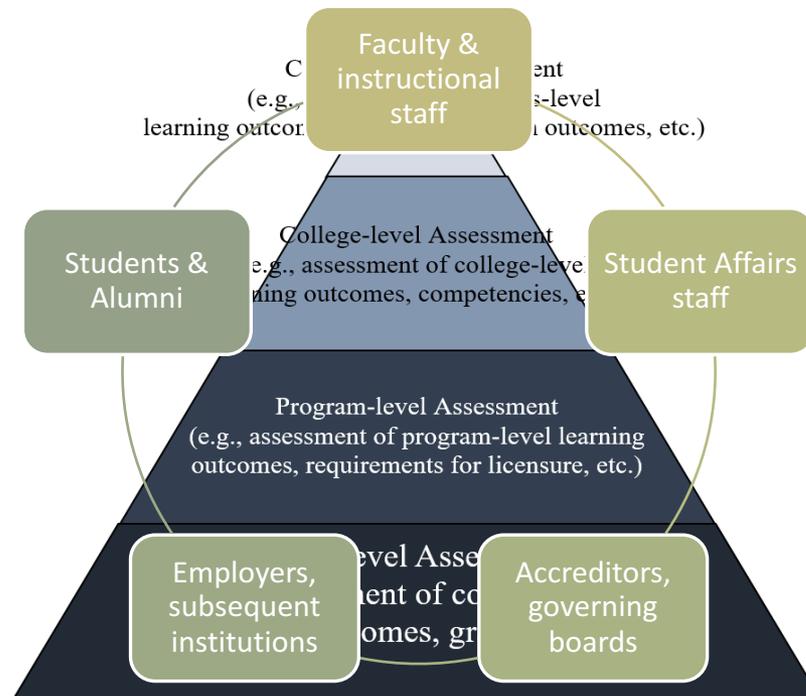
Evaluation based on the National Institute for Learning Outcomes Assessment (NILOA) Transparency Framework

Focus on campus-wide assessment – including student affairs & external stakeholders

Joint project of the VSA, NILOA, and the Association of American Colleges & Universities (AAC&U)



Why did we create the EIA Designations?





EXCELLENCE IN ASSESSMENT

2017 Designees



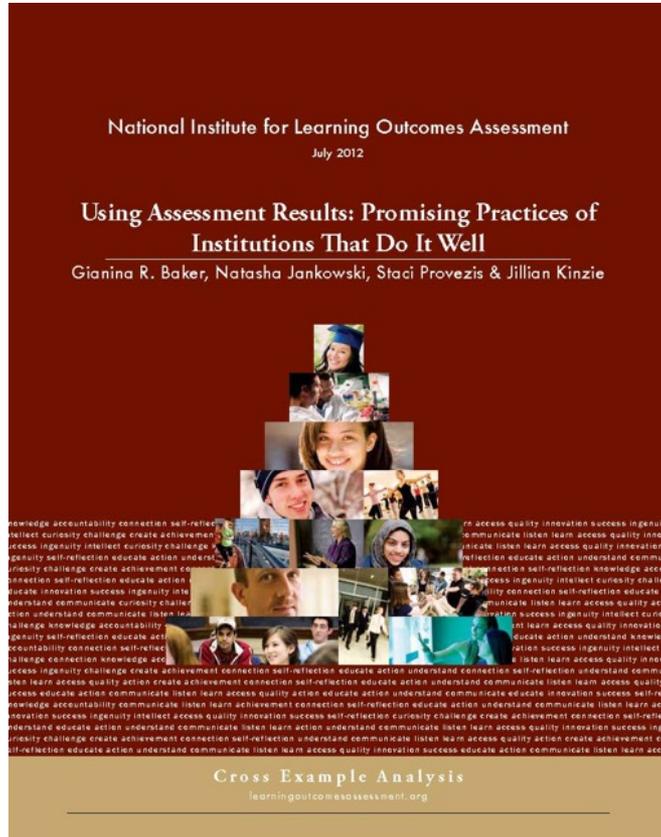


EXCELLENCE IN ASSESSMENT

2016 Designees



Case Studies on Use



Augustana College

Capella University

Carnegie Mellon University

Colorado State University

Juniata College

LaGuardia Community College

North Carolina A&T State
University

St. Olaf College

Texas A&M International
University

Evidence-based Storytelling

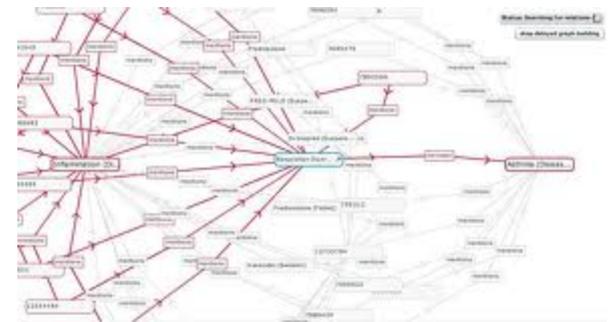
Evidence of student learning is used in **support of claims or arguments** about **improvement and accountability** told through **stories** to **persuade a specific audience**.

Need to tell our story and help students tell theirs.

Causal Statements

The ability to make causal claims about our impact on students and their learning

Institutional structures and support + student = enhanced learning



Difficulty of Causal Statements

Mobility of students

Untracked changes

Changes in courses add up to program level change

Lack of clarity on what even counts as a program

Life

Levels at which use occurs

Longer than a year cycle

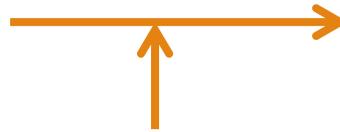
Loosely coupled relationships



But...

Toulmin (2003)

Evidence



Claim

Warrant

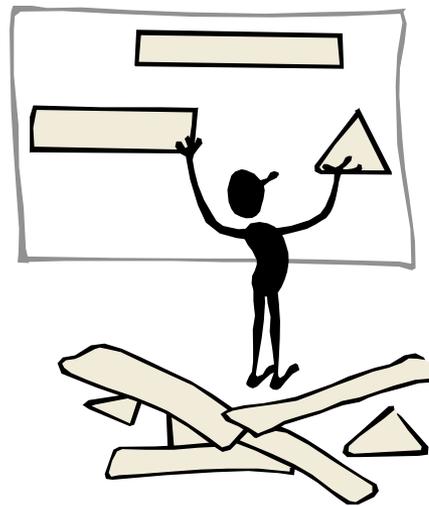
Warrants

Arguments

Theories of Change

Why do we think the changes we make will lead to better outcomes?

What is assumed in the changes we select as it relates to how students understand and navigate higher education?



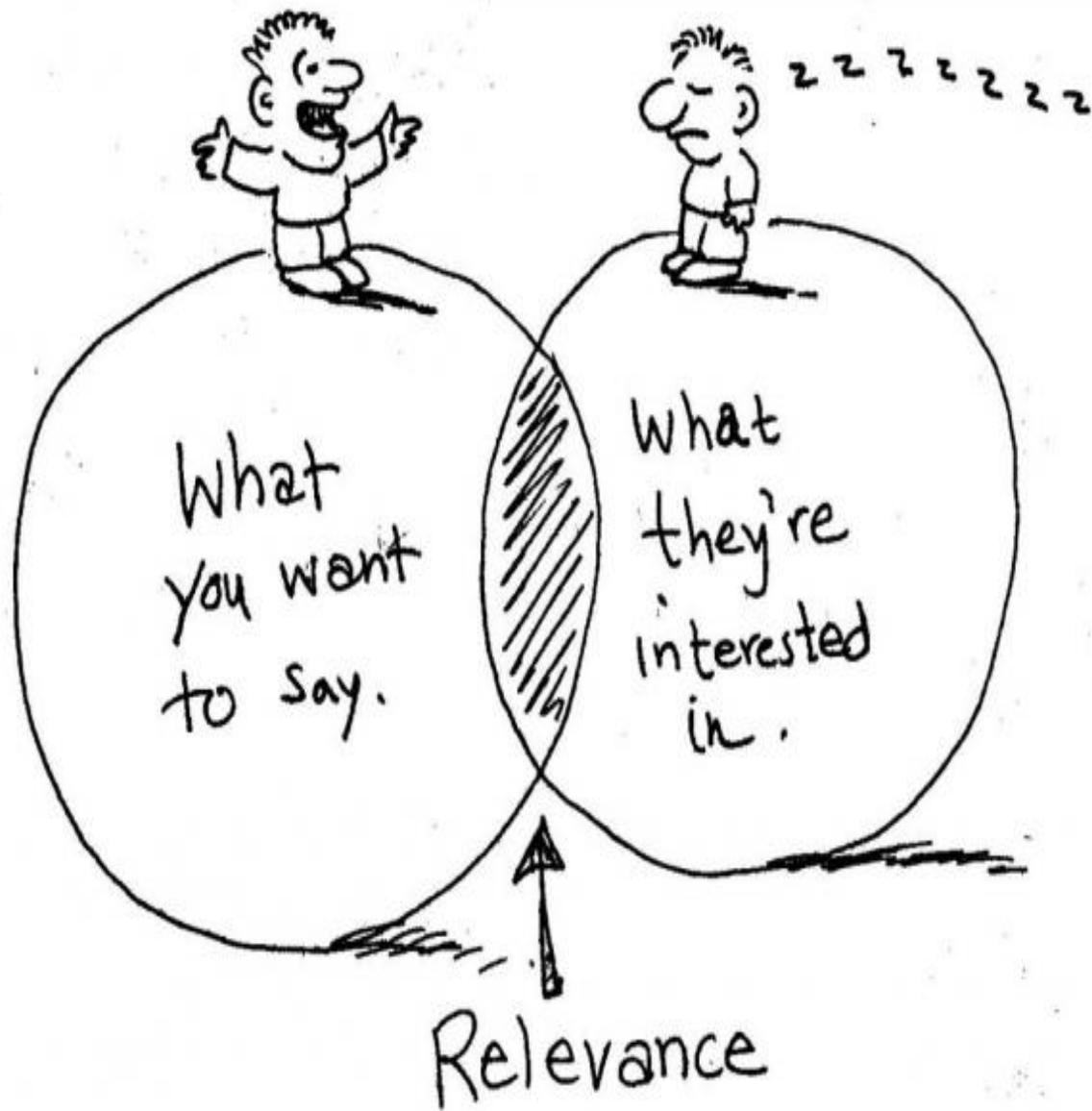
For instance...

Coverage and content

Opportunities and support

Intentional, coherent, aligned pathways

Within each of these is the belief about root causes – why students were not learning or not meeting the outcome and the mechanism by which the institution can help them succeed



DQP Assignment Library

Search for an assignment by a keyword using the search box or by clicking on any specific tag.

Search By:

Academic Disciplines and Assignment Characteristics

- [Arts and humanities](#)
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- [Capstone](#)
- [Community engagement](#)
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- [Engineering](#)
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- [Health Sciences](#)
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- [Communicative fluency](#)
- [Engaging diverse perspectives](#)
- [Ethical reasoning](#)
- [Intellectual Skills](#)
- [Quantitative fluency](#)
- [Specialized Knowledge](#)
- [Use of information resources](#)

Degree and Course Levels

- [Associate](#)
- [Bachelor's](#)
- [Master's](#)

Questions and discussion

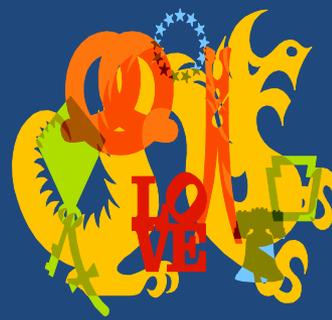
Email: niloa@education.illinois.edu

<http://www.learningoutcomesassessment.org>

www.assignmentlibrary.org

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