FUTURE DIRECTIONS OF ASSESSMENT:
MOVEMENT ON THE FIELD

Natasha Jankowski
Director, NILOA
Jillian Kinzie
NILOA Senior Scholar
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

www.learningoutcomesassessment.org
Welcome to NILOA

Our August newsletter featuring NILOA updates, news, and upcoming conferences and programs is now available.

In the News | Archive

Keeping Up with Competency
Tue, Sep 29, 2015 - 08:00 am
Paul Fain in Inside Higher Education

Competency-based education continues to expand in practice and conversations. College officials even plan to get together at a meeting called CBExChage to further discuss the benefits and usefulness of competency-based education. This is a timely meeting given that the meaning of competency-based education is still evolving.

Produce Thinkers, Not Docile Workers
Tue, Sep 29, 2015 - 08:00 am
David Gooblar in Vitae

David Gooblar made a passionate case for faculty members to embrace student-centered learning rather than credential-centered learning, reflecting on the insights of professor Cathy Davidson from the Graduate Center at the University of New York.

The New College Scorecard
Tue, Sep 29, 2015 - 08:00 am
Michael Stratford in Inside Higher Education

Have you seen the new college information website called the College Scorecard? Visitors to the website can see information about how much federal loans former students at college and universities have been able to pay back in addition to achievement data and students average incomes after graduation.

Featured Website Archive

University of North Carolina Wilmington

University of North Carolina Wilmington’s assessment website is this month’s Featured Website in the category of Centralized Assessment Repository.

Using Evidence of Student Learning to Improve Higher Education

NILOA Calendar

- Occasional Paper 24
- New NILOA Report
- NILOA Newsletter
- NILOA Book
- Occasional Paper 25
Using Evidence

Using Evidence of Student Learning to Improve Higher Education

George D. Kuh, Stanley O. Ikenberry, Natasha A. Jankowski, Timothy Reese Cain, Peter T. Ewell, Pat Hutchings, Jillian Kinzie
Discussion Question

Is the design of our educational experiences, environments, and institutions in alignment with our current student population?
CURRENT STUDENT EXPERIENCE OF HIGHER EDUCATION
What if instead of thinking about higher education in terms of numbers…

Credit hours  
GPA  
Required courses

We think about higher education in terms of learning in all the places that it can happen – not just the places we validate it – what happens to education?

What do degrees represent in terms of learning?
What initiatives are underway on your campus to address these issues?
What other issues are you trying to address?
What shifts might we see?
With all the initiatives floating around – what have you seen happening on the ground? Anything different?
1. Transparent Communication

2. Documenting All the Places Learning Occurs

3. Broad Integrating Initiatives, DQP
Make meaningful, understandable information about student learning and institutional performance readily available to internal and external audiences.

We’re not great at telling the learning outcome story!
What Stories Are You Telling?

Which of the following does your campus effectively communicate information on?

- Desired learning outcomes
- Process of assessing student learning
- Why you are assessing student learning the way you are
- Evidence of student learning
- Use of student learning evidence

To whom do you communicate this information?
NILOA Transparency Framework Based on research of over 1,000 institution websites, the framework provides guidance to institutions as they examine how to present learning outcomes assessment information on their websites.

www.learningoutcomeassessment.org/TransparencyFramework.htm
Expressing the value of outcome assessment and SLOs to students

It is time that we make the implicit explicit.
Excellence in Assessment

A focus on effective communication of a coherent narrative
Example: Standard Communication about Outcomes
UNC Assessment Director’s Council

• 17 institutions
• The Challenge: Could 17 institutions agree to publish outcome statements, measures, results, and use of results?

• Publish at a level of understanding for multiple audiences such as parents, students, legislature/BOG, etc.
• Format: telling stories, providing highlights, data visualization
• Aggregate level
• Post in multiple locations, IR, SLO page, student affairs, homepage
Multi-State Collaborative

A focus on alternative forms of evidence

MSC: A Multi-State Collaborative to Advance Learning Outcomes Assessment

Link to MSC DEMONSTRATION YEAR (September 2015 through August 2016) information and revised documents

This page and the links below were created for the MSC Pilot Year. For current information about the Multi-State Collaborative to Advance Learning Assessments, please see link just above.

- What is the MSC?
- Which states are involved?
Comprehensive Student Record

A focus on what counts as documented learning

Includes traditional transcript, and expand beyond credits, grades & course titles in chronological order to provide students with a record of meeting learning outcomes.
<table>
<thead>
<tr>
<th>Institution Name</th>
<th>Location</th>
<th>Institution Name</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Borough of Manhattan Community College</td>
<td>New York, NY</td>
<td>LaGuardia Community College</td>
<td>Long Island City, NY</td>
</tr>
<tr>
<td>Brandman University</td>
<td>Irvine, CA</td>
<td>Stanford University</td>
<td>Palo Alto, CA</td>
</tr>
<tr>
<td>Central Oklahoma University</td>
<td>Edmond, OK</td>
<td>University of Houston Downtown</td>
<td>Houston, TX</td>
</tr>
<tr>
<td>Dillard University</td>
<td>New Orleans, LA</td>
<td>University of Maryland University College</td>
<td>College Park, MD</td>
</tr>
<tr>
<td>Elon University</td>
<td>Elon, NC</td>
<td>University of South Carolina</td>
<td>Columbia, SC</td>
</tr>
<tr>
<td>Indiana University Purdue University</td>
<td>Indianapolis, IN</td>
<td>University of Wisconsin Extension and Wisconsin Colleges</td>
<td>Madison, WI</td>
</tr>
</tbody>
</table>
ELON EXPERIENCES TRANSCRIPT

Elon University validates all information presented on a student’s Elon Experiences Transcript. Validation occurs within each program responsible for the experiences 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 on Elon University.

STUDENT INFORMATION
NAME: JANE DOE
DEGREE: BACHELOR OF ARTS
MAJOR: PSYCHOLOGY
MINOR: CRIMINAL JUSTICE

SUMMARY OF ELON EXPERIENCES

- RESEARCH
  8 TERMS

- INTERNSHIP
  280 HRS

- SERVICE
  55 HRS

- GLOBAL EDUCATION
  3 TERMS

- LEADERSHIP
  3 TERMS

EXPERIENCE TIMELINE

2013
- SPECIAL OLYMPICS SPRING
- GENERAL SERVICE SITE SPRING
- ELONTHON SPRING
- POSITIVE ATTITUDE YOUTH CENTER SPRING
- GENERAL SERVICE SITE FALL
- BURLINGTON HOUSING AUTHORITY FALL

2014
- STUDIES IN GHANA/ELR WINTER
- ELONTHON SPRING
- RESEARCH/ELR SPRING
- ELON PARTNERS IN INTERNATIONAL SPRING
- SUMMER FELLOW SUMMER
- RAWLS-BULLARD FALL
- HONORS THESIS FALL
- HISTORY IN FLORENCE/ELR FALL

2015
- ELONTHON SPRING
- ELON RESEARCH FORUM SPRING
- RESEARCH/ELR SPRING
- SIGMA SIGMA SIGMA SPRING
- SUMMER FELLOW SUMMER
- HONORS THESIS FALL
- HONORS THESIS FALL
- CAROLINA CHILD PSYCHOLOGY FALL
- CHILD PSYCHOPATHOLOGY FALL
- SIGMA SIGMA SIGMA FALL

2016
- SL: MALAWI/WARM HEART OF AFR WINTER

SERVICE

- Special Olympics
- Burlington Housing Authority
- Positive Attitude Youth Center
- General Service Site
- Elonthon

- 18 hours
- 15 hours
- 9 hours
- 5 hours
- 5 hours
- 5 hours
• ABOUT THE CO-CURRICULAR TRANSCRIPT (CCT)

## Co-Curricular Transcript (CCT) Activity Verification Form

Please complete the form below to have your event/activity considered for placement on the Co-Curricular Transcript.

<table>
<thead>
<tr>
<th>Name of event/activity</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Date of event/activity</td>
<td>(format: mm/dd/yyyy)</td>
</tr>
<tr>
<td>Is this an annual event?</td>
<td>☐ Yes ☐ No</td>
</tr>
<tr>
<td>Semester</td>
<td>Please Select ▼</td>
</tr>
<tr>
<td>Total hours of event/activity</td>
<td></td>
</tr>
</tbody>
</table>

National Institute for Learning Outcomes Assessment
Making Learning Outcomes Usable & Transparent
Representing Co-curricular Learning

• Student focused: demonstrates all the places learning happens and how students experience the entire institution

• Metacognitive: helps students become aware of all their learning
Integrated Learning

One of the great challenges in higher education is to foster students’ abilities to integrate their learning across contexts and over time. *Huber & Hutchings*

- Students experience learning as fragmented.
- *What strategies help students make connections across courses and semesters, bridging disciplines and linking academic learning with co-curricular learning and life experience?*
Integration of Student & Academic Affairs

Unification of the professional forces of academic & student affairs is necessary to ensure the quality of undergraduate education because:

- the total impact of college encompasses both curricular & co-curricular programming, and
- comprehensive outcomes assessment embraces both in-class and out-of-class student experiences.
The future....Students move through educational experiences (e.g., courses, co-curricular learning, field- and employment-based learning) to create personalized learning pathways toward the learning outcomes associated with the degree or credential they seek.
What have we learned from others?
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.
Degree Qualifications Profile served as a tool to bring various initiatives together, foster cross-campus discussion, and undertake revision of educational design through a faculty-led, teaching and learning embedded approach, in partnership with students.
Findings from impact study

- 94% indicated that having a learning framework helped to create more intentional and coherent curricular pathways for students
- 87% indicated that improved program alignment was achieved between transfer institutions based on student learning outcomes as opposed to syllabus review
- 72% reported that the work increased student awareness and articulation of what they know and can do
- 68% stated it helped to inform transfer articulation efforts with a focus on learning outcomes as contrasted with course equivalences
Case Studies

National Institute for Learning Outcomes Assessment
September 2016

DQP/Tuning Case Study: Utah State University
Bringing It All Together to Foster Intentional Learners
Natasha Janowskik & Norman Jones

As the Utah State University (USU) mission states, USU is one of the "nation's premier student-centered land-grant and space-grant universities." USU fosters the "principle that academics come first," and as an institution strives to "cultivate diversity of thought and culture, serving the public through learning, discovery, and engagement."

In accordance with this mission, Utah State University's degree profile ensures that students develop intellectually, personally, and culturally, so that they may serve the people of Utah, the nation, and the world. USU prepares citizen-scholars who participate and lead in local, regional, national, and global communities. University Studies (i.e., general education) is an integral part of every student's experience—in both lower-division and upper-division courses. A solid University Studies foundation, combined with concentrated study in a major discipline and interdisciplinary studies, provides the breadth and depth of knowledge qualifying USU graduates as educated citizens.

Utah State University fulfills a unique role in the Utah System of Higher Education. Its land-grant designation makes Utah State responsible for programs in agriculture, business, education, engineering, natural resources, science, and the traditional core of liberal learning—humanities, arts, and social sciences—throughout the state, delivered by a variety of instructional methods.

The university gives particular emphasis to programs involving the interaction of land, people, and the environment. USU is a "Doctoral Research University/High research activity" institution as designated by the Carnegie Foundation, providing both doctoral and master's level education and supporting significant research efforts by its faculty.

The institution has 850 faculty who provide education for more than 27,000 undergraduate and graduate students. The University has seven colleges, more than 200 majors, and 130 research-related classes. Students are distributed across the main campus in Logan, five branch campuses, distance learning sites, and extension offices in all of Utah and 39 counties. Utah State is accredited by the Northwest Commission on Colleges and Universities.

Utah State University was selected as a DQP/Tuning case study due to faculty-led involvement in the state of Utah Tuning projects; integration of the DQP with various programs and colleges on campus; and bridging the work of national initiatives such as the LEAP states.

The Degree Qualifications Profile (DQP) presents outcomes for three levels of degrees (Associate, Baccalaureate, and Master’s), and five broad categories of proficiency: Specialized Knowledge, Broad and Integrative Knowledge, Intellectual Skills, Applied and Collaborative Learning, and Civic and Global Learning.

To learn more about the DQP Profile and institutions working with it see: www.degreeprofile.org

National Institute for Learning Outcomes Assessment
October 2016

DQP Case Study: Daemen College
Laura Giffin

Founded in 1947, Daemen College is a small, private college located in Amherst, New York. Originally chartered as a women’s Catholic college, Rosemary Hill College, Daemen became co-educational and opened its doors to male students in the 1970s. Since then, the college has offered a liberal arts education to students at the undergraduate level. Daemen maintains its identity as a small, student-focused institution with an average class size of 16 students. They offer over thirty undergraduate courses of study, as well as six graduate tracks. Although they were founded and continue to identify as a liberal arts institution, they also provide a series of professional degrees and certification programs.

As of Fall 2014, Daemen College enrolled a total of 2,800 students, with the majority matriculating as undergraduates. The majority of the undergraduate population (72%) is women, with 18% of the student body composed of minority students. Further, the vast majority of students are full-time, attend classes on campus as opposed to distance learning/online programs, and are under the age of 26.

The National Institute for Learning Outcomes Assessment (NILOA) selected Daemen College as a case study site due to their involvement in the Council of Independent Colleges (CIC) consortium on the Degree Qualifications Profile (DQP). As part of this project, Daemen College engaged with the DQP to further their present initiatives mapping projects, as well as advance their newly instituted assessment program and assignment design initiative. NILOA met with three administrators and seven faculty members involved in the DQP project and the assignment design initiative during a visit in November 2013.

Institutional Context

Prior to working with the DQP, Daemen College undertook a series of initiatives designed to define institution-level learning outcomes and to define what a Daemen graduate should be able to do. Daemen College faculty and administrators worked to create a series of learning outcomes, referred to as the college as competency statements, which specified seven different core competencies of every graduating Daemen student. The final competencies are: critical thinking and creative problem solving, information literacy, communication skills, affective awareness, moral and ethical discernment, contextual integration, and civic responsibility.

The Degree Qualifications Profile (DQP) presents outcomes for three levels of degrees (Associate, Baccalaureate, and Master’s), and five broad categories of proficiency: Specialized Knowledge, Broad and Integrative Knowledge, Intellectual Skills, Applied and Collaborative Learning, and Civic and Global Learning.

To learn more about the DQP and institutions working with it see: http://www.degreeprofile.org
Alignment
What else can be mapped?

- Spatial elements: GIS Communication
- Content
- Structure
- Course-taking patterns
- Assignment timing
- Co-curriculum
- Employment

Where does learning happen? Does a curriculum map inherently assume academic affairs at the expense of student affairs or other institutional elements?
<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><strong>SLO 1: Disciplinary knowledge base (models and theories)</strong></td>
<td>Exam Questions</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>
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<tr>
<td><strong>SLO 2: Disciplinary methods</strong></td>
<td>Exam Questions</td>
<td>Exam Questions</td>
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<td>Capstone Portfolio</td>
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<tr>
<td><strong>SLO 3: Disciplinary applications</strong></td>
<td>Exam Questions</td>
<td>Exam Questions</td>
<td>Class Project</td>
<td>Term Paper</td>
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<td>Capstone Portfolio</td>
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<tr>
<td><strong>Critical Thinking</strong></td>
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<td><strong>SLO 4: Analysis and use of evidence</strong></td>
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<td>Capstone Portfolio</td>
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<tr>
<td><strong>SLO 5: Evaluation, selection, and use of sources of information</strong></td>
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<td>Capstone Portfolio</td>
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<td>Annotated Bibliography</td>
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<td>Capstone Portfolio</td>
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<tr>
<td><strong>Communication</strong></td>
<td></td>
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<td>Lab Paper</td>
<td>Lab Paper</td>
<td>Lab Paper</td>
<td>Lab Paper</td>
<td>Capstone Portfolio</td>
</tr>
<tr>
<td><strong>SLO 6: Written communication skills</strong></td>
<td>Reflection Essays</td>
<td>Class Presentation</td>
<td>Lab Paper</td>
<td>Term Paper</td>
<td>Term Paper</td>
<td>Term Paper</td>
<td>Term Paper</td>
<td>Capstone Portfolio</td>
</tr>
<tr>
<td><strong>SLO 7: Oral communication skills</strong></td>
<td>Reflection Essays</td>
<td>Class Presentation</td>
<td>Lab Paper</td>
<td>Poster Session</td>
<td>Class Presentation</td>
<td>Class Presentation</td>
<td>Class Presentation</td>
<td>Capstone Portfolio</td>
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<tr>
<td><strong>Integrity / Values</strong></td>
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<td><strong>SLO 8: Disciplinary ethical standards</strong></td>
<td>Reflective Paper</td>
<td>IRB/ACUC Proposal</td>
<td>Reflective Paper</td>
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<td>Capstone Portfolio</td>
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<td><strong>SLO 9: Academic integrity</strong></td>
<td>Class Assignments &amp; Exams</td>
<td>Class Exams</td>
<td>Class Assignments &amp; Exams</td>
<td>Class Assignments &amp; Exams</td>
<td>Exams &amp; Term Paper</td>
<td>Exams &amp; Term Paper</td>
<td>Capstone Portfolio</td>
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<td><strong>Project Management</strong></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><strong>SLO 10: Interpersonal and team skills</strong></td>
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<td>Class Assignments &amp; Exams</td>
<td>Class Assignments &amp; Exams</td>
<td>Capstone Portfolio</td>
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<td><strong>SLO 11: Self-regulation and metacognitive skills</strong></td>
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</tr>
</tbody>
</table>

Center for University Teaching, Learning, and Assessment  
[http://uwf.edu/cutla/](http://uwf.edu/cutla/)
So what?
Discussion

Thank you!

Email: niloa@education.illinois.edu
www.learningoutcomesassessment.org
www.degreeprofile.org