Inspiring Sustained Assessment: Sharing Our Stories of Excellence

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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
Bucknell University

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

Featured Website Archive
CURRENT STUDENT EXPERIENCE OF HIGHER EDUCATION

- Starting Institution
- Transfer Institution
- Co-Curriculum
- Employment
- General Ed
- Programs
- Assignments
- Courses

Assignments

Programs

Courses

Starting Institution

Transfer Institution

Co-Curriculum

Employment

General Ed
HOW WE WORK

- Courses
- Assignments
- Programs
- General Ed
- Employment
- Co-Curriculum
- Starting Institution
- Transfer Institution
Are you lonely?
Tired of working on your own?
Do you hate making decisions?
START A COMMITTEE!

You can—
• See people
• Show charts
• Feel important
• Point with a stick
• Eat donuts
• Impress your colleagues

COMMITTEES
THE PRACTICAL ALTERNATIVE TO WORK

NOT IMPRESSED
Assessment, Accountability, and Improvement:
Revisiting the Tension

Peter T. Ewell
Foreword by George D. Kuh

National Institute for Learning Outcomes Assessment
November 2009

Occasional Paper #1
learningoutcomesassessment.org
Principles of Local Practice

Develop specific, actionable learning outcomes statements.

Connect learning outcomes with actual student demonstrations of their learning.

Collaborate with relevant stakeholders, beginning with the faculty.

Design assessment approaches that generate actionable evidence about student learning that key stakeholders can understand and use to improve student and institutional performance.

Focus on improvement and compliance will take care of itself.
Institutional or Program Improvement
Learning Improvement
Assessment Cube of Misunderstandings

Definitions

Levels/Focus

Uses/Questions

Purposes/Value
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

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)
Measurement

Built upon scientific principles or empirical research, objective, rational, validity, and reliability

*The Multi-State Collaborative: A Preliminary Examination of Convergent Validation Evidence* ~Mark Nicholas, John Hathcoat, & Brittany Brown

- Testing and standardization
- Must be measureable
- Argue narrowing of curriculum
- Goal driven
- Focused on process
- Interventions
- Pre/post
- Comparisons
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
Submit Reports

Write Outcomes

Package Results

ACCREDITATION/PROGRAM REVIEW

Identify Assessments

Gather Results
Using Evidence of Student Learning to Improve Higher Education
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
Communicate Expectations to Learners

Collect Student Work

Determine Extent of Learning

Strategize New Student Success Plans

Name Expectations for Learning

IMPROVEMENT
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?
The Learning Systems Paradigm
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.
The Why

Toulmin (2003)

Evidence → Claim

Warrant
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?

Faculty & instructional staff

Students & Alumni

Student Affairs staff

Employers, subsequent institutions

Accreditors, governing boards

College-level Assessment (e.g., assessment of college-level learning outcomes, competencies, etc.)

Program-level Assessment (e.g., assessment of program-level learning outcomes, requirements for licensure, etc.)

Excellence in Assessment
EXCELLENCE IN ASSESSMENT
2016 Designees

CAMERON UNIVERSITY
CAPELLA UNIVERSITY
CCBC
MOUNT ST. JOSEPH UNIVERSITY
ZAYED UNIVERSITY
MILLS COLLEGE
ROSE-HULMAN INSTITUTE OF TECHNOLOGY
IUPUI
KANSAS STATE UNIVERSITY
WISCONSIN UNIVERSITY OF WISCONSIN-MADISON
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
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National Institute for Learning Outcomes Assessment
January 2017

Equity and Assessment:
Moving Towards Culturally Responsive Assessment

Erick Montenegro and Natasha A. Jankowski

Occasional Paper #29
www.learningoutcomesassessment.org
Discussion time

Email: niloa@education.illinois.edu

http://www.learningoutcomesassessment.org
www.assignmentlibrary.org
www.degreeprofile.org
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?
Alignment within courses

- Assignment
  - Scaffolding Learning
  - Learning Outcomes
  - Evaluative Criteria