

A Portrait of Assessment that Supports Student Success

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Making Learning Outcomes Usable & Transparent



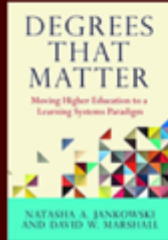
NILOA

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

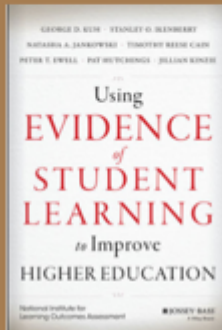
www.learningoutcomesassessment.org

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](#).

- [NILOA Newsletter](#)
- [Occasional Paper 31](#)
- [New Book!](#)
- [TLNI Institute](#)
- [Assessment Institute](#)



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

Borough of Manhattan Community College

The Borough of Manhattan Community College's Office of Institutional Effectiveness and Analytics website is this month's Featured Website in the category Centralized Assessment Repository.

[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		

In the News | [Archive](#)



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[Competency-based Education Could Benefit Veterans by Recognizing Their Military Skills](#)

Mon, Dec 11, 2017 - 08:00 am
John Strauss for Lumina Foundation

This piece by Lumina Foundation provides resources on how competency-based education (CBE) could assist veterans in earning course credit by transferring their skills and experience while in the military into the college setting.

[Creating College Credit Policies That Validate Adult Learners](#)

Mon, Dec 11, 2017 - 08:00 am
Iris Palmer for Education Commission of the States

Adult learners come to college equipped with various skills and experiences that could be leveraged for course credit. Initiatives such as prior learning assessment (PLA) and competency-based education (CBE) attempt to provide college credit for learning acquired outside of academia.

[Statewide and Online Only in California](#)

Mon, Dec 11, 2017 - 08:00 am
Ashley A. Smith for Inside Higher Ed

California has proposed the creation of a new state-wide online-only college focused on work-force credentials and non-degree certifications aimed at enrolling the approximately 2.5 million Californians with some college experience but no degree.

Take a moment to reflect

On my campus student success
means...

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

Emerging Trends



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

National Institute for Learning Outcomes Assessment
May 2016

**Higher Education Quality:
Why Documenting Learning Matters**

A Policy Statement from the National Institute for Learning Outcomes Assessment

Policy Statement
www.learningoutcomesassessment.org

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NATASHA A. JANKOWSKI · TIMOTHY REESE CAIN
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Using
**EVIDENCE
of
STUDENT
LEARNING**
to Improve
HIGHER EDUCATION

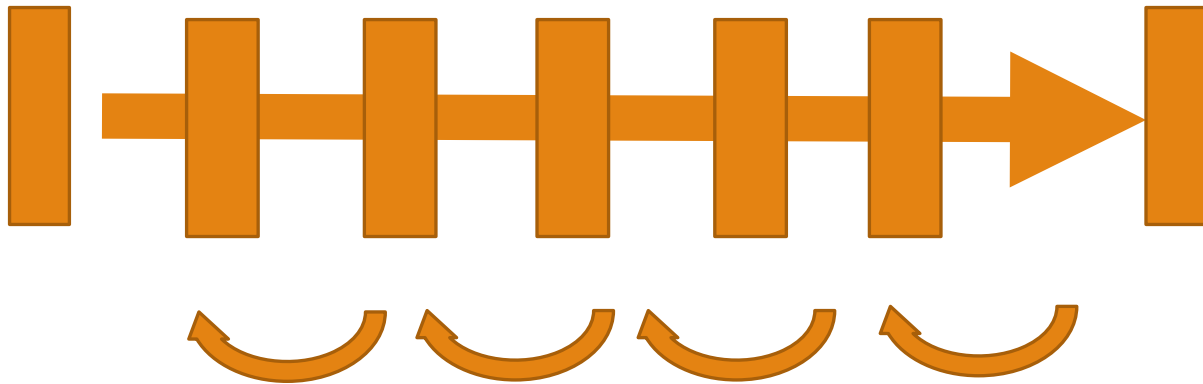
National Institute for Learning Outcomes Assessment

JOSSEY-BASS
A Wiley Brand

Institutional or Program Improvement



Learning Improvement



UNPACKING RELATIONSHIPS

INSTRUCTION AND STUDENT OUTCOMES

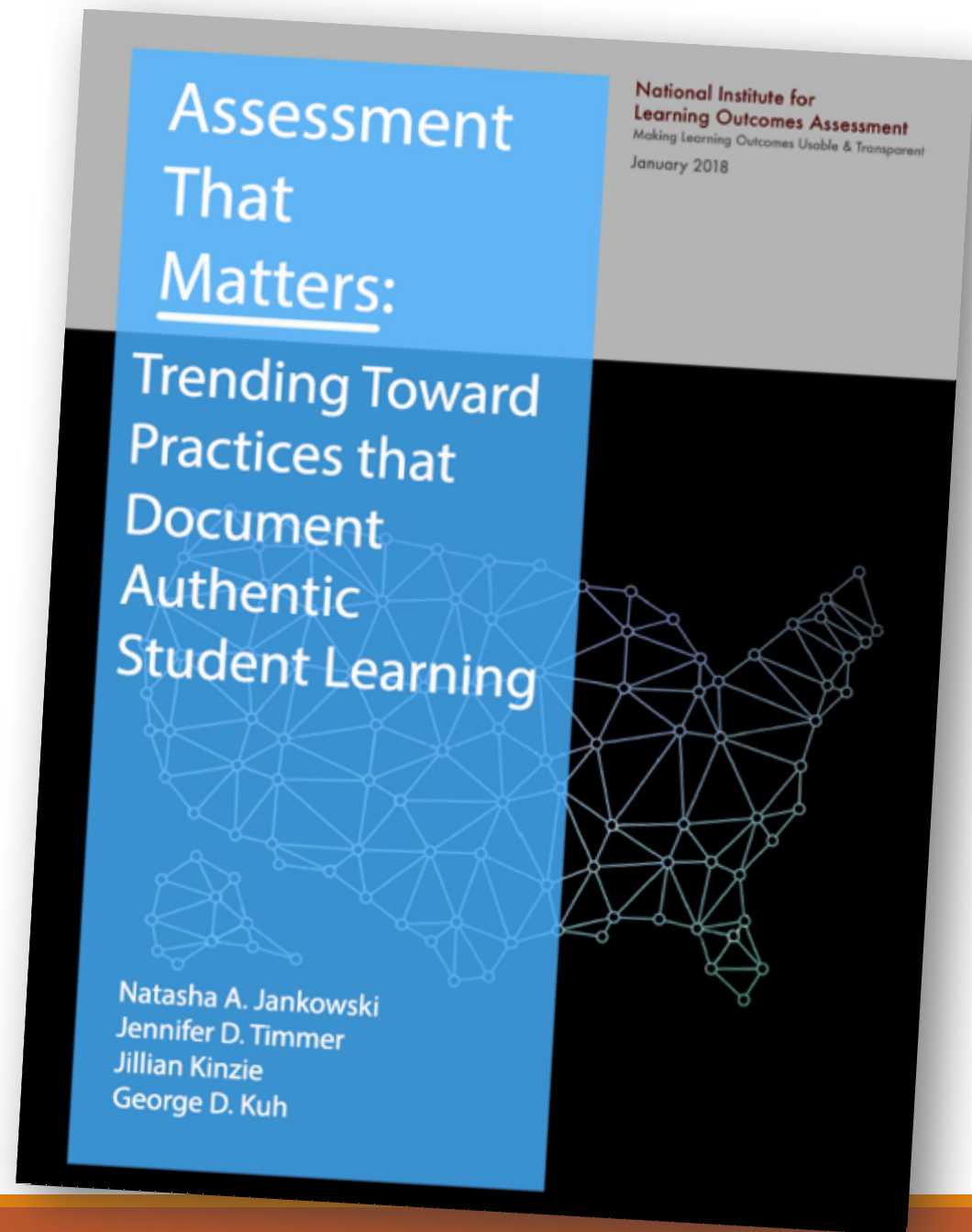


Natasha A. Jankowski

Director, National Institute for Learning Outcomes Assessment

Assessment for Student Success

Relevant
Findings from
NILOA's Survey
of Provosts 2017



2017 NILOA Provost Survey

- Sample: All regionally accredited, undergraduate degree-granting institutions (n=2,781)
- Announced via institutional membership organizations, website, newsletter, mailing
- Online and paper
- 29% response rate (n=811)



A photograph of three students walking through a school hallway. The hallway has a curved, arched ceiling and wooden lockers on the right. The students are dressed in casual attire. The text is overlaid in the center of the image.

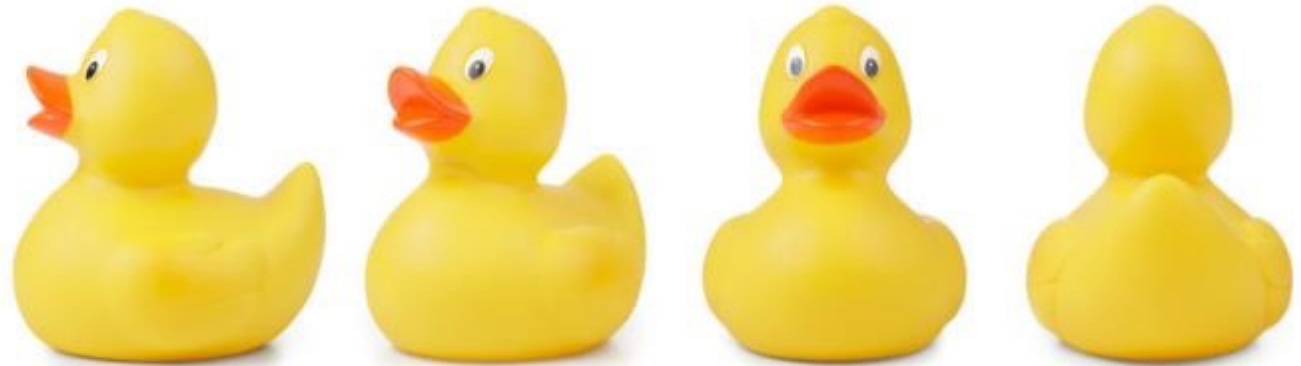
What Does Assessment Practice Look Like with Student Success in Mind?

Assessment for student success begins with specific, actionable learning outcomes statements

82% of campuses have SLO statements

Concrete, clear proficiencies students are to achieve -- *reference points for student performance common to all undergraduates across all majors.*

Learning Outcomes are Increasingly Aligned



At 50% of campuses: all programs have PLOs and align those PLOs with ILOs

Assessment for Student Success is driven by...

- ✓ **Accreditation (Regional & Program)**
- ✓ **Desire to improve student learning**
- ✓ **Growing emphasis on Equity**
 - **Disaggregation of evidence of learning by various groupings of students**



Assessment for Student Success is based on authentic measures of student learning

**Classroom-
based
assessment**

**National
Student
Surveys**

Rubrics



Assessment for Student Success Emphasizes Approaches of Greatest Value for Improving Student Learning

Embedded approaches



Changes in policies, programs or practice informed by assessment results

Changes in a variety of areas:

- course and assignment design
- program-level curricular revisions
- creation of new practices and opportunities in co-curricular or student affairs areas
- institutional policy



“We completely revised an entire course based on evidence that the students were not learning the material we said they would be learning.”

“Our changes occur mostly at the departmental or program level... programs may change course requirements or practices in specific courses”

Changes most prominent at the course or program level

Assessment for Student Success communicates a complex picture of student learning that couples evidence of learning outcomes with student success data (persistence & grad rates)





EXCELLENCE IN ASSESSMENT

2017 Designees

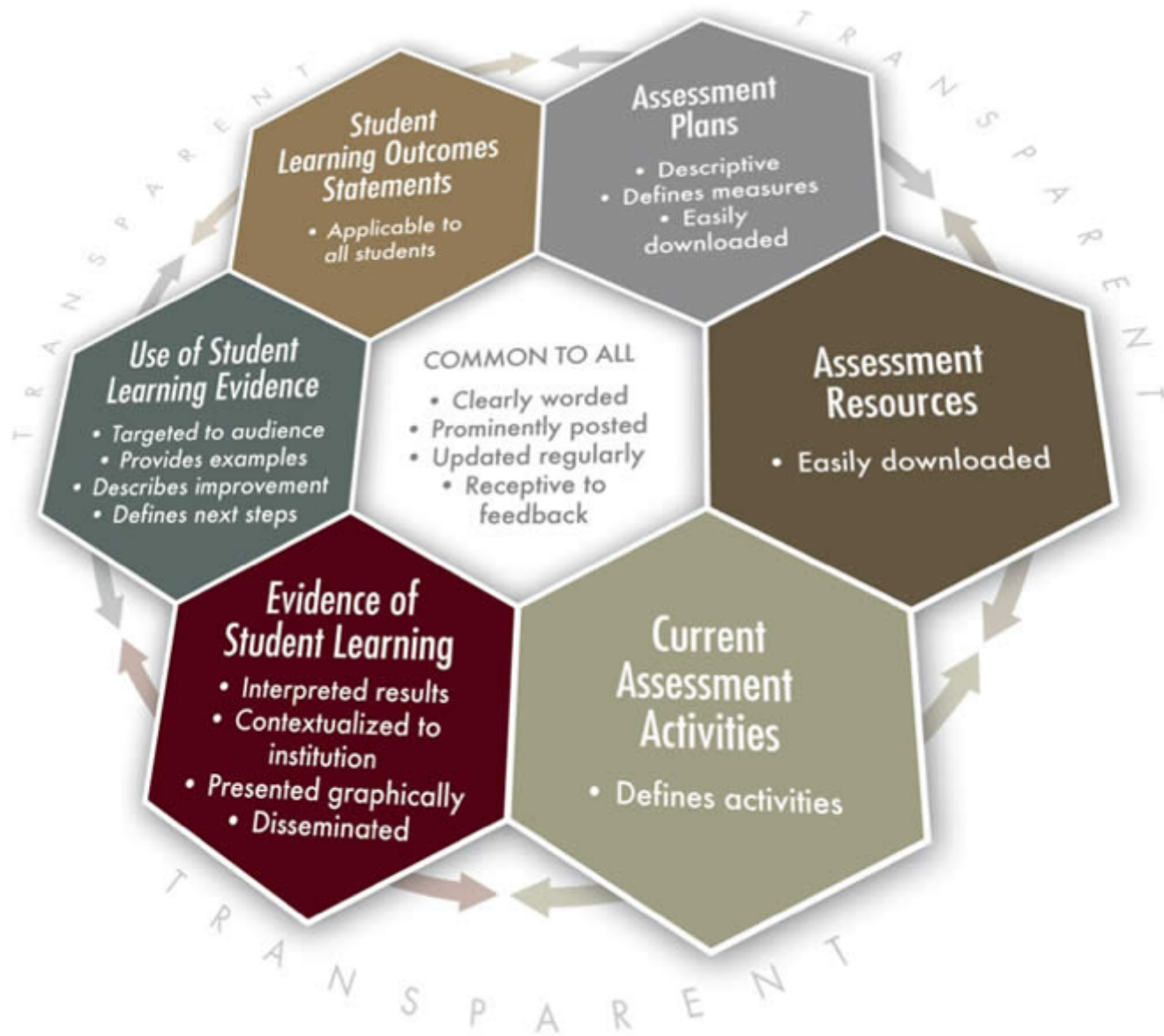




EXCELLENCE IN ASSESSMENT

2016 Designees





Assessment for Student Success Challenges

Communicating effectively about student learning remains a challenge.

Use of assessment results is increasing, but documenting improvements in student learning and the quality of teaching falls short

Equity is an important consideration in assessment work, but underemphasized in data use

Opportunities exist to integrate professional development with assessment efforts

Promising Developments



Involved in initiatives that support integration and student learning

Campuses turning to more authentic measures of student learning

- Capstones
- Classroom assignments
- Rubrics

Most valuable for IMPROVING student learning and success: classroom-based work

How do these trends align
with developments on your campus?

Harvesting Campus Assessment Practices

Emerged from tracking and mapping the DQP and faculty questions

Clarifying and aligning outcomes

Curriculum mapping

Facilitating transfer

Rethinking assessment

Working on assignments



NILOA's Response

Inviting faculty applications (with draft assignment)

Bringing the group together for a day-long meeting

Working in 5-6 person, facilitated “charrettes” to review one another’s assignments and give feedback.

At the end of the day...

“The assignment design focus is so obviously needed...but that need doesn't become visible and obvious until brought to conscious attention in the charrette.”

“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.”

The Assignment Library

www.assignmentlibrary.org

80-some assignments

Contributed by faculty from a wide range of fields and institutional types

Online, indexed, and searchable

With a scholarly citation and CC license

Stimulating assignment work on campuses

Lessons

1. Assignments are intellectual work worth sharing.
2. Classroom work yields high-quality, actionable evidence.
3. Alignment as the challenge and the payoff.
4. Assignments to promote equity goals for student success.

1. Assignments are intellectual work worth sharing

Drawing on knowledge about my field, my students, how learning happens.

Faculty are thoughtful about one another's work—and eager to have their own efforts acknowledged, made visible, improved.

The result is not just better assignments (and evidence for assessment) but a larger, more robust “pedagogical trading zone.”

2. Classroom work yields high-quality, actionable evidence

Faculty care about student performance on the papers, projects, exams, & presentations they require = buy in.

Students are motivated to do well.

Assignments can capture the complex learning we really care about.

3. Alignment as the challenge and the payoff

High level institutional outcomes need to be translated into action on the ground.

59% of NILOA charretteers: “I’m more aware of aligning my assignments with desired institutional outcomes.”

Addressing course-o-centricism (Graff) .

Work in teams—first year course/capstone

4. Assignments to promote equity goals for student success

Transparency in Learning and Teaching

<https://www.unlv.edu/provost/teachingandlearning>

Being explicit with students about

- Purpose
- Task
- Criteria

Improved student success, especially for unrepresented students.

Eighty percent of NILOA respondents found that the experience of sharing assignments “helped me more clearly see my assignment through my students’ eyes.”

Resources

The Assignment-Design Toolkit:

[Degreeprofile.org/assignment-design-work](https://degreeprofile.org/assignment-design-work)

charrette protocol, invitations, facilitation guides

feedback forms

questions for discussion

campus/disciplinary models and materials, incl TILT

Reports and occasional papers

- Ewell, 2013
- Hutchings, Jankowski, and Ewell, 2014

Degrees that Matter, Jankowski and Marshall, 2017

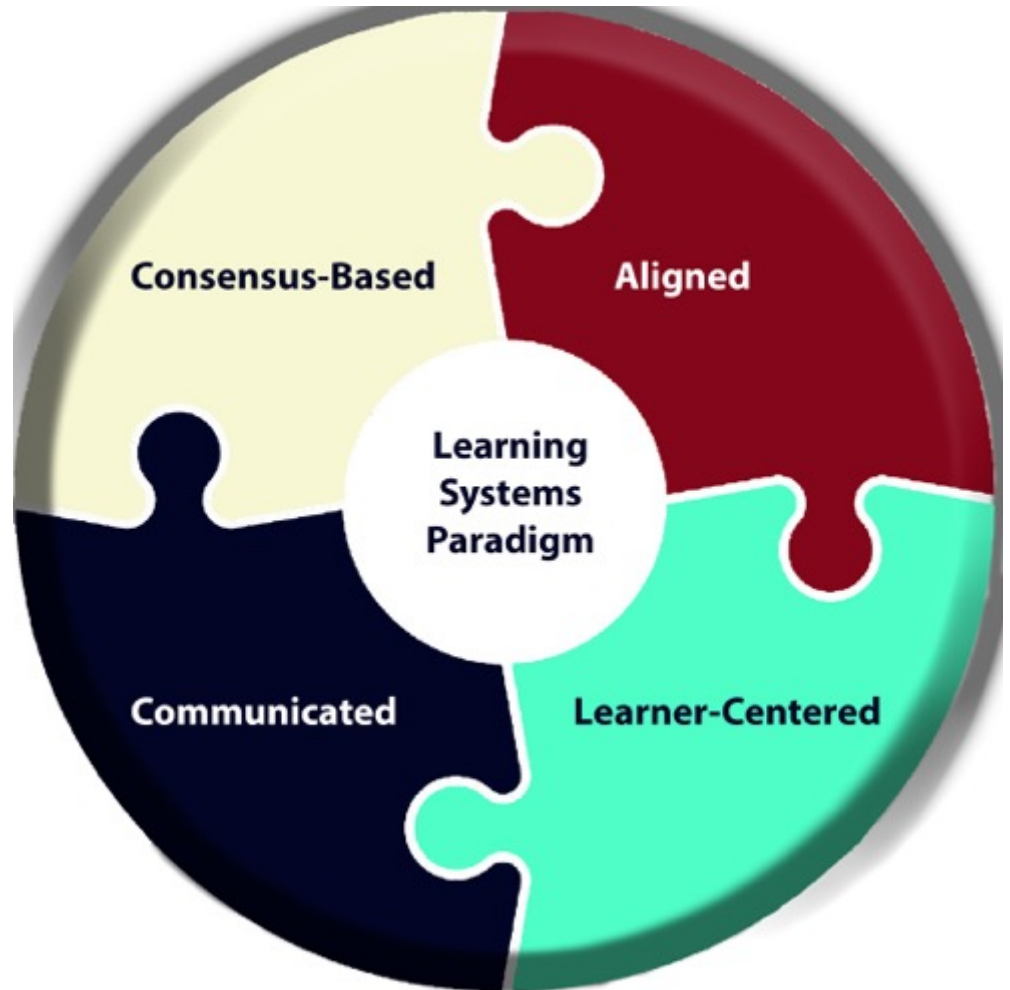
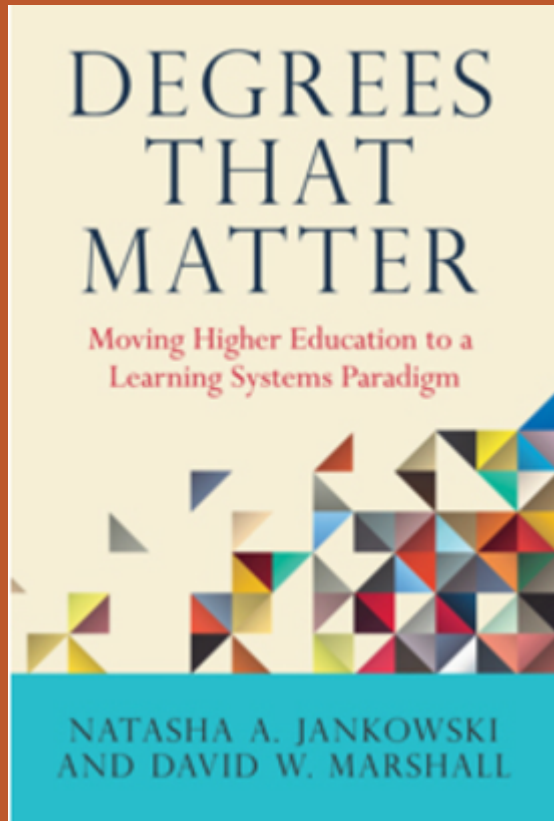
AAC&U's VALUE Institute

A moment to pause...

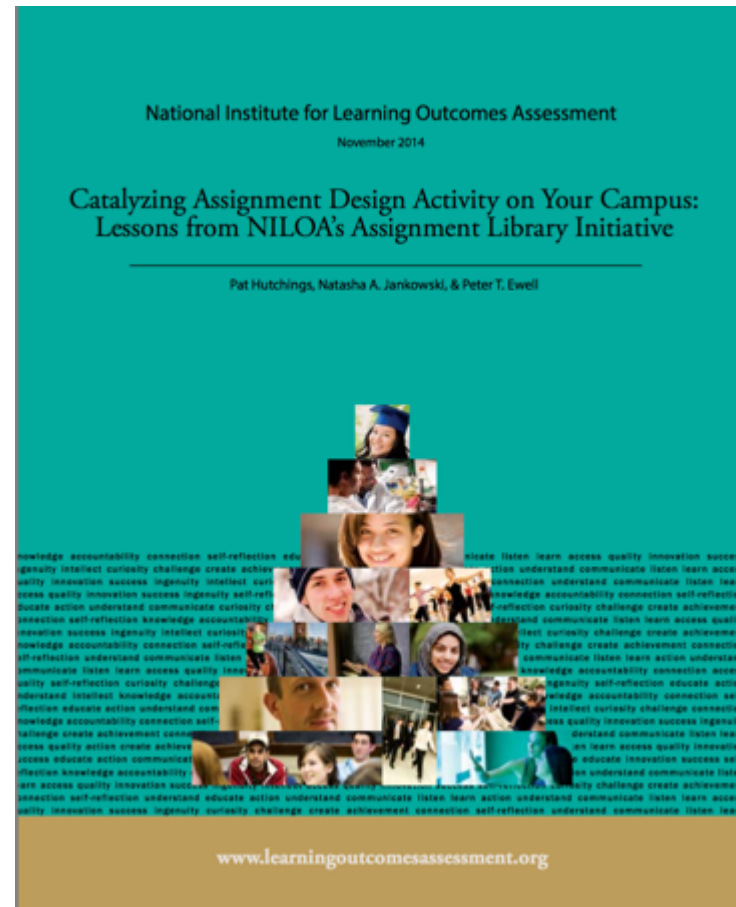
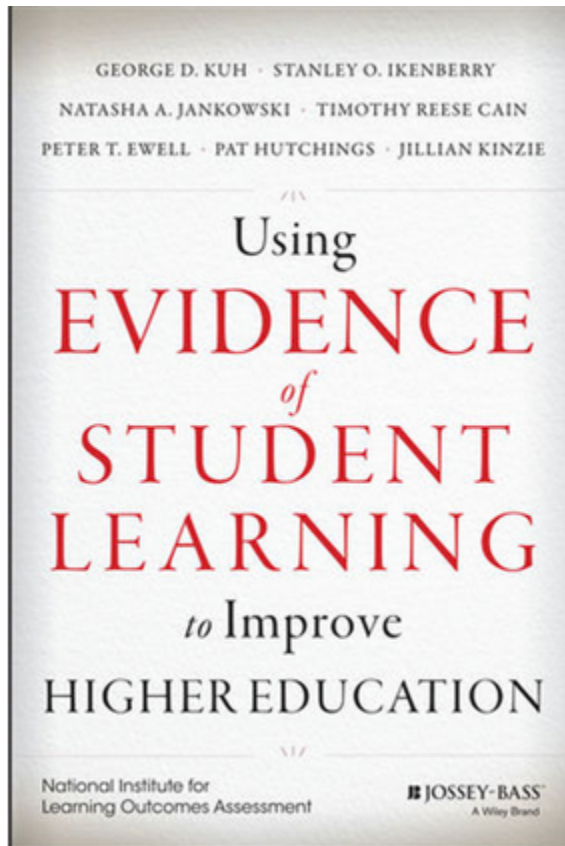
What does all of this mean for how you organize work on your campus?

With whom do you need to partner?

The Learning Systems Paradigm



Resources



Reflections and Feedback

What questions remain?

What space for conversations can you leverage on your campus?

What are your next steps when you get back?

What resources do you need?

Questions and discussion

Email: niloa@education.illinois.edu

<http://www.learningoutcomesassessment.org>

www.assignmentlibrary.org

www.degreeprofile.org

