Sustaining a Culture of Equitable Assessment Practice in Student Affairs

Gianina Baker, Ph.D.
Assistant Director, NILOA
June 22, 2018
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
In the News

**How to Revamp a Curriculum**
Thu, Feb 01, 2018 - 08:00 am
The Chronicle of Higher Education

The Chronicle for Higher Education has a Special Report containing four articles focused on revamping the curriculum to keep programs up-to-date, meet industry needs, keep programs and courses current, and maintain quality.

**Microcredentials, MicroMasters, and Nanodegrees: What's the Big Idea?**
Thu, Feb 01, 2018 - 08:00 am
Cathrael Kazin for The Evolution

This author explores the potential that microcredentials have for reforming the higher education credentialing landscape. Microdegrees can represent different ways of communicating the value of a postsecondary education.

**What Gallup Learned About Higher Education**
Thu, Feb 01, 2018 - 06:00 am
Zac Auer for Gallup News

New research by Gallup discusses the importance of students conveying the value of their education to future employers. One way institutions can help is by encouraging internships or work-integrated learning during college that can give students a greater understanding of their degree and the skills they have learned.
CURRENT STUDENT EXPERIENCE OF HIGHER EDUCATION
Finding

- Landscape analysis of the use of predictive analytics by student affairs professionals.

- Most student affairs divisions are collecting student engagement data and conducting needs, process, and outcomes assessments.
Finding

Although primary data-oriented roles and responsibilities for IR, IT, and student affairs are somewhat siloed, these units are contributing to institution-wide goals of improving student success.
Findings from NILOA’s Survey of Provosts 2017

Questions asked: 1. What would be most helpful?; 2. Who supports your assessment activities?

Student affairs continues to be an underutilized yet important resource on campus in regards to student learning.
NILOA’s 5 Principles When Documenting Student Learning

1. Develop specific, actionable learning outcomes.

2. Connect learning goals with actual student assignments and work.

3. Collaborate with the relevant stakeholders, beginning with the faculty.

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

5. Focus on improvement and compliance will take care of itself.

Empirical Model of Culture of Assessment in Student Affairs
(Fuller & Lane, Research and Practice in Assessment, Winter 2017)

Four Factors of Hypothesized Cultures of Assessment:

1. Clear Commitment to Assessment
   - “Assessment is expected as a part of my division’s continuous improvement process.”

2. Assessment Communication
   - “Assessment results are regularly shared throughout my division.”

3. Connection to change
   - “Change occurs more readily when supported by assessment results.”

4. Fear of Assessment
   - “Assessment results are used to scare student affairs staff into compliance with what the administration wants.”
Why Learning Outcomes in Student Affairs?

- Rise of accountability
- *Educational quality & equity concern*
- To bridge student & academic affairs
- *Learning happens everywhere*
- Skills gap between where college students are and where employers want them to be
- *What do we contribute to student learning?*
1. To meet the goal of improving student learning and authentically documenting what students know and can do, a culturally responsive approach to assessment is needed.

2. There is an assumption at play within the field of assessment that while there are multiple ways for students to learn, students need to demonstrate learning in specific ways for it to count.

Culturally Responsive Assessment Concepts  
(Montenegro & Jankowski, 2017)

“What is needed is not to help learners conform to the ways of higher education, thus reinforcing inequities and expectations based on ideologies the students may ascribe to, but to empower students for success through intentional efforts to address inequality within our structures, create clear transparent pathways, and ensure that credits and credentials are awarded by demonstration of learning, in whatever form that may take.”

- Mindful of the student population it serves
- Uses appropriate language for ALL students when developing learning outcomes
- Develops and/or uses tools appropriate for different students
- Acknowledges student differences in planning phases
- Intentional in using assessment results to improve student learning
Example 1. Culturally Responsive Assessment Framework

- Intentional
- Transparent
- Student-Focused
- Reflective
- Personalized
Conversations on Equity and Assessment

• Ciji Heiser (Western Michigan University) & Joe Levy, (National Louis University)
  • Bridging CRA with CRE
    • Include more perspectives
    • Consider institutional needs
    • Include reflection with practice

• Thomas Nelson Laird and Allison BrckaLorenz, IU-Bloomington
  • Specifying principles, assumptions, definitions, models, and particular practices for CRA. Potential principles:
    • CRA accounts for students’ multiple cultures
    • CRA uses varied techniques sensitive to the varied ways students describe and demonstrate their experience, knowledge, and learning
    • CRA seeks just judgments based on collected information
Conversations on Equity and Assessment

• **Gavin Henning (CAS) & Anne Lundquist (Campus Labs)

“various terminology and concepts in the field as existing on a continuum, characterized by increasing levels of individual action to address"

• Student Affairs Assessment Leaders (SAAL)
  • Journal on Student Affairs Inquiry
  • Blog posts
INITIATIVES IN HIGHER EDUCATION
Initiatives acknowledging learning in a variety of places, spaces

1. NASPA/AACRAO Comprehensive Learner Record
2. Mapping
   - Examples
   - High-Impact Practices
   - Student Employment
3. What Learning Looks Like
American Association of Collegiate Registrars and Admissions Officers (AACRAO) and NASPA: Association of Student Affairs Professionals

The 2017 grant will focus on the development and implementation of a single learner record across a broad number of American colleges and universities. The CSRs seek to capture, record, and communicate learning when and where it happens in a student’s higher education experience. This includes learning outcomes from courses, program and degrees, as well as experience they have outside the classroom that help develop their career ready skills and abilities.
Name: Jane Sally Doe  
Degree: AB - Bachelor of Arts  
Major(s): English  
Minor(s): Political Science

### STUDY ABROAD

<table>
<thead>
<tr>
<th>Semester</th>
<th>Study Abroad</th>
</tr>
</thead>
<tbody>
<tr>
<td>Winter</td>
<td>2012 Studies in Costa Rica/ELR</td>
</tr>
<tr>
<td>Winter</td>
<td>2013 Science in London/ELR</td>
</tr>
</tbody>
</table>

### LEADERSHIP

<table>
<thead>
<tr>
<th>Semester</th>
<th>Leadership Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring</td>
<td>2011 Resident Student Association</td>
</tr>
<tr>
<td>Fall</td>
<td>2011 Alpha Chi Omega</td>
</tr>
<tr>
<td>Fall</td>
<td>2012 SPARKS</td>
</tr>
<tr>
<td>Fall</td>
<td>2013 Orientation</td>
</tr>
</tbody>
</table>

### VOLUNTEER SERVICE

<table>
<thead>
<tr>
<th>Hours</th>
<th>Service Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Fall 2011 Elon Service Day</td>
</tr>
<tr>
<td>3</td>
<td>Spring 2011 Cummins High School</td>
</tr>
<tr>
<td>3</td>
<td>Spring 2011 ElonTHON</td>
</tr>
<tr>
<td>40</td>
<td>Spring 2011 Service Learning</td>
</tr>
<tr>
<td>24</td>
<td>Fall 2011 Blood Drive</td>
</tr>
<tr>
<td>2</td>
<td>Fall 2011 Boys and Girls Club</td>
</tr>
<tr>
<td>6</td>
<td>Spring 2012 Alpha Chi Omega</td>
</tr>
<tr>
<td>1</td>
<td>Fall 2012 Alpha Chi Omega</td>
</tr>
<tr>
<td>2</td>
<td>Fall 2012 Habitat for Humanity</td>
</tr>
<tr>
<td>24</td>
<td>Spring 2013 ElonTHON</td>
</tr>
</tbody>
</table>

### UNDERGRADUATE RESEARCH

<table>
<thead>
<tr>
<th>Hours</th>
<th>Research Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>160</td>
<td>Spring 2012 Elon Research Forum</td>
</tr>
<tr>
<td>260</td>
<td>Fall 2012 Research in English</td>
</tr>
<tr>
<td>240</td>
<td>Fall 2013 Research in English</td>
</tr>
<tr>
<td>240</td>
<td>Spring 2014 Research in English</td>
</tr>
</tbody>
</table>

### INTERNSHIPS/CO-OPS

<table>
<thead>
<tr>
<th>Hours</th>
<th>Internship</th>
</tr>
</thead>
<tbody>
<tr>
<td>160</td>
<td>Fall 2012 Washington Center Internship</td>
</tr>
<tr>
<td>260</td>
<td>Spring 2012 Internship with Gallup</td>
</tr>
</tbody>
</table>
Elon University
Office of the University Registrar
Campus Box 2106
Elon, NC 27244
Phone: 336-278-6677
Fax: 336-278-6672
Email: registrar@elon.edu
Elon University website: www.elon.edu

History
In 1889 the N.C. General Assembly issued a charter for Elon College. In 1923 the College sustained a major fire and was rebuilt in 1923-1926. Elon College became Elon University in 2001. The Elon University chapter of Phi Beta Kappa was chartered in 2010.

Accreditation
Elon University is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award bachelor, master, doctor of physical therapy, and juris doctor degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097 or call 404-679-4501 for questions about the accreditation of Elon University, to file a third-party comment at the time of Elon University’s decennial review, or to file a complaint against Elon University for alleged non-compliance with a standard or requirement. For normal inquiries about Elon University including admissions requirements, financial aid, educational programs, etc., contact Elon University at 336-278-2000.

Elon Experiences Transcript
The Elon Experiences Transcript allows students to present a record of their participation in the five Elon Experiences.

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

Experiential Learning Requirement
As part of Elon University’s academic requirements, all students must complete at least two experiences that fulfill their Experiential Learning Requirement (ELR). These experiences are presented on both a student’s academic transcript and Elon Experiences Transcript, but are officially maintained as part of their academic transcript.

To fulfill Elon’s ELR, students engage in a process that includes preparation, action, and reflection to develop the habits of mind required to transfer knowledge between experiences and classes. Elon University’s mission is to develop students as socially responsible global citizens. The ELR can be met through deep engagement and reflection in any of the five Elon Experiences.

The Elon Experiences Transcript maintains a record of student experiences beyond the ELR. Most ELR experiences will appear on the Elon Experiences Transcript; however, not all items featured on the Elon Experiences Transcript earn credit toward the ELR.

Elon Experiences
Experiential learning prepares students for lives of meaningful work and service through out-of-the-classroom meaningful experiences. By engaging students in opportunities that integrate knowledge and experience, experiential learning fosters an understanding and lifelong appreciation for learning.

Elon’s five signature experiential learning programs, the Elon Experiences, include the following:
1. Global Engagement: Study Abroad/Study USA
2. Internships
3. Leadership
4. Service
5. Undergraduate Research

Collectively, these programs reflect important values that add to the total college experience and prepare students as lifelong learners and global citizens.

1. Global Engagement: Study Abroad/Study USA
The Isabella Cannon Global Education Center is home to Elon’s nationally recognized study abroad and study USA program. Elon is #1 in the country among master’s-level institutions for the percentage of students who study abroad. Study abroad and study USA experiences completed during a semester or winter-term and other non-credit global engagement experiences are validated by the Global Education Center and included on the Elon Experiences Transcript.

2. Internships
Elon’s Student Professional Development Center connects students with internship opportunities in the community and across the country. Students prepare for professional roles through these experiences, and a result are more likely to be hired upon graduation. Internship and Co-Op experiences completed for course credit are included on students’ Elon Experiences Transcript in addition to internships submitted by students and validated with employers by the Student Professional Development Center.

3. Leadership
The Center for Leadership provides advanced leadership programing and training open to all students. The Center also works with a broad range of student organizations and validates key leadership positions for the Elon Experiences Transcript. All leadership experiences validated as part of the Elon Experiences Transcript reflect that students have been leading other students.

4. Service
The Kernodle Center for Service Learning and Community Engagement supports course connections and individual student connections to service opportunities in the community. Each year students, faculty, and staff demonstrate Elon’s strong commitment to service through their work in the community. Service experiences with community partners, through Elon courses, campus organizations, or completed independently are submitted to the Kernodle Center by students or organization leaders for validation and inclusion on the Elon Experiences Transcript.

5. Undergraduate Research
Students work collaboratively with a faculty mentor on research projects. These research experiences prepare students for graduate school and employment opportunities. All research experiences validated by the Undergraduate Research Program for inclusion on the Elon Experiences Transcript are research activities beyond what is completed as part of regular coursework.
Student Transformative Learning Record (STLR)

College students grow and transform through both academic and non-academic experiences while at the University of Central Oklahoma (UCO). Students' academic transcripts display their aptitude in their Discipline Knowledge, but how can they track and display their growth in other important areas?

UCO's Student Transformative Learning Record (STLR) is like a second transcript that records students' growth and Transformative Learning across the other five of UCO's Central Six Tenets pictured below.

For example, students might:
- learn how to work well in teams with people whose opinions differ from their own;
- develop leadership skills as president of a student organization;
- improve their ability to interact positively and appropriately with co-workers, customers, and others from different countries and cultures in their classes;
- find out how to contribute as productive citizens to their local communities, the nation, and the world through volunteering;
- or might practice solving unscripted problems and devise creative solutions while doing independent research.

Students reflect on their experiences, then receive feedback from a trained faculty or staff member. Students store these experiential artifacts in different versions of ePortfolios that they can share with potential employers, graduate schools, or others to highlight their most employable strengths.

STLR - Because College is About More Than a Degree.

<table>
<thead>
<tr>
<th>By Tenet</th>
<th>Transformation</th>
<th>Integration</th>
<th>Exposure</th>
<th>Not Achieved</th>
</tr>
</thead>
<tbody>
<tr>
<td>Global &amp; Cultural</td>
<td>The experience led to the student's new identity as a global citizen, and she/he now seeks interactions and growth from diverse communities and cultures.</td>
<td>The student's perspective has expanded to value different cultural worldviews and she/he is able to articulate a sense of identity in a global context.</td>
<td>The student displays an openness to learning about global and cultural differences and/or took part in an activity where she/he was exposed to worldviews of other cultures.</td>
<td>The student has not yet provided evidence of openness to or awareness of the concepts listed in exposure for this tenet.</td>
</tr>
</tbody>
</table>
IUPUI Experiential and Applied Learning Record

IUPUI validates all achievements presented on this Record and it is an official University document. Assessment occurs within each program responsible for the achievement and validation occurs in the Office of the Registrar. Each achievement is maintained in a centralized system. Students do not personally enter any information onto this record. Each Achievement is tied to an IUPUI Principle of Co-Curricular Learning as reflected at the bottom of the record. Note that achievements reflected by semester may have occurred during only a portion of the semester.

Summary of IUPUI Achievements

<table>
<thead>
<tr>
<th>Diversity</th>
<th>Global</th>
<th>Internship</th>
<th>Leadership</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 Semesters</td>
<td>3 Semesters</td>
<td>560 Hours</td>
<td>2 Semesters</td>
</tr>
<tr>
<td>Research</td>
<td>Service</td>
<td></td>
<td></td>
</tr>
<tr>
<td>400 Hours</td>
<td>180 Hours</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Achievement Timeline

2013 and Before

Spring
- Sam H. Jones Community Service Scholar
- Honors Research
- Undergraduate Research Conference

Fall
- Community Service Leader
- Undergraduate Research Opportunity

2014

Spring
- IU Simon Cancer Research
- Habitat For Humanity

2015

Spring
- Habitat For Humanity

Fall
- Undergraduate Research Conference

2016

Spring
- Sam H. Jones Community Service Scholar
- Habitat For Humanity

Summer
- Accounting Intern
- Diversity Scholars Research

Fall
- Multidisciplinary Undergraduate Research
- Sam H. Jones Community Service Scholar

IUPUI Principles of Co-Curricular Learning

<table>
<thead>
<tr>
<th>Core Communication</th>
<th>Integration of Knowledge</th>
<th>Understanding Society &amp; Culture</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical Thinking</td>
<td>Interpersonal Development</td>
<td>Values &amp; Ethics</td>
</tr>
<tr>
<td>Depth/Breadth/Adaptiveness</td>
<td>Intrapersonal Development</td>
<td></td>
</tr>
</tbody>
</table>

Official record page 1 of 2 created on <mm/dd/yyyy>.
Findings from NILOA’s Survey of Provosts 2017

77% of institutions report currently mapping curriculum
Mapping

Mapping has emerged as a key strategy for examining the alignment of the different elements of learning environments towards shared learning outcomes as well as to better understand where to assess and document learning.

Mapping is about the process of seeing relationships.

By mapping collectively and collaboratively, those involved are able to unpack assumptions about their own and others’ roles and contributions to the learning of students.
NILOA Resource: Mapping Toolkit

http://www.learningoutcomeassessment.org/NILOAReports.htm
Examples

Metro State College of Denver
Curriculum Mapping Template
2008-09

<table>
<thead>
<tr>
<th>Learning Objective 1</th>
<th>Learning Objective 2</th>
<th>Learning Objective 3</th>
<th>Learning Objective 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>XXX1234</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>XXX2345</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>XXX3456</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>XXX4567</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>XXX5678</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>XXX6789</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>XXX7890</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Each required course should be linked with at least one Learning Objective and one level* by entering the appropriate letter(s) in the relevant cell. Programs are free to include other courses as appropriate.

Levels: - These are stated from the student’s perspective and tied to Bloom’s Taxonomy as much as possible.
V = discover (gain knowledge, comprehend information)
P = practice (apply knowledge gained to real situations, analyze issues and questions)
D = demonstrate (prepare a work product - exam, paper, presentation, etc. - that represents knowledge gained, application of same, and synthesis or evaluation of knowledge and ideas)

* a course might be identified as offering students the opportunity to do more than one level
<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>SLO 1: Disciplinary knowledge base (models and theories)</td>
<td>Introduced</td>
<td>Reinforced</td>
<td>Reinforced</td>
<td>Reinforced</td>
<td>Reinforced</td>
<td>Reinforced</td>
<td>Reinforced</td>
<td>Mastery / Assessed</td>
</tr>
<tr>
<td>SLO 2: Disciplinary methods</td>
<td>Introduced</td>
<td>Reinforced</td>
<td>Reinforced</td>
<td>Reinforced</td>
<td>Reinforced</td>
<td>Reinforced</td>
<td>Reinforced</td>
<td>Mastery / Assessed</td>
</tr>
<tr>
<td>SLO 3: Disciplinary applications</td>
<td>Introduced</td>
<td>Reinforced</td>
<td>Reinforced</td>
<td>Reinforced</td>
<td>Reinforced</td>
<td>Reinforced</td>
<td>Reinforced</td>
<td>Mastery / Assessed</td>
</tr>
</tbody>
</table>

| Critical Thinking                       |                     |                  |                           |                               |                           |                           |                           |                  |
| SLO 4: Analysis and use of evidence     | Introduced          | Reinforced       | Reinforced                | Reinforced                    | Reinforced                | Reinforced                | Mastery / Assessed        |                  |
| SLO 5: Evaluation, selection, and use of sources of information | Introduced          | Reinforced       | Reinforced                | Reinforced                    | Reinforced                | Mastery / Assessed        |                           |                  |

| Communication                           |                     |                  |                           |                               |                           |                           |                           |                  |
| SLO 6: Written communication skills     | Introduced          | Reinforced       | Reinforced                | Reinforced                    | Reinforced                | Mastery / Assessed        |                           |                  |
| SLO 7: Oral communication skills       | Introduced          | Reinforced       | Reinforced                | Reinforced                    | Mastery / Assessed        |                           |                           |                  |

| Integrity / Values                      |                     |                  |                           |                               |                           |                           |                           |                  |
| SLO 8: Disciplinary ethical standards  | Introduced          | Reinforced       | Reinforced                | Reinforced                    | Mastery / Assessed        |                           |                           |                  |
| SLO 9: Academic Integrity              | Introduced          | Reinforced       | Reinforced                | Reinforced                    | Mastery / Assessed        |                           |                           |                  |

| Project Management                      |                     |                  |                           |                               |                           |                           |                           |                  |
| SLO 10: Interpersonal and team skills  | Introduced          | Reinforced       | Reinforced                | Reinforced                    | Mastery / Assessed        |                           |                           |                  |
| SLO 11: Self-regulation and metacognitive skills | Introduced          | Reinforced       | Reinforced                | Reinforced                    | Mastery / Assessed        |                           |                           |                  |

Center for University Teaching, Learning, and Assessment
http://uwf.edu/cutla/
Sample Curriculum Map (Level of Skill)
<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>SLO 1: Disciplinary knowledge base (models and theories)</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>
<td></td>
</tr>
<tr>
<td>SLO 2: Disciplinary methods</td>
<td>Exam Questions</td>
<td>Exam Questions</td>
<td>Class Project</td>
<td>Term Paper</td>
<td>Capstone Portfolio</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SLO 3: Disciplinary applications</td>
<td>Exam Questions</td>
<td>Exam Questions</td>
<td>Class Project</td>
<td>Term Paper</td>
<td>Capstone Portfolio</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Critical Thinking</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Capstone Portfolio</td>
</tr>
<tr>
<td>SLO 4: Analysis and use of evidence</td>
<td>Term Paper</td>
<td>Lab Presentation</td>
<td>Class Presentation</td>
<td>Term Paper</td>
<td>Capstone Portfolio</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SLO 5: Evaluation, selection, and use of sources of information</td>
<td>Annotated Bibliography</td>
<td>Term Paper</td>
<td>Lab Paper</td>
<td>Term Paper</td>
<td>Capstone Portfolio</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communication</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Capstone Portfolio</td>
</tr>
<tr>
<td>SLO 6: Written communication skills</td>
<td>Reflection Essays</td>
<td>Lab Paper</td>
<td>Class Presentation</td>
<td>Term Paper</td>
<td>Capstone Portfolio</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SLO 7: Oral communication skills</td>
<td>Class Presentation</td>
<td>Poster Session</td>
<td>Class Presentation</td>
<td>Class Presentation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Integrity / Values</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Capstone Portfolio</td>
</tr>
<tr>
<td>SLO 8: Disciplinary ethical standards</td>
<td>Reflective Paper</td>
<td>IRB/ACUC Proposal</td>
<td>Reflective Paper</td>
<td>Term Paper</td>
<td>Capstone Portfolio</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SLO 9: Academic integrity</td>
<td>Class Assignments &amp; Exams</td>
<td>Exams &amp; Term Paper</td>
<td>Class Assignments &amp; Exams</td>
<td>Exams &amp; Term Paper</td>
<td>Capstone Portfolio</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Project Management</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Capstone Portfolio</td>
</tr>
<tr>
<td>SLO 10: Interpersonal and team skills</td>
<td>Peer Review of Team Skills</td>
<td>Project Client Feedback</td>
<td>Peer Review of Team Skills</td>
<td>Capstone Portfolio</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SLO 11: Self-regulation and metacognitive skills</td>
<td>Class Assignments &amp; Exams</td>
<td>Class Assignments &amp; Exams</td>
<td>Class Assignments &amp; Exams</td>
<td>Exams &amp; Term Paper</td>
<td>Capstone Portfolio</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Center for University Teaching, Learning, and Assessment
http://uwf.edu/cutla/

Sample Curriculum Map (Assignments & Embedded Assessments)
# Mapping Tools

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>General Education Courses that support the learning outcomes</th>
<th>Major Courses</th>
<th>Activities and Experience That Provide Support</th>
<th>Possible Careers</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Learning Outcome 1</strong></td>
<td>General education courses that support the learning outcomes</td>
<td>Courses that address specific outcomes</td>
<td>Co-curricular elements that support specific outcomes</td>
<td>Possible career paths related to the map</td>
</tr>
<tr>
<td><strong>Learning Outcome 2</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Figure 4. Degree-level relationship map*
# Mapping Tools

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>Prior Learning</th>
<th>Courses</th>
<th>Other Required Courses, Recommended Electives</th>
<th>Activities and Experience That Provide Support</th>
<th>Work-Based Learning Experiences</th>
<th>Certifications and Licensures</th>
<th>Possible Careers</th>
<th>Learner Identified</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Outcome 1</td>
<td>Prior learning that is accepted in relation to specific outcomes</td>
<td>Courses that address specific outcomes</td>
<td>Other courses that support and reinforce specific outcomes</td>
<td>Co-curricular elements that support specific outcomes</td>
<td>Employment and other experiences that reinforce specific outcomes</td>
<td>Possible certifications connected to the outcomes</td>
<td>Possible career paths related to the map</td>
<td>Elements identified by learners as supporting learning outcomes</td>
</tr>
<tr>
<td>Learning Outcome 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
What else can be mapped?

• Content
• Structure
• Course-taking patterns
• Assignment timing
• Co-curriculum

• Where does learning happen? Does a curriculum map inherently assume academic affairs at the expense of student affairs or other institutional elements? Employment? Others?
Why map?

• What are we hoping to achieve through mapping?
  • Alignment (within a program, between general education and institutional goals, etc.)
  • Identifying where and how particular outcomes are expected, explicitly taught for, and assessed (Ewell, 2013)
  • Backwards design the curriculum
  • Understand the nature and role of course pre-requisites

• Mapping as a lens – it is a way of seeing organizational structure
• Do our assumptions about alignment actually hold?
High-Impact Practices (HIPs)

High-Impact Educational Practices

First-Year Seminars and Experiences

Many schools now build into the curriculums first-year seminars or other programs that bring small groups of students together with faculty or staff on a regular basis. The highest-quality first-year experiences place a strong emphasis on critical inquiry, frequent writing, information literacy; collaborative learning, and other skills that develop students’ intellectual and practical competencies. First-year seminars can also involve students with cutting-edge questions in scholarship and with faculty members’ own research.

Common Intellectual Experiences

The older idea of a “core” curriculum has evolved into a variety of modern forms, such as a set of required common courses or a vertically organized general education program that includes advanced integrative studies and/or required participation in a learning community (see below). These programs often combine broad themes—e.g., technology and society, global interdependence—with a variety of curricular and cocurricular options for students.

Learning Communities

The key goals for learning communities are to encourage integration of learning across courses and to involve students with “big questions” that matter beyond the classroom. Students take two or more linked courses as a group and work closely with one another and with their professors. Many learning communities explore a common topic and/or common readings through the lenses of different disciplines. Some deliberately link “liberal arts” and “professional courses,” others feature service learning.

Writing-Intensive Courses

These courses emphasize writing at all levels of instruction and across the curriculum, including final-year projects. Students are encouraged to produce and revise various forms of writing for different audiences in different disciplines. The effectiveness of this repeated practice “across the curriculum” has led to parallel efforts in such areas as quantitative reasoning, oral communication, information literacy, and, on some campuses, ethical inquiry.

Collaborative Assignments and Projects

Collaborative learning combines two key goals: learning to work and solve problems in the company of others, and sharpening one’s own understanding by listening seriously to the insights of others, especially those with different backgrounds and life experiences. Approaches range from study groups within a course, to team-based assignments and writing, to cooperative projects and research.

Undergraduate Research

Many colleges and universities are now providing research experiences for students in all disciplines. Undergraduate research, however, has been prominently used in science disciplines. With strong support from the National Science Foundation and the research community, science is reshaping their courses to connect key concepts and questions with students’ early and active involvement in systematic investigation and research. The goal is to involve students with actively contextual questions, empirical observation, cutting-edge technologies, and the sense of excitement that comes from working to answer important questions.

Diversity/Global Learning

Many colleges and universities now emphasize courses and programs that help students explore cultures, life experiences, and worldviews different from their own. These studies—which may address US, diverse world cultures, or both—often explore “difficult differences” such as social, ethnic, and gender inequality, or continuing struggles around the globe for human rights, freedom, and power. Frequently, intercultural studies are augmented by experiential learning in the community and/or by study abroad.

ePortfolios

ePortfolios are the latest addition to AAC&U’s list of high-impact educational practices, and higher education has developed a range of ways to implement them for teaching and learning, programmatic assessment, and career development. ePortfolios enable students to electronically collect their work over time, reflect upon their personal and academic growth, and then share selected items with others, such as professors, advisors, and potential employers. Because collection over time is a key element of the ePortfolio process, employing ePortfolios in collaboration with other high-impact practices provides opportunities for students to make connections between various educational experiences.

Service Learning, Community-Based Learning

In these programs, field-based “experiential learning” with community partners is an instructional strategy—and often a required part of the course. The idea is to give students direct experience with issues they are studying in the curriculum and with ongoing efforts to analyze and solve problems in the community. A key element in these programs is the opportunity students have to both apply what they are learning in real-world settings and reflect in a classroom setting on their service experiences. These programs model the idea that giving something back to the community is an important college outcome, and that working with community partners is good preparation for citizenship, work, and life.

Internships

Internships are another increasingly common form of experiential learning. The idea is to provide students with direct experience in a work setting—usually related to their career interests—and to give them the benefit of supervision and coaching from professionals in the field. If the internship is taken for course credit, students complete a project or paper that is approved by a faculty member.

Capstone Courses and Projects

Whether they’re called “senior capstones” or some other name, these culminating experiences require students nearing the end of their college years to create a project of some sort that integrates and applies what they’ve learned. The project might be a research paper, a performance, a portfolio of “best work,” or an exhibit of artwork. Capstones are offered both in departmental programs and, increasingly, in general education as well.
Could participation in intercollegiate athletics be a high-impact practice?
<table>
<thead>
<tr>
<th>Eight Key Elements</th>
<th>Intercollegiate Athletics</th>
</tr>
</thead>
<tbody>
<tr>
<td>High expectations for performance</td>
<td>✓</td>
</tr>
<tr>
<td>Extended investment of time and effort</td>
<td>✓</td>
</tr>
<tr>
<td>Experiencing diversity</td>
<td>✓</td>
</tr>
<tr>
<td>Frequent feedback</td>
<td>✓</td>
</tr>
<tr>
<td>Public demonstration of competency</td>
<td>✓</td>
</tr>
<tr>
<td>Faculty and peer interaction</td>
<td>?</td>
</tr>
<tr>
<td>Reflecting and integrating learning</td>
<td>?</td>
</tr>
<tr>
<td>Relevance of learning through real-world applications</td>
<td>?</td>
</tr>
</tbody>
</table>

Kuh & O’Donnell (2013), *Ensuring Quality & Taking High-Impact Practices to Scale*
Employment during college helps contribute to student success when meaningful connections between learning in the classroom and learning on the job are made evident.

Iowa GROW® (Guided Reflection on Work) uses brief, structured conversations between student employees and their supervisors to help students connect the skills and knowledge they are gaining in the classroom with the work they are doing, and vice versa. Iowa GROW® is focused on making student employment a “high-impact activity” - one that requires students to reflect on their learning and connect their learning within and beyond the classroom.

Four quick questions

Iowa GROW® conversations are guided by four quick questions:

1. How is this job fitting in with your academics?
2. What are you learning here that’s helping you in school?
3. What are you learning in class that you can apply here at work?
4. Can you give me a couple of examples of things you’ve learned here that you think you’ll use in your chosen profession?

Why GROW®?

Research on student employment shows that students know they are learning many “real world” work skills, such as time management, conflict resolution, and balancing priorities. What they may not connect on their own, however, is their classroom learning and their jobs. While some connections are really natural (e.g., a graphic design major working on a marketing team), others require a bit more thought and deliberate attention. Supervisors are very important assets in helping students make these connections between work and school.

Supervisors regularly check in with student employees on work flow, tasks, and assignments. Taking an extra minute or two to periodically check in on how students are doing in classes, and even asking them to relate what they’re learning on the job to course work or vice versa can be all it takes to help get some connections firing.

It is our hope that with the tools and information provided here, you can initiate a similar intervention program with your student employees. We have provided the details of Iowa GROW® and some resources to help you design and implement the intervention in your setting.
Program Overview

The WiGrow program aims to make student employment on campus a high-impact practice through intentional intent and reflection. WiGrow was initiated by the Student Employment Initiative, a committee comprised of directors from various divisions across the university, as part of the Vice Chancellor for Finance and Administration (VCFA) Strategic Plan for 2009-2014. The purpose of the Student Employment Initiative is to evaluate and intensify the impact that employment has on the achievement of the University of Wisconsin-Madison Experience and the Essential Learning Outcomes. The program is an adaptation of IOWA GROW, a similar program that has been successfully implemented at the University of Iowa. WiGrow was implemented in VCFA units in 2013 and Division of Student Life (DSL) units in 2014.

The current audience for the WiGrow program is UW-Madison VCFA and DSL units. Eligible units for participation program are those with student employees enrolled as undergraduate or graduate at UW-Madison. Student supervisors and student employees are the primary participants of the program with administrative representatives in each unit overseeing the execution of the program.

2015-2016 Process Summary

Program Structure
Supervisors provide neutral feedback to student employees through one structured conversation each semester. Conversations encourage student employees to reflect-in-action while working, which helps them to make connections between their job, coursework, and future endeavors.
Learning Away Photo Contest

Nature's Beauty: Alek Kohn: Summer 2017 experience in the Dominican Republics

Entries:

- The photo contest is available to all UMR students who completed a learning away experience (for credit or not-for credit as part of their UMR experience) during Fall 2016, Winter Break 2016/2017, Spring 2017, or Summer 2017.

OVERVIEW

*This Learning* Life is a campus-wide competition celebrating the Illini learning community on our beautiful Urbana-Champaign campus. We want to see what learning looks like through your eyes! We invite you to sharpen your visual communication skills, and get prizes and recognition for it, and also get that great, personal image that will help you stand out from the crowd.

Digital storytelling has become an essential skill to communicate ideas clearly and effectively. We hear from employers all the time that they are seeking people across all disciplines who have that creative mindset. Whether you're in mechanical engineering or crop sciences, social work or microbiology, business or modern languages, if you know how to tell a story, reveal something of your inner world in a single image, or think critically about the great human endeavor to know that is learning, we want to give you the opportunity to challenge yourself. We hope your insights and perspectives will also inspire a greater awareness of the intrinsic value of the on-campus experience, here at Illinois.

All currently enrolled UIUC students are invited to enter an image, a caption and a brief narrative text to accompany the image. Entries will be judged by a multidisciplinary panel for:

- Relevance to the This Learning Life themes
- Originality
- Visual Impact
HOW WE NEED TO WORK
How can good assessment practice improve student learning?

By examining our assumptions:
- How do we think about our students?
- Where do we think learning occurs?
- What is our theory of change?
- Alignment
The Learning Systems Paradigm
Consensus-based

Through faculty-led conversations, reflections, and explorations with employers, alumni, students, and others, a shared understanding and consensus is reached on learning outcomes. This shared understanding serves as the foundation for revising outcomes for enhanced clarity and designing educational experiences.
Using the agreed upon learning outcomes, faculty and staff align educational experiences throughout the institution for intentional integration, coherence, and fostering of multiple pathways. Alignment involves curriculum mapping, scaffolding, assignment design, mapping of career pathways, and co-curricular engagement.
Learner-Centered

The educational system reorganizes educational experiences around *all* students and their learning. Taking a student view includes consideration of issues of equity, learning-focused transfer, alternative delivery models, flexibility in offerings, integration of prior-learning assessment, ensuring stackable credentials, and building multiple pathways.

Not done *to* students, instead *with* students
Communication and collaboration with students and other audiences through transparent discussions around the outcomes and educational system works to make the implicit explicit. Communication involves exploration and integration with advising, alternative transcripts, admissions, and employers.
Remember...
Most colleges and universities find it very easy to implement assessment initiatives and engage faculty.

It takes time and energy. It is a process and we need top-down and bottom-up involvement for assessment initiatives to be successful.
The biggest challenge for most colleges and universities is that they don’t have enough data to make informed assessment decisions.

Most institutions have enough data. The challenges often involve prioritizing activities, clarity of process, ways to organize the data, and closing the loop or using the data.
When it comes to the number of student learning outcomes (SLOs), in general the more SLOs, the better.

All SLOs need to be measured. There isn’t an absolute rule for the number of SLOs for an institution or program. However, many experts suggest 3-7 SLOs may be optimal.
Institutions that are most successful with their assessment initiatives usually have one key person such as an assessment director who works in isolation to plan, collect, analyze, and use the data.

It takes a village. Sometimes that is messy and slow, but assessment takes a team.
For assessment activities to be useful and stay fresh, outcomes and assessment activities should be significantly changed every year.

Of course outcomes, assessments, rubrics, etc. will need to be evaluated and altered over time. However, there must be some consistency to look for change over time and to successfully implement the program.
When an institution works on student learning outcomes and assessment initiatives, they should look to their own mission statement and strategic plan as a first step.

The mission and the strategic plan should be linked to learning outcomes and assessment activities. This is a good starting point.
1. How do we assist/create experiences that will elicit student demonstration, not limit demonstration, of a specific learning outcome?

2. How do you plan to continue these conversations on your own campus?
   a. What challenges can you foresee?
   b. What opportunities can you leverage to get the work moving forward?

3. What resources/tools do you need to do so?
Questions

Email: baker44@illinois.edu

http://www.learningoutcomesassessment.org