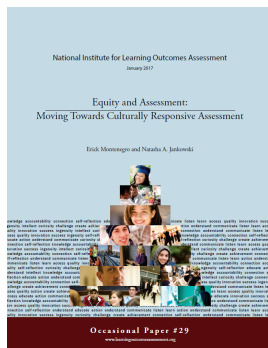


NILOA January 2017 Newsletter

Happy New Year! NILOA's Newsletter welcomes our newest addition to the NILOA team, features an Occasional Paper, *Equity and Assessment: Moving Towards Culturally Responsive Assessment* by Erick Montenegro and Natasha Jankowski, and a Viewpoint, *Academic and Student Affairs Sides of the House: Can We Have an Open Concept Learning Design?* by Darby Roberts. In addition, we invite you to submit a proposal requesting a visit from one of our DQP/Tuning Coaches, and apply for the 2017 Excellence in Assessment (EIA) designation. The newsletter concludes with a featured website from Point Loma Nazarene University, and information on relevant News and Upcoming Conferences and Programs.

Please help us welcome Filip Przybysz as NILOA's new Communications Coordinator! Filip will provide assistance to the Director and Assistant Director in developing communication initiatives for NILOA. Previously, he was Director of Communications, Marketing and Public Relations for a hovercraft manufacturer, and was responsible for all communication efforts and marketing campaigns. His main interests include visual communication and interaction with digital communications and social media.

New NILOA Occasional Paper



Equity and Assessment: Moving Towards Culturally Responsive Assessment

Erick Montenegro and Natasha A. Jankowski

As colleges educate a more diverse and global student population, there is increased need to ensure every student succeeds regardless of their differences. This paper explores the relationship between equity and assessment, addressing the question: how consequential can assessment be to learning when assessment approaches may not be inclusive of diverse learners? The paper argues that for assessment 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. In describing what culturally responsive assessment entails, this paper offers a rationale as to why change is necessary, proposes a way to conceptualize the place of students and culture in assessment, and introduces three ways to help make assessment more culturally responsive. [Read more...](#)

New NILOA Viewpoint

Academic and Student Affairs Sides of the House: Can We Have an Open Concept Learning Design?

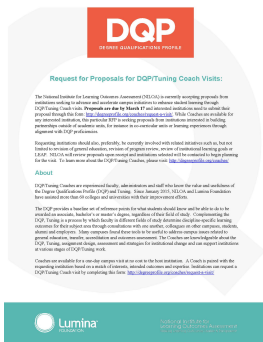
Darby Roberts
Texas A&M University



Almost all of higher education institutions today have a set of learning outcomes or objectives that address skills related to communication (written, oral, interpersonal), critical thinking, ethical decision making, applying learning, diversity and inclusion, social/civic responsibility, lifelong learning, teamwork, etc. Development in those areas is not limited to the classroom experience: they can occur in student leadership experiences, in employment, in study abroad, and many other opportunities. Historically, we believed that learning took place in the four walls of a classroom, and faculty were in charge of imparting knowledge. The co-curricular was not considered a learning environment and may not have been valued as part of the college experience. My hope is that we are entering a new structure where we recognize that learning can take place everywhere, we are all educators, and we are all responsible for assessing and documenting student learning. This new open design would promote campus collaboration, thus decreasing the competition for resources and renewing the focus on student learning and success as a holistic experience. [Read more...](#)

Request for Proposals for DQP/Tuning Coach Visits

NILOA is currently accepting [proposals](#) from institutions seeking to advance and accelerate campus initiatives to



enhance student learning through DQP/Tuning Coach visits. **Proposals are due by March 17.** While Coaches are available for any interested institution, this particular RFP is seeking proposals from institutions interested in building partnerships outside of academic units, for instance in co-curricular units or learning experiences through alignment with DQP proficiencies. Requesting institutions should also, preferably, be currently involved with related initiatives such as, but not limited to revision of general education, revision of program review, review of institutional learning goals or LEAP. Institutions can request a DQP/Tuning Coach visit by completing this [form](#). [Read more...](#)

Excellence in Assessment (EIA)

Application materials for the 2017 Excellence in Assessment (EIA) Designation are **now available!** The Excellence in Assessment (EIA) program recognizes institutions for their efforts in intentional integration of campus-level learning outcomes assessment. The EIA designation focuses on campus processes and uses of assessment outcomes, rather than on student performance or accomplishment. Completed applications are due by April 14, 2017. [Read more...](#)



NILOA Updates



NILOA Featured Website

Point Loma Nazarene University's [Institutional Assessment webpage](#) provides an in-depth, holistic look at the university's assessment efforts. The webpage covers three central areas of the institution's assessment practices: institutional, co-curricular, and academic. The institutional assessment section includes links to assessment guidelines, rubrics, and templates for academic programs, reports of its participation with the Degree Qualifications Profile (DQP), in addition to information about its use of LiveText software for documenting student learning through student e-portfolios. [Read more...](#)

News

[Co-Curricular Transcripts?](#)

Questioning the concept of co-curricular transcripts and their use in documenting student learning outside of the classroom, Matt Reed provides a list of thought-provoking concerns about the purpose and usefulness of such transcripts.

[Exploring the HBCU Faculty Experience](#)

We invite you to participate in a study examining the experiences of faculty related to workload (teaching, assessment, service) with an emphasis on faculty who teach at historically Black Colleges and Universities (HBCUs). The insights you provide will serve to increase awareness and understanding of the roles of HBCUs in higher education.

[5 Ways to Shake Up the Lecture \(Premium Content\)](#)

Rethinking the standard approach to teaching large lecture classes, Katherine Mangan provides a list of alternative teaching approaches that may allow for a more meaningful learning experience for students.

[At Valparaiso, the Holistic Department Opens Up New Possibilities for Faculty](#)

Seeking to ease the pressure that comes with the various responsibilities of being a faculty member, faculty at Valparaiso have shifted to a Holistic Department framework that allows for a more team-oriented and evaluation friendly environment.

[Collegiate Learning Assessment Plus \(CLA+\) National Results, 2015-16](#)

The Council for Aid Education released a report that details institutional participation with its Collegiate Learning Assessment (CLA+) initiative.

How One University Encourages Innovation in Teaching (premium content)

Discussing the use of digital learning analytics, Robert Ubell highlights the benefits of assessing student learning within online classes.

Competency Champion

Dan Berrett talked with Charla Long, executive director of the Competency-Based Education Network, about the growth and prospect of the competency-based education movement within higher education.

Upcoming Conferences and Programs**January 18. The Changing Faculty: Exploring and Creating New Faculty Models for Student Success & Institutional Effectiveness**

Pomona, CA. WASC Senior College and University Commission.

January 22. Proposals Due: 2017 AALHE Conference

Louisville, KY. Association for the Assessment of Learning in Higher Education.

January 24. Webinar: Effective College Instruction and the Impact on Student Success

1:00 pm - 2:00 pm. American Council on Education (ACE).

****This webinar will be presented by Natasha A. Jankowski, NILOA director.**

January 25-28. 2017 AAC&U Annual Meeting

San Francisco, CA. Association of American Colleges and Universities.

****Thursday January 26, 10:45-12:00, "Coming Clean": Rebuilding the Public Trust, Natasha Jankowski will participate in a panel with Paul Gaston, Aaron Thompson, Mary Ellen Petrisko, and Debra Humphreys**

****Friday 4:15-5:30 January 27, Equitable Assignments: A Conversation to Improve Teaching, Learning, and Assessment; Discussion session with Natasha Jankowski, Erick Montengro, and Mary-Ann Winkelmes**

****Friday January 27, 2:45-4:00, Excellence in Assessment Designations: Lessons from the Field, session with Teri Hinds, Rose Mince, Jeff Grann, and Alice Knudsen**

January 27. Proposals Due: 2017 Illinois Community College Assessment Fair

Chicago Heights, IL. Prairie State College.

February 1. Applications Due: 2017 AAC&U's Institute on General Education and Assessment

Chicago, IL. Loyola University Chicago.

February 1. Proposals Due: 2017 ANNY Annual Conference

Hyde Park, NY. Assessment Network of New York.

February 3. 2017 SLO Symposium

Anaheim, CA. North Orange County Community College District.

****Dr. Natasha A. Jankowski, NILOA director, will deliver the Keynote.**

February 3. Analytics for Academics: Producing Actionable Information about Students and Learning to Improve Effectiveness

Claremont, CA. WASC Senior College and University Commission.

February 5-7. 2017 Community College Conference on Learning Assessment

Orlando, FL. Valencia College.

February 6. Call for Proposals: 2017 EAIR Forum

Porto, Portugal. University of Porto.

February 13. Applications Due: 2017 AAC&U Institute on Project-Based Learning

Worcester, MA. Worcester Polytechnic Institute.

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National Institute for Learning Outcomes Assessment

Making Learning Outcomes Usable & Transparent

NILOA February 2017 Newsletter

This month's newsletter is full of instructive material and updates. It leads with a new Viewpoint from Peggy Maki, discussing her new book, *Real Time Student Assessment: Prioritizing Enrolled Students' Equitable Progress toward Achieving a High-Quality Degree*. In addition, we feature two papers, *Getting Assessment Back on the Right Track* and *Unpacking Relationships: Instruction and Student Outcomes*, respectively authored by NILOA senior scholar George Kuh and NILOA director Natasha Jankowski. It also contains information about NILOA In the Field, a Featured Website from the University of San Diego, a call for proposals for a DQP/Tuning Coach Visit, relevant News items, and information on Upcoming Conferences and Programs.

We invite you to consider applying for the second annual Teaching and Learning National Institute (TLNI): Using Evidence for Improvement. The Institute, co-sponsored by NILOA, is an opportunity for campus teams from two- and four-year colleges and universities to use their assessment data and research about effective practice to develop evidence-based action plans aimed at improving instructional practices and student engagement, learning and success. More information can be found [here](#).

Finally, we remind you that the deadline to submit a proposal for the [2017 Assessment Institute](#) is March 10, 2017. The Institute will be held October 22-24, 2017, in Indianapolis.

New NILOA Viewpoint



***Real-time Student Assessment:
Prioritizing Enrolled Students' Equitable Progress
toward Achieving a High-Quality Degree***
Peggy Maki

In this Viewpoint and in her book released this month, *Real-time Student Assessment: Meeting the Imperative for Improved Time to Degree, Closing the Opportunity Gap, and Assuring Student Competencies for 21st-Century Needs*, Peggy Maki challenges institutions to prioritize the use of real-time assessment results to benefit enrolled students in comparison with the more common practices of prolonged assessment cycles or scheduled point-in-time practices, the results of which are generally used to benefit future students. To ensure that all of our increasingly diverse students graduate with the outcomes they need to be self-sufficient and productive citizens, Peggy advocates for real-time student assessment processes at the institution and program levels. [Read more...](#)

Papers by NILOA Staff

Getting Assessment Back on the Right Track
George D. Kuh
NILOA Senior Scholar and Co-principal Investigator

"Experiential Learning and Assessment for Today's Learner: The Link between Theory and Practice," is a two-part publication in the *CAEL Forum and News*. First, George Kuh briefly revisits the history of assessment in higher education and makes a case for assessment as an "engaging pedagogical strategy embedded in the regular work faculty do." Then, Council of Experiential Learning (CAEL) president and CEO Pamela Tate and CAEL senior fellow Donna Younger discuss Kuh's article in the context of adult learning. [Read more...](#)

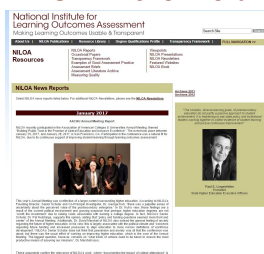
Unpacking Relationships: Instruction and Student Outcomes

Natasha A. Jankowski

NILOA Director

ACE commissioned this white paper as part of the Council's collaboration with USA Funds to examine higher education instruction and assess the connections between quality teaching and student success. The paper provides insight into five areas of intersection between instruction and student outcomes including transparency, pedagogical approaches, assessment, self-regulation, and alignment. The paper concludes that for students to succeed, they must be engaged in stimulating and effective learning environments. But for that to happen, "faculty need to help students make connections between various learning experiences and the end goals of higher education by supporting student-centered learning environments." [Read more...](#)

NILOA In the Field



We invite you to view a new page where we share NILOA's work in the field through Senior Scholar commentary and resources to highlight the range of our engagement in conversations around learning and share our work with a variety of audiences.

Last month, NILOA participated in the Association of American Colleges & Universities' Annual Meeting which was a reflection of a larger context surrounding higher education. To view presentations, commentary, and images

from the Annual Meeting, please visit the new page. [Read more...](#)

NILOA Updates



NILOA Featured Website

The University of San Diego's [Student Outcomes website](#) presents a detailed account of the university's student learning assessment efforts. The website includes links to information about student learning, retention and graduation rates, and career outcomes. In particular, the Student Learning section offers access to content about

institutional, undergraduate, graduate, and co-curricular learning outcomes, plus information about student engagement and program review. This section also offers an overview of student learning by discipline. Website visitors can also analyze retention and graduation data of both undergraduate and graduate students at the university. [Read more...](#)

DQP Updates



Request for Proposals for DQP/Tuning Coach Visits

NILOA is currently accepting [proposals](#) from institutions seeking to advance and accelerate campus initiatives to enhance student learning through DQP/Tuning Coach visits. **Proposals are due by March 17.** While Coaches

are available for any interested institution, this particular RFP is seeking proposals from institutions interested in building partnerships outside of academic units, for instance in co-curricular units or learning experiences through alignment with DQP proficiencies. Requesting institutions should also, preferably, be currently involved with related initiatives such as, but not limited to revision of general education, revision of program review, review of institutional learning goals or LEAP. Institutions can request a DQP/Tuning Coach visit by completing this [form](#). [Read more...](#)

News

New Issue of Assessment Update

The latest issue of *Assessment Update* (January/February 2017) is now available. This issue features *Recognizing Excellence in Assessment* by Jillian Kinzie, Teri Lyn Hinds, Natasha A. Jankowski and Terrel L. Rhodes, *Doing It Our Way: Outcomes Assessment at IUPUI* from Trudy W. Banta and Susan Kahn, *Excellence in Assessment at Community College of Baltimore County* by Rosalie Mince, *Competency-Based Education: Capella University's Excellence in Assessment Profile* by Jeff Grann, and *Excellence in Assessment: Aligning Assignments and Improving Learning* by Mary Kay Jordan-Fleming.

2017 Teaching and Learning National Institute: Using Evidence for Improvement

The second annual Teaching and Learning National Institute (TLNI) is an exciting opportunity to put teaching and learning, and the quality of students' experiences in the classroom, at the center of campus change efforts. Applications are now being accepted on a first-come first-served basis.

Making the Case for Liberal Arts Colleges

Richard Detweiler conducted a study about the educational impact liberal arts colleges have on graduates and found that graduates reported attaining learning outcomes that correspond to the goals of a liberal arts education.

Digging Deeper into Campus Diversity

Authors of a recent study about the impact of campus diversity on students' learning found that negative diversity experiences hindered students' cognitive development.

Provosts in the Middle

Based on a 2017 Inside Higher Ed Survey of College and University Chief Academic Officers conducted by Gallup, provosts reported more confidence about the use of assessment for teaching and learning than faculty members.

Reimagining the College Transcript

Addressing the increasing interest in rethinking the form and use of transcripts, educators came together to offer new ways of thinking about transcripts that capture student learning and are useful for employers.

The Chronicle's Best Ideas for Teaching, 2017

This issue of *Focus* includes ten articles that highlight high-tech and low-tech teaching strategies aimed at improving students' learning experiences.

'Regaining Public Trust'

During the Association of American Colleges and Universities 2017 Annual Meeting, participants, including NILOA's director Natasha Jankowski, discussed the need to increase transparency and communication of student learning in order to build public trust.

The Idea that Launched a Thousand Strategic Plans

The idea of a skills gap influences many discussions about student learning within higher education and has implications for how we think about employers' relationships with student learning outcomes assessment.

Webinar Recording Now Available

The recording of a February 7, 2017, LiveText webinar, *Making Meaning from Chaos: Intentional Learning through Curricular Alignment* presented by Natasha Jankowski, NILOA director, is now available.

Upcoming Conferences and Programs

February 16-17. **2017 Great Lakes Regional Student Success Conference**
Detroit, MI. Oakland University

February 20. **Proposals Due: 2017 CREA International Conference**
Chicago, IL. Center for Culturally Responsive Evaluation and Assessment (CREA)

February 23-25. **2017 AAC&U General Education and Assessment: Design Thinking for Student Learning**

Phoenix, AZ. Association of American Colleges & Universities (AAC&U)

****Friday, February 24, 11:00am - 12:00pm.** Natasha Jankowski, NILOA director, will lead a workshop *Excellence in Assessment Designations: Lessons from the Field*.

****Friday, February 24, 2:15 - 3:15pm.** Natasha Jankowski, NILOA director, Will deliver a plenary *Bringing It All Together for Enhanced Student Learning*.

****Friday, February 24, 3:30 – 5:00pm.** Jillian Kinzie, NILOA senior scholar, and Nathan Lindsay, University of Montana, will co-lead a workshop *It Takes a Village: Key Strategies for Engaging More Faculty in Assessment*.

****Saturday, February 25, 8:30 – 9:30am.** Sandra Bailey, Oregon Institute of Technology, and David Marshall, NILOA senior scholar, will co-lead a workshop *Integration of General Education and the Major: Mapping Integrative Learning*.

February 24. **2017 Illinois Community College Assessment Fair**
Chicago Heights, IL. Prairie State College

February 27. **Assessment 101: The Assessment Cycle, Clear and Simple**
Claremont, CA. WASC Senior College and University Commission

March 2-3. [2017 Transformative Learning Conference](#)
Oklahoma City, OK. University of Central Oklahoma

March 3. [Proposals Due: 2017 LiveText Assessment & Collaboration Conference](#)
Chicago, IL. LiveText.

March 10. [Call for Proposals: 2017 Assessment Institute](#)
Indianapolis, IN. Indiana University-Purdue University Indianapolis

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National Institute for Learning Outcomes Assessment

Making Learning Outcomes Usable & Transparent

NILOA March 2017 Newsletter

This month's NILOA Newsletter highlights faculty driven work in assessing student learning featuring a NILOA Viewpoint, *Eight Years on: Early - and Continuing - Lessons from the Tuning Project*, from Daniel McInerney, a NILOA Assessment in Practice, *A College Where Adjuncts Are Not Just Add-ons*, from Angela Félix, and a new two-page resource on the DQP Assignment Library.

We invite you to submit an application for the 2017 Excellence in Assessment (EIA) Designation, as well as submit [requests for a DQP/Tuning Coach](#), and consider applying for the second annual [Teaching and Learning National Institute \(TLNI\): Using Evidence for Improvement](#). Also included is a notice on the forthcoming release of NILOA's 2017 Provost Survey, a Featured Website from Southern Connecticut State University, relevant News items, and information on Upcoming Conferences and Programs.

2017 NILOA Provost Survey

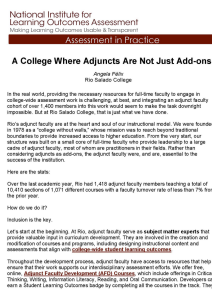
NILOA Advance Alert

NILOA is pleased to announce that in April 2017 we will launch our third NILOA Provost Survey. Please feel free to preview the survey before it is launched this April, along with previous survey reports through the following link:

http://www.learningoutcomesassessment.org/NILOA_2017_Provost_Survey_Preview.html

The aim of the survey is to gain a clearer picture of the current state of assessing student learning in the United States. It builds on and updates NILOA's [first national survey conducted in 2009](#) and [second survey in 2013](#). The survey will take about 10-15 minutes to complete. With foundation support and assistance from several higher education associations, NILOA will send the survey to all accredited two- and four-year colleges and universities in the United States to gain a current picture of outcomes assessment practices nationwide.

New NILOA Assessment in Practice



A College Where Adjuncts Are Not Just Add-ons

Angela Félix
Rio Salado College

In the real world, providing the necessary resources for full-time faculty to engage in college-wide assessment work is challenging, at best, and integrating an adjunct faculty cohort of over 1,400 members into this work would seem to make the task downright impossible. But at Rio Salado College, that is just what we have done. Rio's adjunct faculty are at the heart and soul of our instructional model. We were founded in 1978 as a "college without walls," whose mission was to reach beyond traditional boundaries to provide increased access to higher education. From the very start, our structure was built on a small core of full-time faculty who provide leadership to a large cadre of adjunct faculty, most of whom are practitioners in their fields. Rather than considering adjuncts as add-ons, the adjunct faculty were, and are, essential to the success of the institution. [Read more...](#)

New NILOA Viewpoint

Eight Years On: Early—and Continuing—Lessons from the Tuning Project

Daniel J. McInerney
Utah State University



It has been eight years since the first teams of educators took part in the introduction of the Tuning process to U.S. higher education. In April 2009, under a generous grant from the Lumina Foundation, groups from the state systems of Indiana, Minnesota, and Utah gathered in Chicago to learn of the initiative first introduced in the European Union in 2000 as a university response to the Bologna Project. Two sets of concerns quickly arose, however, both of which still have a tendency to throw a monkey wrench into the progress of some key academic initiatives. [Read more...](#)

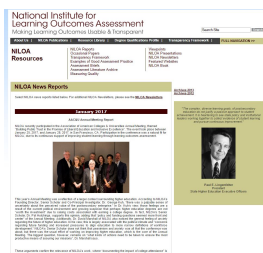
Excellence in Assessment (EIA)

Application materials for the 2017
Excellence in Assessment (EIA)
Designation are due April 14!



The Excellence in Assessment (EIA) program recognizes institutions for their efforts in intentional integration of campus-level learning outcomes assessment. The EIA designation focuses on campus processes and uses of assessment outcomes, rather than on student performance or accomplishment. The EIA designation evaluation process is directly and intentionally built from NILOA's Transparency Framework. Institutions working to implement and sustain comprehensive use of assessment of institutional student learning outcomes are eligible to receive the designation. We encourage institutions to review the application materials, and submit an application by the April 14, 2017, deadline. [Read more...](#)

NILOA In the Field



It was a busy month for NILOA's Senior Scholars. February was mostly marked with field activities based on reaching out to campuses and institutions that are working to improve their understanding and implementation of creative, responsive and effective assessment methods. Throughout last month, NILOA Senior Scholars travelled to Florida for a **coaching visit at Broward College**, Virginia for a **Multi-State Collaborative Charrette**, and to Arizona to participate in a **2017 General Education and**

Assessment Conference organized by the AAC&U. Please feel free to view commentary, opinions and participants' perception of these events.

[Read more...](#)

NILOA Updates

NILOA Featured Website

Southern Connecticut State University's Office of Assessment and Planning [web page](#) provides viewers with a clear and holistic understanding of the institution's student learning assessment efforts. Located on the web page is a link to information about the university's [assessment process](#), which explains how assessment is undertaken and who is involved. Under information on student learner outcomes, viewers can



find [alignment of outcomes](#), and information on how elements are brought together into a [coherent system](#) of campus-level evidence of student learning. [Read more...](#)

DQP Updates



We invite you to read a new [two-page resource](#) on the DQP Assignment Library.

In this resource, we provide information on the impetus for developing the [Assignment Library](#), how it can be used by practitioners, and the peer-review process that each assignment undergoes. In total, the Assignment Library boasts a total of 74 assignments designed for either the Associate, Bachelor, or Master's level from 45 different colleges and universities. We have also begun to highlight [Featured Assignments](#) which have additional information, reflective commentary, and materials available for site visitors. [Read more...](#)

News

[Recording of ACE Webinar Now Available](#)

The recording of a webinar, *Effective College Instruction and the Impact on Student Success* presented by Dr. Natasha A. Jankowski, NILOA director, is now available. The webinar was based on Dr. Jankowski's white paper, [Unpacking Relationships: Instruction and Student Outcomes](#), commissioned by ACE as part of the Council's collaboration with USA Funds to examine higher education instruction and assess the connections between quality teaching and student success.

[Large-Scale Assessment without Standardized Tests](#)

The Association of American Colleges and Universities (AAC&U) released a report titled, *On Solid Ground*, which shares results from two years of data collection based on the VALUE initiative. Director of NILOA, Dr. Natasha Jankowski, called the report a wonderful contribution to the understanding of student learning assessment in higher education.

[Minnesota Collaborative Builds Campus Cultures of Assessment](#)

The Minnesota Collaborative, which stems from AAC&U's [Multi-State Collaborative](#), is a new initiative by ten Minnesota institutions aimed at creating and improving a culture of assessment on their campuses.

[16 of this Year's Biggest Teaching and Learning Issues in Higher Ed](#)

Within a recent EDUCAUSE Learning Initiative (ELI) survey, one key teaching and learning issue that emerged was Competency-Based Education (CBE) & Assessment of Student Learning. Click the link to read more about the survey.

[Breakthrough Pathways to Student Success](#)

Towards increasing student participation and graduation from post-secondary institutions with recognized credentials, Steven Mintz discusses the need to expand pathways and modes of assessment for students.

[What Educators Can Learn About Effective Teaching from a Harvard Prof](#)

Alan November shares insights about effective teaching practices. One such practice is teaching students how to self-assess their work.

[You will be Assessed and Found Mediocre](#)

Check out this critical yet humorous commentary about the practice of assessment within higher education. The piece serves as food for thought for those going through assessment at their institutions.

[Call for Papers - Catalyst in Action: Case Studies of High-Impact ePortfolio Practice](#)

Are you using ePortfolios and interested in sharing your (or your institution's) experience with the practice? If so, consider submitting a paper for an edited volume that seeks to highlight the use of ePortfolios within the Catalyst for Learning Framework. Papers should be 3,000 - 4,000 words and the deadline for submission is June 15, 2017.

Upcoming Conferences and Programs

March 16-18. **2017 Diversity, Learning, and Student Success**

Jacksonville, FL. Association of American Colleges & Universities.

March 17. **Call for DQP/Tuning Coach requests.**

March 18. **Call for Applications - Teaching and Learning National Institute 2017**

Olympia, WA. Evergreen State College.

March 27-29. **2017 Carnegie Foundation Summit on Improvement in Education**

San Francisco, CA. Carnegie Foundation for the Advancement of Teaching.

March 29-31. **2017 SoTL Commons Conference**

Savannah, GA. Georgia Southern University.

March 29. **Webinar- Aligning for Learning: Evaluating Connections**

1:00 - 2:00 pm. American Institutes for Research (AIR) and NILOA.

****This webinar will be co-presented by Natasha A. Jankowski, NILOA Director.**

March 31. **Webinar: Show Me The Learning!**

2:00 - 3:00 pm. Association for the Assessment of Learning in Higher Education (AALHE).

March 31-April 4. **Higher Learning Commission 2017 Annual Conference.**

**** Monday, April 3, 10:00-12:00 pm. Natasha Jankowski and NILOA Senior Scholar David Marshall will lead a workshop *Meaningful Mapping: Aligning Learning Experiences to Enhance Student Learning.***

**** Monday, April 3, 4:00-5:00 pm. Natasha Jankowski and EIA designees Jeff Grann, Mo Bischof, and Julia Williams will present *Excellence in Assessment Designations: Lessons from the Field.***

April 5-7. **2017 ANNY Annual Conference**

Hyde Park, NY. Assessment Network of New York.

**** Dr. Natasha A. Jankowski will deliver the keynote address.**

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National Institute for Learning Outcomes Assessment

Making Learning Outcomes Usable & Transparent

NILOA April 2017 Newsletter

This month's NILOA Newsletter announces the launch of the 2017 NILOA Provost Survey, a NILOA Viewpoint, *Taking Stock of the Assessment Movement*, from NILOA Senior Scholars, and a NILOA Assessment in Practice from an EIA Inaugural Designee, *The PLAIR Pilot Project: Perspectives from BSc in Public Health and Nutrition*, from Dr. Malin Garemo, Scott Benson, and Dr. Kevin Schoepp, all of Zayed University. Also included is the extension announcement for the Excellence in Assessment (EIA) designation, a Featured Website from Washington State University, an update on NILOA In the Field, News Items, and information on relevant Upcoming Conferences and Programs.

We also extend an invitation to apply for the [Teaching and Learning National Institute \(TLNI\)](#). The theme for the Institute is *Using Evidence for Improvement*, and will feature [Dr. Quaylan Allen](#) speaking about factors contributing to academic success such as race, culture and agency, and [Dr. Charles Blaich and Dr. Kathy Wise](#) focusing on gathering and using assessment results. TLNI brings together campus teams committed to using evidence to identify areas of the student experience to strengthen and then, drawing from known successful practices, to construct more effective approaches both in and outside the classroom. Participating teams leave with an action plan in hand. NILOA is proud to be one of the sponsors of this Institute.

2017 NILOA Provost Survey Launch

NILOA is pleased to announce that we have launched our third National NILOA Provost Survey. The aim of the survey is to gain a clearer picture of the current state of assessing student learning in the United States. It builds on and updates NILOA's [first national survey conducted in 2009](#) and [second survey in 2013](#). The survey will take about 10-15 minutes to complete. With foundation support and assistance from several higher education associations, NILOA is sending the survey to all accredited two- and four-year colleges and universities in the United States to gain a current picture of outcomes assessment practices nationwide. Please feel free to review the survey, along with previous survey reports, on the NILOA [website](#).

New NILOA Viewpoint

Taking Stock of the Assessment Movement

NILOA Senior Scholars - Peter Ewell, Pat Hutchings, Jillian Kinzie, George Kuh & Paul Lingenfelter

Sound assessment of student learning is required to assure that colleges and universities have evidence to guide their continuous improvement efforts. We are grateful to AAC&U for helping the field "take stock" of the assessment movement in the most recent issue of [Liberal Education](#). The first three essays - *Charting the Future of US Higher Education: A Look at the Spellings Report Ten Years Later* by W. Russell Neuman, *Toward an Improvement Paradigm for Academic Quality* by Douglas D. Roscoe, and *The VALUE of Learning: Meaningful Assessment on the Rise* by Terrell Rhodes- in the Winter, 2017 issue of *Liberal Education* are instructive for reviewing the challenges facing higher education, the achievements of the assessment movement, and the work that remains. As we conclude in our [NILOA Policy Statement](#), "it is no longer beyond the capacity of a college or university to articulate expectations for learning, to document student progress toward these expectations, and to use the resulting evidence to improve student success...doing this job,



and doing it well, is within our grasp...failing to do so shortchanges our students and the many others who have a major stake in the quality of higher education." [Read more...](#)

New NILOA Assessment in Practice

National Institute for Learning Outcomes Assessment
 Moving Learning Outcomes Assessment to Practice

The PLAIR Pilot Project: Perspectives from BSc in Public Health and Nutrition, Zayed University

Dr. Malin Garemo, Chair, Department of Health Sciences, Zayed University
 Scott Benson, Institutional Effectiveness Coordinator, Office of Educational Effectiveness, Zayed University
 Dr. Kevin Schoepf, Director, Center for Academic Excellence, Jumeira University

While most higher educational institutions strive to improve student learning through assessment, few have been able to demonstrate improvements in student learning. (Fulcher, Arora, & Black, 2010). The reasons for this are thought to be multidimensional, and together include a lack of alignment in assessment and evaluation to serve a clear (Fulcher, Arora, & Black, 2010). In December 2014, NILOA published Occasional Paper No. 23, *A Simple Model for Learning Improvement: Weigh Pig, Feed Pig, Weigh Pig* (Fulcher, Good, Coleman, & Smith). The paper presented an accurate portrayal of the current state of assessment, concluding that programs rarely complete all three phases of the assessment process: assess, implement changes, re-assess. (see Figure 1). The often results in an inability to accurately determine whether the assessment process has led to improvements in student learning. (Fulcher et al., unpublished). In order to respond to this challenge, the Program Learning Assessment- Intervention- Reassessment (PLAIR) process was introduced as a framework for a complete assessment process. The PLAIR process is a strategy to facilitate and evidence improvement in student learning. Our experiences in piloting PLAIR and the [PLAIR Consultation Tool \(PCT\)](#) within Zayed University's (ZU) BSc in Public Health and Nutrition (PHN) are the focus of this article. [Read more...](#)

The PLAIR Pilot Project: Perspectives from BSc in Public Health and Nutrition, Zayed University

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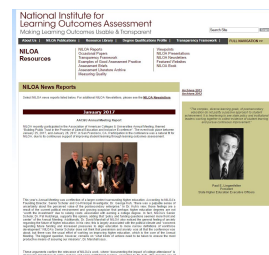
Excellence in Assessment (EIA)

Application materials for the 2017 Excellence in Assessment (EIA) Designation are due now due May 1!



The Voluntary System of Accountability (VSA), along with partners at the Association of American Colleges & Universities (AAC&U) and the National Institute for Learning Outcomes Assessment (NILOA), encourage college and universities with a strong commitment to assessment to consider applying for the 2017 Excellence in Assessment (EIA) Designations. Campuses should submit their application materials by the **May 1, 2017**, deadline. The Excellence in Assessment program recognizes exemplary colleges and universities that successfully integrate assessment practices across campus, provide evidence of student learning outcomes to stakeholders, and utilize assessment results to guide institutional decision-making and improve student performance. Application materials can be found [here](#). [Read more...](#)

NILOA In the Field



Through a combination of keynotes, presentations, workshops, and panels, the NILOA team was busy during the last thirty days. This month, NILOA staff and senior scholars attended the Learning Improvement Summit, the Assessment Network of New York 5th Annual Conference, and the Higher Learning Commission Annual Conference. Please feel free to view commentary, opinions, and participants' perception of these events through this NILOA In the Field update. [Read more...](#)

NILOA Updates

NILOA Featured Website

Washington State University's [Office of Assessment of Teaching and Learning \(ATL\)](#) website offers visitors an insight into how the university approaches its student learning assessment initiatives. The website features links to a host of assessment related content, such as key assessment elements including content about writing student learning outcomes and using assessments. Also, there are links to curriculum maps, direct measures, indirect measures, and assessment plans. Equally useful, there is content



about assessment-related workshops, assessment data analysis toolkits, using focus groups for program assessment, and designing student surveys. [Read more...](#)

News

[AIR Webinar Recording Now Available!](#)

The recording of a webinar, *Making the Case for Competency-Based Education*, hosted by Dr. Natasha A. Jankowski, NILOA director, Kelle Parsons, American Institutes for Research, and Matt Soldner, American Institutes for Research, is now available.

[Exploring the HBCU Faculty Experience](#)

We invite you to participate in a study examining the experiences of faculty related to workload (teaching, assessment, service) with an emphasis on faculty who teach at historically Black Colleges and Universities (HBCUs). The insights you provide will serve to increase awareness and understanding of the roles of HBCUs in higher education.

[A Partnership between Evidence-Based Policy and Practice-Based Evidence](#)

We invite you to read one of the most read blog posts in the Carnegie Foundation for the Advancement of Teaching's blog archive *Partnership Between Evidence-Based Policy and Practice-Based Evidence* from NILOA senior scholar Dr. Paul Lingenfelter.

[The Quest to Define 'Quality'](#)

How should "quality" be defined in higher education, specifically within digital learning? Eleven experts in the field – including Peter Ewell, Robert Shireman, and Debra Humphreys – were asked this question, and they provided useful insights as to what a definition of "quality" should include.

[How Colleges Can Open Powerful Educational Experiences to Everyone](#)

As a high-impact practice, experiential learning may increase student success within colleges and universities, especially for underrepresented students.

[Pathways 2.0](#)

The American Association of Community Colleges (AACC) started AACC Pathways 2.0, which is an initiative that aims to help community colleges design and implement academic /career pathways for students.

[Achieving the Dream Promotes 7 Principles to Help Students Succeed](#)

During the 2017 Annual Dream Conference, 265 community colleges came together to discuss best ways to improve student learning at their institutions.

[Professors Can Help Make a Project Fly](#)

Highlighting the importance of faculty involvement in new projects, Lee Gardner shares insights from administrators about how teaching and learning can facilitate faculty involvement.

[Equipped for Workplace Success?](#)

Based on data from Gallup, college graduates that participate in "Big Six" experiences during their studies are more likely to be engaged employees in the workplace after college. Click on the link to learn more about these "Big Six" experiences.

Upcoming Conferences and Programs

April 19. [Taking Student Learning Outcomes Assessment to the Next Level](#)

Bowie, MD. Bowie State University.

****Dr. Natasha A. Jankowski, NILOA director, and Dr. Daniel Denecke will co-present the plenary session.**

April 19-21. [2017 Academic Resource Conference \(ARC\)](#)

San Diego, CA. WASC Senior College and University Commission.

****Dr. Natasha A. Jankowski, NILOA director, will lead a pre-ARC session.**

April 21. [2017 Annual AMCOA Conference](#)

Westborough, MA. Massachusetts Department of Higher Education.

**** Dr. Natasha A. Jankowski, NILOA director, will present two sessions at AMCOA: *Excellence in Assessment: A National Institute for Learning Outcomes (NILOA) Assessment Initiative*; and *Signature Assignment Design and Assessment*.**

April 26-28. [2017 WICHE Forum Annual Meeting](#)

Salt Lake City, UT. Western Interstate Commission for Higher Education (WICHE).

****Thursday, April 27, at 9:45 to 10:45 am. Dr. Natasha A. Jankowski, NILOA director, and**

Dr. Pat Hutchings, NILOA senior scholar, will present *Making Assessment Matter to Faculty and Students: Supporting the Design and Use of Effective Assignments*.

April 27-May 1. [2017 AERA Annual Meeting](#)

San Antonio, TX. American Educational Research Association (AERA).

****Sunday, April 30, at 10:35am to 12:05pm. Dr. Natasha A. Jankowski, NILOA director, and Keston H. Fulcher, James Madison University, will be discussants on the *Trends, Challenges, and Opportunities in Higher Education Student Learning Outcomes Assessment* session.**

****We invite you to attend SIG 64 on Measurement and Assessment in Higher Education sessions. This SIG is chaired by Natasha A. Jankowski, NILOA director.**

May 5. [2017 Assessment Matters Regional Conference](#)

Overland Park, KS. Johnson County Community College.

May 5. [Call for Proposals- 2017 ASHE Annual Meeting](#)

Houston, TX. Association for the Study of Higher Education (ASHE).

May 8. [Call for Proposals - 2017 Annual Summer Assessment Symposium](#)

Houston, TX. University of Houston Division of Student Affairs and Enrollment Services.

May 8-11. [2017 International Summer Institute on 'Students as Partners'](#)

Hamilton, ON, Canada. McMaster University.

May 15. [Proposals Due: 2017 AGLS Conference](#)

Memphis, TN. Association for General and Liberal Studies.

May 17. [Assessment in Higher Education Conference](#)

Henniker, NH. New England College.

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National Institute for Learning Outcomes Assessment

Making Learning Outcomes Usable & Transparent

NILOA May 2017 Newsletter

This month's NILOA Newsletter begins by introducing a series of Responses in our Conversation on [Equity in Assessment](#) from leading scholars in higher education. Specifically, we feature a video response from Dr. Eboni Zamani-Gallaher, Director of the Office for Community College Research and Leadership (OCCRL), and written responses from Dr. Thomas F. Nelson Laird and Dr. Allison BrckaLorenz, Indiana University Center for Postsecondary Research, Melissa Wright, University at Buffalo, and Dr. Pamela Petrease Felder, University of Maryland Eastern Shore.

In addition, this newsletter features a new NILOA Report, *Tuning: A Guide for Creating Discipline-Specific Frameworks to Foster Meaningful Change*, by Dr. David W. Marshall, a new Viewpoint, *The Neuroscience of Learning and Development: How Can Evidence Legitimize Self-Reflection?*, from Dr. Marilee Bresciani Ludvik, an update on NILOA in the Field, and a Featured Website from the American Public University System. Finally, as is customary, the newsletter concludes with relevant News items and information on Upcoming Conferences and Programs.

Equity in Assessment Responses

After the release of our latest Occasional Paper, [Equity and Assessment: Moving towards Culturally Responsive Assessment](#), NILOA invited leading scholars in higher education to provide a response to the paper, its relevance in the current educational climate, and insights on future directions for this work. In the [first response](#) of this series, Dr. Eboni



Zamani-Gallaher, Professor of Higher Education/Community College Leadership and Director of the Office for Community College Research and Leadership (OCCRL) at the University of Illinois at Urbana-Champaign, responds to the main points of the paper, discusses how assessment can become more equitable, provide insights on related initiatives from OCCRL and other organizations, and offers a critique of where this work could go.

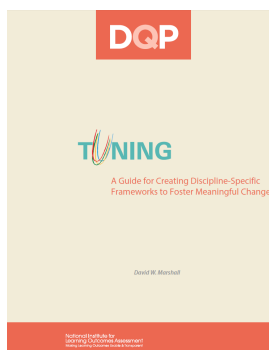
In addition, Thomas F. Nelson Laird and Allison BrckaLorenz, Indiana University Center for Postsecondary Research, provide an insightful [written response](#) to the challenges and opportunities associated with equity in assessment. Melissa Wright, University at Buffalo, also provides a [written response](#) with meaningful assessment examples from her own institution, Marquette University, and Lesley University to highlight strategies for developing more equitable assessments. Finally, Dr. Pamela Petrease Felder, University of Maryland Eastern Shore, offers her response [On the Importance of Culturally Responsive Assessment](#). NILOA welcomes and will continue to feature written responses from other prominent scholars discussing equity and assessment. [Read more...](#)

New NILOA Report

Tuning: A Guide for Creating Discipline-Specific Frameworks to Foster Meaningful Change

David W. Marshall, NILOA Senior Scholar

Tuning's methodology functions as a collaborative endeavor that engages colleagues from multiple institutions in an effort to identify what learning they hold in common,



as well as the different possible applications of that learning both within and beyond the discipline. This report draws on a variety of sources to present observations on the different ways in which states, consortia, and disciplinary associations have used Tuning, as a flexible methodology, to work towards the production of discipline-specific learning frameworks. In doing so, Dr. Marshall confers five activities that comprise the Tuning methodology, describes common best practices to follow in order to meaningfully engage in the Tuning process, and discusses ways to overcome challenges those involved in Tuning may experience. [Read more...](#)

New NILOA Viewpoint

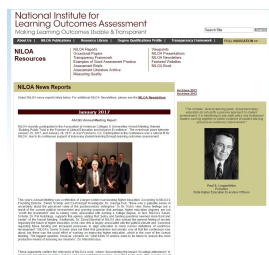
The Neuroscience of Learning and Development: How Can Evidence Legitimize Self-Reflection?

Marilee Bresciani Ludvik, Ph.D.

When is the last time you took time to reflect...I mean *really* reflect? Cognitive neuroscientists widely accept that reflection is a malleable cognitive skill. But when we build in reflective pedagogy, it is often constrained by a specific time element; as in "this reflection is due on [insert date]." Furthermore, we often advise the student that we will be evaluating the depth of the reflection with "this rubric," which leaves me wondering whether they are simply just going to "write to fit the rubric" instead of reflecting, writing, and then using the rubric to self-assess before reflecting and writing some more. In translating neuroscience research into educational practice and assessment, I realize that not only do we have to educate students on how to reflect and provide them with authentic, messy reflection opportunities, we also have to help them adjust their neural structure of attention and emotion regulation in order to cultivate awareness of what they are learning, how they are learning it, and how what they are learning may be meaningful or not. This may even lead to providing evidence of the value of a degree. [Read more...](#)



NILOA In the Field



Through a combination of keynote speeches, plenary addresses, presentations, workshops, and meetings, the NILOA team was busy this past month. NILOA staff and senior scholars attended WSCUC's Community of Practice for Advancing Learning Outcomes Visibility Pre-Conference Workshop, WICHE's Academic Leadership Forum, the Gates-funded "Pathways to Adult Success (PAS)" planning meeting, the Association of Governing Board's advisory group on shared governance, University System of

Maryland's Convening on Student Learning Outcomes, and the American Educational Research Association Annual Meeting. [Read more...](#)

NILOA Updates

NILOA Featured Website

American Public University System's [Learning Outcomes Assessment](#) website offers various assessment resources for students, faculty, and staff. The website offers Learning Outcomes Assessment (LOA) [Student Process](#) guidelines on the necessary steps to attain required outcomes, meet [graduation requirements](#), and practice sample [assessment questions](#). In addition, website visitors can access a comprehensive and clearly defined [glossary](#) of outcomes assessment terms, and various [faculty resources](#). For example, [curricular map](#) and [rubric](#) samples are provided. [Read more...](#)



News

[NILOA Provost Survey](#)

We would like to remind you that NILOA has launched its third National Provost Survey, and would greatly appreciate your participation. The aim of the study is to gain a clearer picture of

the current state of assessing student learning in the United States. The questionnaire takes about 10-15 minutes to complete.

NILOA Perspectives in Assessment Update

In the first in a series of perspectives from NILOA in *Assessment Update*, Dr. Natasha Jankowski, NILOA director, provides a perspective, "*Pardon Me, Your Catch Phrase Is Showing*": *The Importance of the Language We Use*. The author argues that being attentive to language used both internally and externally can help transition assessment from a compliance process focused on meeting reporting requirements into one that focuses on improving student learning.

Combating Initiative Fatigue: Unifying and Integrating Student Success Initiatives

Initiative fatigue is when faculty and staff experience burnout from being involved in ever changing, contrasting campus initiatives. The authors provide four best-practices and two institutional examples that can help reduce initiative fatigue.

Seeking Better Student Outcomes? Start With Improving Instructional Quality

The author uses Rutgers University's Newark campus as an example of how a commitment to teaching excellence can lead to improved student outcomes. This article expands on the findings from an ACE white paper, *Unpacking Relationships: Instruction and Student Outcomes*, written by NILOA director Natasha Jankowski.

New System to Measure 'Value' of College Education

The Association of American Colleges and Universities' (AAC&U) Valid Assessment of Learning in Undergraduate Education (VALUE) rubrics offer an alternative to standardized testing when it comes to measuring students' educational performance.

Indiana's Active-Learning Mosaic Expands

Indiana University is expanding its use of its home-grown active-learning initiative called Mosaic. The university currently has approximately 50 faculty using it, and plans to add 50 each year across its various campuses. Mosaic allows faculty – regardless of discipline – to increase student engagement and change class sessions based on students' needs.

Ready to Learn?

Faculty at Coastal Carolina University have created [eLearnReady](#), a free online assessment that tells instructors of online programs which skills students possess at the start of the course. This can help instructors tailor their lessons to meet students at the level they are at, and gives students study tips and helpful videos on the areas on which they score the lowest.

Position Announcements:

St. Olaf College

St. Olaf College is hiring an Assistant Director of Educational Research and Assessment in the Institutional Research and Evaluation department. For more information, read the full [application materials](#).

University of South Alabama

The University of South Alabama is hiring an Associate or Full Professor of Education Research to serve as Director of Assessment for the Department of Leadership and Teacher Education. Review of application materials is now ongoing, and will continue until the position is filled. For more information, click [here](#).

Upcoming Conferences and Programs

May 18. **Meaning, Quality, and Integrity of Degrees: Exploring Approaches, Models, & Tools**

Honolulu, HI. Hawai'i Pacific University.

May 30-June 2. **2017 AIR Forum**

Washington D.C. Association for Institutional Research.

****Wednesday, May 31, 3:30 – 4:15 PM.** Jillian Kinzie, NILOA senior scholar, Natasha Jankowski, NILOA director, and George Kuh, NILOA senior scholar and co-principal investigator, will present *Why Documenting Student Learning Matters: A Policy Statement from NILOA*.

****Thursday, June 1, 4:00 – 4:45 PM.** Natasha Jankowski, NILOA director, and Gianina Baker, NILOA assistant director, will present *Building a Narrative Via Evidence-based Storytelling*.

May 31- June 3. **2017 AAC&U's Institute on General Education and Assessment**

Chicago, IL. Loyola University Chicago.

June 1. **Proposals due: West Texas Assessment Conference**
Lubbock, TX. Texas Tech University.

June 2. **Fast Track to Success Project and Institute for Competency-Based Education**
Austin, TX. Austin Community College and Texas A&M University—Commerce.

June 6-7. **2017 NEean Summer Assessment Institute**
Newton, MA. Lasell College.

June 12-14. **2017 AALHE Conference**
Louisville, KY. Association for the Assessment of Learning in Higher Education.

****Tuesday, June 13, 1:45 – 2:45pm.** Natasha Jankowski, NILOA director, Keston Fulcher, James Madison University, Ross Markle, ETS, and Javarro Russell, ETS, will present *Considerations for Long Term Sustainability in Assessment Practices*.

****Wednesday, June 14, 8:00 – 9:30am.** Natasha Jankowski, NILOA director, and David Marshall, NILOA senior scholar, will present *Designing Assignments in a Learning Systems Paradigm*.

**** Wednesday, June 14, 11:00am – 12:00pm.** Gianina Baker, NILOA assistant director, and Natasha Jankowski, NILOA director, will present *Philosophies of Assessment: The Narratives of Our Work*.

****Wednesday, June 14, 4:00 – 5:00pm.** David Marshall, NILOA senior scholar, Terrel Rhodes, AAC&U, Rebecca Dueben, Washington State University, Jonathan Keiser, City Colleges of Chicago, and Helen Stubbs, Gallup Inc., will partake on an AALHE panel *Looking Ahead: The Future of Assessment*.

June 13-16, **Taskstream-Tk20 Interactive Art of Assessment Users Conference**
Austin, TX. Taskstream.

****Wednesday, June 14, 8:30 –10:00am,** George D. Kuh, NILOA senior scholar and co-principal investigator, will present the keynote, *The Art of Making Assessment Consequential*.

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National Institute for Learning Outcomes Assessment

Making Learning Outcomes Usable & Transparent

NILOA June 2017 Newsletter

This month's Newsletter features a NILOA Viewpoint remembering Sister Joel Read of Alverno College. Reflections from Peter Ewell, Pat Hutchings, and Russ Edgerton focus on some of her many contributions to Alverno College and quality in American higher education. Next is the update on NILOA in the Field, a new Assessment in Practice, *The University of North Carolina System's Adoption of the NILOA Transparency Framework*, and a Featured Website from Finger Lakes Community College. Finally, the newsletter concludes with relevant News items and information on Upcoming Conferences and Programs.

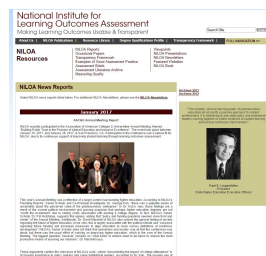
NILOA Viewpoint

**NILOA Remembers Assessment Pioneer
Sister Joel Read of Alverno College**
Peter Ewell, Pat Hutchings, & Russ Edgerton



NILOA joins with colleagues around the world to mourn the recent passing of Sister Joel Read, president emeritus of Alverno College, and to acknowledge her visionary, unflinching leadership in advancing student learning and outcomes assessment. It is an honor to feature recollections from three influential thought leaders and assessment champions about the life and times of Sister Joel. The first two are by NILOA Senior Scholars Peter Ewell and Pat Hutchings. The third is from Russ Edgerton, president emeritus of the American Association for Higher Education (AAHE). Peter, Pat and Russ knew Sister Joel well, and we encourage you to read their reflections about some of her many contributions to Alverno College and collegiate quality in American higher education. [Read more...](#)

NILOA In the Field



In May, NILOA held its annual National Advisory Panel Meeting, and NILOA staff participated in a Pathways for Adult Success (PAS) planning meeting, the 2017 Assessment, Teaching & Learning Conference, the Annual Teaching Excellence Conference in Toronto, the Learning System Network Convening, and the Association for Institutional Research 2017 Forum. [Read more...](#)

New Assessment in Practice

**The University of North Carolina System's Adoption
of the NILOA Transparency Framework**

Christine Robinson, John G. Frederick, Elise Demeter, Jodi Pettazzoni, Muktha Jost, Erin McNelis, and Michelle Soler

The [NILOA Transparency Framework](#) serves as a guide for its participating institutions to tell their stories of student learning and success. This model serves the purpose of meeting transparency demands in understandable language and creates opportunities for faculty to reflect on the curriculum and instructional practices. We describe the process the UNC System institutions used to adopt the NILOA Transparency Framework, including how we addressed individual needs while maintaining consistent publishing guidelines and how we navigated issues around handling potentially sensitive or identifiable information. This process

has allowed the UNC System to responsibly address the policy calls for greater accountability and transparency for student learning outcomes. [Read more...](#)

NILOA Updates

NILOA Featured Website

[Finger Lakes Community College \(FLCC\) Assessment Office website](#) provides valuable content and resources regarding the role that assessment plays at the institution.

The website describes the way assessment works and explores its usefulness to the academic process. In an effort to showcase its educational value, the website shows an array of [values](#) that the institution hopes its students will acquire. These very same values form the core of FLCC's learning outcomes assessment. [Read more...](#)



News

[NILOA Provost Survey](#)

NILOA is currently administering its third National Provost Survey, and we'd greatly appreciate your school's participation. The aim of the study is to gain a clearer picture of the current state of assessing student learning in the United States. Please encourage your provost to complete the questionnaire which takes about 10-15 minutes. Contact Dr. Jillian Kinzie at jkinzie@indiana.edu for a direct link to the survey.

[What One University Likes About a Standardized Test of Student Learning](#)

The use of standardized tests to measure students' gains in areas such as critical thinking is still quite contentious. However, Greg Heilenman, vice-provost and professor at the University of New Mexico, believes that standardized tests, specifically the Collegiate Learning Assessment (CLA+), can accurately gauge student learning.

['Differentiated' Accreditation](#)

A new white paper argues for transforming the current accreditation system into a more "management-based" approach which emphasizes smaller, more frequent reviews and continuous improvement.

[New Edition of the Journal on Excellence in College Teaching](#)

The *Journal on Excellence in College Teaching* is a peer-reviewed journal which aims to increase student learning through highlighting effective teaching, classroom experiences, and assessment practices.

[Don't Tear Down Accreditation. Build on What's Right About It](#)

Barbara Brittingham, chair of the Council of Regional Accrediting Commissions and president of the Commission on Institutions of Higher Education, New England Association of Schools and Colleges, offers a response to a recent [essay](#) on the failures of accreditation. In this response, she implores readers to focus on the strengths of the current accreditation system so that we may build upon them.

[Stuck in the Assessment Swamp?](#)

Kevin Gannon, faculty member at Grand View University, argues that while it may be easy to gather and report snapshots of student "achievement" as defined by superficial outcomes set by administrators, these rarely demonstrate any meaningful learning gains students have made while in college. The author further argues that the various problems with assessment can be righted when faculty members reclaim assessment and lead the charge.

[The VALUE Institute: Student Learning Outcomes at Its Best](#)

AAC&U and Indiana University's Center for Postsecondary Research are launching the VALUE Institute later this year, and are still accepting applications from interested institutions. The VALUE Institute assists colleges and universities implement the VALUE Rubrics to assess, document, and report student learning outcomes in order to improve student success.

[Four Questions for Re-Authorization](#)

As Congress works to re-authorize the Higher Education Act, Barbara Brittingham poses four questions to accreditors for consideration. Included are questions about quality assurance and experimental sites in an attempt to explore new accreditation mechanisms.

[Development of Analytic Rubrics for Competency Assessment](#)

Researchers from the University of Toronto developed rubrics to assess various competencies, such as communication and teamwork, that are adaptable enough to meet the individual needs of their instructors.

Upcoming Conferences and Programs

June 21-24. [2017 AAC&U Institute on Project-Based Learning](#)
Worcester, MA. Worcester Polytechnic Institute.

June 24-27. [2017 AAC&U Institute on High-Impact Practices and Student Success](#)
Boston, MA. Boston University.

June 28-29. [2017 AHE Conference](#)
Manchester, UK. Assessment in Higher Education.

****Thursday, June 29, 10:10 – 11:00 am.** Natasha A. Jankowski, NILOA director, and David Marshall, NILOA senior scholar, will present *Moving Towards a Learning System: Implications of Assessment for Learning*.

June 30. [Call for Applications - Assessment by Design \(ABD\) workshop](#)
Overland Park, KS. Johnson County Community College.

July 10-12. [2017 LiveText Assessment & Collaboration Conference](#)
Chicago, IL. LiveText.

****Monday, July 10, 3:00 – 3:45 pm.** Natasha A. Jankowski, NILOA director, will present *Fostering a Learning System: Intentionality and Student Learning*.

****Wednesday, July 12, 9:15 – 10:30 am.** Peter Ewell, NILOA senior scholar, will deliver the Keynote address *Having It Both Ways: Ameliorating the Tension Between Accountability and Improvement*.

July 11-14. [2017 AAC&U Institute on Integrative Learning and Signature Work](#)
Chicago, IL. Loyola University Chicago.

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National Institute for Learning Outcomes Assessment

Making Learning Outcomes Usable & Transparent

NILOA July 2017 Newsletter

This month's NILOA Newsletter begins with a gentle reminder to please check with your senior academic officer to make sure your institution has participated in the 2017 NILOA Provost Survey. If not, please do so! We also feature a new NILOA Occasional Paper by Alan W. Grose, *Internships, Integrative Learning and the Degree Qualifications Profile (DQP)*, a new Assessment in Practice by Marjorie Dorimé-Williams, Erika Carlson, and Christopher Shults, *Developing Systematic Assessment Practices for Administrative, Educational, and Student Support Units*, and a new Viewpoint by Demetrius Johnson, *The Comprehensive Student Record at Dillard University*. Also included is a Featured Website from the University of Nevada-Las Vegas (UNLV), an update on NILOA in the Field, News Items, and information on relevant Upcoming Conferences and Programs.

2017 NILOA Provost Survey

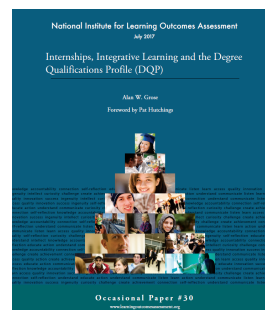
NILOA's third National Provost Survey is in the field. It was sent to the senior academic officer of all accredited two- and four-year colleges and universities in the United States to gain a current picture of outcomes assessment practices nationwide. Updating NILOA's [first national survey](#) in 2009 and [second survey](#) in 2013, the [questionnaire](#) takes only 10-15 minutes to complete. To take the survey, please click [here](#). Then, you will need to click on "Don't know your Login ID" and enter your institutional email for verification purposes. [Read More...](#)

New NILOA Occasional Paper

Internships, Integrative Learning and the Degree Qualifications Profile (DQP)

Alan W. Grose

Internships are among the most beneficial of the out-of-classroom experiences designated as High-Impact Practices (HIPs). Yet, due to the diverse and unscripted nature of internship experiences, as well as the many different models for facilitating them, outcomes assessment practices are a long way from capturing the full power of internships as learning experiences. This paper draws upon the framework of the DQP to sketch three different curricular pathways that the learning from internships might follow. This allows for mapping the specific learning outcomes expected in internships, as well as the identification of appropriate forms of evidence for documenting their achievement – including evidence from intentionally designed assignments. The paper explores Integrative Learning as a framework for evaluating the learning associated with different internship learning pathways. It concludes with suggestions for collaboration on- and off-campus that can help facilitate meaningful learning through internship experiences. [Read more...](#)

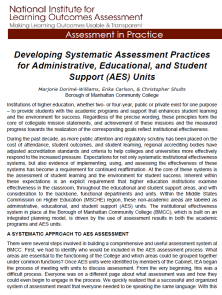


New NILOA Assessment in Practice

Developing Systematic Assessment Practices for Administrative, Educational, and Student Support Units

Marjorie Dorimé-Williams, Erika Carlson, & Christopher Shults

Borough of Manhattan Community College



Among other things, institutions of higher education provide students with the academic programs and support that enhances student learning and the environment for success. Accreditors and others expect colleges and universities to present evidence of effective classroom instruction along with educational and student support areas. These non-academic areas are labeled as administrative, educational, and student support (AES) units. The institutional effectiveness system in place at the Borough of Manhattan Community College (BMCC), which is built on an integrated planning model, is driven by the use of assessment results in both the academic programs and

AES units. [Read more...](#)

NILOA Viewpoint

The Comprehensive Student Record at Dillard University
Demetrius Johnson, Marymount University



College and universities are increasingly challenged to demonstrate student learning and employability to parents, students, accreditation agencies, and employers. Institutions are not merely competing for students, but are also seeking to find ways to distinguish the institution within the broad marketplace. In 2015, Dillard University was selected as a participant in the Comprehensive Student Record (CSR) project funded by the Lumina Foundation. Representatives began working to meet student and industry needs by developing a comprehensive student record designed to capture and assess learning that occurs outside of the classroom through student leadership experiences, community service, internships, and other co-curricular experiences. While traditional academic transcripts focus on degree completion, the CSR would serve as a tool for students to narrate the depth and breadth of their learning to potential employers and graduate schools. [Read more...](#)

NILOA In the Field



Through a combination of keynote speeches, panel discussions, workshops, presentations, and meetings, the NILOA team was busy this past month. NILOA staff and senior scholars attended a meeting by the U.S. Chamber of Commerce Foundation (USCCF), Taskstream's Tk20 Interactive Conference, the Association for the Assessment of Learning in Higher Education (AALHE) conference, a convening by the Competency-Based Education Network (C-BEN), *A Competency-Based Approach to Talent: Connecting Military, Higher Education and Workplace Learning*, and the Assessment in Higher Education (AHE) conference among others. [Read more...](#)

Connecting Military, Higher Education and Workplace Learning, and the Assessment in Higher Education (AHE) conference among others. [Read more...](#)

NILOA Updates

NILOA Featured Website

The Office of Academic Assessment's website, at the University of Nevada-Las Vegas (UNLV), hosts a variety of resources showcasing the university's efforts on improving student learning. The information provided on the website includes a variety of useful materials instructing educators on how to undertake assessment of student learning at UNLV. The website outlines a plan for academic assessment, including definitions and assumptions. Information on general education assessment as well as the peer review process and UNLV academic assessment policy are easily located. Additionally, the Department has established a culture of transparency by publishing periodic assessment reports and plans by program. [Read more...](#)



News

[Learning from the Evaluation of Assessment: How Faculty and Staff Can Use Results to Inform Practice](#)

In a guest commentary, Dr. Natasha Jankowski offers four principles for using evidence to improve teaching and learning. Included in those principles are using evidence to improve student learning and engaging key stakeholders, both internally and externally, in a cycle of continuous improvement.

The Education Writer Gospel of 'Academically Adrift'

The book, *Academically Adrift*, is frequently cited as evidence for how colleges are failing to educate students without proper acknowledgement of its methodological limitations. John Warner argues that the findings from *Academically Adrift* make for good headlines, but the study itself does little to allow for generalized conclusions about the “value added” of higher education.

Learning Success: The Convergence of Assessment, Student Success, and Career Readiness

In order to close the awareness gap – students' failure to connect classroom learning with real world experience/skills – there needs to be a larger partnership between curricular and co-curricular offerings. Assessment plays a key role in ensuring students not only attain desired learning outcomes, but are also acquiring skills required by employers.

Backers of an Audit Model for Judging Education Quality Invite Feedback

Supporters of an alternative accreditation approach that calls for independent third-parties to audit colleges and universities have released a [22-page outline](#) of how this approach could work.

"Perfect Storm" Skills Shortage Threatens Economy, But We Have a Path Forward

Using lessons learned from the 2017 Education Symposium, the author argues that a path to remedy the current skills shortage has led to an increase in nontraditional educational offerings, such as competency-based education (CBE) programs. Examples of the [Army's CBE approaches](#) with nontraditional students have been effective in capturing acquired skills of its soldiers.

Learning to Work, Working to Learn

Employers prefer college graduates who have had meaningful learning experiences. This publication from the U.S. Chamber of Commerce Foundation offers examples of partnerships between employers and colleges to increase student engagement in career development through meaningful college experiences.

Job Announcements:

Equity Assessment Consultant at Penn State

Penn State University is seeking an Equity Assessment Consultant responsible for supporting the Office of Educational Equity when it comes to assessment of issues revolving around diversity, equity, and inclusion.

Director of Academic Assessment

The University of South Alabama is hiring a Director of Academic Assessment to lead college-wide assessment endeavors including program reviews for accreditation purposes.

Upcoming Conferences and Programs

July 24. **Call for Proposals - NEean Fall Forum**

Worcester, MA. The College of the Holy Cross.

July 30-August 2. **Teaching and Learning National Institute 2017**

Olympia, WA. Evergreen State College.

July 31. **Proposals Due: 2017 Virginia Assessment Group Conference**

Richmond, VA. Virginia Assessment Group.

August 8-11. **2017 SHEEO Higher Education Policy Conference**

Minneapolis, MN. State Higher Education Executive Officers.

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National Institute for Learning Outcomes Assessment

Making Learning Outcomes Usable & Transparent

NILOA August 2017 Newsletter

This month's NILOA Newsletter introduces the 2017 Excellence in Assessment (EIA) Designees and we encourage you to join us in congratulating them! Next, we offer a new Assessment in Practice, *When the Call Comes, Keep Calm and Assess On: Using the EIA Designation Rubric as a Self-study for Improvement*, by Christine Robinson, Elise Demeter, John G. Frederick, and Cathy Sanders. We also announce the release of a new NILOA book, *Degrees that Matter: Moving Higher Education to a Learning Systems Paradigm*, along with a webinar hosted by TaskStream, *Assessment in a Learning Systems Paradigm*, presented by book authors Dr. Natasha A. Jankowski, NILOA director, and Dr. David W. Marshall, NILOA senior scholar. We also want to thank everyone who participated in the 2017 NILOA National Provost Survey. In addition, please note the Featured Website from Bucknell University, relevant News Items, and information on Upcoming Conferences and Programs.

EIA Designation Class of 2017

Five Colleges & Universities Named as 2017 Excellence in Assessment Designees



The Excellence in Assessment (EIA) program recognizes colleges and universities that successfully integrate assessment practices across campus, provide evidence of student learning outcomes to stakeholders, and utilize assessment results to guide institutional decision-making and improve student performance. The EIA designations are sponsored by the Voluntary System of Accountability (VSA), a joint initiative of the American Association of State Colleges and Universities (AAC&U) and the Association of Public and Land-grant Universities (APLU), the Association of American Colleges and Universities (AAC&U), and NILOA.

Five colleges and universities were named [Excellence in Assessment 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. [Read more...](#)

New Assessment in Practice

National Institute for Learning Outcomes Assessment
www.niloa.edu
 Assessment in Practice

When the Call Comes, Keep Calm and Assess On: Using the EIA Designation Rubric as a Self-study for Improvement

Christine Robinson, Elise Demeter, John G. Frederick, & Cathy Sanders
 University of North Carolina at Charlotte

ABSTRACT

Higher education institutions face pressure from internal and external stakeholders to demonstrate that they are producing effective learning experiences and outcomes for their students. Using assessment practices across campus, provide evidence of student learning outcomes to stakeholders, and utilize assessment results to guide institutional decision-making and improve student performance. The EIA designations are sponsored by the Voluntary System of Accountability (VSA), a joint initiative of the American Association of State Colleges and Universities (AAC&U) and the Association of Public and Land-grant Universities (APLU), the Association of American Colleges and Universities (AAC&U), and NILOA.

ABSTRACT

Colleges and universities are faced with increased calls for accountability and transparency in higher learning outcomes. These issues come to the forefront of the national conversation when The Secretary of Education's Commission on Quality Higher Education released a report in January 2017 titled "The Future of Higher Education: Report of the Commission Appointed by Secretary of Education Margaret Spellings (2009). Among other issues, the report focused on the need for public higher education institutions to be credible, effective, and accountable. More recently, Secretary Elizabeth Warren, Dick Durbin and Blaine Luetjens introduced Senate legislation to strengthen institutions' accountability to taxpayers and students.

When the Call Comes, Keep Calm and Assess On: Using the EIA Designation Rubric as a Self-study for Improvement

Christine Robinson, Elise Demeter, John G. Frederick, & Cathy Sanders
 University of North Carolina at Charlotte

We are excited to announce the five colleges and universities receiving the 2017 EIA Designation. However, if your institution did not apply for the Designation, you can still use the EIA Rubric for improvement as the University of North Carolina at Charlotte exemplifies. The EIA

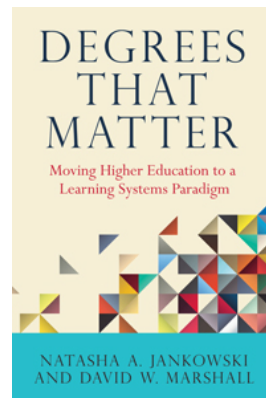
Designation rubric “focuses on campus processes and uses of assessment outcomes rather than on student performance or accomplishment.” This Assessment in Practice describes how UNC Charlotte applied the rubric, how results were used, and how using the rubric helped improved the university. [Read more...](#)

New NILOA Book

***Degrees that Matter:
Moving Higher Education to a Learning Systems
Paradigm***

Natasha A. Jankowski, NILOA director
David W. Marshall, NILOA senior scholar.

We are pleased to announce the release of a new NILOA book, *Degrees that Matter: Moving Higher Education to a Learning Systems Paradigm*. The authors draw upon Tuning and the Degree Qualifications Profile (DQP) to offer an alternative to the culture of compliance in assessment and accreditation. The authors propose a different approach which they call the Learning Systems Paradigm aimed at shifting the focus from teaching to learning. The paradigm encourages faculty and staff to systematically seek out information on how well students are learning and how well various areas of the institution are supporting the student experience and to use that information to create more coherent and explicit learning experiences for students. The book is available for pre-order from Stylus Publishing. [Read more...](#)



NILOA TaskStream Webinar

We invite you to participate in a NILOA webinar, *Assessment in a Learning Systems Paradigm*, on August 30, 2017. The webinar will feature ideas from the new NILOA book, *Degrees that Matter: Moving Higher Education to a Learning Systems Paradigm*, authored by webinar presenters Dr. Natasha A. Jankowski, NILOA director, and Dr. David W. Marshall, NILOA senior scholar. Based on research from more than 800 institutions, this webinar will explain how a Learning Systems Paradigm has emerged to help advance a more integrated, coherent educational experience for students. Participants will learn about the paradigm and how it can inform shifts in perspectives on assessment. Further, the webinar will examine the use of assignments as the bedrock of strong student learning. [Read more...](#)

NILOA's 2017 National Provost Survey Thank You

We would like to thank everyone who participated in our third National NILOA Provost Survey. Successful implementation of learning outcomes assessment cannot occur without the active participation of higher education administrators and their faculty and staff colleagues. Drawing on results from NILOA's previous two surveys of chief academic officers in [2009](#) and [2013](#) we will be able to gauge any changes in patterns of institutional assessment related activities. We invite you to review the [2017 survey](#), along with the previous survey reports. [Read more...](#)

NILOA Updates



NILOA Featured Website

[Bucknell University's Assessment website](#) serves as a central location for assessment-related information, tools, templates and resources for both external visitors and those within the university community. Included among the resources and information on outcomes are infographics on evidence of student learning based on Bucknell's 9 educational goals, and examples of assessment measures and uses of assessment results; as well as student projects aligned with these goals. In addition, learning outcomes for both individual academic departments/programs and the college core curriculum are available. Finally, a message from Provost Barbara K. Altmann on the *Importance of Assessment at Bucknell University* is featured. [Read more...](#)

News

[New Issue of Change: The Magazine of Higher Learning](#)

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

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 Literacy VALUE Rubric in College-level STEM Assignments" by Julie S. Gray, Melissa A. Brown, and John P. Connolly, and "Proof in the Pudding: Implications of Measure Selection in Academic Outcomes Assessment" by Stacy J. Priniski and Erin Winterrowd.

The Chronicle for Higher Education's Teaching Newsletter

The Chronicle has developed a weekly newsletter focused on teaching and learning. This inaugural edition of the newsletter discusses the syllabus, teaching practices, and other useful resources.

Accreditation is a Learning Experience

Accreditation is a process of quality assurance where colleges and universities can demonstrate the impact they have on students' learning. However, accreditation can also be a learning experience for institutions. Each accrediting body offers various ways institutions can maintain quality and transparency; some of which are explored in this article.

How Do I Help Students Engage Productively in Active Learning Classrooms?

Active learning strategies can take time to garner student-buy in. This article offers research-based recommendations and examples on how to better engage students in active learning.

What's My Grade: Why Students Need to Understand Learning and Assessment

Students tend to focus on grades instead of their actual learning gains, which points to a lack of student understanding on the importance of learning and assessment in the classroom. To help resolve this, the author discusses more student-centered assessment approaches.

Help Your Students Earn A's by Not Focusing on Grades

A recently published paper "Using Goals to Motivate College Students: Theory and Evidence from Field Experiments" by Damon Clark, David Gill, Victoria Prowse, and Mark Rush finds that goal-setting can help students do better academically. Specifically, having students set tangible short-term goals on tasks which help them successfully complete a course were more effective than setting a goal to earn a specific grade.

Job Announcements:

Director of Assessment at Adams State University

Adams State University is seeking an individual with excellent assessment analysis and implementation skills to serve as the Director of Assessment. Review of complete applications will begin September 5, 2017. For more information, please see the [position announcement](#).

IHEP Director of Applied Research

The Institute for Higher Education Policy (IHEP) is seeking a Director of Applied Research. Please refer to the [position announcement](#) for more information on primary responsibilities and qualifications.

Upcoming Conferences and Programs

August 30. [Assessment in a Learning Systems Paradigm](#)

1:00 – 2:00 p.m. TaskStream and NILOA.

****Presented by Natasha Jankowski, NILOA director, and David Marshall, NILOA senior scholar**

September 3-6. [2017 FAIR Forum](#)

Porto, Portugal. University of Porto.

****Wednesday, September 6, 9:00 to 9:30 a.m. Erick Montenegro, NILOA research analyst, and Natasha Jankowski, NILOA director, will present *Moving Towards Equity in Assessment: Cultural Responsive and Student-Centered Assessment***

****Wednesday, September 6, 11:30 a.m. to 12:00 p.m. Natasha Jankowski, NILOA director, and David Marshall, NILOA senior scholar, will present *Broadening the Learning Paradigm: A Systems View for Teaching***

September 8. [Proposals due: 2018 HLC Annual Conference](#)

Chicago, IL. Higher Learning Commission.

September 13-15. [2017 Drexel Assessment Conference](#)

Philadelphia, PA. Drexel University.

****Thursday, September 14, 8:45 to 9:45 a.m. Natasha Jankowski, NILOA director, will**

deliver the a Plenary speech, *Reclaiming Assessment: Unpacking the Dialogues of Our Work*

**** Thursday, September 14, 11:15 a.m. to 12:15 p.m. Jillian Kinzie, NILOA senior scholar, will present *Acting on Data: Lessons about the Use of Student Engagement Results to Improve Student Learning***

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National Institute for Learning Outcomes Assessment

Making Learning Outcomes Usable & Transparent

NILOA September 2017 Newsletter

In this edition of our newsletter, NILOA is pleased to present a suite of Assessment in Practices focused on assessment in general education, along with a viewpoint from Jeff Grann titled, *Demand interoperability to dramatically improve the educational ecosystem*. In addition, we provide a report from our activities in the field during August and feature Austin Community College as NILOA's Featured Website. Finally, please note relevant News Items, Jobs, Book and Journal announcements, and information on the Upcoming Conferences and Programs.

We also invite you to consider applying for the third annual **Teaching and Learning National Institute (TLNI): Using Evidence for Improvement**. TLNI brings together campus teams committed to using evidence to identify areas of the student experience to strengthen and then, drawing from known successful practices, to construct more effective approaches both in and outside the classroom. Participating teams leave with an action plan in hand. NILOA is proud to be one of the sponsors of this Institute.

Assessment in Practice

This month we are pleased to release a suite of resources on [general education assessment](#). While we have many resources currently on our site, we are happy to announce the following Assessment in Practice pieces for September 2017. These include:

- Jacob Amidon & Debora Ortloff, Finger Lakes Community College, [How an outcomes-based curriculum enables authentic assessment](#)
- Molly Beauchman & Suzanne Waldenberger, Yavapai College, [Assessing general education: Identifying outcomes, data analysis, and improvements](#)
- Mike Faleski & Barb Handley-Miller, Delta College, [General education at Delta College: Guided conversations toward relevant assessment](#)
- Resche Hines & Angela Henderson, Stetson University, [Relationship between general education course sequence and student success](#)
- Terina Lathe, Shantell Strickland-Davis, & Debbie Bouton, Central Piedmont Community College, [From the first day of the first class, to the last day of the last class: Ensuring a pathway of critical core skill attainment for community college students](#)

NILOA Viewpoint

Demand interoperability to dramatically improve the educational ecosystem

Jeff Grann

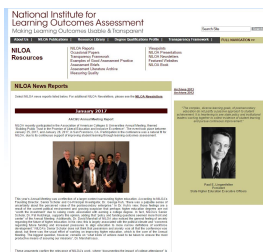
Academic Director of Assessment and Learning Analytics
Capella University



To most assessment folks, interoperability probably sounds like something a chief technology officer might mention toward the end of an RFP requirements meeting. Campus leaders recognize that interoperability can reduce integration expenses, but they too often fail to appreciate its potential value to educational practices.

IMS Global has published the Competencies & Academic Standards Exchange (CASE) specification (<https://www.imsglobal.org/case>) to support the exchange of competencies and rubrics. [Read more...](#)

NILOA In The Field



The beginning of a new semester is a busy time for the higher education community. It is no different for the NILOA team, where meeting with a variety of stakeholders and participating in important higher education conversations is the essence of our work.

August started with the Annual Teaching and Learning National Institute, held at The Evergreen State College in Washington state. We also participated in the Learning Systems Network Meeting, delivered a keynote speech at

the Distance Learning Symposium, co-hosted a webinar with Taskstream titled "Assessment in a Learning Systems Paradigm" and participated in the Credential Engine Advisory Group Meeting. [Read more...](#)

NILOA Updates



NILOA Featured Website

[Austin Community College Academic Outcomes Assessment](#) website is a comprehensive guide for institutional effectiveness and educational improvement through the collection of assessment data. It offers a plethora of resources, including the [Assessment Manual](#), which describes the assessment program at the institution.

The site also offers access to a toolkit of [Rubrics](#) and [TracDat](#), where comprehensive collection and analysis of assessment data is available for use in learning improvement. [Read more...](#)

News

[Colleges and universities using survey data to improve student learning and success](#)

Student engagement data helps colleges and universities make more informed decisions according to recently released examples of how National Survey of Student Engagement results have been helping schools across the country focus on student success.

[The Chronicle's Best Ideas for Teaching, 2017](#)

A compilation of 10 articles by *The Chronicle of Higher Education* describing 2017's most innovative teaching methods regarding students' ability to retain focus and demonstrate the required learning outcomes is the focus of the best ideas for teaching edition.

[The evolution of learning outcomes: Now comes the exciting part](#)

Harvey Weingarten stresses the importance of learning outcomes and notices its evolution from an outdated and irrelevant part of higher education, to the much needed demonstration of skills and knowledge—a critical part of the learning process. The author puts strong emphasis on measuring learning outcomes through a variety of tools, pointing out that learning outcomes assessment is still an experiment for the higher education community.

[Assessing the Intangible in Our Students](#)

Shaw's reflection on the importance of assessment as a verification tool proves that students graduate with the expected learning outcomes. Regardless of the ways colleges measure learning outcomes, the author makes a case to show that certain types of skills – such as 21st century skills – are not easily demonstrated.

[Design Learning Outcomes to Change the World](#)

Cathy Davidson, a professor at the City University of New York, shares her experience of incorporating learning outcomes into her classes starting with her initial gripe with using them. Included is a list of Dr. Davidson's ten favorite learning outcomes: including some outcomes written by students.

[Could Grades Be Counterproductive?](#)

Grades represent a form of summative feedback that do little to explain to students how to improve. Giving students descriptive feedback on assignments instead of grades – as is the case in Alverno, Goddard, and Hampshire Colleges – can lead to better student learning outcomes.

[What's My Grade: Why Students Need to Understand Learning and Assessment](#)

Students tend to focus on grades instead of their actual learning gains, which points to a lack of student understanding on the importance of learning and assessment in the classroom. To help resolve this, the author discusses more student-centered assessment approaches.

Summer 2017 issue of *Intersection* is Now Available!

Association for the Assessment of Learning in Higher Education Summer 2017 issue of AALHE's quarterly publication *Intersection* is now available. Included in this issue are "Creating an Assessment Tool: Starting with the Why" by Gloria Shenoy, a former NILOA Research Analyst, "Data Collection for Outcomes Assessment through the Learning Management System" by Karen DiGiacomo, and "Mapping the Curriculum: A Low-tech Model for Synthesizing Assessments and Improving Learning at Multiple Levels" by Jennifer M. Harrison & Vickie William.

Connecting Credentials and Credential Engine Pave the Way – Hand In Hand

This article offers a reflection on credentialing systems as an important tool in translating higher education degrees to students, employers, and educators. Although still under development, the work shown in this article aims to create a common language to help define competencies of postsecondary education graduates.

Improving the Quality of Education

By concentrating so heavily on graduation rates, policy makers are ignoring danger signs that the amount that students are learning in college may be declining, writes Derek Bok.

Job Announcements:**Director of Academic Assessment**

The University of Wisconsin-Platteville seeks a Director of Academic Assessment. This position reports to the Provost and leads the university's academic assessment program. For more information and to apply, please see <https://www.uwplatt.edu/careers?job=493782>. Applications are due by November 1, 2017.

**Book/Journal Announcements:****New Book On *Enhancing Assessment in Higher Education: Putting Psychometrics to Work***

Co-published with AIR and AAC&U, Tammie Cumming and M. David Miller recently edited a volume on assessment tools and approaches. The authors provide commentary on their new book below.

Being involved in educational measurement (psychometrics) and the assessment of student learning in higher education, we thought it would be helpful and important to bring educational measurement and higher education assessment practitioners together to produce a reference that would be timely in the evolution of best practices in higher education assessment. For the past two decades, the emphasis in assessment has been on "closing the loop." Assessment as a part of the continuous improvement process is now widely accepted and evolving. We reached out to our educational measurement colleagues and assessment practitioners to write an assessment volume that brings measurement principles to bear on assessment practices in higher education.

When faculty have confidence in the assessment measures, and view the assessment process as a credible tool to inform and improve student outcomes and curriculum, they are able to embrace the idea of assessment as a part of the continuous improvement process and not simply a process with which they must comply in order to adhere to accreditation standards.

Faculty are highly trained individuals who typically strive to excel in their field with high standards. By including reliability, validity and fairness standards within the assessment process, the assessment process/research in higher education has more "credibility." It is not sufficient to simply have an assessment process that cannot be rigorously defended. There's been much controversy regarding accreditation in the US and we believe that ensuring a sound assessment system is critical to ensuring the credibility of the use of assessments in higher education.

The Journal of Writing Analytics

Please view the first issue of the peer-reviewed journal on writing assessment.

Upcoming Conferences and Programs

September 25-27, 2017. [ACCSC Professional Development Conference](#)
Reston, VA. Accrediting Commission of Career Schools and Colleges.

****Tuesday, September 26, 10:45 am - 12:00 pm. Natasha Jankowski, NILOA director, will**

present ***Assessing Student Learning Outcomes: Best Practices in Assessment and Accreditation.***

September 27-29, 2017. [2017 CREA International Conference](#)

Chicago, IL. Center for Culturally Responsive Evaluation and Assessment.

****Friday September 29, 9:00 - 10:30 am. Erick Montenegro, NILOA research analyst, and Natasha Jankowski, NILOA director, will present *Moving Towards Equity in Assessment: Cultural Responsive and Student-Centered Assessment***

September 29, 2017. Registration Deadline: [Making Assessment Work for Your Institution and Your Students.](#)

Crawfordsville, IN. Center for Inquiry.

October 4, 2017. [Workshop: Designing Your Course from a Learner-Centered Perspective](#)

Edmond, OK. University of Central Oklahoma.

October 6, 2017. [Workshop: Creating Significant Learning Experiences: An Integrated Approach to Designing College Courses.](#)

Edmond, OK. University of Central Oklahoma.

October 10, 2017. [2017 West Texas Assessment Conference.](#)

Lubbock, TX. Texas Tech University.

October 11-14, 2017. [ISSoTL 2017 Conference.](#)

Calgary, Alberta, Canada. International Society for the Scholarship of Teaching and Learning.

****Wednesday, October 11, 11:30 am - 4:30 pm. Pat Hutchings, NILOA senior scholar, will co-lead a workshop alongside Peter Felten, Elon University, *Openings and Opportunities: Making a Place for the Scholarship of Teaching and Learning in Your World.***

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NILOA October 2017 Newsletter

October is a special time for NILOA, as we are very excited about this month's Assessment Institute, held in Indianapolis, IN. Read below about presentations and workshops that the NILOA Team will be participating in, and if you plan on attending, we look forward to seeing you in one of our many sessions in the NILOA track.

This edition of our newsletter features information regarding NILOA's Track at the Assessment Institute, and a Viewpoint by David Marshall, titled *Rethinking the Role of Work in Higher Education*. Furthermore, we are happy to announce Oakland University as NILOA's Featured Website this month. Finally, please check relevant News Items and information on the Upcoming Conferences and Programs section.

2017 Assessment Institute

NILOA Track Highlights and Presentations

The [2017 Assessment Institute](#) provides opportunities for: (1) individuals and campus teams new to outcomes assessment to acquire fundamental knowledge about the field; (2) individuals who have worked as leaders in outcomes assessment to share and extend their knowledge and skills; and (3) those interested in outcomes assessment at any level to establish networks that serve as sources of support and expertise beyond the dates of the Institute. In addition to the NILOA track, please stop in and see NILOA Senior Scholars in the following sessions:



1. George D. Kuh, NILOA senior scholar and co-principal investigator, Laura Gambino, Guttman College CUNY, Marilee Bresciani Ludvik, San Diego State University, and Ken O'Donnell, California State University Dominguez Hills, will present a pre-conference workshop *Using ePortfolio to Document and Enhance the Dispositional Learning Impact of HIPs*, on Sunday, October 22, from 1.30 to 4.30 p.m.
2. Peter Ewell, NILOA Senior Scholar, will be a Featured Speaker during the *Lifetime Achievement in Assessment Award Luncheon*, on Monday, October 23, from 11.00 a.m. to 12.30 p.m.
3. Peter Ewell, NILOA senior scholar, Melanie Booth and Bill Plater, The QA Commons, will present *Assuring Graduate Readiness for the 21st Century: An Alternative Quality Assurance Approach*, on Tuesday, October 23, from 1.45 to 2.45 p.m.
4. Jillian Kinzie, NILOA Senior Scholar, Amy Ribera and Sarah Hurtado, Indiana University, will present *Engagement Insights: Applying NSSE to Student Affairs Assessment*, on Monday, October 24, from 9.30 to 10.30 a.m.

Click [here](#) for more information about the presentations in the NILOA Track at the 2017 Assessment Institute.

NILOA Viewpoint

Rethinking the Role of Work in Higher Education

David Marshall
NILOA Senior Scholar

Calls for accountability and complaints about higher education in the United States have cycled over the years, but in the wake of the Spellings Commission's report on



U.S. education, we have heard continued laments. It may seem strange to go back to the administration of George W. Bush to open a viewpoint penned in 2017, but calls for evidence have yielded a longer-term impact seeking evidence that students learn, and not just learn, but learn what the country needs them to. This Viewpoint explores the relationship between the different desired ends of college as applications of learning in a variety of contexts.

This Viewpoint by David Marshall is based on work described in further detail in NILOA's latest book by Jankowski and Marshall (2017), *Degrees That Matter: Moving Higher Education to a Learning Systems Paradigm* (Stylus Publishing). It will be further explored by Natasha Jankowski during 2017 Assessment Institute [NILOA Track Keynote, *Building a Case for a Learning System*](#) in Indianapolis, IN. [Read more...](#)

NILOA Updates



NILOA Featured Website

[Oakland University's Office of Institutional Research and Assessment website](#) consists of two main sections: [Program Assessment](#) and [General Education Assessment](#). Program Assessment is overseen by The University Assessment Committee (UAC), with members appointed by the University's Senate. The Program Assessment section defines the tasks of the UAC in the form of a [mission statement](#). [Read more...](#)

News

[NILOA Perspectives: Assessment in a Learning Systems Paradigm](#)

In this month's [Assessment Update](#), NILOA's own David Marshall and Natasha Jankowski expand on their recent book, *Degrees that Matter: Moving Higher Education to a Learning Systems Paradigm*. The authors discuss the four elements of a Learning Systems Paradigm – alignment, consensus-based, learner-centeredness, and communication – to build understanding of how such a paradigm can benefit assessment.

[Colleges and universities using survey data to improve student learning and success](#)

NSSE's Lessons from the Field shows how a range of institutions are improving by using the NSSE framework and feedback on institutional performance compared to benchmarks. In many cases NSSE results were the catalyst for institutional action to learn more from other data sources or surveys designed to probe more deeply into the issue.

[Reinventing Employer Signaling in a Rapidly Changing Talent Marketplace](#)

A new report by the US Chamber of Commerce Foundation explores the new ways employers should use to communicate their requirements to job seekers in order to improve high skill hiring. The report also stresses the growing importance of more effective partnership between employers and educators in order to successfully close the "skills gap".

[Improving the Quality of Education](#)

The drive to increase graduation rates may be one of the contributing factors responsible for the decline in the quality of education, claims Derek Bok. One of the problems may be that faculty either ignore the expected learning outcomes in order to boost graduation rates, or fail to design courses to achieve the outcomes.

[Group Attempts New Twist on Accreditation](#)

The Quality Assurance Commons for Higher & Postsecondary Education (QA Commons) is a new initiative exploring alternative approaches to accreditation in higher education. Through its essential employability qualities, the QA Commons seeks to close the gap between institutions, students, and employers.

[Stop Looking at Rankings. Use Academe's Own Measures Instead](#)

Instead of using rankings such as those from the *U.S. News and World Report*, compare institutions using academically significant dimensions. For example, the Voluntary System of Accountability and Integrated Postsecondary Education Data System allow for institutional comparison among variables such as graduation rates, net cost, aid, student diversity, and academic programs.

[Creating Data Faculty Can Use](#)

Inside Higher Ed interviewed Brad C. Phillips and Jordan E. Horowitz – both from the Institute for Evidence-based Change– about their new book, *Creating a Data-Informed Culture in Community Colleges: A New Model for Educators*. The authors discussed the quality of data

at the community college level, and how these institutions can leverage the data available to them to improve students' academic success.

[New Partnership Explores Data Sharing Between Students, Education, Business](#)

A partnership between the U.S. Chamber of Commerce and Lumina Foundation seeks to explore how leveraging data/analytics can benefit employers, institutions, and students.

Upcoming Conferences and Programs

October 22-24. [2017 Assessment Institute](#)

Indianapolis, IN. Indiana University- Purdue University Indianapolis.

****NILOA will have a Track at the 2016 Assessment Institute. See [here](#) for the list of presentations.**

November 3, 2017. [NEean Fall Forum 2017: Advancing Assessment in New England](#)

The College of the Holy Cross in Worcester, MA.

****Friday, November 3, 8:30 am - 3:00 pm. Natasha Jankowski, NILOA director, will deliver a keynote *Inspiring Sustained Assessment: Sharing Our Stories of Excellence*.**

November 3, 2017. [2017 Assessment Network of New York Fall Regional Event](#)

[Wilton, NY.](#)

November 3, 2017. [Team-Based Learning: Everything You Need to Know to Make Successful Teams.](#)

Edmond, OK. University of Central Oklahoma.

November 9-11, 2017. [42nd Annual ASHE Conference: Power to the People.](#)

Houston, TX

****Saturday, November 11, 10:30 am - 11:45 am. Jillian Kinzie, NILOA senior scholar, will present *High Impact Practices: Is the Impact Positive or Negative for Students of Color?***

November 13-14, 2017. [2017 Southeastern Library Assessment Conference.](#)

Atlanta, GA.

November 16-19, 2017. [NCA 103rd Annual Convention: Our Legacy, Our Relevance.](#)

Dallas, TX.

****Wednesday, November 15 (Preconference), 9:00 am - 5:00 pm. Natasha Jankowski, NILOA director, will co-present *Learning Outcomes in Communication: Articulating Relevance, Creating Legacy*.**

November 15-17, 2017. [2017 Virginia Assessment Group Conference.](#)

Richmond, VA.

****Thursday, November 16, 8:30 - 9:30 am. Natasha Jankowski, NILOA director, will deliver the keynote, *Charting the future by reflecting on our past*.**

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National Institute for Learning Outcomes Assessment

Making Learning Outcomes Usable & Transparent

NILOA November 2017 Newsletter

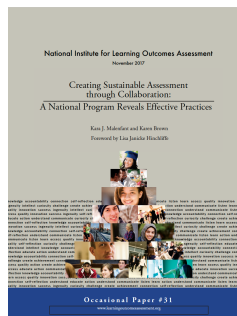
This edition of our newsletter features resources on libraries and assessment. In addition, we take a look back at October's Assessment Institute in the NILOA in the Field section, and provide you with feedback on select sessions. We feature a new NILOA Occasional Paper, released in partnership with Association of College and Research Libraries (ACRL), by Kara J. Malenfant and Karen Brown, *Creating Sustainable Assessment through Collaboration: A National Program Reveals Effective Practices*, Assessment in Practice by Charles L. Brown, *Library PECEconomics*, and a new Viewpoint by Jennifer Duncan, Kacy Lundstrom and Becky Thoms, *Collaborating for Individual and Institutional Success: Libraries as Strategic Campus Partners*. Furthermore, we are happy to announce The Borough of Manhattan Community College's (BMCC) Office of Institutional Effectiveness and Analytics as NILOA's Featured Website this month. Finally, please take notice of relevant news items and information on the Upcoming Conferences and Programs.

New NILOA Occasional Paper

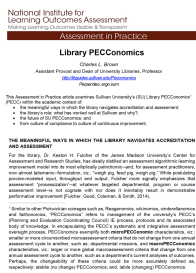
Creating Sustainable Assessment through Collaboration: A National Program Reveals Effective Practices

Kara J. Malenfant and Karen Brown

Meaningful and sustained assessment is best achieved when a campus unit takes a collaborative leadership role to work with other departments, offices, and groups. Simply developing and implementing assessment in isolation and for the unit itself is not enough. While the value of collaboration among diverse campus constituents is widely recognized, it is not easily achieved. This occasional paper synthesizes the results of the program Assessment in Action: Academic Libraries and Student Success (AiA) by the Association of College and Research Libraries, which involved over 200 campus teams led by librarians. [Read more...](#)



New NILOA Assessment in Practice



Library PECEconomics

Charles L. Brown,

Assistant Provost and Dean of University Libraries, Professor
(former Institutional Effectiveness coordinator)

This Assessment in Practice explores Sullivan University Library's Planning and Evaluation Coordinating Council institutional effectiveness process, protocols, and associated body of knowledge – which has been dubbed PECEconomics for short. Specifically, the author examines the meaningful

ways in which the library navigates accreditation and assessment, the library's role in terms of what has worked and why, the future of PECEconomics, and the shifts moving away from a culture of compliance into a culture of continuous improvement. [Read more...](#)

NILOA Viewpoint

Collaborating for Individual and Institutional Success: Libraries as Strategic Campus Partners

Jennifer Duncan, Kacy Lundstrom, Becky Thoms
Utah State University Libraries

Librarians often struggle to successfully communicate their valuable contributions to teaching and learning to the larger university community. When we saw the call for proposals for the Association of American Colleges & Universities 2017 Annual Meeting, we recognized an opportunity to promote [Utah State University \(USU\) Libraries' work](#) to align itself with our university goals and initiatives so that colleagues at other institutions might identify collaborative opportunities with their own libraries. [Read more...](#)



NILOA In The Field



It has been nearly a month since the Assessment Institute concluded in Indianapolis. We would like to share our observations from select sessions that were part of the NILOA Track and provide you with an opportunity to access presentations by the NILOA Team. This section features commentary on *Transparency across the Curriculum: Assignments, Alignments, and Learning Outcomes*, by Pat Hutchings, *Building a Case for a Learning System*, by Natasha Jankowski, *A National View of the Field: 2017 NILOA Provost Survey Results* by George Kuh and Jillian Kinzie, *Assessment at Historically Black Colleges and Universities*, by Verna Orr and *Using the Excellence in Assessment*

Designation to Advance Campus Assessment, by Gianina Baker. Finally, please find exclusive commentary about this year's Assessment Institute by Peter Ewell and Pat Hutchings. The report from NILOA's [September activities](#) is also available in NILOA in the Field section on our website. [Read more...](#)

NILOA Updates



National Institute for Learning Outcomes Assessment

NILOA Featured Website

[The Borough of Manhattan Community College's \(BMCC\) Office of Institutional Effectiveness and Analytics](#) ensures that learning is consistent with institutional goals utilizing assessment as a tool for planning and supporting student learning. To support assessment, resources are available on the BMCC website in an [Assessment Handbook](#) a

comprehensive guide introducing faculty to assessment, defining institutional goals, along with instructions on planning, methods and execution. [Read more...](#)

News

[Elevating Your Educational "Hotness": Achieving Teaching Excellence](#)

Teaching excellence can not be achieved without properly designed assessment. It is a critical tool that helps teachers monitor and document learning, and thus allows them to adjust and improve their teaching. Author encourages teachers to use available resources, such as free access to NILOA resources, to learn and improve their assessment skills.

[Teaching Newsletter: Making It OK to Ask for Help. The First Big Grade](#)

Freshmen often struggle to adjust to higher education grading, which delivers a different experience from what they are used to in high school. NILOA director, Natasha Jankowski, recommends that professors should prepare students for this new type of evaluation and inform them thoroughly what the learning outcomes are, so that students know what is expected of them.

[Innovators: 10 Classroom Trailblazers](#)

The Chronicle for Higher Education has released a new report highlighting ten examples of teaching innovators who continuously revise their pedagogy to better engage students.

[ACE Issues White Paper Examining Institutional Commitment to Teaching Excellence](#)

A new white paper from ACE, [Institutional Commitment to Teaching Excellence: Assessing the Impacts and Outcomes of Faculty Development](#), argues that student-centered, attainment-focused pedagogical approaches can improve learning outcomes, as well as impact student retention, persistence, and overall success.

Teaching Newsletter: How to Infuse Creativity in the Classroom

This edition of the Teaching Newsletter includes examples of creative pedagogical practices used to teach creativity and concepts of social psychology such as discrimination and altruism. In addition, the newsletter offers an example of how one professor is providing students more effective feedback.

Making Students' Jobs More Meaningful

In order to meet work force demands for graduates with greater job skills, colleges and universities are providing students with more meaningful work experiences on campus. For example, Clemson University has introduced a paid internship program providing incentives for faculty and staff to create meaningful work opportunities for students.

It'sNotAcademic – The podcast: Episode eight with Brenda Small

Confederation College began developing indigenous learning outcomes in 2007, and they have been implemented throughout the college to increase every student's understanding of indigenous culture and perspectives. This podcast explores the process, challenges, and drivers behind Confederation College engaging in this work.

An online debate about Teaching Excellence for Student Success

HEA is using their experience in supporting teaching in higher education to launch a debate about excellence in teaching, due to unprecedented scrutiny over higher education.

Curriculum for Work-Force Development

The U.S. Chamber of Commerce Foundation released the Talent Pipeline Management Academy. It is a proposed curriculum that aims to close the skills gap by increasing collaboration between employers, higher education institutions, and the government. The curriculum can be found [here](#).

Job Announcements:**Director of Student Affairs Assessment**

Case Western Reserve University is seeking a candidate to fill position of a Director of Student Affairs Assessment who will provide leadership, coordination and technical expertise for program evaluation, outcomes assessment and research efforts across the division.

Awards:**ASHE Leadership Award to Trudy W. Banta**

NILOA congratulates Trudy W. Banta for recognition by ASHE's Leadership Award, given for outstanding leadership in advancing the study of higher education. This award is intended to recognize individuals who bring visibility and support to the field of higher education by demonstrating the contributions of the study of higher education to policy formation, or in gaining substantial resources for research and training in higher education.

Elon Registrar's Office Wins Research Award

A proposal by Elon University, "Mining Co-Curricular Data to Improve Retention," has been selected for AACRAO's 2017 Annual Strategic Enrollment Management Conference as part of the National Student Clearinghouse Research Track. More information on the proposal can be found [here](#).

Announcements:

Applications for the third annual **Teaching and Learning National Institute (TLNI): Using Evidence for Improvement** are now available! TLNI brings together campus teams committed to using evidence to identify areas of the student experience to strengthen and then, drawing from known successful practices, to construct more effective approaches both in and outside the classroom. Participating teams leave with an action plan in hand. NILOA is proud to be one of the sponsors of this Institute.

Upcoming Conferences and Programs

November 15-17, 2017. [2017 Virginia Assessment Group Conference](#).
Richmond, VA.

****Thursday, November 16, 8:30 am. - 9:30 am.** Natasha Jankowski, NILOA director, will deliver the keynote, *Charting the future by reflecting on our past*.

November 26, 2017. [Call for Proposals Deadline: 2018 Transformative Learning Conference](#)

December 1-5, 2017. [PESA Conference 2017. Birth, Death and Rebirth: Does philosophy of education need a new Subject?](#)
Newcastle, Australia.

****Monday, December 4, 11:30 am. - 12:00 am.** Natasha Jankowski, NILOA director, will

deliver a presentation *Birth of Integrated Networks: Transitory Learning in an Age of Change*.

December 11-12, 2017. [Professional Higher Education Accreditation: Why does it matter more than ever?](#)

Düsseldorf, Germany.

December 13-15, 2017. [132nd NEASC Annual Meeting and Conference](#)

Boston, MA.

****Thursday, December 14, 8:00 am. - 9:15 am. Natasha Jankowski, NILOA director, will deliver Higher Education Assessment Workshop: *Robust Results*.**

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National Institute for Learning Outcomes Assessment

Making Learning Outcomes Usable & Transparent

NILOA December 2017 Newsletter

Please take a moment to read our [2017 Year-End Note](#) reflecting on NILOA's activities over the past 12 months.

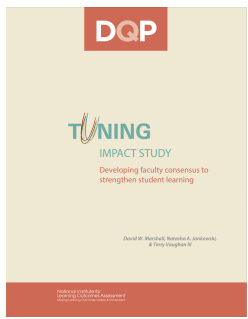
Of special interest in this year's final newsletter is an invitation to apply for the 2018 Excellence in Assessment Designations. We also feature the *Tuning impact study: Developing faculty consensus to strengthen student learning*, written by David W. Marshall, Natasha A. Jankowski, and Terry Vaughan III, an Assessment in Practice, *Achieving Excellence in Data Visualization*, by Martha J. Larkin and George R. Larkin, responses to the equity and assessment conversation by Jodi Fisler and Jan McArthur, and a summary of NILOA's activities in the field during November. We are also pleased to announce Pennsylvania State University as this month's Featured Website. Finally, please note relevant News Items, announcements, and information on Upcoming Conferences and Programs.

NILOA Tuning Impact Study

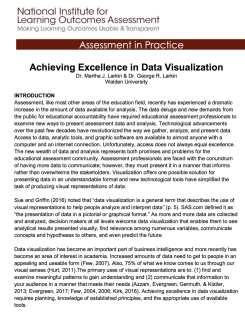
Tuning impact study: Developing faculty consensus to strengthen student learning

David W. Marshall, Natasha A. Jankowski, & Terry Vaughan III

The Tuning impact study discusses the intended outcomes of Tuning as well as the assumptions undergirding the benefits of engaging in a Tuning process. In this report, Drs. Marshall, Jankowski, and Vaughan III present outcomes from the work of Tuning in the United States from 2009-2016. Findings address the process of reaching consensus, faculty cross-institution collaborations, implications for transfer and pathways, educational redesign and assessment, and student and employer engagement. [Read more...](#)



New NILOA Assessment in Practice



Achieving Excellence in Data Visualization

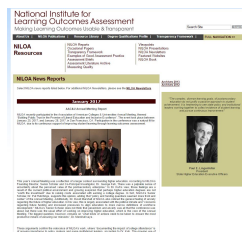
Dr. Martha J. Larkin & Dr. George R. Larkin
Walden University

Student learning outcomes assessment has produced a dramatic increase in the amount of data available for analysis. The data deluge and demands from the public for educational accountability require that educational assessment professionals develop new ways to analyze and present assessment results. Technological advancements over the past few decades have revolutionized the way we gather, analyze, and present data. Visualization offers one possible

solution for presenting data in an understandable format. [Read more...](#)

NILOA In The Field

Through a combination of keynote speeches and presentations, NILOA staff were busy this past month. We attended the NEEAN Fall Forum 2017 *Advancing Assessment in New England*, the 42nd Annual ASHE Conference *Power to the People*, the NCA's 103rd Annual Convention *Our Legacy*,



Our *Relevance* and the 2017 Virginia Assessment Group Conference among others. [Read more...](#)

2018 Excellence in Assessment Designation

Application materials for the 2018 Excellence in Assessment (EIA) Designation are **now available!**

The Excellence in Assessment (EIA) program recognizes institutions for their efforts in intentional integration of campus-level learning outcomes assessment. The EIA designations focus on campus processes and uses of assessment outcomes, rather than on student performance or accomplishment. Completed applications are due by May 1, 2018. [Read more...](#)



NILOA Updates

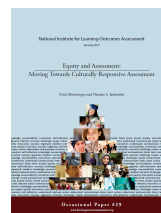


NILOA Featured Website

The [Office of Planning and Assessment](#) at Pennsylvania State University provides structure, oversight, and support for learning outcomes assessment at all 24 campuses. The Office of Planning and Assessment outlines an [eight step learning outcomes](#) assessment process. All degrees ([undergraduate](#), [graduate](#)) [certificates](#), and [shared degrees](#) offered by Penn State are analyzed annually. [Read more...](#)

[Bringing Equity into the Heart of Assessment](#)

In January 2017, NILOA's Natasha Jankowski and Erick Montenegro launched a conversation on the relationship between equity and assessment in the [29th Occasional Paper, *Equity and Assessment: Moving Towards Culturally Responsive Assessment*](#). In the recently released [Assessment Update](#), they take a moment to reflect on the conversation over the past year and where we have yet to go. While we will continue the conversation into 2018 with additional responses to the paper, we are pleased to announce the release of new installments to the equity conversation by [Jodi Fisler](#), Associate for Assessment Policy and Analysis at the State Council of Higher Education for Virginia (SCHEV), and [Jan McArthur](#), Lecturer at Lancaster University.



News

[AAC&U Announces the launch of the VALUE Institute](#)

The VALUE Institute is a new resource, based on VALUE rubrics approach to assessment, that intends to create a digital repository of student work for external validation of institutional learning assessment. In partnership with the Indiana University Center for Postsecondary Research, the VALUE Institute will help institutions document, report and use evidence of authentic student learning outcomes to improve learning.

[HIPs at Ten](#)

George Kuh, NILOA's co-founder and senior scholar, along with Ken O'Donnel and Carol Geary Schneider, reflect on high-impact practices (HIPs) after a decade since its introduction.

[Making Space for Assessment and Feedback](#)

British Higher Education Academy stresses the importance of innovative and effective assessment. British educators believe there is a need to reevaluate assessment, which currently focuses on grades and standardized testing in the UK, to better support students' learning, and increase collaboration between stakeholders responsible for students' success.

[Competency-Based Micro-credentials are Transforming Professional Learning](#)

This article provides an overview of micro-credentials and how they fit within a competency-

based education (CBE) context. Provided are multiple resources – articles, initiatives, and institutional examples – to get readers acquainted with CBE and micro-credentials.

Solving the Work Force's Skills Gap

In this essay, the authors make the case for higher education to offer broad-based educational opportunities combining coursework and co-curricular experiences focused on developing learners' digital fluency skills. Using Bryn Mawr College as an example, the piece discusses the benefits of such an approach to education.

Bringing Microcredential Providers in From the Cold

Very little is known about microcredential providers and learners. Adelman, one of four authors of the Degrees Qualifications Profile (DQP), recommends that microcredential providers should be kept to the same standard as other public institutions. Such an approach would allow us to document learning across a wider body of participants and enable data gathering across the board to ensure equal access for all learners.

AALHE's Quarterly Publication: Fall 2017 Issue of Intersection

AALHE released the fall edition of its quarterly publication *Intersection*. The *Intersection* features events and news within the organization and short articles and interviews on the practice of assessment in higher education.

A Call to Reform Undergraduate Education

Effective undergraduate teaching initiatives to improve student learning require institutional support, peer support, and coordinated efforts of multiple actors within a campus. Assisting students from groups with the lowest completion rates, along with smoothening the transfer process and pushing for transparency in informing students and their families, are critical steps in improving the learning experience for students.

Job Announcement:

Business & Partnership Development Manager

Credential Engine is seeking a candidate to fill the position of a Business & Partnership Development Manager who will serve as lead staff person in the development of partnerships, including with technology companies, to support the business and mission of Credential Engine.

Announcements:

Dr. Mildred Garcia Appointed President of AASCU

NILOA would like to congratulate Dr. Mildred Garcia, a member of NILOA's National Advisory Panel, on her appointment as the new President of the American Association of State Colleges and Universities.

Teaching and Learning National Institute (TLNI): Using Evidence for

Improvement applications are now available! TLNI brings together campus teams committed to using evidence to identify areas of the student experience to strengthen and then, drawing from known successful practices, to construct more effective approaches both in and outside the classroom. Participating teams leave with an action plan in hand. NILOA is proud to be one of the sponsors of this Institute.

Upcoming Conferences and Programs

December 13-15, 2017. [132nd NEASC Annual Meeting and Conference](#)
Boston, MA.

****Thursday, December 14, 8:00 am-9:15 am. Natasha Jankowski, NILOA director, with Christopher Hourigan, Rhode Island College, and Rachael DiPietro, Norwalk Community College, will deliver Higher Education Assessment Workshop: *Robust Results*.**

December 29, 2017. [Call for Proposals: ANNY's 6th Annual Conference](#)
Syracuse, NY.

January 9, 2018. [Course Design for Essential Learning Institute and Certificate Program](#)
Deland, FL.

January 10, 2018. [ATC Telling Your Story](#)
Albany, NY.

January 16, 2018. [WASC Assignment Design Charrette](#)
Pomona, CA.

****NILOA director, Natasha Jankowski, and NILOA senior scholar, David Marshall will facilitate the charrette.**

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