Building a Case for a Learning System

NATASHA JANKOWSKI, PHD

DIRECTOR, NATIONAL INSTITUTE FOR LEARNING OUTCOMES ASSESSMENT

National Institute for
Learning Outcomes Assessment
Making Learning Outcomes Usable & Transparent

NILOA

NILOA's mission is to discover and disseminate effective use of assessment data to strengthen undergraduate education and support institutions in their assessment efforts.

● Surveys ● Web Scans ● Case Studies ● Focus Groups ● Occasional Papers ● Website ● Resources ● Newsletter ● Presentations ● Transparency Framework ● Featured Websites ● Accreditation Resources ● Assessment Event Calendar ● Assessment News ● Measuring Quality Inventory ● Policy Analysis ● Environmental Scan ● Degree Qualifications Profile ● Tuning ● Learning system

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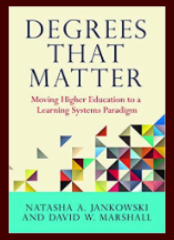
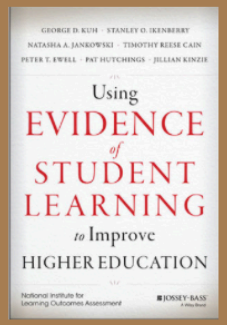
FULL NAVIGATION >>

We are pleased to announce the release of a new NILOA book, *Degrees that Matter: Moving Higher Education to a Learning System Paradigm*. The book is available now.



We are pleased to announce the release of a new NILOA book this month, Degrees that Matter: Moving Higher Education to a Learning System Paradigm. To read more about the book click here.

- 2017 EIA Release
- New Book
- New Paper!
- Equity Responses



Click here to browse NILOA's Assignment Library.

Bucknell University

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

Featured Website Archive

In the News | Archive

Join Our Email List

Congratulations to the 2017 Excellence in Assessment (EIA) Designees!

Mon, Aug 21, 2017 - 08:30 am

Five colleges and universities were named the ***2017 Excellence in Assessment (EIA) 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.

New Issue of Change: The Magazine of Higher Learning

Mon, Aug 21, 2017 - 08:00 am

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

Mon, Aug 21, 2017 - 08:00 am

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

NILOA Track Today

12:30 – 1:30 Curriculum Mapping and Assignment Design: Applying the Learning Systems Paradigm, David Marshall, NILOA

1:45 – 2:45 A National View of the Field: 2017 NILOA Provost Survey Results, Jillian Kinzie and George D. Kuh, NILOA

3:15 – 4:15 Assessment Modules: Previewing a New Online Professional Development Resource, Christopher Cratsley, Fitchburg State University, Jennifer Herman, Simmons College

4:30 – 5:30 An Introduction to DQP and Tuning: Bringing Multiple Strands of Work Together, Dan McInerney, Utah State University

NILOA Track Tuesday

9:30 – 10:30 On Solid Ground: Assessment for Learning, Terrel L. Rhodes, AAC&U, Julie Carnahan, SHEEO, Lisa Foss, St. Cloud State University, and Ken Sauer, Indiana Commission on Higher Education

10:45 – 11:45 Using VALUE and Tuning to Improve Assessment, Brad Mello and Cyndi Grobmeier, Saint Xavier University, and David Marshall, NILOA (moderator)

1:15 – 2:15 Assessment at Historically Black Colleges and Universities, Solomon Alao, Morgan State University; Saundra F. DeLauder, Delaware State University; Garrya Dunston, Howard University; Rebecca Ertel, Central State University; Mark Howse, Morehouse School of Medicine; Pamela Richardson-Wilks, Wilberforce University; Becky Verzinski, Bowie State University; Latasha Wade, University of Maryland Eastern Shore; Ereka Williams, North Carolina A&T State University, and Verna Orr, NILOA (moderator)

NILOA Track Tuesday cont.

2:45 – 3:45 Using the Excellence in Assessment (EIA) Designation to Advance Campus Assessment, Harriet Hobbs and Christine Robinson, University of North Carolina at Charlotte, Jessica Turos, Bowling Green State University, and Gianina R. Baker, NILOA (moderator)

4:00 – 5:00 Transparency in Student Learning and Engagement Inside and Out, Carole L. Huston and Margaret Leary, University of San Diego

Courses

Starting Institution

Transfer Institution

Assignments

Programs

General Ed

Co-Curriculum

Employment

CURRENT STUDENT EXPERIENCE OF HIGHER EDUCATION

HOW WE WORK

Courses

Starting Institution

Transfer Institution

Assignments

Programs

General Ed

Employment

Co-Curriculum

Courses

Starting Institution

Transfer Institution

Assignments

Programs

General Ed

Co-Curriculum

Employment

INITIATIVES IN HIGHER EDUCATION

Courses

Assignments

Programs

General Ed

Employment

Co-Curriculum

Starting Institution

Transfer Institution

Courses

Starting Institution

Transfer Institution

Assignments

General Ed

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Starting Institution

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HOW WE NEED TO WORK

Courses

Starting Institution

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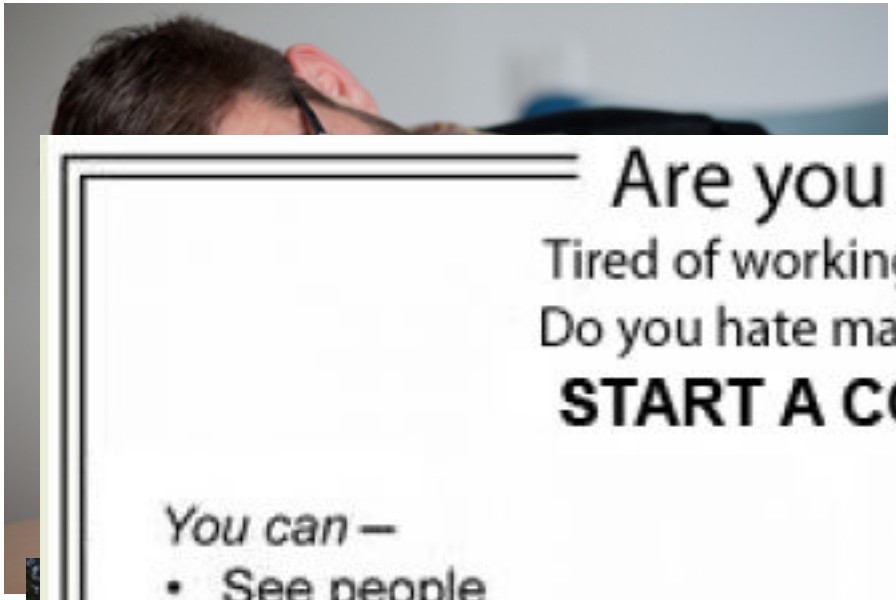
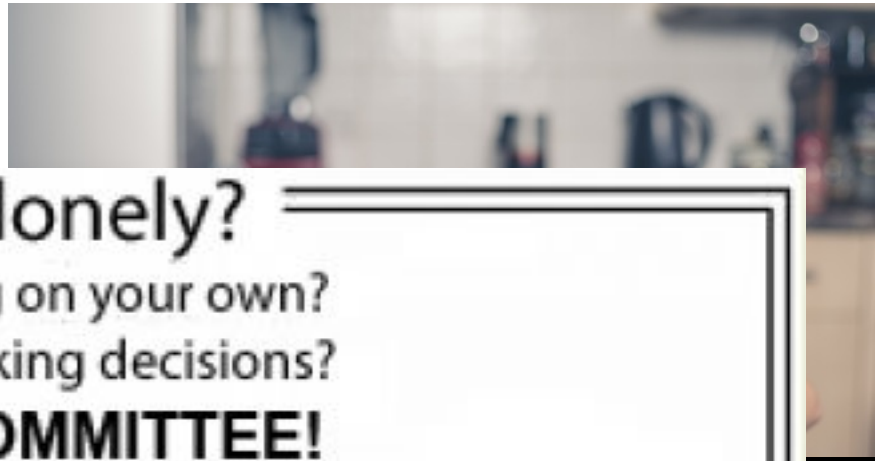




Are you lonely?

Tired of working on your own?

Do you hate making decisions?

START A COMMITTEE!

You can –

- See people
- Show charts
- Feel important
- Point with a stick
- Eat donuts
- Impress your colleagues

COMMITTEES

THE PRACTICAL ALTERNATIVE TO WORK

National Institute for Learning Outcomes Assessment

November 2009

Assessment, Accountability, and Improvement:

Revisiting the Tension

Peter T. Ewell

Foreword by George D. Kuh

Occasional Paper #1

learningoutcomesassessment.org

Principles of Local Practice

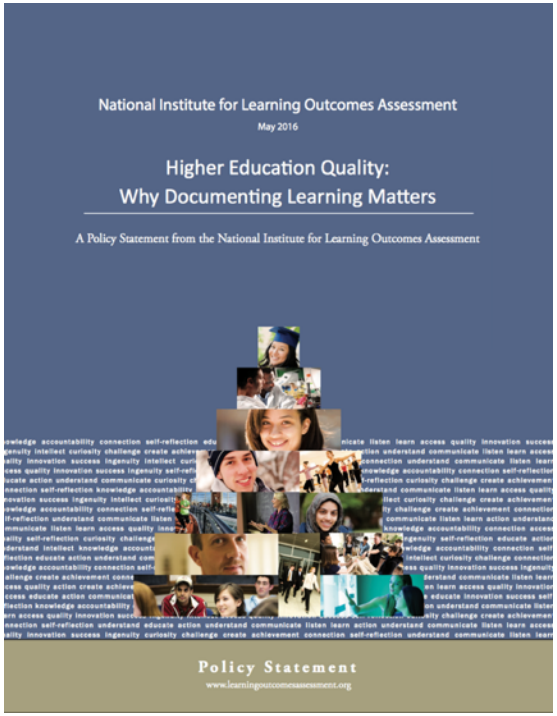
Develop specific, actionable learning outcomes statements.

Connect learning outcomes with actual student demonstrations of their learning.

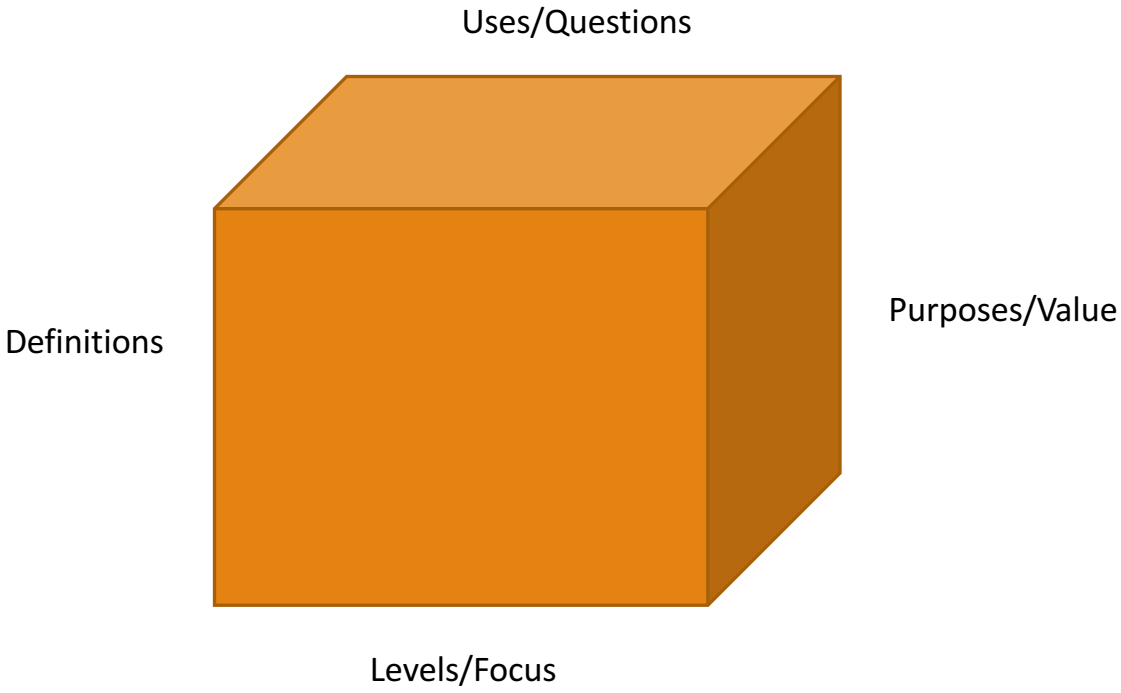
Collaborate with relevant stakeholders, beginning with the faculty.

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

Focus on improvement and compliance will take care of itself.



Assessment Cube of Misunderstandings



Added Layers

Behind each side of the cube there are:

1. Theories about how students learn
2. Beliefs around what can be assessed
3. The “best” or “proper” means to assess student learning
4. How to warrant arguments about what students know and can do as a result of education

All with no agreements, leading to disputes built around unclear assumptions that impact practice with people dismissing other sides **– remember assessment is a field and it’s a field that moves.**

Three Schools of Thought

Measurement

Compliance (Reporting)

Teaching and Learning (Improvement)

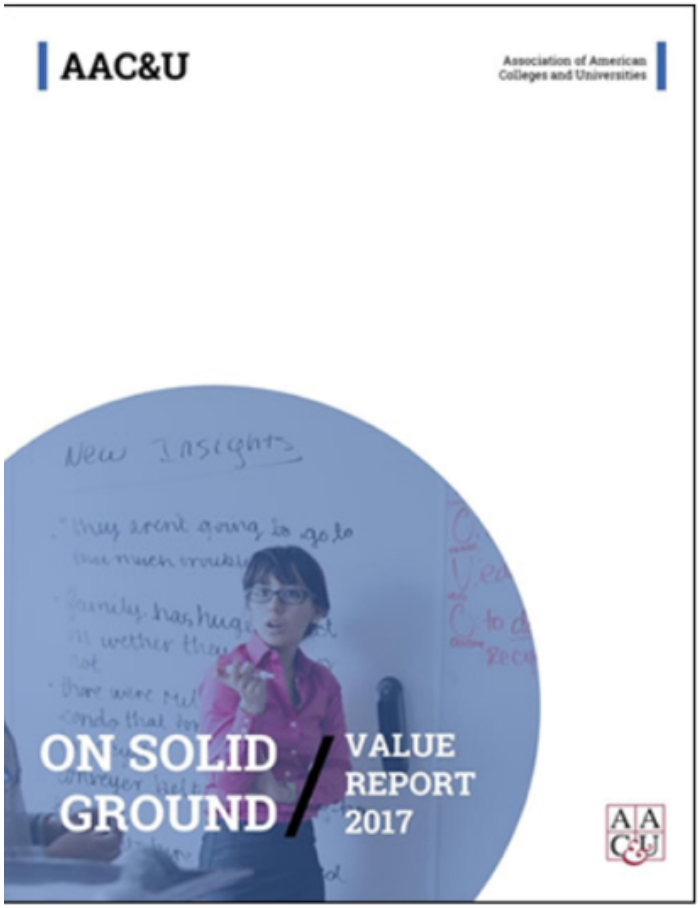
Measurement

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

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

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

VALUE report

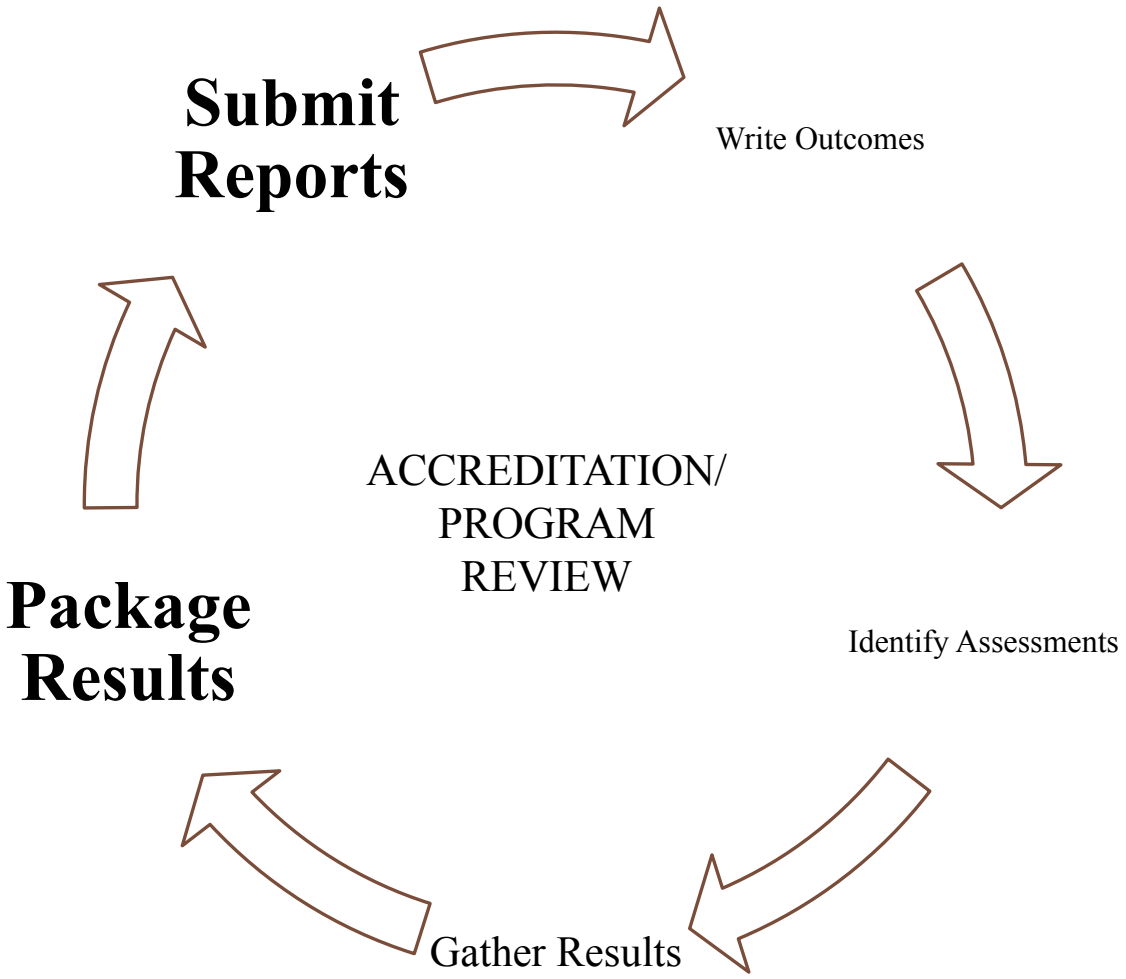


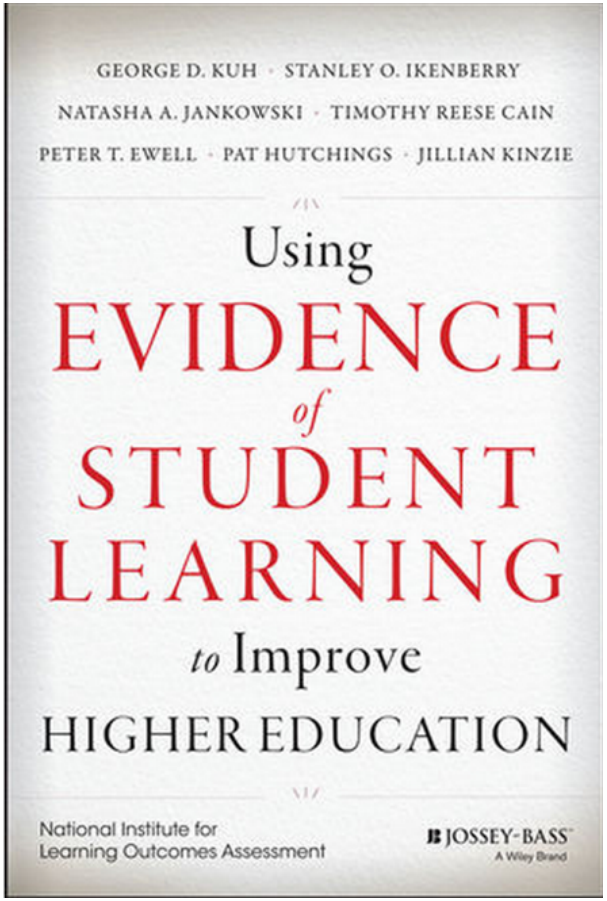
Compliance

Documenting institutional quality assurance through reporting frameworks

Is assessment destroying the liberal arts? ~Karin Brown

- Bureaucractic
- Laborious
- Time consuming
- Separated from teaching and learning
- Add on
- Accountability and quality assurance
- Reporting and archive
- Lots of data collection, minimal use


Submit Reports
Write Outcomes
ACCREDITATION/ PROGRAM REVIEW
Identify Assessments
Package Results
Gather Results


GEORGE D. KUH · STANLEY O. IKENBERRY
NATASHA A. JANKOWSKI · TIMOTHY REESE CAIN
PETER T. EWELL · PAT HUTCHINGS · JILLIAN KINZIE
Using
EVIDENCE
of
STUDENT
LEARNING
to Improve
HIGHER EDUCATION
National Institute for
Learning Outcomes Assessment
JOSSEY-BASS
A Wiley Brand

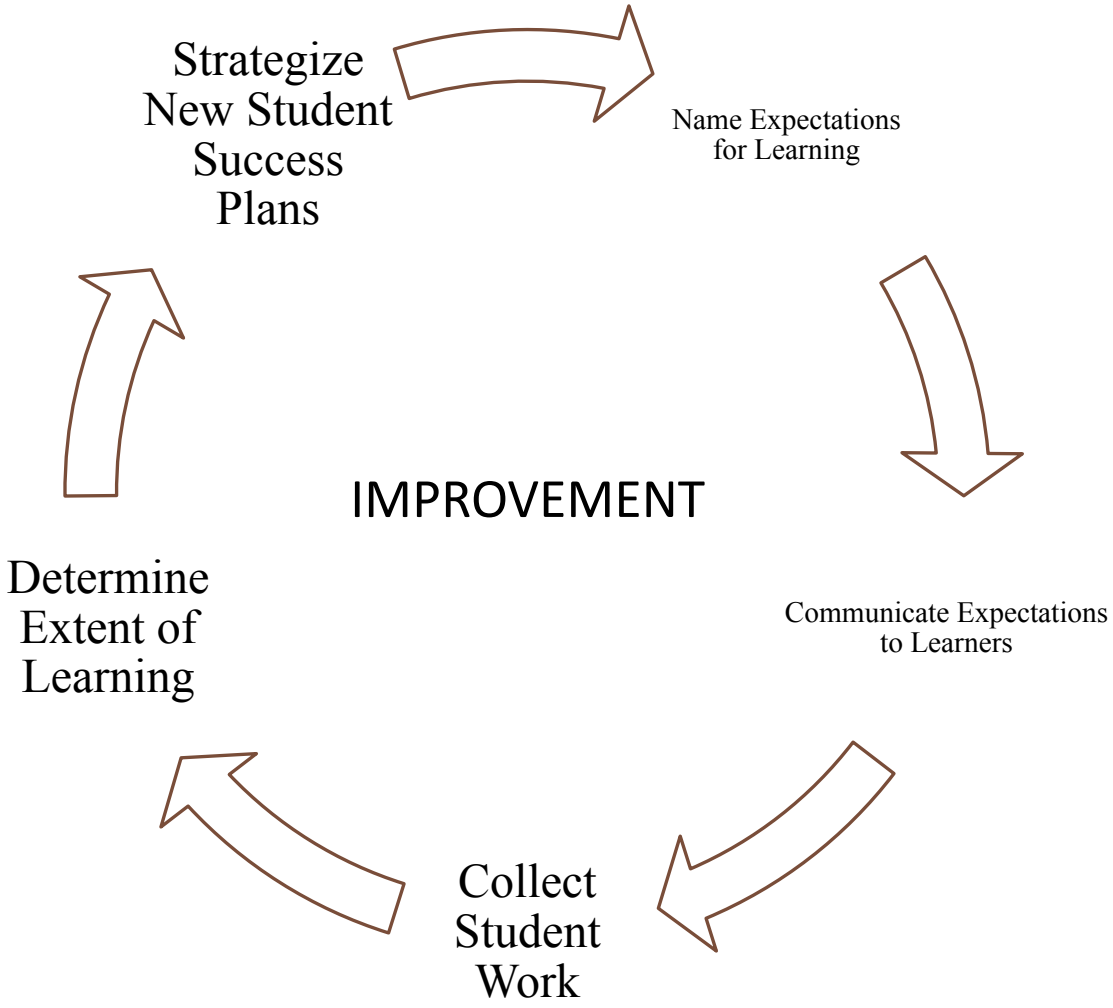
But where are the students…?

Teaching and Learning

Focus on pedagogy, understanding of student experience, informing program improvement, embedded in curricular design and feedback, builds student agency

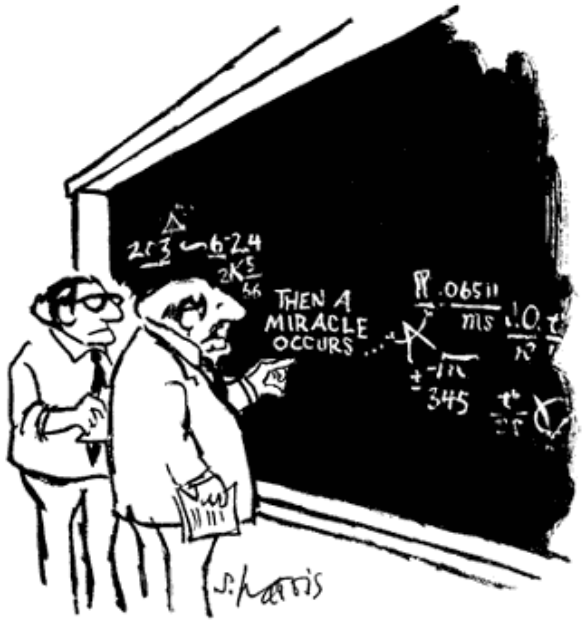
Does continuous assessment in higher education support student learning? ~Rosario Hernandez

- Driven by faculty questions regarding their praxis – is what I am doing working for my students?
- Improvement oriented
- Focus on individual students
- Students as active participants – not something done to them
- Formative
- Feedback
- Collaborative
- Assessment for learning
- Adaptive and embedded


Name Expectations for Learning
Communicate Expectations to Learners
Collect Student Work
Determine Extent of Learning
Strategize New Student Success Plans
IMPROVEMENT

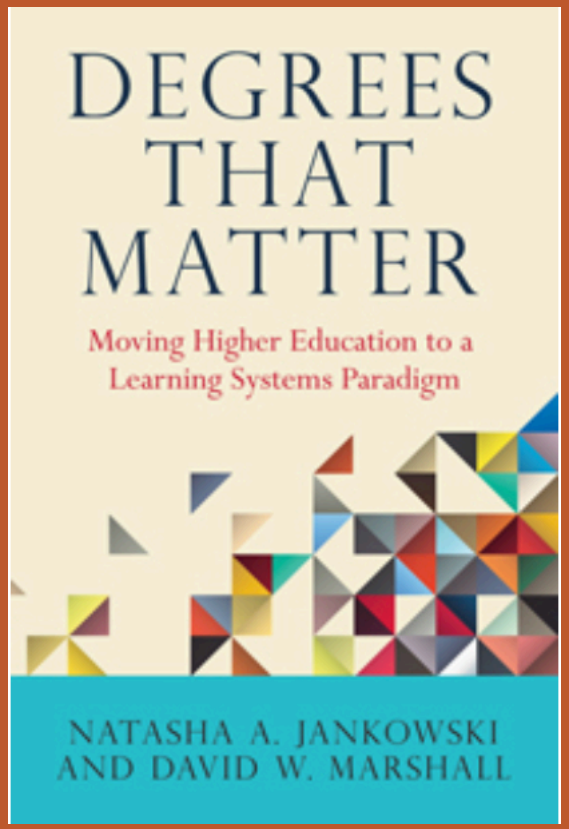
What does good assessment look like for us?

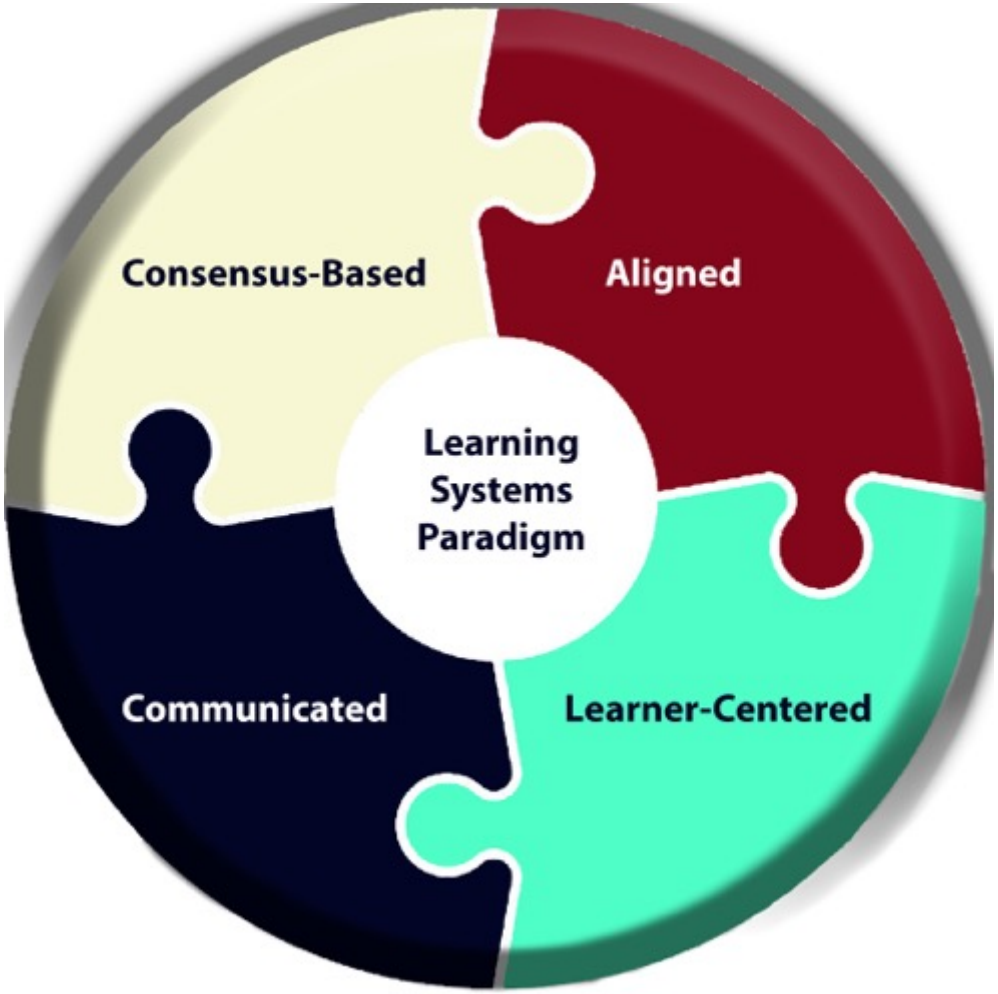
Why do we think that what we are doing, for these students, will lead to enhanced learning, at this time?



"I think you should be more explicit here in step two."

The Learning Systems Paradigm





Consensus-based

Through faculty-led conversations, reflections, and explorations with employers, alumni, students, and others, a shared understanding and consensus is reached on learning outcomes. This shared understanding serves as the foundation for revising outcomes for enhanced clarity and designing educational experiences.

Alignment

Using the agreed upon learning outcomes, faculty and staff align educational experiences throughout the institution for intentional integration, coherence, and fostering of multiple pathways. Alignment involves curriculum mapping, scaffolding, assignment design, mapping of career pathways, and co-curricular engagement.

Learner-Centered

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

Communication

Communication and collaboration with students and other audiences through transparent discussions around the outcomes and educational system works to make the implicit explicit. Communication involves exploration and integration with advising, alternative transcripts, admissions, and employers.

Learning Systems Paradigm

Why do we need each of the four elements of the paradigm?

Transparency

Awareness of Learning Outcome Statements

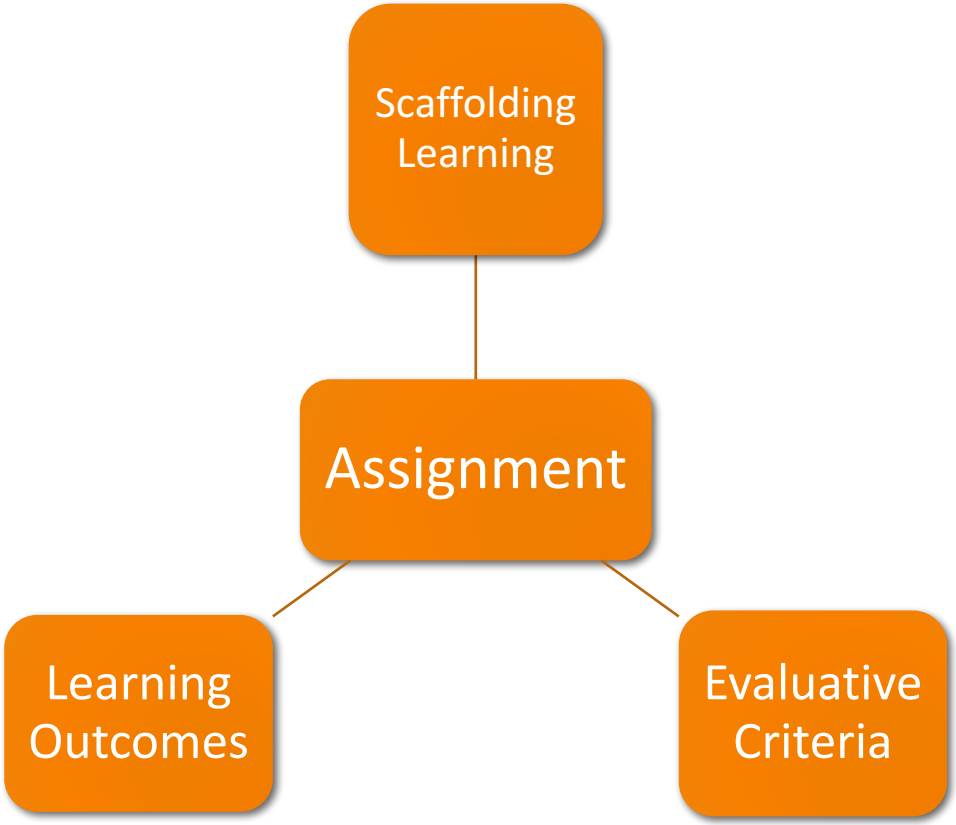
Alignment

How do courses build towards mastery through repetition and increasing expectations for particular outcomes?

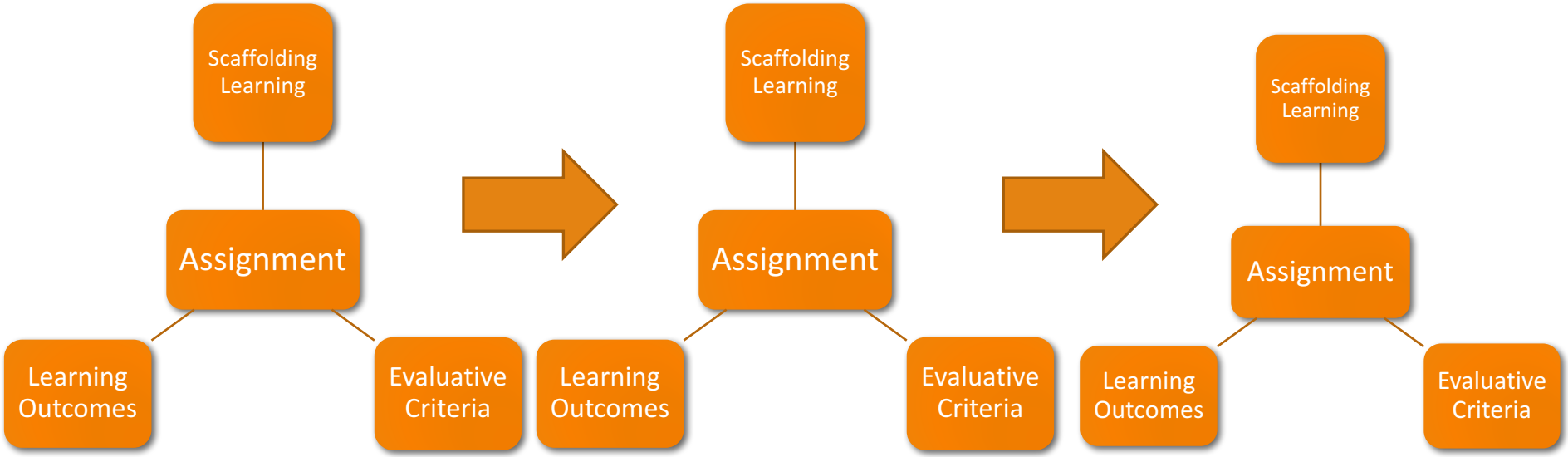
How do assignments and activities elicit student demonstrations of a specific learning outcome?

How do individual faculty contribute to this collective work in their courses?

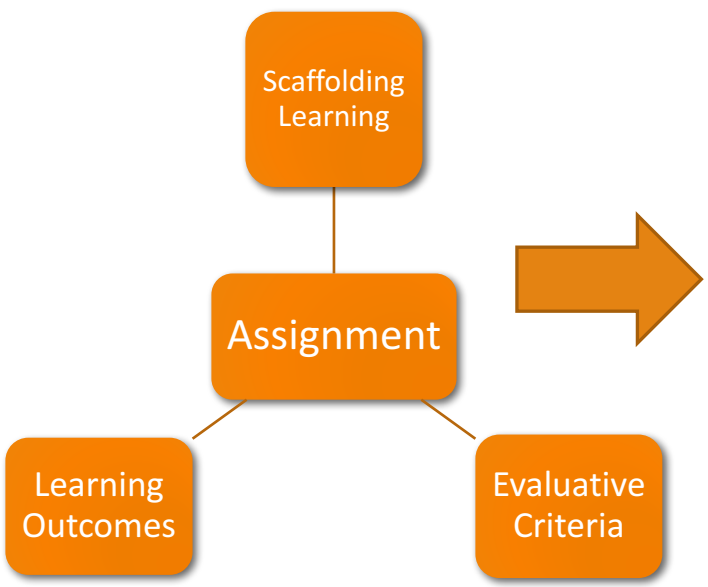
Alignment within courses



How assignments connect



Connections



Employers

Co-curricular

Implications for transcripts, career development, and pathways

Transparency in Assignments

Transparency in Teaching and Learning: https://www.unlv.edu/provost/teachingandlearning

Purpose

Skills you'll practice by doing this assignment

Content knowledge you'll gain from doing this assignment

How you can use these in your life beyond the context of this course, in and beyond college

Task

What to do

How to do it (Are there recommended steps? What roadblocks/mistakes should you avoid?)

Criteria

(Are you on the right track? How to know you're doing what's expected?)

Annotated examples of successful work

(What's good about these examples? Use the checklist to identify the successful parts.)

Rubrics

Do we share our rubrics or criteria with students and actively engage them in the review process?

Rubric Criteria	Student Evaluation	Faculty Feedback
Rubric Content	Stipulate why gave score did	Faculty stipulate why gave score did
	Stipulate what they need to do to advance	Targeted feedback to improve

National Institute for Learning Outcomes Assessment

January 2017

Equity and Assessment:
Moving Towards Culturally Responsive Assessment

Erick Montenegro and Natasha A. Jankowski

Occasional Paper #29

www.learningoutcomesassessment.org

Timing and Placement of Assignments

Do we consider student movement through curriculum in terms of the placement of signature assignments? When do we give students feedback and do they have a chance to *do* anything with it?

Communicating our Assessment Work

Evidence of student learning is used in **support of claims or arguments** about **improvement and accountability** told through **stories** to **persuade a specific audience.**

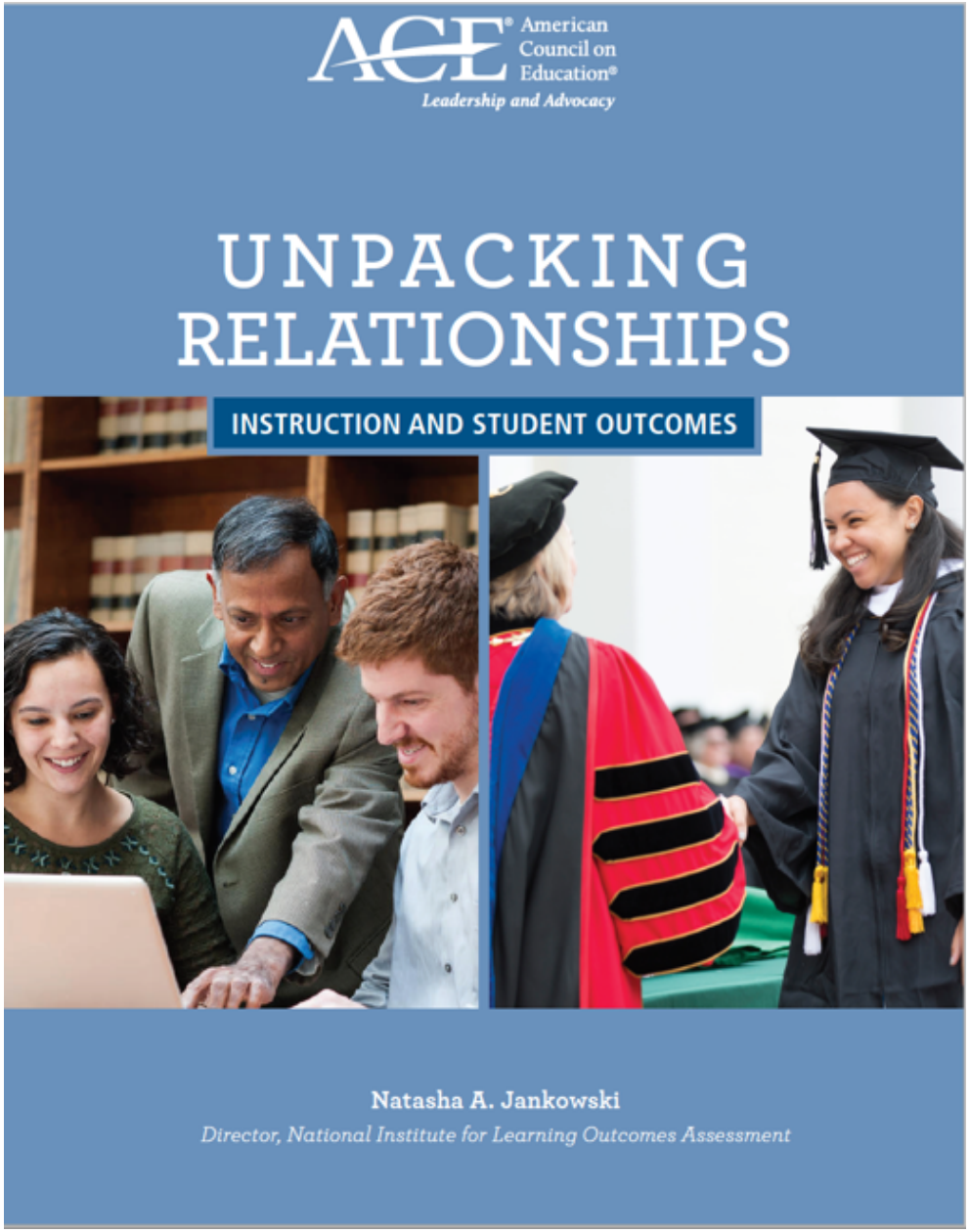
Need to tell our story and help students tell theirs.

The Why

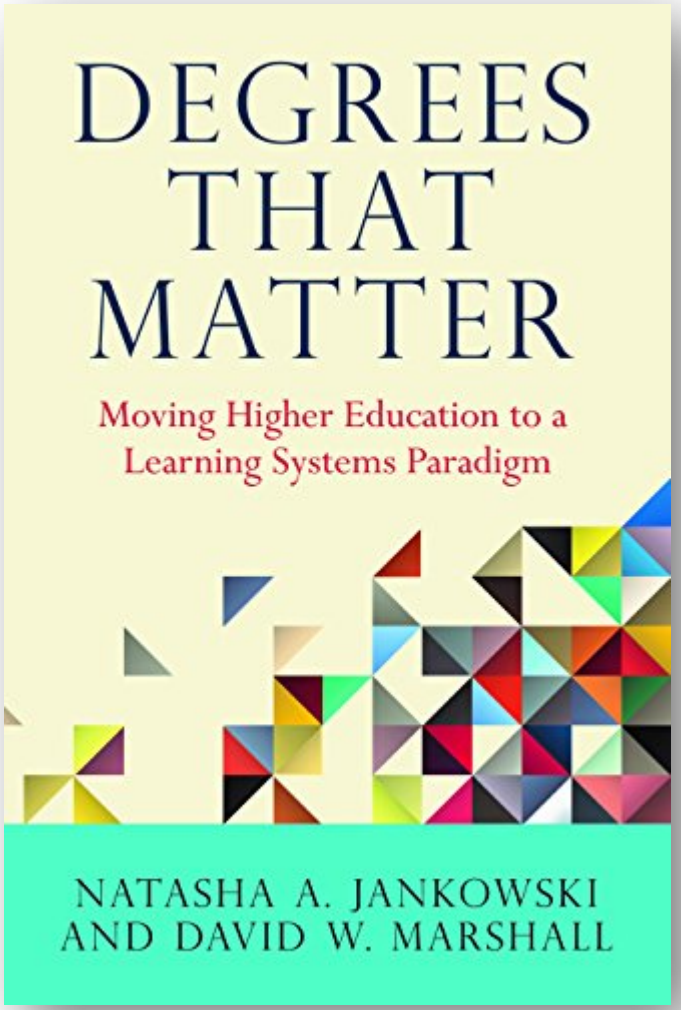
Toulmin (2003)

Connection Points

To ensure student success, it's how all of the pieces connect together to support collective development of active and engaged learners.


ACE American Council on Education
Leadership and Advocacy
UNPACKING RELATIONSHIPS
INSTRUCTION AND STUDENT OUTCOMES
Natasha A. Jankowski
Director, National Institute for Learning Outcomes Assessment

Developed more fully in. . .



Discussion time

Email: niloa@education.illinois.edu

http://www.learningoutcomesassessment.org

www.assignmentlibrary.org

www.degreeprofile.org