Recognizing Excellence in Campus Assessment: Using the Excellence in Assessment Designation for Self-Assessment

Teri Hinds
Natasha Jankowski

How to Participate!

- **Handout**: EIA Designations scoring rubric
  - Click the + to expand the window
  - Click the file to download the PDF
- **Chat box** for comments and conversation
  - Click the + to expand the window
  - Select "All – Entire Audience" from the dropdown at the bottom
  - Type your comment in the box with "[Type message here]"
- **Questions** for presenters
  - Click the + to expand the window
  - Enter your question and send it to the Organizers
- **Raise your hand** during the discussion at the end to be unmuted and contribute verbally!

Overview

- Current state of learning outcomes: The shifting terrain
- Transparency Research: The NILOA Transparency Framework
- Putting it all together: The Excellence in Assessment Designations

Who’s Here?

- What is your role on campus?
  - Faculty
  - Staff
  - Administrator
  - Assessment Coordinator
  - Another role – comment in the chat!

Who's Here?

- Which best describes your campus?

  - 2-year public institution
  - 2-year private institution
  - 4-year public institution
  - 4-year private institution

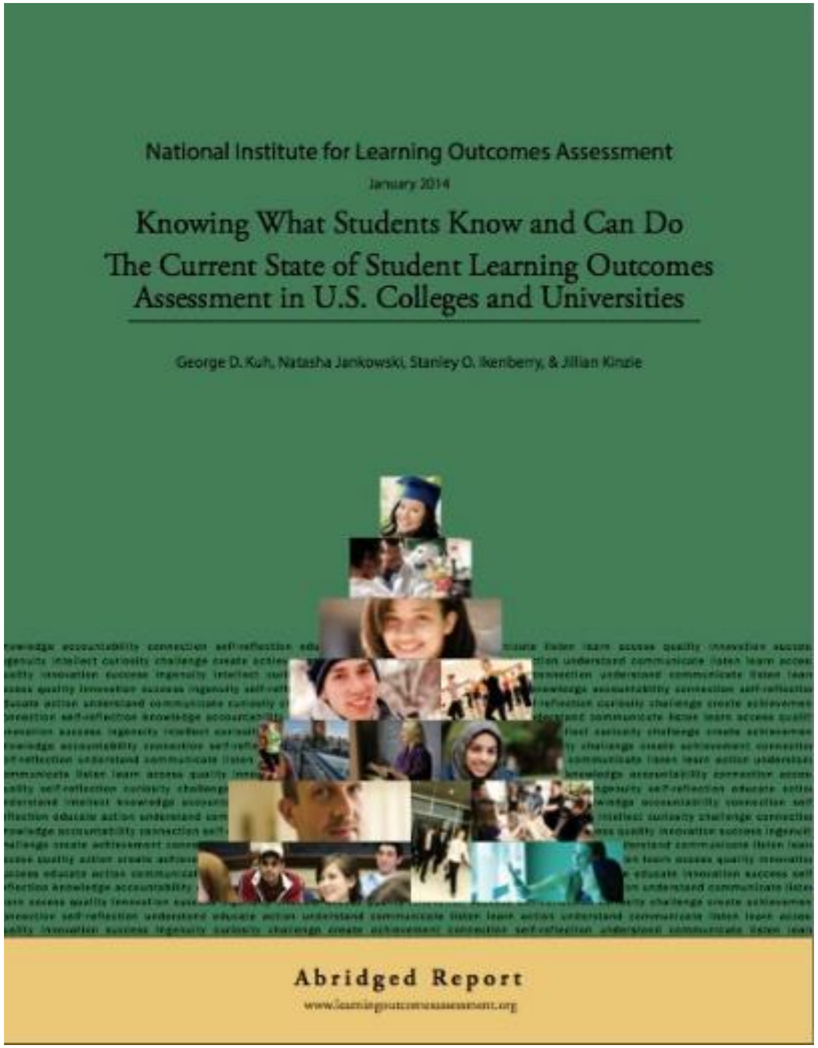
What do you already know?

- How familiar are you with the EIA designations?
  - I've heard it mentioned, but don't know much beyond that
  - Someone on my campus told me to look into how we can use it
  - I reviewed the website, but want more details
  - We have used or plan to use the EIA rubric as a self-study
  - We plan to apply for the Designation

Value

- Institutions of higher education are increasingly asked to show the value of attending, i.e. impact in relation to cost; employment
- Public and policy makers want assurance of the quality of higher education
- Regional accreditors are asking institutions to show evidence of student learning and instances of use
- Improvement of teaching and learning and enhanced transparency and saliency of education for students

Changing Field of Assessment



National Institute for Learning Outcomes Assessment

January 2014

Knowing What Students Know and Can Do
The Current State of Student Learning Outcomes
Assessment in U.S. Colleges and Universities

George D. Kuh, Natasha Jankowski, Stanley O. Ikenberry, & Jillian Kinzie

Abridged Report

www.learningoutcomesassessment.org

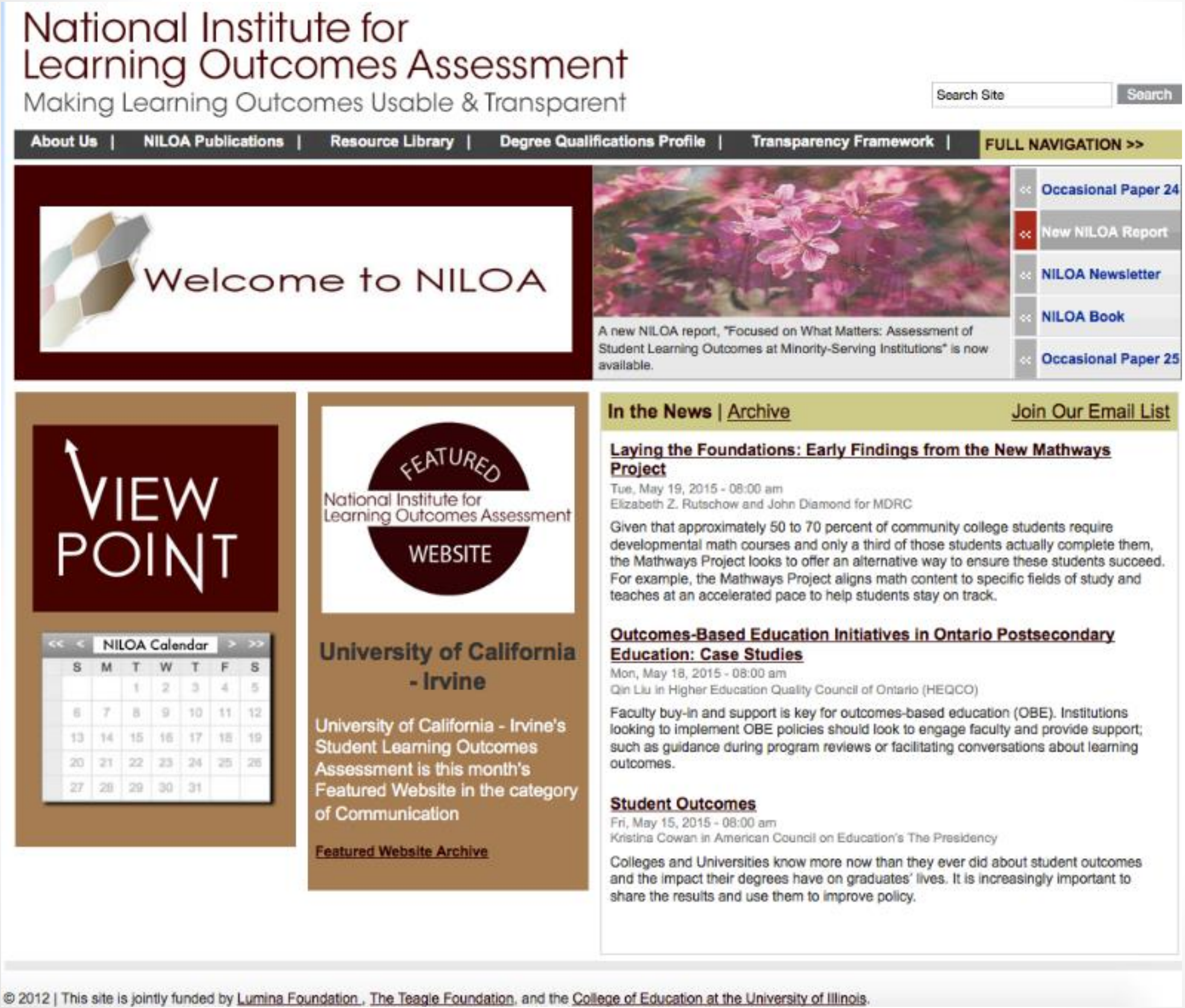
National Institute for
Learning Outcomes Assessment
Making Learning Outcomes Usable & Transparent

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

www.learningoutcomesassessment.org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New NILOA Report
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NILOA Book
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WEBSITE

National Institute for Learning Outcomes Assessment

Making Learning Outcomes Usable & Transparent

Welcome to NILOA

A new NILOA report, "Focused on What Matters: Assessment of Student Learning Outcomes at Minority-Serving Institutions" is now available.

<< < NILOA Calendar > >>

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

University of California - Irvine

University of California - Irvine's Student Learning Outcomes Assessment is this month's Featured Website in the category of Communication

Featured Website Archive

In the News | Archive   Join Our Email List

Laying the Foundations: Early Findings from the New Mathways Project

Tue, May 19, 2015 - 08:00 am
Elizabeth Z. Rutschow and John Diamond for MDRC

Given that approximately 50 to 70 percent of community college students require developmental math courses and only a third of those students actually complete them, the Mathways Project looks to offer an alternative way to ensure these students succeed. For example, the Mathways Project aligns math content to specific fields of study and teaches at an accelerated pace to help students stay on track.

Outcomes-Based Education Initiatives in Ontario Postsecondary Education: Case Studies

Mon, May 18, 2015 - 08:00 am
Qin Liu in Higher Education Quality Council of Ontario (HEQCO)

Faculty buy-in and support is key for outcomes-based education (OBE). Institutions looking to implement OBE policies should look to engage faculty and provide support; such as guidance during program reviews or facilitating conversations about learning outcomes.

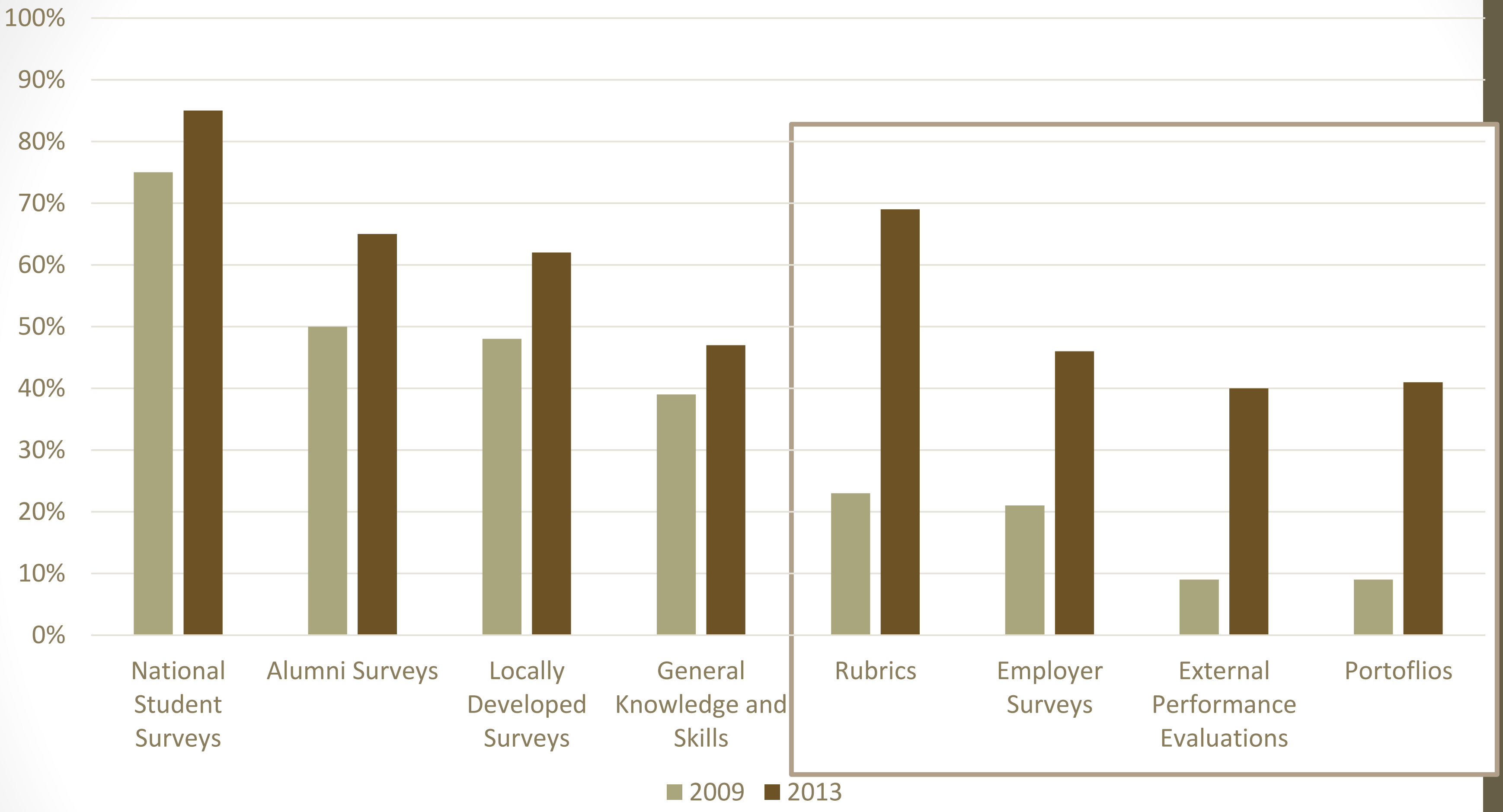
Student Outcomes

Fri, May 15, 2015 - 08:00 am
Kristina Cowan in American Council on Education's The Presidency

Colleges and Universities know more now than they ever did about student outcomes and the impact their degrees have on graduates' lives. It is increasingly important to share the results and use them to improve policy.

© 2012 | This site is jointly funded by Lumina Foundation , The Teagle Foundation, and the College of Education at the University of Illinois.

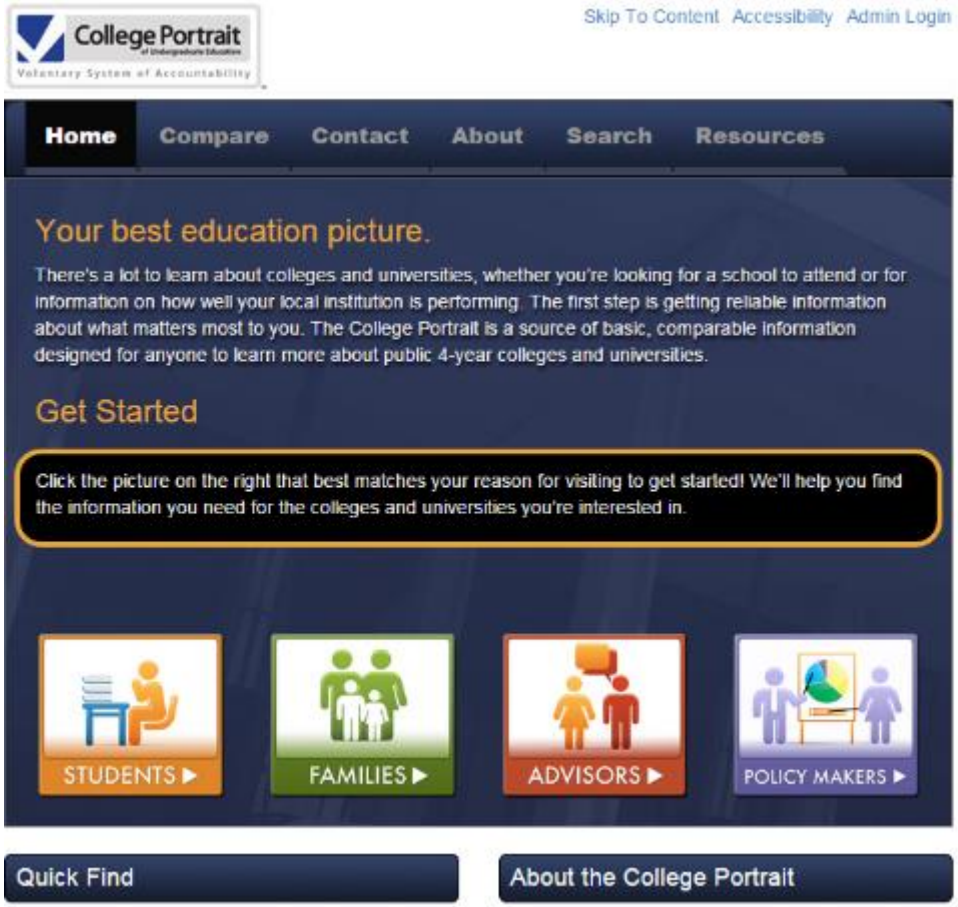
Change Over Time



Institutions are not the only ones modifying approaches to considering student learning

Voluntary System of Accountability

- Initiative by public universities to supply straightforward, comparable information on the undergraduate student experience through a common web report – the College Portrait


College Portrait
Voluntary System of Accountability
Skip To Content
Accessibility
Admin Login
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Compare
Contact
About
Search
Resources

Your best education picture.

There's a lot to learn about colleges and universities, whether you're looking for a school to attend or for information on how well your local institution is performing. The first step is getting reliable information about what matters most to you. The College Portrait is a source of basic, comparable information designed for anyone to learn more about public 4-year colleges and universities.

Get Started

Click the picture on the right that best matches your reason for visiting to get started! We'll help you find the information you need for the colleges and universities you're interested in.

STUDENTS ▶
FAMILIES ▶
ADVISORS ▶
POLICY MAKERS ▶
Quick Find
About the College Portrait

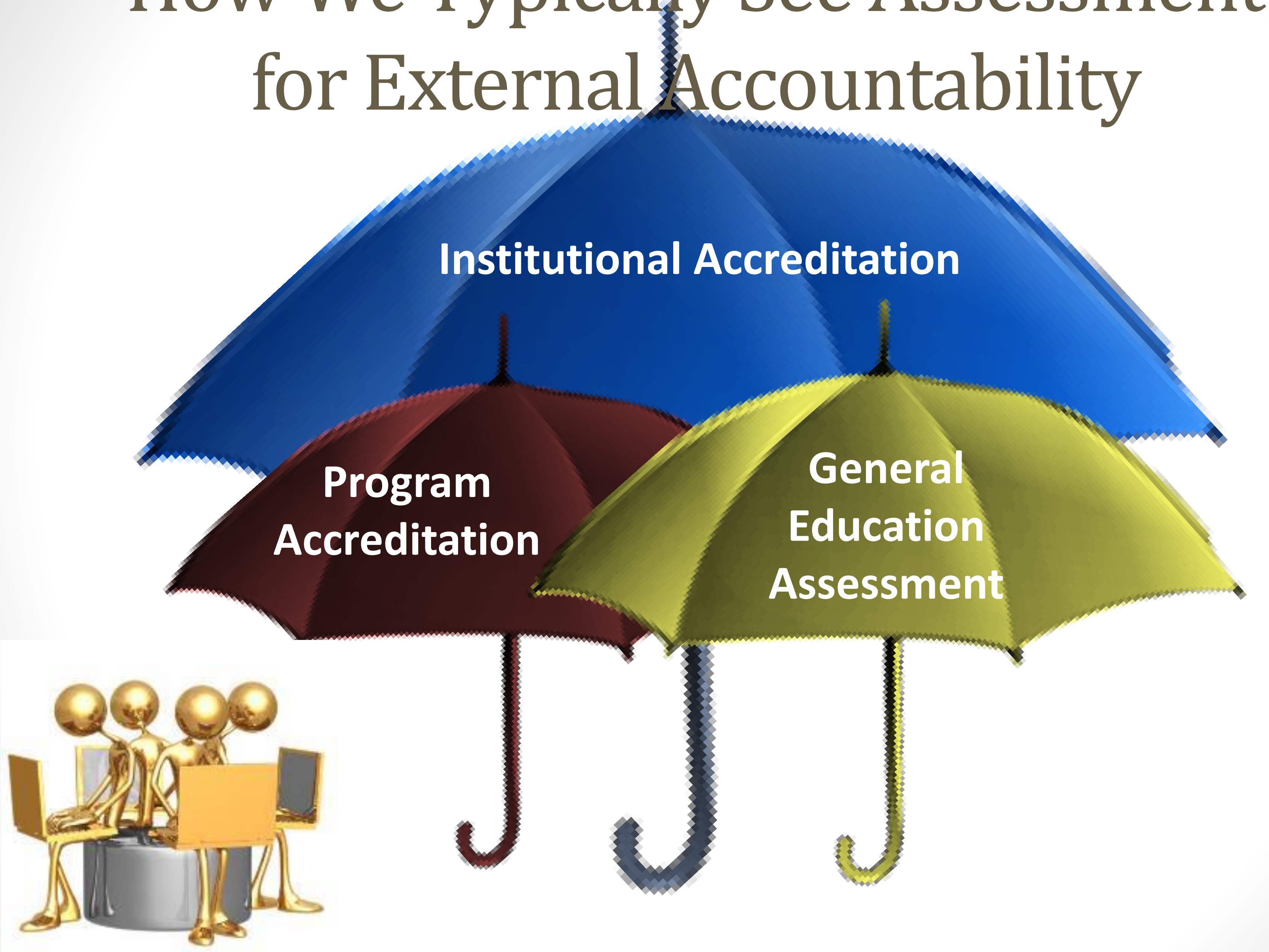
☑ www.collegeportraits.org

(R)evolution of VSA SLO Reporting Requirements

- Initial Pilot: 2008-2012
- Evaluation & Expansion: 2012-2015
- Adoption of NILOA Transparency Framework
- Announcement of Excellence in Assessment Designations
    - National recognition of campuses using best assessment practices
    - Based on NILOA Transparency Framework
    - Sponsored by VSA, NILOA, and AAC&U

College Portrait
of Undergraduate Education
Voluntary System of Accountability SM

How We Typically See Assessment for External Accountability

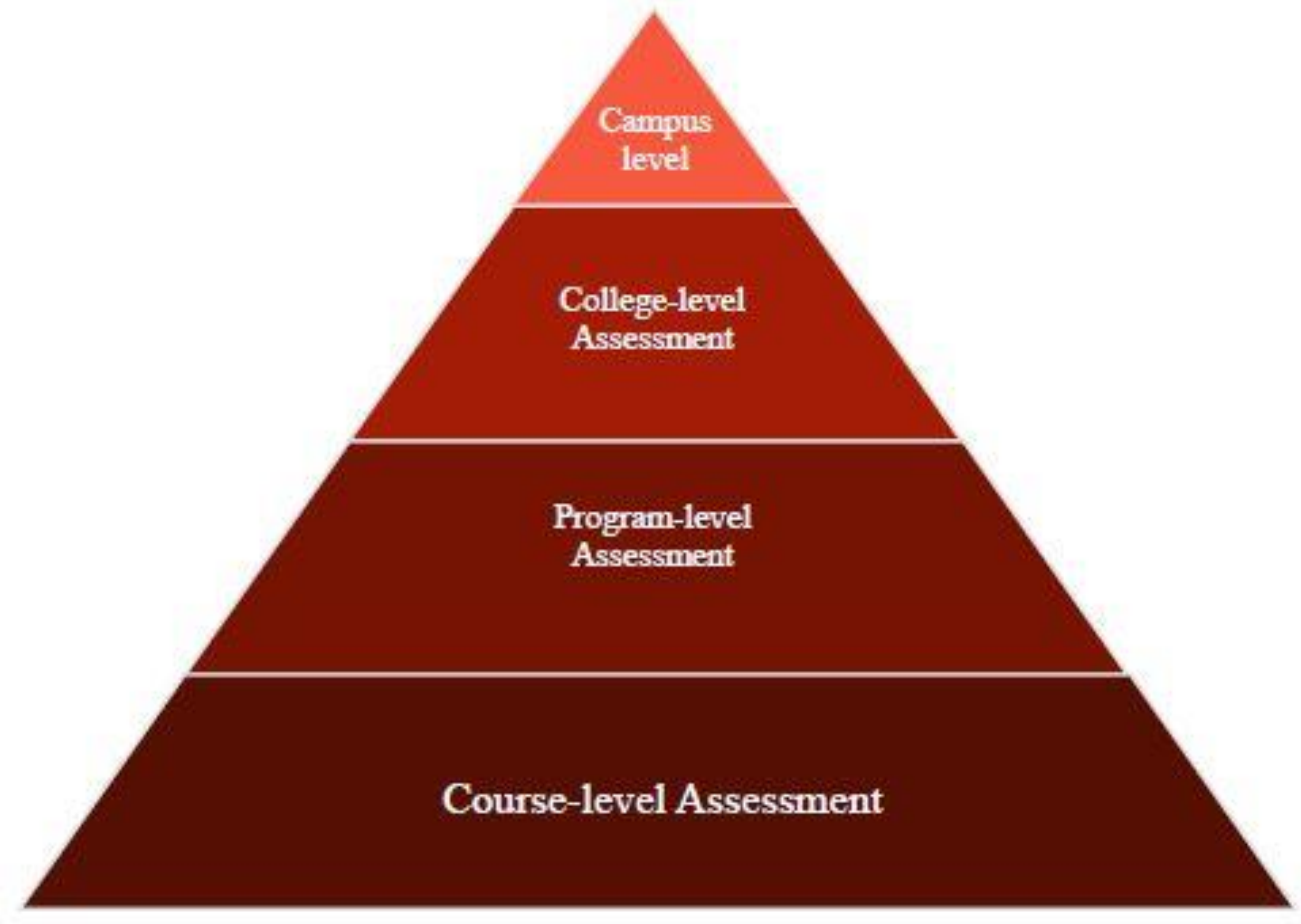


Institutional Accreditation

Program Accreditation

General Education Assessment

Really, That's Upside Down


Campus level
College-level Assessment
Program-level Assessment
Course-level Assessment

How?

- Intentional integration
  - Evidence from student work is key foundation
    - Classroom, campus programming
    - Lots of data – grades, self-report
  - Program assessment builds on classroom, etc.
    - Aggregated student data
    - Supplemented by key assessments
  - Fewer key assessments needed at higher levels
- Common or comparable outcomes
  - Applied critical thinking looks different by discipline, but assessment results can be compared
  - Standards without standardization ☺

What's happening on your campus?

- Which of the following assessment activities does your campus engage in?
  - General education assessment at the end of sophomore year
  - General education assessment during the senior year (e.g., flag courses or specific outcomes in capstone courses tied to general education)
  - Aligning course and program level outcomes
  - Aligning program and institution level outcomes
  - Other – comment in chat!

Excellence in Assessment Designations

- National recognition
  - Similar to Carnegie Community Engagement Classification
  - Open to all institutions – public, private, 2-year & 4-year
- Campus-level assessment
  - Vertically integrated – builds from classroom assessment
  - Horizontally inclusive – intentional inclusion of student affairs, external stakeholders

Bringing it together

The EIA Designations bring together the current state of the art of learning outcomes assessment with shifts in the field of transparency of student learning.

What stories are you telling?

- Which of the following does your campus effectively communicate information on?

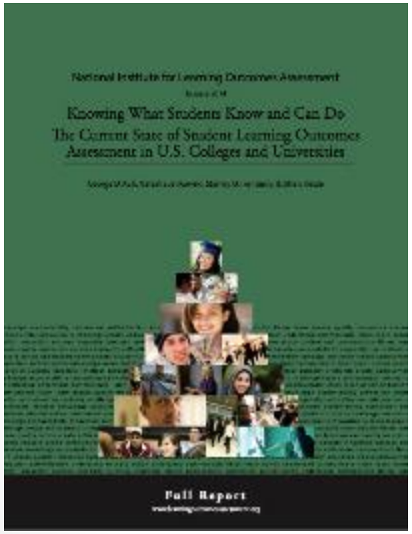
  - Desired learning outcomes
  - Process of assessing student learning
  - Why you are assessing student learning the way you are
  - Evidence of student learning
  - Use of student learning evidence

Who are you telling them to?

- To whom do you communicate this information?
  - Faculty
  - Staff
  - Students / Alumni
  - Accreditors
  - Other – comment in chat!

Transparency Finding

Institutions more frequently report assessment results internally than to external audiences.



National Institute for Learning Outcomes Assessment

Knowing What Students Know and Can Do

The Current State of Student Learning Outcomes Assessment in U.S. Colleges and Universities

Full Report

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

Transparency: Current Climate

- More information to a widening variety of audiences
- Accountability to consumers, policy makers
- Ratings and rankings, federal scorecards
- Comparability
- Quality Assurance
- Disclosure

About "getting it out there" for "whomever is interested"

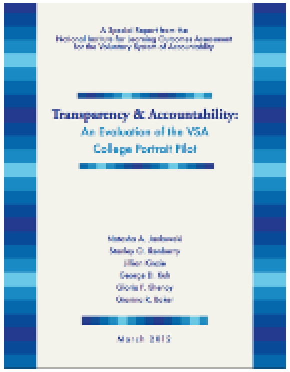
Transparency Defined

- Transparent Process
- Transparent Information
- Organizational Transparency (openness, trust)

Jankowski & Provezis (2012)

- Making meaningful, understandable information about student learning and institutional performance readily available to internal and external audiences.

FEATURED
National Institute for Learning Outcomes Assessment
WEBSITE



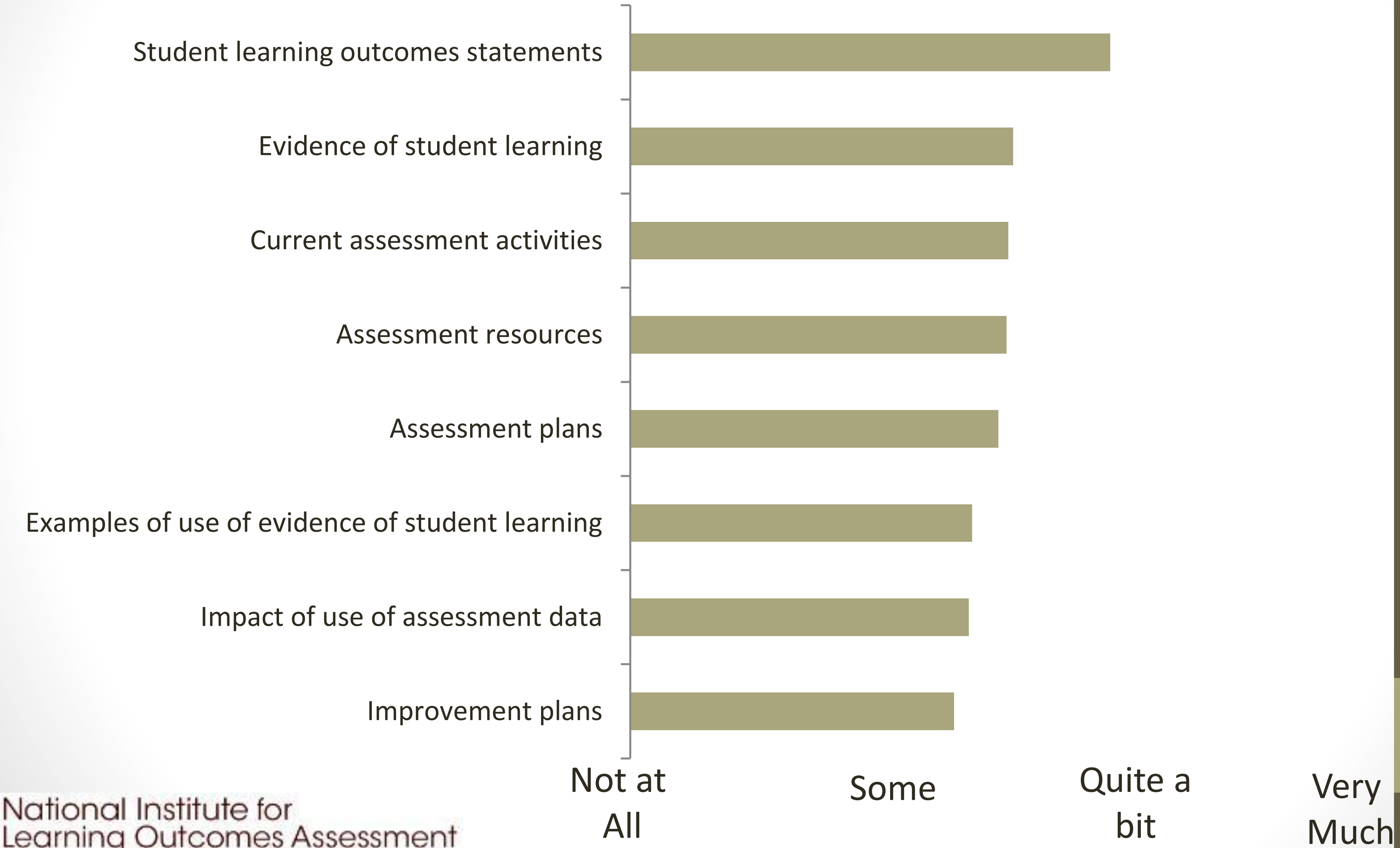
Transparency & Accountability:
An Evaluation of the VSA College Portrait Pilot

March 2012

Making Student Learning Evidence Transparent:
The State of the Art

Exploring the Landscape:

What is publically available?



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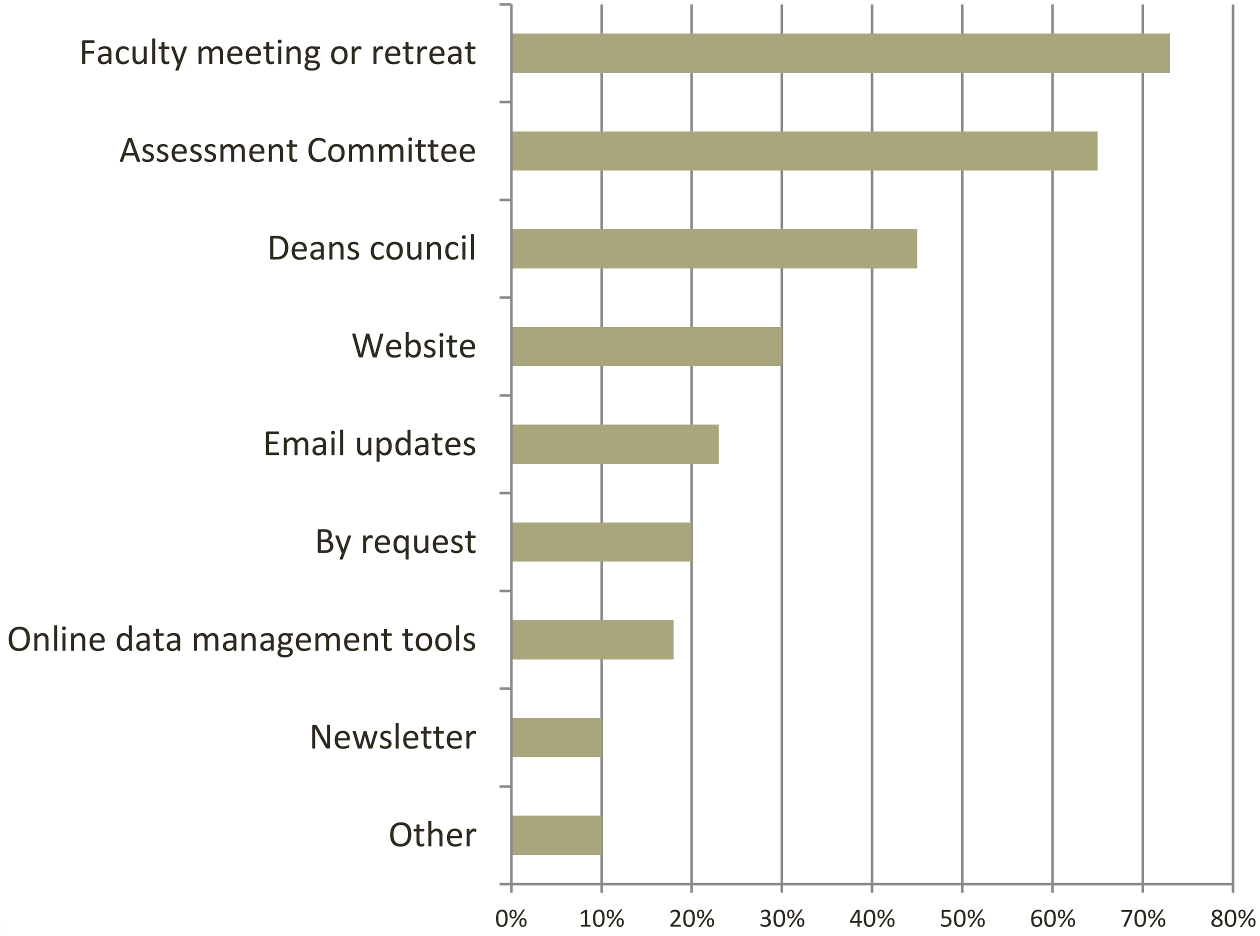
Making Learning Outcomes Usable & Transparent

What are the most effective means for sharing assessment results within the institution?



National Institute for
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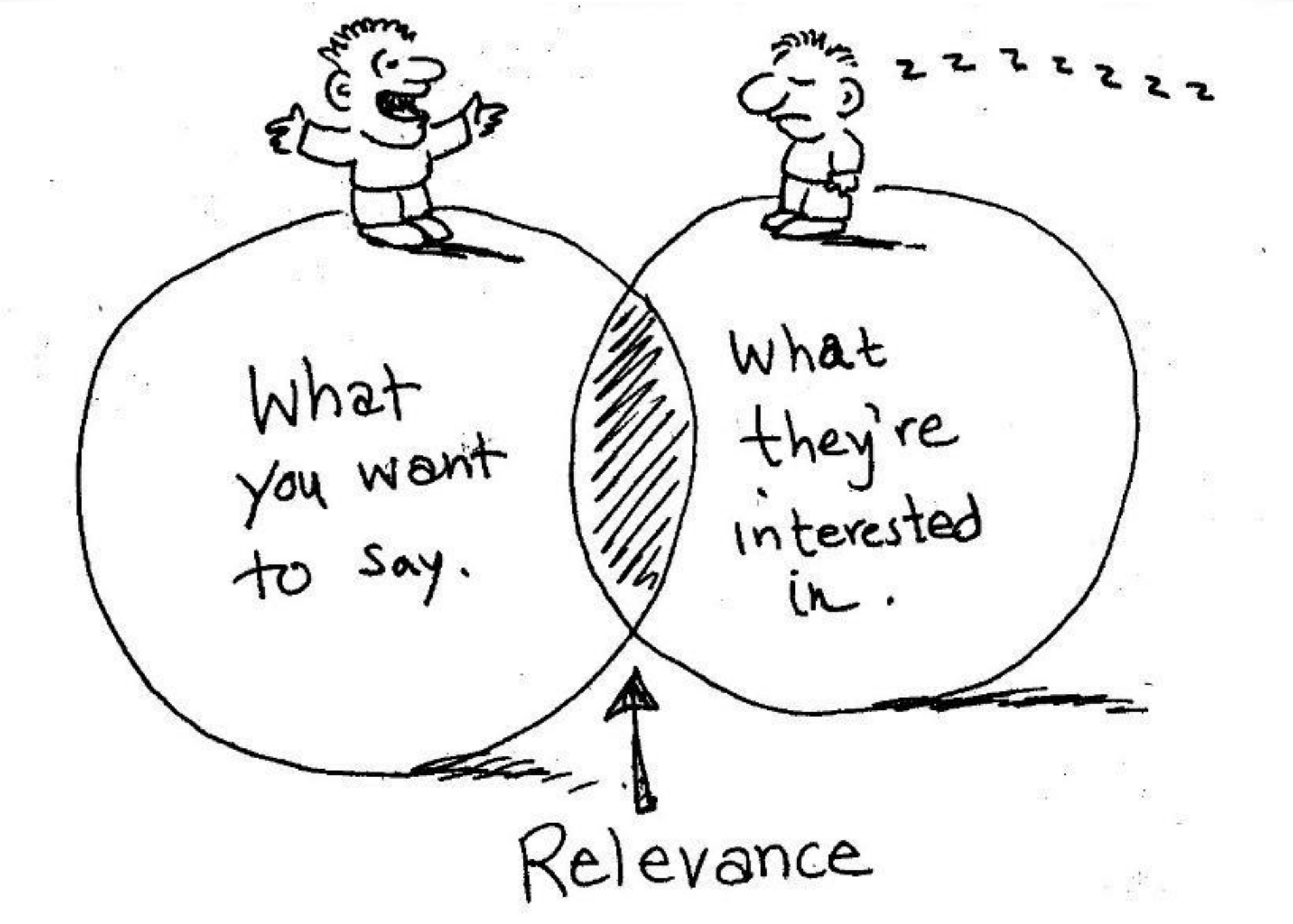
Making Learning Outcomes Usable & Transparent

Reporting Status Quo

- Data dump, long reports, insider language
- More information isn’t always better
- Reactive not proactive

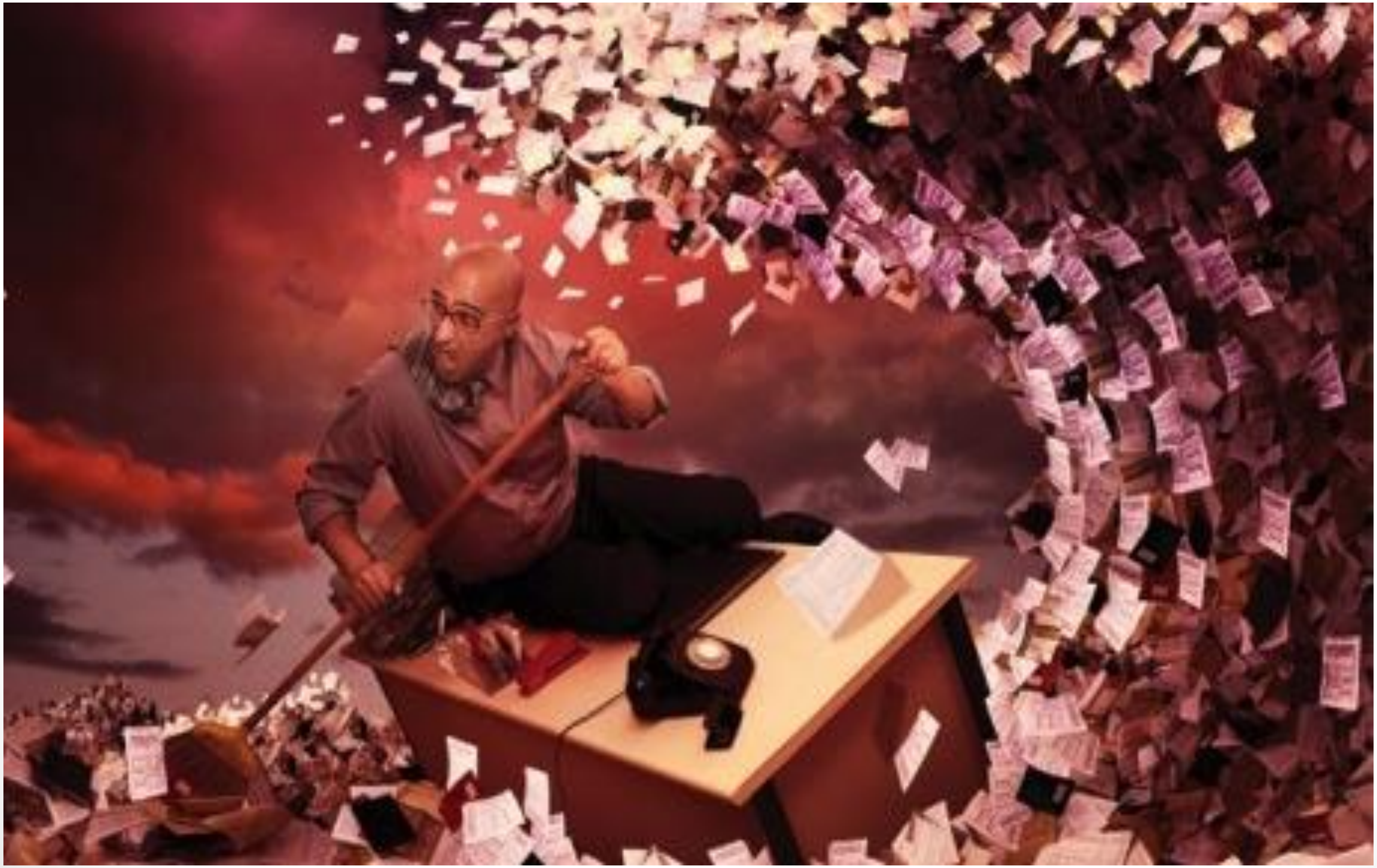
We haven’t told our story well.


z z z z z z z
What you want to say.
What they're interested in.
Relevance

Communication is key

More information is not always better – help stakeholders make sense of what the evidence means for the institution and student learning

What if instead of…



and
for the
communicate
his new
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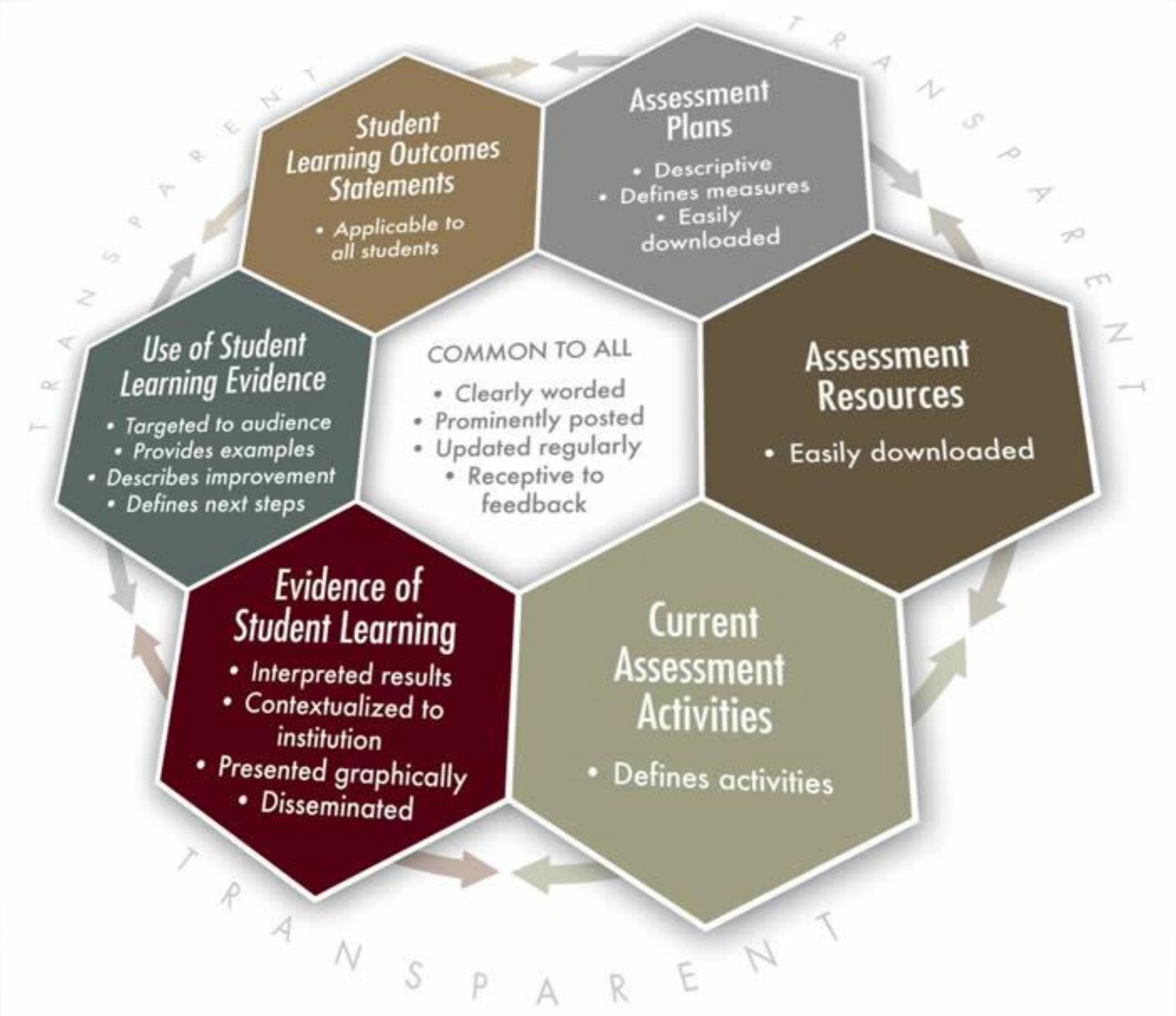


Student Learning Outcomes Statements
- Applicable to all students

Assessment Plans
- Descriptive
- Defines measures
- Easily downloaded

Assessment Resources
- Easily downloaded

Current Assessment Activities
- Defines activities

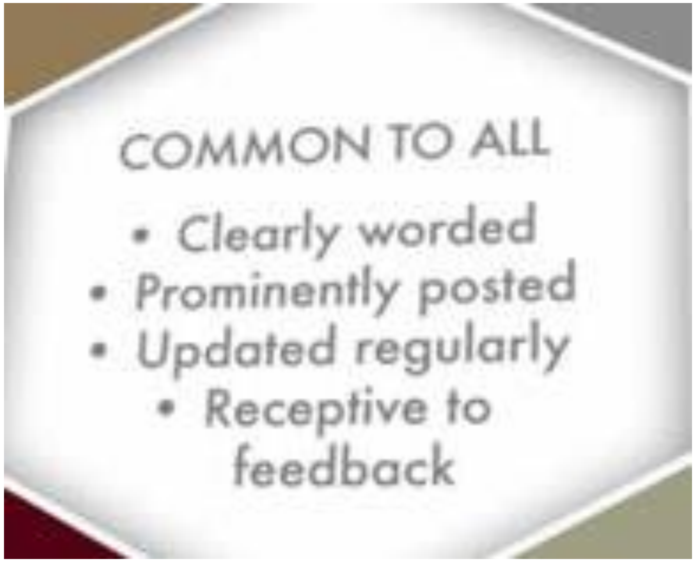
Evidence of Student Learning
- Interpreted results
- Contextualized to institution
- Presented graphically
- Disseminated

Use of Student Learning Evidence
- Targeted to audience
- Provides examples
- Describes improvement
- Defines next steps

COMMON TO ALL
- Clearly worded
- Prominently posted
- Updated regularly
- Receptive to feedback

Central Tenets

- Clarity
  - No jargon
  - Interpretation & application of outcomes
- Easy to find
- Relevant & timely



COMMON TO ALL

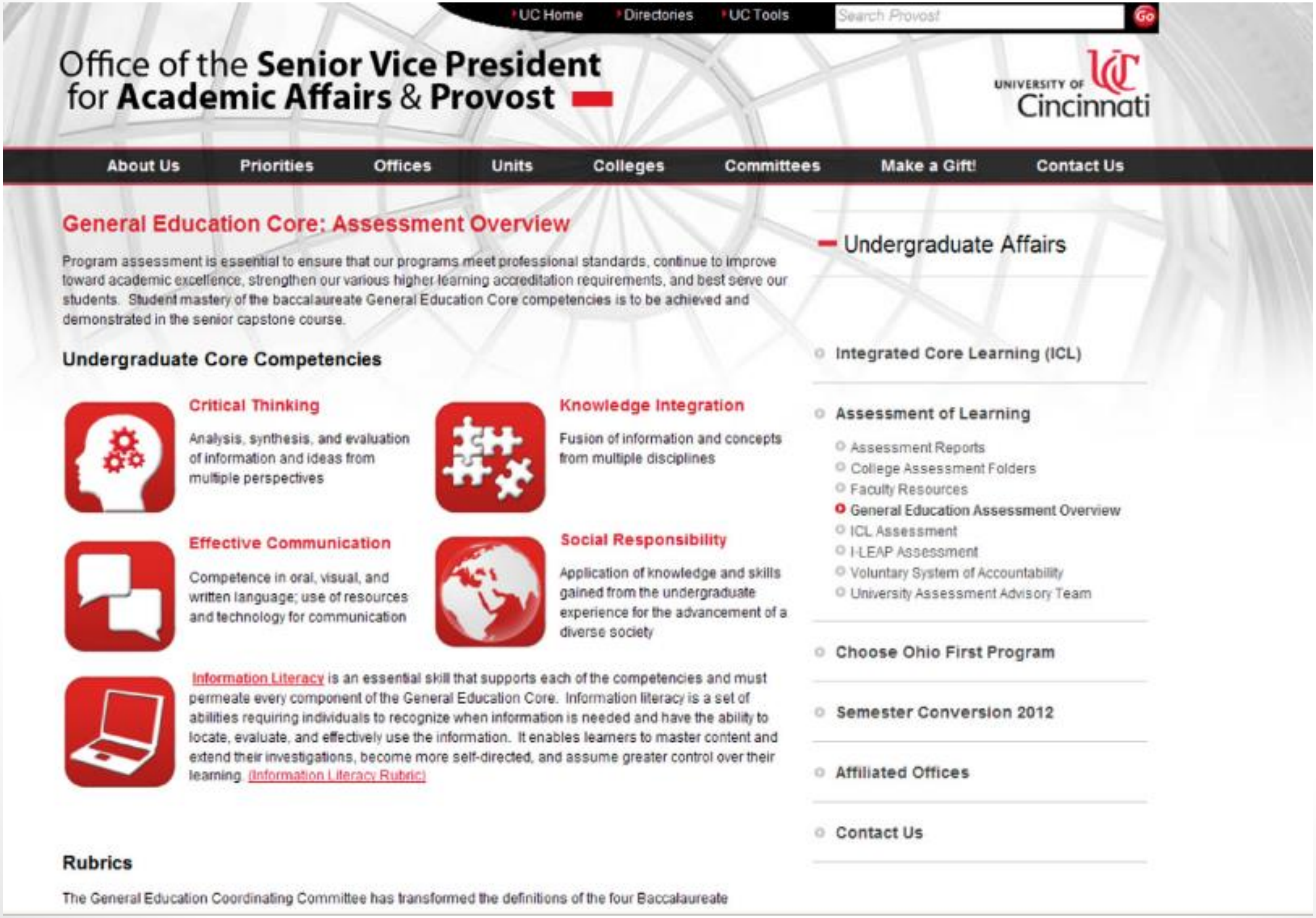
- Clearly worded
- Prominently posted
- Updated regularly
- Receptive to feedback

Student Learning Outcomes Statements

What do you want students to know and be able to do when they get their degrees? Complete a program?

- Clearly expressed and understandable by multiple audiences
- Prominently posted or linked in multiple places across the website
- Reviewed and updated when needed

Student Learning Outcomes Statements



Office of the **Senior Vice President**
for **Academic Affairs** & **Provost**

General Education Core: Assessment Overview

Program assessment is essential to ensure that our programs meet professional standards, continue to improve toward academic excellence, strengthen our various higher learning accreditation requirements, and best serve our students. Student mastery of the baccalaureate General Education Core competencies is to be achieved and demonstrated in the senior capstone course.

Undergraduate Core Competencies

Critical Thinking

Analysis, synthesis, and evaluation of information and ideas from multiple perspectives

Knowledge Integration

Fusion of information and concepts from multiple disciplines

Effective Communication

Competence in oral, visual, and written language; use of resources and technology for communication

Social Responsibility

Application of knowledge and skills gained from the undergraduate experience for the advancement of a diverse society

Information Literacy is an essential skill that supports each of the competencies and must permeate every component of the General Education Core. Information literacy is a set of abilities requiring individuals to recognize when information is needed and have the ability to locate, evaluate, and effectively use the information. It enables learners to master content and extend their investigations, become more self-directed, and assume greater control over their learning. (Information Literacy Rubric)

Rubrics

The General Education Coordinating Committee has transformed the definitions of the four Baccalaureate

Undergraduate Affairs

- Integrated Core Learning (ICL)
- Assessment of Learning
  - Assessment Reports
  - College Assessment Folders
  - Faculty Resources
  - General Education Assessment Overview
  - ICL Assessment
  - I-LEAP Assessment
  - Voluntary System of Accountability
  - University Assessment Advisory Team
- Choose Ohio First Program
- Semester Conversion 2012
- Affiliated Offices
- Contact Us

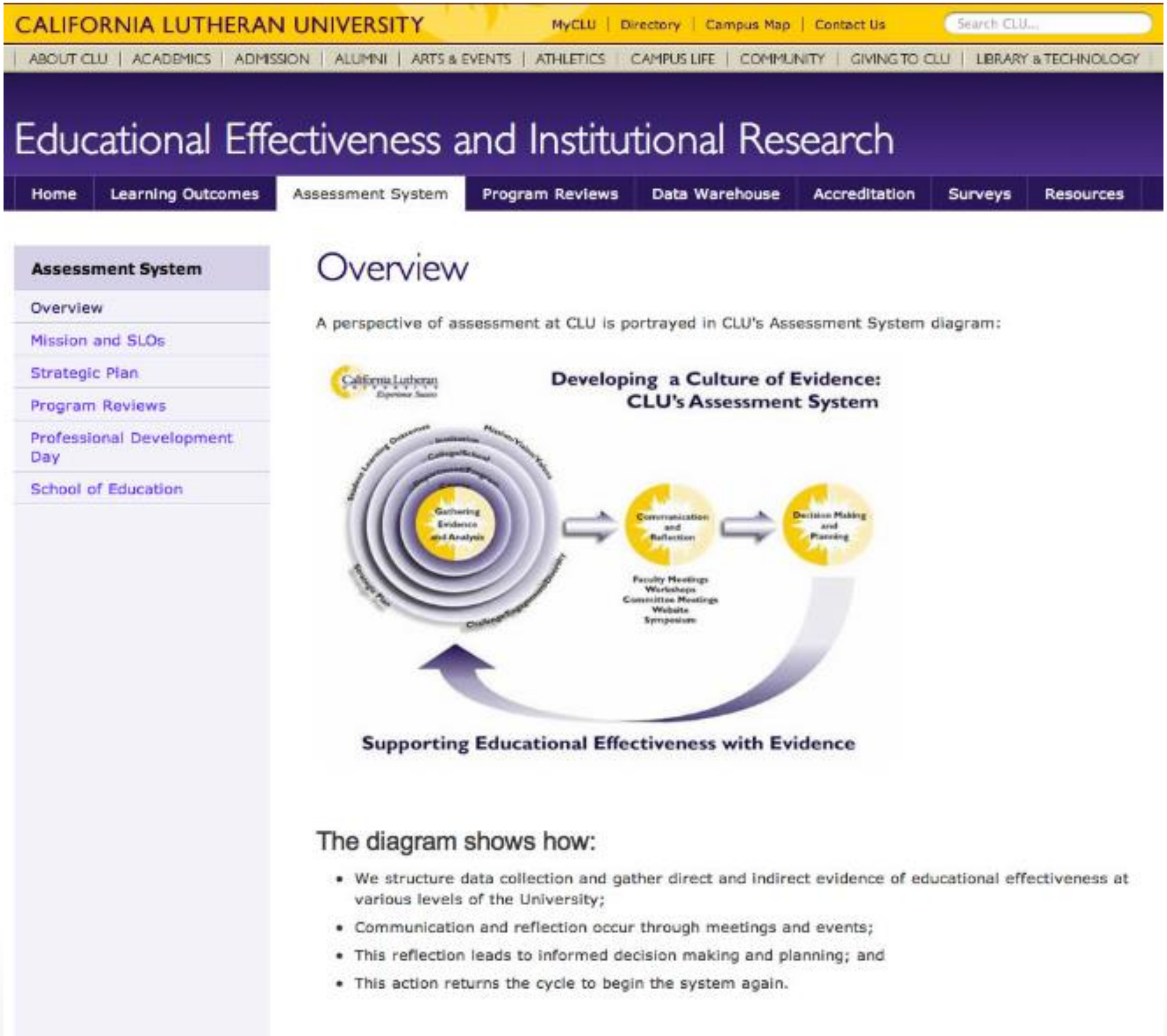
Assessment Plans

Campus plans for gathering evidence of student learning might include institution-wide or program specific approaches that convey how student learning will be assessed, the data collection tools and approaches that will be used, and the timeline for implementation.

- How are you going to find out what your students know and are able to do?

- Descriptive
- Inclusive

Assessment Plans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Home | Learning Outcomes | Assessment System | Program Reviews | Data Warehouse | Accreditation | Surveys | Resources
Assessment System
Overview
Mission and SLOs
Strategic Plan
Program Reviews
Professional Development Day
School of Education
Student Learning Outcomes
Institution
College/School
Mission/Vision/Values
Strategic Plan
Gathering Evidence and Analysis
Communication and Reflection
Decision Making and Planning
Faculty Meetings
Workshops
Committee Meetings
Website
Symposium

Overview

A perspective of assessment at CLU is portrayed in CLU's Assessment System diagram:

Developing a Culture of Evidence: CLU's Assessment System

Supporting Educational Effectiveness with Evidence

The diagram shows how:

- We structure data collection and gather direct and indirect evidence of educational effectiveness at various levels of the University;
- Communication and reflection occur through meetings and events;
- This reflection leads to informed decision making and planning; and
- This action returns the cycle to begin the system again.

Assessment Resources

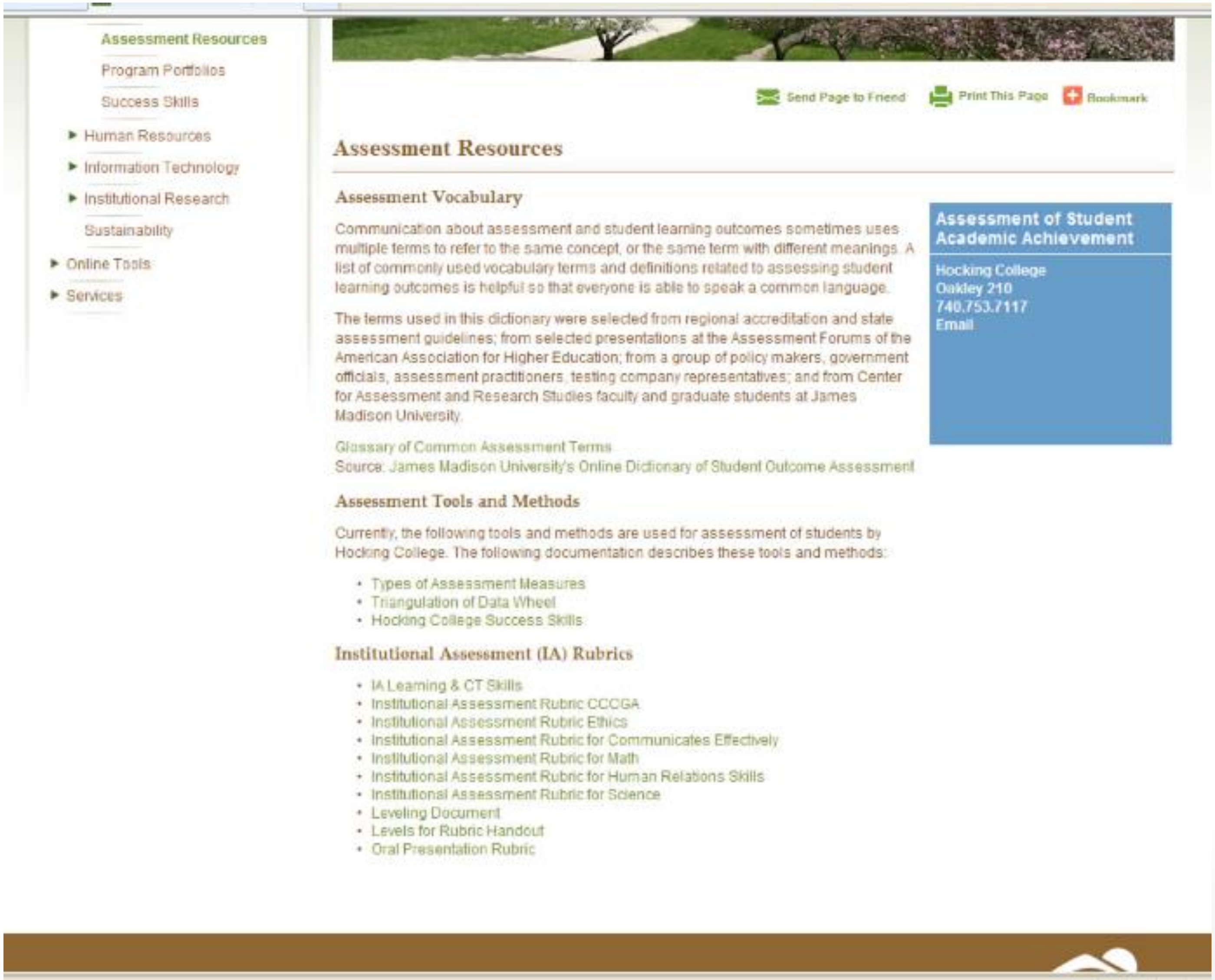
Assessment resources encompass information or training provided to faculty and staff to help them understand, develop, implement, communicate, and use evidence of student learning.

- What information, support, professional development, or resources do you need to implement your assessment plans?

- Language
- Downloadable
- Prominently posted

re·sound·ing
loud: resounding
tory. —re·sound·
re·source
n. 1. Something
library is a valu
drawn upon
difficult or
means of
total means
cluding
ments

Assessment Resources


Assessment Resources
Program Portfolios
Success Skills
▸ Human Resources
▸ Information Technology
▸ Institutional Research
Sustainability
▸ Online Tools
▸ Services
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Assessment Resources

Assessment Vocabulary

Communication about assessment and student learning outcomes sometimes uses multiple terms to refer to the same concept, or the same term with different meanings. A list of commonly used vocabulary terms and definitions related to assessing student learning outcomes is helpful so that everyone is able to speak a common language.

The terms used in this dictionary were selected from regional accreditation and state assessment guidelines; from selected presentations at the Assessment Forums of the American Association for Higher Education; from a group of policy makers, government officials, assessment practitioners, testing company representatives; and from Center for Assessment and Research Studies faculty and graduate students at James Madison University.

Glossary of Common Assessment Terms
Source: James Madison University's Online Dictionary of Student Outcome Assessment

Assessment Tools and Methods

Currently, the following tools and methods are used for assessment of students by Hocking College. The following documentation describes these tools and methods:

- Types of Assessment Measures
- Triangulation of Data Wheel
- Hocking College Success Skills

Institutional Assessment (IA) Rubrics

- IA Learning & CT Skills
- Institutional Assessment Rubric CCCGA
- Institutional Assessment Rubric Ethics
- Institutional Assessment Rubric for Communicates Effectively
- Institutional Assessment Rubric for Math
- Institutional Assessment Rubric for Human Relations Skills
- Institutional Assessment Rubric for Science
- Leveling Document
- Levels for Rubric Handout
- Oral Presentation Rubric

Assessment of Student Academic Achievement

Hocking College
Oakley 210
740.753.7117
Email

Current Assessment Activities

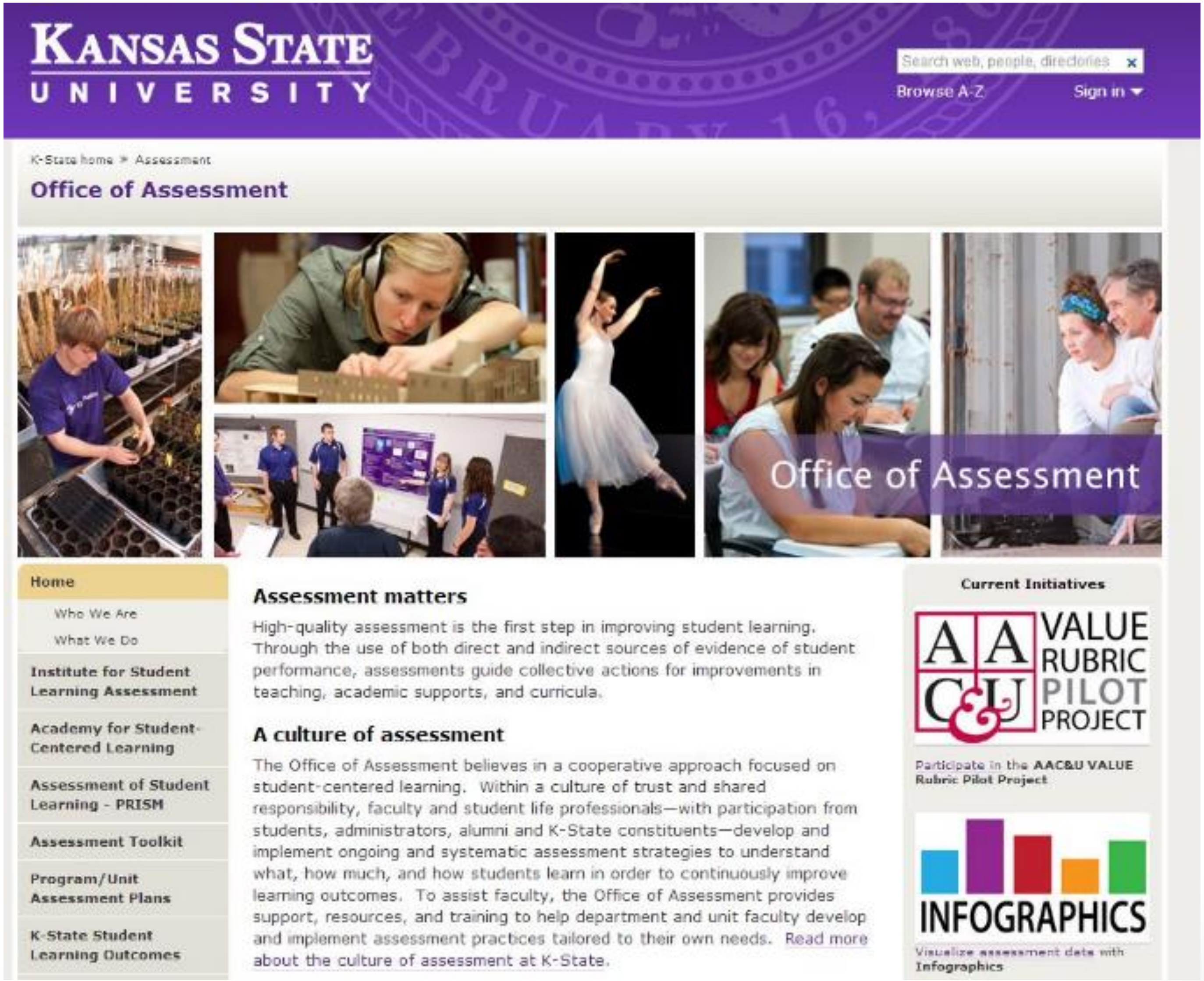
Current assessment activities include information on a full range of projects and activities recently completed or currently underway to gauge student learning, make improvements or respond to accountability interests.

- What are you doing right now to assess student learning outcomes?

- Language
- Described
- Connection to mission

ASSESSMENT
ROCKS!

Current Assessment Activities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UNIVERSITY
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Browse A-Z
Sign in
K-State home » Assessment
Office of Assessment
Home
Who We Are
What We Do
Institute for Student Learning Assessment
Academy for Student-Centered Learning
Assessment of Student Learning - PRISM
Assessment Toolkit
Program/Unit Assessment Plans
K-State Student Learning Outcomes
AAC&U VALUE RUBRIC PILOT PROJECT
INFOGRAPHICS

Office of Assessment

Assessment matters

High-quality assessment is the first step in improving student learning. Through the use of both direct and indirect sources of evidence of student performance, assessments guide collective actions for improvements in teaching, academic supports, and curricula.

A culture of assessment

The Office of Assessment believes in a cooperative approach focused on student-centered learning. Within a culture of trust and shared responsibility, faculty and student life professionals—with participation from students, administrators, alumni and K-State constituents—develop and implement ongoing and systematic assessment strategies to understand what, how much, and how students learn in order to continuously improve learning outcomes. To assist faculty, the Office of Assessment provides support, resources, and training to help department and unit faculty develop and implement assessment practices tailored to their own needs. Read more about the culture of assessment at K-State.

Current Initiatives

Participate in the **AAC&U VALUE Rubric Pilot Project**

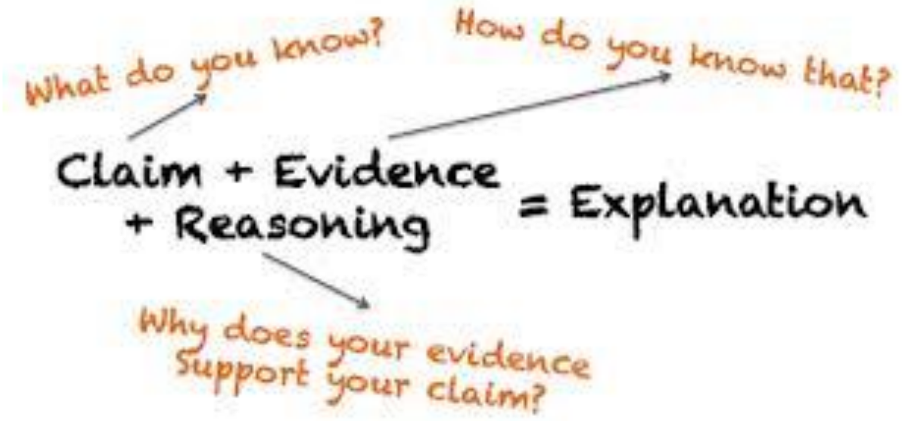
Visualize assessment data with **Infographics**

Evidence of Student Learning

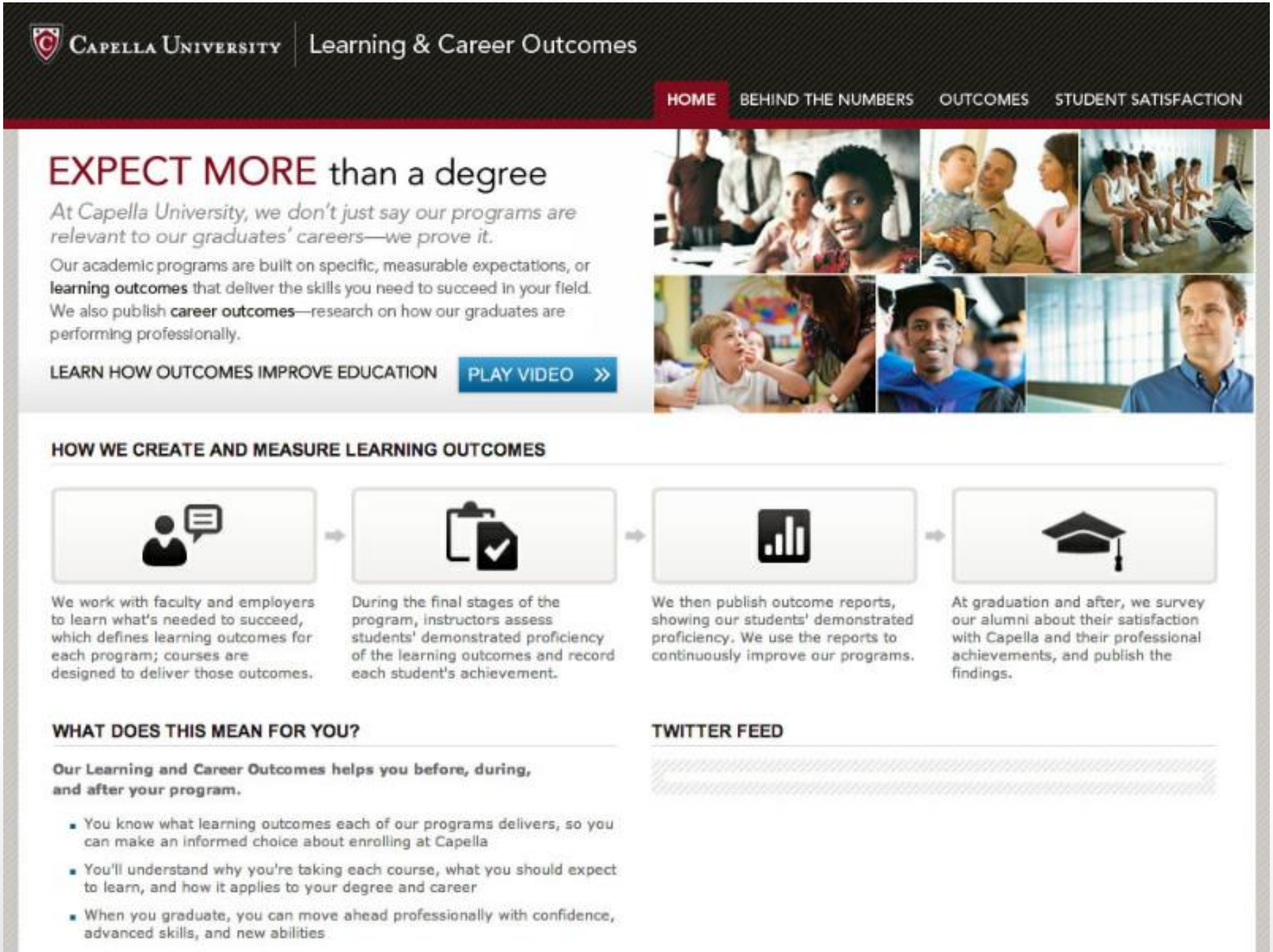
Evidence of student learning includes results of assessment activities. This may include evidence of indirect (e.g. surveys) and direct (e.g. portfolio) student learning as well as institutional performance indicators (e.g. licensure pass rate).

- What evidence do you have that students are learning what you want them to learn?

- Explained
- Contextualized
- Graphics
- Disseminated


What do you know?
How do you know that?
Claim + Evidence + Reasoning = Explanation
Why does your evidence support your claim?

Evidence of Student Learning



EXPECT MORE than a degree

At Capella University, we don't just say our programs are relevant to our graduates' careers—we prove it.

Our academic programs are built on specific, measurable expectations, or **learning outcomes** that deliver the skills you need to succeed in your field. We also publish **career outcomes**—research on how our graduates are performing professionally.

LEARN HOW OUTCOMES IMPROVE EDUCATION

HOW WE CREATE AND MEASURE LEARNING OUTCOMES

We work with faculty and employers to learn what's needed to succeed, which defines learning outcomes for each program; courses are designed to deliver those outcomes.

During the final stages of the program, instructors assess students' demonstrated proficiency of the learning outcomes and record each student's achievement.

We then publish outcome reports, showing our students' demonstrated proficiency. We use the reports to continuously improve our programs.

At graduation and after, we survey our alumni about their satisfaction with Capella and their professional achievements, and publish the findings.

WHAT DOES THIS MEAN FOR YOU?

Our Learning and Career Outcomes helps you before, during, and after your program.

- You know what learning outcomes each of our programs delivers, so you can make an informed choice about enrolling at Capella
- You'll understand why you're taking each course, what you should expect to learn, and how it applies to your degree and career
- When you graduate, you can move ahead professionally with confidence, advanced skills, and new abilities

TWITTER FEED

Use of Student Learning Evidence

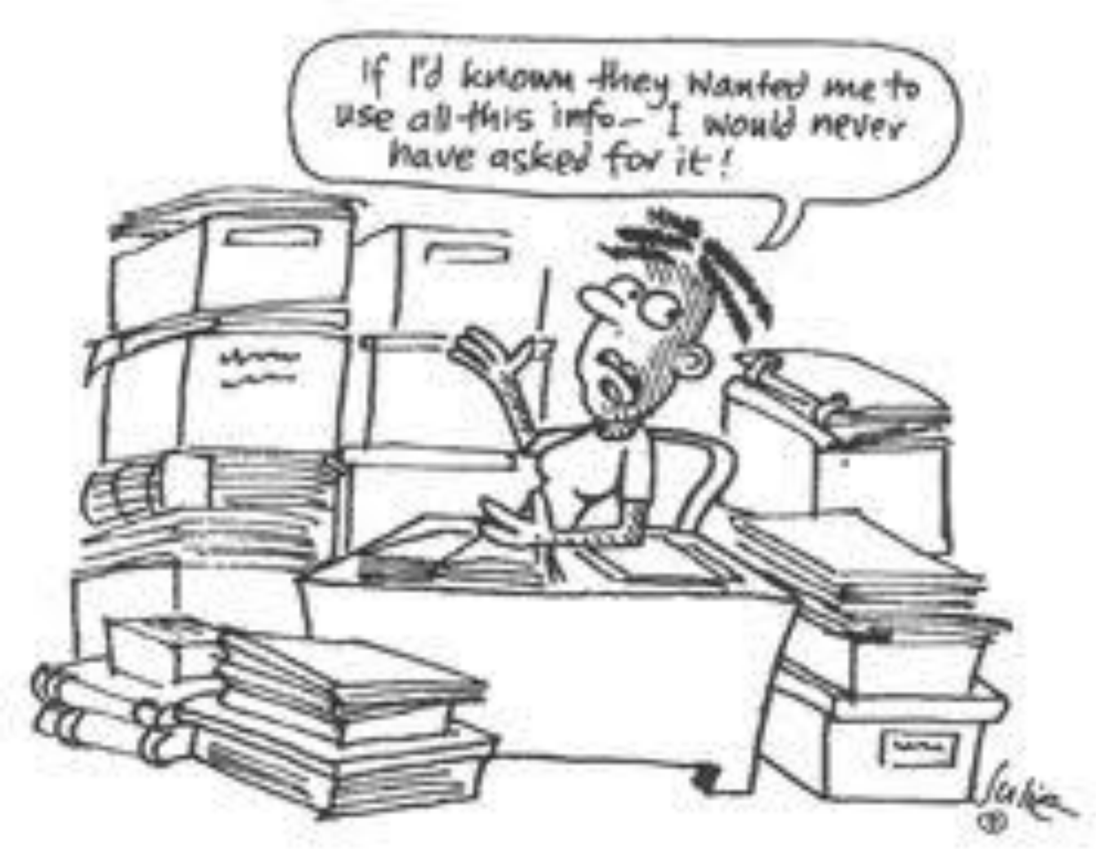
To what extent is evidence of student learning used to identify areas of improvement?

- What are you doing with your evidence? Is it actionable?
- If changes are made, are they leading to improvements in student learning?

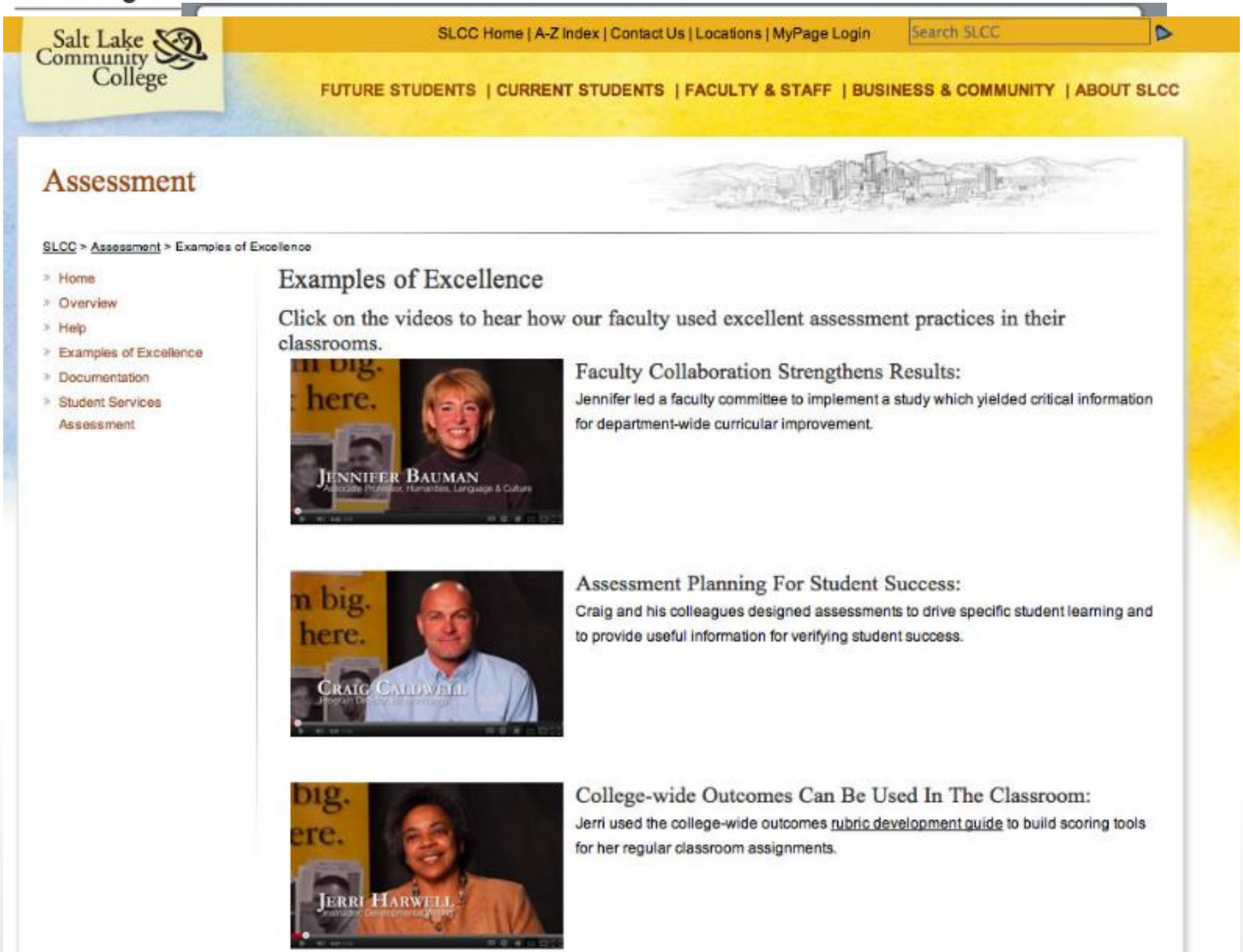
- Audience
- Examples
- Improvement oriented
- Next steps

CLOSING
the
LOOP

Use of Student Learning Evidence


If I'd known they wanted me to use all this info— I would never have asked for it!

Use of Student Learning Evidence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Assessment

SLCC > Assessment > Examples of Excellence

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Documentation
Student Services Assessment

Examples of Excellence

Click on the videos to hear how our faculty used excellent assessment practices in their classrooms.

Jennifer Bauman

Faculty Collaboration Strengthens Results:

Jennifer led a faculty committee to implement a study which yielded critical information for department-wide curricular improvement.

Craig Caldwell

Assessment Planning For Student Success:

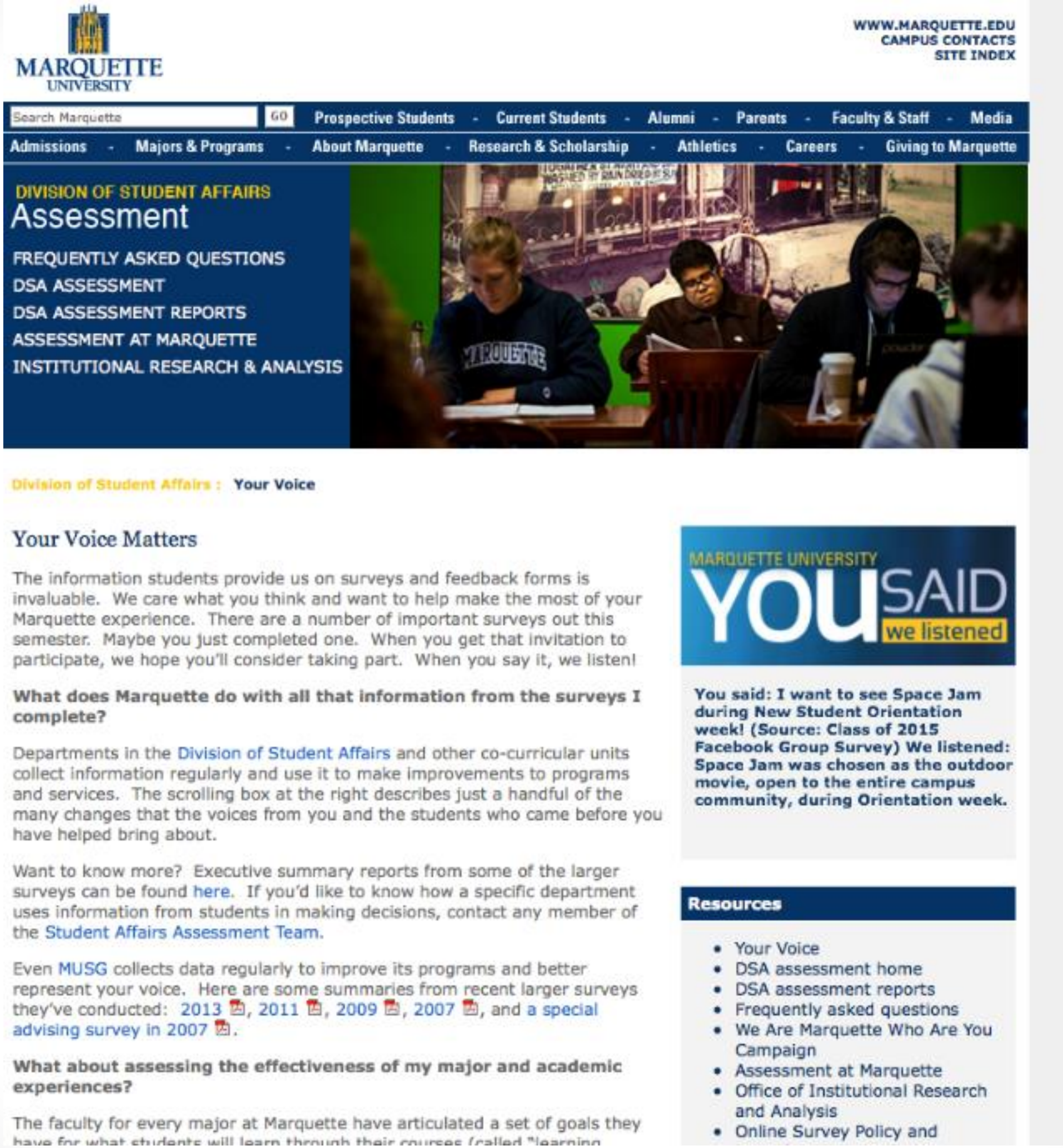
Craig and his colleagues designed assessments to drive specific student learning and to provide useful information for verifying student success.

Jerri Harwell

College-wide Outcomes Can Be Used In The Classroom:

Jerri used the college-wide outcomes rubric development guide to build scoring tools for her regular classroom assignments.

Student Affairs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DIVISION OF STUDENT AFFAIRS
Assessment
FREQUENTLY ASKED QUESTIONS
DSA ASSESSMENT
DSA ASSESSMENT REPORTS
ASSESSMENT AT MARQUETTE
INSTITUTIONAL RESEARCH & ANALYSIS
Division of Student Affairs : Your Voice

Your Voice Matters

The information students provide us on surveys and feedback forms is invaluable. We care what you think and want to help make the most of your Marquette experience. There are a number of important surveys out this semester. Maybe you just completed one. When you get that invitation to participate, we hope you'll consider taking part. When you say it, we listen!

What does Marquette do with all that information from the surveys I complete?

Departments in the Division of Student Affairs and other co-curricular units collect information regularly and use it to make improvements to programs and services. The scrolling box at the right describes just a handful of the many changes that the voices from you and the students who came before you have helped bring about.

Want to know more? Executive summary reports from some of the larger surveys can be found here. If you'd like to know how a specific department uses information from students in making decisions, contact any member of the Student Affairs Assessment Team.

Even MUSG collects data regularly to improve its programs and better represent your voice. Here are some summaries from recent larger surveys they've conducted: 2013, 2011, 2009, 2007, and a special advising survey in 2007.

What about assessing the effectiveness of my major and academic experiences?

The faculty for every major at Marquette have articulated a set of goals they have for what students will learn through their courses (called "learning

MARQUETTE UNIVERSITY
YOU SAID
we listened

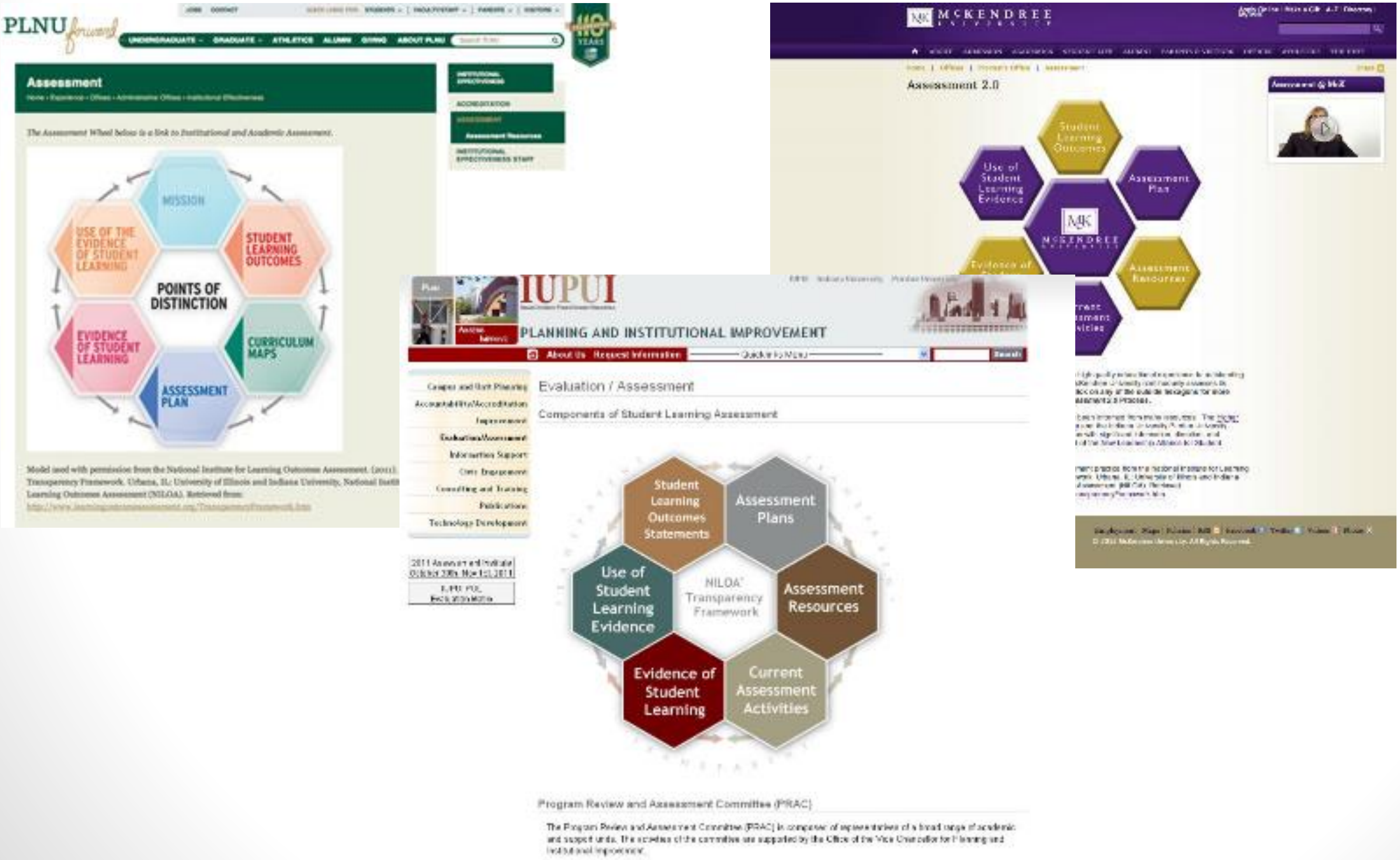
You said: I want to see Space Jam during New Student Orientation week! (Source: Class of 2015 Facebook Group Survey) We listened: Space Jam was chosen as the outdoor movie, open to the entire campus community, during Orientation week.

Resources

- Your Voice
- DSA assessment home
- DSA assessment reports
- Frequently asked questions
- We Are Marquette Who Are You Campaign
- Assessment at Marquette
- Office of Institutional Research and Analysis
- Online Survey Policy and

Framework in the Field

http://learningoutcomesassessment.org/TFfield.htm


PLNU
Assessment
MISSION
STUDENT LEARNING OUTCOMES
CURRICULUM MAPS
ASSESSMENT PLAN
EVIDENCE OF STUDENT LEARNING
USE OF THE EVIDENCE OF STUDENT LEARNING
POINTS OF DISTINCTION
McKENDREE UNIVERSITY
Assessment 2.0
Student Learning Outcomes
Assessment Plan
Assessment Resources
Use of Student Learning Evidence
Evidence of
IUPUI
PLANNING AND INSTITUTIONAL IMPROVEMENT
About Us
Request Information
Quick Info Menu
Evaluation/Assessment
Information Support
Consulting and Training
Publications
Technology Development
Student Learning Outcomes Statements
Assessment Plans
Assessment Resources
Current Assessment Activities
Evidence of Student Learning
Use of Student Learning Evidence
NILOA Transparency Framework

The Assessment Wheel below is a link to Institutional and Academic Assessment.

Model used with permission from the National Institute for Learning Outcomes Assessment. (2011). Transparency Framework. Urbana, IL: University of Illinois and Indiana University, National Instit… Learning Outcomes Assessment (NILOA). Retrieved from: http://www.learningoutcomesassessment.org/TransparencyFramework.htm

Evaluation / Assessment

Components of Student Learning Assessment

Program Review and Assessment Committee (PRAC)

The Program Review and Assessment Committee (PRAC) is composed of representatives of a broad range of academic and support units. The activities of the committee are supported by the Office of the Vice Chancellor for Planning and Institutional Improvement.

EIA Designations

- Application completed via campus self-study
  - Expectation for diverse campus application team
  - NILOA Transparency Framework is foundation
- Evaluation by faculty assessment experts
  - Rubric available
  - Criteria are rigorous, but reasonable
- Two awards
  - **Excellence**
    - Strong leadership and commitment to building (or re-building) culture of integrated assessment practices
  - **Sustained Excellence**
    - Leadership and commitment sustained or evolved over a period of at least 5 years

How to Participate!

- **Handout**: EIA Designations scoring rubric
  - Click the + to expand the window
  - Click the file to download the PDF
- **Chat box** for comments and conversation
  - Click the + to expand the window
  - Select “All – Entire Audience” from the dropdown at the bottom
  - Type your comment in the box with “[Type message here]”
- **Questions** for presenters
  - Click the + to expand the window
  - Enter your question and send it to the Organizers
- **Raise your hand** to be unmuted and contribute verbally!

A Closer Look

- Download **handout**: EIA Designations scoring rubric

- **Chat box** or **verbal (raise your hand)** conversation:
  - In what ways could these tools be useful to you on your campus?
  - Where are already excelling?
  - Where would your campus find challenges?

- **Questions** for presenters:
  - Comments, questions, concerns?
  - What’s not clear?

EIA Designations

- Key dates
  - Submission of completed EIA Application: April 1
  - Applicants Notified of EMBARGOED Designation Results: July 15
  - Public Announcement of Designees: August 15

www.collegeportraits.org/EIA

Thank you!

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NILOA: www.learningoutcomesassessment.org

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