NILOA January 2013 Newsletter

Happy New Year!

This January 2013 edition of the NILOA newsletter features NILOA's 16th Occasional Paper, *The Lumina Degree Qualifications Profile (DQP): Implications for Assessment*. The lead author is Peter Ewell from the National Center for Higher Education Management Systems (NCHEMS). The paper also includes an Afterword by Carol Geary Schneider from the Association of American Colleges and Universities (AAC&U).

You can learn more about the DQP and NILOA's work at the **2013 AAC&U Annual Meeting** where we will host two sessions. The first, "The Degree Qualifications Profile: What Users Say and What Others Want to Know, " is in the form of a Town Hall Meeting facilitated by George Kuh, Natasha Jankowski, Peter Ewell, Paul Gaston, and Pat Hutchings. The second session, 'Regional Accreditation and Evidence of Student Learning: What Comes Next?," features panelists Peter Ewell, Stanley Ikenberry, Sylvia Manning and Barbara Brittingham.

NILOA Occasional Paper

A new Occasional Paper, NILOA's 16th, is now available:

The Lumina Degree Qualifications Profile (DQP): Implications for Assessment

Peter Ewell
Afterword by Carol Schneider

In January 2011, the Lumina Foundation published its Degree Qualifications Profile (DQP) to challenge faculty and academic leaders in the U.S. to think deeply and concretely about aligning expectations for student learning outcomes across higher education. In order to render the Profile's potential real, institutions and their faculties will need to develop consistent and systematic ways to gather evidence that the competencies that the DQP describes are actually being mastered at the levels claimed. In this paper, Peter Ewell explores some of what needs to be done and provides a few tools and techniques (some of which are already in widespread use) that may help move assessment work forward. In her Afterword, Carol Geary Schneider discusses some of the challenges that must be addressed to realize the promise of the DQP.

NILOA Updates

NILOA's Featured Website

California Lutheran University
California Lutheran University (CLU) has about a decade's worth of experience with developing and implementing student learning outcomes (SLOs) assessment. Guided by its core commitments of Liberal Learning, Professional Preparation, and Character and Leadership Development, CLU has designed 8 detailed institutional SLOs and corresponding rubrics. Additionally, CLU provides resources to students and faculty as they use SLOs. **Read more…**

DQP Updates

DQP Resources

NILOA Webinar
NILOA will conduct its second webinar in a series on assessment and the Degree Qualifications Profile on February 1st, 2013 from 12:00-12:30 CST. This webinar will provide an overview of the resources on the NILOA DQP Corner. Register for the webinar **here**.

Prior Learning
Prior Learning assessment is a process of evaluating and recognizing learning that helps adults to earn credit for knowledge acquired through work,

training, volunteer and union activities, hobbies, and other life experiences. Read more about Prior Learning **here**.

DQP in Action

SACS
In collaboration with the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), 22 Historically Black Colleges and Universities (HBCUs) will use the DQP to map their curriculum, particularly in mathematics and English, and identify weaknesses and strengths in teaching and learning. The mapping exercise will suggest areas of further exploration, in which the HBCUs may engage through use of the DQP.

DQP in Practice

California State University, East Bay
California State University, East Bay is using the DQP to develop Institutional Learning Outcomes (ILO) that frame the meaning, quality, and integrity of a Cal State East Bay degree and to examine linkages between general education, academic majors, and ILOs. **Read more…**

West Coast University
West Coast University (WCU) is participating in WASC's DQP Pilot, concentrating on the "Intellectual Skills" from the DQP and aligning these skills with WASC's "Graduation Proficiencies," WCU's General Education Program Learning Outcomes (PLO), and the overriding Institutional Learning Outcomes (ILO). **Read more...**

News

We collect news items from a variety of sources related to learning outcomes assessment for our website. Listed below are some from the past month:

Tests With and Without Motivation
While many institutions are measuring the value added of a college degree, new research suggests that student motivation on such tests is a clear predictor of student performance.

New Issue of Assessment Update Now Available
The latest issue of *Assessment Update: Progress, Trends and Practice in High Education* for November/December 2012 is now available.

Top 12 Teaching and Learning Articles for 2012
Based on the number of reader comments, social shares, and other factors, Faculty Focus has highlighted 12 of its 250 published articles related to teaching and learning that stood out in 2012.

Defining Learning Expectations
The American Historical Association is defining learning expectations through a Tuning Project focused on outlining a set of skills and habits of mind that college-educated students should have in relation to history.

Open Positions

Director of Assessment
Open position: Director of Assessment for the School of Leadership and Education Sciences at the University of San Diego. Position entails coordinating accreditation activities, program review, fostering a culture of assessment, and analysis of data.

Director of Learning Assessment Position Open at the University of Massachusetts Dartmouth
The University of Massachusetts Dartmouth invites applications for the open position of Director of Learning Assessment. Requirements for the position include a bachelor's degree and formal training in survey design and qualitative research.

Director of Academic Assessment
The University of New Haven (CT) is seeking a Director of Academic Assessment. The position involves providing training to faculty to assist with development of learning outcomes; contributing to collection and analysis of assessment data; and contributing to ongoing efforts using surveys, e-portfolios, and program evaluation.

Upcoming Conferences and Programs

Here are conferences and workshops on learning outcomes assessment coming up in the next month:

January 23-26: **The Annual Meeting of the Association of American Colleges and Universities**
AAC&U, Atlanta, GA. ***Please consider attending NILOA's sessions**.

February 8: **AALHE Call for Proposals Due**

February 7-9: **2013 Academic Affairs Winter Meeting**
AASC&U, Point Clear, AL.

February 17-19: **13th Annual Texas A&M Assessment Conference**
College Station, TX. ***NILOA's Stan Ikenberry is as a keynote speaker**.

February 17-19: **The Community College Conference on Learning Assessment**
Valencia College, Orlando, FL

February 19-20: **Early Workshop: Current Expectations for Assessment of Student Learning, General Education, and Student Success**
Higher Learning Commission, St. Charles, IL

February 20-22: **Assessment Workshop: Making a Difference in Student Learning Assessment as a Core Strategy**
Higher Learning Commission, St. Charles, IL

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February 2013

This edition of the NILOA newsletter features NILOA's 17th Occasional Paper, *Changing Institutional Culture to Promote Assessment of Higher Learning* by Richard H. Hersh and Richard P. Keeling.

Register **here** for our third webinar on March 29 from 12:00 to 1:00pm EST with guest speakers Peter Ewell and Carol Schneider as they discuss their NILOA Occasional Paper, *The Lumina Degree Qualifications Profile: Implications for Assessment*.

NILOA Occasional Paper

A new Occasional Paper, NILOA's 17th, is now available:
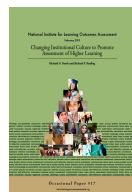
Changing Institutional Culture to Promote Assessment of Higher Learning

Richard H. Hersh & Richard P. Keeling

While a national chorus of criticism reproaches the academy for its high costs, low graduation rates, lack of accountability, administrative bloat, and faculty inefficiency, a more fundamental problem looms: how to address higher education's shortfall in higher learning. To say it plainly: in both quantity and quality, college learning is inadequate. The root cause of this learning crisis is that at most institutions the campus culture itself does not prioritize and foster transformative learning. The purpose of this paper is to help realign the assessment conversation by arguing for institutional culture change that puts higher learning first and simultaneously embraces systemic assessment as a prerequisite of and central condition for a culture in which learning is the priority.

Viewpoint

The DQP and the Creation of the Transformative Education Program at Saint Augustine's University

A major curricular revision, such as that done at Saint Augustine's University, requires strong leadership, campus-wide agreement on mission and focus, and faculty, staff, and students willing to work together to meet the challenge of improving student learning. Yet, without the coherent structure of the DQP to provide a model for a broad and clearly articulated curricular system grounded in interconnected and ongoing assessment of student learning, it seems likely that the process of transformation would take a very long time to realize. Read more...

NILOA Updates

NILOA's Featured Website

Salt Lake Community College (SLCC)
This website features Examples of Excellence, a collection of videos in which SLCC professors, instructors, and staff discuss how they have used SLCC's assessment practices to guide and verify student success, utilize SLCC's college-wide outcomes rubric, study student success rates, and more. In conjunction with its academic assessment data, SLCC provides data for each of SLCC's student service departments. **Read more…**

DQP Updates

DQP Resources

NILOA Webinar
NILOA conducted its second webinar in a series on assessment and the Degree

Qualifications Profile on February 1st, 2013. The webinar provides an overview of the resources on the NILOA DQP Corner. Watch the webinar **here**.

Register **here** for our third webinar, March 29th from 12:00-1:00 EST with guest speakers Peter Ewell and Carol Schneider as they discuss their NILOA Occasional Paper on *The Lumina Degree Qualifications Profile: Implications for Assessment*.

Applied Learning
Applied Learning is an approach which emphasizes the relevance of course material to situations and conditions external to the classroom or "real world." It shifts the focus to application of knowledge and skills through solving a problem or implementing a project. Read more about Applied Learning **here**.

DQP in Action

Higher Learning Commission (HLC)
HLC is examining a new model of accreditation referred to as Open Pathways through three institutional pioneer cohorts, one of which is focused on the DQP. Additional information on the Open Pathways and the third institutional cohort working with the DQP may be found in the **Open Pathway Booklet**.

DQP in Practice

North Dakota State University (NDSU)
NDSU asked departments to compare the student learning outcomes and activities in their undergraduate capstone experiences in each major with DQP benchmarks for applied learning. Examining what "graduates can do with what they know," (in the words of the DQP) fits not only the land-grant culture of NDSU, but also had multiple other advantages for their campus. **Read more…**

North Dakota State College of Scienc (NDSCS)
NDSCS was invited to join the HLC Pathway Degree Qualifications Profile Demonstration Project as an AQIP institution and represent the two-year college perspective. The intent of the NDSCS project was to focus on the AAS degree and determine the degree of alignment of the DQP framework with employer expectations, student learning outcomes and assessment of student learning in the NDSCS AAS degrees. **Read more...**

News

We collect news items from a variety of sources related to learning outcomes assessment for our website. Listed below are some from the past month:

2013 CHEA Award Winners
CHEA announced the 2013 winners of the Outstanding Institutional Practice in Student Learning Outcomes.

America's Call for Higher Education Redesign
Articles in **Inside Higher Ed** and **The Chronicle** highlight the results of a survey by the Lumina Foundation which found the majority of Americans still value higher education, but have doubts about its quality.

Trend to Measure Learning Outcomes Gains Proponents
A number of Canadian universities are now developing measures to assess student learning, but concerns remain among faculty members.

The Curious Birth and Harmful Legacy of the Credit Hour
The Carnegie Foundation's effort to rethink its credit hour unit has this author contemplating how to measure student learning and if the Degree Qualifications Profile can be a suitable framework.

Skepticism About Tenure, MOOCs and the Presidency: A Survey of Provosts
Inside Higher Ed shares the findings of their 2013 survey of university and college provosts which includes self-evaluations of using data to identify and assess student outcomes.

Upcoming Conferences and Programs

Here are conferences and workshops on learning outcomes assessment coming up in the next month:

February 27-March 1: **Engaging Faculty in Student Learning Assessment**
Charlotte, NC

February 29-March 2: **AAC&U General Education and Assessment Conference**
Boston, MA. ***Please consider attending NILOA's session on March 2nd from 8:00-9:00am.**

March 4: **Call for Proposals: 38th Annual POD Network Conference**
Pittsburgh, PA

March 4-6: **Connections 2013 - Beyond the Obvious: Taking Assessment to New Places**
Blacksburg, VA

March 8: **Call for Proposals - 2013 Student Affairs Assessment & Research Conference**
The Ohio State University

March 18-20: **Assessment Conference: Quality Through Effective Curriculum Management**
Phoenix, AZ

March 2013 Newsletter

NILOA is pleased to announce that in April 2013 we will launch our second survey of chief academic officers. The questions focus on institutional level student learning outcomes assessment activities and the results will update the findings from NILOA's **first national survey conducted in 2009**. 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 outcome assessment practices nationwide.

Viewpoint

Embedded Assessment and Evidence-Based Curriculum Mapping: The Promise of Learning Analytics

Jane M. Souza, Ph.D.
Assistant Dean of Assessment, St. John Fisher College

Assessing desired learning outcomes effectively is a complex endeavor. Risking over-simplification, I propose we accept the definition offered by Randy Swing (2010) "Assessment is change management." If we accept that premise and partner it with "Data are resources; people are the agents of decisions and change" (Kramer, Hanson, Olsen, 2010, p. 44), then the locus of control for assessment and therefore change, can reside with the people generating the data. In my school, The Wegmans School of Pharmacy at St. John Fisher College in Rochester, New York, that means the faculty. Read more...

NILOA Updates

NILOA's Featured Website

Boston College
Boston College's assessment website is a comprehensive resource for guidance and support for assessment professionals and departments. It features links to the college's assessment cycle and assessment handbook, department outcomes, conversation starters that departments can use to examine their assessment programs, and examples of assessment projects from various Student Affairs departments. **Read more…**

DQP Updates

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NILOA Webinar
NILOA will conduct its third webinar in a series on assessment and the Degree Qualifications Profile on March 29, 2013 from 12:00-1:00 EST. This webinar will feature DQP authors Carol Schneider and Peter Ewell. Register for the webinar **here**.

Applied Learning
Applied Learning is an approach that emphasizes the relevance of course material to situations and conditions external to the classroom or "real world." It shifts the focus to application of knowledge and skills through solving a problem or implementing a project. Read more about Applied Learning **here**.

DQP in Action

Western Association of Schools and Colleges (WASC)
WASC is examining the usefulness of the DQP as a framework for assisting institutions to assess the quality of degrees or portions of degree programs. Click **here** for additional information on WASC's work with the DQP.

DQP in Practice

The Master's College (TMC)
Given the encouragement by WASC to use the DQP as a framework for organizing the overall

undergraduate learning outcomes, the college's general education revision committee was able to adapt the learning areas in the DQP to provide a basis for the development of five overarching undergraduate Institutional Learning Outcomes. **Read more…**

Westminster College (Utah)
This project involves adapting the formative model of the DQP to existing college-wide learning goals in order to better articulate what mastery of the College's learning goals looks like at various stages of matriculation. Linking the associate level expectations of learning goals with our existing college-wide learning goals will provide reference points for faculty members to better align institutional student learning outcomes with general education objectives. **Read more...**

News

We collect news items from a variety of sources related to learning outcomes assessment for our website. Listed below are some from the past month:

A New SAT
The College Board is planning to redesign the SAT in an effort to better prepare students to make a meaningful transition into postsecondary education by focusing on a core set of knowledge and skills essential to college success.

Improving Teaching One Class at a Time
Faculty members recognize that reforming teaching and learning to effectively engage students has become increasingly important, but difficulties arise in implementing the changes.

GMAC Introduces "Soft Skills" Test, but Not for Admissions
The Graduate Management Admission Council announced a new mechanism to test the "soft skills" of students looking to develop their strengths and improve weaknesses when applying to jobs.

Call for Proposals - 2013 Assessment Institute
The 2013 Assessment Institute is currently accepting proposals for conference sessions. Please submit your proposals no later than March 29, 2013.

The "I" in FIU
Florida International University introduced a new global learning requirement that will give faculty an assessment matrix to evaluate students' global learning engagement and awareness.

Upcoming Conferences and Programs

Here are conferences and workshops on learning outcomes assessment coming up in the next month:

March 15: **Call for Proposals - 2013 Student Affairs Assessment & Research Conference**
Office of Student Life at the Ohio State University.

March 15: **Oregon Program Evaluators Network's 2013 Conference**
Oregon Program Evaluators Network

March 18-20: **Assessment Conference: Quality Through Effective Curriculum Management**
Association to Advance Collegiate Schools of Business, Phoenix, AZ

March 21-23: **EPI International Forum on Education & the Economy**
Education Policy Institute, Orlando, FL

March 29: **Call for Proposals - 2013 Assessment Institute**

March 28-29: **Big Issues in Testing: Improving Admissions and Learning in Higher Education**
University of Nebraska-Lincoln

April 4-6: **AAC&U Student Success Conference**
Association of American Colleges & Universities, Network for Academic Renewal, Miami, FL

April 5-9: **2013 NCA HLC Annual Conference**
Higher Learning Commission, Chicago, IL

April 8-10: **ANNY'S 2013 Spring Workshop Conference**
ANNY Board of Directors, New York, NY

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April 2013 Newsletter

On April 9th, NILOA launched its second National Survey of Chief Academic Officers. Click **here** to see a copy of the survey.

NILOA will host its fourth webinar in a series on assessment and the Degree Qualifications Profile on Friday, April 26th, 2013 from 12:00-1:00 CDT. This webinar will feature DQP author Cliff Adelman. Register for the webinar **here**.

NILOA's website now features an **Assessment Archive** containing literature on assessment as well as a new **Assignment Examples** page where you will see the kinds of work expected by students that represent one or more DQP competencies at a specific degree level.

NILOA Updates

NILOA's Featured Website

Strategic National Arts Alumni Project (SNAPP)
This website presents survey results from the Strategic National Arts Alumni Project (SNAPP) in an easily accessible, interactive format. The website's SnaapShot provides a breakdown of survey data, including type of arts major, location of employment, type of degree attained, current occupation of arts graduates, and debt and earnings information. **Read more…**

DQP Updates

DQP Resources

NILOA Webinar
Click **here** to watch NILOA's third webinar (held on March 29th) on assessment and the DQP featuring DQP authors Peter Ewell and Carol Schneider.

NILOA will conduct its fourth webinar in this series on on Friday, April 26, 2013 from 12:00-1:00 CDT. This webinar will feature DQP author Cliff Adelman. Register for the webinar **here**.

Data Audit
Institutions routinely gather a variety of data on students and their learning but rarely is time taken to examine where data comes from, where it goes, and manage or sort the flow of information. The following resources provide information on how to conduct a data audit as well as some tools which may be helpful for examining root causes or cause and effect relationships when examining or analyzing data. Read more about Data Audit **here**.

DQP in Action

Unfunded Institutions
To date, NILOA has identified 99 institutions that are currently working to implement the DQP in their assessment practices without participating in a consortium project or without direct funding from Lumina Foundation for Education. Those institutions range from small 2-year community colleges to large 4-year universities. If you are an unfunded institution currently working with the DQP, NILOA would very much appreciate hearing from you about it. Please take a few minutes to fill out our DQP Institutional Activity Report which can be found **here**.

DQP in Practice

Indiana University Purdue University Indianapolis (IUPUI)
IUPUI and the Indianapolis campus of **Ivy Tech Community College (IVTC)** are working together in the AAC&U's Quality Collaborative project. Their effort is investigating methods and forms of identifying the transfer of competencies between

institutions-specifically, how to identify readiness for the movement from the first 60 hours of credit to the second, including the move into specific academic programs. **Read more…**

McKendree University
McKendree University is currently engaged in a seven-year assessment revision initiative entitled "Assessment 2.0." In the past, they engaged in a variety of assessment activities, but their model lacked cohesiveness, transparency, and usefulness. They now refer to those initial assessment activities as "Assessment 1.0." The purpose of "Assessment 2.0" is to build a new systematic, comprehensive, and sustainable undergraduate student learning outcomes assessment system and to link the system to faculty development activities. **Read more...**

News

We collect news items from a variety of sources related to learning outcomes assessment for our website. Listed below are some from the past month:

National Survey of Chief Academic Officers
The survey was launched last week. To see a copy of the survey, please click **here**.

Assessment as an Opportunity for Developing Independent Thinking Skills in Students
This author wonders if required assessment will stifle students' creativity and if it's possible to hand the task of formative assessment over to students in order to encourage independent thinking.

Kansas State University seeks an Assistant Director of Assessment
The Office of Assessment at Kansas State University invites applications for the position of Assistant Director of Assessment. The assistant will work with the Director on projects of the Office of Assessment, all of which have an overriding goal of the improvement of student learning at Kansas State University. For more information about the position and how to apply, please click **here**.

Seeking Rigor in Study Abroad
Author points to the growing criticism of study abroad programs that assess student satisfaction rather than measureable learning and growth. A six-level, developmental classification system with related outcomes is discussed.

Rethinking the Bottom Line for Internationalization: What Are Students Learning?
As internationalization becomes more important to postsecondary education, it is important to define global learning outcomes so institutions can measure and assess students in order to produce graduates that are prepared for a changing global environment.

Upcoming Conferences and Programs

Here are conferences and workshops on learning outcomes assessment coming up in the next month:

April 19: **Third Annual Regional Community College Assessment Conference**
Johnson County Community College

April 22-23: **Learning Outcomes Assessment, Practically Speaking**
Council of Ontario Universities

April 30: **Call for Proposals - 2013 West Texas Assessment Conference**
Please submit a proposal for the 2013 West Texas Assessment Conference. The deadline to submit a proposal is April 30, 2013.

May 14-16: **2013 Department and Division Chair Workshops**
Council of Independent Colleges, Cincinnati, OH

May 18-22: **2013 AIR Annual Forum**
Association for Institutional Research, Long Beach, CA
*Please consider attending NILOA's sessions. "The Role of IR in Fostering Good Assessment Practice" (Monday, 11:30-12:15) and "Building Effective Partnerships with Government and Public Affairs" (Tuesday, 11:30-12:30).

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May 2013 Newsletter

On April 9, NILOA launched its second National Survey of Chief Academic Officers. Click **here** to see a copy of the survey.

NILOA will host its fifth webinar in a series on assessment and the Degree Qualifications Profile on Friday, May 17, 2013 from 12:00-1:00 CDT. This webinar will feature DQP author Paul Gaston. Register for the webinar **here**.

Viewpoint

Where is Culture in Higher Education Assessment and Evaluation?

Nora Gannon-Slater, Graduate Research Assistant
Stafford Hood, CREA Director
Thomas Schwandt, Associate Director
Center for Culturally Responsive Evaluation and Assessment

The Center for Culturally Responsive Evaluation and Assessment (CREA), a new center located in the College of Education at the University of Illinois at Urbana-Champaign, is an interdisciplinary endeavor that brings domestic and international researchers together to address the growing need for practice-relevant and policy-relevant studies that take seriously the influences of cultural norms, practices, and expectations in the design, implementation, and evaluation of social and educational interventions. Last month, CREA hosted its inaugural conference, "Repositioning Culture in Evaluation and Assessment" in Chicago, Illinois. The conference provided critical insight into the landscape of culturally responsive evaluation and culturally relevant assessment, a space that remains largely uncharted. **Read more…**

NILOA Updates

NILOA's Featured Website

Anoka-Ramsey Community College (ARCC) ARCC created a comprehensive assessment resource website which offers extensive resources for faculty, including a glossary of assessment terms, levels and documentation of assessment, rubric guidelines, the process for collecting and reviewing assessment data, and guidesheets for each degree type offered at ARCC. The website also provides assessment resources for students, which includes a brief overview of ARCC's assessment process and links to the individual program guidesheets. **Read more…**

DQP Updates

DQP Resources

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Curriculum Mapping
Institutions can align their learning outcomes, courses, assignments, or programs through a process known as curriculum mapping. To guide this work, some colleges and universities are using the DQP. A template designed for this purpose, which can be found here: **DQP Learning Outcome Statement Mapping Tool**. Read more about Curriculum Mapping **here**.

DQP in Action

Accrediting Commission for Community and Junior Colleges (ACCJC)
The purpose of ACCJC's Degree Qualifications Profile Project (DQPP) is to enhance educational quality, increase institutional effectiveness and promote continuous quality improvement in higher education. The project involves two initiatives: 1) Tuning Clusters; and 2) Associates Degree Cohorts. Tuning Clusters emphasize the goals of assuring quality and comparability of programs in regard to core competencies and learning outcomes. Associate Degree Cohorts are attempting to validate the multiple uses of the DQP for enhancing institutional effectiveness. Read more about ACCJC's work with the DQP **here**.

CIC/DQP Consortium Project - University of Charleston
The DQP framework is being used as a model for developing specific descriptors for demonstration of Liberal Learning Outcomes (LLOs) at all degree levels. The framework has helped the University sharpen their thinking about differentiation in levels of skills and knowledge, and more clearly articulate what graduates should know and be able to do with their degrees. **Read more…**

Point Loma Nazarene University (PLNU) DQP Pilot Program
Initial conversations at PLNU centered on the fact that the DQP reflects skills and knowledge developed both in the student's major program of study and in general education courses. These skills link very clearly with the DQP Intellectual Skills Outcomes. Rather than approach each important assessment of student learning as a separate activity, the DQP Task Force believed it important to think more strategically and move toward using the individual major's culminating experience as a place to assess the five competencies. **Read more...**

News

We collect news items from a variety of sources related to learning outcomes assessment for our website. Listed below are some from the past month:

MOOCs and the Quality Question
A second generation of MOOCs is emerging aiming to address the issue of quality by integrating distance education with on-ground programs so students are able to receive feedback and other academic support services in order to be successful.

Making the Best of Assessment
The author wonders if it is possible to develop an assessment system that demonstrates the value of educational programs instead of adopting numerical measurements to assess what students are learning.

Community-college Accountability Measure Still Holds Policy-Making Potential
The Voluntary Framework of Accountability aims to measure community college students' progress and outcomes, and there is potential for the VFA to influence institutional improvement and policy on accountability.

Assessing Assessment: Five Keys to Success
This author suggests five areas that should guide institutions when reviewing program assessment plans to ensure that assessment activities and reports actually produce change.

Public University Accountability 2.0
This article explores the recent revisions of the Voluntary System of Accountability (VSA) based in part on a 2012 NILOA report that found the VSA needed to expand the range of assessment tools for it to be useful to institutions. Co-author Stan Ikenberry is interviewed in the article.

What if the VSA Morphed Into the VST?
NILOA's George Kuh contributed a blog on the VSA noting that it has enabled institutions to increase aspects of assessment and will be benefited by the adoption of a qualifications framework and a greater focus on transparent communication. Editor's note: Of interest might be tools such as NILOA's **Transparency Framework**.

New Issue of Assessment Update is Now Available
The latest issue of Assessment Update: Progress, Trends and Practice in Higher Education for March/April 2013 is now available. Articles in this issue include Carolinda Douglass and Eric Niemi's "Including Students in Student Assessment," Mitchell Peterson and Amanda Gustafson's "Using Curriculum-

Embedded Assessments of Student Learning: Establishing a Model for Internal Benchmarking," and Gary Pike's "Assessment Measures."

NILOA's Occasional Paper 16 Now Available in Print
NILOA's Occasional Paper: The Lumina Degree Qualifications Profile (DQP) Implications for Assessment by Peter Ewell, with a Foreword by George Kuh and Stanley Ikenberry, a Preface by Terrel Rhodes, and an Afterword by Carol Geary Schneider is now available in print. Order your print copy **here**.

Upcoming Conferences and Programs

Here are conferences and workshops on learning outcomes assessment coming up in the next month:

May 14-16: **2013 Department and Division Chair Workshops**
Council of Independent Colleges, Cincinnati, OH

May 18-22: **2013 AIR Annual Forum**
Association for Institutional Research, Long Beach, CA
*Please consider attending NILOA's sessions. "The Role of IR in Fostering Good Assessment Practice" (Monday, 11:30-12:15) and "Building Effective Partnerships with Government and Public Affairs" (Tuesday, 11:30-12:30)

June 1-5: **2013 Institute on General Education and Assessment**
The University of Vermont, Burlington, Vermont

June 3-5: **Third Annual AALHE Assessment Conference**
Hilton Lexington/Downtown Hotel in Lexington, KY
*Please consider attending NILOA's sessions. "Transparent Communication of Assessment Results: A Revision to the NILOA Transparency Framework" (Tuesday, 2:45pm) and "Engaging with Assessment and the Degree Qualifications Profile: Institutions in Practice" (Monday 5:30pm)

June 3-6: **MACH 2013 - Making Academic Change Happen**
Rose-Hulman Institute of Technology

June 6-7: **9th Annual Summer Academic Assessment Institute**
Keene State College, New Hampshire

June 9-12: **HEDS Annual Conference**
Higher Education Data Sharing Consortium

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NILOA June 2013 Newsletter

In this edition:

June 2013 Newsletter

NILOA is now on Facebook and Twitter! Please check us out on our **Facebook** page and **Twitter** account.

NILOA's second national survey of provosts is still in the field. A reminder was sent at the end of May to Chief Academic Officers at four and two-year institutions to complete the questionnaire. With the Higher Education Act expiring at the end of 2013, and Congressional action on the reauthorization looming, we need to know more about current assessment practices. Please alert your CAO so that your institution is represented. Click **here** to see a copy of the survey.

NILOA Updates

NILOA's Featured Website

Degree Qualifications Profile in Oregon
The DQP in Oregon website outlines the efforts of the seven-campus Oregon University System and Oregon's seventeen independent community colleges to develop a Degree Qualifications Profile that is specific to Oregon. The site features ongoing projects, including interactive spidergraphs for each of the twenty-four institutions represented in the DQP in Oregon, which allow visitors to see how institution-specific program and course outcomes function within the DQP learning outcomes spiderweb. **Read more…**

DQP Updates

DQP Resources

NILOA Webinar
Click **here** to watch NILOA's fifth webinar (held on May 17th) on quality and higher education featuring Paul Gaston.

DQP in Practice

Miami University
Miami University began their work with the DQP by first holding over 30 focus group sessions with students, faculty, staff, and parents. The participants were asked to sort DQP outcomes based on if the outcomes belong in the degree program or liberal education courses along with other criteria. Preliminary findings from the focus group sessions revealed that the majority of DQP outcomes should be conveyed by the major or degree program. **Read more…**

News

We collect news items from a variety of sources related to learning outcomes assessment for our website. Listed below are some from the past month:

The Little Assignment with the Big Impact: Reading, Writing, Critical Reflection, and Meaningful Discussion
A simple but effective assignment has the potential to get students thinking more critically about challenging reading assignments, and this can lead to greater student engagement in the classroom.

New Publication on Lumina DQP and Assessment
AAC&U published a print version of Peter Ewell's paper on the assessment implications of the DQP. This version features a preface by Terrel Rhodes, foreword by George Kuh and Stan Ikenberry, and afterword by Carol Geary

Schneider. This publication offers advice and direction on how to assess learning in relation to the competencies outlined in the DQP.

Has Higher Education Lost Control Over Quality?
As government involvement has increased globally, educational quality is no longer only under the control of higher education institutions and accreditors. The author suggests one way for higher education institutions to regain control is to agree on how quality can be defined and demonstrated.

CHEA International Quality Group
A new group created by CHEA introduced a series of policy briefs that will focus on quality assurance of higher education institutions in an international setting. The first issue of *Policy Brief* can be found in the NILOA **Resource Library**.

Rethinking the Bottom Line for Internationalization: What Are Students Learning?
As internationalization becomes more important to postsecondary education, it is important to define global learning outcomes so institutions can measure and assess students in order to produce graduates that are prepared for a changing global environment.

Upcoming Conferences and Programs

Here are conferences and workshops on learning outcomes assessment coming up in the next month:

June 20-21: **5th Annual State Assessment Meeting for Florida State Colleges**
Valencia College, Orlando, FL
*Please consider attending NILOA's session "Showing an Impact: Using Assessment Results to Improve Student Learning" (Friday, 11am).

June 26-27: **4th International Assessment in Higher Education Conference**
Birmingham, United Kingdom
*Please consider attending NILOA's session "Using Assessment Evidence to Improve Student Learning: Can It Be Done?" (Wednesday, 3:40pm).

June 26-28: **2013 ACPA Student Affairs Assessment Institute**
American College Personnel Association, Portland, OR

June 27-29: **NASPA Assessment and Persistence Conference**
Student Affairs Administrators in Higher Education, Denver, CO
*NILOA Senior Scholar, Jillian Kinzie, will be presenting on the updated NSSE and assessing student engagement. Please consider attending this session on Friday at 3:30pm.

June 28: **Call for Proposals - NEEAN Fall Forum 2013**
Please submit a proposal for the 2013 New England Educational Assessment Network Fall Forum. The deadline to submit a proposal is June 28, 2013.

July 7-11: **2013 SHEEO Annual Meeting**
State Higher Education Executive Officers Association, Washington, D.C.

In this edition:

Second National Provost Survey in the Field

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July 2013 Newsletter

NILOA's 2013 national survey of Chief Academic Officers and institutional assessment practice is in the final stages of data collection. Findings from this study will provide needed information about how student outcomes assessment results are being used to improve teaching and learning. Please encourage your institution to participate. In a Web browser, type :**https://websurv.indiana.edu/Niloa** and go to "**Look up your Survey ID**" to complete the survey.

NILOA Updates

NILOA's Featured Website

Valencia College
Valencia College's Institutional Assessment website offers full, unrestricted access to all of its assessment documents and activities, including general education and program-level learning outcomes and examples of data, rubrics, and plans used in assessment at Valencia. The site allows visitors to view in-progress workbooks for AA and AS programs, which detail how each program's course offerings align with the program's learning outcomes, as well as how these outcomes align with Valencia's general education outcomes. **Read more…**

DQP Updates

DQP Resources

DQP Resource Kit
NILOA's **DQP Resource Kit** offers a variety of information and resources for institutions interested in working with the DQP. Under the **Rubrics** section is a listing of books and articles that illustrate how rubrics are being used to assess learning outcomes. Rubrics help colleges/universities and instructors understand student achievement of college-wide learning outcomes or course objectives. Frequently used for grading student assignments or reviewing samples of student work, rubrics are often specifically created for each course and or tailored for specific outcomes. Using rubrics can benefit both instructors and students.

AAC&U Quality Collaboratives DQP Project
About 75 people from nine states participated in the meeting in Colorado, including project team members, the project advisory committee, AAC&U staff, and NILOA. The project involves pairs of two-year and four-year institutions in each state (some have more than one pair), together with representatives from the SHEEO or system office. The major objective is to improve articulation and transfer within each state. The focus of the meeting was on sharing lessons learned and planning for the project's final year. Participants were enthusiastic about their progress in using the DQP to develop a common language to communicate within and between institutions. Considerable emphasis was placed on documenting lessons learned for broader communication to both external (policy) and internal (academic) audiences. Of special note were discussions about the importance of using campus governance structures and processes to further work with the DQP, the role of Teaching and Learning Centers in fostering greater faculty use of the DQP and associated skills like building robust "signature assignments" to assess DQP outcomes, the connections between the DQP and Tuning, and about the need for different kinds of data, state policies governing data access and use, and sharing data across campuses. AAC&U project staff presented a promising "Quality Assurance Framework" keyed to the DQP and LEAP. The framework has five components: competencies, educational practices, achievement/performance metrics, equity (to determine if students from all backgrounds are achieving competencies and experiecing best practices), and student portfolios. You can view the Quality Assurance Framework **here**.

News

We collect news items from a variety of sources related to learning outcomes assessment for our website. Listed below are some from the past month:

HECQO: Learning Studios Improve Student and Faculty Satisfaction at Lambton College
A study of learning studios by the Higher Education Quality Council of Ontario found that this approach was linked to strong levels of student and faculty satisfaction. The authors also noted the environment of learning studios encouraged the implementation of learning strategies that had not been possible in traditional classrooms.

New Issue of Assessment Update is Available Now
The latest issue of Assessment Update: Progress, Trends and Practice in Higher Education for May/June 2013 is now available. Articles in this issue include Maureen Snow Andrade's "Launching E-Portfolios: An Organic Process," Trudy Banta's "Envisioning Learning," Debra Smith's "Working at Assessment," and Peter Ewell's "From the States."

New Measure of Success
Articles in **The Chronicle** and **Inside Higher Ed** announce the Student Achievement Measure (SAM) which was developed by six higher education associations. This new tracking method relies on different metrics than the federal government's system, and it aims to provide a more comprehensive glimpse at how students progress and complete college.

Institutional Research, Accreditation, and the Next Reauthorization
Judith Eaton, president of CHEA, presented her thoughts on the Reauthorization of the Higher Education Act which was initiated in April and whether traditional accreditation can be sustained.

New Skills Certificates from ETS
The Educational Testing Service developed two new assessment tools that will measure student learning. Students who take the tests will be assessed on reading, writing, critical thinking and ability to navigate through digital technology.

Upcoming Conferences and Programs

Here are conferences and workshops on learning outcomes assessment coming up in the next month:

July 19-20: **Assessment in the Arts Conference**
Rocky Mountain College of Art and Design, Denver, CO

July 19: **2013 ACPA Student Affairs Assessment Institute**
Please submit a proposal for the 2013 Student Affairs Assessment Conference. The deadline to submit a proposal is July 19, 2013.

July 22-24: **12th Annual Assessment & Collaboration Conference**
LiveText, Chicago, IL

July 24-26: **Assessment Workshop: Making a Difference in Student Learning - Assessment as a Core Strategy**
Higher Learning Commission, St. Charles, IL

August 2: **Call for Proposals - Third Annual Kean University Assessment Institute**
Please submit a proposal for the Kean University Assessment Institute. The deadline to submit a proposal is September 30, 2013.

In this edition:

August 2013 Newsletter

NILOA's 2013 national survey of Chief Academic Officers and institutional assessment practice will close on August 30. Please encourage your institution's CAO to participate. The findings from the survey will provide information about current assessment practices. In a Web broswer, type: **http://websurv.indiana.edu/NILOA** and go to "Look up your Survey ID" to complete the survey.

This edition of the NILOA newsletter features NILOA's 18th Occasional Paper, *What are Institutions Spending on Assessment? Is It Worth the Cost?* by Tammi Cooper and Trent Terrell from the University of Mary Hardin-Baylor.

NILOA Occasional Paper

A new Occasional Paper is now available:
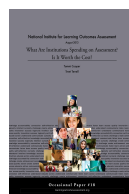
What are Institutions Spending on Assessment? Is It Worth the Cost?

Tammi Cooper & Trent Terrell

At a time when the cost and value of a college degree is under closer scrutiny, understanding assessment expenditures and their perceived benefits is critical. In this paper, a research project aimed at determining how much institutions are spending annually on assessment and whether the perceived benefit is worth the cost is discussed. An online survey was administered to assessment professionals across the country to determine institutions' spending in seven expenditure categories related to assessment. In addition to presenting the findings of the survey to assessment professionals, the authors make recommendations for further study and practical applications for improving the impact of assessment.

NILOA Updates

NILOA's Featured Website

Howard University
Howard University's Office of Institutional Assessment & Evaluation (OIAE) website presents an overview of Howard's evidence-based approach to assessment. Howard's quarterly newsletters provide ongoing data related to student achievement and student satisfaction at Howard, including student and faculty survey results, student interviews, and updates on various student programs. Howard's Assessment Dashboard offers accessible and useful assessment data, including information related to enrollment, retention, and graduate rates; analysis of student learning outcomes in quantitative reasoning and written communication; and institutional survey results. **Read more…**

DQP Updates

DQP Resources

CIC DQP Consortium
The Council of Independent Colleges held its final meeting in August 1-3, 2013 for the **DQP Consortium**. The 25 participating institutions used the DQP to determine its utility for improving student learning outcomes and enhancing graduation rates. Previous consortium meetings were structured to help institutions launch their work and design and implement action plans. This final meeting provided an opportunity for schools to summarize and share the results of their work. A publication including a final report of the project results is anticipated near the end of 2013.

News

We collect news items from a variety of sources related to learning outcomes assessment for our website. Listed below are some from the past month:

Competency-Based Transcripts
Students enrolled in a new competency-based program at Northern Arizona University will receive a second transcript called a "competency report," which outlines students' proficiency in required concepts. Several assessment experts observed that the competency reports are an important additional step toward providing more substantive evidence of student learning than the traditional transcript.

Education Department Approves Competency-Based Program at Capella U.
Capella University's competency-based FlexPath program received approval from the US Department of Education. The program is online, self-paced and allows for assessment based on demonstrated competencies rather than credit hours.

How Big Data Is Taking Teachers Out of the Lecturing Business
This article explores the advantages and potential consequences of computerized instruction and testing. Proponents claim that technology-based may allow for more individualized learning and real-time assessment. Critics, however, suggest that using technology as a replacement for teachers could lead to a "tech-oriented, tested-focus education reform."

New Issue of *Diversity & Democracy*
The new issue of *Diversity & Democracy* features approaches to assessing the gains of student engagement and learning in diversity, global, and civic learning areas. Articles included focus on defining and assessing civic learning, developing a global learning rubric, and campus-wide assessments that are centered on diversity.

AAC&U Liberal Education
The latest issue of *Liberal Education* features a Transparency Initiative project which helps faculty identify and adopt learning and teaching methods that are best suited to achieving desired outcomes. The project has found that transparent teaching and learning methods allow students to gain an enhanced understanding of their learning.

Assessment: It's the Law
Starting this fall, a new state law will mandate that Iowa's three public universities create formative and summative assessments and submit proposals for using assessment to improve student learning. Faculty members will define methods of measurement and learning outcomes that will best contribute to continuous improvement.

Accreditor Approves Competency-Based Degree at U. of Wisconsin
The Higher Learning Commission approved a competency-based degree program at the University of Wisconsin. The Flexible Option program is the first at a major public university and is being seen as a way to increase the number of degree holders in the state.

Upcoming Conferences and Programs

Here are conferences and workshops on learning outcomes assessment coming up in the next month:

September 10: **Call for Proposals - Virginia Assessment Group 2013 Conference**
Please submit a proposal for the 2013 Virginia Assessment Group Conference. Deadline to submit a proposal is September 10, 2013.

September 20-21: **Using ePortfolios for Global Learning and Other High-Impact Practices**
The University of Washington Bothell.

September 30: **Call for Proposals - Third Annual Kean University Assessment Institute**
Please submit a proposal for the 2013 Assessment Institute. Deadline to submit a proposal is September 30, 2013.

October 5-8: **2013 Southern Association for Institutional Research Conference**
Memphis, TN

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DQP Assignment Library Under Construction

NILOA is pleased to announce that Lumina Foundation has funded another
initiative to support campus work with the Degree Qualifications Profile (DQP).
In coming months, a small number of faculty from colleges and universities
around the country will work with NILOA to create and make available an online
library of high-quality, peer-endorsed assignments linked to DQP outcomes.
This work will build on and further stimulate institutional efforts already underway,
engaging faculty at the grassroots level in ways that promise to enhance student
learning. Assignments are central to the DQP vision of assessment, as explained
in the **2013 paper by Peter Ewell and Carol Geary Schneider**.

If you are using or designing assignments to assess DQP proficiencies and
would welcome a supportive, collaborative community in which to share that
work, please contact Natasha Jankowski via email at **njankow2@illinois.edu** or
via phone at (217) 244-2155 about your interest in becoming involved. To begin,
there will be two small invitational meetings, one on October 27, 2013, and a
second in February 2014. We also anticipate other gatherings at various
conferences and meetings, and will invite submissions to (and borrowings from)
the library once the online architecture is in place. For more information and
resources on designing assignments, please **click here**.

Viewpoint

**Internships: Fertile Ground for
Cultivating Integrative Learning**

Alan W. Grose, Director of Academic Affairs
The Washington Center for Internships and Academic Seminars

Internships are an increasingly popular practice in higher education today. For
those of us concerned with persuasively articulating the value of higher
education, assessing the quality of internships presents a noteworthy challenge.
Internships often provide graduates with a competitive advantage - something of
a head start - as they attempt to gain a foothold in today's tight economy. Yet,
there is a genuine question about whether or not any list of desired outcomes
could stand as a valid index for assessing the educational quality of internship
experiences across the board - let alone one that we have adequate tools to
assess. **Read more…**

NILOA Updates

NILOA's Featured Website

Eastern Illinois University
Eastern Illinois University's assessment website
presents extensive information on EIU's assessment
efforts, guided by EIU's Committee for the
Assessment of Student Learning (CASL). The
website provides assessment reports related to
CASL's four learning goals for EIU's general
education program: to demonstrate ability to write
effectively, speak effectively, think critically, and
function as responsible global citizens. The website
also features a detailed Plan for the Assessment of
Student Learning, which outlines the history,
objectives, and methods of assessment at EIU. **Read
more…**

DQP Updates

DQP Resources

**Degree Qualifications Profile Project Webinar: Aligning Associate Degree
Outcomes to the DQP**

Click **here** to watch this webinar hosted by NILOA on September 10, 2013 with the Accrediting Commission for Community and Junior Colleges (ACCJC). This webinar was offered for community colleges participating in the ACCJC Degree Qualifications Profile Project (DQPP). Presenters included co-author of the *Degree Qualifications Profile*, Paul Gaston, Vice President for Policy and Research at ACCJC and Director of the DQPP, Krista Johns, and Assistant Director for NILOA, Natasha Jankowski. If you are interested in reading more about the ACCJC's work with the DQP, please click **here**.

DQP in Practice

American Public University System
The American Public University System (APUS) is composed of two institutions, American Military University and American Public University. We currently have have more than 100,000 adult learners studying in 50 states and more than 100 countries. Our mission is to provide a quality higher education with emphasis on educating the nation's military and public service communities by offering respected, relevant, accessible and affordable student-focused programs which prepare them for service and leadership in a diverse, global society. Strategies, tools, processes, and resources were developed to adopt the DQP framework across all associates, bachelors and masters programs. **Read more…**

News

We collect news items from a variety of sources related to learning outcomes assessment for our website. Listed below are some from the past month:

The Promise and Peril of Outcomes Assessment
In an article from *The Chronicle*, Alexander Astin states that institutions should strive to use before-and-after assessments that measure students' change over time instead of end-of-course evaluations. Using the before-and-after tests along with gathering data on students' educational experiences can help strengthen educational programs.

Through the Learning Lens
George Boggs, president of the American Association of Community Colleges, discusses the importance for colleges and universities to put student learning at the center of policies and procedures so that higher education can remain valuable.

Beyond the Skepticism
Molly Corbett Brown, president of the American Council on Education, shares ACE's evaluation and research initiative to review MOOCs for college credit and to examine their academic potential to increase student learning and strengthen college curriculums.

Obama's College Plan Gets It Wrong: Column
This author gives his opinion on why the new government scorecard won't work and how measuring real learning has the potential to promote educational goals instead of another ratings system.

Accreditation and Student Learning: New Compilation of Articles
Inside Higher Ed released a compilation of articles on student learning and accreditation. The booklet of articles and opinion essays follows the trends and issues institutions face in using accreditation to measure student learning.

SHEEO Press Release on President Obama's Higher Education Agenda
The State Higher Education Executive Officers Association released a statement approving the initiatives of the Obama administration to encourage innovation in enhancing student learning.

Act Scores Slip
Articles in **The Chronicle** and **Inside Higher Ed** discuss the 2013 ACT results which had composite scores at the lowest they've been in five years. Twenty-six percent of tested students met all four of the college-readiness benchmarks.

Teaching the Program
This author reflects on students' higher-level thinking within courses and how professors can connect deep learning from one course to an institution's academic objectives.

New Issue of Assessment Update is Now Available
The latest issue of Assessment Update: Progress, Trends and Practice in Higher Education for July/August 2013 is now available. Articles in this issue include Jessica Ickes and Daniel Flowers' "Student Interpretation of Selected Degree

Qualifications Profile Outcomes," Gary Pike's "The Updated National Survey of Student Engagement (NSSE)," and Dorothy Bray's "Ingenuity: A New Super Skill, a New Assessment Challenge, a New National Conversation."

Open Positions

Director of Assessment
Maryland University of Integrative Health invites applications for the position of Director of Academic Assesment. The Director will be responsible for managing academic assessment for on-ground and online academic programs. The position will reports to the Provost and will work to integrate the academic strategy into the overal institutional assessment strategy. For more information about the position and how to apply, please click here.

Director of Assessment & Educational Effectiveness (Administrator)
California State University at Fullerton seeks an individual for the position of Director of Assessment & Educational Effectiveness to administer the development and implementation of assessment plans (including General Education and online instruction) at program, center, department, College and University levels and ensure the alignment of learning outcomes across all levels. This position will direct the implementation of university-wide assessment and regional (WASC) accreditation efforts. Additionally, this individual will develop and administer training and guidance to faculty and staff on issues related to academic assessment. Please find more information here.

Library Assessment Coordinator
The Auraria Library at the University of Colorado at Denver seeks a creative, flexible, and innovative individual who is able to provide leadership in developing comprehensive and sustainable assessment and evaluation programs and to work independently and collegially with internal and external campus constituents. In this newly created position, the Assessment Librarian will serve as an expert resource and engage with Library departments and units to analyze and report assessment data; to document the Library's value and impact; and to develop a comprehensive evaluation program that ensures continuous improvement and evidence-based strategic planning and decision making. Please read more here.

Upcoming Conferences and Programs

Here are conferences and workshops on learning outcomes assessment coming up in the next month:

September 20-21: **Using ePortfolios for Global Learning and Other High-Impact Practices**
The University of Washington, Bothell

September 30: **Call for Proposals - Third Annual Kean University Assessment Institute**
Please submit a proposal for the 2013 Assessment Institute. Proposal deadline is September 30, 2013.

October 5-8: **2013 Southern Association for Institutional Research Conference**
Memphis, TN

October 9-11: **Assessment Workshop: Making a Difference in Student Learning - Assessment as a Core Strategy**
St. Charles, IL. Sponsored by the Higher Learning Commission.

October 10-11: **Institute for Equity, Effectiveness and Excellence at Hispanic Serving Institutions**
Los Angeles, CA. Sponsored by the Center for Urban Education at the University of Southern California.

October 11: **Call for Proposals - 14th Annual Texas A&M Conference**
The Texas A&M University Assessment Conference Committee is currently accepting proposals for conference sessions. Please submit your proposal no later than October 11, 2013.

October 14-15: **Emory University Student Affairs Assessment Conference**
Atlanta, GA

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2013 Assessment Institute

The Assessment Institute in Indianapolis is the nation's oldest and largest event focused exclusively on outcomes assessment in higher education. The program provides opportunities for individuals and campus teams new to outcomes assessment to acquire foundational knowledge about the field, and for those interested in outcomes assessment at any level to establish networks that serve as sources for support and expertise beyond the dates of the Institute. The substantive quality of the meeting is well known, attracting about 1,000 people each year. In fact, *registration is closed* for this event at the end of this month.

In NILOA's track at this year's Institute, our staff will present some of their recent work. For more information about the Assessment Institute, please click **here**. Look for NILOA's November newsletter for links to the NILOA track presentations.

NILOA Occasional Paper
A new Occasional Paper is now available:

All-in-One: Combining Grading, Course, Program, and General Education Outcomes Assessment

W. Allen Richman & Laura Ariovich
Prince George's Community College

Facing multiple and competing demands for evidence of student learning, institutions typically have created seperate, coexisting assessment practices, handling the assessment of courses, programs, and general education as isolated pieces rather than as interconnected components of the evaluation of students' knowledge and skills. This paper describes the system developed and implemented by one institution, Prince George's Community College (PGCC) to integrate assessment of course, program, and general education and to connect outcomes assessment with grading. PGCC's assessment system - called "All-in-One" - allows faculty to capture students' discrete skills by using rubrics to assess and grade key projects across programs and enter the data into a centralized database. All-in-One returns assessment to its primary goal, namely, improving student learning and faculty teaching. **Read more...**

Viewpoint

**Student Involvement in Assessment:
A 3-Way Win**

Josie Welsh, Director of Assessment
Arkansas State University

College students are arguably the group on campus least resistant to assessment efforts. Yet, they remain an untapped resource as institutions seek ways to prove their value to both students and society. The key to effectively involving students in outcomes assessment is to intentionally match faculty interest with student interest. When students serve as statisticians, interns, and researchers, this is a 3-way win for faculty, students, and directors of assessment. **Read more…**

NILOA Updates

NILOA's Featured Website

Queensborough Community College
Queensborough Community College's Institutional Assessment and Assessment of Student Learning

website provides a comprehensive overview of assessment activities at QCC. In addition to providing general assessment resources to site visitors, QCC's website features focused guides for faculty and administrators intended to assist with creating a comprehensive, integrated, and sustained assessment process. The guides include definitions and examples of various types of assessment, common myths about assessment, and an overview of the assessment design process. **Read more…**

News

We collect news items from a variety of sources related to learning outcomes assessment for our website. Listed below are some from the past month:

The Adjunct Advantage
Articles in **Inside Higher Ed** and **The Chronicle** highlight a study at Northwestern University by the National Bureau of Economic Research that found students learned more when their instructors are adjuncts than tenure-track professors. This author shares his **view** on the results of the study.

Beyond Grades
Testing firms are responding to the push in accountability in higher education by offering skills assessments. These new assessments track students' learning outcomes and improvements over time, and the data will be of use to accreditors and faculty members.

Purdue U. Software Prompts Students to Study-and Graduate
New software at Purdue University, called Signals, is tracking students' progress in certain classes and whether or not they have completed assignments. Classes using Signals have seen higher retention rates than those without the software.

Employers and Public Favor Graduates Who Can Communicate, Survey Finds
According to the **results** of a survey conducted by Northeastern University, employers and the public want colleges to prepare graduates to communicate effectively and think critically. Employers also responded that it is important for students to be well-rounded rather than receive training that is too narrow and specific.

Using Classroom Assessment Techniques: A Proactive Approach for Online Learning
These authors offer a few examples of using formative assessment in online classrooms. Some possibilities include utilizing a double-entry journal and student-generated test questions in order to gauge student understanding.

Hints on the New SAT
College Board president, David Coleman, described changes to the SAT which will include a revision to the essay portion of the test. Coleman also announced that he would like to align the test more closely to high school and college curriculums.

OCAD University's New Grading Policy
Ontario College of Art and Design adopted a new grading policy which assesses course work in relation to how well it meets the learning outcomes for a specific course. OCAD describes this new policy as transparent and fair for students.

Upcoming Conferences and Programs

Here are conferences and workshops on learning outcomes assessment coming up in the next month:

October 16: **West Texas Assessment Conference**
Lubbock, TX. Sponsored by Texas Tech University, Angelo State University, and Texas Tech University Health Sciences Center.

October 21-22: **Southeastern Library Assessment Conference**
Atlanta, GA.

October 27-29: **2013 Assessment Institute** [*registration closed*]
Indianapolis, IN. IUPUI Planning and Institutional Improvement.
*NILOA will have a track at the Assessment Institute.

October 27-29: **Canadian Institutional Research and Planning Association 2013 Conference**
Regina, Saskatchewan.

November 1: **NEEAN 2013 Fall Forum: Learning from Assessment**
Worcester, MA. College of the Holy Cross.

November 6: **One Day Workshop - Succeeding with WASC's New Institutional Review Process**
San Diego, CA. LiveText.

November 6-10: **38th Annual Professional and Organizational Development Network Conference**
Pittsburgh, PA.

November 9-12: **North East Association for Institutional Research Annual Conference**
Newport, Rhode Island.

learningoutcomesassessment.org
Sign up for the NILOA RSS feed here. If you no longer want to receive these emails, please click here.

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November 2013 Newsletter

Assignment-Design Charrette

NILOA invites applications from faculty members who are designing and using assignments linked to the proficiencies set forth in the DQP. This is an opportunity to collaborate with others engaged in such work and to contribute to an online library of high-quality, peer-endorsed assignments. Those selected will meet on Saturday, March 1, 2014 in Portland, Oregon, for an assignment-design charrette. Applications are due by December 15, 2013. Please read **here** for more information about the assignment-design initiative.

This edition of the NILOA newsletter features NILOA's 20th Occasional Paper, S*harpening Our Focus on Learning: The Rise of Competency-Based Approaches to Degree Completion* by Rebecca Klein-Collins from the Council for Adult and Experiential Learning.

NILOA Occasional Paper
A new Occasional Paper is now available:
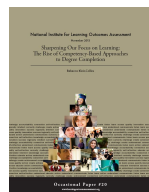
**Sharpening Our Focus on Learning: The Rise of
Competency-Based Approaches to Degree Completion**

Rebecca Klein-Collins
Senior Director of Research and Policy Development
Council for Adult and Experiential Learning (CAEL)

This occasional paper examines the role of competency-based education in the higher education system. The author defines a competency-based education as one that focuses on what students know and can do rather than how they learned it or how long it took to learn it. The paper defines unifying concepts shared by different competency-based education programs, describes current competency-based models using the direct assessment approach, and examines the national policy context that could determine the extent to which these programs are able to go to scale. The author argues that competency-based education provides an opportunity to rethink what a college degree means for student learning while addressing concerns regarding higher education's quality and cost. **Read more...**

Viewpoint

The Surprisingly Useful Practice of Meta-Assessment

Keston H. Fulcher & Megan Rodgers Good
James Madison University

Meta-assessment, or the evaluation of assessment practice, can help institutions explain the quality of assessment at every level of a university from program to department to college to the university. Over the past 10 years we have provided feedback to hundreds of university faculty and staff on their assessment reports. We also have trained hundreds of others to do the same. It takes considerable resources and is challenging. Why then should you or anyone else spend time on this seemingly esoteric endeavor? Meta-assessment helps a university get a grip on the quality of its assessment practices and whether student learning is improving. Explicit or implicit, a primary role of an assessment office is to improve assessment practice. However, many assessment offices cannot provide data about the aggregate quality of assessment on campus. **Read more…**

NILOA Updates

NILOA's Featured Website

SUNY Geneseo
SUNY Geneseo created an Academic Assessment Wiki which details assessment activities across the Geneseo campus. Each academic program maintains a page on the Wiki outlining the program's learning outcomes, recent assessment-related actions, and a statement on how the program is working to close the assessment loop. The Wiki also provides a detailed plan for general education assessment at Geneseo, as well as learning outcomes and assessment results for various areas of general education. **Read more…**

DQP Updates

DQP Resources

Degree Qualifications Profile Project Webinar:
Click **here** for information on the webinar series hosted by NILOA with the Accrediting Commission for Community and Junior Colleges (ACCJC). The next webinar in this series will be on **November 20, 2013** and will focus on Applied Learning & Civic Learning. The following dates and topics for the webinar series are **November 22, 2013** on Intellectual Skills and **December 4, 2013** on Two Types of Knowledge: Specialized and Broad/Integrative.

DQP in Practice

DePauw University

For its CIC/DQP Consortium project, DePauw University has been developing an inventory of co-curricular activities. This inventory is part of each student's advising transcript and is intended to be used mainly as an advising tool. As a residential liberal arts college, DePauw offers a rich variety of co-curricular activities. These feature prominently in the claims we make about the "value of a DePauw education." But before the Co-Curricular Inventory (CCI), participation in these activities was not centrally recorded. It was difficult to assess the educational impact of these activities because we really did not know who did what. **Read more…**

News

We collect news items from a variety of sources related to learning outcomes assessment for our website. Listed below are some from the past month:

New Lumina Foundation Publication
Lumina Foundation released a publication, co-authored by Paul Gaston, on how the Common Core State Standards and the Degree Qualifications Profile can better align K-12 and higher education.

Group Pushes 'Game Changing' Tactics for Improving College Completion
Complete College America is aiming to increase college completion rates by developing action plans with the 34 states that have joined their Alliance of States and committed to set completion goals through 2020.

States Demand That Colleges Show How Well Their Students Learn
Several states' increasing interest in student learning has led to the development of performance-based appropriations. In response to criticism that it will diminish academic quality, states created performance-based formulas that include quality assurance.

Are You Competent? Prove It. Degrees Based on What You Can Do, Not How Long You Went.
Several institutions are now offering low cost competency-based programs which use a student-centered model, but critics have concerns that these programs focus too heavily on skills and outcomes rather than disciplines and the higher education experience.

Digital Badges in the Classroom
Digital badge programs, which were originally developed for MOOC classes and distance learning, are becoming integrated into traditional course formats. Learners are rewarded with a digital badge upon completion of certain skills, and

early research argues that badges can increase motivation and add incentive to the learning process.

3-State Project Will Explore Prior-Learning Assessment on Statewide Basis
Texas, Ohio, and Montana's public-college systems will begin working with the Council for Adult and Experiential Learning to evaluate using prior-learning assessments. The council has previously not worked on statewide and multi-institution adoption of prior-learning assessments and they intend to set plans within each state system to document the process.

CHEA Accreditation Tool Kit
The Council for Higher Education Accreditation developed an easy-to-use Tool Kit to provide information on accreditation to faculty, students, presidents and chancellors, governing boards, and accreditors.

An Assignment that Helps Students Connect with Course Content
This professor reflects on an assignment that successfully engaged students with course material and strengthened the learning experience in the classroom.

Upcoming Conferences and Programs

Here are conferences and workshops on learning outcomes assessment coming up in the next month:

December 7-10: **2013 Annual SACS Meeting**
Atlanta, GA.

December 8-10: **Middle States Commission on Higher Education 2013 Annual Conference**
Philadelphia, PA.

December 15: **Deadline to Submit to Assignment-Design Charrette**
Applications for participation in the NILOA Assignment-Design Charrette meeting are due on December 15.

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learningoutcomesassessment.org
Sign up for the NILOA RSS feed here. If you no longer want to receive these emails, please click here.

NILOA December 2013
Newsletter

In this edition:

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**Conferences
& Programs**

Happy Holidays!

Our **2013 Year-End Note** offers a brief overview of NILOA activities the past 12
months. Please take a gander!

Looking ahead to January, 2014, you want to be sure to read our forthcoming
report based on the results from the 2013 National Survey of Chief Academic
Officers about institutional assessment practice. The findings signal some
substantial progress and indentify some continuing and new challenges.

Viewpoint

**Involving Undergraduates in Assessment:
Documenting Student Engagement in Flipped Classrooms**

Adriana Signorini & Robert Ochsner
University of California, Merced

At the University of California, Merced, the Students Assessing Teaching and
Learning (SATAL) program trains undergraduates to conduct observations that
describe rather than evaluate what goes on in class. The purpose of SATAL is to
provide confidential, formative results of assessment to faculty and other
university constituents with information about the pedagogical impact of
instruction and of related co-curricular initiatives. As an assessment support
program, SATAL is available to instructional faculty, academic programs and
administrative units interested in collecting indirect evidence in support of
student learning outcomes. **Read more…**

NILOA Updates

NILOA's Featured Website

D'Youville College School of Pharmacy
D'Youville College's School of Pharmacy has created
a comprehensive website detailing the assessment
process for D'Youville's PharmD program. The site
provides a road map for assessment of the PharmD
program by offering an overview of educational and
programmatic assessment that includes an
adaptation of NILOA's Transparency Framework.
The site also presents D'Youville annual assessment
plans; the program's intended outcomes; and an
assessment timeline describing assessments to be
completed by students, faculty, and administrators.
Read more…

DQP Updates

DQP Resources

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Accrediting Commission for Community and Junior Colleges (ACCJC). The
webinar series focused on each of the DQP proficiencies: Intellectual Skills,
Applied Learning, Civic Learning, Specialized Knowledge and Broad Integrative
Knowledge.

News

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assessment for our website. Listed below are some from the past month:

**Implementing the Degree Qualifications Profile Framework at The
American Public University System**
Jennifer Stephens Helm, Dean and VP of Institutional Research and

Assessment at American Public University System (APUS), discusses adopting the DQP framework. APUS replaced their existing institutional learning outcomes with the five areas of student learning specified in the DQP along with an additional outcome of digital information literacy that is distinctive to APUS.

Competent at What?
A new group, C-BEN (Competency-Based Education Network), has formed to bring together institutions that currently offer competency-based degrees or are in the process of creating them to develop shared guiding principles for competency-based education.

For additional information on competency-based education, see NILOA's **twentieth occasional paper** by Becky Klein-Collins which examines competency-based education and how it provides an opportunity to rethink what a college degree means for student learning.

Will Future College Degrees Be Based More on Experience than Classroom Time?
Advocates for competency-based education continue to promote the positive aspects of learning outside of the classroom and demonstrating acquired knowledge, skills, and abilities that can translate into earning a degree.

Most States Collect Plenty of Education Data - They Just Don't Use It
A **report** from the Data Quality Campaign tracks states that are collecting and using data on student performance to inform stakeholders on educational improvement efforts. The report also includes ten steps on how to support effective data use to prepare students for the future.

Adding Diversity to the Curricula, Starting in the Classroom
Faculty members at Lafayette College developed a strategy to integrate the outcome of diversity into the curriculum. Professors who participated in the project stated that this opportunity allowed them to explore the topic of diversity with students in more creative ways.

Survey on Assessment and Undergrad Education at Research Universities
The Association of American Universities released survey results of research universities' methods of assessment and improvement. The results suggest that research universities have increased assessment efforts to improve undergraduate teaching and learning and use a variety of faculty-driven, discipline-specific methods to assess learning.

Upcoming Conferences and Programs

Here are conferences and workshops on learning outcomes assessment coming up in the next month:

December 17-19: **International Conference on Assessment for Higher Education Across Domains and Skills 2013**
Kuala Lumpur, Malaysia. Higher Education Leadership Academy, Ministry of Education Malaysia.
*NILOA Assistant Director, Natasha Jankowski, presents the keynote session on Tuesday at 11am.

January 4-7: **2014 Presidents Institute**
Marco Island, FL. The Council of Independent Colleges.

January 5-8: **12th Annual Hawaii International Conference on Education**
Honolulu, HI.

January 13-14: **Third Annual Kean University Assessment Institute**
Union, NJ. Kean University.

January 22-25: **AAC&U 2014 Annual Meeting**
Washington, DC. Association of American Colleges and Universities
*NILOA will host three sessions at this meeting related to its work with the DQP:
1. The Degree Qualifications Profile: Updates From the Field and DQP 2.0, Thursday, Jan. 23 at 10:30am

2. What Provosts Say About Student Learning Outcomes Assessment, Friday, Jan. 24 at 1:30pm, and

3. What the DQP Looks Like on the Ground: National Trends and Campus Examples, Friday, Jan. 24 at 4:15pm