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# National Institute for Learning Outcomes Assessment
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NILOA January 2016 Newsletter

This month's NILOA Newsletter features a new NILOA Occasional Paper *Aligning Educational Outcomes and Practices* from Pat Hutchings, a Viewpoint *Ignorance is Not Bliss: Implementation Fidelity and Learning Improvement* by Sara J. Finney & Kristen L. Smith, a featured website from James Madison University, a DQP Update, and our customary list of relevant news and upcoming conferences and programs.

In addition, we invite you to listen to **_Catalyzing Collaborative Work on Assignment Design: Lessons from NILOA's Assignment Library Initiative_** a webinar by Susan Albertine, AAC&U, and Pat Hutchings, NILOA Senior Scholar. Both the presentation slides and a recording of the webinar from this past December are available.

NILOA Occasional Paper
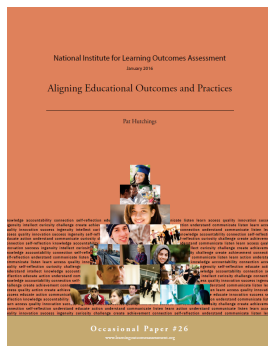
Aligning Educational Outcomes and Practices
Pat Hutchings

The notion of alignment has become increasingly prominent in efforts to improve student learning today. The term refers to the linking of intended student learning outcomes with the processes and practices needed to foster those outcomes. Alignment is not a new idea, but in 2013 only four in ten institutions reported that the learning goals of all of their academic programs were aligned with the institution's stated learning outcomes. Drawing on work by NILOA, this paper explores what campuses can do to facilitate this process in a way that makes a difference in the experience and achievements of learners. Specifically it reviews the use of curricular mapping as one prominent approach to achieving alignment; explores another approach that emerges more directly from the interests and work of faculty; proposes a number of implications for approaching the work of alignment; and concludes with an examination of the roles that students can play in our thinking about alignment. **Read more...**

Viewpoint

Ignorance is **Not** *Bliss:*
Implementation Fidelity and Learning Improvement
Sara J. Finney & Kristen L. Smith
James Madison University

Outcomes assessment data – on their own – have limited utility. That is, if SLOs are not met, we are in the difficult position of answering "why" and making evidence-based changes to programing that will increase learning in the future. Nonetheless, outcomes data simply indicate if the outcomes were (not) met, not why. Thus, we argue that "evidence" must include implementation fidelity if evidence-based changes to educational programming and improved student learning are our goals. Implementation fidelity is represented by five components: Program Differentiation, Adherence, Quality, Exposure, and Responsiveness. The authors also introduce strategies to consider when making informed program changes to demonstrably improve student learning. **Read more...**

NILOA Updates

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NILOA Featured Website

James Madison University's redesigned Center for Assessment & Research Studies website continues to be a central spot for assessment resources related to the university's assessment effort in addition to national and global information about assessment. Included within the webpage are links to resources and templates about writing and mapping learning outcome objectives, collecting and analyzing data, and the task of using data. The webpage also has specific information for student affairs assessment and general education assessment. For students, the webpage has information about the university's Assessment Day that aims to help students understand the role of assessment as it relates to their learning. **Read more...**

DQP Updates

A special issue of **New Directions for Institutional Research**, edited by Natasha A. Jankowski, NILOA, and David W. Marshall, CSU San Bernardino, is available titled *Partners in Advancing Student Learning: Degree Qualifications Profile and Tuning*. It provides an analysis of the DQP and Tuning for institutional researchers. Articles discuss what the DQP and Tuning are and why they matter, the roles that the DQP and Tuning can have on campus, and results from DQP use.

News

The Five Essential Roles of Assessment Practitioners
Through an examination of job postings coupled with a review of the current literature, one-on-one interviews with four leaders in the field of assessment and an exploration of our own professional experience, Natasha A. Jankowski and Ruth C. Slotnick propose a framework of five essential roles for assessment practitioners. These roles include: assessment/method expert, narrator/translator, facilitator/guide, political navigator and visionary/believer.

New Publications Increase the Focus on Student Learning
Two new publications explore the value of co-curricular experiences and reforming student records. The new edition of **Leadership Exchange** discusses how linking learning inside and outside of the classroom adds value to student learning. Lumina Foundation's **Focus** analyzes how efforts to reform student's transcripts place learning at the center.

Resources on Advancing Transfer Student Success
The Association of American Colleges and Universities have released two reports regarding the success of transfer students based on the work of institutional partners in the Quality Collaboratives project. Topics include the use of the Degree Qualifications profile in assessing transfer students in addition to evaluating student transfer policy.

Fresh Perspectives on Alternative Credentials
Amid a host of problems with traditional degree credentials such as bachelors and masters degrees, alternative credentials may help change what it means to learn within a higher education context. Opportunities such as boot camps and alterative teaching preparation programs may bring more perspective regarding what the worth is of a higher education credential.

Upcoming Conferences and Programs

January 20-23: **AAC&U 2016 Annual Meeting**
Washington, DC. Association of American Colleges and Universities.
*Thursday, January 21, at 2:45-4:00 pm Pat Hutchings, NILOA Senior Scholar, Natasha Jankowski, NILOA Associate Director, Brad Mello, Saint Xavier University, Laura Gambbino, Stella and Charles Guttman Community College will present *Assignment*

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Design as a Hot Spot for Faculty and Institutional Collaboration: Lessons from NILOA's work with the DQP and Tuning
**Friday, January 22, at 1:30-2:30 pm George Kuh, NILOA Director and Co-Principal Investigator, Natasha Jankowski, NILOA Associate Director, Jillian Kinzie, NILOA Senior Scholar, and Daniel McInerney, Utah State University will present *Using the Degree Qualifications Profile (DQP) to Enhance and Insure Educational Quality*
***Friday, January 22, at 1:30-2:30 pm Teri Lyn Hinds, Association of Public and Land-grant Universities (APLU) and Natasha Jankowski, NILOA Associate Director, will present *Recognizing Excellence in Campus Assessment: The VSA EIA Designation Program*

January 22: Webinar- **Innovations in Credit for Prior Learning**
12:00 - 1:30 pm. Connecting Credentials Initiative.

January 27: **Webinar- Nimble and Flexible Mechanisms for Quality Assurance**
12:00 - 1:30 pm. Connecting Credentials Initiative.

January 29: **2016 SLOs Symposium**
Orange, CA. Santiago Canyon College.
*Features Jillian Kinzie, NILOA Senior Scholar

January 29: **Call for Proposals- Transforming Assessment and Feedback in Higher Education on a Wider Scale: The Challenge of Change at Institutional Level**
Manchester, UK. Assessment in Higher Education (AHE).

January 29: **Request for Proposals: The Right Signals Initiative**
Lumina Foundation and the American Association of Community Colleges.

February 1: **Call for Proposals: 2016 ANNY Annual Conference**
Amherst, NY. Assessment Network of New York and the University at Buffalo.

February 5: **Assessment 201 Workshop: Advanced Topics in Assessment**
Honolulu, HI. WASC Senior College and University Commission & Chaminade University.

February 8: **Call for Proposals- 2016 EAIR Forum**
Birmingham, UK. Birmingham City University.

February 10: **Webinar: Recognizing Excellence in Campus Assessment: Using the Excellence in Assessment Designation for Self-Assessment**
12:00 pm - 1:30 pm. Association for the Assessment of Learning in Higher Education.
*The Webinar features Teri Lyn Hinds, Association of Public and Land-grant Universities (APLU), and Natasha Jankowski, NILOA Associate Director

February 11: **Webinar- Flexible Credentialing Pathways Leading to Family-Sustaining Jobs**
1:00 pm - 2:30 pm. Connecting Credentials Initiative.

February 15: **Call for Applications - Assessment Leadership Academy**
WASC Senior College and University Commission.

February 15: **Call for Proposals- 2016 AAEEBL Conference**
Boston, MA. The Association for Authentic, Experiential and Evidence-Based Learning.

February 18-20: **AAC&U's 2016 Conference on General Education and Assessment**
New Orleans, LA. The Association of American Colleges and Universities.
*Friday, February 19, at 10:45-11:45 am Pat Hutchings, NILOA Senior Scholar, Natasha Jankowski, NILOA Associate Director, Jillian Kinzie, NILOA Senior Scholar, Daniel McInerney, Utah State University, and other guests will present *Beyond Compliance: Assessment as a Tool for Improving General Education Learning Outcomes*

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NILOA February 2016 Newsletter

This month's NILOA Newsletter features information on the Excellence in Assessment (EIA) Designation program, an Assessment in Practice titled *An Assessment Fellows Model* from Joanna Campbell, Gail Fernandez, and Jill Rivera, a Featured Website from California State University-Fullerton, DQP Updates about new resources, and information on relevant news and upcoming conferences and programs.

Excellence in Assessment (EIA) Designation

The **Excellence in Assessment (EIA) Designation** program – the first national initiative of its kind –recognizes institutions that successfully integrate assessment practices across campus, provide evidence of student learning outcomes, and use assessment results to guide institutional decision-making and improve student performance. The EIA Designations are built directly from NILOA's Transparency Framework, and are the joint conception of APLU, AASCU, AAC&U, and NILOA. We invite institutions to review the full application packet and **apply** to be recognized for their Excellence in Assessment.

NILOA Assessment in Practice

An Assessment Fellows Program Model
Joanna Campbell, Gail Fernandez, and Jill Rivera
Bergen Community College

Assessment is an integral component to refining teaching, support services and operations. It informs the choices we make and helps us make continuous improvements to our programs and processes. However, unless there is a strong foundation and institutional support, assessment results may not be actionable. At Bergen Community College (BCC), the Assessment Fellows Program provides a systematic approach for college faculty and professional staff to assume leadership in college-wide assessment as well as a unique opportunity to ensure quality of assessment plans for the institution. In this paper, we provide a brief history of the program, an overview of how it functions, its successes and its challenges. **Read more...**

NILOA Updates

NILOA Featured Website

California State University-Fullerton's **Assessment and Educational Effectiveness** website offers detailed information about the university's student learning assessment effort. Included within the website are links to the university's commitment to student learning reports, the university's college and department assessment efforts, and campus—wide assessment efforts. From these links viewers can download and review PDF documents that outline the university's assessment plans and practices. The website also allows visitors to view information about training and workshops and assessment resources in general. **Read more...**

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DQP Updates

DQP Resources
Cognition of Learning is focused on what is known about how students learn, acquire, and retain information and skills. Resources and information on Cognition of Learning can be found **here**.

DQP/Tuning Coaches
We are most pleased to welcome three new DQP/Tuning Coaches to our team: Laurie Dodge from Brandman University, Laura M. Gambino from Guttman Community College, and Ruth Slotnick from Bridgewater State University. Our Coaches are experienced faculty, administrators and staff who know first-hand about the utility and value of the DQP and Tuning, and can assist with local-level implementation opportunities and challenges. Coaches are available for a one-day campus visit at no cost to the host institution. For more information and to find out how to request a coaching visit, click **here**.

News

The Five Essential Roles of Assessment Practitioners
Exploring the position of assessment practitioners, within this publication the authors outline five essential roles necessary to the position. These essential roles include questions about assessment methods, translating policy conversations, facilitating assessment practices, navigating political differences and ultimately being a visionary, all of which is addressed within this publication.

ACRL Releases "Putting Assessment into Action"
The Association of College and Research Libraries (ACRL) released a publication that addresses informed ways of assessing undergraduate learning. Using a case studies approach, the publication offers readers insight into some of the best practices regarding the assessment of undergraduate learning.

Measuring Competency
Information about the learning outcomes of Southern New Hampshire University's College of America competency-based education program is available. As one of the first competency-based education programs approved by the U.S. Department of Education, the information provides data and helps facilitate discussions regarding the usefulness of competency-based education models for student learning within higher education.

Professors Can Learn to Be More Effective Instructors
A book entitled "Faculty Development and Student Learning: Assessing the Connections" argues that student learning outcomes can improve if faculty are able to engage formal opportunities to develop their teaching practices.

E-Portfolios are Not the Fitbit of Higher Education
E-Portfolios are not a tool for simply quantifying student learning and framing them as such undermines the educational potential of the tool. Rather, E-portfolios are a tool that can reflect more qualitative and in-depth evidence of student learning beyond simple data input.

AASCU's 2015 Excellence and Innovation Award Winners
AASCU released a video that highlights the successful practices of colleges and universities that increase students' learning and opportunities for growth. Viewers can hear about institutional success stories such as Cleveland State University's student advising program and Western Kentucky University's remedial education initiative.

Small Changes in Teaching: The Minuets Before Class
James Lang shares some advice about effective teaching practices that may help fellow teachers engage students better while providing teacher's themselves an opportunity to grow. In particular, James wrote about how the seemingly uncomfortable and/or dull moments before a class can actually be a time and space for learning.

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Report Lends Support to 'Corequisite' Remediation
A joint report was released that discusses the usefulness of the "Corequisite model" in improving student learning, particularly for remediation purposes.

It Starts with Frank Discussions
The American Association of Community Colleges hosted a training opportunity titled "High Performance Team (HPT)" training. The training program was aimed at helping administrators and faculty members outline challenges and goals towards achieving solutions to institutional problems, which serves as a model for discussion among faculty members regarding their approach to assessing student learning.

Yes, Colleges Do Teach Critical-Thinking Skills, Study Finds
Christopher Huber and Nathan Kuncel conducted a study that found that colleges do improve students' critical thinking skills.

Job Announcement:

Council of Independent Colleges (CIC) seeks a full-time Director of Research Projects
The Council of Independent Colleges (CIC) seeks a full-time Director of Research Projects to oversee CIC's research and data activities. Please follow the link for further information regarding this opportunity.

Upcoming Conferences and Programs

February 18-20: **AAC&U 2016 Conference on General Education and Assessment**
New Orleans, LA. Association of American Colleges and Universities.
*Friday, February 19, 10:30-11:45 am, Pat Hutchings, NILOA Senior Scholar, Natasha A. Jankowski, NILOA Associate Director, Jillian Kinzie, NILOA Senior Scholar, and other NILOA associates will present *Beyond Compliance: Assessment as a Tool for Improving General Education Learning Outcomes*

February 19: **2016 Assessment Symposium**
Stony Brook, NY. Stony Brook University.

February 20-23: **2016 Conference on the First-Year Experience**
Orlando, FL. National Resource Center.

February 26: **2016 Illinois Community College Assessment Fair**
Palatine, IL. Harper College.

February 26: **Call for Proposals: 2016 LiveText Assessment & Collaboration Conference**
Chicago, IL. LiveText.

February 26 - March 1: **2016 AAEEBL Western Regional Conference**
Fort Worth, TX. Texas Christian University.

February 29: **LEAP Day 2016**
Platteville, WI. University of Wisconsin System.
*Monday, February 29, 1:15-2:00 pm, Natasha A. Jankowski, NILOA Associate Director, will deliver the Keynote *Making the Implicit Explicit: Enhancing Student Learning through Intentional Communication*

February 29 - March 2: **Next Generation Learning Spaces 2016**
Atlanta, GA. Corporate Learning Network.

March 1: **Call for Applications: AAC&U 2016 Institute on High-Impact Practices and Student Success**
Los Angeles, CA. Association of American Colleges & Universities and the University of California Los Angeles.

March 2: **Webinar: Recognizing Excellence in Campus Assessment: Using the Excellence in Assessment Designation for Self-Assessment**
12:00 pm - 1:30 pm. Association for the Assessment of Learning in Higher Education.

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*Presented by Teri Lyn Hinds, Project Manager for the Voluntary System of Accountability (VSA), and Natasha A. Jankowski, NILOA Associate Director.

March 8: **Call for Proposals: AEA's Evaluation 2016 Conference**
Atlanta, GA. American Evaluation Association.

March 10-12: **Assessment Workshop - Students Engaging Students to Improve Learning**
Crawfordsville, IN. Wabash College.

March 12-15: **ACE 2016**
San Francisco, CA. American Council on Education.

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NILOA March 2016 Newsletter

This month's NILOA Newsletter features a **Viewpoint**, *Helping Faculty Use Assessment Data to Provide More Equitable Learning Experiences*, from Mary-Ann Winkelmes, University of Nevada-Las Vegas, an **Assessment in Practice**, *Assessment of Student Learning Outcomes Based on Institutional Core Values*, from Haifa Jamal Al-Lail and Houria Oudghiri of Effat University, information on the **Excellence in Assessment (EIA)** Designation, a **Featured Website** from Westmont College, DQP resources and announcement regarding our new Featured Assignments webpage, plus relevant news and information on upcoming conferences and programs.

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

Finally, we remind you that the deadline to submit a proposal for the 2016 **Assessment Institute** is March 21, 2016. The Institute will be held October 16-18, 2016 in Indianapolis.

NILOA Viewpoint

Helping Faculty Use Assessment Data to Provide More Equitable Learning Experiences
Mary-Ann Winkelmes
University of Nevada, Las Vegas

Faculty and instructors stand in a powerful position to promote students' success on a daily basis, and thus to help combat persistent inequities in underserved college students' success. But our systems for gathering higher education data do not regularly help faculty answer an important question: "If I had the time to change one thing about my teaching, what change would I make to best benefit the population of students in my class?" To inform massive, structural change reliably, we must gather data that is large, reliable and broadly representative. It is difficult on an individual level to determine what that data tells us about how an instructor can best adapt his or her teaching practices for a specific group of students. To help faculty answer the perennial question about which adjustment to their teaching practice would most benefit their students, the Transparency Project began in 2009 to gather data about students' learning experiences through an online survey designed largely by faculty to gather information that might inform their course-level teaching practice decisions. **Read more...**

NILOA Assessment in Practice

Assessment of Student Learning Outcomes Based on Institutional Core Values
Haifa Jamal Al-Lail and Houria Oudghiri
Effat University

The authors present a holistic assessment framework for student learning outcomes based on the core values and the graduate characteristics at Effat University. The implementation of the process and the results obtained for

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Assessment in Practice

An Assessment Fellows Program Model

Joanna Campbell, Gail Fernandez, & Jill Rivera
Bergen Community College

Assessment is an integral component to refining teaching, support services and operations. It informs the choices we make and helps us make continuous improvements to our programs and processes. However, unless there is a strong foundation and institutional support, assessment results cannot be acted upon. At Bergen Community College (BCC), the Assessment Fellows Program provides a systematic approach for college faculty and professional staff to assume leadership in college-wide assessment as well as a unique opportunity to ensure quality of assessment plans for the institution. In this paper, we will provide a brief history of the program, an overview of how it functions, its successes and its challenges.

BACKGROUND

The creation of the Assessment Fellows Program was a response to a 2005 citation from the Middle States Commission on Higher Education for BCC not having a clear assessment process in place. Like other institutions, there had been a belief that "assessment would go away", as well as fear of the unknown. The College responded to the Middle States' mandate by placing greater emphasis on program assessment and student learning, as well as by restructuring the Center for Institutional Effectiveness (CIE). These actions demonstrated the administration's understanding of the importance of assessment and its commitment to institutionalizing it. In 2006, under the leadership of the Vice-President of Institutional Effectiveness, the Assessment Fellows Program was created. The original intent of the program was to select two academic fellows, and two Administrative and Educational Support (AES) Fellows to (a) pursue an institutional research or assessment research project, and (b) serve as in-house assessment experts who could assist departments in supporting their assessment work. However, the initial challenge and steep learning curve encountered by the first fellows eliminated the possibility of working on an individual project. The fellows instead focused on informing and assisting departments with assessment. Over time the program grew and strengthened to where it is today; seven fellows strong serving more than 140 academic programs and 40+ AES departments and units (e.g. Registration, Financial Aid, Continuing Education, Library, Tutoring Center, etc.).

APPLICATION PROCESS

All full-time faculty and staff are eligible to serve as assessment fellows. The application outlines the duties of the fellows and asks applicants to share their interest and assessment

the academic year 2014-2015 are unpacked in this Assessment in Practice. This model of assessment is an overarching methodology that may be adopted and applied by any institution to assess the achievement of student learning outcomes, not only in every program but also for all the graduates of the university, based on the institutional educational objectives or the characteristics that the university intends to achieve in every graduate. **Read more...**

Excellence in Assessment (EIA) Designation

The **Excellence in Assessment (EIA) Designation** program – the first national initiative of its kind –recognizes institutions that successfully integrate campus-wide assessment practices, provide evidence of student learning outcomes, and use assessment results to inform institutional decision-making and improve student performance. The EIA Designations are informed by NILOA's Transparency Framework, and are the joint conception of APLU, AASCU, AAC&U, and NILOA. We invite institutions to review the full application packet and apply by the **April 1, 2016 deadline** to be recognized for their Excellence in Assessment. In addition, a webinar, *Recognizing Excellence in Campus Assessment: Using the Excellence in Assessment Designation for Self-Assessment*, by Teri L. Hinds, Association of Public and Land-grant Universities, and Natasha A. Jankowski, NILOA Associate Director, is available here.

NILOA Updates

NILOA Featured Website

Westmont College's **Student Achievement** webpage provides viewers with insights and information about the institution's assessment efforts in a clear and concise manner. The webpage includes information about retention and graduation rates, institutional learning outcomes, general education learning outcomes, and program learning outcomes. The webpage also has a link to an institutional portfolio page that contains information about the college's accreditation, student demographics, and surveys. **Read more...**

DQP Updates

DQP Resources
Competency-Based Education (CBE) deals with shifting the focus of education to competencies as opposed to credit hours and seat time. Resources and information on CBE can be found here.

Featured Assignments
We are pleased to announce the release of the first in a series of Featured Assignments that use proficiencies outlined by the DQP. This first installment focuses on an assignment from the University of North Dakota, *Assessment of Essential Studies Quantitative Reasoning Skills*, designed to assess Quantitative Fluency/Reasoning of students in the campus-wide general education Essential Studies (ES) program.

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News

Designing Effective Classroom Assignments: Intellectual Work Worth Sharing
NILOA's Pat Hutchings, Natasha A. Jankowski, and Kathryn E. Schultz discuss NILOA's
Assignment Library initiative in the current issue of *Change: The Magazine of Higher
Learning*. Included in the article are a sample assignment from the University of North Dakota,
an exploration of what assignments are and aim to do, how good assignments can help us
gauge student learning, and how to catalyze assignment design work on campus.

Rethinking Gen Ed
Harvard University and Duke University are restructuring their general education requirements
in order to make them more relevant to the outcomes both students and faculty desire. The
institutions are in the process of implementing these changes in hopes of clarifying and
expanding the learning outcomes of their general education programs.

Statement of Aspirational Practice for Institutional Research
The Association for Institutional Research (AIR) released a report addressing how institutional
researchers ought to treat concerns for student success. Included in the report are insights
regarding decision makers, the use of data, and the role of leadership.

Special C&RL Issue Focuses on Assessment as Action Research
The College & Research Libraries (C&RL) journal released a special issue that highlights
seven studies on the Assessment in Action: Academic Libraries and Student Success (AIA)
Program. Within this special issue readers can learn about some of the most interesting
findings from the AIA Program.

Transcript for Tomorrow
The Comprehensive Student Record Project, funded by the Lumina Foundation, aims to
assist higher education institutions by providing additional relevant information to the typical
academic transcript about what students have learned and can do.

Linking Learning Inside & Outside The Classroom
Determining what students learn from participating in cocurricular activities is a challenging
task, given that the experiences range from internships to study abroad. Each of these types
of activities potentially offer a host of worthwhile learning experiences. Amelia Parnell and
Tom Green contribute to our understanding of this important topic by discussing how
cocurricular activities may match up with forms of assessment and credentialing.

Learning Outcomes for Life: Intentional, Explicit and Practiced
Aligning learning experiences with program outcomes remains a priority in order to
ensure that students receive the best education possible within their higher education
institutions.

Assessing, Without Tests
The results from a survey commissioned by the Association of America Colleges and
Universities (AAC&U) show that fewer colleges are using standardized tests to assess student
learning. Rather, and as Andy Thomason points out in *The Chronicle of Higher Education*,
there has been an increased reliance on the use of other forms of assessment such as
capstone projects, student surveys, and rubrics.

Using Student Engagement Results to Oversee Educational Quality
Many colleges and universities use information about student engagement, along with other
forms of assessment, to identify areas where to focus institutional effort to improve student
learning and personal development.

Upcoming Conferences and Programs

March 20: **2016 Stevenson University's 8th Annual Assessment Expo**
Owings Mills, MD. Stevenson University.

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March 21: **Call for Proposals: 2016 Assessment Institute**
Indianapolis, IN. Indiana University- Purdue University Indianapolis.

March 22-24: **2016 Carnegie Foundation Summit on Improvement in Education**
San Francisco, CA. Carnegie Foundation for the Advancement of Teaching.

March 23-24: **2016 HEQCO's Transitions Conference**
Toronto, Canada. Higher Education Quality Council of Ontario.
Wednesday, March 23 at 10:15 to 11:15 am, Natasha A. Jankowski, NILOA Associate Director, will participate on a panel, *Thinking Critically about Critical Thinking*.

March 30 - April 1: **2016 SoTL Commons Conference**
Savannah, GA. Georgia Southern Conference.

April 1: **2016 NEEAN Dialogues**
Worcester, MA. College of the Holy Cross.

April 1: **Call for Proposals: 2016 Association for General and Liberal Studies Conference**
Salt Lake City, UT. Association for General and Liberal Studies.

April 4: **Call for Submissions: National Resource Center for The First-Year Experience and Students in Transition**
National Resource Center for The First-Year Experience and Students in Transition.

April 4-5. **2016 Kentucky Student Success Summit**.
Louisville, KY. Kentucky Council on Postsecondary Education.
Monday, April 4 at 11:00 am to 12:15 pm. Natasha A. Jankowski, NILOA Associate Director, will present *Improving Teaching and Learning through Signature Assignments*.

April 6-8: **2016 Academic Resource Conference**
Anaheim, CA. WASC Senior College and University Commission.
Thursday, April 7 from 8:30 to 9:30 am, Pat Hutchings, NILOA Senior Scholar, Lata Murti, Brandman University, and Maria Zack, Point Loma Nazarene University, will present *Designing Coherent Pathways through the Curriculum: Lessons from NILOA's Assignment Library Initiative*.
Thursday, April 7 from 12:45 to 1:45 pm, Jillian Kinzie, NILOA Senior Scholar, and Deborah Lee, Concordia University Irvine, will present *Enhancing Student Engagement and Assuring Quality: Using NSSE in the Accreditation Process*.

April 8-12: **2016 AERA Annual Meeting**
Washington, DC. American Educational Research Association.
We invite you to attend the SIG on Measurement and Assessment in Higher Education sessions. This SIG is chaired by Natasha J. Jankowski, NILOA Associate Director.

April 15-19: **2016 HLC Conference**
Chicago, IL. Higher Learning Commission.
Sunday, April 17, from 2:00 to 2:45 pm, Teri L. Hinds, Association of Public and Land-Grant Universities, and Natasha A. Jankowski, NILOA Associate Director, will present *Recognizing Excellence in Campus Assessment: The VSA EIA Designation Program.*
Monday, April 18, from 2:00 to 2:45 pm, Jillian Kinzie, NILOA Senior Scholar, Tami J. Eggleston, McKendree University, and Brad Mello, Saint Xavier University, will present *Demonstrating Educational Quality Using the DQP and Tuning*.

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NILOA April 2016 Newsletter

This month's NILOA Newsletter features a **Viewpoint**, *The Simplicity of Cycles*, from Mary Catharine Lennon, University of Toronto. It also includes an **Assessment in Practice**, *Digitally Automated Assessment of Outcomes Classified Per Bloom's Three Domains and Based on Frequency and Type of Assessments*, from Wajid Hussain and Mohammad F. Addas of Islamic University in Madinah, a **Featured Website** from the University of Arkansas at Little Rock, DQP resources, and relevant news and information on upcoming conferences and programs.

Please note that we cordially invite institutions to apply for the **Excellence in Assessment (EIA) Designation** recognition. The application deadline has been extended until May 1, 2016. The EIA Designation program– the first national initiative of its kind –recognizes institutions that successfully integrate campus-wide assessment practices, provide evidence of student learning outcomes, and use assessment results to inform institutional decision-making and improve student performance.

NILOA Viewpoint

The Simplicity of Cycles
Mary Catharine Lennon
University of Toronto

Education is fundamentally based on the joint notions of "teach, practice and assess." When working with learning outcomes, the cycle repeats as "articulate, incorporate and measure". The basic idea involves identifying what you are trying to achieve, integrating it into activities, and assessing any changes. Until the final stage is complete, the initial phase only identifies goals and the activities are guesses at how to achieve those goals. We only 'close the loop' and understand if we're achieving our goals through evaluation. As soldiers in the field of learning outcomes, we constantly reinforce the value of this cycle and the importance of appropriate measures to close the loop. We argue that it is critical to provide assessment feedback to improve the teaching and learning experience and to demonstrate the quality of postsecondary education. **Read more...**

NILOA Assessment in Practice
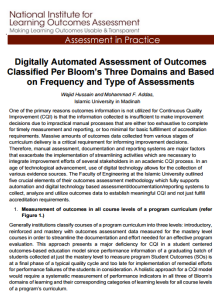
Digitally Automated Assessment of Outcomes Classified Per Bloom's Three Domains and Based on Frequency and Type of Assessments
Wajid Hussain and Mohammad F. Addas
Islamic University in Madinah

This month's Assessment in Practice presents an international perspective on the use of technology related to aligning course-based assessment processes from Islamic University. The Faculty of Engineering at the Islamic University outlined five elements of their outcomes assessment methodology which supports automation and digital technology based assessment/documentation/ reporting systems to collect, analyze and utilize outcomes data to establish meaningful Continuous Quality Improvement (CQI). **Read more...**

NILOA Updates

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NILOA Featured Website

Guided by the mission to showcase teaching excellence, student learning, and accountability, the **University of Arkansas at Little Rock's Assessment Central** website contains a wealth of information about the university's assessment efforts. Included within the website are links to the Program Plans and Reports that contains information about some of the colleges' assessment plans and reports. There are also links regarding library assessment and student affairs assessment at the university. Within each of these links, viewers can read about some of the assessment practices and resulting reports taking place within the colleges at the university. **Read more...**

DQP Updates

DQP Resources
Course-embedded assignments is the term used when assessment information is collected for programs or institutions within the classroom, commonly through capstone courses or portfolios. It generally involves a process by which reviewers take a second look at materials generated by students in a course to see what evidence it reveals that students have met specified student learning outcomes. For more information on course-embedded assignments, please click here.

DQP/Tuning Coaches
Consider inviting a DQP/Tuning Coach to visit your campus. DQP/Tuning Coaches are experienced faculty, administrators and staff who know first-hand about the utility and value of the DQP and Tuning, and can assist with local implementation opportunities and challenges. Coaches are available for a one-day visit at no cost to the host institution. For more information and to find out how to request a coaching visit, click here.

News

The Fatal Flaw of Educational Assessment
James Popham clarifies the difference between the comparative, instructive, and evaluative purposes of educational tests and argues there has been an overemphasis on using comparative educational tests, which often have negative implications for student learning.

Improving with Age
Peter Ewell reflects about how faculty and staff think about the use of student learning outcomes statements, and their implications for assessment. With more careful thought and preparation, the practice of writing and using student learning outcomes statements can become more meaningful and instructive for enhancing student learning.

A Response to Bob Shireman on "Insane" SLOs
Linda Suskie responded to Robert Shireman's essay, "SLO Madness." She addresses many of the concerns and criticisms that Shireman associated with using student learning outcomes within higher education.

Pedagogy Unbound: How to Make Your Assignments Better
David Gooblar shares some advice about helping students complete assignments and the need to try out different teaching methods in creating the best learning environment possible for students.

A New Vision for Institutional Research
The Association for Institutional Research (AIR) released its Statement of Aspirational Practice for Institutional Research that includes discussion about the future of institutional research practices focused on student success.

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Better Data Are Key to Improved Performance by Students and Colleges
A report from the Bill & Melinda Gates Foundation contains insights about the lack of evidence about colleges and universities' impact on student learning. One of the main problems of this lack of evidence is that there is not enough transparency about outcomes that the public and policy makers find to be meaningful.

Assessing the Process Not the Product of Learning
Maha Bali shares her experiences with assessing students' learning by focusing on the process of their learning rather than the product of their learning.

Classroom Assessment is Central Topic of Campus Workshops
Professor Jennifer Amos, a bio-engineering professor, shares insights about the importance of assessment as a tool for improving teaching and classroom practices rather than it merely serving accreditation purposes.

Job Announcement:

Conference and Program Coordinator
The position of Conference and Program Coordinator at the Council of Independent Colleges is open. Follow the link to learn more information about the position.

Upcoming Conferences and Programs

April 20-22: **CREA 2016 Conference**
Chicago, IL. Center for Culturally Responsive Evaluation and Assessment.

April 22: **2016 Regional Community College Assessment Conference**
Overland Park, KS. Johnson County Community College.
**Friday, April 22 at 11:30 am to 12:30 pm. Jillian Kinzie, NILOA senior scholar, will be delivering the Keynote Address, and will have a Q & A session from 1:30 to 2:20 pm to answer assessment questions that arise from her Keynote Address.

May 1: **Call for Applications-Excellence in Assessment (EIA) Designation**
Applications due. National Institute for Learning Outcomes Assessment.

May 6: **Assessment 101 Workshop: The Assessment Cycle, Clear & Simple**
Oakland, CA. WASC Senior College and University Commission & Mills College.

May 6: **Call for Proposals-2016 ASHE Annual Conference**
Columbus, OH. Association for the Study of Higher Education.

May 8: **Call for Proposals-2016 Drexel University's Conference on Teaching & Learning Assessment**
Philadelphia, PA. Philadelphia, PA.

May 10: **Call for Proposals- 2016 Florida State Assessment Meeting**
Orlando, FL. Valencia College.

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NILOA May 2016 Newsletter

This month's NILOA newsletter features a new NILOA Policy Statement, *Higher Education Quality: Why Documenting Learning Matters*, an Assessment in Practice, *Social Network Analysis as Method to Assess Collaboration*, by Christa van Staden, and a Featured Website from Boston University. In addition, we invite you to explore a new NILOA Tool Kit, *Organizing Assignment-Design Work On Your Campus: A Tool Kit of Resources and Materials*. Finally, relevant news items and information on Upcoming Conferences and Programs are provided.

NILOA Policy Statement
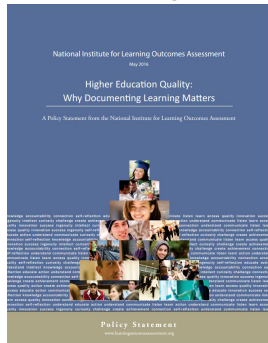
Higher Education Quality:
Why Documenting Learning Matters
National Institute for Learning Outcomes Assessment

The NILOA policy statement outlines the warrant for multiple, systematic approaches to obtain evidence of authentic student achievement and addresses some well-reasoned concerns that poorly designed assessment efforts can distract from rather than enhance the quality of teaching and learning. Recognizing that much remains to be done, a succinct summary is offered of what the assessment movement has achieved thus far, drawing on NILOA's work in the field over the past decade along with that of other organizations. The statement concludes with five principles that when adapted appropriately to an institution's educational purposes and programs can spread and accelerate assessment work worthy of the promises colleges and universities make to their students, policy makers, and the public. **Read more...**

Assessment in Practice
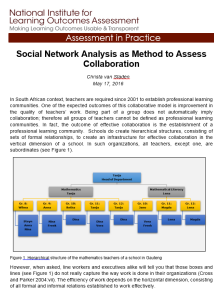
Social Network Analysis as Method to Assess Collaboration
Christa van Staden

Development networks need to be assessed and evaluated to improve the quality of the social capital created in schools. Ideas presented in this Assessment in Practice are transferrable to mapping, examining how cultures of assessment build or are not building capacities, and how to think strategically about faculty teams involved in assessment work. In South Africa, teachers are required, since 2001, to establish professional learning communities. One of the expected outcomes of this collaborative model is improvement in the quality of teachers' work. Teachers embed themselves during collaborative activities into development networks, consisting of a group of teachers and the relationships between them. Therefore, social network Analysis provides an effective method to analyze development networks. **Read more...**

NILOA Updates

NILOA Featured Website

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Boston University's **Program Learning Outcomes Assessment** webpages serve as an impressive online example of how to present student learning outcomes assessment information clearly. In particular, the webpages include a welcoming cover page that explains the purpose and personnel in charge of the university's assessment efforts. Attached to this cover page are links to specific information regarding the university's program learning outcomes assessments, such as Learning Outcomes by Program and BU Assessment FAQs. Within these webpages, viewers can explore various program outcomes at the university from the BU Libraries to the Office of the Provost. **Read more...**

DQP Updates

We welcome you to examine and use a new, needed NILOA resource: **Organizing Assignment-Design Work On Your Campus: A Tool Kit of Resources and Materials**. As part of its **Assignment Library** Initiative, NILOA has organized and sponsored a series of assignment-design "charrettes" for faculty from around the country who have applied to participate. But what has become increasingly clear is that institutions are interested in organizing their own such events. The purpose of this toolkit is to provide materials and resources that can be borrowed and adapted to local circumstances. We hope you find them useful!.

News

SLO Assessment: Where the Buck Stops (and Starts)
Mary Ellen Petrisko, President of WASC Senior College and University Commission (WSCUC), comments on the recent debate over student learning outcomes (SLOs) to highlight the current efforts and challenges confronted when "communicating and working with institutions about SLOs and their assessment processes."

Adding Good Data to Good Stories
Humanities representatives and employers met to discuss what student learning ought to look like when it comes to students' progress within humanities programs. The initial meeting between faculty representatives and employers focused on defining skills believed to be necessary for humanities students to know and perform.

Love Letter to Blended Learning
While technology has great potential to enhance student learning and teaching effectiveness, seeking to replace teachers with technology would be a mistake according to online learning experts. Rather, the future of online learning may depend on how well educators use technology as a tool in support of learning.

Request for Proposals: Action-Oriented Research Agenda on Library Contributions to Student Learning and Success
The Association of College & Research Libraries (ACRL) seeks proposals for its action-oriented research agenda aimed at understanding how libraries contribute to institutional effectiveness and student learning.

ACRL Report Summarizes Evidence of Library Contributions to Student Learning and Success
A new report from the Association of College & Research Libraries (ACRL) addresses how libraries impact student learning. The report highlights four areas of contribution that libraries provide, including student benefits from library instruction, library use, collaborative academic programs and services, and information literacy instruction.

What I Learned from Student-Centered Learning Taxonomies
Rethinking and going beyond Bloom's learning taxonomy, Maha Bali shares some insights

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about creating new learning taxonomies based on an assignment conducted with students. The assignment consisted of students relying on their own values, terms, and interpretations to describe learning.

Small Changes in Teaching: Giving Them a Say

Offering students some control within learning environments may help students engage a mastery-oriented learning style, increasing students' knowledge and skills. James Lang provides some tips on classroom practices that may aid in fostering student controlled learning.

Expert: Higher Ed Needs to Embrace Assessments of Student Learning

Jamaal Abdul-Alim shares some insights from a panel discussion at the New American Foundation where Fredrik deBoer, who has a liberal arts background, discussed the importance of assessing student learning within higher education, specifically highlighting the potential usefulness of nationwide assessment across higher education institutions.

If Skills Are the New Canon, Are Colleges Teaching Them?

Dan Berrett discusses the shift within higher education from a focus on curricula content to a focus on skill development. This change raises questions about student learning, particularly when it comes to the role of learning outcomes within colleges and universities.

HEDS First Destination Survey Open for Registration

Collecting post-graduation data for recent graduates can be challenging. The Higher Education Data Sharing (HEDS) Consortium has redesigned the HEDS First Destination Survey with two main purposes: (1) to reduce the workload on institutions and (2) to increase response rates. This survey asks soon-to-be/recent college graduates about their post-graduation activities, including postgraduate employment, graduate or professional school, volunteer work, etc. The survey takes approximately 5 minutes to complete. Please follow the **link** to find out more about the survey and registration.

Upcoming Conferences and Programs

May 31-June 3: **2016 AIR Forum**
New Orleans, LA. Association for Institutional Research.
**Wednesday, June 1, from 11:45 am to 12:45 pm, Natasha Jankowski, NILOA Associate Director, and colleagues will present *Next-Level Learning Outcomes Assessment: Varying Perspectives, Common Goals*.
**Thursday, June 2, from 8:15 to 9:00 am, Natasha Jankowski, NILOA Associate Director, Jillian Kinzie, NILOA Senior Scholar, and David Marshall, NILOA Senior Scholar, will present *Degree Qualifications Profile and Tuning: Student Learning Impact and IR*.
**Thursday, June 2, from 11:45 to 12:45 pm, Jillian Kinzie, NILOA Senior Scholar, and colleagues will present *Using NSSE as a Catalyst for Improvement: Lessons from the Field.*
**Thursday, June 2, from 2:45 to 3:30 pm, Natasha Jankowski, NILOA Associate Director, will present *Reframing Reporting: from Information Access to Engaged Communication*.

May 31: **Call for Proposals- Academic Quality: Driving Assessment and Accreditation**
Philadelphia, PA. Drexel University.

June 4-8: **AAC&U 2016 Institute on General Education and Assessment**
Boston, MA. Boston University.

June 6-8: **2016 AALHE Assessment Conference**
Milwaukee, WI. Association for the Assessment of Learning in Higher Education.
**Tuesday, June 7, from 8:30 to 10:00 am, Natasha Jankowski, NILOA Associate Director, David Marshall, NILOA Senior Scholar, and Stephanie Poczos, National Louis University, will present *Curriculum Mapping and Assignment Design: Aligning Students Learning for Success.*
**Wednesday, June 8, from 8:30 to 9:30 am, Leah Simpson, University of Kentucky, Ray

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Van Dyke, Centrieva and Center for Efficacy in Higher Education, Natasha Jankowski, NILOA Associate Director, and Alexandra MacFarlane, Higher Education Quality Council of Ontario will present *The Current Landscape of Learning Outcomes Assessment Practices***.**

June 9-10: **NEEAN Summer Academic Assessment Institute**
Keene, NH. Keene State College.

June 10: **Assessment by Design: A Comprehensive Overview**
Overland Park, KS. Johnson County Community College.

June 16-17: **2016 Florida State Assessment Meeting**
Orlando, FL. Valencia College.

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NILOA June 2016 Newsletter

This month's NILOA Newsletter features a Viewpoint, *Working Together to Define and Measure Learning in the Disciplines*, from Amanda Cook, Richard Arum, and Josipa Roksa, two new reports including the *Degree Qualifications Profile Impact Study: Framing and Connecting Initiatives to Strengthen Student Learning* and *Using the Degree Qualifications Profile to Foster Meaningful Change*, both by NILOA's Natasha A. Jankowski and Laura Giffin, and a DQP Case Study on McKendree University by NILOA's Emily Teitelbaum and Kathryn Schultz.

In addition, we have a Featured Website from Columbus State Community College, a new NILOA resource on Badges, and a DQP Update focused on the release of Lumina's Emerging Learning System report. Finally, as is customary, we include relevant News items and information on Upcoming Conferences and Programs.

Viewpoint

Working Together to Define and Measure Learning in the Disciplines
Amanda Cook, Richard Arum, & Josipa Roksa

Increasingly, departments are working to map their curriculum onto learning outcomes and to sequence courses to scaffold student learning. Some departments have even been able to put together meaningful assessment plans that inform improvements over time. Since 2013, the Measuring College Learning (MCL) project has striven to increase the scale and accelerate the impact of these important efforts. Principle rationales behind the project are that departments should not have to "go it alone" when it comes to defining and assessing their students' learning outcomes, and that disciplines can learn from one another —lessons learned about curriculum design and assessment in one discipline can oftentimes be leveraged by other disciplines. This Viewpoint explores the MCL project, MLC whitepapers, and a book published May 31, 2016. **Read more...**

DQP Impact Study
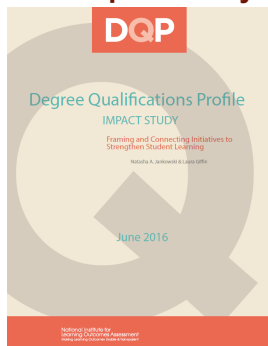
The **Degree Qualifications Profile Impact Study: Framing and Connecting Initiatives to Strengthen Student Learning** is the first study that documents the impact of the DQP on college campuses. Over 400 institutions that used the DQP between 2011 and 2014 participated in this study. Of central importance was investigating how institutions engaged with the DQP and how working with the DQP was associated with changes in curriculum, instructional practices, and assessment. A few key findings of the impact study are that DQP implementation is more successful when connected to and integrated with other institutional improvement efforts, and the longer an institution worked with the DQP, the more widespread the involvement of a range of departments and purposes for engagement. **Read more…**

Using the DQP

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Examples from the field indicates that effectively using the DQP can benefit both students and institutions, but what does "effective use" entail and how does it unfold? In a post-convening survey of participants following the October 2014 launch of the revised DQP, 91% of participants agreed or strongly agreed for the need for widespread implementation of DQP, but only 75% agreed that they understood the next steps in order to implement it. With this in mind, NILOA has been tracking campus engagement with the DQP, identifying approaches that institutions have used to implement the framework in meaningful ways. In this report, we describe those approaches and how they have been used within and across institutions. **Read more...**
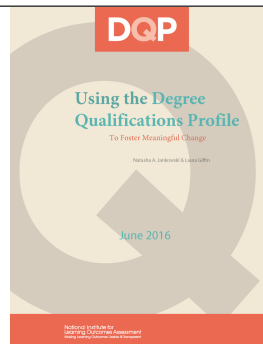
New DQP Case Study

DQP Case Study: McKendree University
Emily Teitelbaum and Kathryn Schultz
National Institute for Learning Outcomes Assessment

McKendree University, a small, private university in Lebanon, Illinois and the oldest college in Illinois, opening in 1828, as well as the oldest college in the United States with continuous ties to the United Methodist Church. NILOA selected McKendree University as a case study site for its use of the DQP to refine their Diverse Perspectives outcome, as well as their innovative crosswalks of the DQP's five areas of learning with McKendree's seven student learning outcomes, the Association of American Colleges and Universities' Liberal Education and America's Promise (LEAP) Essential Learning Outcomes, and the National Collegiate Athletic Association's (NCAA) Division II Life in the Balance key attributes. We invite you to read this case study to learn about McKendree's engagement with the DQP and takeaways for practice. **Read more...**

NILOA Updates

NILOA Featured Website

Columbus State Community College's Outcomes Based Assessment website provides viewers with rich and direct information about the college's assessment effort. Included within the website are institutional learning outcomes and goals, general education learning goals and outcomes, and the college's assessment process that details the steps of identifying outcomes, creating a plan, data collection, and communicating and sharing information. These links provide viewers with accessible and clearly communicated information about the college's assessment at different levels within the institution. **Read more...**

New NILOA Resource

We invite you to make use a new NILOA resource. This document is a collection of scholarly articles, online credential service providers, and websites on **Badges** helpful for those looking to learn more about or

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attempting to implement them. We invite you to peruse these resources. **Read more...**

DQP Updates

Lumina Foundation has released ***The Emerging Learning System: Report on the Recent Convening and New Directions for Action***, a report that details the discussions that took place at a learning outcomes convening. The meeting, which included 40 national experts on learning outcomes, aimed to create a shared understanding of what is working and not working to improve learning, identify opportunities to collaborate on learning initiatives, and outline how to move forward to promote increased opportunities for supportive policy and praxis. Three bold next steps to reach the desired learning system are discussed, as well as a roadmap to reach these three priorities.

News

Assessment in Student Affairs, 2nd Edition
The second edition of Assessment in Student Affairs is now available for readers to enjoy and learn about core ideas regarding assessment within student affairs. The book addresses various topics including program outcomes, data collection, and use of results.

LTAC Speaker Spotlight: Making Connections to Support Student Learning
Towards improving assessment practices, Natasha Jankowski argued for more attention on how assessment professionals can make connections with students. Improved connections with students allows for better access to evidence of student learning, and it is this added student-derived evidence that may improve how assessment professional gauge student learning.

Let Accreditors Do What Does the Most Good for Students
Amidst the US Department of Education's release of a letter to accreditors that calls for greater data collection of outcomes such as graduation rates, student loan repayments, and job placements, Belle Wheelan and Mark Elgart argued that the Department of Education is misguided and accreditors should be speaking up against this initiative.

IR Summit Videos Now Available
Videos from the 2016 IR Summit in Washington, D.C. are now available. The four videos discuss better use of postsecondary data, using data for decision making, strategy and leadership, and changes happening to institutional research.

Plan to Define and Test What Students Should Know
Attempting to assess student learning within six disciplines, the Measuring College Learning Project consisted of faculty members coming together to construct learning outcomes relevant to their disciplines and what students ought to know after graduating from such disciplines. Read more to learn about this project.

Small Changes in Teaching: Space it Out
James Lang writes about the importance of cumulative learning for students and shares

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advice about how to assess student learning with cumulative learning in mind. At the heart of this advice is making sure that students have opportunities to revisit knowledge they learned.

Upcoming Conferences and Programs

June 17: **Assessment by Design: A Comprehensive Overview**
9:00 AM - 4:00 PM. Assessment by Design.

June 21-25: **AAC&U's Institute on High-Impact Practices and Student Success**
Los Angeles, CA. Association of American Colleges & Universities and the University of California Los Angeles.

June 22-25: **2016 Institute on Project-Based Learning**
Worcester, MA. Worcester Polytechnic Institute.

June 26-29: **2016 HEDS Annual Conference**
Asheville, NC. Higher Education Data Sharing Consortium (HEDS).

June 30: **Transforming Assessment and Feedback in Higher Education on a Wider Scale: The Challenge of Change at Institutional Level**
10:00 AM - 4:00 PM. Assessment in Higher Education (AHE).
**Natasha Jankowski, NILOA Associate Director, will be presenting.

July 7. **NILOA Webinar- Unfacilitated Assignment-Design Work on Your Campus: A Tool Kit of Resources and Materials**
12:00 - 1:00 PM (EST). To register for this NILOA webinar please email Katie Schultz at keschul2@illinois.edu

July 11-13: **2016 Assessment and Collaboration Conference**
Chicago, IL. LiveText.
**Natasha Jankowski, NILOA Associate Director, and Pat Hutchings, NILOA Senior Scholar, will be presenting.

July 12-15: **2016 SHEEO Annual Meeting**
Baltimore, MD. State Higher Education Executive Officers Association.

July 12-15: **AAC&U 2016 Institute on Integrative Learning and the Departments**
Chicago, IL. Loyola University Chicago.

July 13-15: **2016 Higher Education Conference**
Amsterdam, Netherlands. Amsterdam University of Applied Sciences.

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NILOA July 2016 Newsletter

This month's NILOA Newsletter features a new NILOA Occasional Paper, *Pedagogical Choices Make Large Classes Feel Small*, by Karen Singer-Freeman and Linda Bastone from Purchase College. In addition, we have a new Case Study, *Alverno College: Lessons from an Assessment Pioneer*, by NILOA's Carrie Allen, a featured website from the University of Alaska Anchorage student affairs office, resources focused on General Education, and a DQP Update with information on the Connecting Credentials initiative. Finally, we introduce a new NILOA resource on Assessment Management Systems, along with relevant News Items, a Job Announcement for a **NILOA Visiting Assistant Director**, and information on Upcoming Conferences and Programs.

New NILOA Occasional Paper
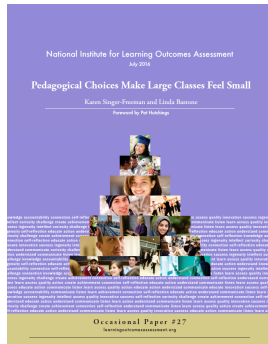
Pedagogical Choices Make Large Classes Feel Small
Karen Singer-Freeman and Linda Bastone

Many students begin their college experience enrolled in large introductory classes. In these classes are some students who are at risk of leaving college without a degree. One route to engaging students is the intentional use of evidence-based pedagogical practices. There have been substantial efforts to improve large lecture classes through the strategic use of discussion sections, active learning, and varied forms of assessment. We believe that some evidence-based practices developed outside the classroom are ripe for use in large lectures. In the current paper we describe an integration of academic content with practices that support student engagement and success in a large general education course. **Read more…**

New Case Study

Alverno College:
Lessons from an Assessment Pioneer
Carrie Allen

Alverno College is an independent, liberal arts college for women located in Milwaukee, Wisconsin, which enrolls approximately 2,500 students. Alverno College was selected as a NILOA case study institution due to its innovative and long-standing assessment practices and its commitment to student-centered teaching. Alverno's approach to assessment is thoughtful, intentional, and distinctive, and the college has been recognized as a pioneer in assessing student learning. Although Alverno is well established in its assessment practices, other institutions can learn from and adapt many aspects of Alverno's assessment model to improve and sustain their own meaningful assessment work. This case study provides an overview of the major aspects of assessment at Alverno and how those aspects function together to create a campus culture of assessment, as well as insights from students about how the various components of the assessment model influence and shape their learning. **Read more...**
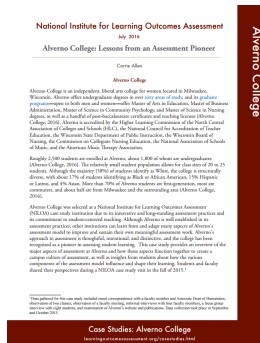
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General Education Resources

General Education and/or Program Development and Review

This new resource discusses the benefits of using the DQP in the general education program development or review process. A sizeable majority of the institutions using the DQP for general education and/or program development and review agreed that the work helped to integrate the program and major with general education (86%), that they were better able to communicate the role of general education to students (82%), and that the DQP helped shift conversations from "my course" to "our courses" (87%). **Read more...**

General Education Assessment Resources

This downloadable document is a collection of resources focused on the assessment of general education. Included are books, scholarly articles, websites, and other useful information. **Read more...**

Assessment Management Systems

The Assessment Management Systems is a collection of resources and platforms available to assist in the assessment process. We invite you to make use of this new resource. **Read more...**

NILOA Updates

NILOA Featured Website

The University of Alaska Anchorage's **Student Affairs Assessment webpage** provides viewers with a concise overview of the university's student affairs assessment efforts. Included within the webpage is an explanation about the university student affairs assessment efforts on the front page in addition to links regarding End of Year reports, Annual Goal Review and Alignment Process, and Student Affairs Student Outcomes, among other related information such as Key Performance Indicators. **Read more...**

DQP Updates

Connecting Credentials

Lumina Foundation is conducting a national **survey** to learn more about the practice of embedding industry and professional certifications within higher education programs. The questionnaire aims to collect information about such partnerships between higher education institutions, high schools, employers and industry groups. The survey takes less than 15 minutes to complete and will be available through **July 22, 2016**. The findings will be summarized and a select number of sites across

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the country will be studied as models of innovation. In addition, Lumina convened five work groups around each of the following topics: (a) finding a common language, (b) improving data and information tools, (c) aligning and improving quality assurance systems, (d) deepening employer usage of diverse credentials, and (e) developing pathways using credentials. As a result of this effort, a new **report** from each of the work groups has been released. Forthcoming this summer will be an action plan for credentialing improvement with recommendations from the five work groups.

News

A Statement from the Council of Regional Accrediting Commissions on Student Outcomes

The Council of Regional Accrediting Commissions on Student Outcomes released a statement regarding the use of student learning outcomes. The document rejects the notion that student learning outcomes should emphazise only student graduation rates and employment records. Rather, they argue for an understanding of student learning outcomes based on what students learn during their studies. Read more to find out.

What Students Can Bring to and Learn from Assessment

How can students become more involved within assessment work in higher education? Pat Hutchings fleshes out this question within her blog post, providing both historical background and examples of student involvement within assessment.

Research and Practice in Assessment: Summer 2016 Issue

Research and Practice in Assessment (RPA) released its Summer 2016 issues that covers various topics related to assessment work and student learning. Check out the issue to find out more.

A Faculty Stand on Assessment

In line with the practices that emerged from the Measuring College Learning Project, Josipa Roksa and Richard Arum discuss how faculty members ought to be taking a lead in developing learning outcomes and assessing student learning within colleges and universities. Indeed, faculty members can work together and through these collaborations better forms of assessment may emerge.

IR Summit Videos Now Available

Videos from the 2016 IR Summit in Washington, D.C. are now available. The four videos discuss better use of postsecondary data, using data for decision making, strategy and leadership, and changes happening to institutional research.

Quality in the Undergraduate Experience: What is It? How is it Measured? Who Decides? Summary of a Workshop

What is quality learning within higher education? This report summarizes discussions and presentations made by members of an ad hoc planning committee that sought to examine the meaning of quality learning within higher education.

Job Announcement:

NILOA Visiting Assistant Director

The National Institute for Learning Outcomes Assessment (NILOA) invites applications for a Visiting Assistant Director to assist with the development and coordination of collaboration networks to undergird an emerging learning system. The Assistant Director will work on assignment design efforts and the development of audience specific materials and communication diffusion around assessment related materials and will provide support to the Associate Director. To learn more about the position, please read the **job description**.

Upcoming Conferences and Programs

July 22: **Call for Proposals- 2017 AERA Annual Meeting**
We encourage you to submit proposals to the Measurement and Assessment in Higher Education SIG (SIG # 64).

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July 22: **Call for Proposals: 2017 AAC&U Annual Meeting**
San Francisco, CA. Association of American Colleges and Universities.

July 22-23: **2016 CTRAS Conference**
Hamburg, Germany. Macromedia University Hamburg/Munich.

August 1: **Call for Proposals- General Education and Assessment: Design Thinking for Student Learning**
Phoenix, Arizona. Association of American Colleges and Universities.

August 1: **Call for Proposals- 2017 HLC Annual Conference**
Chicago, IL. Higher Learning Commission.

August 1. **NCME 2017 Annual Meeting**
San Antonio, TX. National Council on Measurement in Education.

August 1: **Call for Proposals- Carnegie Foundation Summit on Improvement in Education**
San Francisco, CA. Carnegie Foundation for the Advancement of Teaching.

August 1-4: **2016 AAEEBL Conference**
Boston, MA. The Association for Authentic, Experiential and Evidence-Based Learning.

August 18: **2016 Teaching & Learning Conference**
Elon, NC. Elon University.

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NILOA August 2016 Newsletter

This month's NILOA Newsletter features a few important announcements. First, please join us in welcoming Dr. Gianina R. Baker as NILOA's new assistant director! Second, we recognize the ten institutions that comprise the inaugural class of Excellence in Assessment (EIA) designees. Finally, we encourage you to read Paul Lingenfelter's article in *Change: The Magazine of Higher Learning*, as well as Pat Hutchings' blog post, along with information on relevant News and Upcoming Conferences.

Welcome NILOA's New Assistant Director

Dr. Gianina R. Baker returns to NILOA as assistant director (several years ago she was a graduate research assistant with the institute). Gianina will provide support to the director and assist with the development and growth of partnership networks under a new Lumina grant to NILOA. Her main research interests include student learning outcomes assessment at Minority Serving Institutions, access and equity issues for underrepresented administrators and students, and higher education policy. She holds a Ph.D. in Educational Organization and Leadership with a Higher Education concentration from the University of Illinois, a M.A. in Human Development Counseling from Saint Louis University, and a B.A. in Psychology from Illinois Wesleyan University. Previous to this position, she was the Director of Institutional Effectiveness and Planning at Richland Community College.

Excellence in Assessment

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

Institutions in the inaugural class of designees are: Cameron University, Capella University, Community College of Baltimore County, Indiana University Purdue University Indianapolis, Kansas State University, Mills College, Mount St. Joseph University, Rose-Hulman Institute of Technology, University of Wisconsin-Madison, and Zayed University.

Read more about the EIA designation, the inaugural group of designees, and the criteria and review process. Application materials for the 2017 designation will be available in mid-October.

News

Rebuilding Confidence in Educational Leaders Through Evidence-based Practice and Policy
We invite you to read Paul Lingenfelter's article in *Change* in which he discusses the kinds of approaches to evidence based practice and policy needed to improve educational

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outcomes. Evidence-based practices are key to documenting, improving, and presenting students' learning within higher education.

What Students Can Bring to and Learn from Assessment
How can students become more involved within assessment work in higher education? Pat Hutchings discusses this question within her blog post, providing both historical background and examples of student involvement within assessment.

Opting for Renewable Assessments
With the addition of David Wiley's post titled "Toward Renewable Assignments," Jason Jones highlights the continued interest in the concept of "renewable assignments," where students' classroom work is re-used for public pedagogy.

Prior Learning Assessment: Inside Out - 5th Issue
The theme of the fifth issue of Prior Learning Assessment's Inside Out (PLAIO) is "Assessment in the Recognition of Prior Learning." This issue focuses on the tools and processes of assessment with the aim of gathering theories and strategies to help explore pressing topics.

Separating Education From Credentialing
The Information Technology and Innovation Foundation released a report where the authors argued for the separation between learning and credentialing. Thought provoking, the report provides a case for the need and benefits of such a radical change.

Quality in the Undergraduate Experience: What is It? How is it Measured? Who Decides? Summary of a Workshop
What is quality learning within higher education? This report summarizes discussions and presentations made by members of an ad hoc planning committee that sought to flesh out the meaning of quality learning in colleges and universities.

Research and Practice in Assessment: Summer 2016 Issue
Research and Practice in Assessment (RPA) released its Summer 2016 issues that covers various topics related to assessment work and student learning. Check out the issue to find out more.

University Websites: The So-So, the Bad, and the Egregious
University websites are a pivotal communication tool for universities and colleges to share institutional information, but Melonie Fullick highlights why too often these websites are not as transparent and useful as visitors might expect.

Upcoming Conferences and Programs

Aug 31- Sept 3: **2016 EAIR Forum**
Birmingham, UK. Birmingham City University.
Thursday, September 1, 2016. 10:15 to 10:45 am. David Marshall, NILOA Senior Scholar, and Natasha Jankowski, NILOA Associate Director, will present *Rethinking Teaching Around Where Learning Happens*.
Saturday, September 3, 2016. 10:15 to 10:45 am. Emily Teitelbaum, NILOA Research Analyst, will present *Student Perceptions Of and Involvement With Assessment in Higher Education*.

Sept 7-9: **2016 Drexel University's Conference on Teaching & Learning Assessment**
Philadelphia, PA. Drexel University.
Thursday, September 8, 2016. 2:00 to 3:00 pm. Natasha Jankowski, NILOA Associate Director, and David Marshall, NILOA Senior Scholar, will present *Moving from Compliance to Improving Student Learning: Reframing Academic Quality*.
Friday, September 9, 2016. 8:45 to 9:45 am. Jillian Kinzie, NILOA Senior Scholar, will present *Assessing Student Engagement to Improve Academic Quality: Applying Findings from NSSE*.

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NILOA September 2016 Newsletter

This month's NILOA Newsletter opens with an important exciting announcement. Dr. Natasha Jankowski is now the NILOA director! Please join us in thanking and congratulating Dr. Jankowski for taking on this important assignment!

This newsletter also features a new Viewpoint, *Improvement Matters*, from Peter Felten, a new DQP/Tuning Case Study of Utah State University, an Assessment in Practice titled *The Development of a Student Affairs Assessment Structure* from Kevin Grant, a resource on the Birth and Growth of the DQP, and a featured website from DePaul University. We also call your attention to the request for your participation in a short DQP/Tuning questionnaire along with the customary listing of relevant News and information about Upcoming Conferences and Programs.

Announcement: New NILOA Director

We are pleased to announce that Dr. Natasha Jankowski has agreed to accept the position of NILOA director! For the past eight years, Natasha has been a key member of the NILOA team, first as a research analyst, then project manager, followed by assistant director, and for the past two years the associate director. Equally important, Natasha is the public face of NILOA with our partner organizations and other groups, and has established a national and international reputation as an expert in student learning outcomes assessment through her work at NILOA, her many contributions to the literature, and her invited lectures and consultations both in the U.S. and abroad. Moreover, she represents the future of NILOA and the leadership of the national as well as international student learning outcomes assessment agenda. Founding NILOA director, George Kuh, will continue to serve NILOA as a senior scholar and co-principal investigator on funded projects as well as working on related NILOA activities. Please join the NILOA team and me in congratulating and thanking Natasha for accepting the position of NILOA director.

~ James D. Anderson, Interim Dean, College of Education, University of Illinois at Urbana-Champaign. **Read more...**

New NILOA Viewpoint

Improvement Matters
Peter Felten
Elon University

This Viewpoint summarizes important takeaways found in Chapter 6 of "The Undergraduate Experience: Focusing Institutions on What Matters Most" (2016) by Peter Felten, John N. Gardner, Charles C. Schroeder, Leo M. Lambert, and Betsy O. Barefoot. The seven principles summarized here inform good assessment practice and improvement. Keeping these action principles in mind and using them to guide assessment and improvement efforts on your campus can help lead to meaningful change. **Read more…**

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New DQP/Tuning Case Study

Utah State University:
Bringing It All Together to Foster Intentional Learners
Natasha Jankowski and Norman Jones

As the Utah State University (USU) mission states, USU is one of the "nation's premier student-centered land-grant and space-grant universities." USU fosters the "principle that academics come first", and as an institution strives to "cultivate diversity of thought and culture, serving the public through learning, discovery, and engagement." USU was selected as a DQP/Tuning case study for multiple compelling reasons including faculty-led involvement in the state of Utah Tuning projects; integration of the DQP with various programs and colleges on campus; and bridging the work of national initiatives such as Utah's status as a LEAP state, and participation in AAC&U's Quality Collaboratives project. Further, faculty, staff, and administration built upon the work with Tuning to integrate the major and general education for a focus upon the degree, as well as made connections across the entire institution to better serve students. **Read more...**

New Assessment in Practice

The Development of a Student Affairs
Assessment Structure
Kevin Grant
Biola University

As the co-curricular moves towards learning outcomes, assessment and robust assessment planning, a paradigm shift looms for multiple parties. Prior to programmatic impact, we first needed to impact those developing programs, and little did we know with our recent entry into the world of student affairs assessment that we would see revolutionary results in a short space of time. We were already experiencing the movement of student affairs towards assessment as the single most influential factor in increasing collaboration and alignment between student and academic affairs. However, before we could converse regarding co-curricular alignment, we needed to both comprehend and visualize how student affairs assessment was structured and understood. Yes, student affairs needs to engage in the work of assessment, but it's also going to look a bit different from assessment in academic affairs when talking about outcomes related to holistic student development. **Read more...**

The Birth and Growth of the DQP

In the absence of a widely accepted definition for quality learning in postsecondary education, Lumina took a lead role in the framing of one. In July 2009, the Foundation invited to a facilitated discussion in Washington, DC, prominent US and European educators, association leaders, government officials, and postsecondary education executives. The meeting arrived at a consensus that there was an obvious priority, the need for a framework, or profile that would define what degrees signify in terms of what students should know and be able to do. While informed by an awareness of European models, in particular those mandated by the Bologna Process, the US framework would be distinctively American in its values and emphases. Released in January 2011, revised in 2014, the Degree Qualifications Profile

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reflected the commitment of its authors and advisors to learn from earlier efforts to define and describe learning outcomes, as well as point towards a new direction for US postsecondary education. **Read more...**

NILOA Updates

NILOA Featured Website

DePaul University's Teaching, Learning and Assessment website provides viewers with well-defined information about the institution's approach to student learning outcomes assessment. The website features links to the creation and mapping of learning outcomes, the overview of the assessment approach at DePaul, assessment awards, and support services for undertaking assessment. Under teaching support, which includes a blog titled "learning in progress," is information on the scholarship of teaching and learning (SoTL) along with SoTL grants. **Read more...**

DQP Updates

DQP/Tuning Questionnaire

We cordially invite you to complete a very short questionnaire about DQP/Tuning. Your participation will help us to better understand how institutions are using the DQP/Tuning and advance student learning improvement efforts. The questionnaire should take only about 5 minutes to complete. To complete the questionnaire, **click here**. Thank you for your participation!

News

Awards for Campuswide Assessment
The first 10 recipients of the **Excellence in Assessment** designation are available. These award winners have proven to demonstrate excellence in student learning outcomes assessment.

The American Historical Association's Tuning Project
The History Teacher journal released an issue about the American Historical Association's Tuning Project. Within this issue, viewers can read about the history of and faculty members' experience with the Tuning Project.

LEAP Wisconsin Assessment
Making information accessible, the University of Wisconsin System created a website dedicated to presenting updates and findings about the system's participation in the LEAP initiative. Within the website, viewers can read about the project summary and findings, among other topics.

Faculty Energize University-Wide Assessment at St. Cloud State
The Association of American College & University (AAC&U) shared some of the experiences and insights learned during St. Cloud State's participation within the Multi-State Collaborative to Advance Learning Outcomes Assessment.

Bringing Adjuncts to the Table
The nonprofit organization, *Achieving the Dream*, is implementing an initiative aimed at increasing adjunct faculty engagement within student success reform efforts.

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Upcoming Conferences and Programs

September 29: **Call for Proposals: 2016 Conference on The First-Year Experience**
Atlanta, GA. National Resource Center for the First-Year Experience and Students in
Transition.

September 30: **Call for Proposals: International Conference on Learning, Teaching, and
Student Success**
Bozeman, MT. Montana State University.

September 30-October 1: **2016 Association for General and Liberal Studies Conference**
Salt Lake City, UT. Association for General and Liberal Studies.

October 5-7: **2016 Strengthening Student Success Conference**
Garden Grove, CA. The RP Group.

October 15-17. **2016 National Conference on Students in Transition**
New Orleans, LA. National Resource Center for the First-Year Experience and Students in
Transition.

October 16-18: **2016 Assessment Institute**
Indianapolis, IN. Indiana University- Purdue University Indianapolis.
**NILOA will have a track at the Assessment Institute. Stay tuned for details.

October 16-18: **2016 West Texas Assessment Conference**
San Angelo, TX. Angelo State University and Texas Tech University.

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NILOA October 2016 Newsletter

The 2016 Assessment Institute begins this weekend, and we at NILOA could not be more excited. Below, please read about NILOA's Track at the Assessment Institute and the various featured sections of this month's newsletter. We have a new NILOA Occasional Paper, Tracing Assessment Practice as Reflected in *Assessment Update*, from Trudy W. Banta, Peter T. Ewell, and Cynthia A. Cogswell, a Viewpoint from Frederick Burrack and Chris Urban at Kansas State University, *Design for a Transparent and Engaging Assessment Website*, and a DQP/Tuning Case Study from Daemen College by Laura Giffin. In addition, we invite you to view a Featured Website from Pepperdine University, a new NILOA resource on *Using the DQP for Alignment with External Expectations,* and information on relevant News and Upcoming Conferences and Programs, including a recap and announcement of the NILOA co-sponsored 2017 **National Teaching and Learning Institute**. Finally, we invite you to join us for a **webinar** on October 20 on curriculum mapping and meaningful alignment.

2016 Assessment Institute

NILOA Track Highlights

The **2016 Assessment Institute** provides opportunities for:
(1) individuals and campus teams new to outcomes assessment to acquire fundamental knowledge about the field; (2) individuals who have worked as leaders in outcomes assessment to share and extend their knowledge and skills; and (3) those interested in outcomes assessment at any level to establish networks that serve as sources of support and expertise beyond the dates of the Institute. Jillian Kinzie, NILOA senior scholar, will participate in the Keynote Panel for the Plenary Session on Monday, October 17, from 8:45 - 10:00 a.m. Peter Ewell, NILOA senior scholar, and George Kuh, NILOA founding director, will deliver the NILOA Track Keynote *Past as Prologue: Advancing the Assessment Agenda by Avoiding Pitfalls of Our Own Making* on Monday, October 17, from 10:15 - 11:15 a.m.

Click **here** for more information about the presentations in the NILOA Track at the 2016 Assessment Institute.

New NILOA Occasional Paper
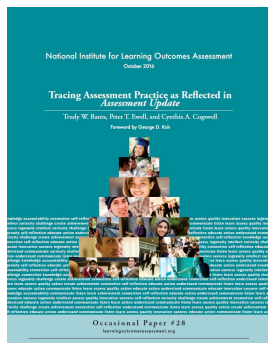
Tracing Assessment Practice as Reflected in
Assessment Update
Trudy W. Banta, Peter T. Ewell, and Cynthia A. Cogswell

At some future point, when a definitive history of the assessment movement is written, one of the most frequently cited, influential publications will be *Assessment Update*. It is no coincidence that the two most frequent contributors, Trudy Banta and Peter Ewell, are also among the most prolific thinkers and writers shaping the scholarship and practice of student learning outcomes assessment. In this featured NILOA occasional paper undertaken with the assistance of Cynthia Cogswell, especially timely as both Banta and Ewell recently "retired" after decades of superlative service, they mine the pages of *Assessment Update* from 2000 through 2015 to distill major

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themes and advances that characterize the evolution of assessment as a field of professional practice. **Read more...**

New NILOA Viewpoint

Design for a Transparent and Engaging Assessment Website

Frederick Burrack and Chris Urban
Kansas State University

In this Viewpoint, Kansas State University, one of the inaugural campuses of the Excellence in Assessment (EIA) designation, share their insights on effective website design. Institutions of higher education are increasingly concerned with developing an assessment culture focused on faculty and program ownership. As with any other culture, norms and values of assessment emerge from interactions between members of that community. For an institutional assessment office, a clear and transparent website communicates norms and reinforces the institution's approach to assessment. Focusing on transparency alone, however, can result in the presentation of information not enticing to view. To be truly engaging, a website also needs to actively encourage transformation of views and practices by involving users in its content. **Read more…**

To learn more about the EIA, please join the NILOA session at the Assessment Institute on Monday October 17, 2016, from 12:30-1:30 in Indiana Ballroom E.

New DQP/Tuning Case Study

DQP Case Study: Daemen College

Laura Giffin
National Institute for Learning Outcomes Assessment

Founded in 1947, Daemen College is a small, private college located in Amherst, New York. NILOA selected Daemen College as a case study site due to their involvement in the Council of Independent Colleges (CIC) consortium on the Degree Qualifications Profile (DQP). As part of this project, Daemen College engaged with the DQP to further their preexisting curricular mapping projects, as well as advance their newly instituted assessment program and assignment design initiative. The case provides lessons learned from a campus visit with administrators and faculty. **Read more...**

Using the DQP for Alignment with External Expectations

We invite you to make use of a new NILOA resource. This document informs on a handful of benefits that the DQP has had for colleges and universities that used the DQP to align learning outcomes with external expectations such as those of employers or other related learning frameworks. For example, the use of the DQP led to focused conversations with outside stakeholders such as employers (92%) and curriculum revisions (76%). **Read more...**

NILOA Updates

NILOA Featured Website

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Pepperdine University's Office of Institutional Effectiveness website provides a host of information about the university's assessment practices. Viewers can read about institutional learning outcomes and program learning outcomes in addition to assessment reports. There is also content about the university's educational effectiveness, information on accreditation, application processes for assessment mini-grants, information on the assessment management system, and program review guidelines and reports. Further, the website provides an overview of the assessment cycle for Pepperdine. **Read more...**

DQP Updates

DQP/Tuning Questionnaire

We would like to thank everyone who completed the DQP/Tuning questionnaire. The information you provided has helped us to better understand institutional use of the DQP/Tuning, as well as helped to advance our student learning improvement efforts. Thank you for your participation!

News

Reaffirming Assessment as a Meaning-Making Process
Terry Vaughan III, NILOA research analyst, explains how assessment is a practice of constructing meaning and negotiating values in this article in *Assessment Update*.

EduData – The Landscape of learning outcomes assessment in Canada
Based on survey findings from provosts and VP academics, the Higher Education Quality Council of Ontario released a report about current learning outcome assessment practices across Canada's colleges and universities.

Announcing the 2017 Aspen Prize for Community College Excellence Finalists
The Aspen Institute announced its finalists for the 2017 Aspen Prize for Community College Excellence. Check out the website to view the finalists and learn more about the next steps of the award process.

Change: The Magazine of Higher Learning, Volume 48
Change released its 48th volume that includes articles about improving the educational experiences of students, from writing syllabi to organization clarity.

'High-Impact Practices' Translate To Student Success Dalton State Says
Dalton State College is engaged in AAC&U's LEAP initiative and high-impact practices as part of an effort to achieve the student success and academic excellence standards outlined in Dalton's three-year strategic plan. Dalton has begun to implement various high-impact practices into its curriculum with hope that students experience at least two of them during their time at the college.

Announcing the Second Annual National Teaching and Learning Institute
How can campuses use evidence about their students' educational experience to improve learning and success? This question—a continuing challenge for student learning outcomes assessment—will be at the heart of the second annual Teaching and Learning National Institute (TLNI) to be held July 30-August 2, 2017 on the campus of The Evergreen State College in Olympia, Washington. Information and application materials are now **available**.

Upcoming Conferences and Programs

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October 16-18. **2016 Assessment Institute**
Indianapolis, IN. Indiana University- Purdue University Indianapolis.
**NILOA will have a Track at the 2016 Assessment Institute

October 16-18. **2016 West Texas Assessment Conference**
San Angelo, TX. Angelo State University and Texas Tech University.

October 19. **Meaning, Quality, and Integrity of Degrees: Exploring Approaches, Models, & Tools**
Pomona, CA. WASC Senior College and University Commission.

October 20. **Webinar: Bringing It All Together: Making Meaning Through Alignment**
1:00 – 2:00 p.m. CST. Taskstream.
**The Webinar will be presented by Natasha Jankowski, NILOA director, and David Marshall, NILOA senior scholar.

October 20-21. **The Big Five: Addressing Core Competencies**
Pomona, CA. WASC Senior College and University Commission.

November 3-5. **International Conference on Learning, Teaching, and Student Success**
Bozeman, MT. Montana State University.

November 4. **2016 NEEAN Fall Forum**
Worcester, MA. College of the Holy Cross.

November 10-12. **2016 ASHE Annual Conference**
Columbus, OH. Association for the Study of Higher Education.
**Friday, November 11, from 4:45 – 6:00 p.m. Jillian Kinzie, NILOA senior scholar, will present *Multiple HIPs and Integrated Learning: Considerations for Equity and Quality*.

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NILOA November 2016 Newsletter

In this month's newsletter, we take a moment to remind readers and underscore the importance of the collaborative and intentional work of the field to advance learning for all students. This newsletter emphasizes the value of meaningful practice, practice that will continue to touch the lives of students long after they complete their studies – practice that is embedded within the daily lives of faculty and staff, that builds connections and community and outlasts any changes in administrative turnover. NILOA is committed to sharing resources that engage diverse groups in reflective, collective dialogue. We hope you find this information useful as well as a reminder of what our shared efforts can and have accomplished.

The November 2016 edition of the NILOA Newsletter features a timely NILOA Viewpoint *Just Assessment. Nothing More. Nothing Less.* from Wayne Jacobson, University of Iowa. In addition, we are happy to announce that the application materials for the 2017 Excellence in Assessment (EIA) Designation are now available. We invite you to submit an application by the April 14, 2017, deadline. The newsletter concludes with an update on our assignment-design guides, a resource to facilitate assignment conversations from Karen Ford, University of Sheffield, a featured website from the University of Kansas, a new Featured Assignment from Mount St. Joseph University, and information on relevant News and Upcoming Conferences and Programs.

New NILOA Viewpoint

Just Assessment. Nothing More. Nothing Less.
Wayne Jacobson
Assessment Director, University of Iowa

Judging from the effort it takes to keep it going, it's safe to say that the need for assessment is still not entirely self-evident to many on our campuses. And that's unfortunate, because assessment is one of the best options we have for determining how well our institutional systems are doing justice to the communities we are trusting them to serve. This and other concerns provide the central guiding question for assessment: Are the systems an institution has created doing justice to the students, faculty, and departments who all hold a stake in them? Assessment needs to be inclusive of all the people the program claims to serve. For example, we may have data that represent some communities of students, but not others. When we don't have data to fully represent all experiences or all students, we need to be fully transparent about who and what are represented so that we don't make the mistake of relying on limited data to speak for everything and everyone. **Read more…**

2017 Excellence in Assessment Designation

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

NILOA Assignment Guides

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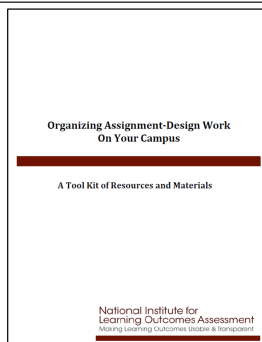
Organizing Assignment-Design Work on Your Campus: A Tool Kit of Resources and Materials

As part of its Assignment Library Initiative, NILOA has organized and sponsored a series of assignment-design "charrettes" for faculty around the country who applied to participate. Happily, institutions have expressed interest in organizing their own such events. To further this important work, we have developed an assignment guide, *Organizing Assignment-Design Work on Your Campus: A Tool Kit of Resources and Materials*, to provide guidance and resources that can be borrowed and adapted to local circumstances. We have also made available an "Unfacilitated" assignment guide for those who want to engage in assignment-design charrettes without facilitators. **Read more...**

Let's 'Face It': Striving for Fair, Accurate and Transparent Assessment

A question we routinely receive regarding working with faculty on assignment design is how to get started. What if assignments have never been shared and faculty are reluctant to do so? What if there isn't safe space to talk about assignments? What if we can't start conversations with assignments and need another way in? Fortunately, Karen Ford from the University of Sheffield addresses these issues by providing a means to initiate conv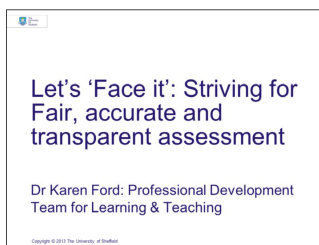ersations with faculty about assessment ranging from the value and purpose of learning outcomes, assessments, and rubrics to issues of assignment design. In her interactive presentation, "Let's Face It", Karen outlines a faculty development workshop that is backward designed to create a space to openly discuss issues of teaching, learning, and assignment design. **Read more...**

NILOA Updates

NILOA Featured Website

The University of Kansas's Student Affairs Assessment webpage clearly communicates its assessment practices through its Strategic Plan, Learning Outcomes, Projects and Reports, and Tools webpages. Very informative is the presentation of the divisional and department learning outcomes that stem from the Council for the Advancement of Standards (CAS) in Higher Education. Equally important, in addition to their Student Affairs Annual Impact Reports, the Projects and Reports webpage highlights the use of these learning outcomes in designing and completing assessment projects. **Read more...**

DQP Updates

New Featured Assignment

We are pleased to announce the release of the second in a series of Featured Assignments that use proficiencies outlined by the DQP. This second installment features an assignment from Mount St. Joseph University, *Assessing Integrative Learning in the Senior Capstone: Two Complementary Assignments*, describing a capstone course that maintains a focus on social justice and an explicit emphasis on reflection as a key to integration. **Read more...**

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News

Bringing It All Together: Making Meaning Through Alignment- Webinar Recording Now Available

Drawing on the work of the National Institute for Learning Outcomes Assessment (NILOA) over the past five years tracking the impact of Degree Qualifications Profile (DQP) and Tuning, the webinar presented by Dr. Natasha Jankowski, NILOA director, and Dr. David Marshall, NILOA senior scholar, outlines a conceptual framework and action steps for institutions to align efforts and enhance student learning.

A Partnership between Evidence-Based Policy and Practice-Based Evidence

In hopes of building a stronger relationship between policymakers and educators, Paul Lingenfelter argues for relying more on evidence in shaping policies and practices. As Lingenfelter explains in an interview, by using evidence as a guide both policymakers and educators will be able to work together in addressing pressing educational concerns such as equity and student readiness.

Exploring the HBCU Faculty Experience

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

The Next Great Hope for Measuring Learning

Highlighting the Multi-State Collaborative to Advance Quality Student Learning project, Dan Berrett discusses implications of the project in establishing a faculty-endorsed approach to assessing student learning. Noted within this article is Central Connecticut State University's participation in the project through its faculty members' use of rubrics to score student learning. Natasha Jankowski, NILOA director and George Kuh, NILOA senior scholar are cited. *(This article is Premium and need to be a Chronicle subscriber to access.)*

Advancing Equity and Student Success through Eportfolios

In the current issue of *PeerReview*, authors discussed the use of Eportfolios within colleges and universities. There is a particular article titled "Eportfolios, Assessment, and General Education Transformation" that directly addresses questions concerning the assessment of student learning.

Lumina Foundation Releases Strategic Plan Advocating a New Postsecondary Learning System

The Lumina Foundation released its strategic plan to attain its goal of 60 percent of working-age Americans to hold a post-secondary credential.

Quality and Competency

The Competency-Based Education Network released a set of standards for competency-based education that may help uphold high-quality learning and assessment within competency-based education programs.

Classrooms are getting a Makeover to Accommodate New Forms of Teaching

As educators continue to gain access to more technology and resources, their learning spaces need to change too. Having more room to teach differently is key to allowing for more types of learning activities and forms of assessments, though there are pros and cons to changing learning spaces.

From Retention to Persistence

To promote students' degree completion, higher education institutions ought to have a student perspective, rather than institutional perspective, of student learning. Particularly, having a student perspective that focuses on students' self-efficacy, sense of belonging, and perceived value of curriculum may help students attain their degree.

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Mature Students Do Better with Non-Written Assignment

According to a University of East London pilot study, allowing students to choose their own forms of assessment (presentation, debate, essay, etc.) may increase their learning within classrooms. Particularly among disadvantaged students, this option allows students to demonstrate attainment of knowledge in a manner that maintains academic standards.

Position Announcement:

NILOA Communications Coordinator

The National Institute for Learning Outcomes Assessment (NILOA) is seeking a Communications Coordinator. The Communications Coordinator will manage day-to-day communications responsibilities which include, but are not limited to managing multiple websites and social networks, creating digital communication strategies, and assisting the Director and Assistant Director in developing communication initiatives for NILOA.

Upcoming Conferences and Programs

November 18: **Assessment 201: Advanced Topics in Assessment**
San Francisco, CA. WASC Senior College and University Commission.

November 29: **Bradford College Assessment Workshop**
West Yorkshire, UK. Bradford College.

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NILOA December 2016 Newsletter

Please take a moment and read our **2016 Year-End Note** offering a brief overview of NILOA activities the past 12 months.

This month's newsletter includes a reminder to take another look at the NILOA Transparency Framework and an invitation to apply for a 2017 Excellence in Assessment (EIA) Designation. We also have a Featured Website from Lane Community College, and encourage you to nominate a campus to be considered as a Featured Website. In addition, this newsletter has various DQP Updates including an announcement that in January we will issue a Request for Proposals to have a DQP/Tuning Coach visit your campus, a reminder to peruse our various DQP Implementation resources, and an invitation to submit assignments to the DQP Assignment Library. The newsletter concludes with relevant News Items and information on Upcoming Conferences and Programs.

NILOA Updates

The Transparency Framework

If you have not done so recently, have another look at the NILOA Transparency Framework page where you can find detailed information about the framework's six **components**. You can also see updated examples of institutions that are working with the Transparency Framework and how it has informed their work on projects at each college and university. If your institution is currently working with the Transparency Framework, please let us know. **Read more…**

2017 Excellence in Assessment Designation

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

NILOA Featured Website

Lane Community College's assessment website offers visitors the opportunity to learn about the practice of assessment and how the college implements its own assessment plans. In addition to an introductory educational video about assessment, there are links to the college's Core Learning Outcomes (CLOs), Course Learning Outcomes, and Institutional Context – content that articulates the college's approach to assessment and its learning expectations of students. Also included within the website are Core Learning Outcomes rubrics created by faculty members at the college. Versions of these rubrics cover topics such writing reflective essays, engaging in round table discussions, and critical thinking. **Read more...**

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Nominate a Campus to be a Featured Website

We encourage you to **nominate** a campus that has an excellent assessment website to be one of our Featured Websites. NILOA showcases websites that illustrate examples of promising practices of innovative and transparent online communication of student learning outcomes assessment at the institution, program or unit level. **Read more…**

DQP Updates

DQP/Tuning Coaches

NILOA DQP/Tuning Coaches are experienced faculty, administrators and staff who know first-hand about the utility and value of the DQP and Tuning, and can assist with local-level implementation opportunities and challenges. In January, we will be releasing a Request for Proposals to open the application process for Coach visits. For more information and to find out how to request a coaching visit, click **here**.

DQP Implementation Guides

We encourage you to make use of our various **DQP Implementation resources**. These include reports on Using the DQP, the DQP Impact Study, Birth and Growth of the DQP, Revision and Alignment of Learning Outcomes, etc.

Submit Assignments to the DQP Assignment Library

We encourage you to **submit assignments** to the DQP Assignment Library so that we can review and publish your materials on the site. The Assignment Library provides a searchable online library of collegiate-level course assignments in a wide variety of academic disciplines that link to one or more proficiencies in the DQP. **Read more…**

News

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

Completion and the Value of College
Paul Fain discusses the future of college completion agendas during the end of the Obama administration.

Defining the Master's Degree
In hopes of bringing clarity to the value of masters degrees, 18 graduate school deans came together to design a guide that outlines core competencies of the master's degree.

Community-Engaged Signature Work
The Fall 2016 issue of AAC&U's *Diversity and Democracy* focuses on community-based signature work and includes two articles that specifically address the role of research in assessment.

A Quality Alternative: A New Vision for Higher Education Accreditation
The Center for American Progress released a report titled "A Quality Alternative: A New Vision for Higher Education Accreditation" that describes an alternative gatekeeping system for measuring the quality of higher education institutions.

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Why Assessment is a Waste of Time

Reflecting on the practice of assessment, Erik Gilbert argues that assessment is a waste of time given that it consists of relying on flawed research designs that yield unhelpful and potentially unethical information about student learning.

AALHE's Café Press

The Association for the Assessment of Learning in Higher Education (AALHE) has opened its Café Press website with assessment-themed goods great for showing your assessment pride!

Job Posting:

Director of Assessment

The University of North Carolina Greensboro is searching for a Director of Assessment for its School of Education. Review of applications will begin January 2, 2017. Please see the job posting for more information.

Upcoming Conferences and Programs

December 31: **Proposals Due - 2017 Transformative Learning Conference**
Oklahoma City, OK. University of Central Oklahoma.

January 3-6: **2016 Hawaii International Conference on Education**
Honolulu, HI. Hawaii International Conference on Education.

January 16: **Proposals Due: 2017 Assessment Matters Regional Conference**
Overland Park, KS. Johnson County Community College.

January 17: **Building a Culture of Quality: A Retreat for Institutional Leaders**
Pomona, CA. WASC Senior College and University Commission.

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