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National Institute for Learning Outcomes Assessment

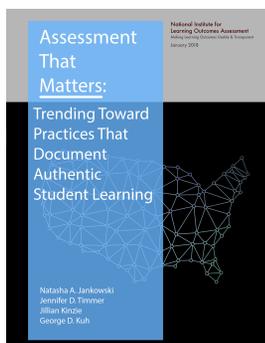
Making Learning Outcomes Usable & Transparent

NILOA January 2018 Newsletter

We are pleased to announce the release of NILOA's third national report on the status of student learning outcomes assessment in the U.S., *Assessment That Matters: Trending Toward Practices That Document Authentic Student Learning*.

This month's newsletter also features information on NILOA Coaches, including a Request for Proposals (RFP) for those institutions interested in inviting a coach for a campus visit at no cost. The 2018 Excellence in Assessment Designation application details are available for those wishing to apply. We are also pleased to announce The University of Calgary as this month's Featured Website. Finally, please find a summary of NILOA's activities in the field from December and relevant news items and events. Please note that NILOA scholars will be presenting at the AAC&U 2018 Annual Meeting in Washington, DC. More information including dates and times of sessions are included in the events section.

NILOA Provost Survey Report



Assessment That Matters: Trending Toward Practices That Document Authentic Student Learning

Natasha A. Jankowski, Jennifer D. Timmer,
Jillian Kinzie, and George D. Kuh

The National Institute for Learning Outcomes Assessment (NILOA) conducted its third nationwide survey of provosts between April and September 2017 to follow institutional trends in assessment practice over time. Respondents from 811 regionally, accredited, undergraduate degree-granting, institutions from throughout the U.S. participated. This report summarizes the major findings and presents implications for policy and practice. [Read more...](#)

For additional commentary on NILOA's third national survey on assessment practices in U.S. higher education, please watch this short [video](#).



The choices that institutions are making about how they want to go about assessing student learning are the ones giving them the information that matters.

- Dr. Natasha A. Jankowski, NILOA director

NILOA Coaches

NILOA is working with a group of Coaches who are available to help colleges and universities with their improvement efforts at no cost to the institution. Drawn from different types of

institutions around the country, the Coaches are experienced faculty, administrators and staff who know first-hand the utility and value of assessing student learning, and can assist with local-level implementation opportunities and challenges. Because they are knowledgeable about the various initiatives unfolding nationally around student learning, assignment design, assessment, and strategies for institutional change, the Coaches can encourage and support institutions at various stages of implementation.

National Institute for Learning Outcomes Assessment
 Request for Proposals for NILOA Coach Visits:
 To enhance and facilitate campus assessment or additional external learning, the National Institute for Learning Outcomes Assessment (NILOA) and Lumina Foundation are pleased to offer a limited number of positions for regional coaches training and assessment personnel on campus in 10 new states. NILOA Coach:

NILOA is seeking a group of Coaches who are available to help colleges and universities with the implementation of assessment. These individuals represent a variety of roles in the country. As Coaches we represent faculty, administrators and staff who have first-hand knowledge of the utility and value of assessing student learning, and are aware of local-level implementation opportunities and challenges. Because of their knowledge about the various initiatives unfolding nationally around student learning, assignment design, assessment, and strategies for institutional change, the Coaches can encourage and support institutions at various stages of implementation.

NILOA Coaches are available for a one-day campus visit to assess the best practices. A Coach will be paired with the requesting institution based on a match of interests, intended outcomes, and expertise. To request a Coach, please fill out this [form](#). **Requests for Coach visits are due by April 2.** [Read more...](#)

Currently Accepting Requests
 NILOA is pleased to announce we are currently accepting requests from institutions seeking to enhance and facilitate campus assessment or additional external learning. Limited positions are available for NILOA Coach regional visits. Requests for Coach visits should be submitted to [NILOA Coach Requests](#) by April 2. NILOA will review requests and accept those that are most aligned with our current needs. Requests for Coach visits will be accepted on a first-come, first-served basis. There will be a second call for proposals released in August 2018.

To learn more about the NILOA Coach initiative please contact Katie Schulte, NILOA Program Manager at katie@niiloa.org

To learn more about the NILOA Coaches, please visit <http://www.niiloa.org/coaches>

University of Illinois System, College of Education
 1001 South Lincoln Drive, 101
 Champaign, IL 61820
www.niiloa.org

NILOA Coaches are available for a one-day campus visit at no cost to the host institution. A Coach will be paired with the requesting institution based on a match of interests, intended outcomes, and expertise. To request a Coach, please fill out this [form](#). **Requests for Coach visits are due by April 2.** [Read more...](#)

NILOA In The Field



NILOA staff presented at the Philosophy of Education Society of Australasia (PESA) Conference in Australia, participated in the Credential Engine launch, and presented a panel at NEASC's Annual Meeting and Conference. [Read more...](#)

2018 Excellence in Assessment Designation

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



NILOA Updates



NILOA Featured Website

[The Principles and Practices of Student Assessment website](#) at the University of Calgary's Taylor Institute for Teaching and Learning presents a step-by-step, structured, and informative guide explaining assessment. Featured content includes introductory information for those who are new to assessment, as well as detailed information and instructions for educators interested in continuing to improve their teaching. [Read more...](#)

News

[Comprehensive Learner Record](#)

The American Association of Collegiate Registrars and Admissions Officers (AACRAO) and NASPA: Association of Student Affairs Professionals were recently awarded a \$1.2 million grant from the Lumina Foundation to expand pilot work already conducted to develop and implement learner records on college campuses.

[Many Voices are More Impactful Than One: The National Adult Learner Coalition](#)

The National Adult Learner Coalition was established to highlight issues, such as alternative learning pathways and prior learning assessment, affecting non-traditional student populations on today's campuses to assist in advancing state and national policy in support of non-traditional higher education.

[An Insider's Take on Assessment: It May Be Worse Than You Thought](#)

Erik Gilbert offers his take on assessment providing the critique that assessment has failed to

produce results and improve teaching and learning. This piece is inspired by David Eubanks' "A Guide for the Perplexed" in AALHE'S [Intersection](#).

International Journal of Students as Partners

The first issue of the *International Journal of Students as Partners* (IJSaP) is now available. This issue includes research articles, reflective essays, and case studies on topics such as power dynamics in students-as-partners relationships, student perspectives, and student engagement.

Faculty Development as an Authentic Professional Practice

Catherine Haras makes the argument that faculty development should scaffold learning to inform authentic professional practice. Such an approach is ongoing and involves regular practice and demonstration in the classroom. A variety of examples are provided on locations with examples of scaffolded faculty development.

Student-Centric and Data-Driven: Designing the Institution to Support Success

Rio Salado College's President, an EIA Designee, reflects on educational environment shifts in recent years, where student success has become the driving force for institutions due to accrediting and governmental pressures. Although development is welcomed and will benefit learners, there are administrative hurdles to tackle in order for this shift to have a meaningful impact on students. More cooperation is needed between various stakeholders in order to support this shift and achieve the goal of supporting student success.

Articulating Learning Outcomes in Doctoral Education

The Council of Graduate Schools released its recent paper, *Articulating Learning Outcomes in Doctoral Education*, as a result of a research project that aims to define clear learning outcomes assessment and program goals at the doctoral level. The paper makes the case for doctoral-level learning outcomes, explores degree frameworks, and provides multiple perspectives and recommendations on learning outcomes assessment at the graduate level.

Relationships Are Central to the Student Experience. Can Colleges Engineer Them?

Beckie Supiano explores student relationships with mentors who contribute a little extra beyond the usual, arguing that relationships are often enough to inspire the learner through a successful experience, therefore it is in the campuses best interest to encourage and support such relationships for the benefit of everyone.

Announcements:

The Journal of Assessment and Institutional Effectiveness (JAIE) is Seeking Qualified Reviewers

JAIE publishes scholarly work from assessment investigators in every field relating to student learning outcomes, assessment processes in academic disciplines, institutional effectiveness planning, public policy, or other research-based or theoretical analyses centered on the measurement of student learning in higher education. JAIE also publishes book reviews relevant to these areas of inquiry. Persons interested in reviewing article submissions should send a resume/CV with a clear statement of area(s) of interest and expertise to Raymond Shaw at shawr@merrimack.edu; those interested in reviewing books should send an email to Craig Pepin at cpepin@champlain.edu.

2018 Academic Library Impact Research Grants

The Association of College and Research Libraries (ACRL) has recently launched its Academic Library Impact Research Grants enabling librarians to carry out research that demonstrate libraries' impact in areas highlighted by an ACRL 2017 [report](#). Please review the [Call for Proposals](#) for further information. Applications are due by April 1, 2018.

Upcoming Conferences and Programs

January 24-27, 2018. [AAC&U Annual Meeting: Can Higher Education Recapture the Elusive American Dream?](#)

Washington, D.C. Association of American Colleges & Universities. **NILOA Senior Scholars are presenting a variety of sessions at the Annual Meeting, NILOA featured sessions are included below.**

****Thursday, January 25, 10:30 am-11:45 am. Natasha Jankowski, NILOA director, with Jillian Kinzie, NILOA Senior Scholar, and Pat Hutchings, NILOA Senior Scholar, will facilitate a discussion session: *A Portrait of Assessment that Supports Student Success*.**

****Friday, January 26, 4:15 pm-5:30 pm. Natasha Jankowski, NILOA director, with David Marshall, NILOA Senior Scholar, Andrea Beach, Western Michigan University, Bret Eynon, LaGuardia Community College, Laura Gambino, Stella and**

Charles Guttman Community College, and Peggy Maki, will host a panel: *Preparing Faculty and Future Faculty for Emergent Trends in Assessment*. A book sale and signing of *Degrees that Matter* will be held in the session room immediately following the presentation.

January 25-26, 2018. [Applied Learning Conference 2018](#)
Singapore. Singapore Institute of Technology.

February 2, 2018. [2018 AALHE Conference Call for Proposals Deadline](#)
Salt Lake City, Utah. Association for the Assessment of Learning in Higher Education.

February 2, 2018. [Proposals Due-Watermark Engage 2018](#)
Austin, TX. Watermark.

February 9, 2018. [2018 Student Learning Outcomes Symposium](#)
Costa Mesa, CA. Orange Coast College.

****Gianina Baker, NILOA Assistant Director, will deliver the keynote.**

February 10-13, 2018. [37th Annual Conference on The First-Year Experience](#)
San Antonio, TX. National Resource Center for the First-Year Experience and Students in Transition.

February 15-17, 2018. [2018 AAC&U General Education and Assessment Conference: Foundations for Democracy](#).
Philadelphia, PA. Association of American Colleges & Universities.

****Thursday, February 16, 9:00 am-12:00 pm. David Marshall, NILOA senior scholar, and Sandra Bailey, Director of Academic Excellence at Oregon Institute of Technology will conduct a workshop: *Integration of General Education and the Major: Mapping Integrative Learning*.**

****Thursday, February 16, 3:45-4:45 pm. Natasha Jankowski, director, and Gianina Baker, NILOA assistant director will deliver a session: *Assignments on the Road to Learning in All Spaces*.**

****Friday, February 17, 3:45-5:00 pm. Jillian Kinzie, NILOA senior scholar, Terry Rhodes, Vice President of the Office of Quality, Curriculum, and Assessment, AAC&U, and Kate McConnell, Senior Director for Research & Assessment, AAC&U, will conduct a workshop: *VALUE Institute: Learning Outcomes Assessment at its Best*.**

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National Institute for Learning Outcomes Assessment

Making Learning Outcomes Usable & Transparent

NILOA February 2018 Newsletter

This month's newsletter features a plethora of assignment focused material. It leads with a revised and updated assignment charrette toolkit and featured assignment by Nina Namaste, *Liberal Arts in Action*. In addition, it includes a new Assessment in Practice by Linda Townsend and Pamela Tracy titled *Using Backward Design and the Assignment Design Charrette Model for Quality Enhancement*, and an invitation to participate in a webinar on facilitating an assignment charrette.

We are pleased to release a response to the equity and assessment conversation by Erika Williams of North Carolina A&T State University and announce California State University Northridge (CSUN) as this month's Featured Website. Further, we extend an invitation to apply for the [Teaching and Learning National Institute \(TLNI\)](#). Finally, please find a summary of NILOA's activities in the field from January, call for proposals for a NILOA Coach Visit and a summary of relevant news items and events.

Assignment Toolkit

Revised and Updated Assignment Toolkit Release

NILOA is pleased to announce the release of an updated [toolkit for facilitating assignment charrette](#) conversations. The toolkit provides a complete set of resources to assist in conducting an assignment charrette. Included in the toolkit are materials and resources that can be borrowed and adapted to local and regional circumstances. In addition, institutional examples of modified approaches are provided. The toolkit will continue to be updated, so check back often and share your examples with us at niloa@education.illinois.edu

If you have conducted or participated in an assignment charrette, we hope you will submit your assignment for inclusion in the assignment library [here](#). Also, feel free to browse the assignments in the [assignment library](#).

NILOA Featured Assignment

NILOA Assignment Library

FEATURED ASSIGNMENT

This third installment in our featured assignment series, from Nina Namaste at Elon University who teaches Spanish, women and gender studies, and general education courses, focuses on what the degree qualifications profile calls "civic and global learning."



[Read this featured assignment](#)

Featured Assignments Archive

Assessment of General Studies Qualitative Reasoning Skills

Assessing Integrative Learning in the Social Sciences

Liberal Arts in Action

Nina Namaste
Elon University

This third installment in our featured assignment series comes from Nina Namaste at Elon University who teaches Spanish, women and gender studies, and general education courses.

The assignment focuses on the Degree Qualifications Profile (DQP) Civic and Global Learning category. Like many faculty,

Namaste is committed to the tradition of the liberal arts as a foundation for an engaged and meaningful life. The capstone assignment featured here—*Liberal Arts in Action*—is one that she has adapted for use in all of her courses. It asks students to become global citizens and to bring their knowledge and abilities to bear on a pressing social issue. [Read more...](#)

NILOA Assessment in Practice

Using Backward Design and the Assignment Design Charrette Model for Quality Enhancement

Linda Townsend & Pamela Tracy
Longwood University

National Institute for Learning Outcomes Assessment
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Assessment in Practice

Using Backward Design and the Assignment Design Charrette Model for Quality Enhancement
 Linda Fiesler
 Pamela King
 Longwood University

An awarded member of the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), Longwood University is required to submit and implement a Quality Enhancement Plan (QEP). With SACSCOC approval, the QEP is a carefully designed and focused center of action that addresses a well-defined type of student learning from sustained assessment and review, including student learning in the classroom, supporting student learning, etc. It is an action to effectively implement the QEP. Longwood University's Office of Assessment and Institutional Research (OAI) and the Center for Faculty Excellence (CFE) designed an instructional development program using Wiggins & McTighe's (2005) Understanding by Design framework, centered around the Backward Design and the Assignment Design Charrette approach. These models engage instructors in processes to clearly identify student learning outcomes, design new learning outcomes to teaching and determine key student assessments to inform decisions for learning improvement. The QEP provided an ideal opportunity to introduce operational, course-level curriculum development and the groundwork for institution-wide alignment of teaching, learning and assessment.

In 2014, Longwood University selected assessment as the topic of a QEP with specific focus on improving student learning, administrative literacy and communication competencies. Recognized by the Higher Learning Commission (HLC), the Faculty Association (FAC), the SACSCOC, and the Office of Academic Quality (OAI), interdisciplinary research in a high-impact teaching and learning practice designation for a variety of supporting evidence, such as teaching, curriculum review, and institutional data. The August 2016, 2017, and 2018 Longwood QEP of Research Experiences for Learning Leaders (RELL) design program captures a scaffolded curriculum and teaching approach for the teaching, writing, and oral communication center. Academic skill development is emphasized in cross-institutional centers at the general education level, the development of students in team projects of the research process which addresses the needs of students. This approach, by the use of these centers, which should be able to increase student learning in writing problem and teaching an inquiry. Assessment operational literacy in teaching, writing, and oral communication, and writing centers and communication effectively incorporating results in both oral and written forms.

This Assessment in Practice (AiP) is based on Longwood University's Quality Enhancement Plan (QEP), focused on designing an instructional development program using Backward Design and NILOA's Assignment Design Charrette approach. These models engage instructors in processes that allow them to clearly identify student learning outcomes, align these learning outcomes to curriculum and teaching, and determine key student assessments to inform decisions for learning improvement. The authors conclude with various lessons learned throughout the process, and next steps for future QEP instructional design workshops. [Read more...](#)

Upcoming Webinar

[Facilitating an Assignment Charrette: Providing Space for Faculty-Led Conversations on Assignment Design](#)

Natasha Jankowski, Gianina Baker, and Jodi Fiesler

Join us on March 22, 2018 for a webinar on assignment charrettes. Having conducted numerous charrettes all over the United States, along with guiding faculty and administrators through charrettes at their institutions, NILOA staff and external charrette facilitators will provide an overview of the tools, resources, and processes for conducting an assignment charrette. In this webinar, participants will leave equipped with the knowledge and skills to lead assignment conversations along with access to resources to support them in their work going forward in a variety of models on which to build. [Read more...](#)

Bringing Equity into the Heart of Assessment

In January 2017, NILOA's Natasha Jankowski and Erick Montenegro launched a conversation on the relationship between equity and assessment in the [29th Occasional Paper, Equity and Assessment: Moving Towards Culturally Responsive Assessment](#). While we continue the conversation in 2018 with additional responses to the paper, we are pleased to announce the release of a new installment to the equity conversation by Ereka Williams, a [NILOA Coach](#) and an associate professor in the College of Education at North Carolina Agricultural and Technical State University in Greensboro, NC. [Read more...](#)



NILOA Updates

FEATURED WEBSITE

National Institute for Learning Outcomes Assessment

NILOA Featured Website

[The Academic Assessment and Program Review website](#) at California State University Northridge (CSUN) showcases the institution's assessment efforts. The site serves as a resource that provides transparency into the university's assessment of student learning, as well as into programmatic planning and assessment. [Read more...](#)

NILOA In The Field

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

NILOA Newsletters

NILOA News Reports

NILOA News Reports

NILOA News Reports

It was a very busy start of 2018 for NILOA. In January, our staff and senior scholars participated in *Pikes Peak Community College's annual Professional Development Week*, *WSCUC Assignment Design Charrette* and *AAC&U 2018 Annual Meeting: Can Higher Education Recapture the Elusive American Dream?* where we held a reception for the 2017 Excellence in Assessment (EIA) designees with our EIA partners. To view presentations and commentary from these events, please visit the January entry. [Read more...](#)

NILOA Coaches

NILOA is working with a group of Coaches who are available to help colleges and universities with their improvement efforts at no cost to the institution. Drawn from different types of institutions around the country, the Coaches are experienced faculty, administrators and staff who know first-hand the utility and value of assessing student learning, and can assist with local-level implementation opportunities and challenges. Because they are knowledgeable about the various initiatives unfolding nationally around student learning, assignment design, assessment, and strategies for institutional change, the Coaches can encourage and support institutions at various stages of implementation.

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News

[Equity Gaining Emphasis in Assessing Student Outcomes](#)

This publication features NILOA's report on findings from the [2017 provost survey](#). Among highlighting multiple findings from the survey, *Diverse Issues in Higher Education* underlined equity and the opportunity for sharing practices on supporting student success seen at Minority-Serving Institutions with predominantly white institutions.

[Letters in Response to 'An Insider's Take on Assessment'](#)

In January, 2018, Erik Gilbert, professor of history at Arkansas State University, wrote an opinion piece regarding assessment in higher education, calling it ineffective and wasteful. The field responded, publishing letters from various authors and assessment professionals who point out the value of assessment and its importance for students' success. An additional response from Ross Markle from ETS may be found [here](#).

[10 Key Points About Active Learning](#)

Cathy Davidson stresses the importance of active learning as an effective and successful educational experience for learners. She indicates, that higher education is an engaged journey into adulthood, preparing learners for careers and responsible citizenship. She provides 10 points about active learning that she wishes she had known when she started teaching active learning courses.

[Engaging Chicago: How a Major Curricular Shift Leads to Profound Engaged Learning Opportunities for Students](#)

Gregor Thuswaldner shares examples of community engagement and experiential programs from North Park University in Chicago regarding the impact of experiential learning on enhancing student and community engagement to position institutions of higher education as truly engaged institutions.

[Assessing Teaching: A Curriculum Theory Approach](#)

The author provides a thoughtful discussion on the philosophical perspectives, informed by world views, regarding assessing teaching. Curriculum as content transmission, curriculum as product, curriculum as process, and curriculum as praxis are presented as a more fulsome picture to inform assessment of teaching beyond student course evaluations, peer observations, and reflecting on teaching.

[Degrees and Certificates Rise in U.S., but Not Fast Enough](#)

Goldie Blumenstyk discusses a report released by Lumina Foundation which indicates a steady growth of degree holding adults. Although the growth is a positive indicator, its pace is not unfolding at a rate to meet the demand of having 60 percent of adults with a degree or credential of value by 2025.

[Helping Students See the Connections](#)

The author makes a case for integrated learning, building from her own classroom examples. Behling focuses on teaching methods that help students make sense of content and subject matter of a particular class, but also how all of the learning activities and larger curricular and co-curricular elements connect together.

Job Announcement:

[Associate Director](#)

Rutgers, The State University of New Jersey is seeking an Associate Director in the School of Arts and Sciences Office of Undergraduate Education. The Associate Director supports ongoing improvement of teaching, learning, and assessment through providing faculty support and professional development in the areas of curriculum design, innovative pedagogies,

teaching practices, and assessment of student learning outcomes. Doctoral degree in humanities or social and behavior sciences discipline is preferred.

Upcoming Conferences and Programs

February 15-17, 2018. [2018 AAC&U General Education and Assessment Conference: Foundations for Democracy.](#)

Philadelphia, PA. Association of American Colleges & Universities

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February 15, 2018. [Call for Proposals Deadline: Fast Track to Success 2018.](#)
Austin, TX.

February 21-23, 2018. [National Student Success Conference: Innovators and Innovations.](#)
Tampa, FL.

****Thursday, February 22, 8:30 am-9:45 am.** George Kuh, NILOA Senior Scholar, will participate in the plenary session titled, *Next Generation HIPs: Accentuating the Ineffable.*

February 22-23, 2018. [New Mexico Higher Education Assessment and Retention Conference.](#)
Albuquerque, NM.

****Thursday, February 22, 8:30 am-11:30 am.** Natasha Jankowski, NILOA Director, will facilitate a Pre-Conference Workshop *Building Sustainable Assessment Processes: Mapping Student Learning.*

****Thursday, February 22, 11:30 am-12:45 pm.** Natasha Jankowski, NILOA Director, will deliver a keynote *Equitable Assessment Processes: Unpacking Implicit Design.*

****Thursday, February 22, 3:00 pm-5:15 pm.** Natasha Jankowski, NILOA Director, will host a town hall discussion session.

February 22, 2018. [ACE Webinar: Implementing Credit for Prior Learning Policies.](#)

February 22, 2018. [High Impact Practices in the States Conference.](#)
Carson, CA.

****Friday, February 23, 8:00 am-9:15 am.** George Kuh, NILOA Senior Scholar, will participate in a Breakfast Plenary Panel, *HIPs in their Next Decade.*

****Friday, February 23, 11:00 am-12:15 am.** Jillian Kinzie, NILOA Senior Scholar, will present *The HIP Landscape at Public Institutions: Exploring Variation in Intention and Participation by Student Characteristics.*

February 23, 2018. [22nd Annual Illinois Community College and Assessment Fair.](#)
Joliet, IL.

****Gianina Baker, NILOA Assistant Director, will deliver the keynote.**

March 1, 2018. [Call for Proposals Deadline: 2nd Annual Assessment Conference at New England College.](#)

March 2, 2018. [Call for Proposals Deadline: 2018 State Publishing Strategies to Credential Engine's Credential Registry.](#)

March 8-9, 2018. [The 2018 Transformative Learning Conference.](#)
Oklahoma City, OK.

March 8-9, 2018. [Call for Proposals Deadline: Assessment Institute.](#)
Indianapolis, IN.

March 11-13, 2018. [Learning Improvement Summit.](#)
Auburn, AL.

****Monday, March 12, 10:30 am-11:30 am.** Jillian Kinzie, NILOA Senior Scholar, Keston

Fulcher, and Monica Stitt-Bergh, will facilitate *Learning Improvement Foundations for Practice –A Continuum of Opportunities*.

****Monday, March 12, 1:15 pm-2:30 pm.** Pat Hutchings, NILOA Senior Scholar, will facilitate an *Assessment Workshop*.

****Monday, March 12, 3:50 pm-4:45 pm.** Natasha Jankowski, NILOA Director, will facilitate *Big Plans –Building Learning Improvement Infrastructure from Scratch*.

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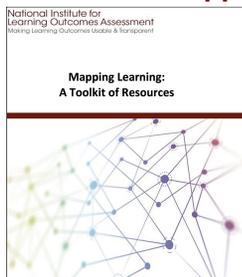
Making Learning Outcomes Usable & Transparent

NILOA March 2018 Newsletter

This month's newsletter brings together a suite of resources exploring learning in all the places it happens within postsecondary education, including the role of students in assessment. We feature a NILOA Occasional Paper *Using ePortfolio to Document and Deepen the Impact of HIPs on Learning Dispositions*. We also introduce a curriculum mapping toolkit, including examples for mapping learning within student affairs, a new Assessment in Practice *Implementing a Student Assessment Scholars Program: Students Engaging in Continuous Improvement*, and a Viewpoint by Ann E. Damiano, *Bringing Student Voices to the Table: Collaborating with our Most Important Stakeholders*.

We are pleased to release a response to the equity and assessment conversation by Joseph D. Levy, the Executive Director of Assessment and Accreditation at National Louis University, and Ciji A. Heiser, the Director of Assessment and Effectiveness at Western Michigan University. In addition, we extend an invitation to apply for the [Teaching and Learning National Institute \(TLNI\)](#). We are happy to announce the Community College of Philadelphia as this month's Featured Website. Finally, please find a summary of NILOA's activities in the field from February, call for proposals for a NILOA Coach Visit, and a summary of relevant news items and events.

Curriculum Mapping Toolkit



NILOA is pleased to announce the release of a curriculum mapping toolkit, focused on mapping learning in the variety of places it occurs including within a program, across general education, throughout the institution, and in the co-curriculum. The mapping toolkit provides resources for community colleges, certification programs, and learning experiences that may not be deemed a program per se along with tools for four-year institutions. [Read more...](#)

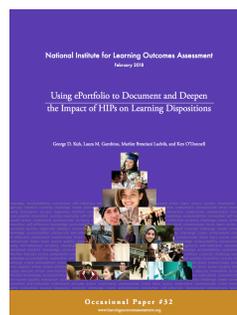
We invite you to share with us additional examples, materials, resources, and modifications of the toolkit to add to this resource. If you have examples, please send them to niloa@education.illinois.edu

New NILOA Occasional Paper

Using ePortfolio to Document and Deepen the Impact of HIPs on Learning Dispositions

George D. Kuh, Laura M. Gambino, Marilee Bresciani Ludvik, and Ken O'Donnell

The authors of NILOA's thirty-second occasional paper, examine multiple facets of dispositional learning, such as fluid intelligence and interpersonal and intrapersonal competencies, and explain why participation in well-designed High-Impact Practices (HIPs)—activities such as learning communities, service learning, undergraduate research, and community engagement—can help students cultivate conscientiousness, resilience, self-regulation, reflection and other learning dispositions. In addition, the authors demonstrate how and why the use of ePortfolio practice can extend, deepen, and document the impact of HIPs on these essential but often overlooked and difficult-to-measure attributes. [Read more...](#)



NILOA Assessment in Practice



Assessment in Practice

Implementing a Student Assessment Scholars Program: Students Engaging in Continuous Improvement

Nicholas P. Truncale, Office of Educational Assessment Fellow and Provost's Fellow
Elizabeth D. Chalk, Staff Member - Department of Mathematics
Caitlin Pellegrino, Assistant Director of Provost Assessment Scholars
Jesse Kemmerling, Assistant Director of Provost Assessment Scholars

In March of 2016, The University of Scranton's Office of Educational Assessment and a team of five faculty members, one staff member, and two students in a Provost Assessment Scholars Workshop at the Center of Inquiry at Wabash College. The workshop was held "Student Engaging in Continuous Improvement: Using Student and Faculty Perspectives to Enhance Assessment Practices" with a view to help assessment leaders, faculty, staff, and institutional researchers create and implement student-led assessment programs to address institutional assessment questions. Following the workshop, we returned to Scranton and began work on implementing a special program called the "Provost Assessment Scholars" that would involve students in the assessment process. The workshop was the first of a series of workshops that would engage students in the assessment process. Each workshop was held at a different campus location and was organized by a different faculty member. The workshop was held at Wabash College in March of 2016. The workshop was held at Wabash College in March of 2016. The workshop was held at Wabash College in March of 2016.

Implementing a Student Assessment Scholars Program: Students Engaging in Continuous Improvement
Nicholas P. Truncale, Office of Educational Assessment Fellow and Provost's Fellow and Physics/EE Faculty,
Elizabeth D. Chalk, Staff Member - Department of Mathematics,
Caitlin Pellegrino, Assistant Director of Provost Assessment Scholars
Jesse Kemmerling, Assistant Director of Provost Assessment Scholars

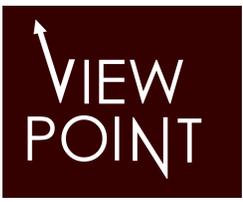
This Assessment in Practice (AiP) is based on a workshop conducted by a team from the University of Scranton's Office

of Educational Assessment at the Center of Inquiry at Wabash College in March, 2016. The workshop was aimed at helping assessment professionals understand institutional assessment questions from a student perspective and thus required student engagement in the process. The success of the initial workshop led to creation of the *Provost Assessment Scholars*, which included a group of thirteen students who received training in assessment methodology. Authors of this AiP believe that students are more in tune with campus culture and are a crucial part of authentic assessment processes. [Read more...](#)

NILOA Viewpoint

Bringing Student Voices to the Table: Collaborating with our Most Important Stakeholders

Ann E. Damiano
Dean of Assessment, Utica College



Including a student on an assessment review committee is only one way to involve them. Damiano argues that effective assessment processes involve multiple stakeholders, particularly when it comes to interpreting results and establishing action plans. She makes the case that good assessment is student-centered assessment. Involving students in assessment practices keeps the most important stakeholder central to the process. Further, healthy collaborations with students when reviewing assessment results brings diverse perspectives to the table and expands our understanding of what the results mean. It also enhances leadership skills and provides an opportunity for students to work on a team of professionals, traits which employers are seeking in college graduates. [Read more...](#)

Bringing Equity into the Heart of Assessment

In January 2017, NILOA launched a conversation on the relationship between equity and assessment in the [29th Occasional Paper, Equity and Assessment: Moving Towards Culturally Responsive Assessment](#). We are continuing the conversation in 2018 with additional responses to the paper, and are pleased to announce the release of a new installment to the equity conversation by Joseph D. Levy, the Executive Director of Assessment and Accreditation at National Louis University, and Ciji A. Heiser, the Director of Assessment and Effectiveness at Western Michigan University. [Read more...](#)



NILOA Updates



NILOA Featured Website

[The Institutional Assessment at Community College of Philadelphia](#) website provides a centralized point of access to information on institutional assessment procedures and results. [The Planning and Assessment Linkages chart](#) demonstrates the interrelationship among the College's Mission, institutional planning documents and institutional

assessment efforts. The site provides access to the Office's comprehensive [Assessment Plan](#), which explains institutional effectiveness at the Community College of Philadelphia. [The Assessment Committee](#), which monitors all assessment efforts at the institution, maintains an on-line [Assessment Library](#) containing information for the college's staff to support decision making and planning. [Read more...](#)

NILOA In The Field



Throughout the month of February, NILOA staff were involved in various meetings and conferences including AAC&U's *General Education and Assessment* conference, *5th Student Learning Outcomes (SLO) Symposium*, *National Student Success Conference*, and the *New Mexico Higher Education Assessment and Retention Conference* among others. [Read more...](#)

NILOA Coaches

NILOA is working with a group of Coaches who are available to help colleges and universities with their improvement efforts at no cost to the institution. Drawn from different types of institutions around the country, the Coaches are experienced faculty, administrators and staff who know first-hand the utility and value of assessing student learning, and can assist with local-level implementation opportunities and challenges. Because they are knowledgeable about the various initiatives unfolding nationally around student learning, assignment design, assessment, and strategies for institutional change, the Coaches can encourage and support institutions at various stages of implementation.

NILOA Coaches are available for a one-day campus visit at no cost to the host institution. A Coach will be paired with the requesting institution based on a match of interests, intended outcomes, and expertise. To request a Coach, please fill out this [form](#). **Requests for Coach visits are due by April 2.** [Read more...](#)

News

[The Misguided Drive to Measure 'Learning Outcomes'](#)

The op-ed article by Molly Worthen criticizes learning outcomes assessment, calling it an expensive, fruitless and bureaucratic driven effort. Worthen presents a polarizing opinion that has supporters and opponents on many sides. Responses to the Worthen piece and other articles with similar arguments against learning outcomes assessment may be found [here](#).

[The Perils of Trashing the Value of College](#)

Margaret Spellings, former US secretary of education, reflects on the evolution of higher education and its future in the ever-changing socio-economic climate. Spellings advocates for wider participation in higher education, as a necessity for everyone.

[10 Principles for Building a High-Quality System Of Assessments](#)

A new report defines 10 principles for an effective and functional system of assessment. Claiming that no single piece of data is sufficient to introduce improvements in line with the changing face of educational environments, the report introduces a system to provide reliable data about learners and improve pedagogy.

[How This University Fellow Makes Learning Meaningful By Connecting It To Real Life](#)

EdSurge features a reflection on the importance of learners' engagement in educational content, as a critical factor contributing to skill gains and better learning outcomes. The author argues that connecting educational content to real life and indicating its usefulness in every day and/or career scenarios allows learners to identify its importance and impact for their future, thus motivating them to engage more.

[A Guide to Picking a Learning Management System: The Right Questions to Ask](#)

Educators commonly use a variety of Learning Management Systems (LMS)—digital tools helping educators manage their work. Similar to expansion of apps and other occupational software, there has been a surge in availability of LMS platforms. The article focuses on the requirements and benefits for using such tools effectively.

[Equity and Assessment](#)

Ciji Heiser focuses on the importance of equity and assessment in higher education and the

way that both are intertwined, providing an opportunity to use the key elements of assessment to leverage data for issues of equity.

University Leaders Should Expect a Shift in Measurement of Learning Outcomes

The current system of measuring credit hours is under evaluation, according to reports, to better reflect the way learners gain skills. Previously unknown or unavailable learning opportunities allow learners to gain skills in a variety of settings, thus a system that can accommodate and track their progress is needed to better reflect a more fulsome view of learning.

National Louis program gives low-income students their chance at college

Daily Herald features a story about National Louis University (NLU), which offers an alternative program designed for first-generation, low-income learners. Developed in alignment with the *Degree Qualifications Profile*, the program uses blended learning, career readiness coursework, and student supports throughout an affordable degree program to ensure student success.

Assessment Update volume 30

The recent, January-February, issue of *Assessment Update* is focused exclusively on the Excellence in Assessment (EIA) designation, which recognizes institutions for their efforts in intentional integration of campus-level learning outcomes assessment. The issue features reflections from all of 2017 designees, along with exploration of the impact the EIA had on their campuses.

Research and Practice in Assessment Volume 12

The recently released winter issue of *Research and Practice in Assessment* (RPA) features five peer-reviewed articles that exhibit the importance of data-informed practices as well as the importance of attitudes and approaches toward assessment. Additionally, the volume includes three "Notes in Brief" pieces that "exemplify impressive assessment practices."

Job Announcement:

Visiting Research Associate - Institute Coordinator

VALUE Institute is seeking a Visiting Research Associate - Institute Coordinator. The Institute Coordinator is responsible for the day-to-day project activities and reports to the VALUE Institute Director. Major responsibilities include coordinating the collection, processing, and management of student artifacts, the corresponding rubric scores, and other associated data; analyzing data and reporting results to participating education providers and other audiences; and managing project staff. A master's degree is required in higher education, educational research, social sciences, business administration, marketing, or a related field. In addition, work experience in higher education or a related area is highly desirable.

Upcoming Conferences and Programs

March 19, 2018. **Proposals Due: Student Affairs Assessment and Research Conference (SAARC).**

March 22, 2018. **NILOA Webinar: Facilitating an Assignment Charrette: Providing Space for Faculty-Led Conversations on Assignment Design.**

Online

****2:00 pm-3:00 pm.** Natasha Jankowski, NILOA Director, Gianina Baker, NILOA Assistant Director and Jodi Fidler, Associate for Assessment Policy and Analysis at SCHEV will lead the webinar.

March 23, 2018. **NEEAN Dialogues in the Disciplines.**

East Hartford, CT.

March 25-27, 2018. **Promoting Student Transition and Equity in 21st Century Higher Education.**

Houston, TX.

****Sunday, March 25, 2:00 pm-5:00 pm.** Natasha Jankowski, NILOA Director, will facilitate a *Workshop Building Equity into your Institutional Assessment Efforts.*

****Monday, March 26, 2:30 pm-3:20 pm.** Natasha Jankowski will facilitate an open-ended Q&A session, followed by a plenary session from 3:45 pm-5:00 pm.

April 1, 2018. **Proposals Due: Academic Library Impact Research Grants.**

April 3-5, 2018. **2018 Summit on Improvement in Education.**

San Francisco, CA.

April 6-10, 2018. **HLC Annual Conference.**

Chicago, IL.

****Saturday, April 7, 1:30 pm-2:15 pm.** Natasha Jankowski, NILOA Director, will present *The Student Success Imperative*.

****Monday, April 9, 3:00 pm-4:00 pm.** Jillian Kinzie, NILOA Senior Scholar, will present *Engaging Insights From the National Survey of Student Engagement*.

****Tuesday, April 10, 8:00 am-9:30 am.** Natasha Jankowski, NILOA Director and Gianina Baker, NILOA Assistant Director, will present *Sharing Our Stories: Narratives of Assessing Student Learning*.

April 9, 2018. [Proposals Due: 2018 HEDS Annual Conference.](#)

April 13-17, 2018. [AERA 2018 Annual Meeting.](#)

New York, NY

****We invite you to attend SIG 64 on Measurement and Assessment in Higher Education sessions throughout the conference. This SIG is chaired by Natasha Jankowski, NILOA director and the program chair is NILOA Coach, Ruth Slotnick.**

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National Institute for Learning Outcomes Assessment

Making Learning Outcomes Usable & Transparent

NILOA April 2018 Newsletter

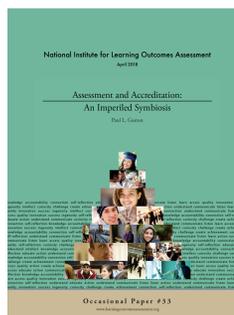
This edition of our newsletter provides a variety of resources and commentary on accreditation. NILOA is pleased to present an Occasional Paper on *Assessment and Accreditation: An Imperiled Symbiosis* by Paul L. Gaston. We also introduce a new Assessment in Practice *The Peer Review Portal: Using an Online College of Peers Network and Collaborator Role for Reporting Professional Accreditation*, and a Viewpoint by Melanie Booth on *The EEQ CERT: A New Way to Assure and Communicate Program Quality, Relevance, & Value*. We would also like to highlight the upcoming May 1 deadline for this year's Excellence in Assessment designation application process.

In addition, we are pleased to continue the equity and assessment conversation with commentary by Masahiro Arimoto and Ian Clark, both with Tohoku University's, Graduate School of Education and are happy to announce the Texas Tech University as this month's Featured Website. Finally, please find a summary of NILOA's activities in the field from March and a summary of relevant news items and events, including an announcement for a NILOA Visiting Communications Coordinator position.

New NILOA Occasional Paper

Assessment and Accreditation: An Imperiled Symbiosis
Paul L. Gaston

This occasional paper reviews the accomplishments of higher education accreditation relative to its symbiotic relationship with assessment, acknowledges serious criticisms and proposed reforms, and indicates how accreditation might reform itself so as to disarm calls for radical change, improve its performance, strengthen the institutions and programs it serves, and enhance public understanding of and appreciation for higher education. [Read more...](#)



NILOA Assessment in Practice

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

Assessment in Practice

The Peer Review Portal: Using an Online College of Peers Network and Collaborator Role for Reporting Professional Accreditation, Course Accreditation and Assessment Activity

Dr. Sara Booth, Strategic Advisor, Quality-External
University of Tasmania, Australia and Higher Education Consultant
Contact Email: sara.booth@utas.edu.au

The Peer Review Portal: Using an Online College of Peers Network and Collaborator Role for Reporting Professional Accreditation, Course Accreditation and Assessment Activity

Dr. Sara Booth, Strategic Advisor, Quality-External University of Tasmania, Australia and Higher Education Consultant

A recent review of professional accreditation practices in Australia higher education and focused on whether regulatory efficiency could be improved by incorporating the reporting function in Australia. The review of accreditation agencies in Australia in 2015, published in 2016, found that the review process was costly and time-consuming. The review of accreditation agencies in Australia in 2015, published in 2016, found that the review process was costly and time-consuming. The review of accreditation agencies in Australia in 2015, published in 2016, found that the review process was costly and time-consuming.



This Assessment in Practice (AiP) provides an overview of a Peer Review Portal, designed to support, connect and advance higher education institutions, professional organizations and individuals in professional accreditation, course accreditation and review activity in a cost effective as well as a cost-benefit exercise. The strength of the Portal lies in its growing online Peer Review Portal Network community and the Collaborator function which enables cross-institutional and institutional reporting. [Read more...](#)

NILOA Viewpoint

The EEQ CERT: A New Way to Assure and Communicate Program Quality, Relevance, & Value

Melanie Booth

The Quality Assurance Commons for Higher & Postsecondary Education



The Quality Assurance Commons for Higher & Postsecondary Education (The QA Commons) was established in the fall of 2016 to create a new approach to quality assurance that would respond to the changing landscape of higher education and would serve the needs of learners, employers, and our larger society. In partnership with 27 academic programs from 14 institutions across the country, the QA Commons have designed the Essential Employability Qualities Certification (EEQ CERT). When implemented later this year, the EEQ CERT will certify bachelors, associates, and certificate programs that prepare graduates with the essential employability qualities. Included in this Viewpoint is a discussion on the value of the EEQ CERT, promising practices, and frameworks used to assess the Essential Employability Qualifications. [Read more...](#)

Bringing Equity into the Heart of Assessment



In January 2017, NILOA launched a conversation on the relationship between equity and assessment in the [29th Occasional Paper, Equity and Assessment: Moving Towards Culturally Responsive Assessment](#). We are continuing the conversation in 2018 with additional responses to the paper, and are pleased to announce the release of [a new installment to the equity conversation](#) by Masahiro

Arimoto and Ian Clark, both with Tohoku University's, Graduate School of Education. [Read more...](#)

2018 EIA Designation Application Deadline

Applications are due by May 1

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



NILOA Updates



NILOA Featured Website

[The Office of Planning and Assessment](#) (OPA) website at Texas Tech University (TTU) explains the importance and value of learning outcomes and assessment methods in an innovative manner to a key audience of [Students & Parents](#). The section features an infographic, links to reports, and clear language on learning outcomes and

assessment methods for a student and parent audience. In addition, learning outcomes, assessment approaches, and student testimonials are available for each college. [Read more...](#)

NILOA In The Field



In March NILOA staff and coaches participated in various conferences, presentations and meetings with a focus on advancing student success and learning improvement. We keynoted Virginia Tech's *Advising Matters* conference, presented at the *Tuning Academy*, presented a plenary address at *Nanyang Technological University's annual Learning and Teaching Conference* and *Learning Improvement Summit*. Additionally, NILOA Senior Scholar, Dr.

George Kuh keynoted *The Educational Opportunity Fund Professional Association of New Jersey (EOFPANJ) 2018 Spring Conference*. NILOA staff facilitated a webinar on assignment charrette, a workshop at the *Changing Classroom Cultures 12th Annual Conference* and delivered presentations during *Promoting Student Transition and Equity in 21st Century Higher Education* conference. [Read more...](#)

News

[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. More information will be located in the forthcoming job posting. For queries, please contact Dr. Gianina Baker: baker44@illinois.edu

[The National Teaching and Learning Forum](#)

Many regular readers of the NILOA newsletter may be familiar with the *National Teaching and Learning Forum (NTLF)*, edited by James Rhem. Recently, NTLF has featured stories on teaching for social justice. The current issue ([volume 27, issue 3](#)) contains several pieces with connections to NILOA's work: a discussion of the Degree Qualifications Profile, and stories drawn from two [featured assignments](#) in the [NILOA Assignment Library](#). A special thanks to Rhem and to Wiley, NTLF's publisher, for "unlocking" this issue of the publication so we can share it with newsletter readers.

[Assignment Design Webinar Recording Available](#)

The recording from Facilitating an Assignment Charrette: Providing Space for Faculty-Led Conversations on Assignment Design webinar is available. In this webinar, participants learned about necessary skills to lead assignment conversations along with resources to support them in their work going forward.

[Quality Pathways: Employer Leadership in Earn and Learn Opportunities](#)

The newly released paper by the U.S. Chamber of Commerce and National Association of Manufacturers (NAM) focuses on earn and learn pathways, which aims to address skills gap, misalignment of skills in current labour market and growing demand for high-skill employees who have the ability to adapt to constantly changing work environment. The paper calls for a joint effort between employers, businesses, workers, government and educators to solve these challenges as the only way to reach a successful solution.

[What Assessment Is Really About](#)

Kate McConnell, a scholar and assessment professional, highlights the role and value of assessment. She joins a number of assessment professionals, rebutting claims made against the value and utility of assessment, explaining its critical importance to documenting and improving student learning.

[What Motivates Good Teaching?](#)

Flaherty cites a new study which explored what motivates professors to teach well. Believing in the importance of education, job satisfaction and being a part of something greater seem to be some of the major motivating factors that make professors good educators. At the same time, rewards, satisfying self-esteem or avoiding shame and punishment have no impact on teaching practices.

[AALHE's Quarterly Publication: Winter/Spring 2018 Issue of Intersection](#)

The recently released winter/spring issue of *Intersection* offers articles focused on assessment strategies employed in disciplines with specialized accreditation including nursing, education, business, social work, occupational therapy, sports management, and medical education. In addition, some articles deal more broadly with communication and collaboration strategies that are applicable across a range of programs as they prepare for reporting and accreditation.

[PLA Inside Out Issue No. 6 Now Available](#)

The recently released sixth issue of *PLA Inside Out: An International Journal on Theory, Research and Practice in Prior Learning Assessment* features material under the theme of PLA Policies and Standards: Institutional, Regional, National, International and Transnational.

[The UMBC Hype is Great—Now Let's Focus on Educational Quality](#)

Debra Humphreys, vice president of strategic engagement for Lumina Foundation, argues for a system of higher education that develops knowledgeable, creative, and responsible citizens,

who are also prepared for employment. Essential elements of such an effective system are ensuring that education programs are of high quality and designed to meet the needs and aspirations of all students regardless of background.

[Designing for Equity: Leveraging Competency-Based Education to Ensure All Students Succeed](#)

This report seeks to answer the question “how should we think about equity in a personalized, competency-based education system (CBE) to ensure that every student is indeed successful?” To do so, this paper explores potential pitfalls and strategies that may ensure a more equitable CBE system.

[Life's different for today's students - let's help them succeed with high quality learning.](#)

Debra Humphreys presents another installment focused on pathways to high-quality credentials. Understanding that today's students are more diverse in every way and face mounting challenges which prevent many from completing a high-quality postsecondary credential. Humphreys argues that educators are responsible for recognizing and addressing the needs of today's students by building a learning-based infrastructure that will work for them.

Upcoming Conferences and Programs

April 13-17, 2018. **[AERA 2018 Annual Meeting.](#)**
New York, NY.

****We invite you to attend SIG 64 on Measurement and Assessment in Higher Education sessions throughout the conference. This SIG is chaired by Natasha Jankowski, NILOA director. The program chair is NILOA Coach, Ruth Slotnick.**

April 18-20, 2018. **[The Heart of Healthy Assessment: Cultivating Assessment Literacy.](#)**
Syracuse, NY.

April 25-27, 2018. **[WASC ARC 2018.](#)**
Burlingame, CA.

April 27, 2018. **[AAC&U Webinar. Signature Work from First Year to Capstone: Scaffolding throughout the Curriculum.](#)**

April 27, 2018. **[AALHE Webinar: Twitter for Assessment Professionals.](#)**

April 28-May 1, 2018. **[AACCC 98th Annual Convention.](#)**
Dallas, TX.

****Join Dr. Gianina Baker, Assistant Director of NILOA along with Laura Blasi and Hana Lahr for a session on Monday, April 30 from 11:45-12:45 on Responding to the Completion Challenge with Meaningful Assessment.**

May 1-2, 2018. **[2018 Conference on Postsecondary Learning and Teaching.](#)**
Calgary, Alberta.

May 8, 2018. **[Proposals Due: 2018 Summer Assessment Symposium \(SAS\).](#)**

May 13-15, 2018. **[The Gory and Glory of Assessment.](#)**
Camrose, Alberta.

May 15-16, 2018. **[The 2nd Annual New England Assessment Conference.](#)**
Henniker, NH.

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National Institute for Learning Outcomes Assessment

Making Learning Outcomes Usable & Transparent

NILOA May 2018 Newsletter

This edition of the NILOA newsletter provides a variety of resources and commentary especially helpful for assessment practitioners. We begin, however, by sharing a reflection on and deep appreciation of Cliff Adelman written by NILOA senior scholar Peter Ewell. We invite you to share in this reflection and reminisce with us on what Cliff meant to NILOA, the field of assessment, and higher education in general throughout the course of his decorated career.

In addition, this newsletter includes a new NILOA Occasional Paper, "A Portrait of the Assessment Professional in the United States: Results from a National Survey", by Mark C. Nicholas and Ruth C. Slotnick, a Viewpoint, "Why Are We Assessing?" cosigned by over one hundred and thirty higher education assessment practitioners, and a new Assessment in Practice "Ethical Reasoning: Assessing a Critical Thinking Skill" from Keston Fulcher, Allison Ames, and William Hawk. We also feature an additional resource for the NILOA Assignment Charrette Toolkit "Taking Assessment Design Online" from Jodi Fisler, a new institutional example of curriculum mapping "Integration of General Education and the Major: Mapping Integrative Learning" from Sandra Bailey and David Marshall, a Featured Website from Marymount California University, relevant News Items, and updates on Upcoming Conferences and Programs. Finally, we extend an invitation to apply for the [Teaching and Learning National Institute \(TLNI\)](#). The TLNI program is designed to help campus teams build capacity for assessment and improvement.

NILOA Reflects on the Legacy of an Assessment Leader



In Appreciation of Clifford Adelman

Peter T. Ewell

President Emeritus of NCHEMS and NILOA Senior Scholar

NILOA, and the field of higher education quality, lost a tireless champion and friend last week when Clifford Adelman succumbed to cancer after a hugely productive career. In the early 1980s, Adelman first put assessment on the map and is rightly credited as one of the founding fathers of the assessment movement. His later research on student course-taking patterns was equally groundbreaking and helped illuminate the broader efforts to improve student success at the center of NILOA's work. In short, Cliff Adelman was a giant of assessment and higher education scholarship. He also was a good colleague and faithful friend. We at NILOA will miss him greatly. [Read more...](#)

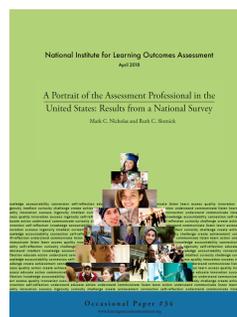
New NILOA Occasional Paper

A Portrait of the Assessment Professional in the United States: Results from a National Survey

Mark C. Nicholas and Ruth C. Slotnick

Framingham State University and Bridgewater State University

This occasional paper presents the results of the Assessment Professional Survey and outlines a profile of assessment professionals or the roles and responsibilities these individuals perform in institutions of higher education. By examining the demographics, range of roles and responsibilities, types of methodological skills and the service contribution of these



professionals, this study provides the first national portrait of the assessment professional. Findings are valuable for (a) the field of assessment, as it represents the first systematic attempt to create a profile of the assessment professional (b) institutions, as they work to provide authentic evidence of student learning, (c) assessment professionals, to understand how they fit within their own institutions and in relationship to other assessment professionals, and (d) new entrants to the assessment profession, to position themselves in the assessment job market. [Read more...](#)

NILOA Viewpoint



Why Are We Assessing?

Higher Education Assessment Practitioners

Assessment practitioners work at all kinds of institutions, large and small, public and private, research universities and two-year colleges. Our common bond is a conviction that, as good as American higher education is, today's students—and

society—need not just a good but the best possible education. Assessment is a vital tool to making that happen. When done well, assessment can benefit students, faculty, co-curricular staff, and higher education institutions in a number of ways, including contributing to better learning. This month's Viewpoint – endorsed by over 130 higher education assessment practitioners – highlights various circumstances in which assessment is most effective, as well as examples where assessment has made a significant impact on teaching and learning.

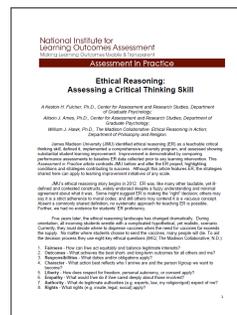
[Read more...](#)

Assessment in Practice

Ethical Reasoning: Assessing a Critical Thinking Skill

Keston H. Fulcher, Allison J. Ames, and William J. Hawk
James Madison University

James Madison University (JMU) identified ethical reasoning (ER) as a teachable critical thinking skill, defined it, implemented a comprehensive university program, and assessed showing substantial student learning improvement. Improvement is demonstrated by comparing performance assessments to baseline ER data collected prior to any learning intervention. This Assessment in Practice article contrasts JMU before and after the ER project, highlighting conditions and strategies contributing to success. Although this article features ER, the strategies shared here can apply to learning improvement initiatives of any scale. [Read more...](#)



Assignment Library Toolkit



Taking Assessment Design Online

Jodi Fisler
Associate for Assessment Policy and Analysis,
State Council of Higher Education for Virginia

Virginia—like many states and institutions—has devoted increasing attention over the last few years to assessing the quality of student learning in more meaningful ways. Part of that effort has involved analyzing student work products and, by extension, the assignments that generate them. After all, we can't criticize students for not demonstrating particular

skills if the assignments we ask them to complete are unclear or do not actually require any demonstration of those skills. This new addition to the NILOA Assignment Charrette Toolkit includes an overview of the State Council of Higher Education for Virginia's (SCHEV) charrette process and key takeaways. [Read more...](#)

Curriculum Mapping Toolkit

Integration of General Education and the Major: Mapping Integrative Learning

Sandra Bailey, Oregon Institute of Technology
David Marshall, California State University - San Bernardino

and NILOA senior scholar

This example of general education assessment mapping comes in the form of a workshop which uses the Learning Systems Paradigm, a framework to help participants reflect on the organization of their institution, how work might be accomplished within that organization, and whom they might involve in that work. Included are an outline of the workshop, an accompanying workbook and presentation slides to guide facilitators and participants to use design thinking in developing action plans to further work on their campus. Various resources are listed to assist in efforts to better align and integrate general education and the major; explore various approaches to curriculum mapping; and learn from national efforts to enhance the effectiveness of general education.



[Read more...](#)

NILOA Updates



NILOA Featured Website

Marymount California University's (MCU) [Student Achievement](#) website is this month's NILOA Featured Website. At MCU, the institutional learning outcomes in communication, analysis, decision-making, appreciation of multiple perspectives, and ability to learn from experience inform how students learn and progress through the curriculum. To highlight student achievement, MCU offers assessment data on multiple programs. Included are sample capstone projects conducted by students, internship sites available to students, videos offering student testimonials, information on student experiences through the program, and other quick facts. In addition, the Student Achievement website outlines how MCU works to sustain a culture of learning and achievement, and visitors can find data on student achievement since 2010 when MCU first began to offer four-year degrees. [Read more..](#)

News

[What Really Makes a 'High-Impact' Practice High Impact?](#)

George Kuh and Jillian Kinzie, NILOA Senior Scholars, reflect on the impact of well-designed high-impact practices, or HIPs, to its students, especially those that have been historically underserved. A [recent study](#), highlighted in Inside Higher Ed found that colleges adopting HIPs were not consistently experiencing the impacts found in other studies. Kuh and Kinzie argue that implementation fidelity is integral for students to experience the benefits of HIPs, one of which is "meaningful, relevant learning experiences."

[Clear as Mud: Finding Ways to Improve Upon the College Transcript](#)

Helen Chen, Stanford University, and Thomas Black, Johns Hopkins University, are interviewed by the Evollution regarding fundamental issues with college transcripts and promising alternatives implemented by other colleges and universities.

[Institutions' Use of Data and Analytics for Student Success: Results From a Landscape Analysis](#)

This report highlights the findings from a national survey of over 1,000 institutional research, student affairs, and IT professionals across a variety of higher education institutions aimed at uncovering trends on how institutions gather, share, and use data. Included in the recommendations is a call to prioritize measuring student outcomes on college campuses.

[Counting U.S. Secondary and Postsecondary Credentials](#)

The Credential Engine (CE) has released the results of a recent study where they sought to determine the real count of credentials available in the U.S. marketplace. As a result, CE has compiled a comprehensive count for various credential types including college degrees from Title IV institutions, for-credit certificates, online degree programs, and federally-registered apprenticeships among others.

[U.S. Chamber Foundation to Develop Job Registry Project](#)

The U.S. Chamber of Commerce Foundation will develop an employer-led job registry with the support of Google and JPMorgan Chase. The registry aims to provide resources that will aid employers clearly communicate their hiring requirements to potential employees.

[How to Turn Your Exams into Learning Opportunities](#)

This edition of the Teaching newsletter discusses how student learning can be increased

through allowing students to review exams in groups and discuss the answers to each question. A follow-up quiz a few days later shows that, on average, this collaborative process allows students to learn the correct answer to over 33% of the questions they initially answered incorrectly.

Relevance and Perceptions of Higher Education

A recent survey by Gallup and Strada Education Network reveal that people are more likely to view the quality of their college experience and overall value of higher education in a positive light when they feel that the coursework is relevant to the real world.

Expanding Prior Learning Assessment and the Changing Educational Landscape

The author of this article reflects on the experiences her career has given her to discuss how the current educational landscape which still scarcely gives students credit for learning experiences attained through work and/or past educational experiences can remedy this issue.

Do We Know What History Students Learn?

Driven by dismal assessment results from college juniors and seniors majoring in history, the authors of this article call for history programs to provide evidence about what their students are learning in the classroom.

Announcements:

Dr. Susan W. Johnston Appointed President of NACUBO

NILOA would like to congratulate Dr. Susan Whealler Johnston on her appointment as the new president of the National Association of College and University Business Officers.

Upcoming Conferences and Programs

May 18. Proposals Due: 2018 CREATE Conference

Williamsburg, VA. College of William and Mary.

May 18. Proposals Due: 2018 NEAIR Conference

Pittsburgh, PA. North East Association for Institutional Research.

May 18. Proposals Due: 2019 Community College Conference on Learning Assessment

Orlando, FL. Valencia College.

May 21-24. 12th annual Learning Impact Leadership Institute

Baltimore, MD. IMS Global Learning Consortium.

May 23. Webinar: LinkedIn for Assessment Professionals

12:00 pm. Association for the Assessment of Learning in Higher Education.

May 23. Webinar: All Tooled Up and Ready to Grow!

2:00 pm. Competency-Based Education Network (C-BEN).

May 29-June 1. 2018 AIR Forum

Orlando, FL. Association for Institutional Research.

****Tuesday, May 29, 8:00 to 11:30 am. Natasha Jankowski, NILOA director, and Gianina Baker, NILOA assistant director, will hold a pre-conference workshop "Building a Narrative Via Evidence-Based Storytelling."**

****Robert Gonyea, Indiana University, and Jillian Kinzie, NILOA senior scholar, will present "Making the Most of NSSE: Customization Options, Reporting, and Data Use."**

****Jillian Kinzie, NILOA senior scholar, will present "National Survey of Student Engagement (NSSE)." RSVP needed by May 23.**

May 30. Webinar: Deftly Adding Data to the Registry - New Ways to Publish

8:30 am. Credential Engine.

May 31. Proposals Due: Drexel 2018 Assessment Conference

Philadelphia, PA. Drexel University.

June 4-7. AALHE Eighth Annual Conference

Salt Lake City, UT. Association for the Assessment of Learning in Higher Education.

****Tuesday, June 5, 4 to 5 pm. Keston Fulcher, James Madison University, Natasha Jankowski, NILOA director, Ross Markle, ETS, and Javarro Russell, ETS, will present "Paved with Good Intentions: When Good Assessment Plans Go Wrong, and How to Fix Them."**

****Wednesday, June 6. 8:00 to 9:00 am. Gianina Baker, NILOA assistant director, Jodi Fisler, State Council of Higher Education for Virginia, and Kimberly Green, Washington**

State University, will present "Facilitating Assignment Design Charrettes: Sharing Resources, Tools, and Practices."

****Thursday, June 7, 9 to 10 am. Natasha Jankowski, NILOA director, and David Marshall, NILOA senior scholar, will present "Degrees that Matter: Supporting Assessment in a Learning Systems Paradigm."**

****Thursday, June 7, 10:15 to 11:15 am. Michael Ben-Avie, Southern Connecticut State University, Natasha Jankowski, NILOA director, and Monica Stitt-Bergh, University of Hawai'i at Mānoa, will present "Educational Intelligence: Breaking Down Silos for a More Holistic Picture of Student Learning."**

****Thursday, June 7, 10:15 to 11:15 am. Jillian Kinzie, NILOA senior scholar, will present "The VALUE Institute Proposition: Authentic Assessment for Student Learning and Effective Instruction."**

June 5-6. **2018 Summer Assessment Institute**

Newton, MA. Lasell College.

June 6. **Webinar: Second Year Experience: Institutional Assessment**

1:00 pm. The University of Alabama at Birmingham.

June 7-8. **2018 Summit on the Credentialing Economy**

Washington, DC. Saylor Academy and Connecting Credentials.

June 8. **The 8th annual Student Affairs Assessment and Research Conference (SAARC)**

Columbus, OH. The Ohio State University.

June 14-16. **2018 NASPA Assessment and Persistence Conference**

Baltimore, MD. NASPA.

****Saturday, June 16, 9:30 to 10:45 am. Jillian Kinzie, NILOA senior scholar, will present "Assessing Inclusiveness and Engagement with Cultural Diversity to Increase Success for All."**

**** Saturday, June 16, 9:30 to 10:45 am. Natasha Jankowski, NILOA director, and Gianina Baker, NILOA assistant director, will present "Equitable Assessment Practices in Student Affairs."**

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National Institute for Learning Outcomes Assessment

Making Learning Outcomes Usable & Transparent

NILOA June 2018 Newsletter

In this edition of our newsletter, we are pleased to announce Erick Montenegro as NILOA's new Communications Coordinator! Please join us in welcoming him in his new position. Previously, he served as a graduate research analyst with NILOA and has a background in marketing and business administration. His research interests include equity in assessment, student learning outcomes assessment at Minority-Serving Institutions, and issues affecting access to higher education for students of color.

Included in our newsletter is a Viewpoint, *Rubrics: Lessons from the Field*, by Laura Massa of Loyola Marymount University and Margaret Kasimatis of Saint Mary's College of California, an Assessment in Practice, *Triennial Assessment as an Alternative to Annual Assessment*, by Jason Lyons and Gina Polychronopoulos, both of Christopher Newport University, a response to our equity conversation by Sheri Williams and Frank Perrone, both of the University of New Mexico, and this month's Featured Website of Hawai'i Pacific University. In addition, we extend an invitation to students, faculty, and staff to submit original designs for NILOA's new logo. We would also like to extend a thank you to all the institutions who applied for the 2018 EIA Designation and our EIA reviewers!

NILOA Assessment in Practice



Triennial Assessment as an Alternative to Annual Assessment

Jason Lyons and Gina Polychronopoulos
Christopher Newport University

This Assessment in Practice (AiP) provides an overview of Christopher Newport University's (CNU) assessment process, potential limitations, and lessons learned. CNU has a long history of assessing the extent to which its educational outcomes are achieved, and faculty members have the primary responsibility for the content, quality, and

effectiveness of the University's undergraduate and graduate curricula. Student learning outcomes for new and revised courses and degree programs are developed and reviewed by faculty, under the guidance of the Office of Assessment. Many institutions utilize assessment processes that are faculty-driven. So what makes the assessment process at Christopher Newport different? [Read more...](#)

NILOA Viewpoint

Rubrics: Lessons from the Field

Laura Massa, Director of Assessment, Loyola Marymount University
Margaret Kasimatis, Provost and Vice President for Academic Affairs, Saint Mary's College of California



There is no greater tool in higher education for understanding and improving student learning than the rubric. That may seem like hyperbole, but in our years of work as educators, assessment professionals and administrators, we have found time and again that the rubric is the most versatile, powerful instrument in our toolkits. You can use a rubric to generate direct evidence of student learning for just about every learning outcome and type of student performance. The rubric is especially powerful when the work students produce does not have a single correct answer, which is most of the time in higher education. [Read more...](#)

Bringing Equity into the Heart of Assessment



In January 2017, NILOA launched a conversation on the relationship between equity and assessment in the [29th Occasional Paper, Equity and Assessment: Moving Towards Culturally Responsive Assessment](#). We are continuing the conversation in 2018 with additional responses to the paper, and are pleased to announce the release of [a new installment to the equity conversation](#) by Sheri

Williams and Frank Perrone, both of the University of New Mexico. [Read more...](#)

Submit Ideas for a NILOA Logo!

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NILOA is in process of a website redesign and logo development and we'd like to invite you to take part! We invite all students, faculty, staff, and others to let your creativity flow and submit original ideas for a new NILOA logo! We would love to give *you* – those who frequent our website, make use of our resources, and inform our work – the opportunity to have a voice in creating a logo to represent NILOA. While we would like you to be as creative as possible, we encourage you to draw inspiration from your experiences with NILOA's mission, materials, and staff. The deadline to submit an original piece to niloa@education.illinois.edu is August 24, 2018.

NILOA Updates

NILOA Featured Website

[Hawai'i Pacific University's \(HPU\) Student Success](#) website is this month's NILOA Featured Website! Visitors can peruse HPU's institutional learning outcomes statements which are available for the undergraduate, graduate, and doctoral degree-levels. Learning outcomes statements are also provided for each of HPU's programs, and the Career Development Center also offers career outcomes that prepare students for a global and dynamic workplace while also aiding students in the transition between college and career. Aside from outcomes, HPU's Student Success website also offers rich information on the institution's yearly Capstone Symposium, and an interactive resource on student retention and graduation. [Read more..](#)



News

[An Inside Look at Why Accreditation Works](#)

Bob Udel reflects on his own experience, specifically, the collaboration needed between an institution and its site visitors for productive conversations, on a recent accreditation visit.

[Book Review of "Degrees that Matter"](#)

Read a book review of *Degrees that Matter: Moving Higher Education to a Learning Systems Paradigm* written by NILOA director, Natasha Jankowski and NILOA senior scholar, David Marshall. The review was written by Virginia Montero Hernandez in the Teachers College Record.

Updates from AALHE

["Addressing the Varied Professional Development Needs of Practitioners"](#), a report co-sponsored by AAHE and Watermark, discusses perceptions, roles and activities, and professional development needs of assessment practitioners. In addition, AALHE recently announced its [new leadership](#) for 2018-19 during its Annual Meeting in Salt Lake City, UT.

[New Issue of Peer Review](#)

A new issue of *Peer Review* focuses on global learning. Included in this edition are various practice-focused articles – including a six year effort at Purdue University to provide global learning faculty and student development, a discussion on the "Vulnerabilities in Global Classrooms" from Indiana University-Bloomington, and "Global Learning as Liberal Learning for All Majors" from Virginia Commonwealth University.

New Publications from ACRL

The Association of College and Research Libraries (ACRL) released two publications. The first is "[Shaping the Campus Conversation on Student Learning and Experience: Activating the Results of Assessment in Action](#)", intended for those interested in learning and possibly replicating such efforts on their own campus. The second is a six-volume set, "[Framing Information Literacy: Teaching Grounded in Theory, Pedagogy, and Practice](#)," which provide lesson plans grounded in theory devoted to the six frames in ACRL's Framework for Information Literacy for Higher Education.

Fall 2018 New Directions in Teaching and Learning Issue Available

Edited by Claudia Stanny, this issue of New Directions for Teaching and Learning is focused on Assessment in Action: Evidence-Based Discussions about Teaching, Learning, and Curriculum. Included in the issue is an article written by Kimberly Green (Washington State University) and Pat Hutchings (NILOA Senior Scholar) on faculty engagement and assignment design.

New Publications by ACE

A recent report by ACE, "[Bringing Accountability to Life: How Savvy Data Users Find the 'Actionable N' to Improve Equity and Sustainability in Higher Education](#)" explores the use of actionable data to promote racial equity. Also, in [Higher Education Today](#) – a blog by ACE – Margery Ginsberg and Raymond Wlodkowski discuss a new motivational framework for culturally responsive teaching.

What a Controversy Over an App Tells Us About How Students Learn Now

After a dozen students were suspended from Texas Christian University after being accused of cheating for encountering exam questions on Quizlet – an app designed to serve as a study aide – some faculty suggest that pedagogy must change from memorization and regurgitation to more authentic methods that better meet students' needs.

Announcement:**Responses Needed for National Survey of Postsecondary Competency-Based Education**

AIR and Eduventures® Research recently launched their 2018 [National Survey of Postsecondary CBE](#). If your institution is interested in completing the survey to help map the landscape of the CBE field, more information can be found [here](#). This study is funded by Lumina Foundation, supporting AIR's work, and Ellucian, which supports Eduventures' contributions.

Job Announcement:**Director of Assessment in Educational Equity at Penn State**

Penn State is looking for a committed, innovative professional to direct assessment efforts in Educational Equity and participate in University-wide projects. Educational Equity provides leadership for forwarding diversity, equity, and inclusion at Penn State—and this position is critical to supporting transformational work. Educational Equity at Penn State is committed to ensuring that diversity, equity, and inclusion are central to the success of a world-class research institution. The entire job description can be found here: <https://psu.jobs/job/78013>. To learn more about the Office of Educational Equity at Penn State, visit <http://equity.psu.edu/>.

Upcoming Conferences and Programs

June 17-20. [HEDS Annual Conference](#).

Spokane, WA. The Higher Education Data Sharing Consortium (HEDS).

June 19-20. [Watermark Engage Conference](#).

Austin, TX. Watermark.

****Natasha Jankowski, NILOA director, will present "Emerging Trends in Assessment of Student Learning: How Did We End Up Here?"**

June 20. [2018 Summer Assessment Symposium](#).

Houston, TX. University of Houston.

June 21-22. [Inaugural HBCU Collaborative for Excellence in Educational Quality and Assessment](#).

Atlanta, GA. Morehouse School of Medicine.

June 20-22. [ACPA Assessment Conference](#).

Chicago, IL. Commission for Assessment and Evaluation.

****Gianina Baker, NILOA assistant director will present the closing keynote.**

June 22. [Assessment By Design \(ABD\) Workshop](#).
Overland Park, KS. Johnson County Community College.

June 28. [International Assessment in Higher Education \(AHE\) Conference](#).
Manchester, UK. Assessment in Higher Education (AHE).
****Natasha Jankowski, NILOA director, will chair a session at 2:00 pm.**

June 29-30. [Anglo-American Assessment Summit](#).
Leeds, UK.

July 3-5. [2018 Advance HE Teaching and Learning Conference](#).
Birmingham, UK. AdvanceHE.

July 9-13. [65th Annual SHEEO Annual Meeting](#).
Park City, UT. State Higher Education Executive Officers Association.

July 11. Quality Assurance and the Italian Higher Education System: Exploring Opportunities
and Challenges.
Bari, Italy.

****Natasha A. Jankowski, NILOA director, will deliver the Keynote “Advancing Higher
Education Through Assessing Student Learning: The Current State of the Art.”**

July 17. [Webinar - Deconstructed Assessment: Using Assessment to Foster Social Justice](#).
12:00 pm CST. Campus Intelligence.

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NILOA July 2018 Newsletter

In this edition of our newsletter, we invite you to read a new NILOA Viewpoint “Promoting an Improvement Culture” from Claudia Stanny, an Assessment in Practice “Assessment with Benefits: Faculty Engagement and Community Building through General Education Assessment” from Su Swarat and Alison Wrynn, and a Featured Website from Hutchinson Community College.

We also invite you to submit applications to request a NILOA Coach visit to your campus in 2019 and to submit original ideas for a new NILOA logo. The newsletter concludes with relevant news items and information on upcoming conferences and programs.

NILOA Viewpoint

Promoting an Improvement Culture

Claudia J. Stanny
University of West Florida



How can campuses move beyond systematic collection of assessment evidence toward building and sustaining a culture of improvement? The September issue of *New Directions for Teaching and Learning*, “Assessment in Action: Evidence-Based Discussions about Teaching, Learning, and Curriculum,” collects a dozen examples from a variety of institutions that have succeeded in facilitating campus discussions about the quality of teaching and learning, informed by assessment evidence. The examples illustrate how institutions leveraged key elements of the AAHE Principles of Good Practice to create processes that facilitate improvement. Claudia Stanny situates the various examples found in “Assessment in Action” within current conversations around innovations in assessment and skepticism regarding assessment’s effectiveness in impacting student learning. [Read more...](#)

NILOA Assessment in Practice



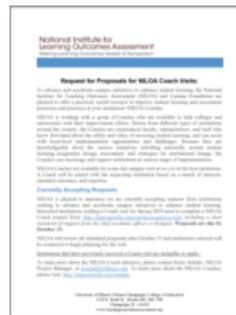
Assessment with Benefits: Faculty Engagement and Community Building through General Education Assessment

Su Swarat, California State University, Fullerton
Alison M. Wrynn, California State University’s Office
of the Chancellor

Like many institutions, California State University, Fullerton (CSUF), has struggled with how to engage faculty in a meaningful and sustainable manner in program-level student learning assessment, and how to make this effort beneficial to all stakeholders (students, faculty and the institution). It is particularly challenging when it comes to assessing the General Education (GE) program, which requires engaging faculty—particularly adjunct faculty—from multiple disciplines. Over the last few years, CSUF developed and implemented a promising GE assessment model—the “GE Faculty Learning Community”—to address the aforementioned challenge. This model strengthens the connection among assessment, teaching, and learning, engages faculty from diverse disciplines through collaborative community-building activities, fosters faculty professional development in pedagogy and curriculum, and ultimately facilitates positive, fundamental changes in the campus’ understanding and culture of assessment. [Read more...](#)

Call for Proposals for NILOA Coach Visits

NILOA is pleased to announce we are currently accepting requests from institutions seeking to advance and accelerate campus initiatives to enhance student learning. NILOA is working with a group of Coaches who are available to help colleges and universities with their improvement efforts. Drawn from different types of institutions around the country, the Coaches are experienced faculty, administrators, and staff who know first-hand about the utility and value of assessing student learning, and can assist with local-level implementation opportunities and challenges. NILOA Coaches are available for a one-day campus visit at *no cost* to the host institution. Interested institutions seeking a Coach visit for Spring 2019 need to complete a NILOA Coach request form. **Proposals for coach visits during the Spring of 2019 are due by October 15.** Please refer to the call for additional details. [Read more...](#)



Submit Ideas for a NILOA Logo!

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NILOA is in the process of a website redesign and logo development and we'd like to invite you to take part! We invite all students, faculty, staff, and others to let your creativity flow and submit original ideas for a new NILOA logo. We would love to give *you* – those who frequent our website, make use of our resources, and inform our work – the opportunity to have a voice in creating a logo to represent NILOA. While we would like you to be as creative as possible, we encourage you to draw inspiration from your experiences with NILOA's mission, materials, and staff. The deadline to submit an original piece to niloa@education.illinois.edu is August 24, 2018.

NILOA Updates

NILOA Featured Website

Hutchinson Community College's (HCC) Educational Quality Assessment (EQA) web page is NILOA's July 2018 Featured Website! HCC is committed to using a wide-range of assessment activities and assessment data to inform continuous improvement. The goal is to provide every HCC student the necessary environment to succeed. The EQA website offers a clear overview on how the college achieves its improvement goals. For example, website visitors can peruse HCC's institution-wide learning outcome statements and assessment plans. Furthermore, the website provides an in-depth look at the institution's current assessment activities. For these reasons, Hutchinson Community College's EQA webpage is NILOA's Featured Website in the categories of Centralized Assessment Repository and Communication. [Read more...](#)



News

[The Principles of Our Practice](#)

In a sea of publicized malcontent and criticisms of assessment, Dr. Natasha Jankowski offers a more positive take on assessment from the perspective of mutual understanding and growth based on the established principles of practice of the field of assessment.

[The Outcome Primers Series 2.0](#)

A relatively new addition to the field of learning outcomes assessment, *The Outcome Primers Series 2.0*, is a comprehensive professional development series. Each primer focuses on one aspect of an effective outcome and assessment system (envisioning outcomes, assessing and tracking evidence, aligning essential content, mapping coursework and programs, guiding learners and sustaining a learning outcomes and assessment system). The authors provide clear explanations and concrete examples of their work with various colleges and universities.

[This Neuroscientist Explains Why Today's Kids Have Different Brains](#)

Neuroscientist David Eagleman sat down for an interview with EdSurge to discuss what educators should know about the brains of current students and ways to approach learning to better prepare students for success.

The Graduate Training Trade-Off 'Myth'

A recent study by Erin Shortlidge and Sarah Eddy "[The Trade-off between Graduate Student Research and Teaching: A Myth?](#)" challenges the notion that graduate students have to choose between either gaining research or teaching experience. The researchers find that graduate students' research confidence and output actually improve when they invest time in evidence-based teaching (EBT).

A University Overhauled Its Course Evaluation to Get Better Feedback. Here's What Changed

Given the issues with using course evaluations as the main determinant of teaching effectiveness (e.g., bias, poor measure of actual learning, often inconsequential for improvement), the University of Southern California has replaced this practice with a new multifaceted approach. The article provides an example of changes made to documents requesting student feedback by focusing it more on the learning experience instead of on the instructor.

Stats Gathered in Advising Help Colleges Rethink Intro Courses

Predictive student performance data have helped colleges re-engineer introductory courses to better engage all students. Faculty changes to the curriculum, course structure, and ways advisers are involved in students' pathways have increased Middle Tennessee State University's retention rate.

Preparation Is the Secret Sauce for Writing a Great Senior Thesis

To uncover what exactly makes a senior thesis "good," researchers asked faculty members to blindly review 213 student self-evaluations and senior theses. The results state that student's level of preparation leading to the thesis is what most contributes to the quality of this high-impact practice.

Defining and Delivering on Quality in Higher Education

Debra Humphreys writes about the Quality Assurance Commons (QA Commons) and their goal to help institutions ensure better student outcomes through certifying programs of study which demonstrate the ability to equip students with skills and learning experiences essential to post-graduation success.

UK Gets World-First National Learning Analytics Service

The UK is set to implement a national learning analytics system this August across 30 college and university campuses. The new system collects student data – including grades and attendance – to create learner records that administrators can use to better engage and retain students. In addition, students will be able to record their activities and assignments, set personal targets, and interact with peers through the system.

Job Announcement:**Abu Dhabi University**

Abu Dhabi University is seeking a Senior Manager of Student Affairs/Student Support Office that can aid in sustaining an outcomes-based approach to student engagement through data analysis, departmental assessment, and strategic planning support. Please see the [job listing](#) for further information on job responsibilities and requirements. Defining and Delivering on Quality in Higher Education

Upcoming Conferences and Programs

July 17. **Webinar- Deconstructed Assessment: Using Assessment to Foster Social Justice.**

12:00 pm. Campus Intelligence.

July 18. **Webinar- Implementing Prior Learning Assessment Services in Higher Education.**

2:00 pm. The Association for the Assessment of Learning in Higher Education.

July 22-25. **2018 Institute on Quality Enhancement and Accreditation.**

Atlanta, GA. SACS-Commission on Colleges.

****Tuesday, July 24, 8:30 to 9:30 am. Dr. Natasha Jankowski, NILOA director, will be delivering the keynote speech "The Changing Nature of our Work: Viewing Higher Education as a Learning System."**

July 23. **Proposals Due: 2019 AERA Annual Meeting.**

Toronto, Canada. American Educational Research Association.

July 23-26. **2018 AAEEBL Annual Meeting.**

Vancouver, Canada. Association for Authentic, Experiential, and Evidence-Based Learning.

****Tuesday, July 24, 9:00 to 9:45 am. Dr. Gianina Baker, NILOA assistant director, will be delivering the Keynote speech.**

July 25. **Untapped Data: Enhancing Teaching and Learning.**

Washington, DC. Inside Higher Ed.

July 25. **Proposals Due: AAC&U 2019 Annual Meeting.**

Atlanta, GA. Association of American Colleges and Universities.

July 25. **Webinar: Addressing the Professional Development Needs of Assessment Professionals.**

1:00 pm. The Association for the Assessment of Learning in Higher Education and Watermark.

July 29-August 1. **Using Evidence for Improvement: The Third Annual Teaching and Learning National Institute.**

Olympia, WA. Evergreen State College.

****Dr. Gianina Baker, NILOA assistant director, will be presenting.**

August 2-4. **Summer General Assessment Workshop at Washington & Jefferson College.**

Washington, PA. Washington & Jefferson College.

August 3. **Proposals Due: 2019 Carnegie Foundation Summit on Improvement in Education.**

San Francisco, CA. Carnegie Foundation.

August 7-10. **2018 SHEEO Higher Education Policy Conference.**

Denver, CO. State Higher Education Executive Officers Association.

****Thursday, August 9, 4:15 to 5:15 pm. Dr. Natasha Jankowski, NILOA director, and Erick Montenegro, NILOA communications coordinator, will present "State Policy and Assessment of Student Learning: Supporting our Learners or Limiting Success?"**

August 15. **2018 Annual Collegium on College Teaching Practice.**

Edmond, OK. University of Central Oklahoma.

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National Institute for Learning Outcomes Assessment

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NILOA August 2018 Newsletter

In this month's NILOA Newsletter, we begin by congratulating the 2018 Excellence in Assessment designees! These five institutions join our prior designees recognized for their commitment to the campus-wide assessment of student learning outcomes.

We also invite you to read a new NILOA Report "Helping Students Develop Habits of Reflection: What We Can Learn from the NILOA Assignment Library" from Pat Hutchings, and a new Response to NILOA's Equity paper "Moving Towards Socially Just Assessment" from Gavin W. Henning and Anne E. Lundquist. In addition, we invite you to submit your ideas for a NILOA logo (the deadline is August 24) and to submit a request for a NILOA Coach visit.

Finally, this newsletter highlights the University of Texas at Arlington as this month's Featured Website, provides two new examples of institutions using the NILOA Transparency Framework, and concludes with relevant news items and information on upcoming conferences and programs.

EIA Designation Class of 2018!

Five Colleges & Universities Named as 2018 Excellence in Assessment Designees

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



Five colleges and universities were named 2018 [Excellence in Assessment designees](#), recognizing their commitment to the comprehensive assessment of student learning outcomes as a means to drive internal improvement and advance student success: **Bowie State University, Harper College, Mississippi State University, Northern Arizona University, the University of North Carolina at Charlotte**. Please join us in congratulating the 2018 EIA Designees!

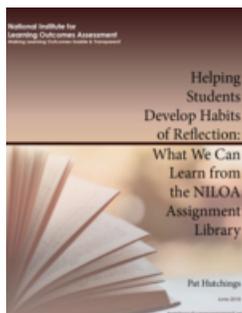
Application materials for the 2019 EIA Designation will be available in November. [Read more...](#)

NILOA Report

Helping Students Develop Habits of Reflection: What We Can Learn from the NILOA Assignment Library

Pat Hutchings,
NILOA Senior Scholar

Over the last several years, NILOA has worked with faculty from around the country to build an online library of assignments that both foster and provide evidence of student learning. The Library is now approaching 80 entries and



growing. A number of those assignments include an explicit requirement that students engage in structured, intentional reflection. The assignments involving reflection come from a diverse range of fields and institutional types, and include papers, presentations, case studies, group projects, and exams. This report highlights common features between the various assignments, the value and role of reflection, and important developments that can provide synergy for further work on reflective assignments. [Read more...](#)

Submit Ideas for a NILOA Logo!



NILOA is in the process of a website redesign and logo development and we'd like to invite you to take part! We invite all students, faculty, staff, and others to let your creativity flow and submit original ideas for a new NILOA logo. Thank you to those who have shared their ideas with us already. The deadline to submit an original piece to niloa@education.illinois.edu is August 24, 2018.

Bringing Equity into the Heart of Assessment



In January 2017, NILOA launched a conversation on the relationship between equity and assessment in the 29th Occasional Paper, [Equity and Assessment: Moving Towards Culturally Responsive Assessment](#). We are continuing the conversation in 2018 with additional responses to the paper, and are pleased to announce the release of [a new installment to the equity conversation](#) by

Gavin W. Henning from New England College and Anne E. Lundquist from Campus Labs. [Read more...](#)

Featured Website

The University of Texas at Arlington's (UTA) Office of Institutional Effectiveness and Reporting (IER) web page is this month's NILOA Featured Website. For UTA faculty and staff, the Office of Institutional Effectiveness and Reporting offers professional development opportunities on assessment management systems and meaningful assessment practices. Visitors to the site can find a multitude of resources including reports on UTA's six core curriculum objectives – the learning outcomes that the state of Texas and the institution believe students should acquire through coursework and co-curricular experiences. For those engaged in assessment work, the IER web page has Unit Effectiveness Process (UEP) resources such as UTA's assessment handbook, a Quick Guide to Plan and Results Reporting, a Quick Guide to Improvement Reports, and a Wheel of Assessment Responsibility diagram all of which are useful for external audiences. [Read more...](#)



NILOA Transparency Framework in the Field



NILOA's [Transparency Framework](#) is intended to help institutions evaluate the extent to which they are making evidence of student accomplishment readily accessible and potentially useful and meaningful to various audiences. The Framework identifies six key components of student learning assessment that may be of interest to specific audiences and outlines opportunities to advance public understanding. Institutions may use the Framework to examine their institutional websites to gauge the extent to which evidence of student accomplishment is readily accessible and potentially useful and meaningful to the intended audience. We [highlighted](#) institutions that

use the Transparency Framework, and this month we have added two new examples: [Hutchinson Community College](#) and [Syracuse University](#). If your institution is using the Framework, we encourage you to contact us at niloa@education.illinois.edu so we can share your example. [Read more...](#)

Request a NILOA Coach Visit

NILOA is pleased to announce we are currently accepting requests from institutions seeking to advance and accelerate campus initiatives to enhance student learning. NILOA is working with a group of Coaches who are available to help colleges and universities with their improvement efforts. Drawn from different types of institutions around the country, the Coaches are experienced faculty, administrators, and staff who know first-hand about the utility and value of assessing student learning, and can assist with local-level implementation opportunities and challenges. NILOA Coaches are available for a one-day campus visit at *no cost* to the host institution.

Interested institutions seeking a Coach visit for Spring 2019 need to complete a NILOA Coach request form. **Proposals for coach visits during the Spring of 2019 are due by October 15.** Please refer to the call for additional details. [Read more...](#)



News

[The Four Reasons Your Campus Should be Offering Prior Learning Assessment Credit](#)

This article offers a compelling argument as to why Prior Learning Assessment (PLA) credit should be expanded into more campuses, including the fact that PLA increases graduation rates, improves time to degree, and students with PLA take 9.9 more credits than peers without access to PLA.

[The Case for Assessment](#)

Inside Higher Ed has recently published two opinion pieces on assessment. First, Will Miller offers an argument toward increasing [faculty collaboration](#) for the purpose of creating meaningful assessment approaches that allow the faculty to truly own the assessment process. Matthew DeSantis answers various questions on assessment with the purpose of demonstrating that [assessment is more than rubrics and statistics](#).

[The Contamination of Student Assessment](#)

Does giving extra credit, attendance/participation points, and deductions for negative behavior blemish the validity of tests as comparative measures of student learning? While these factors of students' final grades have merit, they are potentially muddling what a grade represents.

[The Challenge of a Universal Transcript](#)

Central New Mexico Community College is offering students digital diplomas for educational experiences that can stack to a degree. Students can validate their various learning experiences in and out of the institution to begin to create a more universal transcript that can transfer with the student. A related article can be found in [Inside Higher Ed](#).

[In The Know Episode 12: Debra Humphreys - Quality Assurance & The Future of Accreditation](#)

In this episode of *In The Know*, Lumina Foundation Vice President of Strategic Engagement Debra Humphreys sits down with ACCT Vice President Jee Hang Lee, Director of Educational Services Colleen Allen, and Director of Strategic Communications David Conner to discuss quality assurance and the future of accreditation—how to ensure that students are employable when they complete college.

[What Students Want Colleges to Know About How They Learn](#)

Three current students joined EdSurge Live to discuss what they wish faculty knew about their students, and propose ways to remedy instructional gaps. Both a transcript and audio of the conversation are available.

[New Issue of "Peer Review"](#)

This new issue of AAC&U's Peer Review key takeaways from the LEAP Challenge: Engaging in Capstones and Signature Work project consortium. The various articles focus on five themes that emerged during the project: assessment of capstones and signature work, defining capstones and signature works, curricular change and organizing signature work, student preparedness, and institutional readiness.

The Scholarship of Teaching and Learning is Thriving

Anne Tierney offers various examples to counter a recent article by Richard Arum disputing whether higher education sufficiently investigates university teaching. Among the examples discussed, Tierney touches upon work centered around the Scholarship of Teaching and Learning (SoTL) and initiatives from various scholars in the field.

Upcoming Conferences and Programs

August 15. [2018 Annual Collegium on College Teaching Practice](#).

Edmond, OK. University of Central Oklahoma.

August 17. [Webinar- HIPs in Practice: Using Data to Answer New and Emerging Questions in the Field](#).

11:00 am CST. HIPs in the States Pre-conference Webinar.

****Natasha A. Jankowski, NILOA Director, will be a co-presenter in this webinar.**

August 24. [NILOA Logo Ideas Due](#)

The deadline to submit an original piece to niloa@education.illinois.edu is August 24, 2018.

August 26. [Webinar: AAC&U's 2018 Employer Research: Liberal Education and the Future of Work](#).

12:00pm CST. AAC&U.

August 26-29. [EAIR 40th ANNUAL FORUM BUDAPEST 2018](#).

Budapest, Hungary. EAIR.

September 9-11. [The Learning Organization's 2018 Fall Institute](#).

Bend, OR. Central Oregon Community College.

September 12-14. [2018 Annual Assessment Conference](#).

Philadelphia, PA. Drexel University.

****September 12, 9:00am to 12:00pm. Natasha A. Jankowski, NILOA Director, will hold a pre-conference workshop "Moving to a Learning Systems Paradigm."**

****September 13, 8:45 to 9:45 am. Jillian Kinzie, NILOA Senior Scholar, will deliver to morning plenary "Assessments' Final Frontier: Making Good on the Promise to Improve Student Learning and Success."**

September 15. [Proposals Due-CREA 2019 International Conference](#).

Chicago, IL. Center for Culturally Responsive Evaluation and Assessment (CREA).

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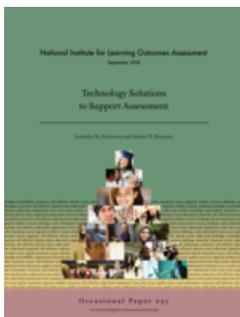
Making Learning Outcomes Usable & Transparent

NILOA September 2018 Newsletter

This month's NILOA Newsletter begins with an Occasional Paper "Technology Solutions to Support Assessment" co-authored by Jennifer Harrison and Sherri Braxton. An addition to the NILOA Assignment Charrette Toolkit from the Association of Schools and Programs of Public Health (ASPPH) co-authored by Sarah Weiner and Susan Albertine is also featured. Next, we invite you to read an Assessment in Practice "Escape! How to Build Faculty Assessment Teams Through the Use of Escape Rooms" from Denise Kruienza-Muro and Jude Whitton.

We also have a Featured Website from Skyline College, three examples of the NILOA Transparency Framework in the Field, and a final reminder to submit a request for a NILOA Coach visit for this upcoming Spring. The newsletter concludes with relevant News and information on Upcoming Conferences and Programs.

NILOA Occasional Paper



Technology Solutions to Support Assessment

Jennifer M. Harrison & Sherri N. Braxton
University of Maryland - Baltimore County

At the program and institution levels, many colleges have adopted Assessment Management Systems (AMS) to streamline assessment processes and enrich their evidence about student learning. Yet, meaningful implementation remains elusive. How can institutions select useful assessment technologies and integrate them with existing tools, so faculty and administrators can easily extract and use the data to improve student learning? What elements should we consider when selecting technologies? To explore these questions, the authors discuss how technologies can address assessment challenges, and they sketch a process to help you reflect on your assessment technology needs, giving attention to your institution's assessment culture, data, technology users, and audiences.

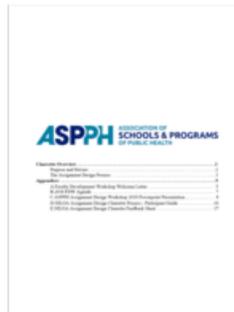
[Read more...](#)

NILOA's Assignment Charrette Toolkit

Assignment Charrette for Public Health: A Faculty Development Workshop

Sarah Weiner & Susan Albertine
Association of Schools and Programs of Public Health

The Association of Schools and Programs of Public Health (ASPPH), a membership organization that serves as the voice of accredited academic public health, hosted a five-hour Faculty Development Workshop focused on assignment design as a preconference event preceding the association's Annual Meeting in Arlington, VA. Designed specifically for public health and global health faculty who teach undergraduate courses, the workshop drew 37 participants. This addition to the [NILOA Assignment Charrette Toolkit](#) provides an overview of the assignment design process and materials used by ASPPH. [Read more...](#)



New Assessment in Practice



Escape! How to Build Faculty Assessment Teams Through the Use of Escape Rooms

Denise Kruiuzenga-Muro & Jude Whitton
Riverside City College

This Assessment in Practice details Riverside City College's (RCC) "Escape Room" assessment workshop supported with sample materials used by RCC. An escape room is an adventure game in which participants solve a series of puzzles using clues, knowledge, and strategy to complete the particular objective. More recently, they have been used as forms of collaborative learning by educators. In general, escape rooms are typically done over a set amount of time during which participants look at clues that have been left around a themed room. If this is done well authentic learning, collaboration and contributions can be made. Many of the same skills used in escape rooms are also required when completing assessments. Colleagues have to collaborate to reach a common goal while overcoming challenges and changing their fixed mindset when it comes to assessment. [Read more...](#)

Featured Website

Skyline College's Student Learning Outcomes and Assessment Cycle (SLOAC) website features multiple resources that help guide faculty and administrators through the process of assessing student learning. Skyline's current SLOAC Framework is supported by a downloadable guide that offers direction for each step of the assessment process. The college's institutional learning outcomes (ILO) are accompanied by rubrics and icons to help gauge the skills and knowledge students have acquired upon completing an associate's degree. Website visitors can find tips to assist in conducting assessment, including PowerPoint presentations and handouts from various assessment workshops, a template to assess learning outcomes, examples of course and program level assessments across the curriculum, and a worksheet to help faculty map their courses to ILOs. [Read more...](#)



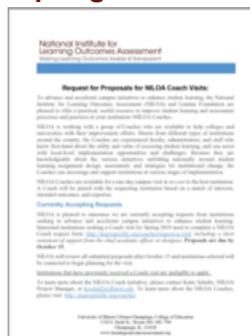
NILOA Transparency Framework in the Field



NILOA's [Transparency Framework](#) is intended to help institutions evaluate the extent to which they are making evidence of student accomplishment readily accessible and potentially useful and meaningful to various audiences. Institutions may use the Framework to evaluate their online communication strategies or apply the Framework as an information organizing tool on their website. We have [highlighted](#) institutions that use the Transparency Framework, and this month we have added three new examples: [Winston-Salem State University](#), [University of Alaska Fairbanks](#), and [University of Wisconsin-La Crosse](#). If your institution is using the Framework, we encourage you to contact us at niloa@education.illinois.edu so we can share your example. [Read more...](#)

Last Call to Request a NILOA Coach for Spring 2019

NILOA is pleased to announce we are currently accepting requests from institutions seeking to advance and accelerate campus initiatives to enhance student learning. NILOA is working with a group of Coaches who are available to help colleges and universities with their improvement efforts. Drawn from different types of institutions around the country, the Coaches are experienced faculty, administrators, and staff who know first-hand about the utility and value of assessing student learning, and can assist with local-level implementation opportunities and challenges. NILOA Coaches are available for a one-day campus visit at *no cost* to the host institution. Interested institutions seeking a Coach visit for Spring 2019 need to complete a NILOA Coach



request form. **Proposals for coach visits during the Spring of 2019 are due by October 15.** Please refer to the call for additional details. [Read more...](#)

News

[Register for 2018 Assessment Institute](#)

The Assessment Institute in Indianapolis is the nation's oldest and largest event focused exclusively on outcomes assessment in higher education. Advanced on-line registration closes Friday, October 5.

[National Assessment Expert Visits Campus for Ongoing Discussion about General Education](#)

NILOA Coach Errin Heyman recently visited Wayne State University to help the institution's General Education Oversight Committee in its assessment efforts. One faculty noted the importance of Errin's visit as laying the groundwork for scaling assessment methods across the institution.

[Webinar Recording now Available](#)

The recording of the HIPs in Practice webinar from August 17, 2018, is now available. Dr. Natasha Jankowski, NILOA Director, is one of the featured speakers.

[New Book on High-Impact ePortfolio Practice](#)

A new book *Catalyst in Action: Case Studies of High-Impact ePortfolio Practice* from Stylus Publishing will come out this month. The book adds to the evidence that supports the impact of ePortfolio when done well.

[Colorado Regional Assessment Council \(CoRAC\) Membership Survey](#)

Consider participating in this survey. CoRAC was founded in 2010 to give individuals engaged in the assessment of student learning outcomes in Colorado a chance to get to know and share information with each other. The council is free and open to all who are interested in assessment.

[Fulfilling the American Dream: Liberal Education and the Future of Work](#)

This new report from AAC&U states that business executives and hiring managers believe a college education is both important and a wise investment for students. Additionally, higher weight is placed on skills and knowledge that cut across disciplines when hiring new graduates. The findings come from two parallel national surveys of approximately 1,000 combined participants.

[Will Students Actually Believe They Can Do This Assignment?](#)

Following the seven concepts outlined in *How Learning Works: Seven Research-Based Principles for Smart Teaching*, David Goblar writes about the second principle: expectancies. Specifically, he discusses how to better motivate students to do the work by making learning outcomes achievable.

[The Other Use of Standardized Tests](#)

While standardized tests have mixed reviews in terms of utility and fairness, their potential as a tool to identify talent could be beneficial. Talented students do not only exist in well-funded schools, and sometimes colleges can fail to recruit top students from underperforming districts. Standardized tests could help to identify these latter students and make them college-bound.

[The Contamination of Student Assessment](#)

Factoring in extra credit and giving significant weight to items such as attendance and participation in outside events for students' final grades could be blemishing student assessment. These added items may take away from accurately determining the actual knowledge students possess.

Position Announcement:

[University of Illinois at Urbana-Champaign](#)

The University of Illinois at Urbana-Champaign is seeking a Director for Assessment and Planning Student Affairs. The application closes September 25. Please refer to the listing for further details.

[Midwestern University](#)

Midwestern University's College of Veterinary Medicine is seeking a Director of Outcomes Assessment. Please refer to the listing for further details.

[Valencia College](#)

Valencia College is seeking a Vice President of Academic Affairs to provide strategic

leadership for the areas of curriculum, assessment, faculty development, distance learning, and career and workforce education. Please see the listing for further details.

Ithaka S+R

Ithaka S+R is seeking a full-time Analyst in the Educational Transformation Program responsible for research, data collection and analysis, report drafting, and project management. Please see the listing for further details.

Upcoming Conferences and Programs

September 20-21. The University of Texas System 2018 Student Success Summit.
Austin, TX. University of Texas System.

****Thursday, September 20m 12:00 to 1:30pm. Natasha Jankowski, NILOA Director, will deliver the Opening Keynote "Complicated Relations: Supporting Student Success in an Increasingly Complex Landscape."**

September 21-22. [2018 AGLS Annual Conference](#).
Pittsburgh, PA. Association for General and Liberal Studies.

September 24-26. [2018 HER International Conference](#)
Baltimore, MD. John Hopkins University.

October 4-5. [Texas Association for Higher Education Assessment \(TxAHEA\) Conference](#).
Denton, TX. TxAHEA.

October 4-6. [HLC Peer Review Training](#)
St. Charles, IL. Higher Learning Commission.

****Dr. Gianina Baker, NILOA Assistant Director, will be trained to be a Peer Reviewer for HLC.**

October 6-7. [Workshop on Using Student-Led Focus Groups in Assessment](#)
Hooksett, NH. Southern New Hampshire University.

October 7. [WASC Community of Practice for Advancing Learning Outcomes Visibility](#).
Pomona, CA. WASC Senior College and University Commission.

****Dr. Natasha Jankowski, NILOA Director, and Dr. Pat Hutchings, NILOA Senior Scholar, will serve as advisors during the meeting.**

October 11-12. [2018 CREATE Conference](#).
Williamsburg, VA. College of William and Mary.

October 21-23. [2018 Assessment Institute](#).
Indianapolis, IN. Indiana University - Purdue University Indianapolis

****The full schedule of presentations included in the NILOA Track will be released in next month's newsletter.**

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National Institute for Learning Outcomes Assessment

Making Learning Outcomes Usable & Transparent

NILOA October 2018 Newsletter

This month's NILOA Newsletter begins with a report "NILOA at Ten: A Retrospective" co-authored by NILOA's George Kuh and Stan Ikenberry. As we celebrate NILOA's tenth anniversary, we take a moment to look back at the work NILOA has accomplished, and also toward the future and the work that remains to be done. Next, we feature a new installment in the Equity in Assessment conversation from Sophie Tullier, and a Viewpoint "Can Teaching Metacognitive Learning Strategies Counteract Student Stress, Anxiety, and Depression?" from Sandra McGuire.

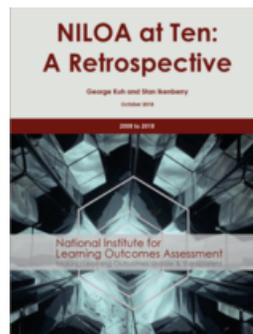
In addition, we invite you to join us at the [2018 Assessment Institute](#) in Indianapolis October 21-23 where NILOA will once again have its own [track of presentations](#). Finally, the newsletter concludes with a Featured Website from the University of Central Oklahoma, two examples of the Transparency Framework in the Field from North Carolina Central University and North Carolina State University, information for those seeking to **request a NILOA Coach by today's deadline**, and - as always - relevant News items and useful information on Upcoming Conferences and Programs.

NILOA Report

NILOA at Ten: A Retrospective

George D. Kuh & Stanley O. Ikenberry
National Institute for Learning Outcomes Assessment

In this 10th year of the National Institute for Learning Outcomes Assessment (NILOA), we pause to look upon our origins – where we came from and where we have been, as we look to the future of where we are going. In this report, George Kuh and Stan Ikenberry write about the work that has transpired and accomplishments in assessment in the past ten years, but also the work that remains to be done. [Read more...](#)



Equity in Assessment



Response to Occasional Paper No. 29 - Equity and Assessment

Sophie Tullier
University of Maryland, College Park

The past few years have seen a number of assessment professionals begin to delve more deeply into the intersections of inclusion, equity, social justice and assessment. As a field we do need to spend more time thinking critically about our methods, whose voices are included and heard, and how our biases influence our selection of questions and analytical methods to reify or challenge power and oppression on our campuses and in the larger field. In this response, Sophie Tuller emphasizes the importance of identifying the question of interest and how the goals of the assessment might drive methodological choices, including the epistemological orientation. [Read more...](#)

NILOA Viewpoint

Can Teaching Metacognitive Learning Strategies Counteract Student Stress, Anxiety, and Depression?

Sandra McGuire
Louisiana State University



According to an article in the *Chronicle of Higher Education* entitled "I Didn't Know How to Ask for Help: Stories of Students with Anxiety," more than 25% of students, including undergraduate and graduate students, suffer from anxiety (Lipka, 2018) However, fewer than 40% of those students had sought help in the previous year. Metacognition is, simply put, the ability to think about one's own thinking; including the ability to plan, control, and monitor one's learning activities. It is not difficult to teach students simple metacognitive strategies that can transform their academic performance (e.g., previewing course information prior to class and testing understanding by pretending to teach the information). This Viewpoint presents a discussion on how to help students increase their metacognitive skills. [Read more...](#)

2018 Assessment Institute



We invite you to join us for the 2018 Assessment Institute in Indianapolis to be held at the Indianapolis Marriott Downtown October 21-23 where [NILOA will once again have our own Track](#). The Assessment Institute in Indianapolis is the nation's oldest and largest event focused exclusively on outcomes assessment in higher education. Attendees can expect to have ample opportunities to acquire fundamental assessment knowledge and build support networks. In addition, Dr. George D. Kuh, NILOA Founding Director and Senior Scholar, will be honored with the Trudy W. Banta Lifetime Achievement in Assessment Award. Please join us in recognizing Dr. Kuh's remarkable career and congratulating him for the award! Finally, for those that are attending this year's Institute, please consider stopping by the NILOA table (near Indianapolis Ballroom E) to participate in NILOA's website user-testing. Your feedback would be greatly appreciated. [Read more...](#)

Featured Website

The University of Central Oklahoma's (UCO) Center for Excellence in Transformative Teaching & Learning (CETTL) webpage is the NILOA Featured Website for October 2018. CETTL supports faculty in improving teaching and learning through resources and services that promote transformative learning experiences at UCO. One such resource is the Educator's Leadership Academy (ELA) where various academies and workshops are held for K-20 administrators, higher education department chairs, principals, and other support staff. Website visitors can find resources on the Scholarship of Teaching and Learning (SoTL) – an effort which highlights classroom research on promising pedagogical practices that improve teaching and learning. Under assessment resources, you can find information on authentic assessment, learning outcomes, rubrics and grading, curriculum development, and classroom assessment techniques. [Read more...](#)



NILOA Transparency Framework in the Field

NILOA's [Transparency Framework](#) is intended to help institutions evaluate the extent to which they are making evidence of student accomplishment readily accessible and potentially useful and meaningful to various audiences. Institutions may use the Framework to evaluate their online communication strategies or apply the Framework as an



information organizing tool on their website. We have [highlighted](#) institutions that use the Transparency Framework, and this month we have added two new examples: [North Carolina Central University](#) and [North Carolina State University](#). If your institution is using the Framework, we encourage you to contact us at nihoa@education.illinois.edu so we can share your example. [Read more...](#)

NILOA Coaches

Thank you to everyone who have submitted Coach Requests for the Spring of 2019. If you are still considering it, **today is the last day to submit a request and receive priority** in scheduling. Drawn from different types of institutions around the country, the Coaches are experienced faculty, administrators, and staff who know first-hand about the utility and value of assessing student learning, and can assist with local-level implementation opportunities and challenges. NILOA Coaches are available for a one-day campus visit at *no cost* to the host institution. Interested institutions seeking a Coach visit can still complete a Coach Request form after the deadline, but there are no guarantees Coaches will be available. **Proposals for coach visits during the Spring of 2019 are due by today, October 15.** Please refer to the call for additional details. [Read more...](#)



News

[New Book *Catalyst in Action: Case Studies of High-Impact ePortfolio Practice*](#)

Catalyst in Action, a follow-up to Eynon and Gambino's 2017 book *High-Impact ePortfolio Practice*, offers 20 case studies drawn from diverse campuses, and introduces the Catalyst Framework aimed at highlighting strategies needed to launch, build, and sustain a high-impact ePortfolio practice.

[An Engineering Professor Asked His Colleagues to Help Him Analyze His Teaching. Here's What He Learned](#)

With the help of cross-disciplinary peers acting as neutral assessors, a faculty member made pedagogical and assessment changes to a course resulting in a decrease in fail and withdrawal rates from 33% to 11% while student confidence increased.

[Frank Rhodes Lecture Speaker Cathy Davidson Encourages A 'Provocative Way of Thinking' When It Comes to Learning](#)

Cathy Davidson has transformed her courses from lectures into student-led workshops that give students a voice in their education. This article highlights ideas from Davidson's new book *The New Education: How to Revolutionize the University to Prepare Students for a World in Flux*.

[Cristy Sugarman of North Shore Community College Shares How Credit for Prior Learning Can Motivate Students of All Backgrounds](#)

Cristy Sugarman, the Director for the Center for Alternative Studies and Educational Testing at North Shore Community College, offers her take on how Credit for Prior Learning has the potential to positively impact the lives of diverse learners.

[The Future of Learning and Work: Making Sure that All Learning Counts](#)

Jamie Merisotis discusses how initiatives like Lumina's 2025 Goal, Connected Credentials, and online learning have the potential to meet the college education needs of both our future learners and economy. As he states, "we know two things for sure: for our people to be successful—for our countries to be successful—millions more people will require postsecondary learning."

[Who Is Responsible for Student Learning?](#)

Are student motivation and ability to learn ignored in discussions about student learning in higher education? Erik Gilbert argues the conversation leans too heavily on faculty responsibilities and less so on student willingness to do the needed work.

[As Students Return to College, a Basic Question Persists: What Are They Learning?](#)

Plainly stated, institutions of higher learning are still not being transparent about their student

learning outcomes, and consumers are increasingly demanding that information be publicly available in order to make informed decisions about colleges and universities.

5 Tips for Using Multiple-Choice Tests to Bolster Learning

Beckie Supiano summarizes five best practices offered by Andrew C. Butler regarding ways to make tests – or the act of taking tests itself – a valuable learning experience for students.

Position Announcement:

The University of California San Diego

UC San Diego is seeking a Project Analyst for Student Affairs to work on a number of high-level special projects and initiatives that involve assessment and program evaluation, learning outcomes, educational research, writing reports, accessing and analyzing data needed for critical decision making.

The Journal of Research & Practice in Assessment

The Journal of Research & Practice in Assessment is seeking a new editor. The position will be selected in November 2018 and appropriate time for transition will be given to the new editor. To apply, please email a letter of interest and CV by October 26, 2018, to Katie Busby, Editor, editor@rpajournal.com.

Upcoming Conferences and Programs

October 17. [Webinar: Benchmarking and Longitudinal Studies: How to Measure Outcome Data Over Time.](#)

1:00 - 2:00 pm CST. Public Library Association.

October 21-23. [2018 Assessment Institute.](#)

Indianapolis, IN. Indiana University - Purdue University Indianapolis.

****NILOA will once again have its own track at the Assessment Institute.**

November 1. [Nominations Due: George D. Kuh Award for Outstanding Contribution to Literature and/or Research Award.](#)

NASPA: Student Affairs Administrators in Higher Education.

November 1-3. [STEM Education 2026: Workshop on Assessment, Evaluation & Accreditation](#)
Mankato, MN. Minnesota State University.

****Dr. Gianina Baker, NILOA Assistant Director, will deliver the opening keynote.**

November 2. [2019 NEEaN Fall Forum.](#)

Worcester, MA. College of the Holy Cross.

November 3-6. [2018 NEAIR Annual Conference.](#)

Pittsburgh, PA. North East Association for Institutional Research.

November 3-6. [2018 Conference - Virginia Assessment Group.](#)

Charlottesville, VA. Virginia Assessment Group.

November 5. [Online Workshop: Assessing Higher Education Program Effectiveness.](#)

8:00 - 10:00 am CST. New England College.

November 6. [Learning Outcomes Assessment Forum.](#)

9:00 - 10:00 am EST. Pennsylvania State University.

****Dr. Gianina Baker, NILOA Assistant Director, will deliver the keynote "Digging Deeper: Exploring Strategies to Expand Current Assessment Practices," which will also be streamed live online.**

November 13. [Webinar: Assessing Learning in Your Library.](#)

1:00 pm CST. Data-Driven Librarianship in Corrections: Webinar Series.

****Dr. Natasha Jankowski, NILOA Director, and Kate Malenfant, Senior Strategist for Special Initiatives at ACRL, will be the presenters.**

November 14. [Webinar: ACRL Assessment Professionals: Give Input on Project Outcome for Academic Libraries.](#)

1:00 pm CST. Association of College & Research Libraries (ACRL) & NILOA.

November 15. [Webinar: Equity and Assessment.](#)

2:00 - 3:00 pm CST. ACUI: Advancing Campus Community.

****Dr. Gianina Baker, NILOA Assistant Director, will be the presenter.**

November 15-16. [2018 SEDA Annual Conference.](#)

Birmingham, UK. Staff and Educational Development Association (SEDA).

November 16. [Proposals Due: 2019 Transformative Learning Conference](#).
Oklahoma City, OK. University of Central Oklahoma.

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National Institute for Learning Outcomes Assessment

Making Learning Outcomes Usable & Transparent

NILOA November 2018 Newsletter

Please join us in opening the November NILOA Newsletter with a big congratulations to Dr. Verna F. Orr, a NILOA Research Analyst, for successfully defending her dissertation earlier this month! It is only fitting that this month's newsletter starts with a new NILOA Report on "Assessment, Accountability, and Student Learning Outcomes at Historically Black Colleges and Universities" authored by Dr. Verna F. Orr, NILOA Research Analyst and CEEQA Co-Chair.

We are also happy to publish a new Occasional Paper "Assessment 2.0: An Organic Supplement to Standard Assessment Procedure" co-authored by Eric T. Metzler and Lisa Kurz. We include a Call for Case Study Participants to showcase examples of Equity in Assessment. Together with the Council for the Advancement of Standards in Higher Education (CAS), we invite you to apply by the January 15, 2019 deadline. We are also pleased to release a new addition to NILOA's Assignment Charrette Toolkit "Clio in the Classroom: A Guide for Educators" from David Trowbridge.

The newsletter concludes with Mississippi State University as our Featured Website, an update to the NILOA Transparency Framework in the Field, relevant News items, and information on Upcoming Conferences and Programs.

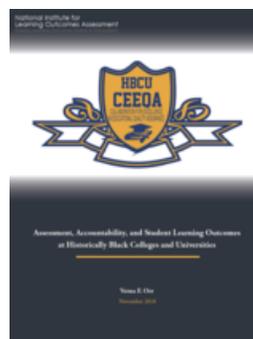
NILOA Report

Assessment, Accountability, and Student Learning Outcomes at Historically Black Colleges and Universities

Verna F. Orr

National Institute for Learning Outcomes Assessment

This report presents the background and subsequent founding of the Historically Black College and University (HBCU) Collaboration for Excellence in Educational Quality Assurance (CEEQA), as well as the role this collaborative can play in advancing assessment in higher education. CEEQA is the first collaborative of its kind, and seeks to help address accountability measures while being true to HBCU missions and culturally relevant assessment approaches. Hence, as both internal and external accountability mandates increase, so too has the need for a strong HBCU alliance. CEEQA can offer significant resources and specific expertise to both the HBCU community and higher education community writ large. [Read more...](#)

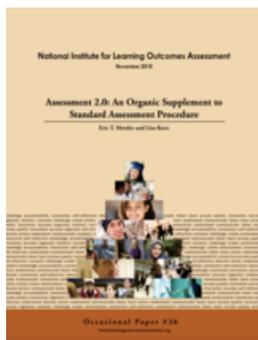


Occasional Paper

Assessment 2.0: An Organic Supplement to Standard Assessment Procedure

Eric T. Metzler and Lisa Kurz

The discipline of assessment has matured to the point where there is general agreement on best practices. However, the field has made little progress in developing a theoretical basis—whether for assessment in general or for more specific dimensions of assessment as they emerge. Without a generalizable theory to work from, assessment



professionals remain focused on the details of practice—getting it done—instead of turning their attention to systems thinking in the service of improving, revising, growing, or otherwise developing a field that is still far from perfect. In this article, the authors bring sociological theory to bear on learning outcomes assessment in order to understand its strengths and challenges from a systems point of view. Then, using this theoretical understanding, we propose an alternative method of assessment (Assessment 2.0) designed to supplement the assessment work already being done while at the same time avoiding its most difficult challenges. Assessment 2.0 is organic because it grows naturally from the professional judgment and experience of

instructors rather than from the highly structured, linear procedure commonly followed in standard assessment practice. [Read more...](#)

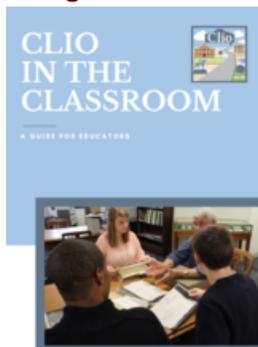
Equity in Assessment

Call for Case Study Participants: Equity in Assessment

In order for assessment to meet the goals of improving student learning and authentically documenting what all students know and can do, an equitable approach to assessment is needed. To this end, the National Institute for Learning Outcomes Assessment (NILOA) launched its 29th Occasional Paper in 2017 that explores the question “how consequential can assessment be to learning when assessment approaches may not be inclusive of diverse learners?” NILOA and the [Council for the Advancement of Standards in Higher Education \(CAS\)](#) recognize that there are practices occurring within institutions of higher education that address issues of equity in relation to assessment. What is lacking is awareness of the various practices, their effectiveness, process elements, and the impact of equitable assessment efforts on diverse student populations and their learning. **If your institution is engaged in equitable assessment efforts and you are interested in sharing your processes and practices through a case study or other outlet, [review the Call for Case Study Participants](#) and please [complete the application](#) by January 15, 2019.**



Assignment Charrette Toolkit



Clio in the Classroom: A Guide for Educators

David Trowbridge

Clio is a free website and mobile application that guides users through U.S. history – to historical and cultural sites, museums, and even tells the history that occurred right where users stand through the use of GPS, embedded data, and links to both primary sources and publications. In the classroom, Clio can be used as a tool to advance, create, and publish humanities scholarship that may be used by others using the application. Students can foster their research, refine writing, and increase their ability to evaluate

data sources. This addition to the [Assignment Charrette Toolkit](#) includes a guide on how to use the application, how to create assignments, sample assignment learning outcomes, an assignment rubric, and other resources. [Read more...](#)

Featured Website

Mississippi State University's (an Excellence in Assessment designee) Office of Institutional Research and Effectiveness web page features useful resources and examples for visitors to peruse. The website features a snapshot of MSU's assessment process including participants, procedures, and a schedule. The eight institutional learning outcomes are openly stated, along with

targeted definitions to further clarify some of the language found within the outcome statements. Resources are available for outcome statement development and an example of how MSU maps their outcomes across all campus assessment plans is included. In addition, information on MSU's Quality Enhancement Plan is outlined which details the campus's initiative to improve undergraduate student writing. [Read more...](#)



NILOA Transparency Framework in the Field



NILOA's [Transparency Framework](#) is intended to help institutions evaluate the extent to which they are making evidence of student accomplishment readily accessible and potentially useful and meaningful to various audiences. Institutions may use the Framework to evaluate their online communication strategies or apply the Framework as an information organizing tool on their website. We have [highlighted](#) institutions that use the Transparency Framework, and this month we have added two new examples: [Emporia State University](#) and the [University of](#)

[Central Missouri](#). If your institution is using the Framework, we encourage you to contact us at niloa@education.illinois.edu so we can share your example. [Read more...](#)

News

[Lumina Foundation's Request for Information \(RFI\): All Learning Counts](#)

Lumina Foundation has issued an RFI designed to solicit ideas for building the learning-based system the nation needs. Lumina is encouraging you to submit suggestions of promising practices and identify providers—including colleges and universities, employers, workforce training entities, state systems, and consortia—that are committed to incorporating all post-high school learning into transparent credential pathways for adult learners, and particularly adult learners of color.

[Becoming a "Bilingual" Advocate for Your Discipline and Your Graduates](#)

In the summer edition of AAC&U's *Liberal Education*, Dan McInerney (a NILOA Coach) discusses how the divide between the academe and employment can be bridged through bilingual advocacy for liberal education. This begins by clarifying what our learning outcomes are and inviting every group on campus into the conversation.

[The Need For an Open Assessment Platform in Higher Education](#)

There are a lot of assessment platforms in higher education, but with many options come common issues when attempting to create and share assessment items efficiently, as the author expresses. One solution could be to have an open assessment platform such as [Prendus](#) which can be tailored to fit user needs, shareable, filterable, and actively assesses the quality of items available on the platform.

[I'm Not a Fan of Bloom's](#)

In her most recent blog post, Linda Suskie discusses the widespread use of Bloom's taxonomy for writing and considering learning outcomes in higher education. Her rationale being that Bloom's has been misused to segment the types of learning gains that can be expected from first-year courses and Bloom's has not been updated to highlight skills needed in today's classrooms, workforce, and society.

[CALOHEE Outcomes Presented](#)

The *Measuring and Comparing Achievements of Learning Outcomes in Higher Education in Europe* (CALOHEE) recently presented the project outcomes. The outcomes "are conceptual qualifications and assessment frameworks for five subject areas, chosen to represent significant academic domains: Engineering (Civil Engineering), Social Sciences (Teacher Education), Humanities (History), Health Care (Nursing) and Natural Sciences (Physics)."

[The 'Holy Grail' of Class Discussion](#)

The goals for class discussion should be more ambitious than just giving students the time to talk and share their opinions. Instead, we should be more intentional in how class discussion is used to teach difficult concepts and how other teaching tools can be incorporated (e.g., having students write and build on one another's ideas on the board).

[Turn Your Classroom Irritation Into Compassion](#)

Instead of being frustrated about students continuously asking basic questions, about

technological problems impeding students from accessing materials, or other random issues, how about we begin to address these issues from a standpoint of compassion? James Lang shares his rationale as to why the answer should always be compassion regardless of the question.

Measuring the Value of Digital Credentials (Part One): The Shared Benefits of Microcredentialing

Jonathan Lehrich, Associate Dean of Executive Education in the Questrom School of Business at Boston University, sat down for an interview with the EvoLLLution to discuss the value of digital credentials. The discussion touches upon ways to increase microcredentialing course rigor, ways to improve how digital credentials are offered, and how they help education providers meet the needs and demands of learners, professionals, and employers.

Job Announcements:

University of North Carolina at Charlotte

UNC Charlotte is seeking a Director for Assessment, Planning, and Accreditation. Please refer to the online job posting for further details.

Upcoming Conferences and Programs

November 14-17. [2018 ASHE Annual Conference](#).

Tampa Bay, FL. Association for the Study of Higher Education (ASHE).

****Dr. Paul Lingenfelter, NILOA Senior Scholar, will present as part of a pre-conference panel "Increasing the Impact of Scholarship on Policy and Practice in Higher Education."**

****Dr. Jillian Kinzie, NILOA Senior Scholar, will present "Bringing their Perspectives to Campus: Students' Experiences with Inclusive Courses and Diverse Environments"**

November 15. [Webinar: Equity and Assessment](#).

2:00 pm CST. National Institute for Learning Outcomes Assessment.

****Dr. Gianina Baker, NILOA Assistant Director, will be the presenter.**

November 15. [Proposals Due: 2019 Great Lakes Regional Student Success Conference](#).

Detroit, MI. Oakland University.

November 15-16. [2018 SEDA Annual Conference](#).

Birmingham, UK. Staff and Educational Development Association (SEDA).

November 16. [Proposals Due: 2019 Transformative Learning Conference](#).

Oklahoma City, OK. University of Central Oklahoma.

December 8-11. [2018 SACSCOC Annual Meeting](#).

New Orleans, LA. SACS-Commission on Colleges.

****Dr. Jillian Kinzie, NILOA Senior Scholar, and Dr. Linda Townsend, Longwood University at Farmville, will present "Advancing the Use of Evidence to Improve: Lessons from Excellence in Assessment (EIA)."**

****Dr. Jillian Kinzie, NILOA Senior Scholar, and Dr. Kate McConnell, Vice President for Research and Assessment at AAC&U, will present "VALUE, Authentic Assessment and Today's Learning Landscape."**

December 12-14. [2018 NEASC/NECHE Annual Meeting & Conference](#).

Boston, MA. NEASC & NECHE.

****Dr. Gianina Baker, NILOA Assistant Director, will present "How Can Student Learning be Effectively Communicated via Evidence-Based Narratives?"**

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Making Learning Outcomes Usable & Transparent

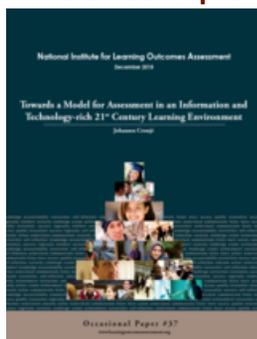
NILOA December 2018 Newsletter

Happy holidays! As the year comes to an end and we are wrapped in this holiday spirit, we at NILOA would like to share a warm message to you and yours for a prosperous end to 2018 and a productive 2019. We invite you to please take a moment to read our [2018 Year-End Note](#) reflecting on NILOA's activities over the past 12 months, as well.

Of special interest in this year's final newsletter are two calls for applications. First, NILOA, the Voluntary System of Accountability (VSA), and the Association of American Colleges and Universities (AAC&U) invite you to apply for the 2019 Excellence in Assessment (EIA) designation. Second, NILOA and the Council for the Advancement of Standards in Higher Education (CAS) are inviting institutions that are engaged in equitable assessment efforts to apply to participate in a Case Study on Equity in Assessment by the January 15, 2019 deadline.

In addition, this newsletter features a new Occasional Paper "Towards a Model for Assessment in an Information and Technology-rich 21st Century Learning Environment" by Johannes Cronjé, a new voice in the equity conversation from Ruth Williams in "Culturally Responsive Assessment: What to Tackle First," a new Assessment in Practice "Hands on with Digital Communication!" from Jaime Riccio, Poppy Slocum & Patricia Sokolski, and a Featured Website from the University of California Riverside. The newsletter concludes with an example of the Transparency Framework in the field from the University of Kentucky, relevant news items, and information on Upcoming Conferences and Programs.

Occasional Paper



Towards a Model for Assessment in an Information and Technology-rich 21st Century Learning Environment

Johannes Cronjé

Cape Peninsula University of Technology

The question driving this paper is: "What should we assess if learners can Google the answers on their mobile devices?" If *Learning* is defined as *being able to do something afterwards that you could not do before*, the problem is that technology now enables us to do many things which we were not able to do before, by simply using an app such as a GPS or *Google translate*. Nevertheless,

the actual learning is hard to define. The person with the best technology and who can use it might fare best. It is not just the individual learners that learn, it is the whole system, including the devices used, and the cloud to which the device are connected. The constraint has shifted from our ability to provide learners with information to learners' ability to process and use information. This paper argues that the locus of learning has shifted from the learner to the rhizome. Shifting the emphasis from evaluating learners' *collection* of knowledge to evaluating their *connection* to the system. [Read more...](#)

Excellence in Assessment (EIA)

The Excellence in Assessment (EIA) program is now accepting applications for the 2019 designee class! Building on the foundation of reporting both student learning outcomes assessment results and processes established in the Voluntary System of Accountability (VSA), EIA recognizes institutions for

their efforts in intentional integration of campus-level learning outcomes assessment. Over the past three years, we have recognized 20 institutions for their Excellence in Assessment. If your institution is involved in exemplary assessment practice, then please review the application packet and the accompanying rubric that evaluators will use to assess the merit of each application, and submit all materials by May 6, 2019. [Read more...](#)



Equity in Assessment



Call for Case Study Participants: Equity in Assessment

In order for assessment to meet the goals of improving student learning and authentically documenting what all students know and can do, an equitable approach to assessment is needed. To this end, NILOA launched its 29th Occasional Paper in 2017 that explores the question "how consequential can assessment be to learning when assessment approaches may not be inclusive of diverse learners?" NILOA and the [Council for the Advancement of Standards in Higher Education \(CAS\)](#), recognize that there are practices occurring within institutions of higher education

that address issues of equity in relation to assessment. What is lacking is awareness of the various practices, their effectiveness, process elements, and the impact of equitable assessment efforts on diverse student populations and their learning. **If your institution is engaged in equitable assessment efforts and you are interested in sharing your processes and practices through a case study or other outlet, [review the Call for Case Study Participants](#) and please [complete the application](#) by January 15, 2019.**



Culturally Responsive Assessment: What to Tackle First

Ruth Williams

Oakton Community College

When institutions commit to equity work, Montenegro and Jankowski (2017) note that this work should also be reflected in culturally responsive assessment. Oakton Community College's new mission, values, and strategic plan, are founded in *Success Matters* and we are approaching the fulfillment of our mission, vision, and strategic commitments with an equity-minded focus. Oakton's Program for Assessment and Learning (OPAL) team is working with curricular programs to pilot student learning outcomes assessment data disaggregation in transfer and career and technical education courses. The OPAL team also addresses any concerns that faculty may not have the knowledge to develop action plans that could address the unveiled student learning outcomes gaps through professional development. To achieve educational equity for all students, faculty, staff and administrators will need to be engaged in professional development to recognize and address assumptions and biases when analyzing disaggregated student outcomes data and to identify and implement strategies in learning experiences that will positively impact the learning of all students. [Read more...](#)

Assessment in Practice

Hands on with Digital Communication!

Jaime Riccio, Poppy Slocum & Patricia Sokolski
LaGuardia Community College, CUNY



Good assessment practice is critical to the learning experience of both faculty and students. Good *digital* assessment practice is even more important, given the rapid rise of social media tools and other instructional technologies in the classroom. Since a digital communication ability was incorporated into the assessment plan at LaGuardia Community College in 2013, faculty in the Communication Studies program have worked to create assignments that enable students to adequately showcase their digital communication ability. Outlined in this *Assessment in Practice* are the challenges and successes faced in employing wikis to develop and assess students' competence in digital communication. [Read more...](#)

Featured Website



The University of California Riverside's Office of Evaluation and Assessment web page is NILOA's Featured Website for December 2018. The website offers straight forward and useful information on assessment beginning with its mission: "to facilitate a culture of data-driven decision making and continuous educational improvement." The institution's assessment handbook allows visitors to interactively find information on the various aspects of good assessment practice including learning

outcomes statements, aligning learning opportunities with desired outcomes, data analysis, and ultimately using and sharing assessment results. Undergraduate-level learning outcomes are available for each academic program and for the overall institution. There are numerous resources available for use, as well, to help with planning departmental assessment efforts, briefs on ePortfolios, and rubrics. [Read more...](#)

NILOA Transparency Framework in the Field

NILOA's [Transparency Framework](#) is intended to help institutions evaluate the extent to which they are making evidence of student accomplishment readily accessible and potentially useful and meaningful to various audiences. Institutions may use the Framework to evaluate their online communication strategies or apply the Framework as an information organizing tool on their website. We have [highlighted](#) institutions that use the Transparency Framework, and this month we have added a new example from the [University of Kentucky](#). If your institution is using the Framework, we encourage you to contact us at niloa@education.illinois.edu so we can share your example. [Read more...](#)



News

[Fertile Ground: The Movement to Build More Effective Assignments](#)

Intentionally designing and using classroom assignments that align with desired student learning outcomes can better support student success, encourage curricular improvement, and inform pedagogy. Authors Pat Hutchings, Natasha Jankowski, and Gianina Baker provide insights on emerging work on assignment design.

[Lumina Foundation's Request for Information \(RFI\): All Learning Counts](#)

Lumina Foundation has issued an RFI designed to solicit ideas for building the learning-based system the nation needs. Lumina is encouraging you to submit suggestions of promising practices and identify providers—including colleges and universities, employers, workforce training entities, state systems, and consortia—that are committed to incorporating all post-high school learning into transparent credential pathways for adult learners, and particularly adult learners of color.

[Defining Student Success Data: Recommendations for Changing the Conversation](#)

What exactly does student success mean for today's learners and how does this changing definition impact institutional initiatives focused around completion? This report from the Higher Learning Commission sets forth the seeds of a possible framework with students at the center aimed at starting a conversation around student success with today's students in mind.

[Assessment Update](#)

The final 2018 issue of *Assessment Update* is available now! Included in the issue is a NILOA Perspective "Handcuffs of Our Own Making: The Reduction of Assessment" authored by Dr. Natasha Jankowski, NILOA director.

[Developing Assessments for Learning That Leads to Equity](#)

Shifting the focus of assessment from one that aims to segment and compare students towards one that aims to support deeper learning can have equitable returns, argues Ann Jaquith, the associate director of the Stanford Center for Opportunity Policy in Education (SCOPE).

[Improving Teaching Through Reflection](#)

Through reflection, experiences can transform into knowledge which can inform practice.

Being a reflective educator can not only help to inform pedagogical improvements, but it might be an important element of good teaching.

What College Professors Should Know About Learning Science

Sanjay Sarma, vice president for open learning at the Massachusetts Institute of Technology (MIT), sat down for an interview with EdSurge to discuss how to put learning science into practice on college campuses.

5 Teaching Tips From 'How Humans Learn'

A new book *How Humans Learn: The Science and Stories Behind Effective College Teaching* offers educators numerous tips on how to reframe and approach course topics to better engage learners. Included among these tips are ways to effectively use group work and emphasize feedback over grades.

Building Experience into the Curriculum So Students Learn How to Learn

David Hollander, assistant dean of Real World in the School of Professional Studies at New York University, discusses why colleges and universities need to better prepare students to be lifelong learners. Simply equipping students with specific skills might not be enough to ensure their long-term success in a work environment that rapidly changes.

Mapping the Wild West of Pre-Hire Assessment: A Landscape View of the Uncharted Technology-Facilitated Ecosystem

This report explores how pre-employment assessment is changing, and will continue to change, in the U.S. There are skills gaps between employers' needs and employees' capabilities along with differing pathways from education to the workforce further complicating the ecosystem. Discussion is given to emerging trends, useful platforms, potential barriers, and opportunities to build upon this work.

Upcoming Conferences and Programs

December 19. **Webinar: The Essential Role of Assessment in Competency-Based Education**

3:00 pm CST. AALHE.

December 28. **Proposals Due: 2019 ANNY Annual Conference**

Saratoga Springs, NY. Assessment Network of New York.

January 3-6. **2019 AHA Annual Meeting**.

Chicago, IL. American Historical Association.

****Friday, January 4, 3:30 to 5:00 pm:** James Grossman, Daniel J. McInerney, Robert Wagenaar, Satoko Fukahori, and Ikko Tanaka will participate in "The State of Tuning around the Globe: A Roundtable Discussion."

****Friday, January 4, 3:30 to 5:00 pm:** Daniel J. McInerney, Debra Humphreys, Anne Hyde, Norman L. Jones, and Nancy Quam-Wickham will participate in a roundtable discussion "Tuning at Ten: Lessons We've Learned in the AHA."

January 10-11. **University of Hawai'i Workshops**.

University of Hawai'i, West O'ahu.

****Natasha Jankowski, NILOA Director, will lead a series of workshops.**

January 23-26. **AAC&U's 2019 Annual Meeting**.

Atlanta, GA. Association of American Colleges and Universities.

****Thursday, January 24, 10:30 to 11:45 am:** Paul Gaston, Amber Garrison Duncan, Natasha Jankowski, and Melanie Booth will present "Stations to Student Success: Navigating New Routes in Higher Education."

****Thursday, January 24, 10:30 to 11:45 am:** Kristen Hodge-Clark, John Ottenhoff, Mary Hinton, Kevin Reilly, and Peter Ewell will discuss "High Stakes: Engaging Trustees as Guardians of Educational Value."

****Thursday, January 24, 2:45 to 4:00 pm:** George Kuh, Pat Hutchings, Chantal Levesque-Bristol, Pamala Morris, and Benjamin C. Wiles will present "Taking Student-Centered Pedagogy to Scale: How One University Has Done It (and You Can, Too!)."

****Thursday, January 24, 2:45 to 4:00 pm:** Claire Jacobson, Natasha Jankowski, and Ashley Finley, will present "Creating a Virtuous Cycle of Quality, Assessment and Equity in High-Impact Practices."

****Thursday, January 24, 4:15 to 5:15 pm:** Pat Hutchings, Jillian Kinzie, Mary Deane Sorcinelli, and Kathleen Landy will present "Better Together: How Faculty Development and Assessment Leaders Can Collaborate to Achieve Shared Goals for Student Learning."

****Friday, January 25, 8:45 to 10:00 am:** Natasha Jankowski, Jillian Kinzie, George Kuh, and Gianina Baker will present "Communicating the Value of Higher Education through Evidence-Based Storytelling."

****Friday, January 25, 10:30 to 11:45 am:** Natasha Jankowski and Jason Tyszko will present "Reimagining Employer Relations as an Ally of Higher Education."

****Friday, January 25, 1:30 to 2:30 pm:** Mary-Ann Winkelmes and Pat Hutchings will present "How We Can Do a Better Job of Communicating Higher Education's Critical Importance to Students and Society Today."

****Saturday, January 26, 7:30 to 9:00 am:** Gianina Baker, Denise Nadasen, and Ashley Finley will hold a roundtable discussion on "Using the Excellence in Assessment Designation to Communicate the Value of Higher Education Reflecting on Good Assessment Practice."

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