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National Institute for Learning Outcomes Assessment

Making Learning Outcomes Usable & Transparent

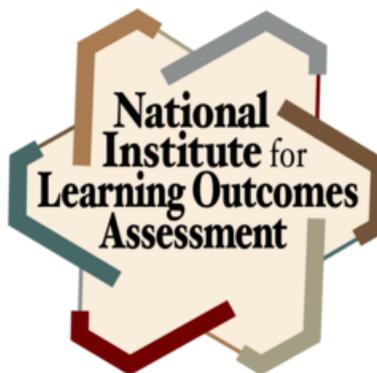
NILOA January 2019 Newsletter

Happy New Year from the NILOA team! This year will be filled with changes at NILOA, and this newsletter provides a sneak peak of things to come. First, we would like to begin the Newsletter by congratulating Dr. Verna F. Orr, co-chair of CEEQA, for her transition to a full-time Post-Doctoral Researcher at NILOA. Dr. Orr has been with NILOA since 2015, and we look forward to her continued quality contributions in her new role. Please join us in sharing a well-deserved "congratulations" to Verna!

We include a first look into our new NILOA logo and new website to be released this year, an invitation to submit applications for both the Equity in Assessment Case Studies and the Excellence in Assessment (EIA) Designation, and an announcement introducing the new Competency-Based Recognition of Learning (CBRL) Collaborative. We also have the first Featured Website of the year and information on relevant News and Upcoming Conferences and Programs.

New NILOA Logo

We are happy to announce our new NILOA logo! The new, compact logo was inspired by the [NILOA Transparency Framework](#). By keeping our full name in the logo, we hope to remove guesswork associated with determining the meaning behind our acronym. The logo is the first step of many in our re-design process including a much-needed update to our website. Please follow us on [Twitter](#) to stay up-to-date with the latest news on our re-design!



Equity in Assessment



[Extended Deadline]
Call for Case Study Participants:
Equity in Assessment

Per requests from the field, we are pleased to announce an extension in the deadline for sharing work on equity in assessment. 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 31, 2019.

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 institution-level learning outcomes assessment. Over the past three years, 20 institutions have been recognized 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...](#)

New Collaborative



Lumina Foundation and NILOA are pleased to announce the creation of the new **Competency-Based Recognition of Learning (CBRL) Collaborative**. The CBRL Collaborative aims to develop and promote cohesive, action-oriented resources and strategies to expand competency-based learning, enhance recognition of learning,

and better support adult and diverse learners. Please stay tuned for future updates as the work of the CBRL Collaborative unfolds.

Featured Website

San Diego Mesa College's Outcomes and Assessment webpage is NILOA's first Featured Website of 2019! As it is described in the website, "Outcomes Assessment is the process of collecting information that will tell the College whether the services, activities, or experiences it offers are having the desired impact on those who partake in them." As such, the webpage offers information on the Committee on Outcomes and Assessment (COA), various training workshops and training materials for departmental outcomes coordinators, and assessment resources on a variety of topics ranging from overviews of the assessment process to sample worksheets and templates. The Outcomes and Assessment webpage also offers an interactive and informative guide on outcomes and assessment. In this guide, users can find definitions related to assessment, participants' roles in assessment, and information on learning outcomes and assessment for the course and program levels, for the student services division, and for administrative units. [Read more...](#)



News

[Consider applying to the 2019 TLNI Summer Institute](#)

The Washington Center for Improving Undergraduate Education at the Evergreen State College is accepting applications for the 2019 Using Evidence for Improvement: Teaching and Learning National Institute. It is a 4-day residential team-driven summer institute designed to develop strategic action plans for two- and four-year colleges. Each attending team will have access to higher education professionals who will support them in developing a strategic focus and creating a 2-year action plan for implementation at their home campus.

[What Student Leaders Think About the Future of Education](#)

The student voice is often left out of campus innovation efforts. Since 2016, EdSurge Independent has served as a platform for college students to share their thoughts on technology in higher education. A new report highlights the most popular topics that students have discussed including equity and access to education, curriculum and teaching, and testing.

[Reflections on Credentialing: Past, Present and Future](#)

In order to significantly increase the number of Americans who possess a high-quality degree, certificate, or credential, many facets of the landscape need to improve. Of special importance are equity and the role of assessment in credentialing.

[How One College Made Its Gen-Ed Program Feel More Relevant](#)

Shenandoah University revamped its Gen-Ed curriculum so that "disciplines as diverse as dance, political science, and statistics could analyze social issues like poverty, immigration, and human trafficking." Following a town-hall format, the topics discussed are chosen by the students via surveys and feedback collected during the Fall semester. These are then incorporated into the courses taught from the faculty's disciplinary perspective during the Spring.

[Grading Smarter, Not Harder](#)

By focusing on transparency, historians have begun to build their courses around explicit learning outcomes and formative assessment. The aim is to use assessment to create "true learning opportunities" for students. This follows the lessons from the American Historical Association (AHA) and Tuning efforts to define what history students should know and be able to do upon graduation.

[Becoming a Critical Educator: Critical Pedagogy in Community Colleges](#)

Lina Jawad, University of Michigan-Dearborn, discusses how Critical Pedagogy in the community college sector can help to empower diverse learners and better engage them. The topics discussed are derived from essays in *The Critical Pedagogy Reader* edited by Darder, Baltodano, and Torres.

[Function Follows Form: How Two Colleges Redesigned the Classroom for Active Learning](#)

Indiana University and the University of Central Florida redesigned their classrooms to promote active learning by using the expertise of facilities and IT staff. Their rationale being that once the learning environment evolves to be more flexible and adaptive, so will pedagogy.

[In This Writing Assignment, Students Tell Their Professor How to Improve Their Education](#)

Chuck Tryon at Fayetteville State University uses principles of reflective writing to help foster skills that will benefit students both in college and in their careers. As part of the assignment, students submit realistic proposals to improve the course and/or institution in areas that matter to them and support them with research.

Job Announcement:[UC San Diego](#)

UC San Diego is looking for a Director of Assessment, Evaluation, and Organizational Development (AEOD) to help establish an on-going, systematic program of assessment and evaluation essential to supporting the long-term strategic planning of Student Affairs.

Upcoming Conferences and Programs

January 21. **[Free Online Course: Applying & Leading Assessment in Student Affairs](#)**. 9-week MOOC. Colorado State University and Student Affairs Assessment Leaders (SAAL). ****Joe Levy, NILOA Coach from National Louis University, will be a course instructor.**

January 23. **[ACE Webinar: Re-engaging Workers and Learners in Postsecondary Credentialing Pathways](#)**. 1:00-2:00 pm. American Council on Education.

January 23-26. **[AAC&U's 2019 Annual Meeting](#)**.

Atlanta, GA. Association of American Colleges and Universities.

****Wednesday, January 23, 8:45-10:15 am:** Trudy Banta, Johnella Butler, George Kuh, Terrel Rhodes, Carol Geary Schneider, Jamieenne Studley, and Dan Berrett will discuss "In the Beginning: A LEAP of Faith."

****Wednesday, January 23, 12:30-1:45 pm:** Gianina Baker, Kate McConnell, C. Edward Watson, and Daniel Sullivan will present "The Landscape of Learning: What we Know, What it Means."

****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, 4:00 to 5:15 pm:** Rebecca Karoff, Natasha Jankowski, and Penny MacCormack will present "Faculty Centrality in Fulfilling the Promise of LEAP ELOs, HIPs, and VALUE."

****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."

January 24. **Proposals Due: 2019 AHE Conference.**
Manchester, UK. Assessment in Higher Education.

January 25. **2019 SLO Symposium.**
Santa Ana, CA. Santa Ana College.

****Friday, January 25, 8:15-9:30 am:** David Marshall, NILOA Senior Scholar, will present the keynote.

January 25. **Proposals Due: 2019 Assessment, Teaching and Learning (ATL) Conference.**
Spokane, WA. Washington State Board for Community and Technical Colleges.

January 31. **Applications Due: Case Studies in Equity in Assessment.**
NILOA and the Council for the Advancement of Standards in Higher Education (CAS)

February 1. **Proposals Due: 2019 Assessment Matters Regional Community College Assessment Conference.**
Overland Park, KS. Johnson County Community College.

February 8. **NILOA workshop at San Jose State University.**
San Jose, CA. San Jose State University.

****The workshop will be led by Dr. Natasha A. Jankowski, NILOA Director.**

February 14-16. **AAC&U's 2019 Network for Academic Renewal conference on General Education and Assessment.**
San Francisco, CA. Association of American Colleges & Universities.

****Friday, February 15, 4:30-5:30 pm:** Natasha Jankowski, Jillian Kinzie, and Gianina Baker will present "Digging Deeper in Assignment Design to Advance General Education Assessment."

February 15. **2019 Illinois Annual Assessment Fair.**
Kankakee, IL. Kankakee Community College.

February 17-19. **2019 Community College Conference on Learning Assessment.**
Orlando, FL. Valencia College.

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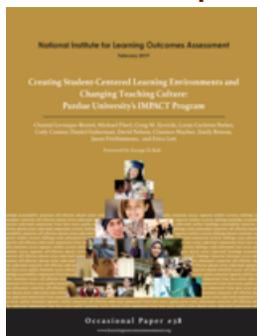


NILOA February 2019 Newsletter

This month's NILOA Newsletter begins with our 38th Occasional Paper "Creating Student-Centered Learning Environments and Changing Teaching Culture: Purdue University's IMPACT Program." We also extend an invitation to apply as an Excellence in Assessment (EIA) Designee. Next, we are pleased to announce that Erick Montenegro, NILOA Communications Coordinator and Research Analyst, is joining our list of NILOA speakers for topics related to Equity in Assessment.

The Newsletter continues with an Assessment in Practice "Assessing Learning Communities Based on Program Outcomes and the Eight Characteristics of High-Impact Practices" from Stefanie Baier, a Case Study of Washington State University conducted by Pat Hutchings, a Viewpoint "Lessons from the Field: 'Tracer' Study Shows Connections Between Faculty Development and Student Learning" from Carol Rutz and Ellen Iverson, and a Featured Website from Purdue University's Office of Institutional Research, Assessment, and Effectiveness. The Newsletter concludes with relevant News items and helpful information on Upcoming Conferences and Programs.

Occasional Paper



Creating Student-Centered Learning Environments and Changing Teaching Culture: Purdue University's IMPACT Program

Chantal Levesque-Bristol, Michael Flierl, Craig Zywicki, Loran Carleton Parker, Cody Connor, Daniel Guberman, David Nelson, Clarence Maybee, Emily Bonem, Jason FitzSimmons, and Erica Lott
Purdue University

How does a large research university establish a culture supporting student-centered evidence-based teaching? With a foreword by George Kuh, this paper describes Purdue University's IMPACT course design program, now in its 7th year, which has involved 321 instructors, 529 courses, and in some semesters as many as 95.1% of first-time, full-time undergraduate students. IMPACT uses assessment on multiple levels: What should

we examine in addition to grades to document achievement of learning outcomes in individual courses? How do we measure the learning climate and student engagement in a class? Most important, how does a faculty development program focused on course redesign lead to meaningful and lasting institutional change? In telling this story, including lessons learned, readers will discover ways to enhance and evaluate their own faculty development programs to effect evidence-based and teaching-centric culture changes on their own campuses. [Read more...](#)

Excellence in Assessment (EIA)

The Excellence in Assessment (EIA) program is now accepting applications for 2019 designees! 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 institution-level learning outcomes assessment. Over the past three years, 20 institutions have been recognized for their Excellence in Assessment. If your institution is involved in exemplary assessment practice, 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: NILOA Speaker



A more equitable approach to assessment is needed in order for assessment to meet the goals of improving student learning and authentically documenting what *all* students know and can do as a result of a college education. To this end, NILOA launched its [29th Occasional Paper](#) in 2017 exploring the question “how consequential can assessment be to learning when assessment approaches may not be inclusive of diverse learners?” It effectively began NILOA’s equity conversation that has elicited [13 guest responses](#) to date, with more to be released over the coming months.

As a Latinx student that emigrated to the U.S., the author of the 29th Occasional Paper, Erick Montenegro, understands first-hand how current systems of assessment can work to marginalize certain students. As a doctoral candidate at the University of Illinois at Urbana-Champaign, Erick works to bring equity into the heart of assessment through both his dissertation research and work with NILOA; as evidenced not just in his Occasional Paper but also his [MSI Report](#). NILOA’s Equity Conversation is not something that occurs in a vacuum, nor is it a one-and-done initiative. In an effort to continue engaging with institutions, organizations, faculty, staff, and administrators on the topic, NILOA is pleased to announce the inclusion of Erick as a NILOA speaker for discussions focused on equity in assessment. [Request a speaker...](#)

Assessment in Practice

Assessing Learning Communities Based on Program Outcomes and the Eight Characteristics of High-Impact Practices

Stefanie T. Baier
Wayne State University



All universities are required to assess the effectiveness of their academic programs for accreditation purposes and for improvement. Less is known about student services program assessment, especially those which focus on academic and social integration. One such program is the Learning Community Program. At Wayne State University in Detroit, a systematic assessment approach was established in 2014 which targets overall learning community learning outcomes including the eight key elements of High-Impact Practices. Whereas the application of the eight key characteristics is related to instructional settings, they can be easily applied in learning communities. [Read more...](#)

Case Study



Washington State University: Building Institutional Capacity for Ongoing Improvement

Pat Hutchings

Washington State University (WSU) was founded in 1890 as the state’s land-grant institution. WSU now comprises eleven colleges, 63 doctoral programs, 79 master’s degree programs, and over 60 undergraduate degrees enrolling 30,000-plus students. WSU was selected as a case study site because of its promising approach to student learning outcomes assessment in the often challenging context of a large, highly decentralized research university. That approach is characterized by a deliberately incremental and iterative process, moving the institution step-by-step toward habits, practices, and policies that support ongoing educational improvement. The aim of this case study is to provide a window into what it takes to support, scaffold, and build capacity for meaningful student learning outcomes assessment in a large, complex institutional setting. The focus is on assessment in the context of undergraduate education. [Read more...](#)

Viewpoint

Lessons from the Field: “Tracer” Study Shows Connections Between Faculty Development and Student Learning

Carol Rutz & Ellen Iverson
Carleton College



How do programs for faculty development in pedagogy influence teaching and student learning in higher education? Given the importance of student learning outcomes at all levels, from the institution to the course, can an institution gauge the degree to which improved teaching leads to improved outcomes? Moreover, how are such programs supported in the institutional budget? These questions informed a study funded by the Spencer Foundation and conducted by faculty and staff at Washington State University (WSU) in Pullman, WA, and Carleton College in Northfield, MN. The study shines a light on lessons about faculty development which may be useful in other institutional contexts. [Read more...](#)

Featured Website



Purdue University's Office of Institutional Research, Assessment and Effectiveness (OIRAE) is NILOA's second Featured Website of 2019. The OIRAE web page describes their foundational learning outcomes as "a developing level of knowledge that assures a general education" for learners on areas such as the humanities, math, oral communication, and science. Purdue's core curriculum outcomes are further expanded upon to include a map of courses that address each outcome, examples of key skills students can demonstrate upon achieving an outcome, and frequently asked questions based on stakeholder type (i.e., student, faculty, and advisor). Relatedly, website visitors can find a helpful resource that describes appropriate methods of assessment organized by

sources of evidence. [Read more...](#)

News

[Using Evidence for Improvement: Teaching and Learning National Institute](#)

The 2019 Teaching and Learning National Institute is now accepting team applications. The institute offers many benefits including contextualized, project-based professional learning opportunities to get better at how you use data to design change initiatives that improve the quality of student experiences, assess them, and plan subsequent steps. Applications are due May 1.

[New Issue of "Assessment Update"](#)

The January/February 2019 issue of *Assessment Update* is now available. This special issue focuses on the Excellence in Assessment (EIA) Designation, and includes articles from our 2018 designees: the University of North Carolina at Charlotte, Northern Arizona University, Bowie State University (the first HBCU EIA Designee), Harper College, and Mississippi State University. Also included is a *NILOA Perspectives* piece on assessment committees.

[Research & Practice in Assessment](#)

The newest issue of *Research & Practice in Assessment* is dedicated to learning improvement. The articles in this special issue "represent a commitment of thought, action, and reflection to improve student learning." Included is an article from Kristen Smith, Megan Good, and Natasha Jankowski that introduces, describes, and offers supports for a new type of higher education position: The Learning Improvement Facilitator.

[Student Survey Reveals Value in Tribal Colleges](#)

According to a recent [survey](#) from the Center for Community College Student Engagement, students enrolled at Tribal Colleges and Universities (TCU) undeniably see the educational value in their colleges' foci on culture and identity. These increase students' sense of belonging on campus, their motivation, and the ability to better engage with elements of their culture.

[Redefining Student Success: Informing the Debate on Accreditation and Innovation](#)

While there are various terms used interchangeably to speak about student success, there is little consensus on how it is defined and what counts as evidence. There is further confusion regarding the relevance of today's measures of student success to current and future college students' needs. A recent [report](#) from the Higher Learning Commission addresses these concerns by asking us to set aside our assumptions and consider the actual students of today.

[AAC&U 2019: Faculty Centrality in Fulfilling the Promise of LEAP ELOs, HIPs, and VALUE](#)

As part of this year's AAC&U Annual Meeting, Natasha Jankowski, Rebecca Karoff, and Penny MacCormack offered their take on which supports and change processes are necessary to ensure that faculty can create the necessary learning conditions for all of our students to succeed. This ACUE Community blog post offers a summary of the enlightening discussion.

[How I Learned to Stop Worrying and Trust Students](#)

Students look to faculty for guidance, motivation, and affirmation writes Rob Jenkins, but for this to be effective students need to first trust their professors. To build this trust, faculty must be trustworthy in the eyes of students – through using clear language in syllabi and policies, checking biases, temperament, and favoritism at the door, and not causing harm to students. However, trust is a two-way street and faculty must also communicate their trust in students.

[The Record of Everything You've Forgotten?](#)

In order to create deeper connections between courses, the co-curricular, and actualized learning gains, various institutions are undertaking projects to more effectively communicate what skills students learn as a result of learning experiences. Drury University will introduce digital certificates students can earn based on course and co-curricular experiences. Similarly, Western Governors University is working to use a skills-based transcript that can supplement and tie together courses on a traditional transcript with learners' additional lived learning experiences.

Upcoming Conferences and Programs

February 19-21. [2019 AAC&U Institute on High-Impact Practices and Student Success](#).
Villanova, PA. Villanova University.

February 22. [Proposals Due: 2019 AALHE Annual Conference](#).
St. Paul, MN. AALHE.

February 22. [Proposals due: 2019 SHEEO Higher Education Policy Conference](#).
Boston, MA. SHEEO.

February 22-25. [2019 WSCA Convention](#).
Seattle, WA. Western States Communication Association.

****Saturday, February 23, 2:45 to 4:00pm, Natasha Jankowski, NILOA Director, will deliver the keynote “Advocating with Evidence: Reclaiming Assessment for Disciplinary Empowerment.”**

****Saturday, February 23, 4:15 to 5:30pm, Hailey Gillen Hoke, Weber State University, Rodney A. Reynolds, WSCA, Natasha Jankowski, NILOA Director, and Trevor Parry-Giles, National Communication Association, will participate on a panel discussion “How Do We Advocate for Evidence in the Basic Course?”**

March 1. [Proposals Due: 2019 Higher Education Assessment Conference](#).
Henniker, NH. New England College.

****Dr. Natasha Jankowski, NILOA Director, will be the keynote speaker.**

March 1. [2019 BGSU Teaching and Learning Summit](#).
Bowling Green, OH. Bowling Green State University.

****Friday, March 1, from 12:15 to 2:15pm, Natasha Jankowski, NILOA Director, will deliver the keynote presentation “Reframing Academic Quality: Sharing Our Stories of Intentional Design.”**

March 4. [Proposals due: 2019 EAIR Forum](#).
Leiden, Netherlands. Leiden University.

March 8-9. [2019 Arizona Assessment Conference](#).
Glendale, AZ. Glendale Community College.

****Friday, March 8, 2:15 to 3:45pm, Terrel Rhodes, AAC&U, and Natasha Jankowski, NILOA Director, will hold an invitation-only leadership workshop “Assessment of Student Learning, the Role of Leadership.”**

****Saturday, March 9, 9:15 to 10:15, Natasha Jankowski, NILOA Director, will deliver the keynote speech, and hold a book signing session from 10:15 to 10:30 am.**

March 9-13. [2019 NASPA Annual Conference](#).
Los Angeles, CA. NASPA.

****Tuesday, March 12, 8:00 to 8:50am, Gianina Baker, NILOA Assistant Director, Ciji Heiser, Michigan University, Anne Lundquist, CampusLabs, Gavin Henning, New England College, and Natasha Jankowski, NILOA Director, will present “Current Conversations on the Role of Equity and Cultural Responsiveness in Assessment in Student Affairs.”**

****Tuesday, March 12, 2:30 to 3:20 pm, Jillian Kinzie, NILOA Senior Scholar, and Samantha Silberstein, NSSE, will present “Creating a Lasting Impact: Constructing and Assessing Significant Student Learning Opportunities.”**

****Tuesday, March 12, 11:15am to 12:05pm, Natasha Jankowski, NILOA Director, will present “Making Learning Count: The 1-2-3s of Assessment.”**

March 14-15. [2019 Transformative Learning Conference](#).
Oklahoma City, OK. University of Central Oklahoma.

March 15. [Proposals Due: 2019 CBExchange](#).
Palm Spring, CA. C-BEN.

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NILOA March 2019 Newsletter

This month's NILOA Newsletter opens with an institutional example of Curriculum Mapping from Stockton University. Author Carra L. Hood guides us through Stockton's learning outcomes alignment process, providing valuable insights and examples along the way. Next, we invite campuses to apply for the 2019 Excellence in Assessment (EIA) designation. Further, NILOA Coach requests for Fall 2019 are open with priority consideration due by April 18.

We are pleased to continue our conversation on equity and assessment with an additional guest response "Redefining Putting Students First" from Leslie S. Meyerhoff. We also remind you that Erick Montenegro, NILOA's Communications Coordinator and Research Analyst, has joined our list of NILOA speakers for topics related to Equity in Assessment. Finally, the newsletter concludes with a Featured Website from Lewis University, relevant News items, and helpful information on Upcoming Conferences and Programs.

Curriculum Mapping Toolkit



The Process of Aligning Student Learning Outcomes across the Campus: The Stockton University Example

Carra L. Hood
Stockton University

This [Curriculum Mapping Toolkit](#) institutional example comes from Stockton University. The process undertaken and story shared of Stockton's alignment and mapping of learning outcomes from throughout the institution, while navigating accountability and improvement tensions, will resonate with many undertaking such efforts. In this example, the author guides us through the process of implementing and building awareness of the varied and layered learning outcomes, the mapping process in both general education and the program, and ways alignment was shared with students through syllabi

examples. [Read more...](#)

Excellence in Assessment (EIA)

The Excellence in Assessment (EIA) program is accepting applications for 2019 designees. 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 institution-level learning outcomes assessment. To date, 20 institutions have been recognized for their Excellence in Assessment. If your institution is involved in exemplary assessment practice, please review the application packet and the accompanying rubric that evaluators will use to review each application, and submit all materials by May 6, 2019. [Read more...](#)



NILOA Coaches

To advance and accelerate campus initiatives to enhance student learning, NILOA and Lumina Foundation are pleased to offer NILOA Coaches – a practical, useful resource to improve student learning and assessment processes and practices at your institution. Coaches are available for a one-day campus visit at no cost to the host institution 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 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 encourage and support institutions at various stages of implementation. Coaches are paired with the requesting institution based on interests, intended outcomes, and expertise. **Institutions seeking a Coach visit for Fall 2019 are asked to complete a [NILOA Coach request form](#) by priority deadline of April 18.** A sample application can be viewed [here](#). [Read more...](#)

Equity in Assessment

14th Guest Response to NILOA's Equity Conversation: Redefining Putting Students First

Leslie S. Meyerhoff
Cornell University



How are being ethical and being culturally responsive different from each other? To me, and to my students, being ethical *includes* being culturally responsive. You cannot be ethical if you are not attending to and engaging with all students; being ethical means being culturally responsive. What is important about this conversation is that both of these ideas help us to become better student affairs professionals. We are taught from our first course in student development theory, that we should be putting students first. For so long, however, which students are put first has been narrowly defined, whether as a function of statistical generalizations, methodology, or racism. Now we have a path forward that enables us to engage more deeply with our students to understand their experiences and to design learning and assessment tools that speak to them and invite them to bring more of themselves into their learning. [Read more...](#)

NILOA Speaker: Erick Montenegro

As a Latinx student that immigrated to the U.S., Erick Montenegro – the author of NILOA's [29th Occasional Paper](#) "Equity and assessment: Moving towards culturally responsive assessment" – understands first-hand how current systems of assessment can work to marginalize students. As a doctoral candidate at the University of Illinois at Urbana-Champaign, Erick works to bring equity into the heart of assessment through both his dissertation research and work with NILOA. In an effort to continue engaging with institutions, organizations, faculty, staff, and administrators on the topic, NILOA is pleased to announce the inclusion of Erick as a NILOA speaker for discussions focused on equity in assessment. [Request a speaker...](#)

Featured Website



Lewis University's Office of Assessment website is this month's NILOA Featured Website. The institution's assessment plan, cycle, and timeline are available to peruse, providing framing and background on the role of assessing student learning within Lewis University. To promote meaningful accountability, there is an Institutional Assessment Continuous Improvement Rubric which Deans and department heads utilize to evaluate internal processes for collecting, analyzing, and reporting student learning outcomes. There are sample rubrics for common learning outcomes for website visitors, as well as templates for data reports, assessment, and curriculum mapping. Website visitors may explore the numerous outcomes and mapping examples, including undergraduate and graduate-level learning outcomes statements and their respective alignment/mapping efforts. [Read more...](#)

News

[How to Bring 'High-Impact Practices' to Your Courses](#)

High-Impact Practices (HIPs) are a variety of educational experiences that deepen learning and further engage students, which can take place both inside and outside of the classroom. This edition of the Teaching newsletter focuses on considerations we need to make in order to meaningfully leverage HIPs at the course-level.

[How One Professor Made Her Assignments More Relevant](#)

Utilizing principles that promote transparency in teaching and learning, Tanya Martini from Brock University added specific, explicit language to assignment prompts that would push her students to connect how the assignment developed and transferred certain skills.

[Equity: Everything and the Kitchen Sink](#)

Educational practices and policies that promote equity should be open to ensuring that all learning counts regardless of where it is acquired to facilitate progress towards high-quality credentials. In addition, pathways that allow learners to flow

in, through, and out of various educational experiences without roadblocks or miscommunication are essential. Both of these efforts require collaboration, and issues impacting race/ethnicity must be at the center of the conversation.

[Why are learning outcomes \(often\) so dreadful?](#)

Inflexible, unmeasurable, and restrictive learning outcomes statements can be dreadful for both learners and instructors. This article offers various questions to ask yourself when constructing learning outcomes statements for the course-level.

[How Can Colleges Build a Better Future for Work-Study?](#)

A new report from NASPA, "[Employing Student Success: A Comprehensive Examination of On-Campus Student Employment](#)," rethinks work-study programs to better motivate learners to graduate and prepare them for their careers. A few of the suggestions are to facilitate student employees' self-evaluation of work experiences, give them clear guidelines and feedback, and provide professional development opportunities. Another article on the NASPA study can be found in [The Hechinger Report](#).

[A Filmmaker Followed 12 Prisoners Through a Liberal-Arts Education. Here's What She Learned](#)

The documentary series *College Behind Bars* follows 12 incarcerated learners working toward a degree through the [Bard Prison Initiative](#). This interview with Lynn Novick, the director of the documentary, touches upon the learners experiences and reflections on the value of a college degree.

[Digital Transformation Empowers Student Learning in Higher Education](#)

Campuses are utilizing technology in innovative ways to enhance teaching and learning. For example, the Foothill-De Anza Community College District is improving course accessibility by transcribing lectures in-real time through online portals so students requiring sign language interpretation can follow and also keep a record of the lesson on their electronic device.

[Let's Focus on What Learners CAN Do, and Plan From There](#)

An asset-based approach to improving student learning can hold the key for enacting meaningful practices, and this involves being purposeful in ways we increase opportunity in the classroom. For example, make students active participants in their learning and incorporate various reflection points to allow students to see their growth.

Participation Requests:

[National Survey of Postsecondary Competency-Based Education](#)

The second annual National Survey of Postsecondary Competency-Based Education will launch on March 26, 2019 and stay open throughout April. This survey seeks to provide information and insight to institution leaders and policymakers about whether and how colleges and universities are using competency-based education and competency-based approaches to teaching and learning. Please make sure your institution adds your perspective to the survey by responding to this survey. You can check who will receive the survey invitation on behalf of your institution at this [survey invitation lookup tool](#) or contact us at nspcbe@air.org with questions. You can also read the report based on last year's survey at this [link](#).

[Request for Proposals: Data for the American Dream Initiative](#)

The Data for the American Dream (D4AD) initiative, which aims to support innovative efforts to expand access to education and career data through public-private partnerships, is seeking proposals for pilot projects. The goal is to help students and jobseekers make better career decisions in a changing economy through data-driven information, and especially to help low-income, underemployed, and unemployed Americans access better jobs and education opportunities. There will be an informational webinar for interested participants on March 22. Letters of intent are due April 3, 2019.

[Grand Challenges Survey from UNC Charlotte](#)

Please take a few minutes to help identify and prioritize "grand challenges" facing assessment professionals. The identification of grand challenges can be a useful process that unifies the efforts of practitioners in a field. Unified efforts increase the possibility of creating meaningful and lasting progress. The Office of Assessment and Accreditation at the University of North Carolina at Charlotte reviewed major assessment websites, blogs, discussion boards and publications to identify potential grand challenges that have been discussed actively over the past few years. Using these resources, they articulated 10 areas for growth they believe may represent grand challenges for our field. Your responses to a brief survey will help them better frame their understanding of the grand challenges in assessment. The survey closes April 1, 2019.

Job Announcements:

[Strategy Officer for Competency-Based Learning](#)

Lumina Foundation is seeking a Strategy Officer for Competency-Based Learning to lead a comprehensive portfolio of grants and contracts designed to support the use of a variety of tools that postsecondary providers of learning utilize to offer competency-based credentials.

[Strategy Officer for Talent Investments](#)

Lumina Foundation is seeking a Strategy Officer for Talent Investments to lead a comprehensive portfolio aimed at increasing the number of individuals that gain postsecondary credentials.

Upcoming Conferences and Programs

March 18. [Proposals Due: 2019 AEA Evaluation Conference.](#)
Minneapolis, MN. American Evaluation Association.

March 21-22: [2019 Great Lakes Regional Student Success Conference.](#)
Rochester, MI. Oakland University.

March 27-29: [CREA 2019 International Conference.](#)
Chicago, IL. Center for Culturally Responsive Evaluation and Assessment (CREA).

March 28-30: [2019 AAC&U Conference on Diversity, Equity, and Student Success.](#)
Pittsburgh, PA. Association of American Colleges & Universities.

****Friday, March 29, 3:00-4:15pm, Erick Montenegro, NILOA Communications Coordinator & Research Analyst, will lead a concurrent workshop on "The Role of Equity and Cultural Responsiveness in Assessment in Higher Education."**

March 29: [2019 NEean Dialogues in the Disciplines.](#)
East Hartford, CT. Goodwin College.

March 31-April 2: [2019 LEAP Texas Conference.](#)
Houston, TX. LEAP Texas.

March 31. [Proposals Due: 2019 Symposium for Part-time, Adjunct, and Contingent Educators \(SPACE\).](#)
Kennesaw, GA. Kennesaw State University.

April 1: [Survey Responses Due: Grand Challenges of Assessment in Higher Education.](#)
University of North Carolina at Charlotte.

April 5-9: [2019 AERA Annual Meeting.](#)
Toronto, Canada. American Educational Research Association.

****Sunday, April 7, 11:50am to 1:20pm, Dr. Gianina Baker, NILOA Assistant Director, Cynthia Cogswell, Ohio University, and Marjorie L. Dorime-Williams, University of Missouri - Columbia will present a paper "Unintended Consequences: Exploring the Impact of Assessment on Institutional Change and Policy?" in the Emergent Methodological Considerations for Higher Education Outcomes session.**

****Tuesday, April 9, 8:00 to 9:30am, Dr. Jillian Kinzie, NILOA Senior Scholar, and colleagues will present "Exploring the Link Between Institutional Voting Rates and Diversity Experiences" as part of the Democratic Citizenship Education: Policies, Frameworks, and Multiple Platforms paper session.**

****Tuesday, April 9, 10:25 to 11:55am, Erick Montenegro, NILOA Communications Coordinator and Research Analyst, will be a discussant on a paper session "Student (and Robot?) Perceptions and Uses of Assessment."**

April 5-9. [2019 HLC Annual Conference.](#)
Chicago, IL. Higher Learning Commission.

**** Saturday, April 6th, 10:30-11:45am. Dr. Natasha Jankowski, NILOA Director, Douglas Shapiro, National Student Clearinghouse Research Center, Andrew Koch, John N. Gardner Institute for Excellence in Undergraduate Education, and Peter Smith, University of Maryland University College, will present "Student Success: Time to Act."**

****Sunday, April 7, 1:00-2:00pm, Dr. Natasha Jankowski, NILOA Director, and Sally Johnstone, President of NCHEMS, will present "Defining Student Success Data: Changing the Conversation."**

****Tuesday, April 9, 8:00-9:30am. Dr. Natasha Jankowski, NILOA Director, and Dr. Gianina Baker, NILOA Assistant Director, will present "Evidence-Based Storytelling."**

April 10-12: [2019 ANNY Annual Conference.](#)
Saratoga Springs, NY. Assessment Network of New York.

April 10-12: [WSCUC's 2019 Academic Resource Conference.](#)
Garden Grove, CA. WASC Senior College and University Commission.

****Dr. Natasha Jankowski, NILOA Director, and Dr. Pat Hutchings, NILOA Senior Scholar, will be presenting.**

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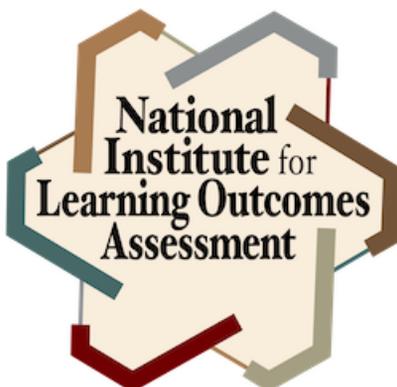


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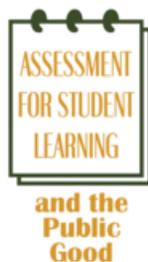


NILOA April 2019 Newsletter

While we are busy working on preparing for the release of the new NILOA website, this month's newsletter focuses on announcements, resources, and opportunities. We open with a publication in *Change: The Magazine of Higher Learning*. This article is a collaborative effort with partners AALHE, AAC&U and NILOA, encouraging higher education to shift towards an assessment-for-learning-improvement mindset. Next, we highlight that applications for the 2019 [Excellence in Assessment \(EIA\)](#) designation are due by May 6. Furthermore, priority applications or your campus to receive a free [NILOA Coach](#) to inform your assessment efforts are due by April 18. We conclude the newsletter with an encouragement to apply for the 2019 [Teaching and Learning National Institute](#) by May 1. Finally, details on relevant assessment news and events are offered.

Change: The Magazine of Higher Learning

PERSPECTIVES



By Monica Stitt-Bergh,
Catherine M. Wehlburg,
Terrel Rhodes, and
Natasha Jankowski

Assessment has long been an intentional practice...
The assessment of student learning in higher education has been headed down an unproductive path for too long. Too many campuses maintain a view of learning assessment that limits its uses to gatekeeping and providing evidence to external entities such as regional accreditors. An expanded view would position assessment as a tool for equity, program understanding, and improvement of the learning system, all in service to the broader public good. AALHE, AAC&U, and NILOA realize that the magnitude of this conceptual change requires stakeholders from across higher education to come together to collectively support new faculty understandings of a learning assessment process that benefits all students. To chart a path forward, we must reflect on where we are today and how we got here. How did we lose focus on the quality of student learning? How do we shift from a compliance mindset to an assessment-for-learning-improvement mindset? [Read more...](#)

Assessment for Student Learning and the Public Good

Monica Stitt-Bergh, Catherine M. Wehlburg, Terrel Rhodes & Natasha Jankowski

The assessment of student learning in higher education has been headed down an unproductive path for too long. Too many campuses maintain a view of learning assessment that limits its uses to gatekeeping and providing evidence to external entities such as regional accreditors. An expanded view would position assessment as a tool for equity, program understanding, and improvement of the learning system, all in service to the broader public good. AALHE, AAC&U, and NILOA realize that the magnitude of this conceptual change requires stakeholders from across higher education to come together to collectively support new faculty understandings of a learning assessment process that benefits all students. To chart a path forward, we must reflect on where we are today and how we got here. How did we lose focus on the quality of student learning? How do we shift from a compliance mindset to an assessment-for-learning-improvement mindset? [Read more...](#)

Excellence in Assessment (EIA)

The Excellence in Assessment (EIA) program is accepting applications for 2019 designees. 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 institution-level learning outcomes assessment. To date, 20 institutions have been recognized for their Excellence in Assessment. If your institution is involved in exemplary assessment practice, please review the application packet and the accompanying rubric that evaluators will use to review each application, and submit all materials by May 6, 2019. [Read more...](#)



NILOA Coaches

To advance and accelerate campus initiatives to enhance student learning, NILOA and Lumina Foundation are pleased to offer NILOA Coaches – a practical, useful resource to improve student learning and assessment processes and practices at your institution. Coaches are available for a one-



day campus visit at no cost to the host institution 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 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 encourage and support institutions at various stages of implementation. Coaches are paired with the

requesting institution based on interests, intended outcomes, and expertise. **Institutions seeking a Coach visit for Fall 2019 are asked to complete a [NILOA Coach request form](#) by priority deadline of April 18.** A sample application can be viewed [here](#). [Read more...](#)

Teaching and Learning National Institute

The 4th Annual Using Evidence for Improvement: Teaching and Learning National Institute will take place July 28-31, hosted by the Washington Center at The Evergreen State College. The institute offers many benefits including contextualized, project-based professional learning opportunities to get better at how you use data to design change initiatives that improve the quality of student experiences, assess them, and plan subsequent steps. Experienced educators from across the country will facilitate small and large group sessions and work directly with teams as resources for the entire institute. Each team plan will focus generally on improving effective instructional practices, student engagement, and student learning and success. The specifics will vary and depend on your campus context. A [draft](#) of the proposed 2019 Institute is available online. The Institute is now accepting team [applications](#), which are due on May 1, 2019. [Read more...](#)



News

[Socially Just Assessment Podcast Series](#)

Campus Labs brought together experts across the field of higher education for a podcast series that provides in-depth conversation on the many nuanced topics that fall under the umbrella of socially just assessment. In the first episode of this five-part podcast, NILOA's own Dr. Natasha Jankowski and Erick Montenegro discuss culturally-responsive assessment.

[A Professor Asked His Students to Write Their Own Exam Questions. Here's What He Found](#)

A professor used testing as a meaningful learning opportunity by encouraging students to use Bloom's Taxonomy and higher-order cognitive processes to create their own test questions. Compared to a control group, these practices increased students' average grades by 7.5 percent.

[Many Professors Want to Change Their Teaching but Don't. One University Found Out Why.](#)

The *Teaching* newsletter explored what might prevent faculty from changing their pedagogy even when they receive guidance and support. A survey found that the top two reasons are little time for planning and tenure/promotion guidelines that emphasize research over teaching. Another edition of *Teaching* states that excellent teachers are comfortable with the possibility of failure associated with pedagogical experimentation; all for the opportunity for their students to reap the benefits of success.

[Assessing Student Learning is Integral Part of Teaching](#)

We would be remiss to cease assessing student learning just because it is hard; especially when learning is the point of education. "It is true that assessment of student learning can be time-consuming," writes Catherine M. Wehlburg, "[but], we cannot [possibly] be appropriately teaching if we choose to not measure student learning – and measuring learning to enhance learning is the point of assessment."

[Prior Learning Assessment at Scale](#)

Prior Learning Assessment (PLA) which determines whether students hold enough knowledge around a specific topic to earn college credit – much like AP exams granting college credit – can be a lifeline for learners who have transferrable knowledge. However, to be truly impactful it would require a robust, scaled, and streamlined PLA process which is possible but does not yet exist.

[Learning Science for All](#)

In order to encourage other institutions and instructors to experiment with their teaching for the purpose of increasing students' learning outcomes through science, Carnegie Mellon University is opening access to its teaching and learning tools. Over the next year, Carnegie Mellon will release content with guides and support to help institutions access and adapt tools.

[New Edition of Assessment Update](#)

A new edition of *Assessment Update* is now available! This issue features many informative pieces, including a thoughtful article by Marilee Bresciani Ludvik on "What Makes a Performance Indicator an Equity Driven, High-

Performance Indicator?," a deeper exploration on how institutional leaders can make assessment excellence a priority authored by Stephen P. Hundley, and a new NILOA Perspective by Peter O. Nwosu on "Creating Culturally Responsive Ecosystems for Learning and Assessment."

[When Grading Less Is More](#)

Does eliminating instructor grading from courses improve student learning? Instructors engaged in ungrading – which utilizes alternative forms of assessment and involves reflection on learning as a way for students to assess themselves – believe it leads to deeper impacts on student learning and development.

Announcements:

[Register for a NILOA Workshop](#)

On Tuesday, May 28, NILOA will be leading a workshop at the 2019 AIR Forum on "Building a Narrative Via Evidence-Based Storytelling" from 12:30-4:00 PM. By pulling examples from the field and engaging with participants on how to move reporting and transparency towards effective communication, this workshop will assist participants in transitioning Institutional Research into a more central role of meaning making. Participants will leave with a refined narrative about their work. **Register by April 25!**

[National Survey on Competency-Based Education and Approaches](#)

American Institutes for Research is pleased to invite you to take part in the second annual national survey on postsecondary competency-based education (CBE) and competency-based approaches to teaching and learning. Consider participating and providing insights about whether and how your institution is using competency-based approaches to teaching and learning. The survey closes on April 24.

[National Award for the Improvement of General Education: Exemplary Program Award](#)

The Association for General & Liberal Studies (AGLS) is now accepting applications for their Exemplary Program Award. Each year, AGLS recognizes up to three institutions who are committed to general education improvement and reform. Consider submitting an application by June 15.

[Participate in the 2019 PLA Impact Study](#)

The Council for Adult and Experiential Learning (CAEL) and the Western Interstate Commission for Higher Education (WICHE) are inviting participants in a new research study on prior learning assessment (PLA). They "are examining the relationship between PLA credit-earning and undergraduate student educational outcomes such as persistence and degree-earning." Institutions can receive a stipend of \$2,500 each for their participation.

Upcoming Conferences and Programs

April 16. [Webinar- Refining an Approach to Assessment for Learning Improvement](#)

1:00 PM CST. Weave, James Madison University, and the Virginia Assessment Group.

****Dr. Jillian Kinzie, NILOA Senior Scholar, and Dr. Monica Stitt-Bergh, University of Hawaii at Manoa, are the presenters.**

April 18. [Applications Due: Request for NILOA Coach Visits](#).

National Institute for Learning Outcomes Assessment.

April 18. [Proposals Due: 2019 TxAHEA Conference](#).

San Antonio, TX. Texas Association for Higher Education Assessment Conference.

April 18. [Proposals Due: 2019 ASHE Conference](#)

Portland, OR. Association for the Study of Higher Education.

April 19. [2019 CoRAC Conference](#).

Pueblo, CO. Pueblo Community College.

April 19. [Seminar- Almost a "Majority:" The Bologna Process Turns 20](#).

Champaign, IL. Higher Education Collaborative at the University of Illinois.

****Paul Gaston, NILOA Advisory Board member, will be the speaker.**

April 23. [Webinar- Why Assessment and Faculty Development Need Each Other: Using Evidence to Improve Student Learning](#)

1:00 PM CST. Weave, James Madison University, and the Virginia Assessment Group.

April 26. [Assessment Matters: Regional Community College Assessment Conference](#).

Overland Park, KS. Johnson County Community College.

April 30. [Proposals Due: 2019 Southeastern Library Assessment Conference](#).

Atlanta, GA. Clayton State University & Georgia Tech Library.

April 30. [Webinar- Integrating Academic and Student Affairs in FYE: Tuning Outcomes to Assignments and Activities](#).

Logan, UT. Utah State University.

May 1. [Applications due- 2019 Teaching and Learning National Institute.](#)

Olympia, WA. Washington Center at the Evergreen State College.

****NILOA Senior Scholars Dr. Pat Hutchings and Dr. Jillian Kinzie will be the plenary speakers.**

May 1-3. [2019 Assessment, Teaching and Learning \(ATL\) Conference.](#)

Spokane, WA. Washington State Board for Community and Technical Colleges.

May 6. [Applications due- Excellence in Assessment \(EIA\) Designation.](#)

NILOA, VSA, and AAC&U.

May 8-10. [Spring 2019 Data Summit.](#)

Washington, DC. PESC.

****Wednesday, May 8, 1:30-3:00PM. Natasha Jankowski, NILOA Director, will participate in the second Keynote panel "Reshaping the Ecosystem" along with Dr. Bob Sheets, Jason Tyszko, and Silvia Brunet-Jones.**

May 13. [Webinar- Considerations and Resources for the Learning Improvement Facilitator](#)

11:00 AM CST. Weave, James Madison University, and the Virginia Assessment Group.

****Dr. Natasha Jankowski, NILOA Director, and Dr. Kristen Smith, UNC Greensboro, will be the presenters.**

May 14-15. [2019 Higher Education Assessment Conference.](#)

Henniker, NH. New England College.

****Wednesday, May 15, 8:40-9:30 AM. Dr. Natasha Jankowski, NILOA Director, will deliver the keynote speech.**

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NILOA May 2019 Newsletter

While we are busy working towards the release of the new NILOA website, this month's newsletter focuses on announcements, resources, opportunities, and appreciation for those who collaborate with us. We open with a heartfelt thank you to all of our NILOA Coaches for their hard work and dedication in helping institutions with their assessment improvement efforts. In addition, we thank the Excellence in Assessment (EIA) Designation application reviewers and are pleased to announce the application deadline for institutions is extended to May 31. We invite you to apply today!

We invite interested HBCUs to get involved with the HBCU Collaborative for Excellence in Educational Quality Assurance (CEEQA). Finally, we are pleased to announce that applications for the 4th Annual Using Evidence for Improvement: Teaching and Learning National Institute are still welcome based on space availability. The newsletter concludes with relevant News items and information on Upcoming Conferences and Programs.

NILOA Coaches



We would like to thank each of our NILOA Coaches for the work they do in helping institutions improve their assessment practices. Thank you for making yourselves and your expertise available to a broad range of institutions in need, multiple times per year. Our Coaches make us excited, proud, and confident in encouraging and supporting institutions through various implementation challenges and opportunities.

Thank you, **Sandra Bailey, Laurie Dodge, Tami Eggleston, Laura Gambino, Paul Hanstedt, Errin Heyman, Joe Levy, Dan McInerney, Brad**

Mello, Stephanie Poczos, Nancy Quam-Wickham, Ruth Slotnick, Laura Avitabile Wankel, and Erika Williams for all of your hard work!

For interested institutions, our priority deadline to request a NILOA Coach visit for the Fall of 2019 may have passed, but you can still [apply for a free Coach visit](#). A sample application can be viewed [here](#). [Read more...](#)

EIA Application Deadline Extended!

The Excellence in Assessment (EIA) program is still accepting applications for 2019 designees. EIA recognizes institutions for their efforts in intentional integration of institution-level learning outcomes assessment. To date, 20 institutions have been recognized for their Excellence in Assessment. If your institution is involved in exemplary assessment practice, please **submit all materials by May 31, 2019**. In addition, we would like to thank all of the EIA reviewers for their hard work and dedication to providing meaningful feedback to all the applicants. [Read more...](#)



Get Involved with HBCU CEEQA

The Historically Black Colleges and Universities Collaborative for Excellence in Educational Quality Assurance (HBCU-CEEQA)

The HBCU Collaborative for Excellence in Educational Quality Assurance (HBCU-CEEQA) is inviting interested HBCUs to get involved. CEEQA is a

structured collaborative comprised of assessment and institutional effectiveness leaders dedicated to advancing student learning, institutional quality, and student success. CEEQA seeks to help address accountability measures while being true to HBCU missions. To learn more about CEEQA, including how to get involved, please reach out to Verna Orr, NILOA Post-Doctoral Researcher and CEEQA Co-Chair, at vorr2@illinois.edu. [Read more...](#)



Teaching and Learning National Institute



The 4th Annual Using Evidence for Improvement: Teaching and Learning National Institute will take place July 28-31, hosted by the Washington Center at The Evergreen State College. The institute offers many benefits including contextualized, project-based professional learning opportunities to get better at how you use data to design change initiatives that improve the quality of student experiences, assess them, and plan subsequent steps. Experienced educators from across the country will facilitate small and large group sessions and work directly with teams as resources for the entire institute. A [draft](#) of the proposed 2019 Institute is available online. The

priority deadline for team [applications](#) was May 1, 2019, but applications are still being accepted based on space availability. [Read more...](#)

News

[Liberal Education to the Core: Gen Ed Reform at USAFA](#)

The unique space that the United States Air Force Academy (USAFA) occupies within higher education brings with it various challenges and opportunities when it comes to reforming its general education curriculum and assessment. Steve Jones, Senior Associate Dean at USAFA, details the reform effort and how it spread with a focus on learning outcomes attainment and assessment.

[AALHE's Assessment Works Podcast](#)

The first full-length episode of AALHE's *Assessment Works* podcast, "[Fear & Learning in Assessment](#)," is now available on the AALHE website! In this episode, Dr. Catherine Wehlburg explores how the fear of failure can impede meaningful change. Also discussed are the NILOA Curriculum Mapping Toolkit and other helpful assessment resources.

[An Opportunity for Better Assessment](#)

Assessments conducted for accountability reasons yield data that cannot accurately detect what students have learned. Instead, assessment of student learning should take stock of the learning atmosphere, and learning outcomes should focus upon learning experiences rather than completion and retention.

[Ed Department Approves More Direct Assessment at Brandman](#)

Two new direct-assessment programs at Brandman University have qualified for federal financial aid. Only a handful of institutions have received approval for the direct-assessment/competency-based education (CBE) programs from the U.S. Department of Education.

[Degree of Difference: What Do Learning Outcomes Say About Higher Education?](#)

This new report from Campus Labs explores how institutions use learning outcomes to articulate what students will learn and be able to do as a result of enrolling at an institution/program. The report unpacks the types of outcomes found at colleges and universities, the differences between institution-wide outcomes and program-level outcomes, and their impacts. Additional articles on this report can be found [here](#) and [here](#).

[Perspectives on Assessment at Community Colleges](#)

Dr. Elizabeth Carney of Clackamas Community College and Dr. Kathleen Gorski from Waubensee Community College recently moved from the four-year sector into two-year colleges. They share their insights on assessment challenges and opportunities that impact community colleges and how they differ from four-year institutions. The authors also offer key assessment practices that may help inform improvement efforts at other community colleges.

[Harsh Take on Assessment ... From Assessment Pros](#)

At this year's WASC Academic Resource Conference (ARC), panelists raised various conceptions of assessment surrounding the distinctions between assessment for accountability – which has left many faculty and practitioners with negative feelings – versus assessment for improvement. If improvement is the goal, then assessment must be faculty-led, intentional, actionable, and developed around what matters for institutions.

[Do Your Academic Programs Actually Develop 'Employability'? There's an Assessment for That](#)

The Quality Assurance Commons for Higher and Post-Secondary Education, or QA Commons, aims to determine how well programs prepare students for employment. Over the course of two years, the QA Commons developed and tested a set of "essential employability qualities" and recently began offering to certify programs that meet its standards.

Announcements:

[Assessment Coordinator at Bowie State University](#)

Bowie State University is seeking an Assessment Coordinator to oversee the assessment of student learning outcomes for all non-accredited programs, as well as all accredited programs in the College of Professional Studies. Please refer to the job posting for further information.

[High-Impact Practices in Undergraduate Philanthropic and Nonprofit Studies](#)

The Journal of Nonprofit Education and Leadership is seeking manuscripts on the use of High-Impact Practices in undergraduate philanthropic & nonprofit studies for publication in a Spring 2020.

[Faculty Competencies for Innovation?](#)

Researchers from the University of Michigan and Dartmouth College are seeking to better understand the innovation competencies that faculty exhibit in higher education. Consider taking the brief survey and offering insights on how you or your peers have displayed innovation competencies and mindsets.

Upcoming Conferences and Programs

May 10. [Webinar - Quality Never Goes Out of Style](#).

12:00pm CST. NCHEMS.

****Dr. George Kuh, NILOA's Founding Director, Senior Scholar and Co-Principal Investigator, Dr. Peter Ewell, NILOA Senior Scholar, and Dr. Melanie Booth, Dominican University of California, will be the presenters.**

May 13. [Webinar - Considerations and Resources for the Learning Improvement Facilitator](#).

11:00am CST. Weave, James Madison University, and the Virginia Assessment Group.

****Dr. Natasha Jankowski, NILOA Director, and Dr. Kristen Smith, UNC Greensboro, will be the presenters.**

May 14-15. [2019 Higher Education Assessment Conference](#).

Henniker, NH. New England College.

****Wednesday, May 15, 8:40-9:30 AM. Dr. Natasha Jankowski, NILOA Director, will deliver the keynote speech.**

****Dr. Natasha Jankowski will also lead a session on Culturally Responsive Assessment.**

May 27-31. [2019 AIR Forum](#).

Denver, CO. Association for Institutional Research (AIR).

****Monday, May 27 from 9:00 - 10:30am (and again from 3:45 - 5:15pm) Dr. Natasha Jankowski, NILOA Director, and Dr. Gianina Baker, NILOA Assistant Director, will present "Crafting Your Data Story: Considerations in Narrative Development" as part of The Art and Science of Data Visualization: A Data Bootcamp.**

****Tuesday, May 28 from 12:30 - 4:00pm. Dr. Natasha Jankowski, NILOA Director, will hold a pre-conference workshop on "Building a Narrative Via Evidence-Based Storytelling"**

****Jillian Kinzie, NILOA Senior Scholar, will have two sessions and an auxiliary meeting on the National Survey of Student Engagement (NSSE).**

May 29. [Webinar - Example of a Successful Program Improvement Effort](#).

1:00pm CST. Weave, James Madison University, and the Virginia Assessment Group.

May 31. [Applications Due - Excellence in Assessment \(EIA\) Designation](#).

Extended Deadline. NILOA, VSA, and AAC&U.

May 31. [Proposals Due - 2019 Drexel Conference on Assessment](#).

Philadelphia, PA. Drexel University.

June 3-6. [21st Annual Emergency Management Higher Education Symposium](#).

Emmitsburg, MD. National Emergency Training Center.

****Dr. Gianina Baker, NILOA Assistant Director, will be a Keynote Speaker.**

June 3-7. [2019 AAC&U Institute on General Education and Assessment](#).

Burlington, VT. University of Vermont.

June 5-7. [2019 Eduventures Summit](#).

Boston, MA. Encoura, ACT, & NRCCUA.

June 7. [Assessment by Design Workshops: A Comprehensive Overview Workshop](#).

Overland Park, KS. Johnson County Community College.

****This in-person workshop is also being offered on June 14. Additionally, interested parties can participate through an online version of the workshop being offered June 17 and again on July 12.**

June 10-13. [AALHE 2019 Annual Assessment Conference](#).

St. Paul, MN. Association for the Assessment of Learning in Higher Education (AALHE).

****Monday, June 10 from 1:00 - 4:00pm. Dr. Natasha Jankowski, NILOA Director, will host a pre-conference workshop "Charrettes: Designing Assignments in a Learning Systems Paradigm."**

****Tuesday, June 11 from 2:45 - 3:45pm, Erick Montenegro, NILOA Communications Coordinator and Research Analyst, Dr. Natasha Jankowski, NILOA Director, and Dr. Verna Orr, NILOA Post-Doctoral Researcher, will present "Assessment and Equity: Considerations, Challenges, and Opportunities to Engage and Empower Diverse Learners."**

June 16-19. [2019 HEDS Annual Conference](#).
Asheville, NC. Higher Education Data Sharing Consortium (HEDS).

June 19. [2019 Summer Assessment Symposium](#).
Houston, TX. University of Houston.

June 26-27. [2019 AHE International Conference](#).
Manchester, UK. Assessment in Higher Education (AHE).

****Wednesday, June 26 from 5:30 - 6:00pm, Dr. Natasha Jankowski, NILOA Director, and Erick Montenegro, NILOA Communications Coordinator and Research Analyst, will present “Leading Change with Equity in Mind: An Institutional View of Learning Design.”**

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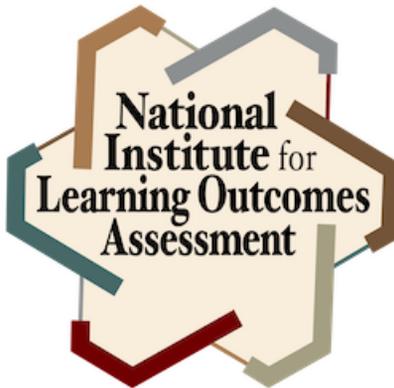


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NILOA June 2019 Newsletter

While we are busy working towards the release of the new NILOA website, this month's newsletter focuses on announcements, resources, and opportunities for involvement. First, we are excited to share with you an update on the HBCU Collaborative for Excellence in Educational Quality Assurance (CEEQA) which has now grown to over 30 HBCUs in advance of their second annual convening this summer. We invite you read the [CEEQA report](#) and [email us](#) if you would like to learn more and/or be involved with CEEQA.

Next, we invite you to peruse a few of our many resources that can facilitate conversations with faculty around assessment. We especially highlight two Occasional Papers that can address common faculty concerns related to assessment, and our [Assignment Charrette Toolkit](#) to facilitate assignment-design workshops with your faculty.

Finally, the newsletter concludes with an informative [podcast](#) from the Association of College and University Educators (ACUE) discussing intentional and transparent assessment. As is customary, we also include useful information on relevant News items and Upcoming Conferences and Programs.

Get Involved with HBCU CEEQA

The Historically Black Colleges and Universities Collaborative for Excellence in Educational Quality Assurance (HBCU-CEEQA)

The HBCU Collaborative for Excellence in Educational Quality Assurance (HBCU-CEEQA) - the first collaborative of its kind - is comprised of assessment and institutional effectiveness leaders dedicated to advancing student learning, institutional quality, and student success. Originally founded by 10 institutions in 2017, CEEQA has now grown to over 30 HBCUs, and has secured NSF funding to help advance its mission to address accountability measures while being true to HBCU missions. We are proud to be partners of CEEQA as they get ready for their second national convening in Atlanta later this summer. To learn more about CEEQA, including how to get involved, please reach out to Verna Orr, NILOA Post-Doctoral Researcher and CEEQA Co-Chair, at vorr2@illinois.edu. [Read more...](#)



Faculty and Assessment

Resources to Address Faculty Tensions with Assessment

With summer officially starting this Friday, it is the perfect time to begin implementing ways to get faculty excited about and involved in meaningful assessment. To address oft cited faculty concerns we offer two resources: our 22nd Occasional Paper "[Assessment and Academic Freedom: In Concert, not Conflict](#)" which explores the relationship between academic freedom and assessment written by a historian of academic freedom. Furthermore, to introduce ways that assessment can be embedded in ongoing faculty responsibilities, we recommend our 4th Occasional Paper "[Opening Doors to Faculty Involvement in Assessment](#)." Together, these resources can help address faculty concerns while building a common foundation for meaningful assessment work.

Resources for Professional Development: Assignment Design

There is also never a better time than in summer to prepare faculty professional development opportunities around assessment; especially as it pertains to assignment design. The [NILOA Assignment Charrette Toolkit](#) provides tools, materials, and resources for assignment design conversations that can be borrowed and adapted to local and regional contexts. Our assignment design process fosters the development and use of intentionally designed assignments through

faculty-driven collaborative peer review processes. We invite you to use the toolkit to have assignment charrettes with faculty on your campus!

Teaching in Higher Ed Podcast

Dr. Natasha Jankowski, NILOA Director, joins Dr. Bonni Stachowiak in Episode 259 of the Association of College and University Educators' (ACUE) [Teaching in Higher Ed Podcast](#). The podcast discusses intentional and transparent assessment that leverages the expertise that faculty bring to the assessment process. Assessment for accountability has led faculty and other stakeholders to be pessimistic about assessment. An intentional approach to assessment requires a collective, shared understanding of which learning goals matter, how individual courses fit in helping students achieve those goals, and using assignments that equip students with such skills and increase their agency. [Read more...](#)



News

[Latest Issue of Assessment Update Now Available](#)

The May/June 2019 issue of *Assessment Update* is now available! It features many useful articles, including "Organizing for Learning Improvement: What It Takes" from Andrea M. Pope and Keston H. Fulcher, and a NILOA Perspective on "The Assessment Profession in Higher Education: A Snapshot of Perceptions, Roles, and Activities" authored by Laura Ariovich, Conna Bral, Patricia Lynn Gregg, Matthew Gulliford, and Jennifer Ann Morrow.

"Walking the Walk" of Inclusion: [Assessment Resources that Support Equity in Learning, Teaching and Mentoring](#) Katherine Yngve, the Associate Director of Learning Outcomes Assessment at Purdue University's new [Center for Intercultural Learning, Mentorship, Assessment and Research \(CILMAR\)](#), shares her thoughts on resources that can help bring an equity perspective into assessment work.

[Quality Assurance and Improvement in Higher Education: The Role of the States](#)

This report from the State Higher Education Executive Officers Association (SHEEO) and the National Association of System Heads (NASH) in partnership with Lumina Foundation seeks to inform future action for states as it relates to quality assurance. Included in the recommendations are to make program review and state authorization meaningful for quality assurance, to actively engage faculty and institutional leaders, and to treat equity as an important aspect of quality.

[Beyond the Final Performance: How to Build Transferable Knowledge and Skills](#)

Faculty have to help students transfer classroom knowledge to future context and applications. One way to do so is through encouraging reflection as Emily Moss explains by using the example of a music course.

[New Edition of Change](#)

The newest edition of *Change: The Magazine of Higher Learning* is now available! The issue is chock full of helpful articles, including "Large-Scale Course Redesign: Putting Reflection Into Action" from Kathy Fernandes, Brett Christie, Jean-Pierre Bayard, and Leslie Kennedy, as well as a perspectives piece from Gregory L. Heileman and Chaouki T. Abdallah titled "ABET Won't Let Us Do That!"

[CAS Professional Standards for Higher Education](#)

The Council for the Advancement of Standards in Higher Education (CAS) has released its 10th edition of the *CAS Professional Standards for Higher Education*. The book explores professional standards for many of the programs and services provided to students in higher education.

[What Is Critical Digital Pedagogy, and Why Does Higher Ed Need It?](#)

Jesse Stommel, University of Mary Washington, and Martha Burtis, University of Mary Washington, discuss how critical pedagogy can benefit online courses. Included in the discussion is a conversation on replacing traditional grades with more authentic evidence of student learning such as assignments, self-evaluations, and reflections.

[Want to Understand Your Students Better? Try Being One](#)

Faculty recently shadowed undergraduate students as they went through their courses to understand what it is like to be a current student. The experience helped faculty better understand the demands students face, and motivated them to change their pedagogy. Among the changes, faculty now focus on engaging students at the beginning of class, making the course and material more welcoming, and ensuring students understand how different learning activities connect and what is expected of them.

[Making Sense of Metrics](#)

John Warner shares his thoughts on higher education metrics after attending the Disquantified conference held at UC Santa Barbara this past May. Among his takeaways are the dangers of using aggregated historical data to make predictions about how individual learners will fare in terms of outcomes, as well as the need to clearly define what truly matters and should be measured when determining the impacts of college.

[Our Students Can't Write. We Have Ourselves to Blame \(Premium Content\)](#)

The reality is that college students need help developing their writing skills, and higher education needs to step up its

efforts in providing support; including expanding writing-intensive courses beyond the first-year and rewarding faculty that integrate writing development into their courses.

[Research Experiences Have Major Benefits](#)

A recent [study](#) finds that community college students who participate in faculty-mentored research experiences are more likely to succeed than students who do not. Research experiences increased the likelihood of students transferring to research intensive universities, reporting a higher sense of belonging in the college, persevering in STEM disciplines, and graduating with a degree in STEM.

[Register for the 2019 Assessment Institute](#)

Registration is now open for the 2019 Assessment Institute in Indianapolis happening October 13-15! As is customary, NILOA will once again have its own track at this year's Institute, which will be keynoted by Dr. Natasha Jankowski, NILOA Director. We hope to see you there!

Job Announcement:

[Director of Outcomes Assessment](#)

Rock Valley College is currently searching for a Director of Outcomes Assessment to support student learning outcomes assessment, program evaluation, and other continuous improvement efforts of academic and non-academic units. Please refer to the job posting for further details.

Upcoming Conferences and Programs

June 17-19. [2019 HEDS Annual Conference](#).

Asheville, NC. Higher Education Data Sharing Consortium (HEDS).

June 17. [Assessment by Design Online Workshop: A Comprehensive Overview Workshop](#).

Johnson County, KS. Johnson County Community College.

June 19. [2019 Summer Assessment Symposium](#).

Houston, TX. University of Houston.

June 20. [Webinar- Student Learning Assessment 101](#).

11:00 am. Arkansas Department of Higher Education.

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

June 24. [Webinar: Self-Direction in CBE and Navigating Challenges in CBE Research](#)

12:00 PM CST. National Research Collaborative on CBE/L.

June 26-27. [Assessment in Higher Education \(AHE\) International Conference](#).

Manchester, UK. Assessment in Higher Education (AHE) Network.

****Wednesday, June 26th at 5:30-6:00 pm. Dr. Natasha Jankowski, NILOA Director, and Erick Montenegro, NILOA Communications Coordinator and Research Analyst, will present "Leading Change with Equity in Mind: An Institutional View of Learning Design."**

June 30. [Proposals Due: The Second Annual Universal Design for Learning in Higher Education Conference](#).

East Hartford, CT. Goodwin College.

July 8-11. [2019 Teaching and Learning National Institute](#).

Olympia, WA. Washington Center at the Evergreen State College.

****NILOA is a proud partner of the Teaching and Learning National Institute where NILOA Senior Scholars Pat Hutchings and Jillian Kinzie will have significant involvement.**

July 9-12. [Student Affairs Assessment Institute](#).

Toronto, Canada. American College Personnel Association (ACPA).

July 10. [Proposals due- AERA 2020 Annual Meeting](#).

San Francisco, CA. American Educational Research Association (AERA).

July 11-12. CEEQA National Convening.

Atlanta, GA. HBCU Collaboration for Excellence in Educational Quality Assurance (CEEQA).

****NILOA will be in attendance as a proud partner of CEEQA, and Dr. Natasha Jankowski, NILOA Director, will be a Keynote speaker.**

July 12. [Assessment by Design Online Workshop: A Comprehensive Overview Workshop](#).

Johnson County, KS. Johnson County Community College.

July 15-17. [CARLI Counts](#).

Champaign, IL. University of Illinois at Urbana-Champaign.

****Tuesday, July 16. Dr. Gianina Baker, NILOA Assistant Director, will be a speaker.**

July 15-18. [2019 AAEEBL Annual Meeting](#).

New York City, NY. Bronx Community College.

****Wednesday, July 17, 9:00-10:00 am. Dr. Natasha Jankowski, NILOA Director, will be delivering the Keynote address “Documenting Learning: Transforming Assessment with ePortfolios.”**

July 16-19. [2019 Institute on Integrative Learning and Signature Work](#).
Atlanta, GA. Emory University.

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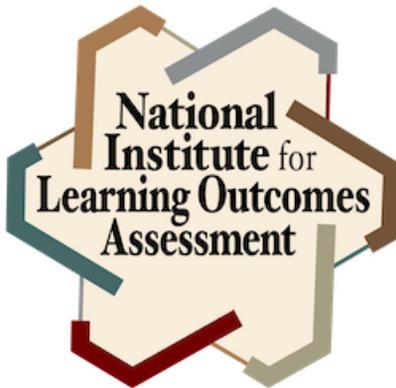


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NILOA July 2019 Newsletter

While we are busy working towards the release of the new NILOA website, this month's newsletter focuses on announcements, resources, and opportunities for involvement. First we are pleased to release a Viewpoint on assessment professional identity that builds upon a [recent article](#) in *Research & Practice in Assessment*. We then share a publication from Lumina Foundation "[Learning Frameworks: Tools for Building a Better Educational Experience](#)" authored by Nan L. Travers (NILOA Senior Scholar), Natasha Jankowski (NILOA Director), Deborah J. Bushway, and Amber Garrison Duncan.

Next, we take a moment to appreciate the hard work of the HBCU Collaboration for Excellence in Educational Quality Assurance (CEEQA) which held a successful Summer Convening. We also invite you read the [CEEQA report](#) and [email us](#) if you would like to learn more and/or be involved with CEEQA.

Finally, the newsletter concludes with useful information on relevant News items and Upcoming Conferences and Programs.

Viewpoint

Strengths-based Assessment Practice: Constructing Our Professional Identities through Reflection

Gina B. Polychronopoulos, Christopher Newport University
Emilie Clucas Leaderman, Santa Clara University

Given the notably diverse professional backgrounds of assessment practitioners, the authors posit: *what are the implications of this diversity? How might assessment practitioner backgrounds inform the ways we individually and collectively approach assessment work?* Assessment professionals wear multiple hats at their institutions; the strengths they bring to their work may be as unique as the individuals themselves. Assessment practitioners need opportunities to reflect upon their professional backgrounds and tell their own stories. One way to do this is through the RARE Model, a strengths-based framework which outlines strategies to build collaborative, inclusive, and participatory relationships with faculty and staff. The authors also share a few exercises that may help assessment practitioners reflect upon their individual strengths and articulate their perspectives on professional identity. [Read more...](#)



Learning Frameworks

Learning Frameworks: Tools for Building a Better Educational Experience

Nan L. Travers, Natasha Jankowski, Deborah J. Bushway, & Amber Garrison Duncan

Learning frameworks define what learners know and can do by facilitating how knowledge can be applied in different contexts. But how exactly can learning frameworks bring disparate pieces of the learning ecosystem together for greater portability and documentation of learning in all the places it unfolds? Why do learning frameworks matter? This paper from Lumina Foundation outlines the roles that learning frameworks play in the emerging ecosystem of connected



learning. The authors conclude with a focus on technological innovations as a source of future directions for learning frameworks connectivity. [Read more...](#)

LUMINA ISSUE PAPER

**LEARNING FRAMEWORKS:
TOOLS FOR BUILDING
A BETTER EDUCATIONAL
EXPERIENCE**

By Niran, J. Torres, Natcha Jankowicz,
Deborah J. Sullivan, and Amber Gorman Duncan

MAY 2019



Get Involved with HBCU CEEQA

The Historically Black Colleges and Universities (HBCU) Collaboration for Excellence in Educational Quality Assurance (CEEQA)

The HBCU Collaboration for Excellence in Educational Quality Assurance (CEEQA) met for their 2nd Annual Summer Convening in Atlanta, GA. There were 31 institutions represented – a three-fold increase over last year's inaugural convening that outlined the mission, vision, and path forward for CEEQA. We would like to take a moment to thank all of you who attended ready to engage and lend your expertise to answer some pressing questions impacting the HBCU community and higher education assessment overall. We are proud to be a part of CEEQA and this important work. If you would like to learn more about CEEQA and/or about ways to get involved, CEEQA members will have various sessions at the [2019 Assessment Institute](#) or you may contact Dr. Verna Orr: vorr2@illinois.edu. [Read more...](#)



News

[Grades Can Hinder Learning. What Should Professors Use Instead?](#)

Research tells us that grading does very little to help students improve, it does not accurately measure student learning, and it can actually have negative impacts on student motivation. As a result Susan Blum, from the University of Notre Dame, no longer uses grades in her courses and instead incorporates timely and continuous feedback, student self-reflections to focus on learning.

[How Professors Can Bring Culturally-Responsive Teaching to Online Courses](#)

Julia Parra, an assistant professor at New Mexico State, has made her classroom more inclusive and culturally-responsive by offering students the opportunity to co-design the course learning goals, and providing choice in the types of assignments used to demonstrate comprehension of a particular concept.

[Guest Post: Reclaiming Assessment's Promise](#)

Echoing sentiments that many have previously shared in the shift to move assessment beyond compliance towards a focus on improvement, author David Eubanks expresses the long-championed need to move from poor methods of assessment towards those that leverage institutional context, faculty expertise, and student work.

[Transforming the Transcript](#)

Comprehensive Learner Records can help learners better understand and communicate to employers the skills they have developed both inside and outside of the classroom; furthering their competitiveness in the job market.

[Capturing All Learning, and Documenting It, Too](#)

In a time where stakeholders question how well higher education prepares learners to succeed post-graduation, a comprehensive learner record (CLR) can be a useful tool to leverage. CLR captures student experiences throughout college, details learning outcomes and skills that have been developed over time, and helps meet both student and employer needs by involving their input in the process.

[How Test Review Can Improve Students' Study Habits](#)

To encourage metacognition in their students, three professors implement exam reviews in their courses. Knowing that students often need to develop their study skills, part of the review offers the time to reflect on students' study habits and ways to improve them. In addition, students are asked about ways the instructor can improve or alter their teaching.

[Save the Degree from Irrelevance: Rethinking On-Ramps to Higher Education](#)

Prior Learning Assessment (PLA) allows students the opportunity to earn college credit for demonstrated their knowledge

in specific areas. PLA can have significant implications for recruitment of adult learners with work and perhaps prior college experience, and for retention and completion by reducing cost and time-to-degree.

'Small Teaching Online'

In this interview with Inside Higher Ed, Flower Darby from Northern Arizona University discusses useful tips to take effective teaching and learning practices into the online setting. For example, ensuring there are numerous points of interaction between instructor and learners, and making incremental changes to pedagogy over time to garner greater learning gains.

Six Steps to Making Credit for Prior Learning a Reality

Credit for Prior Learning (CPL) offers college credit for past college-level learning experiences which can promote degree completion. In order for CPL to work well at institutions and overcome obstacles, there must be ample planning prior to implementation that includes support from administration, faculty, and staff that involves professional development. A robust program infrastructure with quality checks, established procedures, marketing plans, and a viable business model are also essential elements.

Why Can't Students Recognise Transferable Skills?

By making the connections clear for students between course assignments, learning outcomes, and the transferable skills the assignments foster, we can help students to further engage and be able to identify how the skills they acquire can be applied in other contexts. Tanya Martini discusses how facilitating these connections can require additional time and dedication from faculty, but it is well worth it.

Announcements:

New Issue of Research & Practice in Assessment

The Summer 2019 issue of *Research & Practice in Assessment* is now available! It features various useful articles including "[Humanizing the Assessment Process: How the RARE Model Informs Best Practices](#)" co-authored by Emilie Clucas Leaderman and Gina B. Polychronopoulos, and "[From the Mouths of Babes': Using a Charrette Model to Assess Student Learning and Engage External Stakeholders](#)" co-authored by Laura C. Hart and Christine Robinson.

New Issue of Change

A new issue of *Change: The Magazine of Higher Learning* is now available. The issue features articles including "Creating Value" by Penny MacCormack, Kevin P. Reilly, and David G. Brailow, and "Faculty Leadership and Institutional Resilience: Indicators, Promising Practices, and Key Questions" by Brian Norman.

Lumina State Quality Assurance Grant Fund

Lumina Foundation is now accepting applications through September 25, 2019 for "Enhancing the State Role in Quality Assurance." This grant intends to mobilize state leadership towards building a post-secondary system of learning that meets the country's need for more citizens with advanced quality credentials. The grant stems from a recent SHEEO and NASH report "[Quality Assurance and Improvement in Higher Education: The Role of the States.](#)"

U.S. Chamber Foundation Leads Modernization of Data Standard for Jobs

The U.S. Chamber of Commerce Foundation is inviting feedback on the JDx JobSchema+, which aims to evolve existing data standards for job postings in order to better meet current and future hiring needs. Of special attention are the language used for communicating desired competencies, credentials, and experience, as well as better defining job characteristics such as term, schedule, and location. You can offer your feedback through this [online form](#).

Call for SNAAP Research Fellows

"The Board of Directors of Arts & Design Alumni Research (SNAAP) invites proposals from scholars and researchers to develop and conduct new research using the quantitative items in the SNAAP database of arts alumni. SNAAP wants to build a broad community of researchers and scholars who draw on the rich SNAAP database to inform their work on the creative economy and the value of an arts education."

Upcoming Conferences and Programs

July 21-24. [SACS 2019 Institute on Quality Enhancement and Accreditation](#).

Dallas, TX. SACS Commission on Colleges.

****Monday, July 22 from 10:00 to 11:30am. Natasha Jankowski, NILOA Director, will present "Communicating Our Work Through Evidence-Based Storytelling." The session will be repeated again at 3:00pm.**

July 22. [Proposals Due: 2020 AAC&U Annual Meeting](#).

Washington, DC. Association of American Colleges & Universities.

July 31. [Proposals Due: Virginia Assessment Group Conference 2019](#).

Richmond, VA. Virginia Assessment Group.

August 5-9. [SHEEO 2019 Higher Education Policy Conference](#).

Boston, MA. State Higher Education Executive Officers Association.

****Thursday, August 8 from 2:00 to 3:00pm. Natasha Jankowski, NILOA Director, Scott Jenkins, Lumina Foundation, David Tandberg, SHEEO, and Nan Travers, NILOA Senior Scholar, will present "The Role of State Agencies in the Recognition of Learning: Current and Future Considerations."**

August 13. [Proposals Due: Twenty-seventh International Conference on Learning](#).
Valencia, Spain. University of Valencia.

August 15. [Webinar: Assessment Success Strategies for Community Colleges](#).

1:00 – 2:00pm CST. Watermark.

****Dr. Natasha Jankowski, NILOA Director, will moderate this webinar which features speakers Jill Millard, South Piedmont Community College, Jacob Ashby, Frederick Community College, and Kathy Adair, Bay Mills Community College.**

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NILOA August 2019 Newsletter

Welcome to the August 2019 edition of the NILOA Newsletter. We are elated to officially announce the launch of our [new website](#)! We assure you that all of our great resources are still there, just arranged to make it easier to navigate our website based on themes and topics. We invite you to explore our new website, though you may need to clear your cache first (here are instructions for [Chrome](#), [Safari](#), [Internet Explorer](#)) to ensure the website loads properly. Please view the videos below for more information on this exciting transition.

In addition, please join us in congratulating the seven institutions named as 2019 Excellence in Assessment Designees! **Congratulations to Auburn University, Bucknell University, Finger Lakes Community College (this year's Sustained Excellence Designee), Lindenwood University, Missouri State University, Sam Houston State University, and University of Northern Iowa!** These institutions join three prior classes of designees for a total of 27 institutions recognized for their commitment to the comprehensive assessment of student learning outcomes as a means to drive internal improvement and advance student success at the institution-level.

We are pleased to share a brief report on the Teaching and Learning National Institute (TLNI) that took place this past July. In addition, as is customary, the newsletter concludes with information on relevant News Items and Upcoming Conferences & Programs.

New NILOA Website!

It is our grand pleasure to officially launch the [new NILOA website](#)! Please note, that if you are a frequent user of our website, you may need to clear your cache first (instructions for [Chrome](#), [Safari](#), [Internet Explorer](#)) so that the website loads properly - we kept the same website address and your browser may be trying to load a previous version of the site.

Thank you for bearing with us during this transition and a huge thank you to NILOA's Communication Coordinator, Erick Montenegro for his tireless efforts in website development. It is our hope that our new website is easier to navigate and more user-friendly while still as useful as ever for all of your assessment needs. The resources from our "classic" website are here, along with a few new items. Please watch the short video of Dr. Natasha Jankowski, NILOA Director, providing an overview of what you can expect to see. [Click [here](#) if the video does not load below]



New to Assessment

Among the new elements of our website is the [New to Assessment](#) webpage which includes a collection of open-access resources introducing the basics of assessing student learning. It is a recommended starting point for those who might be exploring the field of assessment for the first time.



Browse by Audience Types

Need resources that are relevant to your specific role or for working with a particular group internal or external to your institution? We have also curated content based on specific audiences. Most of NILOA's resources are created with multiple audiences in mind, but some are more applicable than others for specific groups. Reports and Occasional Papers now include audience icon tags to quickly identify the audience groups for which a resource is most relevant. In this section we provide rotating content for specific audience groups based

on current needs within the field. [Read more...](#)

New NILOA Mission

Seeing how we recently celebrated our tenth year of being a resource for higher education assessment and have re-vamped our website, we have also revised our [Mission and Vision](#) to better guide the scope of our work for the foreseeable future. Watch the video of Dr. Natasha Jankowski, NILOA Director, speaking about transitioning from our old mission towards new goals. [Click [here](#) if the video below fails to load]

New NILOA Mission



We hope that you like the new website, and we welcome any feedback you may have that can help us improve!

EIA Designation Class of 2019!



Seven Colleges & Universities Named as 2019 Excellence in Assessment Designees

The Excellence in Assessment (EIA) program recognizes colleges and universities that successfully integrate assessment practices across the institution, 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.

Seven colleges and universities were named 2019 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:



•Auburn University •Bucknell University •Finger Lakes Community College
 •Lindenwood University •Missouri State University
 •Sam Houston State University •University of Northern Iowa

Finger Lakes Community College received the designation of Sustained Excellence in Assessment.

Please join us in congratulating the 2019 EIA Designees! Application materials for the 2020 EIA Designation will be available in December. [Read more...](#)

2019 Teaching and Learning National Institute

The fourth Teaching and Learning National Institute (TLNI) was held earlier this Summer from July 8-11 on the campus of The Evergreen State College in Olympia, Washington. Sixteen campuses, both two- and four-year, public and private, from across the country participated. The TLNI campuses focused on building knowledge, capacity, and models for assessing student learning outcomes in ways that support real improvement for all students. In final action plans and evaluations of the Institute, participants pointed to the value of dedicated time and space for developing (as one put it) “a more robust, sustainable, and transparent system of outcomes assessment.” Several highlighted their success in creating a detailed plan (including a timeline) that builds on existing practices and reflects distinctive institutional culture and history —“drawing on our institutional strengths and wealth.” The Washington Center’s National Advisory Board is already at work planning next year’s Institute. [Watch for details](#) as they become available. [Read more...](#)



News

[New Issue of Assessment Update](#)

The newest issue of Assessment Update is now available! It features various useful pieces including a NILOA Perspective “Rolling Up’ Is Hard to Do” by George Kuh, “Theoretical Matrix of Culturally Relevant Assessment” co-authored by Karen Singer-Freeman, Harriet Hobbs, and Christine Robinson, and “Measurement Changes Masquerading as Learning Improvement” by Keston Fulcher.

[Want Students to Care About General Education? Ask Them to Help Explain Why It Matters](#)

Boise State University recently involved students in its efforts to help students better understand their general education courses. Some of the changes they made include adding the term “foundations” into every course name and they began to show statistics of graduates who hold a job that utilizes the skills taught in the course.

[Philosophy Degrees and Sales Jobs](#)

A new study from Emsi looks at six different academic programs to see what the typical career path of college graduates are for their first three jobs after graduation. They find that regardless of major, careers now tend to be a “swirl” instead of a straightforward path. In addition, a college degree is still a strong credential for entering the workforce regardless of major.

[England's £4 Million Learning Gain Investment 'Could Go to Waste'](#)

In an effort to determine a new way of comparing institutional performance, England recently published the results of a four-year study involving over 70 institutions and costing \$4.85 million. The results were underwhelming, with the study concluding there is no clear way towards achieving this goal.

[Transcript Revolution](#)

Mastery Transcript Consortium has been piloting a program to re-think the standard transcript. Over 278 high-schools

(20% of them public) have signed on to inform the project that seeks to introduce “letter-grade-less transcripts” via mastery transcripts that can give college admissions a more holistic view of students.

[What Feedback Is and Isn't](#)

Good and timely feedback can greatly help students improve and succeed. However, it can be difficult to determine what is good, useful feedback. This blog post from Grant Wiggins provides useful examples of how we can improve the feedback we give.

[This Professor Ends Class With a 'Hotwash,' a Technique Used by First Responders](#)

Art Jipson, Associate Professor at the University of Dayton, incorporates “hotwash,” or immediate debriefing, at the end of every class period. Instead of him providing the debrief, he allows students to express what they took from the class – including strengths and weaknesses – and he takes notes. This process has helped Jipson build stronger community within the course, enhances student engagement, and helps inform his teaching.

Upcoming Conferences and Programs

August 25-28. [2019 EAIR Forum](#).

Leiden, Netherlands. Leiden University.

****Monday, August 26 at 3:15pm, Dr. Natasha Jankowski, NILOA Director, and Dr. David Marshall, NILOA Senior Scholar, will present “Intentional Design for Teaching the Whole Student: Applying the Learning Systems Paradigm.”**

****Monday, August 26 at 4:35pm, will participate in a roundtable discussion about “Giving an Account: Meeting Accountability and Improvement Demands in a Responsible Manner.”**

August 28. American Legion’s National Credentialing Summit.

Indianapolis, IN. Lumina Foundation.

**** Wednesday, August 28, 10:30-11:30am. Dr. Gianina Baker, NILOA Assistant Director will participate on a panel of experts titled, “Assessing the Quality of Credentials.”**

September 6. [Assessment Institute Early Bird Registration Deadline](#).

Indianapolis, IN. Assessment Institute.

****NILOA will once again have its own track at the Assessment Institute. More information on our track will be coming next month!**

September 8-10. [2019 National Historically Black Colleges and Universities Week Conference](#).

Washington, D.C. White House Initiative on Historically Black Colleges and Universities.

****Monday, September 9, 3:30-4:30pm, HBCU CEEQA co-chairs Dr. Verna Orr, NILOA Post-Doctoral Researcher, Mark Howse, Franz Reneau, and Shontell Stanford will be joined by Dr. Natasha Jankowski, NILOA Director, to hold a panel discussion on “Competing on Metrics: HBCUs Leading on Learning.”**

September 11-12. Quality and Equity in the New Credentialing Landscape.

Dallas, TX. Lumina Foundation.

****Thursday, September 12, 11:15-12:15pm, Dr. Gianina Baker, NILOA Assistant Director, will participate on a panel of experts titled, “Equity-Minded Quality Assurance.”**

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NILOA September 2019 Newsletter

Welcome to the September 2019 edition of the NILOA Newsletter. First, we invite you to read our 39th Occasional Paper “Co-Designing Assessment and Learning: Rethinking Employer Engagement in a Changing World” co-authored by Jason A. Tyszko and Robert. G. Sheets from the U.S Chamber of Commerce Foundation. We also take the opportunity to highlight a couple changes you may have noticed on our Occasional Papers webpage; such as papers being organized by topics, and the addition of audience icons.

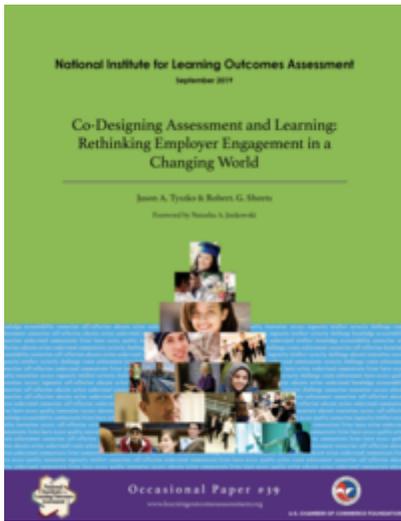
Next, we continue our Equity in Assessment conversation launched in our [29th Occasional Paper](#) with a new Equity Response “Making Culturally-Responsive Sense of Assessment Data: Inquiry About Equity” from Rosalie Roberts. We also invite you to read a new Assessment in Practice “An Outcomes Based Approach to Career Development” by Lakeisha Mathews.

In the second half of our newsletter, we invite you to take part in the NILOA [track of presentations](#) at the 2019 Assessment Institute in Indianapolis, the oldest and largest assessment conference in the nation! We also have a new Featured Website from Las Positas College which serves as an institutional example for the NILOA [Transparency Framework's](#) Student Learning Outcomes Statements component. The newsletter concludes with relevant News Items and information on Upcoming Conferences and Programs.

Occasional Paper

Co-Designing Assessment and Learning: Rethinking Employer Engagement in a Changing World

Jason A. Tyszko & Robert. G. Sheets
U.S Chamber of Commerce Foundation



Since 2014, the U.S. Chamber of Commerce and its Foundation have been working to address trust issues and bridge the gap between the postsecondary education and employer communities. Rather than placing limitations on the curriculum or taking away academic freedom from faculty, such a partnership has the potential to unlock new learning pathways that can meet the needs of today's diverse learners. With this in mind, the U.S. Chamber of Commerce Foundation created the Talent Pipeline Management® (TPM) movement as a partnership model that allows employers to more meaningfully signal their competency needs to educators, and how educators can, in turn, describe their evidence of learning in ways that are understood by employers relative to those competency needs. This

Occasional Paper describes the unique challenges a dynamic, changing labor market poses for employer-education partnerships, and how employers and education partners can use TPM® as a framework for engaging one another in co-designing learning pathways that produce evidence of learning that is meaningful to both sides. [Read more...](#)

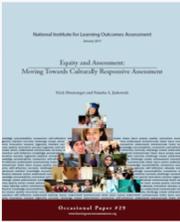
You can read a blog post by the U.S. Chamber of Commerce Foundation about the paper [here.](#)

Occasional Paper Web Page

As you explore our new [website](#), you may have noticed that our [Occasional Papers](#) are organized a bit differently than before. Instead of being displayed in ascending order by date of publication, these resources are organized by topic area or themes. For those of us who reference the papers by number (e.g., Occasional Paper 29) as opposed to by title, this change may be a bit challenging, but we believe it ultimately will allow for both easier navigation and making better connections between resources.

– Emerging Trends in Assessment

January 2017



[Equity and Assessment: Moving Towards Culturally Responsive Assessment](#)

As colleges educate a more diverse and global student population, there is increased need to ensure every student succeeds regardless of their differences. This paper explores the relationship between equity and assessment, addressing the question: how consequential can assessment be to learning when assessment approaches may not be inclusive of diverse learners? The paper argues that for assessment to meet the goal of improving student learning and authentically documenting what students know and can do, a culturally responsive approach to assessment is needed. In describing what culturally responsive assessment entails, this paper offers a rationale as to why change is necessary, proposes a way to conceptualize the place of students and culture in assessment, and introduces three ways to help make assessment more culturally responsive.



In addition, each Occasional Paper description now includes [audience icons](#) at the bottom right-hand corner to help you quickly identify which paper holds information that is of interest to your specific role. We strongly encourage you to not only explore by the audience

tags but to also consider the paper groupings to find resources of interest. We hope that these additional methods of navigating through our Occasional Papers offer a quicker and more intentional way of identifying useful resources. [Explore Occasional Papers...](#)

Equity Response

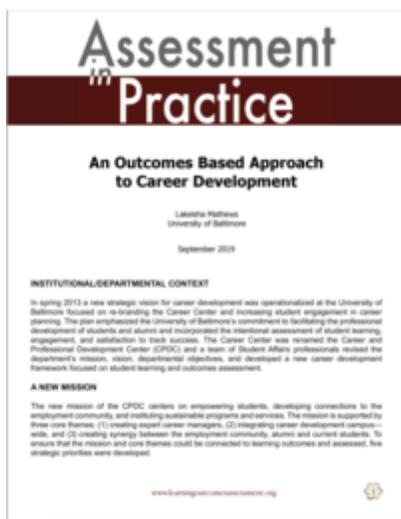
Making Culturally-Responsive Sense of Assessment Data: Inquiry About Equity

Rosalie Roberts
Clark College

When it comes to data about inequity, especially racial inequity, people often find reasons to minimize decades of evidence that systemic inequity affects students. Assessment requires data, but a data-driven approach to conversations about oppression do not necessarily lead to a change in perspective or a change in practice. In the case of culturally responsive assessment, emphasis on the limitations of quantitative measures might actually work against progress. Cultural changes require explicit and ongoing discussion about the tendency for faculty, staff, and administrator resistance to taking action on equity. This response elaborates on some of the issues of campus culture that might get in the way of such useful and necessary assessment practices using H. Richard Milner's (2012) opportunity gaps framework and Robin DiAngelo's (2018) book *White Fragility: Why It's so Hard for White People to Talk About Racism*. [Read more...](#)



Assessment in Practice



An Outcomes Based Approach to Career Development

Lakeisha Mathews
University of Baltimore

In spring 2013, a new strategic vision for career development was operationalized at the University of Baltimore focused on re-branding the Career Center and increasing student engagement in career planning. The plan emphasized the University of Baltimore's commitment to facilitating the professional development of students and alumni and incorporated the intentional assessment of student learning, engagement, and satisfaction to track success. The Career

Center was renamed the Career and Professional Development Center (CPDC) and a team of Student Affairs professionals revised the department's mission, vision, departmental objectives, and developed a new career development framework focused on student learning and outcomes assessment. This Assessment in Practice explores the process of creating a sustainable outcomes assessment process supported by employer and student feedback. [Read more...](#)

2019 Assessment Institute



We invite you to join us for the [2019 Assessment Institute](#) in Indianapolis to be held at the Indianapolis Marriott Downtown October 13-15 where **NILOA will once again have its own Track.** The Assessment Institute 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. For those that are attending this year's Institute, NILOA will once again have a booth during ‘High Tea’ on Monday, October 14. Stop by the booth and pitch your ideas about new publications and resources to NILOA team members. Perhaps there is a resource you need that has not been developed yet. Or maybe you are engaged in assessment work that others can learn from. Whichever the case may be, come say hi! **Read more...**

Featured Website



Las Positas College’s [Student Learning Outcomes](#) (SLO) webpage is the September 2019 NILOA Featured Website! The website provides a rich range of materials on student learning outcomes (SLOs) and assessment. For instance, website visitors can find tips on how to write institutional, program, and course outcomes. As both a good practice of transparency and to serve as an example for others, the institution has made available its own current SLO statements for the course-, program-, and institution-level; along with SLOs for student services. Relatedly, there is a FAQ-style page that helps explain SLOs to students. There are plenty of

useful general assessment resources, as well. **Read more...**

News

[Unlocking the Nation’s Potential](#)

This new report from Lumina Foundation explores ways to address completion inequities impacting students of color while also assuring the quality of a college education. Organizations like NILOA which work to reinforce institutions’ ability to leverage assessment data to improve internally and meet the needs of stakeholders to close information and completion gaps play a significant role in ensuring that students’ journeys

through and *to* quality credentials goes as planned. You can read more on the report in [Inside Higher Ed](#) and [Medium](#).

[CAS Releases Standards for Sustainability Programs](#)

The Council for the Advancement of Standards in Higher Education (CAS) has released a new set of standards for Sustainability Programs. These new research-based standards outline expectations for educators and practitioners to help inform programming and other activities.

[Intersection Call for Papers on Equity in Assessment](#)

Intersection – a Journal at the Intersection of Assessment and Learning from AALHE is now accepting proposals to continue the conversation on the role of equity in assessment. We are heartened to see the conversation NILOA kicked off in 2017 expand throughout the assessment landscape. We encourage you to submit proposals for the Winter, Spring, and/or Summer 2020 editions of *Intersection*!

[What One Professor Learned From an Informal Teaching Experiment](#)

Dom Caristi from Ball State University wanted to change his pedagogical approach to facilitate “more learning” in his classes. One section of the course was taught the “traditional” way, while students in another section were given the opportunity to choose how to be assessed and how the course would be taught. Results were mixed, but Dom believes the experience still yielded useful insight on his teaching.

[Speaking Out Against Student Evals](#)

18 professional organizations – including the American Sociological Association and the American Historical Association – are urging colleges and universities to stop using student course evaluations as either the primary source of evidence for teaching effectiveness or when making high-stakes personnel decisions.

[Standardized Components for a Competency-Based Educational Record](#)

A new report from [AACRAO](#) and [C-BEN](#) outlines the goals, standards, timelines, and barriers associated with bringing a Competency-Based Education (CBE) Comprehensive Learner Record (CLR) to fruition. An accompanying [webinar](#) to this report will be held on September 17 to discuss “the Standardized Components for a Competency-Based Educational Record.”

[Teaching Online Will Make You a Better Teacher in Any Setting](#)

Kevin Gannon outlines three aspects of teaching in an online format that have actually reinforced and improved his teaching in other settings. For example, Kevin reflected on how to make learning goals and assignment prompts clearer for everyone in every course regardless of format. He realized that elements he deemed as obvious were suddenly not as clear to his online students, and he had to check his assumptions and be more transparent.

[What Critics of Student Writing Get Wrong](#)

Writing can only be improved through more writing practice, and it should be expected that students will struggle especially with new writing genres. “[S]tudents are what they have always been: learners. There is no evidence that student writing over all is any better or worse than it has ever been.” We can help learners improve, but this necessitates faculty development and support.

[Registration is Open: Virginia Assessment Group Conference 2019.](#)

The opening Keynote speaker for this year's conference – taking place in Richmond, VA, November 13-15 – is Dr. Ereka Williams, NILOA Coach and Associate Dean for the College of Education at Fayetteville State University! [Registration](#) is now open.

Upcoming Conferences and Programs

September 17. [Webinar: The Standardized Components for a Competency-Based Educational Record.](#)

1:00-2:00pm CST. American Association of Collegiate Registrars and Admissions Officers (AACRAO).

September 27. [Bureau of Educational Research: 100th Anniversary.](#)

Champaign, IL. UIUC College of Education.

****Dr. Natasha A. Jankowski, NILOA Director, will be showcasing NILOA's current research and speaking about the value NILOA brings to both the College of Education and the University of Illinois community writ large.**

September 30. [Early Bird Registration Deadline: 2019 NEean Fall Forum.](#)

Worcester, MA. New England Educational Assessment Network (NEean).

September 30. [Submissions Due: CBExchange Digital Storytelling Contest.](#)

Palm Springs, CA. Competency-Based Education Network (C-BEN).

October 1-2. [2019 TxAHEA Conference.](#)

San Antonio, TX. Texas Association for Higher Education Assessment (TxAHEA).

October 8-10. [Global Online Learning 2019 Summit.](#)

Toronto, Canada. Contact North | Contact Nord.

October 12-14. [2019 National Conference on Students in Transition.](#)

Orlando, FL. National Resource Center for The First-Year Experience and Students in Transition, University of South Carolina.

October 13-15. [2019 Assessment Institute.](#)

Indianapolis, IN. Indiana University - Purdue University Indianapolis (IUPUI).

****NILOA will once again have a [Track of presentations](#) at this year's Assessment Institute.**

October 18. [ANNY's Fall 2019 Regional Event.](#)

New York City, NY. Assessment Network of New York (ANNY).

October 18. [2019 Research on Teaching and Learning Summit.](#)

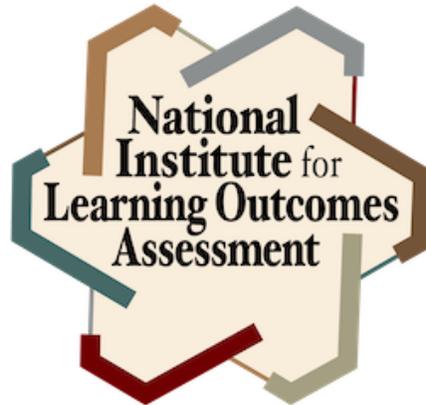
Kennesaw, GA. KSU Center for Excellence in Teaching and Learning (CETL).

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NILOA October 2019 Newsletter

We are pleased to release NILOA's 40th occasional paper, with a new look and design, on "Assessing Student Learning in the Online Modality", an Assessment in Practice by HBCU CEEQA chair and co-chair, Franz Reneau and Mark Howse on "Trekking Towards Sustainable Excellence Through Systematic Outcomes Assessment", a Viewpoint by Sharon Mader and Craig Gibson entitled, "Learning in Partnership", and a new toolkit entitled "Building a Narrative via Evidence-Based Storytelling: A Toolkit for Practice".

In addition, NILOA's redesigned website continues to add new content and functionality. This month we are delighted to announce the release of the LARC Assessment Modules for uptake and use by the field to inform professional development activities under our "New to Assessment" resources, as well as curated materials under "Questions at Hand", and resources targeted to specific audiences and roles. We close with News and Events of interest.

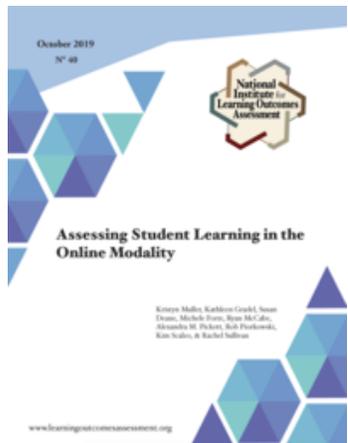
2019 Assessment Institute



We would like to begin this newsletter by expressing a few heartfelt thank yous and congratulations. Thank you to everyone who stopped by or attended a NILOA track session during this year's Assessment Institute in Indianapolis. A very special thank you to all NILOA track speakers, our HBCU presidential panelists for adding so much to the discussion on meaningful assessment, and the Assessment Institute for our partnership. In addition, please join us in congratulating Barbara Walvoord, this year's recipient of the [Trudy W. Banta Lifetime Achievement in Assessment Award](#), on her well-deserved recognition. We also congratulate the Assessment Institute leadership and track leaders on

the release of their new book *Trends in Assessment: Ideas, Opportunities, and Issues for Higher Education*. While we recommend the book in its entirety, we are proud to highlight the contribution of NILOA's very own Natasha Jankowski and Gianina Baker in the opening chapter "Movement Afoot: Fostering Discourse on Assessment Scholarship." Thank you to everyone for another engaging, informative, and reenergizing Assessment Institute. We look forward to seeing you back in [October 26-27, 2020](#), for next year's Institute!

Occasional Paper



Assessing Student Learning in the Online Modality

Kristyn Muller, Kathleen Gradel, Susan Deane, Michele Forte, Ryan McCabe, Alexandra M. Pickett, Rob Piorkowski, Kim Scalzo, & Rachel Sullivan

The State University of New York

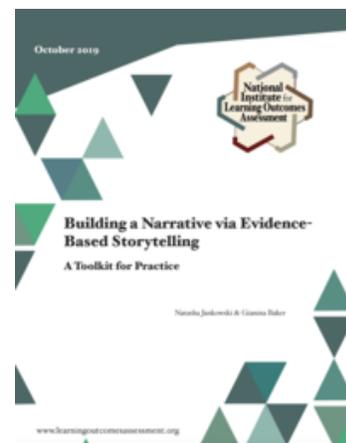
While online learning is not new, it is becoming a central component of institutional strategies for increasing student enrollment, retention, and completion. Student learning outcomes assessment must be part of quality course design and instruction whether a course is delivered face-to-face or online. In fact, many best practices for face-to-face assessment also apply to online learning assessment. This Occasional Paper provides an in-depth discussion of the Open SUNY Course Quality Review Rubric (OSCQR)—an online course design rubric and process that is openly licensed for anyone to use and adapt. Then, general considerations of online teaching are explored as they pertain to the assessment of student learning outcomes. Finally, specific examples are given of how online course instructors and distance learning administrators have designed their courses and programs to ensure appropriate assessment of learning outcomes. [Read more...](#)

Toolkit

Building a Narrative via Evidence-Based Storytelling: A Toolkit for Practice

Natasha A. Jankowski & Gianina R. Baker

The Evidence-Based Storytelling toolkit is designed to help you think through various elements in the creation of a compelling, evidence-based story. It was developed through document and narrative analysis review of accreditation reports, program reviews, and annual assessment reports. In addition to the individual questions to consider when crafting a narrative, the toolkit includes resources for undertaking a group activity to peer review reports, documents, or data visualizations. This peer review process has been field-tested over the last three years and refined with different groups including assessment professionals, faculty, and institutional research staff. [Read more...](#)



Assessment in Practice

Trekking Towards Sustainable Excellence Through Systematic Outcomes Assessment

Assessment in Practice

Franz H. Reneau, Ph.D., Georgia Institute of
Technology

Mark Howse, Ph.D., Morehouse School of
Medicine

In an age of greater accountability coupled with shrinking state and federal appropriations for higher education, post-secondary institutions

across the country face increasing demands to provide evidence of student learning and institutional effectiveness. With this in mind, the authors worked with key institutional stakeholders to design a process which integrates institutional effectiveness assessment planning and strategic planning for the institution. This article advances the framework which resulted from their work. Without a clear framework for institutional effectiveness and an intentional and deliberate focus on the integration of a quality assurance process, outcomes assessment runs the risk of focusing on what is easy (i.e., the path of least resistance) rather than that which is important in moving the institution closer to the realization of its strategic priorities and mission. [Read more...](#)

Viewpoint

Learning in Partnership

Sharon B. Mader & Craig Gibson

The increased focus in higher education on improving teaching and learning leads to a new focus on faculty and professional development at the systems level and the creation and sustainability of a culture of teaching and learning on campuses. As librarians, the authors have become increasingly involved in teaching and learning, especially with the recognition of the importance of information literacy as a critical learning outcome. To expand their capacity as educators, they realized they needed to look outside the library community to join broader discussions about teaching and learning in higher education. This was the impetus behind the recent book, *Building Teaching and Learning Communities: Creating Shared Meaning and Purpose*, which brings together leading experts in higher education pedagogy and educational development to move towards the conversations, collaborations, and communities that will re-energize and reshape efforts to improve student learning. [Read more...](#)



LARC Assessment Modules



Assessment Modules

Seven New England colleges formed the Learning Assessment Research Consortium (LARC) and developed online modules on assessment to be utilized for professional development within colleges and universities nationally. Four authors from the consortium--Chris Cratsley (Fitchburg State University), Jennifer Herman (Simmons University), Linda Bruenjes (Suffolk University), and Victoria Wallace (MGH Institute of Health Professions)--familiar with multi-day 'course design institutes', developed a set of customizable online assessment modules to meet the needs of administrators, deans, chairs, faculty, and staff assessing student learning at the institutional, program, and course levels. Thanks to a generous grant from The Davis Educational Foundation, LARC completed a three-year project to develop six modules on a variety of topics related to assessment. NILOA partnered with the consortium to share their excellent work, making the LARC developed open-access modules readily available on our website. [Read more...](#)

Website Spotlight

NILOA's New "Browse-by" Webpages

New to Assessment: First time exploring the field of assessment? Fear not. We put together a collection of open-access resources introducing the basics of assessing student learning. You can explore common definitions, a list of helpful assessment journals, and a glossary of assessment terms. There are also resources to inform assessment practice, such as writing learning outcomes statements, and to provide a snapshot of the assessment landscape and its foundations. [Read more...](#)

Questions at Hand: Do you have a question about assessment processes and practices? We have collected the most often queried topics and questions to help meet current needs by pulling resources from across the NILOA website into one central location. While the resources here are not exhaustive, they provide a starting point to begin answering your questions. [Read more...](#)

Audience Type: Do you need resources that are relevant to your specific role or a way to introduce a specific audience to assessment? Publications are now tagged with the most relevant audiences for materials. We have identified seven main audience groups, and have curated a targeted list of 5 key resources of interest to each audience along with a short targeted Assessment Brief for each. [Read more...](#)

News

[Why Skills Training Can't Replace Higher Education](#)

Skills training has a place in higher education, but it should not steer students away from the various benefits associated with a traditional education. In this thought-provoking piece, author George Kuh expresses how “privileging short-term job training over demanding educational experiences associated with high-levels of intellectual, personal, and social development—a foundation for continuous life-long learning—is a bad idea for individuals, for the long-term vitality of the American economy, and for our democracy.”

[New Edition of Change](#)

The latest edition of *Change: The Magazine of Higher Learning* is now available! Of special interest is “[Better Together: How Faculty Development and Assessment Can Join Forces to Improve Student Learning](#)” co-authored by Jillian Kinzie, Kathleen Landy, Mary Deane Sorcinelli, and Pat Hutchings.

[Gramps Knew that All Learning Matters; It's Time to Make it All Count](#)

As part of [All Learning Counts](#), a program aimed at recognizing learning that happens outside of the classroom, Lumina Foundation has forged nine new partnerships aimed at recognizing and connecting military and work-based learning. An additional article on recognizing the skills service members acquire can be found [here](#).

[Questioning their Fairness, a Record Number of Colleges Stop Requiring the SAT and ACT](#)

Given that wealthy families can afford tutoring and extra time preparing for the SAT and ACT, there are feelings of angst against what these tests actually measure; learning aptitude or privilege? After making these exams optional for admission, the University of Chicago has enrolled record numbers of first-generation, low-SES, rural, and veteran students. However, use of entrance exams is an ongoing debate in higher education.

[2019 ASHE Awards](#)

Paul Lingenfelter, a NILOA Senior Scholar, is receiving ASHE's 2019 Council on Public Policy in Higher Education (CPPHE) Excellence in Public Policy in Higher Education Award. This award “recognizes excellence in work at the nexus of academic scholarship and

policy practice in the field of public policy and higher education.” Please join us in congratulating Paul!

New Edition of Assessment Update

The latest edition of Assessment Update is now available! In our newest [NILOA Perspectives](#), Dr. Natasha Jankowski, NILOA Director, explores “A Path to Assessment Excellence Through Professional Reflection.”

Assessing the Value of an Undergrad Degree

A new project aims to evaluate student experiences in college and new ways to evaluate learning outcomes. While this initiative has the potential to inform how we view and evaluate students’ skills, we also have to be wary of the context in which the study takes place. There are equity concerns when researching student experiences in highly-selective institutions and applying them in contexts where the student experience is fundamentally different.

Report: Transparency Alone Is Inadequate

In order for transparency to be meaningful, it cannot simply be about posting or making select materials available. It requires more depth and thought in communication, such as pulling key messaging for different stakeholders and making it interactive for audiences to engage.

Announcements:

Seeking Submissions for *The Academic Minute*

The Academic Minute is a radio segment hosted by Lynn Pascarella, president of the Association of American Colleges & Universities (AAC&U). The segment, which is also made available on [Inside Higher Ed](#), features professors and higher education researchers discussing trends in education and how research contributes to the public good. The Academic Minute is inviting individual submissions for upcoming segments. Please send your ideas to dhopper@wamc.org.

Upcoming Conferences and Programs

October 18. [ANNY’s Fall 2019 Regional Event](#).
New York City, NY. Pace University.

October 18. [Research on Teaching and Learning \(RoTL\) Summit 2019](#).
Kennesaw, GA. Kennesaw State University Center for Excellence in Teaching and Learning.

October 28. [Call for Papers Due: AALHE Intersection](#).
Winter 2020 edition of *Intersection- A Journal at the Intersection of Assessment and Learning*.

October 20-23. [NACADA 2019 Annual Conference](#).
Louisville, KY. NACADA: The Global Community for Academic Advising.

October 21. [Proposals Due: 2020 LEAP Texas Conference](#).
Houston, TX. LEAP Texas

October 22-25. [2019 CBExchange](#).
Palm Springs, CA. Competency-Based Education Network (C-BEN).
****Wednesday, October 23 from 3:25-4:10 pm. Nan Travers, NILOA Senior Scholar, and Gianina Baker, NILOA Assistant Director, will present “Getting Behind the Scenes of Policies and Practices.”**
****Thursday, October 24 from 2:40-3:10 pm. Nan Travers, NILOA Senior Scholar will present “Intersecting Higher Education and Workforce Competencies.”**
****Friday, October 25 from 8:55-9:40 am. Laurie Dodge, NILOA Coach, Nancy**

Salzman, Pamela Holt, Ricardo Lorenzana, and Nan Travers, NILOA Senior Scholar, will present “Industry-Recognized Certifications and Work-Based, Postsecondary-Level Learning: Guaranteed Pathways to a Degree?”

November 1. [2019 NEEAN Fall Forum](#).
Durham, NH. New England Educational Assessment Network.

November 1. [Proposals Due: Assessment in Higher Education: Enhancing Institutional Excellence](#).
Gainesville, FL. University of Florida.

November 6-8. [CAEL 2019 Conference](#).
Chicago, IL. Council for Adult and Experiential Learning (CAEL).
****Thursday, November 7 from 2:15-5:00 pm. Nan Travers, NILOA Senior Scholar, and Natasha Jankowski, NILOA Director, will hold a workshop “Deep Dive: Tools and Resources for Assessing Prior Learning.”**
****Friday, November 8 from 10:15-11:05 am. Nan Travers, NILOA Senior Scholar, Lynette Nickleberry, Cathy Davison, and Linda Jones will present “Curriculum Model for Higher Education and Workforce Integration (HEWI).”**

November 7-8. [2019 Southeastern Library Assessment Conference](#).
Atlanta, GA. Clayton State University & Georgia Tech Library.

November 8. [Second Annual Universal Design for Learning in Higher Education Conference](#).
East Hartford, CT. Goodwin College.

November 13-15. [2019 Virginia Assessment Group Conference](#).
Richmond, VA. Virginia Assessment Group.
****Ereka Williams, NILOA Coach, will be a keynote speaker.**

November 14-16. [2019 ASHE Conference](#).
Portland, OR. Association for the Study of Higher Education (ASHE).
****Friday, November 15 from 2:15-3:30 pm. Verna Orr, NILOA Post-Doctoral Researcher, and Natasha Jankowski, NILOA Director will present “How We Learn: Assessment and Student Learning Outcomes at Historically Black Colleges and Universities.**

Over the course of the next month, NILOA staff members will also be participating in the following events as partners and/or advisors.

- November 9. Job Data Exchange (JDX) Advisory Board meeting in Washington, D.C.
- November 12-13. Higher Learning Commission (HLC) Advisory Board meeting in Chicago, IL
- November 12. T3 Innovation Network Annual Meeting in Chicago, IL.

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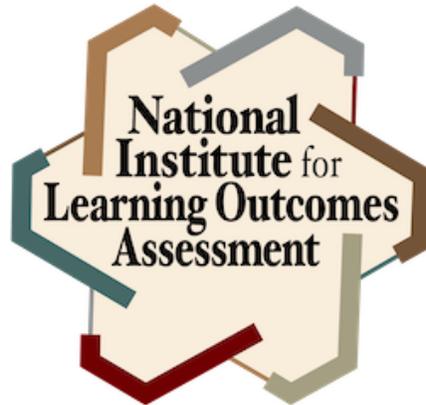


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NILOA November 2019 Newsletter

Welcome to the November 2019 NILOA Newsletter! We begin with an Occasional Paper released in partnership with the Association of American Colleges and Universities (AAC&U) “A Comprehensive Approach to Assessment of High-Impact Practices” authored by Ashley Finley. We then invite you to read a Case Study of Palo Alto College “Faculty and Student Engagement through Assignment Design” co-authored by Sandra Bailey and Julie McDevitt. Next, a Viewpoint from Stephen Hundley and Susan Kahn “Meta-Themes & Meta-Trends in Assessment: Enduring Issues, Emerging Ideas” offers insight into the new book *[Trends in Assessment: Ideas, Opportunities, and Issues for Higher Education](#)*.

Continuing with our equity in assessment conversation, Dennis L. Rudnick offers a response in “Culturally Responsive Assessment is Just *Good* Assessment”. We also invite you to consider applying for the Excellence in Assessment (EIA) designation once application materials become available in December. Finally, the newsletter concludes with James Madison University’s Student Affairs Assessment Support Services webpage serving as our latest Featured Website, and useful information on relevant News and Upcoming Conferences and Programs.

Occasional Paper



A Comprehensive Approach to Assessment of High-Impact Practices

Ashley Finley

Association of American Colleges and Universities

High-impact practices, such as learning communities, capstones, undergraduate research, and community-based experiences, are effective pedagogies. Most of these practices have been around for decades. The vast majority of campuses can proudly point to multiple high-impact practices happening somewhere within their institutions. Given the intense focus across institutions of higher education on identifying, tagging, and touting their high-

impact practices, assessment is what separates the committed practitioners from the casual adopters. A good assessment plan for high-impact practices starts with acknowledging three things. One, the name alone does not make them high-impact. Two, evidence of effect requires assessing more than outcomes, alone. And three, assessment must be, at every stage, attentive to equity. Building upon these three ideas, this Occasional Paper, co-

released with the Association of American Colleges and Universities (AAC&U), outlines a process of effectively assessing high-impact practices at your institution. [Read more...](#)

Case Study

Palo Alto College: Faculty and Student Engagement through Assignment Design

Sandra Bailey, Oregon Institute of Technology
Julie McDevitt, Palo Alto College

Palo Alto College (PAC) was selected as a NILOA case study based on its successful efforts in adapting [NILOA's assignment design toolkit](#) to engage faculty, staff and students in assessment. Offering intimate workshops frequently throughout the academic calendar year has created a ground swell of faculty reinvesting themselves in the curriculum. In just over a year, PAC experienced a full 180-degree shift in how faculty viewed and engaged in assessment. Founded in 1985, PAC is one of five individually-accredited community colleges in San Antonio, Texas, which comprise the Alamo Colleges District. Enrollment is nearing 10,000 students with approximately 80% in part-time attendance and a high enrollment of U.S. armed forces veterans. PAC is also a Hispanic Serving Institution with 80% of the students being Latinx. PAC currently employs 135 full-time faculty, 180 part-time adjunct faculty, as well as 200 staff. This case study explores PAC's focus on assignments from the perspective of faculty, staff, and students. [Read more...](#)



Viewpoint



Meta-Themes & Meta-Trends in Assessment: Enduring Issues, Emerging Ideas

Stephen P. Hundley
Susan Kahn

Indiana University-Purdue University Indianapolis

After 35 years of the assessment movement in the U.S., how are we approaching assessment today? What have we learned? What has changed? And what do the answers to these questions imply for designing teaching, learning, and curricula, and for the kinds of learning we value? These are the questions we set out to address in our new edited volume, [Trends in Assessment: Ideas, Opportunities, and Issues for Higher Education](#) (2019). As organizers of the Assessment Institute in Indianapolis, now the nation's oldest and largest assessment conference, we were uniquely positioned to comment on changes over time. Further, the contributors to the book were composed of the Institute's past and current track leaders, in addition to the representatives of the many higher education organizations who partner with the Institute and offered their own perspectives on current and future assessment trends in the book's concluding chapter. This Viewpoint offers a summary of the "meta-themes" and "meta-trends" identified in *Trends in Assessment*. [Read more...](#)

Equity in Assessment

**Culturally Responsive Assessment is Just
Good Assessment**

Dennis L. Rudnick
Indiana University-Purdue University Indianapolis

In her now classic article, “But That’s Just Good Teaching! The Case for Culturally Relevant Pedagogy,” Ladson- Billings (1995) provides a compelling analysis for teaching, committed to student academic success, cultural competence, and critical consciousness. Therein, she indicates that considerations of equity and culture are not anathema to, but rather emblematic of high-quality teaching. In *Equity and Assessment: Moving Towards Culturally Responsive Assessment* (2017), Montenegro and Jankowski are, in effect, making a similar claim: “But That’s Just Good Assessment!” Montenegro and Jankowski make an explicit recognition that ideology, bias, and positionality affect the assessment process. Akin to Harding’s (1993) notion of strong objectivity, how we frame, practice, and interpret phenomena—including research and assessment data—may be influenced by our preconceived ideas about: (1) different social identity groups, (2) reasons for inequitable outcomes, and (3) the process and practice of assessment itself. [Read more...](#)



Excellence in Assessment (EIA)



Consider Applying for the Excellence in Assessment Class of 2020

The application process for the [2020 Excellence in Assessment \(EIA\) designation](#) will open next month! Building on the foundation of reporting both student learning outcomes assessment results and processes established in the Voluntary System

of Accountability (VSA) now VSA Analytics, EIA recognizes institutions for their efforts in intentional integration of institution-level learning outcomes assessment. Over the past four years, we have recognized 27 institutions for their Excellence in Assessment. If your institution is involved in exemplary assessment practice, please consider submitting an application. In preparation, we encourage you to visit our website and review material from prior years and the accompanying rubric that evaluators use to assess the merit of each application. [Read more...](#)

Featured Website

James Madison University’s (JMU) [Student Affairs Assessment Support Services](#) (SASS) web page is this month’s NILOA Featured Website! SASS features numerous resources for each step of the [assessment process](#) including resources for the [development of student learning outcome statements](#) (SLOS), and the [selection and design of assessment instruments](#). There are also resources for [program creation and mapping](#) which follow a program theory approach, and program [implementation and fidelity](#) to ensure your program is implemented as intended. Website visitors can also find information on [professional standards](#) for assessment, [JMU’s guide](#) to reporting assessment results, and links to useful assessment [organizations](#), [conferences](#), [awards](#), and [journals](#). We invite you to read the full Featured Website review, and peruse the valuable resources SASS has for each step of the assessment process. For these reasons, JMU’s Student Affairs Support Services web page is a NILOA Featured Website in the [Centralized Assessment Repository](#).



and [Creativity](#) categories, as well as an exemplar for the Transparency Framework [Assessment Resources](#) component. **[Read more...](#)**

News

[Supporting the Adult Learner Lifecycle Through Prior Learning Assessment](#)

Prior Learning Assessment (PLA) offers adult learners the opportunity to earn credit for traditional and non-traditional learning—including prior work and life experiences. This article, co-authored by NILOA Coach Joe Levy, offers key insights from National Louis University’s efforts to appropriately support students through PLA.

[Slimmed-Down Gen Ed](#)

Various institutions, such as Wichita State University, are trimming their general education requirements while simultaneously promoting general education skills such as oral communication, critical thinking, and engaging with diverse individuals and ideas.

[Validating Competencies and Skills Gained Through Rigorous Assessment](#)

Western Governors University (WGU) is a competency-based education (CBE) university where students are assessed directly on their mastery of skills and concepts taught in the classroom. This article provides an overview of the assessment processes WGU utilizes to ensure students are attaining a high-quality education that transfers to the workplace.

[New Rules on Accreditation and State Authorization](#)

The U.S. Department of Education has released new federal [rules](#) governing accreditation and state authorization for providers of online education.

[Want to Teach Science Better? Get Students Out of Their Seats](#)

To better engage students with course content, it may be beneficial to incorporate active learning or embodied cognition practices. Utilizing activities that encourage imagination, peer interaction, and different media can make the course more engaging while delivering content.

[A ‘Golden Age’ of Teaching and Learning at Colleges?](#)

Matthew Rascoff, associate vice provost for digital education and innovation at Duke University, sat down with EdSurge to discuss how technology and campus innovation are helping to improve learning while protecting student privacy. A related article on the podcast can be found in [Inside Higher Ed](#).

[‘Students Learn Best in Their Preferred Learning Style,’ and Other Neuromyths](#)

A recent report encourages instructors and content developers to engage the neuromyths that influence the learning process. For example, a finding suggests that teaching students to their preferred learning styles does not benefit the learning process. Instead, it may actually work to hinder learning since students may then seek and use information which is presented in a specific manner.

[New Issue of *The Journal of Student Affairs Inquiry*](#)

The latest issue of the *Journal of Student Affairs Inquiry* is now available! Of interest may be an article authored by Sarah R. Gordon, Pamelyn Shefman, Bill Heinrich, and Kathryn Gage on “[The Role of Student Affairs in Regional Accreditation: Why and How to Be Included](#)”.

[Committing to Credential Transparency](#)

Fifteen national higher education organizations have committed to credential transparency by leveraging open data and common language to make connections between credentials in the marketplace. The goal is to make credentials more transparent for students, employers, and policymakers.

[New Issue of *PLA Inside Out*](#)

The newest issue of *PLA Inside Out (PLAIO): An International Journal on Theory,*

Research and Practice in Prior Learning Assessment is now available! This issue features various useful articles that can inform our practice. Of special interest is an editorial from Alan Mandell and NILOA Senior Scholar Nan Travers “Supporting Students in the PLA Process”.

[Why Colleges are Reconsidering Their Reliance on Standardized Tests for Admission](#)

This interview with Jeff Selingo discusses the use of standardized tests, such as the SAT and ACT, in admissions. However, the debate for standardized testing and its ability to accurately capture student aptitude versus wealth has additional implications about the value claims we make about student learning and [access](#) to higher education. Alternative processes such as prior learning assessment (PLA) and [competency-based education \(CBE\)](#) can help to ensure better student outcomes.

Upcoming Conferences and Programs

November 20. [Webinar: Bringing Assessment Expertise to Grant Evaluation](#).
2:00 pm CST. Association for the Assessment of Learning in Higher Education (AALHE).

November 22. [Proposals Due: 2020 Great Lakes Regional Student Success Conference](#).
Rochester, MI. Oakland University.

November 22. [Proposals Due: 2020 Transformative Learning Conference](#).
Oklahoma City, OK. University of Central Oklahoma.

November 29. [Proposals Due: 2020 NASAI Conference](#).
Phoenix, AZ. Native American Student Advocacy Institute (NASAI).

December 1. [Call for Applications: Washington Center Summer Institute for Improving Undergraduate Education](#).
Olympia, WA. The Evergreen State College.

December 6. [Call for Presentations: 2019 SLO Symposium](#).
Monterey, CA. Monterey Peninsula College.

December 7-10. [2019 SACS-Commission on Colleges Annual Meeting](#).
Houston, TX. Southern Association of Colleges and Schools – Commission on Colleges.

December 11-13. [NECHE 2019 Annual Meeting](#).
Boston, MA. New England Commission of Higher Education (NECHE).

NILOA staff members were involved as presenters, partners, or advisors in the following events:

- November 5. Lincoln Land Community College keynote and professional development workshops. Springfield, IL.
- November 12. T3 annual meeting. Chicago, IL.
- November 13. Credential Engine meeting. Indianapolis, IN.
- November 12-13. HLC Assessment Academy Advisory Board. Chicago, IL.
- November 14-16. 2019 ASHE Conference. Portland, OR.
- November 17-18. Council for the Advancement of Standards (CAS) in Higher Education advisory board meeting. Alexandria, VA.
- December 3-4. All Learning Counts, Lumina Foundation meeting. Indianapolis, IN.
- December 4-5. HBCU-Collaboration for Excellence in Educational Quality Assurance (CEEQA) leadership meeting. Atlanta, GA.

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NILOA December 2019 Newsletter

Happy holidays! We would like to begin our final newsletter of 2019 by wishing you and yours a prosperous end to 2019 and a productive 2020. We invite you to please take a moment to read our [Year-End Note](#) reflecting on NILOA's activities over the past 12 months. Thank you for your continued support of and partnership in our efforts to enhance and expand meaningful assessment of student learning.

Before we get started, we would also like to acknowledge that NILOA's very own Dr. Gianina Baker, NILOA Assistant Director, was recently welcomed into the [American College Personnel Association's \(ACPA\)](#) Commission for Assessment and Evaluation (CAE) Directorate Board. Please join us in congratulating Gianina!

In this month's newsletter, we happily announce that the application process for the [Excellence in Assessment \(EIA\)](#) designation is now open. We invite you to apply for the EIA designation for the EIA class of 2020. We also invite you to visit our website's [Questions at Hand](#) page to find collections of resources focused on answering the most common assessment-related questions we receive. Furthermore, we encourage you to visit the University of Scranton's [Institutional Effectiveness](#) web page, this month's Featured Website, to make use of their various assessment resources. The newsletter concludes with useful information on relevant News items and Upcoming Conferences and Programs.

Excellence in Assessment (EIA)



Applications for the 2020 Excellence in Assessment (EIA) designation are now being accepted! The EIA designation—the first national initiative of its kind—recognizes institutions that successfully integrate assessment practices throughout the institution, provide evidence of student learning outcomes, and use assessment results to guide institutional decision-making and improve student performance. Building on the foundation of reporting both student learning outcomes assessment results and processes established within [VSA Analytics](#), the EIA designation evaluation process is

directly and intentionally built from [NILOA's Transparency Framework](#). To date, 27 institutions around the world have been recognized as EIA Designees! Applications are due May 1, 2020. We encourage interested institutions to review the application packet, evaluation rubric, and checklist found on our website as they prepare their application. You can learn more about the EIA Designation by attending a [webinar](#) on January 21, 2020 at 12:00pm CST. [Read more...](#)

Website Highlight

Browse Our Website by Question(s) at Hand

Would you like ready access to a collection of open-source resources that answer specific questions about assessment processes and/or practices? On NILOA's [Question\(s\) at Hand](#) webpage, we have collected resources around the most often queried assessment questions to help meet your current needs. For example, we often receive questions and requests for assessment resources which can inform general education assessment efforts, how we can better engage faculty in the assessment process, how we can use evidence of student learning for improvement, and so on. Now, we have pooled together the most common and useful resources we provide to folks on a variety of different topics so others with similar questions can also find the answers they seek. We will continue to update this FAQ style page based on need and interest, so please continue to share your questions with us! [Read more...](#)



Featured Website



The University of Scranton's [Institutional Effectiveness](#) web page is NILOA's last Featured Website of 2019! Website visitors can find a plethora of useful resources, including various institutional [survey](#) and [research](#) reports, [institutional](#) learning outcomes statements, assessment [videos](#), and data on the institution's [high-impact practices](#) (HIPs). The university's [Integrated Planning & Institutional Effectiveness Model](#) displays how the institution's mission and vision are supported by various processes—including assessment—at the division, departmental, and institutional level. It is also accompanied by a glossary of terms that can provide insight for those new to assessment. The [Planning & Continuous Improvement Guide](#) provides insight into how assessment helps the institution ensure it is meeting its strategic goals and maintaining educational quality. There are also guides such as the [data standards manual](#) to inform gathering,

reporting, and use of data, and outline the [guiding principles of assessment](#). Website visitors can also explore the [program](#) learning outcomes for each of the University of Scranton's current programs. Finally, external stakeholders can visit the [consumer information](#) page to find information regarding student outcomes across academic programs, cost of attendance, and institutional [accreditation](#). The latter of which includes [mapping](#) institutional goals to Middle States' Accreditation standards. For these reasons, the University of Scranton's Institutional Effectiveness webpage is a Featured Website in the category of [Centralized Assessment Repository](#) aligning with the Transparency Framework's component of [Assessment Plans](#). [Read more...](#)

News

Feds Drop Experiment on Competency-Based Ed

The U.S. Department of Education has abruptly discontinued its funding of programs using competency-based education (CBE). These pilot sites were funded to inform the department's use of federal aid for programs which do not use the traditional grading or credit-hour measures as proxies for learning.

College Credit Where Credit Is Due – The Move Toward ‘Recognition for Prior Learning’

There is a need for learners to earn non-degree high-quality credentials, but assessing and maintaining the quality of those credentials can be a challenge. Rutgers University has developed a framework to help address this issue, which includes being attentive to the assessment processes in place.

New Edition of Change

The latest edition of *Change: The Magazine of Higher Learning* is now available! Of special interest may be "[Looking Below the Surface to Close Achievement Gaps and Improve Career Readiness Skills](#)" from Marilee Bresciani Ludvik, and "[Using Data Holistically to Create a Student Success Safety Net](#)" co-authored by Maura Devlin and Heather Bushey.

Measuring Progress on Developmental Education

Since 2011, thirty percent more colleges are using multiple measures to assess students' college-level course readiness. However, despite this increase, more than half of all students in developmental education are still only being assessed through standardized placement tests, which may not tell the full story of their aptitude and skills.

Lost in Translation: Bridging the Skills Translation Gap with Skills Mapping

Through mapping the baseline attributes, connectedness, and job demand among skills, Western Governors University is attempting to bridge the skills translation gap between employers and higher education. This mapping can also help learners to better assess their abilities, communicate their skills in different settings, and find jobs in the marketplace.

A New Lawsuit Calls U. of California's ACT/SAT Requirement ‘Flatly Discriminatory.’ Here Are 5 Things to Know (Premium Content)

A new lawsuit is alleging that the University of California system has "failed to meet its obligation to provide 'equal access' to all qualified students, regardless of their background, by relying on assessment tools that benefit some groups more than others." While the system had already begun a study to determine whether these exams should be required, this lawsuit adds additional fuel to national debates around standardized testing, student preparation, and opportunity gaps.

Can Technology Make Grading Fairer and More Efficient?

A few recent articles have been penned discussing methods to assess learning and content. The foci have been on making the process of grading easier for the instructor, or focusing on [critiquing rather than creating](#) content. However, these conversations are missing a focus on what assessment is all about: learning. Assessment conversations would benefit if they are rooted on this principle, much like John Warner's "[Continuing Adventures in Ungrading](#)."

Beyond Bootcamps: How Employers Can Help Nontraditional Learners Succeed

If we truly are to help workers from underrepresented backgrounds increase their upward mobility and excel in

the workplace, then we need to broaden the outcomes our programs are teaching beyond the content area. Instilling elements such as growth mindset and career supports are just as crucial as the technical skills themselves.

Fixing the Courses Everyone Loves to Hate

The University of Michigan is rethinking the way it approaches large enrollment courses with the aim of increasing collaboration between students, connections between course material and career opportunities, and gains in student engagement while closing achievement gaps. The ways student learning will be assessed should also factor into the planning conversations in order to ensure all of these goals are achieved.

Announcements:

Peter T. Ewell to be Honored at the 2020 Presidents Institute

Peter T. Ewell, NILOA Senior Scholar, will receive the 2020 Allen P. Splete Award for Outstanding Service at the 2020 Council of Independent Colleges' (CIC) Presidents Institute Awards Banquet honoring distinguished educators and supporters on January 6, 2020.

AALHE's New Website

The Association for the Assessment of Learning in Higher Education (AALHE) has recently debuted a new website! Please join us in celebrating this launch! Take a second to explore their site and browse their many resources.

T3 Innovation Network

The U.S. Chamber of Commerce Foundation's T3 Innovation Network is inviting [applications](#) for pilot testing their interoperable learning records (ILRs) through 2020. They are also [soliciting resources](#) (e.g., data standards, competency data, technical protocols) that can be included in a new ILR Resource Hub.

Positions:

HLC Seeks Volunteer Mentors

The Higher Learning Commission is seeking volunteer mentors for its [Assessment Academy](#). The Assessment Academy is a four-year, mentor-facilitated program that supports HLC member institutions in their efforts advancing assessment and improving student learning.

Credential Engine

The Credential Engine is seeking an Executive Director who aspires to create credential transparency, reveal the credential marketplace, increase credential literacy, and empower everyone to make informed decisions about credentials and their value.

Upcoming Conferences & Programs

December 30. [Call for Book Chapters: Sharing our Stories: Exploring the Complexities of Learning and Teaching](#).

The Association for Authentic, Experiential, & Evidence-Based Learning (AAEEBL).

December 31. [Proposals Due: Illinois Community College Assessment Fair 2020](#).
Springfield, IL. Lincoln Land Community College.

January 3. [Call for Proposals: 2020 ANNY Conference](#).
Rochester, NY. Assessment Network of New York (ANNY).

January 4-7. [CIC 2020 President's Institute](#).
Marco Island, FL. The Council of Independent Colleges (CIC).

****Peter T. Ewell, NILOA Senior Scholar, will receive the 2020 Allen P. Splete Award for Outstanding Service.**

January 6. [HLC Assessment Academy Mentor Search.](#)
Higher Learning Commission (HLC).

January 6. [Registration Open: Illinois Community College Assessment Fair 2020.](#)
Springfield, IL. Lincoln Land Community College.

January 17. [Call for Proposals- AALHE's 2020 Assessment Conference.](#)
New Orleans, LA. Association for the Assessment of Learning in Higher Education (AALHE).

January 17. [Call for Proposals: Watermark Engage 2020.](#)
Baltimore, MD. Watermark.

January 20. [Proposals Due: 2020 AHE Conference.](#)
Manchester, UK. Assessment in Higher Education (AHE).

January 21. [Webinar: Excellence in Assessment Designation Information Session.](#)
12:00 – 1:00 pm. National Institute for Learning Outcomes Assessment (NILOA).

www.learningoutcomesassessment.org

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Year-End Note

Dear Colleagues:

As another year draws to a close, we want to thank you for your continued interest in and support of NILOA's efforts to enhance and expand meaningful assessment of student learning. We'd also like to highlight some of the releases and activities from 2019.

We updated our [mission and vision](#) statements, and launched a new logo and website this year. The logo was inspired by the [NILOA Transparency Framework](#) and the continuous improvement process. Thank you to all who submitted designs as we worked on a much-needed update. Additionally, our [new website](#) launched earlier this year and we sincerely thank our Communications Coordinator and Research Analyst, Erick Montenegro, for his efforts in developing an updated, user-friendly, and easy to navigate website. Some new additions to our website are the [New to Assessment](#), [Questions at Hand](#), and [Audiences](#) webpages which aim to deliver focused content based on topic areas and roles in assessment.

In addition, we also proudly house the [Assessment Modules](#) created by the Learning Assessment Research Consortium (LARC) aimed at providing resources to support professional development within colleges and universities.

In terms of NILOA resources released in 2019, we shared three [Occasional Papers](#), two [case studies](#) and added numerous resources to our website such as the [Evidence-Based Storytelling Toolkit](#), four new [Viewpoints](#), two [Assessment in Practice](#) pieces, and five [Featured Websites](#). NILOA also provided regular contributions to [Assessment Update](#) under the *NILOA Perspectives Column*, and our senior scholars and staff have released over 10 additional publications through various outlets. In *Change: The Magazine of Higher Learning*, Monica Stitt-Bergh, Catherine M. Wehlburg, Terrel Rhodes, and Natasha Jankowski shared “[Assessment for Student Learning and the Public Good](#)” in addition to a piece by NILOA senior scholars on [faculty development and assessment](#). Further, “[Learning Frameworks: Tools for Building a Better Educational Experience](#)” by Nan L. Travers, Natasha Jankowski, Deborah J. Bushway, and Amber Garrison Duncan from Lumina Foundation was released.

NILOA scholars were pleased to be invited to be part of several edited books including Jillian Kinzie and Pat Hutchings chapter on [transparent assignment design](#), a chapter by Pat Hutchings and Mary Deane Sorcinelli on [Building a Culture of Teaching and Learning](#) in a volume by the Association of College and Research Libraries, and a chapter by Natasha Jankowski and Gianina Baker “Movement Afoot: Fostering Discourse on Assessment Scholarship” as a part of the volume [Trends in Assessment: Ideas, Opportunities, and Issues for Higher Education](#) edited by Stephen P. Hundley and Susan Kahn.

We continued the equity conversation that began three years ago by adding three [guest responses](#) to [NILOA’s 29th Occasional Paper](#) discussing equity and assessment. We invite those who are interested to participate by adding their [perspective](#). In partnership with the Council for the Advancement of Standards in Higher Education (CAS) and Campus Labs, NILOA invited case studies around equity in assessment to highlight examples from which others can learn and continue to dialogue on equitable assessment. We look forward to releasing the [equity case studies](#) next year.

The [HBCU-Collaborative for Excellence in Educational Quality Assurance \(HBCU-CEEQA\)](#) held their second convening this year and has now grown to over 35 institutions, with 70+ members. CEEQA—the first collaborative of its kind—is comprised of assessment and institutional effectiveness leaders dedicated to advancing student learning, institutional quality, and student success while being true to HBCU missions. Members of CEEQA presented at various academic conferences, including the White House Initiative on HBCUs and the [Assessment Institute](#). To learn more and get involved with CEEQA, please contact niloa@education.illinois.edu.

With the help and collaboration of our partner organizations, [VSA Analytics](#) and [AAC&U](#), NILOA recognized the fourth group of [Excellence in Assessment \(EIA\) Designees](#) this year. Congratulations to these seven colleges and universities:

- Finger Lakes Community College
- Bucknell University
- Lindenwood University

- Auburn University
- Sam Houston State University
- Missouri State University
- The University of Northern Iowa

Finger Lakes Community College received the Sustained Excellence designation for their engaging and thoughtfully conceived assessment process. We congratulate all these institutions for successfully integrating assessment practices throughout the institution, providing evidence of student learning, and using assessment results to guide institutional decision-making and improve student performance. Application materials for the [2020 EIA Designation](#) are now available, and we encourage you to apply!

Additionally, Our NILOA Coaches visited more than 30 institutions during 2019 to help with assessment implementation opportunities and challenges. Thank you to all our Coaches for another year of excellent work and support! NILOA staff presented at more than 60 conferences, meetings, and workshops, including a few international convenings, as well as webinars and podcasts. As in previous years, NILOA organized a track at the [2019 Assessment Institute](#) and co-sponsored the fourth annual Teaching and Learning National Institute (TLNI). Thank you to our [partners](#) for these opportunities!

We thank you for your continued interest in NILOA and your commitment to advancing student learning outcomes assessment in postsecondary education. NILOA is committed to sharing resources that engage diverse groups in reflective, collective dialogue. We wish you a joyous holiday season, and a happy, healthy, and productive 2020!

Best wishes,

Natasha Jankowski and the entire NILOA Team

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