



#News #Assessment And Accountability

## Harsh Take on Assessment ... From Assessment Pros

At accrediting conference, panelists acknowledge that effort to measure learning outcomes has been a "hot mess" and that it's time for a better approach.

By Doug Lederman // April 17, 2019 102 COMMENTS COLLEGE PAGES

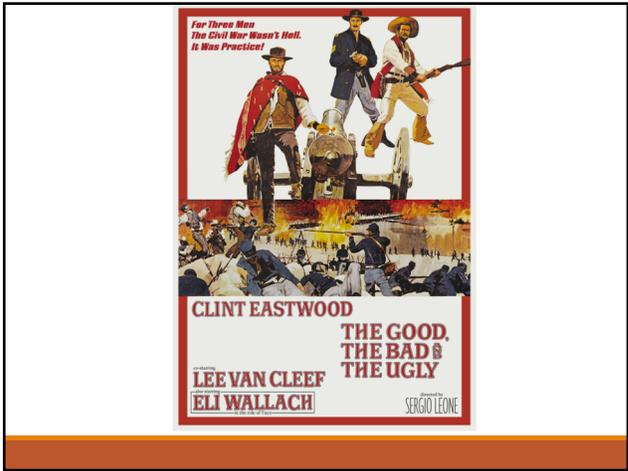


### Bad Assessment

Challenging the Role of Assessment in Higher Education

## The Misguided Effort to Measure Learning Outcomes'

Molly Worthen FEB. 23, 2018

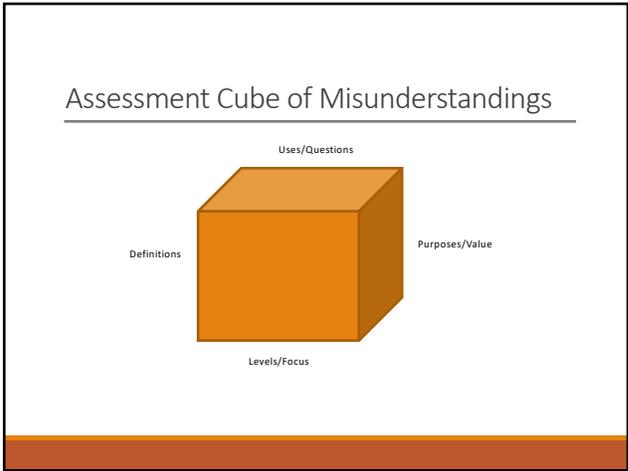




Institute for Learning Outcomes Assessment  
November 2008

### Assessment, Accountability, and Improvement: Rivalling the Tension

Edited by Peter T. Ewell  
Foreword by George F. Kelly

Occasional Paper #1  
www.gacassessment.org

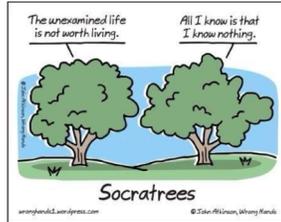


## Three Schools of Thought

Measurement

Compliance (Reporting)

Teaching and Learning (Improvement)



## Measurement

Built upon scientific principles or empirical research, objective, rational, validity, and reliability

*The Multi-State Collaborative: A Preliminary Examination of Convergent Validation Evidence* ~Mark Nicholas, John Hathcoat, & Brittany Brown

- Testing and standardization
- Must be measurable
- Argue narrowing of curriculum
- Goal driven
- Focused on process
- Interventions
- Pre/post
- Comparisons

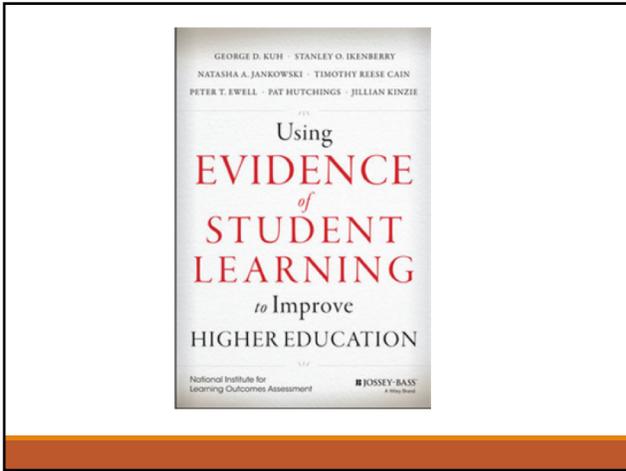


## Compliance

Documenting institutional quality assurance through reporting frameworks  
*Is assessment destroying the liberal arts?* ~Karin Brown

- Bureaucratic
- Laborious
- Time consuming
- Separated from teaching and learning
- Add on
- Accountability and quality assurance
- Reporting and archive
- Lots of data collection, minimal use



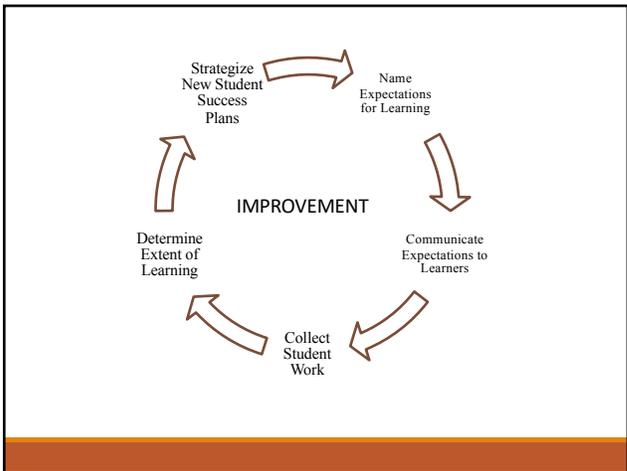


### Teaching and Learning

Focus on pedagogy, understanding of student experience, informing program improvement, embedded in curricular design and feedback, builds student agency

*Does continuous assessment in higher education support student learning?* ~Rosario Hernandez

- Driven by faculty questions regarding their praxis – is what I am doing working for my students?
- Improvement oriented
- Focus on individual students
- Students as active participants – not something done to them
- Formative
- Feedback
- Collaborative
- Assessment for learning
- Adaptive and embedded





Transparency

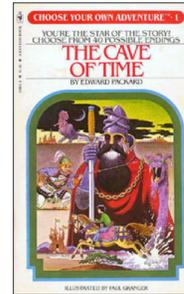
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Awareness of Learning Outcome Statements



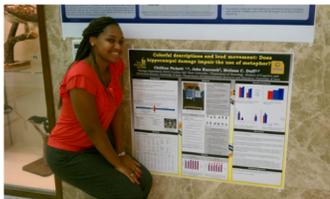
Without Transparency, where is agency?

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One does not simply explore evidence alone...

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Models

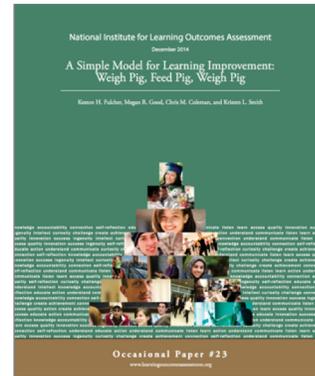
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These philosophies of assessment lend themselves to particular types of models for how we go about assessing student learning



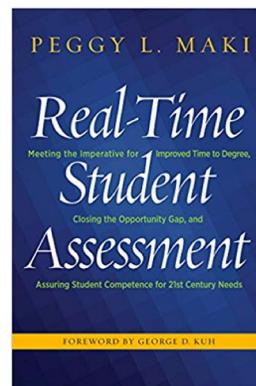
## Institutional or Program Improvement

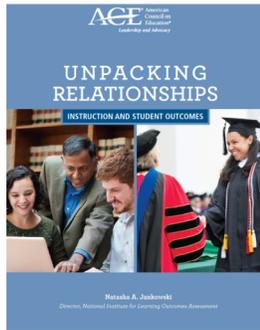
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## Learning Improvement

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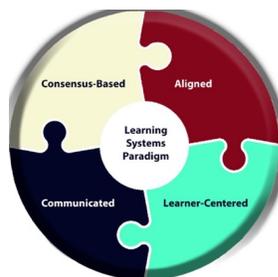
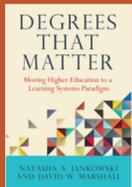


Assessment as a Process...

Is trying to get us to think intentionally about our learning design



The Learning Systems Paradigm



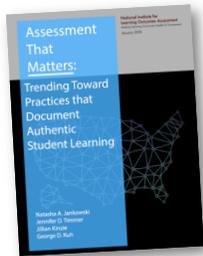
Applied to Mapping Learning and Assignment Design

We can talk more about these two topics in the follow-up Q&A if you like

Now that we've seen the system...how do we talk about it??

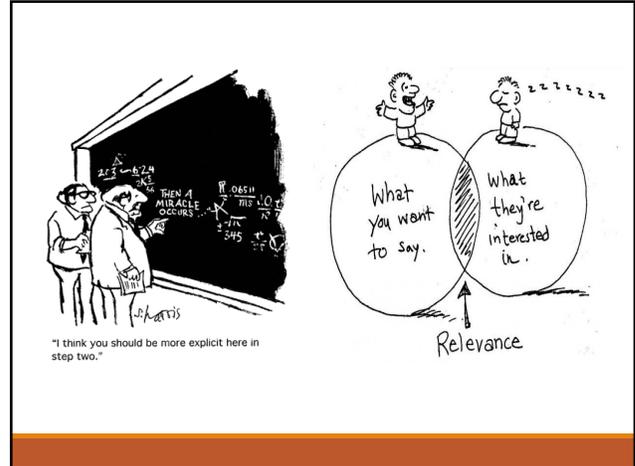


## Communication Finding



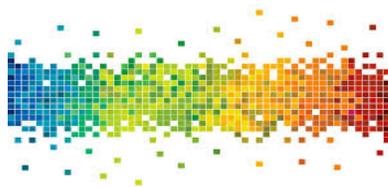
**Communicating effectively about student learning remains a challenge.**

Colleges and universities must more clearly and persuasively communicate relevant, timely, and contextualized information on their impact on students and value to society.



## Explain...

Why do we think that what we are doing, for these students, will lead to enhanced learning, at this time?



## Accounting or Counting

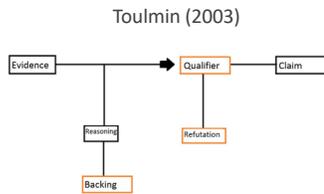
In a piece in *Change*, Lee Shulman (2007) posits that accounting is a form of narrative, and argues that counting without narrative is meaningless.

The role of an institution is to give an account on the contribution to the education of its students.

**But, we rarely provide info to make a compelling narrative – we tell data and process stories**



## The Why: Argumentation

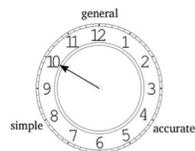


## But...



## For instance...

“Educational assessment is at heart an exercise in evidentiary reasoning. From a handful of things that students say, do, or make, we want to draw inferences about what they know, can do, or have accomplished more broadly.” (Mislevy & Riconscente, 2005, p. iv).



## Evidence-Based Storytelling

Evidence of student learning is used in **support of claims or arguments** about **improvement and accountability** told through **stories** to **persuade a specific audience**.



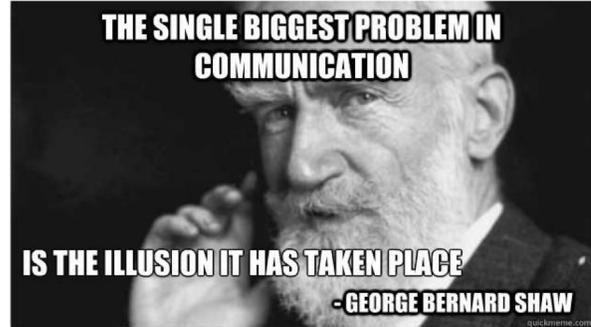
**We need context and a story, because evidence gives stories substance, but stories give evidence meaning.**

## Assessment as part of our story

Makela and Rooney (2012) write of telling a story – that assessment “is essentially a process of telling a story about our people, programs, and services” that are told to many different people, in many different ways, with many different foci. They argue that the “storyline surrounding an assessment ultimately aims to include enough evidence to make well-reasoned assertions...” (p. 2)

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## Questions

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