

2019 Assessment Institute

The **Assessment Institute in Indianapolis** is the nation's oldest and largest event of its type, offering more than 250 educational sessions! Typically, the Institute attracts more than 1,000 participants from nearly 50 states and several other countries with over 400 colleges, universities, and organizations represented.

The Assessment Institute in Indianapolis is designed to provide opportunities for:

1. Individuals and campus teams new to outcomes assessment to acquire fundamental knowledge about the field;
2. Leaders in outcomes assessment to share and extend their knowledge and skills; and
3. Those interested in outcomes assessment at any level to establish networks that serve as sources of support and expertise beyond the dates of the Institute.

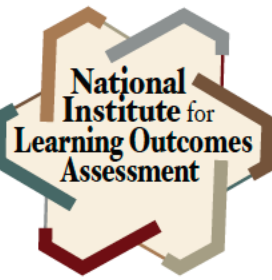


NILOA Track at the Assessment Institute

The **National Institute for Learning Outcomes Assessment (NILOA)** track of presentations at this year's Assessment Institute covers a wide range of topics and are designed to appeal to a broad audience. In the following pages you can find more information on each NILOA track session.

We hope you find the NILOA Track to be relevant, thought-provoking, and engaging. We look forward to seeing you at the Assessment Institute in Indianapolis on October 13-15.

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NILOA Track of Presentations

Unless otherwise noted, our entire track will be in Indiana Ballroom E.

Sunday, October 13

NILOA Pre-Institute Workshop: An Introduction to Assessment and Navigating the Assessment Institute

Time: Sunday, October 13, 1:30-4:30pm

Presenters: Gianina Baker & Pat Hutchings, NILOA

Audience Level: Beginner

Abstract: New to the Assessment Institute and/or new to assessment? Want to make the most of your time here? Interested in learning some basics on assessment to help navigate the language, approaches, and information you will hear in the sessions? Join us for a Sunday afternoon workshop prior to the kick-off of the Institute. We'll cover an introduction to assessment for beginners, outline how best to navigate the Institute and pick which sessions folks will attend based on their needs, and provide opportunities for networking.

This introductory workshop is intended for individuals new to assessment and the Institute. Beginning with basic terms, concepts, and a brief history of assessment, we'll explore the core principles of effective assessment, emerging trends, and lessons learned. Designed to be interactive throughout, this will be an occasion to raise questions, hear from colleagues, learn about successful efforts on a wide range of campuses, and identify resources you can tap into when the need arises. We will share the resources available through the National Institute for Learning Outcomes Assessment (NILOA) to address the issues you are most likely to face as you begin your work. We will wrap up our time together planning out which sessions to attend during the Institute to best get your needs met.

Monday, October 14

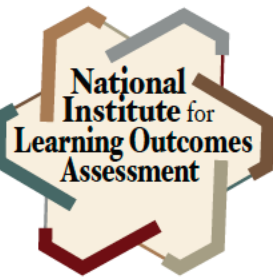
National Institute for Learning Outcomes Assessment (NILOA) Resources

Time: Monday, October 14, Rise & Shine Session, 7:30-7:50am

Presenters: Erick Montenegro, NILOA

Audience Level: All

Abstract: NILOA has a wealth of resources to assist institutions with their assessment practice and processes. This Rise-and-Shine session will focus on finding the right resource for improvement efforts on your campus, providing an overview of existing resources and a preview of resources that are under development for release later in the year.



Mission and Metrics: HBCU Presidents Translation and Praxis

Time: Monday, October 14, 12:30 – 1:30pm

Presenters: Verna F. Orr (Moderator), NILOA; Roslyn Clark Artis, Benedict College; Herman J. Felton, Wiley College; & Elfred Anthony Pinkard, Wilberforce University

Audience Level: All

Abstract: Many have high-level responsibilities within the ranks of higher education institutions, it is the president, however, who has both the responsibility and the authority to serve as the leader of the college or university. Leadership is vital in the assessment conversation and expressing “evidence of what students know and are able to do in the process of determining institutional and strategic directions” (Ikenberry, 2015). Presidents play a major role in raising assessment’s visibility and communicating institutional priorities. This panel draws together Presidents from various Historically Black Colleges and Universities (HBCUs). Panelists will focus on HBCU’s historic and contemporary mission(s) and will discuss how student learning outcomes metrics honor their missions.

Using the Excellence in Assessment Designation to Advance Campus Assessment

Time: Monday, October 14, 1:45 – 2:45pm

Presenters: Nancy Quam-Wickham (Moderator), California State University, Long Beach; Katie Boyd and Megan Good, Auburn University; Debora Ortloff and Jacob Amidon, Finger Lakes Community College; Katherine Herrell, Lindenwood University; Keri Franklin, Missouri State University; Jeff Roberts, Sam Houston State University; & Deirdre Bucher Heistad, University of Northern Iowa

Audience Level: Beginner

Abstract: The Excellence in Assessment (EIA) Designation program recognizes institutions for their efforts in intentional integration of campus-level learning outcomes assessment. The EIA designation evaluation process is directly and intentionally built from NILOA’s Transparency Framework and is co-sponsored by the Voluntary System of Accountability (VSA), NILOA, and the Association of American Colleges and Universities (AAC&U). This presentation will share information on the EIA Designation and application process, as well as engage 2019 EIA designees in reflecting on lessons learned and promising practices from their application.

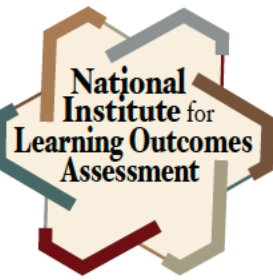
If Not Now, Then When? A Panel Discussion on Why Equity Must be at the Heart of Campus Assessment Efforts

Time: Monday, October 14, 3:15 – 4:15pm

Presenters: Gavin Henning (Moderator), New England College; Erika Williams, Fayetteville State University; Itihari Toure, Interdenominational Theological Center; & Erick Montenegro, NILOA

Audience Level: Intermediate

Abstract: In 2017, NILOA began a conversation on the relationship between equity and assessment. This conversation has garnered over 15 guest responses from higher education thought leaders. Guest authors have offered various considerations to the field of assessment in order for assessment to be a mechanism for improvement instead of a perpetuator of inequality. This panel brings together four diverse viewpoints within NILOA’s equity conversation about the need for, challenges of, and ways to implement equity in assessment. We invite you to join us in this ongoing dialogue.



The Methodology Behind the VALUE Approach to Assessment: Empirical Evidence, Pragmatic “Lessons Learned,” & Future Directions

Time: Monday, October 14, 4:30 – 5:30pm

Presenters: Gary R. Pike, Indiana University; John D. Hathcoat, James Madison University; & Kate McConnell, AAC&U

Audience Level: Intermediate

Abstract: The VALUE (Valid Assessment of Learning in Undergraduate Education) approach to assessment is methodologically complex, comprised of: (1) rubrics that provide a framework for scoring student work; (2) faculty trained raters who use their expert judgment to assign scores; and (3) the work product generated by students in response to a faculty-designed assignment. Using data generated over multiple years, within this session participants will take a “deeper dive” into the various methodological considerations informing AAC&U’s nationwide VALUE initiative. We will discuss how topics such as generalizability, validity, and fairness inform both the pragmatic “lessons learned” and future directions of this work.

Tuesday, October 15

Improving Student Learning with NILOA Coaches

Time: Tuesday, October 15, Rise & Shine Session, 7:30-7:50am

Presenters: Katie Schultz, NILOA; & Dan McInerney, Utah State University & NILOA Coach

Audience Level: All

Abstract: The National Institute for Learning Outcomes Assessment (NILOA) has a group of Coaches available to help colleges and universities with their improvement efforts. The NILOA Coaches are experienced faculty, administrators and staff who know first-hand about the value of assessing student learning. Because they are knowledgeable about the various initiatives unfolding nationally around student learning, assignment design, assessment, and strategies for institutional change, Coaches can encourage and support institutions at various stages of implementation. This Rise-and-Shine session will provide a brief overview of the Coach program including how to submit a request for a Coach to visit your institution and answering questions on the Coaching program.

NILOA Keynote: Examining our Narratives through Evidence-Based Storytelling

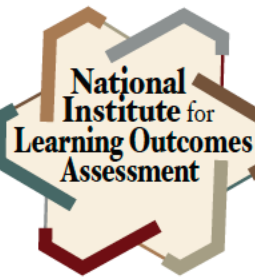
Time: Tuesday, October 15, 8:15-9:15am

Room: Marriott 5

Presenters: Natasha Jankowski, NILOA (Introduction by Peter Ewell)

Audience Level: All

Abstract: The keynote explores narratives around assessment of student learning and the institutional and programmatic processes of assessing student learning through the lens of evidence-based storytelling. Together we will examine use of assessment evidence, storytelling as a meaning making process, and share resources and examples on how to engage in more effective and targeted communication on assessing student learning and assessment evidence. This session will equip attendees with resources and examples to better share narratives around assessing student learning on their campus by pulling examples from the field on how to move from current reporting and transparency efforts toward more effective communication. This keynote also serves as an introduction to the National Institute for Learning Outcomes Assessment (NILOA), NILOA’s



track, and introduces participants to emerging developments in national projects of interest to assessment practitioners.

Lessons Learned from WSCUC's Community of Practice for Advancing Visibility of Learning Outcomes Assessment

Time: Tuesday, October 15, 9:30 – 10:30am

Presenters: Dan Shapiro, California State University Monterey Bay; Errin Heyman and David Chase, WSCUC; & Pat Hutchings, NILOA

Audience Level: Beginner

Abstract: Over a three year period, the WASC Senior College and University Commission (WSCUC) offered institutions the opportunity to participate in a Community of Practice, lending guidance and mentoring for projects related to assessing student learning and visibly demonstrating that learning. Institutions were supported by nationally recognized assessment experts as they implemented their own projects. WSCUC is developing a collection of good practices, resources, and guides that emerged from this work. This session will reflect upon the Community of Practice final projects and lessons learned over the course of this multi-year community's work together, and will include the perspectives of a mentor and a project leader from a participating institution.

Re-envisioning Prior Learning Assessment

Time: Tuesday, October 15, 10:45 – 11:45am

Presenters: Nan Travers, Empire State College; & Peter Ewell, NILOA

Audience Level: Intermediate

Abstract: As more and more adult learners need post-secondary credentials to meet the demands of today's workforce, they return to higher education with existing competencies gained from a variety of work, life, military and civic experiences. In response, institutions seeking to recognize these competencies and assess them for academic credits often only recognize this learning as supplemental to the degree; thus, not meeting the needs of the students. Prior learning assessment needs to be re-envisioned. This session will explore future directions in assessing learning that recognizes and connects learning from a variety of spaces, and whereby higher education works closely in partnership with organizations and industries to ensure learners are recognized and credentialed for what they know.

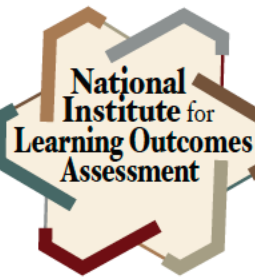
Mapping Integrative Learning

Time: Tuesday, October, 1:15 – 2:15pm

Presenters: Jillian Kinzie, NILOA and Indiana University Center for Postsecondary Research; David Marshall, California State University, San Bernardino; & Dan McNerney, Utah State University

Audience Level: All

Abstract: Participants will work to make sense of student learning experiences across an institution. Presenters will share their experience from two institutions including mapping of curriculum, integration of general education, and re-envisioning of assessment within the Learning Systems Paradigm—a framework to help participants reflect on the organization of their institution, whom they might involve, and how to accomplish work within that organization. Participants will leave with next steps to implement general education and major integrative efforts on their own campus. Presenters will share various resources available to assist in efforts to better align and integrate general education and the major.



Expanding Definitions of Evidence for Equity

Time: Tuesday, October 15, 2:45 – 3:45pm

Presenters: George Kuh (Moderator), NILOA; Claire Jacobson, National Association of System Heads; & Cynthia Alby, Georgia College

Audience Level: Intermediate

Abstract: To produce graduates with lifelong learning and transferable skills requires institutions demonstrate evidence of student learning, especially for their most underserved students. To understand these nuances, campuses must disaggregate their data, thoughtfully examine it for relevant patterns, and take action. Currently, few campuses complete this cycle. In fact, too often data disaggregation has become an end in itself. But disaggregating data is not a standalone response, but rather part of a comprehensive strategy. Done well, disaggregating data makes it possible to see where gaps exist so the reasons—structural, institutional, pedagogical—for those gaps can be explored. Join this discussion on expanding conceptions of data, data collection methods, analysis, and use. Examples will be drawn from the National Association of System Heads' (NASH) Taking Student Success to Scale: High Impact Practices Network to explore a virtuous cycle of quality, student learning assessment, and equity.

Academic and Student Affairs Program Review: Goals and Tools for Continuous Improvement

Time: Tuesday, October 15, 4-5pm

Presenters: Gavin Henning, New England College, & Tami Eggleston, McKendree University

Audience Level: All

Abstract: Many institutions have program reviews in place either in academic affairs, student affairs, or both. However, not all of these program reviews provide meaningful results that lead to program improvement. In this presentation we will start with big picture questions to ensure a high-quality program review for both academic and student affairs program review. The presentation will conclude with tools and best practices. Participants will leave with ideas to improve the program review process and ultimately improve learning and program outcomes through continuous improvement.