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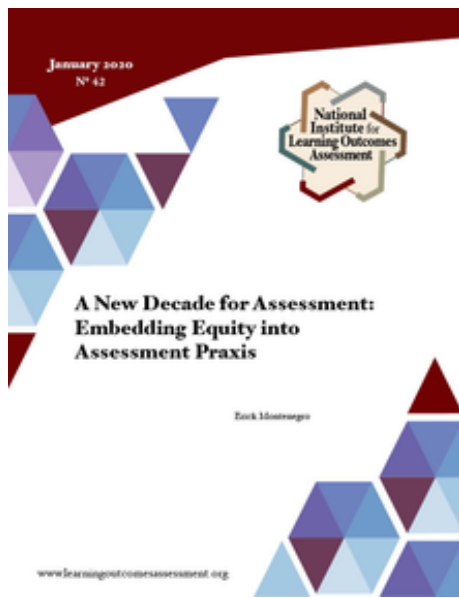
NILOA January 2020 Newsletter

Happy New Year! The first NILOA newsletter of 2020 is chockfull of useful resources and future directions. We begin by reaffirming our commitment to equity in assessment. The second installment of our equity and assessment occasional paper will be released in late January during the AAC&U Annual Meeting where various NILOA team members will be presenting. It serves as a kick off to releasing equity related case studies throughout the year and additional equity focused resources on assessment. We are pleased to also provide an update by Dr. Tami Eggleston to the 2016 McKendree University case, with a foreword by NILOA Senior Scholar Pat Hutchings, to better understand how assessment practices shift and flow over time.

Aligning with the spirit of a productive 2020, Barbara Walvoord shares a Viewpoint "Getting Faculty on Board: Four Suggestions" focused on helping assessment leaders encourage faculty inspiration and collaboration by taking a sociological stance of considering assessment as a movement. Furthermore, a new Equity Response from Audrey Rorrer and Bruce Richards "Leveraging Learning Management Systems for Culturally Response Assessment Practice" explores how the University of North Carolina at Charlotte piloted a holistic assessment approach by leveraging their university Learning Management System (LMS).

We also encourage you to apply for the 2020 Excellence in Assessment (EIA) designation and [join us for a webinar](#) to learn more about the designation and the application process, we highlight the University of North Carolina at Chapel Hill's [Office of Institutional Research and Assessment](#) (OIRA) as our first Featured Website of 2020, and provide information on relevant News Items and Upcoming Conferences and Programs. Of special interest is the announcement of NILOA as the 2020 ACPA Contribution to Higher Education designee—we are both delighted and honored to receive this award!

Equity in Assessment



NILOA is pleased to continue and deepen the conversation on equity and assessment through 2020 and beyond. In doing so, we are pleased to announce the release of a follow-up paper to our 2017 Occasional Paper “Equity and Assessment: Moving Towards Culturally Responsive Assessment”, which helped launch the national conversation on equity in assessment. We will release the new paper, “A New Decade for Assessment: Embedding Equity into Assessment Praxis” later this month at AAC&U’s 2020 Annual Meeting where Erick Montenegro, Natasha Jankowski, Gianina Baker, and numerous other NILOA team members will present. Please stay tuned for its official release later this month. In addition, NILOA, the Council for the Advancement of Standards in Higher Education (CAS), and Campus Labs, will continue to conduct, publish, and present on Equity

in Assessment Case Studies showcasing the equitable assessment practices carried out across higher education. We will release the cases throughout the year. As always, we enthusiastically welcome your insight regarding practices and experiences with equity-minded assessment at your institution. We will continue to involve the field in dialogue, and encourage you to contact us to share your practices so that we may continue to improve together as we move into phase two of our equity and assessment conversation.

Case Study

Slow and Steady Wins the Race: Continuous Improvement and Assessment 2.1 at McKendree University

Tami Eggleston
McKendree University

As part of an ongoing effort to track and explore developments in student learning outcomes assessment, NILOA has published 20 institutional case studies. We are now revisiting and updating some of those earlier examples in order to understand more concretely how campus assessment practices evolve over time—through lessons learned from local experience but also as a result of changes in institutional priorities, the launch of new initiatives, leadership transitions, and trends in the larger assessment movement. This case study on McKendree University is an update of the original case study from 2016 focused on McKendree’s use of the Degree Qualifications Profile (DQP), which was important in helping to define and refine institutional outcomes, especially around “diverse perspectives”. As Emily Teitelbaum and Katie Schultz reported in the 2016 case study, McKendree began an ambitious “Assessment 2.0” initiative in 2010, focusing on one of its seven student learning outcomes each year. This updated case,



written by Tami Eggleston of McKendree University and a NILOA Coach, begins as Assessment 2.0 was winding down in 2017. Following a careful process of stock taking, exploring what had been done and learned, the institution has now moved into Assessment 2.1. As readers will learn, the seven-year cycle of 2.0 is still largely in place—but 2.1 is now deepening and extending the work. The DQP continues to inform the work, the co-curriculum is a more explicit focus of assessment, students are playing new roles, and, like many other campuses, McKendree continues to explore ways to engage faculty and staff in a process of continuous improvement. [Read more...](#)

Viewpoint



Getting Faculty on Board: Four Suggestions

Barbara Walvoord

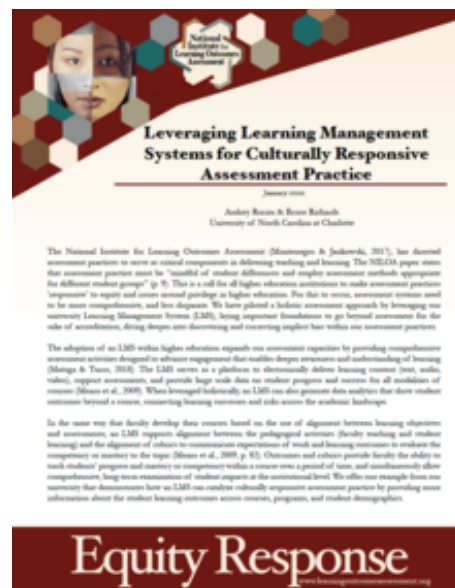
This month's Viewpoint shares four suggestions that Barbara Walvoord, the 2019 Trudy W. Banta Lifetime Achievement recipient, presented in her keynote address for the faculty development track of the Assessment Institute in Indianapolis. She argues that while assessment leaders may be tasked with “Getting Faculty on Board,” there is a better way to frame it. Faculty members face many constraints and frustrations. They resist “getting on board” with someone else’s agenda. However, there is much to be learned from positioning assessment as a movement. Following in this sentiment, this Viewpoint advances four suggestions for fostering faculty inspiration and collaboration in assessment. In brief, by taking a sociological stance, leveling with faculty about the assessment mandate, working with the movements already on campus, and infusing assessment activities with the qualities of movements, assessment leaders can encourage faculty inspiration and collaboration, using assessment as a tool for student learning. [Read more...](#)

Equity Response

Leveraging Learning Management Systems for Culturally Responsive Assessment Practice

Audrey Rorrer & Bruce Richards
University of North Carolina at Charlotte

The National Institute for Learning Outcomes Assessment (Montenegro & Jankowski, 2017), has directed assessment practices to serve as critical components in delivering teaching and learning. This is a call for all higher education institutions to make assessment practices ‘responsive’ to equity and issues around privilege in higher education. For this to occur, assessment systems need to be more comprehensive, and



less disparate. The University of North Carolina at Charlotte piloted a holistic assessment approach by leveraging the university Learning Management System (LMS), laying important foundations to go beyond assessment for the sake of accreditation, diving deeper into discovering, and correcting implicit bias within assessment practices. This equity response argues, that when leveraged holistically, an LMS can also generate data analytics that show student outcomes beyond a course, connecting learning successes and risks across the academic landscape. This response offers one example of how an LMS can catalyze culturally responsive assessment practice by providing more information about the student learning outcomes across courses, programs, and student demographics. [Read more...](#)

Excellence in Assessment (EIA)



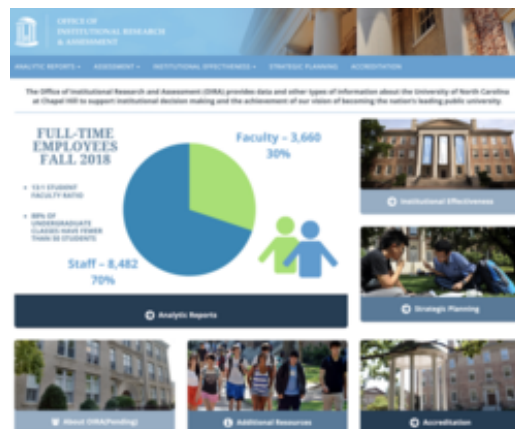
Consider Applying for the Excellence in Assessment Class of 2020

The Excellence in Assessment (EIA) designation is now accepting applications for the 2020 designee class. EIA recognizes institutions for their efforts in intentional integration of institution-level learning outcomes assessment. 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](#). Over the past three years, 27 institutions have been recognized for their Excellence in Assessment and the 2019 designees will be celebrated during a reception at the upcoming AAC&U Annual Meeting in Washington, DC. If your institution is involved in exemplary assessment practice, then please review the application packet and the accompanying rubric that evaluators use to assess the merit of each application. Materials are due by May 1, 2020. **To hear more about the EIA application and review process, [register for this free NILOA webinar](#) scheduled for January 21, 2020 at 12:00pm CST. [Read more...](#)**

Featured Website

The [Office of Institutional Research and Assessment](#) (OIRA) from the University of North Carolina at Chapel Hill is NILOA's first [Featured Website](#) of 2020! The mission of OIRA is to "support institutional decision making and the achievement of our vision of becoming the nation's leading public university" through disseminating timely institutional data and information. In support of this, the OIRA provides assessment resources for [academic programs](#) and [administrative units](#); including tips on [getting started](#), relevant



professional development opportunities, [examples](#), and additional assessment [resources](#). Additionally, the OIRA website also features various interactive [reports](#) accompanied by definitions and footnotes, when applicable, so readers can easily understand the data. For these and numerous other reasons, the OIRA web page is our Featured Website in the categories of [Centralized Assessment Repository](#), [Communication](#), and [Creativity](#). The webpage is also an institutional example for the [NILOA Transparency Framework](#) in the [Evidence of Student Learning](#) component. [Read More...](#)

News

Teaching in Higher Ed Podcast: Top 19 of 2019

The Teaching in Higher Ed Podcast released its list of the 19 most downloaded episodes of 2019. NILOA is happy to acknowledge that two episodes featuring NILOA team members are included in the list! Episode 256: [Creating Wicked Students](#) featuring Paul Hanstedt, NILOA Coach, and Episode 259: [Intentional and Transparent Assessment](#) featuring Natasha Jankowski, NILOA Executive Director were amongst the most popular. We encourage you to listen to these and other episodes.

Revisions to CAS Standards

The Council for the Advancement of Standards in Higher Education (CAS) has announced revisions to a number of standards. Please review the revisions made to [Campus Police and Public Safety](#), [Counseling Services](#), [Leadership Education and Development](#), and [Registrar Services](#).

New Issue of Assessment Update

The November/December 2019 edition of *Assessment Update* is available! Among the many useful articles, we highlight “Assessing a High-Impact Practice in Higher Education Using VALUE Rubrics: What Do Undergraduate Research Posters Tell Us About What Students Know and Can Do?” co-authored by Julie S. Gray & Glenn Allen Phillips, and “WSCUC's Initiative for Advancing Leadership for and Visibility in Student Learning Outcomes Assessment” co-authored by David Chase & Errin Heyman.

How to Make Your Teaching More Engaging

The Chronicle has created a guide to inform pedagogy toward making it a more engaging endeavor for students. Important elements include being receptive to feedback from students and peers, building community, and using a story-telling approach; all which align directly to assessment for improvement and [evidence-based storytelling](#).

Can a Different Approach to Testing Help Students Remember What They Learn?

A faculty member at the University of Mary Hardin-Baylor recently swapped midterm exams with homework and short-answer quizzes in hopes of boosting students' in-depth, long-term knowledge. While the change did not increase students' final exam scores, it did increase student satisfaction and decreased their anxiety; which can be good for retention and persistence. Finding different ways to assess student learning may lead to boosts in grades, but can also build better learning environments.

Expanding Access to College-Level Courses

This recently published report from the Community College Research Center (CCRC) and MDRC explores how automatizing the use of multiple measures assessment (MMA) can impact the placement of incoming students. However, with the exception of GPA, most of the measures used were still standardized tests. MMA did place more students in college-level courses compared to the control group. A report on student outcomes is forthcoming.

Minority and First-Gen Students Feel Greater Belonging at 2-Year Colleges

Students of color and first-generation students feel a deeper sense of belonging at two-year colleges compared to four-year institutions; likely due to the increased diversity and focused student resources found at community colleges. Since sense of belonging can be impacted by campus culture and practices—and it has implications for student persistence and retention—four-year institutions have the responsibility to assess what they do well and identify lessons they can learn from their two-year peer institutions.

Liberal Arts Align With Employer Needs

Liberal Arts graduates are equipped with skills desired by employers, but colleges and universities need to do a better job of assessing them as workforce skills, and communicating those skills to students. This requires stronger collaboration between institutions, employers, and students to align language, desired proficiencies, and assessment to ensure students not only have the skills but can also speak about and demonstrate them on job interviews.

Announcements:

2020 ACPA Awards

The American College Personnel Association (ACPA) has announced the recipients of their 2020 Awards to be distributed during the [ACPA20 Annual Convention](#) in Nashville, TN on March 2-5. NILOA will be honored with the Contribution to Higher Education Award, and NILOA Senior Scholar Jillian Kinzie will be awarded with the Senior Scholars Diplomate. Thank you to ACPA and to all of our partners in this work. Please join us in congratulating all of this year's award recipients!

2020 Assessment Institute Call for Proposals

The Call for Proposals is now live for the [2020 Assessment Institute](#) in Indianapolis! Please consider submitting a proposal on or before the priority deadline of March 20, 2020.

New England Assessment Conference

The Call for Proposals is now live for the 2020 New England Assessment Conference! The theme of this year's conference is "Assessment and Equity: Methods Matter". Consider submitting a proposal before the March 1, 2020 deadline!

Free Online Course on Assessment

In partnership with National Louis University, the [Student Affairs Assessment Leaders \(SAAL\)](#) are opening the fourth run of their free MOOC, "[Applying and Leading Assessment in Student Affairs](#)". The course has had over 1,200 students in each previous course boasting a 19.83% completion rate last year—which is excellent for a MOOC. 92% of students rated the course's quality with a 4 out of 5. The 8-week course runs from February

24-April 19. [Register today!](#) You can also register for a live [webinar](#) with course instructors on February 4 at 4pm EST.

Upcoming Conferences and Programs

January 17. [Proposals Due: 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 pm – 1:00 pm CST. NILOA.

****This webinar will be presented by Dr. Gianina Baker, NILOA Assistant Director, and Dr. Natasha Jankowski, NILOA Executive Director.**

January 21. [Webinar: Ethical Foundations for an Evolving Field: AIR's New Statement](#).
1:00 pm- 2:00 pm CST. Association for Institutional Research (AIR).

January 22-25. [2020 AAC&U Annual Meeting](#).
Washington, D.C. Association of American Colleges & Universities (AAC&U).

****Thursday, January 23, 11:30am-12:30pm. George Kuh**, NILOA Founding Director and Senior Scholar, William Hudson, Jr, Farouk Dey, Angela Lindner, & Samyr Qureshi will present “Harnessing the Power of Peers to Foster Student Success”.

****Thursday, January 23, 2:15-3:15pm. Jillian Kinzie**, NILOA Senior Scholar, Mary Deane Sorcinelli, **Pat Hutchings**, NILOA Senior Scholar, Kathleen Landy, Michael Reder, & Dan Shapiro will present “Integrating Assessment and Faculty Development to Promote Evidence-Informed Teaching and Learning”.

****Thursday, January 23, 5:15-6:15pm. George Kuh, Natasha Jankowski**, NILOA Executive Director, & **Gianina Baker**, NILOA Assistant Director, will present “Telling Persuasive Evidence-Based Stories About Student Learning: Lessons from the Field”.

****Friday, January 24, 8:00-9:30am.** Norman Jones, Richard Badenhausen, Cathy Brigham, & **David Marshall**, NILOA Senior Scholar, will present “When Academic Programs for High-Achieving Students Clash: A Dialogue on the Relationship between AP and Honors Education”. They will be Table 15 in the Marquis Salon 6.

****Friday, January 24, 9:45-10:45am.** Caroline Ketcham, Anthony Weaver, Andrew Pearl, Morgan Gresham, **Jillian Kinzie**, & Jessie Moore will present “Changing Landscape of Inclusive Capstone Experiences: Influences, Impacts, and Design”.

****Friday, January 24, 11:15m-12:15pm.** Claire Jacobson, **Natasha Jankowski**, & **Erick Montenegro**, NILOA Communications Coordinator and Research Analyst, will present “(Re)energize Campus Completion Agendas by (Re)emphasizing Student Learning, (Re)focusing Assessment, and (Re)identifying Definitions”.

****Friday, January 24, 2:00-3:00pm. Natasha Jankowski & Erick**

Montenegro will present “Case in Point: Institutions Engaged in Equitable Assessment Practices”.

****Friday, January 24, 3:15-4:15pm.** Robert Gonyea, Allison BrckaLorenz, Shimon Sarraf, Alexander McCormick, & **Jillian Kinzie** will present “Student Engagement and the Assessment of Institutional Quality: Current Trends and Future Possibilities”.

****Friday, January 24, 6:00pm.** There will be a closed reception for the 2019 class of Excellence in Assessment (EIA) designees.

January 31. [Proposals Due: Fast Track to Success Conference.](#)
Austin, TX. Fast Track to Success Project.

January 31. [Proposals Due: 2020 ICCHE Conference.](#)
Charleston, IL. Eastern Illinois University & the Illinois Council on Continuing Higher Education (ICCHE).

February 7-8. [7th Annual SLO Symposium.](#)
Monterey, CA. Monterey Peninsula College.

February 7. [Proposals Due: 2020 CREA International Conference.](#)
Chicago, IL. Center for Culturally Responsive Evaluation & Assessment (CREA).

February 9. [Proposals Due: AALHE’s Tenth Annual Assessment Conference.](#)
New Orleans, LA. Association for the Assessment of Learning in Higher Education (AALHE).

February 11-13. [2020 Assessment for Learning Conference.](#)
San Diego, CA. Assessment for Learning Project (ALP).

February 11-12. [IMS Digital Credentials Summit.](#)
Atlanta, GA. IMS Global Learning Consortium.

February 16. [Proposals Due: 42nd Annual EAIR Forum.](#)
Cork, Ireland. The European Higher Education Society (EAIR).

February 16. [Proposals Due: International Higher Education Teaching and Learning Conference.](#)
Pretoria, South Africa. International Higher Education Teaching and Learning (HETL) and the University of South Africa.

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NILOA February 2020 Newsletter

Welcome to the February 2020 edition of the NILOA Newsletter. It is with great joy that we announce this year's Trudy W. Banta Lifetime Achievement in Assessment Award will be given to Dr. Pat Hutchings, NILOA Senior Scholar! Please join us in congratulating Pat for this stellar recognition. You can see Pat receive the award and deliver the Keynote for the Faculty Development track at the [2020 Assessment Institute](#) in Indianapolis, October 25-27, 2020.

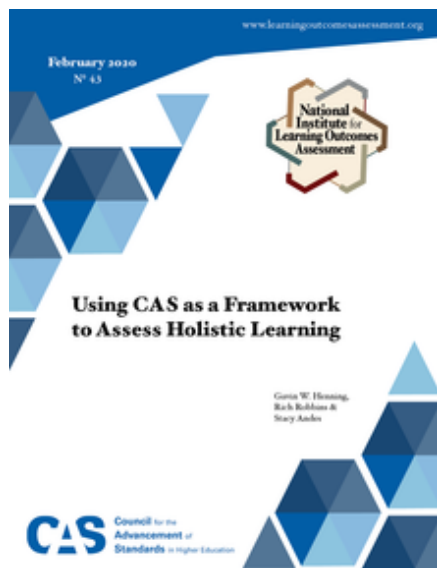
In partnership with the [Council for the Advancement of Standards in Higher Education](#) (CAS), we are delighted to release an Occasional Paper, "Using CAS as a Framework to Assess Holistic Learning" co-authored by Gavin W. Henning, Rich Robbins, and Stacy Andes.

At the end of January, NILOA released "A New Decade for Assessment: Embedding Equity into Assessment Praxis" co-authored by Erick Montenegro and Natasha A. Jankowski. This month, we are pleased to announce a new Equity Response from Serafina Pastore who reflects on "Culturally Responsive Assessment: A Missed Call for Italy?"

In addition, we invite you to explore a new example in the [Evidence-Based Storytelling Toolkit](#) stemming from the work of the [Virginia Assessment Group](#) and James Madison University's [Center for Assessment & Research Studies](#). Furthermore, this newsletter includes a useful Assessment in Practice "Designing & Aligning Learning Outcome Assessments for Academic Programs" authored by Brandon David Moore.

We invite you to consider applying for the 2020 Excellence in Assessment (EIA) designation, and [view the recording](#) of an informational webinar to learn more about the EIA application and review process. We then highlight the Office of Institutional Research and Assessment (OIRA) at the University of Tennessee, Knoxville as this month's Featured Website, and offer information on relevant News Items and Upcoming Conferences and Programs!

Occasional Paper



Using CAS as a Framework to Assess Holistic Learning

Gavin W. Henning, Rich Robbins, & Stacy Andes

The Council for the Advancement of Standards in Higher Education (CAS) provides tools and resources to guide the development of holistic learning and development outcomes that employers and higher education professionals wish to see in college graduates. CAS consists of a consortium of experts from various areas of higher education engaged in developing standards for professional practice as well as resources for self-assessment for functional areas of student support in higher education. Based in holistic learning and incorporating 47 functional areas involved in student

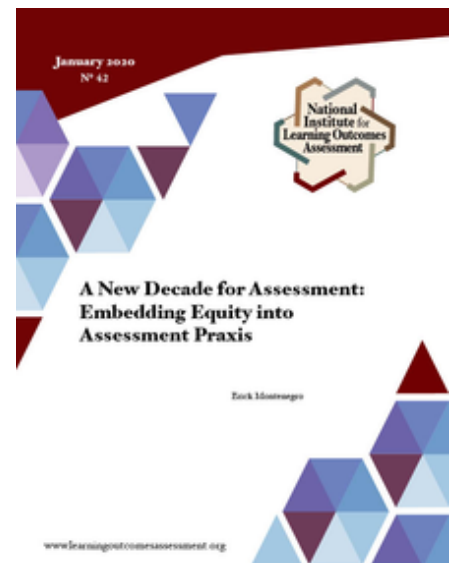
learning and development, the CAS Standards serve as a validated, reliable resource in this data-driven, accountability-focused higher education environment. This paper explores how the CAS learning domains and dimensions can be used to identify and achieve various division-level or functional unit goals, to advance self-assessment, and to inform institutional effectiveness. [Read more...](#)

Equity in Assessment

A New Decade for Assessment: Embedding Equity into Assessment Praxis

Erick Montenegro & Natasha A. Jankowski

Reflecting upon the conversations over the last three years around culturally responsive assessment and related equity and assessment discussions, this occasional paper highlights questions, insights, and future directions for the decade ahead by exploring what equitable assessment is and is not; the challenges and barriers to equitable assessment work; where the decade ahead may lead; and next steps in the conversation on equity and assessment. [Read more...](#)



Culturally Responsive Assessment: A Missed Call for Italy?

Serafina Pastore

This equity response by Dr. Pastore from the University of Bari explores questions regarding “Does assessment really assure diversity, equity, and inclusion? How is it possible to implement a responsive assessment?” Dr.



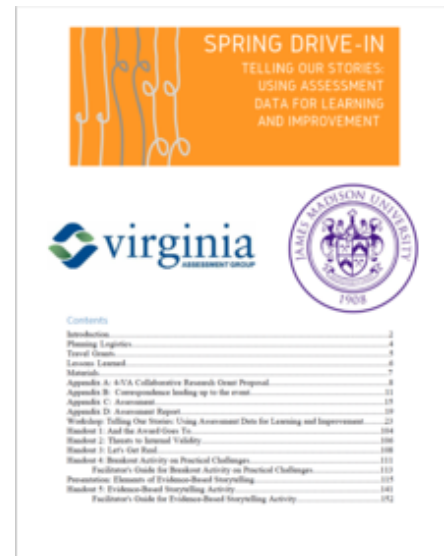
Pastore discusses the challenges of translating in vivo to an equitable, inclusive, and culturally responsive assessment in the context of Italy, which can be "allergic to changes." Moving from Montenegro & Jankowski's (2017) framework, this Equity Response explores the reasons why the proposal of culturally responsive assessment is far from becoming a reality in Italy. Building on previous studies realized at the University of Bari, the author concludes by highlighting improvement areas to assure a meaningful innovation process within the Italian higher education system. **[Read more...](#)**

Evidence-Based Storytelling

Practice Example from the Virginia Assessment Group and James Madison University

Caroline Prendergast, Andrea Pope, & S. Jeanne Horst

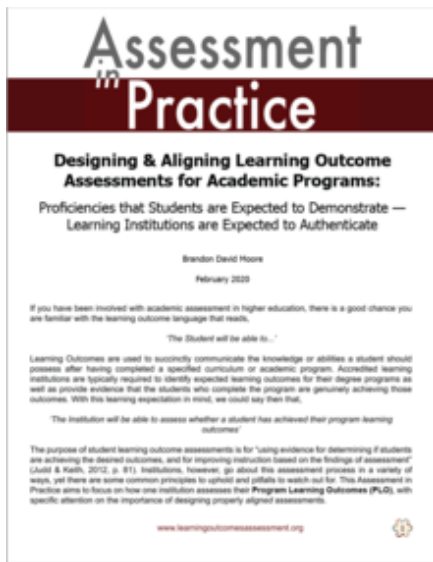
The **[Evidence-Based Storytelling Toolkit](#)** is designed to help explore the various elements in the creation of a compelling, evidence-based story. It was developed through document and narrative analysis review of accreditation reports, program reviews, and annual assessment reports. To support and broaden the use of the Toolkit, we continually seek examples of practice that can help inform other institutions and organizations. One such example comes from a telepresence conference hosted by the Virginia Assessment Group, entitled "Telling Our Stories: Using Assessment Data for Learning and Improvement." This addition to the Evidence-Based Storytelling Toolkit offers valuable lessons learned, sample grant applications, sample recruitment emails and communications materials, assessment surveys and results, presentation slides, and various handouts and facilitator guides for the day's activities. We hope this addition to the Evidence-Based Storytelling Toolkit proves useful as you seek ways to tell your institutional assessment story. **[Read more...](#)**



Assessment in Practice

Designing & Aligning Learning Outcome Assessments for Academic Programs: Proficiencies that Students are Expected to Demonstrate — Learning Institutions are Expected to Authenticate

Brandon David Moore



Learning outcomes are used to succinctly communicate the knowledge or abilities a student should possess after having completed a specified curriculum or academic program. Accredited learning institutions are typically required to identify expected learning outcomes for their degree programs as well as provide evidence that the students who complete the program are genuinely achieving those outcomes. The purpose of assessing student learning outcomes is, then, to determine if students are achieving the desired outcomes, and to subsequently use assessment findings and results to improve instruction. Institutions, however, go about this assessment process in a variety of ways, with some common principles to uphold and pitfalls to avoid. This Assessment in Practice focuses on how Liberty University assesses Program Learning Outcomes, with specific

attention on the importance of designing properly aligned assessments. [Read more...](#)

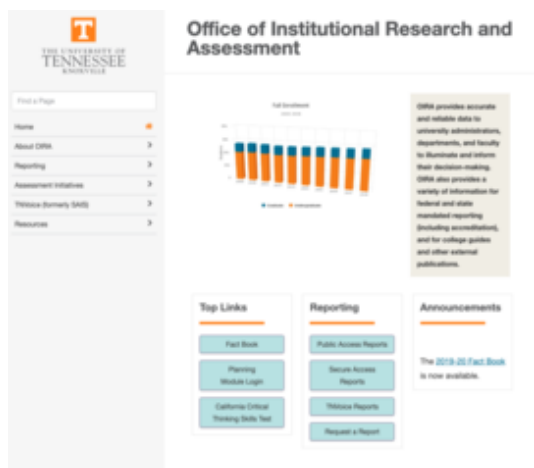
Excellence in Assessment (EIA)

Consider Applying for the Excellence in Assessment Class of 2020



The Excellence in Assessment (EIA) designation is accepting applications for the 2020 designee class. EIA recognizes institutions for their efforts in intentional integration of institution-level learning outcomes assessment. If your institution is involved in exemplary assessment practice, please review the application packet and the accompanying rubric that evaluators use to assess each application. **Materials are due by May 1, 2020.** To learn more about the EIA, including the application and review process, please watch this [recording](#) of our January 21, 2020 informational webinar. [Read more...](#)

Featured Website



The [Office of Institutional Research and Assessment](#) (OIRA) at the University of Tennessee, Knoxville is this month's Featured Website! The OIRA helps the institution fulfill its mission by providing "accurate and reliable data to university administrators, departments, and faculty to illuminate and inform their decision-making." The OIRA website has several useful assessment resources, including tips on course-level assessment, writing clear outcomes, inclusive teaching, syllabus design, and an Assessment Toolbox with tips for formative and summative assessment. [Read more...](#)

News

The Standardized Testing Debate for College Admissions

Various news articles this part month focused on the use of standardized tests for college admissions. Some institutions decided to drop the ACT/SAT entrance requirement while others decided to continue it at least for one more academic year. Conversations explored the ability of standardized tests to predict student success compared to high school GPA, other arguments revolve around questions of equity, and some consider the revenue implications for institutions dropping the ACT/SAT.

It's Time to Get Rid of Distribution Requirements

Instead of implementing a check-box style approach to general education, why not rethink this approach for something more engaging? Paul Handstedt, NILOA Coach, argues for a model that allows students to engage and grapple with concepts at multiple points in an interdisciplinary curriculum that treats students as capable and interested agents in their education.

How 5 Experts Say Colleges Can Create a 'Holistic' Student Experience

Higher education thought leaders, such as Amelia Parnell of NASPA and Ashley Finley of AAC&U, participated in a roundtable discussion around holistic student experiences, and the roles colleges need to fill to better retain and support students through completion.

Improved Grading Makes Classrooms More Equitable

Higher education institutions need to provide faculty the space and resources to critically reevaluate and own their grading processes so they feel empowered to implement more equitable approaches. Joe Feldman finds that once faculty are aware of how traditional grading processes have served to perpetuate inequities, they are more motivated to try alternative grading approaches that implement more equitable practices. Other articles opine on the topic of grading by speaking about grade inflation, and giving students more agency through the syllabus and allowing them to choosing their grade.

New Strategies Recommended to Promote Equity in Student Assessment

This article by Pearl Stewart highlights NILOA's paper, "A New Decade for Assessment: Embedding Equity into Assessment Praxis", which encourages assessment practitioners to implement more equitable assessment practice.

Who Leads on College Learning?

This article argues that assessment should be led by faculty, contextualized to the needs of the institution, and supported by an administration that encourages collaboration across all units and programs of an institution. It is one of a new series of "Transforming Teaching and Learning" articles.

Hiring in the Modern Talent Marketplace

A new report by the U.S. Chamber of Commerce Foundation "demonstrates that employers and hiring managers are preparing for a world where competencies – not degrees – are the most important factors when filling a job." This places assessment as significant to help students secure employment upon graduation.

Time for a Tune-Up?

Tuning is a process that brings those within a discipline together to define the skills,

methods and topics of interest for the field with the intention of harmonizing, or “tuning”, to core disciplinary goals. Supported by Lumina, the American Historical Association (AHA) used Tuning to centralize good teaching into historians’ practice, work supported by NILOA Coach, Daniel McInerney. NILOA also has several [reports](#) on the topic.

Announcements:

[The Summer Institute for Improving Undergraduate Education](#)

Applications are now being accepted for the [2020 Summer Institute for Improving Undergraduate Education](#). The Institute is designed to help campuses develop the capacity and practical strategies to use evidence for ongoing improvement and work in ways that bring all students to high levels of achievement. Themes related to equity, inclusiveness, and opportunity will be front and center at this year’s event.

[New Issue of RPA](#)

The Winter 2019 issue of *Research & Practice in Assessment* features several useful articles to inform our assessment practice. For example, included in this issue are “Culturally Responsive Assessment 2.0: Revisiting the Quest for Equity and Quality in Student Learning” from Chiara Logli, and “The Use of Humor in Assessment: A Case Study” co-authored by Julia J. C. Blau & Eric T. Blau.

[RFP: Interoperable Learning Record \(ILR\) Resource Hub](#)

The U.S Chamber of Commerce Foundation is seeking proposals for a website developer (individual or firm) to help create an open, public Interoperable Learning Record (IRL) Resource Hub and help manage it post launch.

[New Learning Improvement Community Website](#)

The Learning Improvement Community is excited to announce the launch of a website dedicated to sharing learning improvement stories. The website offers concise, compelling examples of learning improvement from a range of academic disciplines and contexts. Visitors are encouraged to use these stories in faculty development, sharing practices among assessment professionals, and in communicating the value of assessment. If you have a learning improvement story you would like to share, you are welcome to [submit](#) your story.

[AIR Statement of Ethical Principles](#)

The Association for Institutional Research (AIR) released a statement regarding the use of data to improve decision making; what it means to act with integrity as we use data and evidence to improve higher education.

[CHEA Accreditation Toolkit](#)

The Council for Higher Education Accreditation (CHEA) released an Accreditation Toolkit with information on accreditation for students, faculty, presidents, governing boards, and other accrediting organizations.

[New Issue of PLA Inside Out is now available](#)

The 7th issue of *Prior Learning Assessment Inside Out: An International Journal on Theory, Research and Practice in Prior Learning Assessment* is now available, and features several insightful articles and resources to guide your practice.

[New Issue of Change](#)

The latest issue of *Change: The Magazine of Higher Learning* is now available! It features several insightful articles, including “Implementing Annual Versus Episodic Budget-Driven Program Reviews: Contrasts and Synergy” and “Tribal Colleges and Universities: Building Nations, Revitalizing Identity”.

[New Issue of Assessment Update](#)

The latest issue of *Assessment Update* has a special focus on the Excellence in Assessment (EIA) Designation! A few 2019 EIA Designees are featured including Sam Houston State University, Auburn University, Finger Lakes Community College, University of Northern Iowa, and Bucknell University. There is also a new NILOA Perspectives on “Excellence in Assessment as Evidence-Based Storytelling” authored by Dr. Natasha Jankowski, NILOA Executive Director.

[CHEA Announces Winners of 2019 CIQG Quality Award](#)

The CIQG Quality Award was established in 2018 to recognize outstanding performance of higher education providers in meeting the CHEA/CIQG [International Quality Principles](#). This year’s winners are the Tecnológico de Monterrey (Mexico), Higher Colleges of Technology (United Arab Emirates) and Bakersfield College (United States).

[New Book: Critical Skills for Environmental Professionals: Putting Knowledge into Practice](#)

This recently published book co-authored by Jennifer Pontius and Alan McIntosh presents examples that encourage students to apply their skills and knowledge to solve real-world problems. Focusing on skills-based learning outcomes that are common among environmental programs and leveraging a range of assessment case studies, this book can provide insights as to how students can apply their learning and evaluate their understanding.

Upcoming Conferences and Programs

February 18-21. [HIPs in the States 2020 Conference](#).
College Station, TX. Texas A&M University.

February 19-21. [Scholarship of Teaching and Learning Commons Conference](#).
Savannah, GA. Georgia Southern University.

February 20. [Webinar- Assessment Basics #1: Developing Quality Outcomes & Objectives](#).
1:00-2:00pm CST. Watermark.

February 21-24. [39th Annual Conference on the First-Year Experience](#).
Washington, DC. National Resource Center for the First-Year Experience and Students in Transition.

February 21. [Proposals Due- Fast Track to Success Conference](#).
Austin, TX. Fast Track to Success Project.

February 24. [Proposals Due- 42nd Annual EAIR Forum](#).
Cork, Ireland. The European Higher Education Society (EAIR).

February 24. [MOOC: Applying and Leading Assessment in Student Affairs.](#)
Student Affairs Assessment Leaders (SAAL).

February 25. [Webinar- National Research Collaborative on CBE/L: Findings from the 2019 National Survey of Postsecondary Competency-Based Education.](#)
2:00-3:00pm CST. American Institutes for Research (AIR).

February 26. [Webinar-RARE Model: Interpersonal Strategies for Inclusive and Collaborative Assessment Practice.](#)
2:30-3:30pm CST. Association for the Assessment of Learning in Higher Education (AALHE).

February 28. [Nominations Due- IMS Global Learning Impact Awards.](#)
IMS Global Learning Consortium.

March 1. [Proposals Due- New England Assessment Conference.](#)
Henniker, NH. New England College

March 2-5. [ACPA 2020 Conference.](#)
Nashville, TN. American College Personnel Association (ACPA).
**** NILOA will be honored with the Contribution to Higher Education Award, and NILOA Senior Scholar Jillian Kinzie will be awarded with the Senior Scholars Diplomate.**

March 4-5. [2020 ICCHE Conference.](#)
Charleston, IL. Eastern Illinois University.

March 6. [Nominations Due-Examples of Excelencia.](#)
Excelencia in Education.

March 10. [The Assessment Conversation.](#)
7:30am-4:00pm CST. Middle States Commission on Higher Education (MSCHE).

March 10. [Webinar- The Intersection of Assessment and Inclusion: Lessons Learned from the Field.](#)
2:00-3:00pm CST. Association for the Assessment of Learning in Higher Education (AALHE).
****Webinar will be presented by Laura Wankel, NILOA Coach, Gianina Baker, NILOA Assistant Director, and Amelia Parnell, NASPA.**

March 12. [University of Florida 4th Annual Assessment Conference.](#)
Gainesville, FL. University of Florida.

March 19. [AAC&U 2020 Diversity, Equity, and Student Success Conference.](#)
New Orleans, LA. Association of American Colleges and Universities (AAC&U).

March 19. [Webinar- Assessment Basics #2: Curriculum Mapping.](#)
1:00-2:00pm CST. Watermark.

Over the course of the next month, NILOA staff and team members will also be at the following venues:

- **February 28-29.** Natasha Jankowski, NILOA Executive Director, will present and facilitate sessions for the FaCE Grant Award launch at Grinnell College.
- **March 5.** Natasha Jankowski and Nan Travers, NILOA Senior Scholar, will participate in a Western Interstate Commission for Higher Education (WICHE) and Lumina Foundation meeting.
- **March 6.** Erick Montenegro, NILOA Communications Coordinator and Research Analyst, will deliver a Keynote and conduct a workshop for Quinsigamond Community College and AMCOA.
- **March 9.** Natasha Jankowski will present at a Northwest Commission on Colleges and Universities (NWCCU) Seminar.

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